



UNIVERSITY OF KWAZULU-NATAL

**ASSESSING EMOTIONAL LABOUR PRACTICES AMONGST LECTURERS IN
PRIVATE HIGHER EDUCATION INSTITUTIONS IN KWAZULU-NATAL**

By

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DECLARATION

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ABSTRACT

The purpose of this study is to assess emotional labour practices amongst lecturers in private higher education institutes. This study focuses on private higher education institutes in Kwa Zulu natal, specifically lecturers that are exposed to an environment which is emotionally demanding .Private higher education institutions are the main interest in which academics may experience emotional labour. For this reason the various private higher education institutions is the focus of this study.

Literature on emotional labour was discussed. This terms plays an important role in higher education institutions, where lecturers are seen to be providing more of a service in this profession rather than just playing the role of an academic. Both the private higher education sector and emotional labour is discussed extensively and reviewed in relation to one another. Thereafter emotional regulation processes and concepts, coping mechanisms and management support is discussed as part of the literature. The research methodology applied was qualitative research. Qualitative research allows the researcher to make sense of people experiences and interacting with them, thereafter making use of qualitative research techniques to collect and analyse information (Blanche, Durrheim &Painter, 2006). A case study was used. This case study focused on the academic staff at private higher education colleges. Given that the research undertaken in this study is qualitative; a case study is also the most appropriate research design considering the contextual, iterative and phenomenological nature of the study.

This study used in- depth interviews as a data collection instrument. Interviews are used to elicit imperative information during research, interviewing is more natural form of interacting with people rather than making them fill out a questionnaire, this is the reason as to why interviews fit well with the interpretive approach to research (Blanche et al., 2006) .In- depth interview allows the interviewer to extract maximum information needed from participants. The findings were that academics need to constantly regulate emotions in order to function effectively at work.

There is a high degree of emotion suppression in individuals that work in private higher education institutions. Most individuals feel that there are no support structures to able them to cope better within this service related work environment. Stress and exhaustion was evident

within this environment. For future studies, the researcher recommends a support structure for lecturers within private institutes and additional management support towards employee mental wellbeing including emotional support programmes.

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CHAPTER ONE

INTRODUCTION AND OVERVIEW

INTRODUCTION

The term emotional labour, concerns managing of emotions at work in order to meet organisational needs (Xanthopoulou, Bakker & Fischbach, 2013). This term holds importance such that, it is part of any profession that requires interpersonal contact and it has influence on the individual and job outcomes (Naz, Gul, 2011). Emotional labour is seen as helpful to an organisation, however literature suggests that the managing of emotions for pay maybe detrimental for the employee (Grandey, 2000). Emotional labour plays an important role in higher education institutions, where lecturers are seen to be providing more of a service in this profession rather than just playing the role of an academic.

The demand for private higher tertiary education began in the 1990's, thereafter entrepreneurs spotted a potential profitable market and therefore there was a boom for tertiary in the private sector. Private higher education institutions (PHEI's) in the South African economy have changed the character of universities such that they have become imperative for South African economic growth, development and employment (Pouris&Ingesi-Lot, 2014).A lecturer's role in private higher education institutions has gone through a significant amount of change as compared to the traditional roles of academic staff. Academics work in changing times and presently the work of an academic includes a myriad of tasks beyond core functions of teaching and research. Higher education institutions are not only concerned with devising and delivering of teaching programmes and research, but also concern themselves with the way lecturers are expected to "perform" on the job. Lecturers at private higher education institutions work in jobs that require employees to have contact with customers, have a certain level of control over emotions and focus on emotional demands. (Xanthopoulou et al., 2013).

In private higher education Sikes (2006, p.559) states that changes in higher education in post-industrial society is "turbulent" and there is always something new to do, new concerns, new administrative procedures and new technology. According to research both the public and private sectors join together to provide education services and both have their distinct advantages and disadvantages. These private institutions have become "customer focused"

and lecturers perform their roles as academics and are expected to perform emotional labour and suppress their true feelings. This suppression of feelings can lead to negative consequences that can affect the well-being and health of an academic.

Emotional labour is associated with certain types of jobs that require employees to;

- have face to face/ voice to voice contact with the public
- Produce a positive or negative emotional state in other persons
- To tolerate others supervision and control over their emotional activities (Tsang, 2011)

Employees in service related roles do go through a level of emotional labour that can be productive, however a high level of emotional labour can be potentially damaging to employee wellbeing, resulting in job related stress and further problems (Cassidy & Berry, 2013). According to Tsang (2011) employees go through emotional dissonance and this may cause emotional exhaustion, self-estrangement and alienation, therefore the nature of emotional labour can be seen as exploitive. This study will explore the ways in which lecturers practice emotional labour, their coping strategies and ways in which emotional labour can be productive as well as dysfunctional for lecturers. This study will contribute to potential human resources management policy that recognises that emotional labour occurs and devises ways to ameliorate its negative consequences whilst supporting its more positive outcomes.

DEFINING THE KEY CONCEPTS

Table One: Key concepts in emotional labour (examples specific to this study included)

Construct	Definition	Example
Emotional display rules	The “standards for the appropriate expression on the job” (Ekman (1973,p1) as cited in Diefendorff, Croyle & Gosserand, 2005, p. 343)	Lecturers welcome students inquiries politely Lecturers should be nice to parents when parents inquire about their kids
Surface acting	On the surface, an employee portrays emotion that are not felt internally (Hochschild, 1983)	Despite covering material and content often and revising the same content over again – lecturers need to show enthusiasm, understanding & concern when a student has the same questions about the content or makes the same mistakes – “patience is a virtue”
Deep acting	The employee changes internally felt emotions to align with required emotional expressions of the organisation (Morris & Feldman, 1996)	A lecturer feels frustrated that a student does not conceptualise the material presented. The lecturer attempts to recognise the student is trying to master the new material, and works to shift his /her frustration to appreciation of the students efforts (Brown, 2011)

RESEARCH PROBLEM TO BE INVESTIGATED

There are certain professions that demand particular emotional display; lecturers are exposed to an environment which is emotionally demanding. When researching, it was identified that lecturers in private higher education institutions are expected to portray an image and 'act' in a specific manner in front of and with students at most times.

There are a few factors that may impact on emotional labour such as gender, emotional expressivity and personality. According to Larson (2008, p. 45) "emotional labour was seen as a "labour of love, one that women do instinctually". Research conducted by Larson (2008, p.51) discovered that those dealing with students want to be recognised for performing "real and important labour" i.e. emotional labour. The concept of emotional labour can be viewed as positive and rewarding for some in the service industry professions. On the contrary emotional demanding professions (Customer representative, nurse, doctors, and lecturers and so forth) have been found to result in higher levels of emotional exhaustion (Naz&Gul, 2011).

The performance of emotional labour has negative consequences on mental well-being, such that feeling the right emotions is linked to the mind (Sanders, 2013). Furthermore, having this type of mind set, those in customer service roles, such as lecturers rely on faked expressions to accomplish the job (Sanders, 2013). Although emotions have a very important role in work life, emotional labour can lead to the violation of the psychological contract. The psychological contract concerns mutual obligations and are developed as a result of the interaction between the employer and employee (Anderson & Schalk, 1998). This research will examine the impact of emotional labour on the psychological contract of a lecturer, such that managers and employees start with an understanding of expectations with little understanding of the level of emotions that goes into the job thereafter.

This research study will examine the emotional labour amongst private higher education lecturers, as well as assess all concepts associated with emotional labour. Two of the concepts that will be discussed in greater detail are;

1. Deep acting
2. Surface acting

The focus of this study is to examine emotional labour within private higher education lecturers and examine as to whether it is associated with having a positive contribution or negative.

FOCUS OF THE STUDY

- The primary focus of this study is to examine emotional labour within private higher education institutions and to examine as to whether it is associated with having a positive contribution or negative.
- Private higher education institutions are the main interest in which academics may experience emotional labour. For this reason the various private higher education institutions is the main focus of this study.
- Coping mechanisms assist lecturers in difficult situations, therefore this will form an important focus of this study.

OBJECTIVES OF THE STUDY

1. To determine how lecturers engage in deep or surface acting in emotional labour
2. To assess how the emotional regulation process impacts on lecturer emotional well being
3. To examine how the emotional regulation process impacts on the work that lecturers do
4. To determine how lecturers regulate and adjust their emotions to seem authentic in their profession
5. To examine how emotional labour influences the measurement of employee performance at private higher education institutions
6. To examine how lecturers deploy coping strategies during the emotional labour process
7. To examine how emotional labour impacts on human resource policies

RESEARCH QUESTIONS FOR THE STUDY

The research questions sustaining this study are as follows:

1. How do lecturers engage in deep or surface acting in emotional labour?
2. How does the emotional regulation process impact on lecturer emotional wellbeing?
3. How does the emotional regulation process impact on the work that lecturers do?
4. How do lecturers regulate and adjust their emotions to seem authentic in their profession?
5. How does emotional labour influence the measurement of employee performance at private higher education institutions?
6. How do lecturers deploy coping strategies during the emotional labour process?
7. How does the understanding of emotional labour impact on Human Resource Policies?

LIMITATIONS OF THE STUDY

One of the challenges of this research study was the sensitivity of the topic, academic staff where reluctant to talk openly regarding the extent of emotional labour within the job.

Another challenge was booking of the interviews; academic staffs have different times of availability due to the nature their work. This study limits an international perspective as its focus is on private higher education institutions within KwaZulu-Natal.

RESEARCH DESIGN OF THE STUDY

A case study has been used. This case study focused on the academic staff at private higher education colleges. Permanent staff has been used in this research. Given that the research undertaken in this study is qualitative; a case study is also the most appropriate research design considering the contextual, iterative and phenomenological nature of the study. This study has implemented a qualitative approach. Qualitative research allows the researcher to interact with people and make sense of people's experiences. Thereafter qualitative research techniques can be used to collect data (Blanche, Durrheim & Painter, 2006). This study is interpretive, such that it has involved an understanding of the impact of emotional labour on lecturers as well as looked at the concepts involved in emotional labour.

This study has been conducted at two private sector tertiary institutions in KwaZulu -Natal. The area was chosen due to convenience and availability of lecturing staff. The study sites

have provided a variety of lecturing and management staff. The target population for this study is a maximum of twelve full time lecturers. As well as three permanent staff members that form part of management across the three institutions. Non-probability purposeful sampling has been used in this study. Twelve lecturing staff has been used to obtain information. Staff that is readily available and form part of academics has been used in this study. In addition a judgment sample of two managers has been used when investigating the theme of HRM policy and practices towards emotional labour in the workplace. Judgment sampling has been used, as the subjects that have been interviewed were in the best position to provide sufficient information that is required.

This study will use in- depth interviews as a data collection instrument. Interviews are used to elicit imperative information during research, interviewing is more natural form of interacting with people rather than making them fill out a questionnaire, this is the reason as to why interviews fit well with the interpretive approach to research (Blanche et al., 2006) .In- depth interview allow the interviewer to extract maximum information needed from participants. Interviews are conducted by trained professionals with the necessary experience which will also eliminate interviewer bias. The researcher will undergo training, and this will be funded by the supervisor of the student. For the purpose of this study, ‘in-depth interviews’ will be used to obtain information from participants.

SUMMARY OUTLINE PER CHAPTER

This thesis comprises of seven chapters. A discussion of each chapter will follow;

Chapter two is entitled “the rise in private higher education in South Africa”. This chapter provides information regarding private higher education institutions. It goes further to discuss private higher education, in terms of quality and includes an illustration on the manner in which South African legislation impacts on the private higher education sector. Chapter two also includes information on private Higher education from a global perspective. The chapter concludes with information on private higher education institutions in various countries, including the advantages and disadvantages of investing in private higher education.

Chapter three, provides a greater insight into the term emotional labour. Emotional labour and the service industry is presented in this chapter and includes information of certain professions that labour intensive. Furthermore, examples are provided of management of emotions of employees in the service industry. Chapter three includes literature on the emotional regulation process and important concepts, such as surface acting and deep acting.

The emotional regulation process highlights the importance of the manner in which emotions need to be regulated and this in turn is crucial in an academic environment. In this type of an environment rules for social conduct exist and educators face situations that may make them feel angry, sad, disgusted, They need to find appropriate ways of regulating emotions within the academic environment. Chapter three concludes with strategies of emotion management in teaching, including coping strategies.

Chapter four is based on literature on the research methodology of this thesis. The following forms part of this chapter;

- Research approach of the study
- Research Design
- Research problem

Furthermore, chapter four is inclusive of the sampling method, sample size and data collection instruments used in this study. Data quality and control is further discussed as the quality of the research study is important. This chapter also discusses the reliability and validity of the research methods used as well as data analysis. Lastly, ethical considerations are included and this forms a central point in research.

Chapter five is entitled ‘findings and data analysis’, this chapter presents the data obtained from the interviews conducted. The data that is presented in this chapter relates to the questions that were asked to the participants from the interview schedule. Chapter six is the discussion chapter and this includes a discussion on the research findings, including feedback from the interview questions that were asked to the participants. The last chapter which is the conclusion chapter serves to provide the reader with a summary of all included chapters within this research study, as well as a summary of the results to research questions.

1.10. CONCLUSION

This chapter consists of an introduction to the thesis, which is to examine emotional labour within private higher education institutions. This chapter also focuses on the impact of emotional labour on private higher education academic staff. Key aspects of the research, the problem to be investigated and the focus of the study followed the initial introduction. This chapter outlines the objectives of this study, research questions and the limitations.

Furthermore, the research design was presented and lastly a summary of the seven chapters is provided to give the reader an understanding of the content of this thesis.

CHAPTER TWO

THE RISE IN PRIVATE HIGHER EDUCATION FROM A SOUTH AFRICAN AND GLOBE PERSPECTIVE

2.1 Introduction

The purpose of this chapter is to provide information regarding private higher education in South Africa. This chapter looks at private higher education from a national and international perspective. Shaikh, Karodia, David and Soni (2014, p1-7), asserts that “educating students at a university level is not exclusively the public sectors role; private provision can make an equally positive contribution”. In terms of private higher education, the world bank suggested that both the public and private sectors must join together to provide education services and assist in developing countries with the provision of higher education (Shaikh, et al., 2014).

Public and private higher education institutions each have their distinct advantages and disadvantages. Public higher education benefit from government funds and subsidies and they offer student government-sponsored bursaries, this is said to be one of the greatest attractions for prospective students (Odendaal, 2015). Government funding can suggest cuts to public institution budgets, therefore the public institutions suffer, whereas private higher education institutions are owned by private individuals/organisations and government finances pose no problems (Odendaal, 2015). Differences between public and private higher education lies in the following areas, tuition, size and degree offerings and class size and demographics (Peterson, 2015). Tuition in public higher education is lower as there is money from government, whereas private higher institutions do not receive funds and rely on private contributions therefore tuition rates are higher (Peterson,2015)Private higher education institutions are smaller than public and students that would prefer wide choice of courses can find variety at public universities (Peterson,2015). In terms of class size and demographics, private colleges have smaller classes and easy access to professor and lecturers assistance, whereas at public higher education institutions, 200 students make it difficult to get individual attention (Peterson, 2015).

South Africa history indicates that there is a shift in the higher education landscape in South Africa. “The South African higher-education landscape was shaped by the former apartheid government’s conception of race and the politics of race” (Macdonald, 2013,p 672). During the 1980’s there were two types of distinctions made in higher education, the university were to be ‘superior’ and the colleges or technikon a ‘ lesser’ technological knowledge (Macdonald, 2013). According to the world conference report on higher education, it was

predicted that the demand for higher education worldwide will expand from 97 million students to 262 million by the year 2025. (Bjarnason, Cheng, Fielden, Lemaitre, Levy & Varghese, 2009). The demand for private higher education began in the 1990's, thereafter entrepreneurs spotted a potential profitable market and there was a boom for tertiary in the private sector (Pouris&Inglesi-Lot, 2014). Private higher education institutions (PHEI'S) in the South African economy have changed the character of universities such that they have become crucial for South African economic growth, development and employment (Pouris&Inglesi-Lot, 2014). Odon (2015, p.1) supports private higher education by stating 'no matter their structure or location, private institutions are valuable to Africa's higher education landscape'.

Since 1994, the question of access to higher education in South Africa impacts on matrices whom are denied access to higher education opportunities (Shaikh, Karodia, David & Soni, 2014). After South Africa's apartheid era middle-class parents raised concerns about sending their children to 'unpredictable' public universities as well as a lowering of standards when the public sector opened its doors to disadvantaged (black) students. (Macgregor, 2008). This led to a change in demographics of student enrolment in higher education institutions. According to research by Geiger (1986), private higher education provide an education that is 'more, better, or different' from that of their public competition' (Reisz& Stock, 2012., p 199). It has become evident that PHEI'S are becoming an indispensable part of education globally (Shaikh et al., 2014) One of the major differences is that government does not fund private education institutions, however government does play a role in monitoring and supporting the private sector (Odon, 2015). In terms of the 'private' experience of higher education, Mark Cunnington (Pearson South Africa) commented that " you get a very different, more personalized learning environment, with high attention in the classroom and campus, which differentiates us from publicly funded universities" (Pearson, 2016, p.11)

According to Fennel (2002) the rise in private higher education is not quite a recent phenomenon. The first private provider of higher education was the South African college, there after this college was granted a university status and became the University of Cape Town. (Fehnel, 2002). The second private provider was the Kimberly School of Mines, to serve the needs of the mining industry, eventually this became the University of Witwatersrand and University of Pretoria (Fehnel, 2002). Private higher education institutions play a key role in providing higher education across the country (Macgregor, 2008). Furthermore, there are far more private than public higher education institutions in the

country. According to recent statistics, currently there are over 700 000 students studying at 23 different higher education institutions and approximately 92 private higher education institutions operating in Africa (Pouris&Ingesi-Lot, 2014).

The Department of education plays a significant role in ensuring that the private sector in higher education integrates into the education system of the country, in addition the department recognises that private higher education is crucial in providing qualifications that are approved (DHET, 2014-2015). The department ensures that private institutions have registered quality approved qualifications rather than operating as ‘bogus’ colleges (DHET, 2014-2015). There are cases where a number of private higher education institutions are not registered and recognised, however still operate and enrol students (Varghese, 2006). One example of this are private higher education institutions in Cameroon, many in the private sector do not meet higher education department requirements regarding staffing, equipment and infrastructure and are operating while not authorised to do so (Varghese,2006). In the past many viewed private institutions as offering mainly creative courses and only diplomas, however private institutions have the same accreditation and registration regulations as public institutions (Coughlan, 2016). Over the years there have been reputable private institutions that offer degrees including post graduate qualifications and certificates (Coughlan, 2016).

According to Levy (2015), the main reason for South Africa expanding private higher education is for profit. On the contrary Bloom, Canning & Chan (2006, p.2) state that “the university must become a primary roof for African’s development in the new century, universities can help develop African expertise... and enable African academics to play an active part in the global community of Scholars”. As per research Bloom et al., (2006) indicates that higher education has benefits for both the private and public sector, the private benefits are better employment prospects, increased salaries and a greater ability to invest, therefore this produced an improved quality of life.

Research conducted indicates that South Africa government recognises private higher education in terms of a regulation framework and control functions, however not the promotion and development of the private higher education sector (Ellis & Steyn, 2014). PHEI’s had previously not been recognised by the department of education. This questioned the validity of private providers in South Africa (Ellis & Steyn, 2014). Private higher education institutes have raised a great deal of criticism and concern regarding lecturers, physical conditions and quality of curricula (Mabizela, 2005). Akplu (2016) states that PHEI

has raised concerns regarding quality as well as the human and physical resources for delivering of quality higher education. Moreover the public universities believe that the private sector are not working on the same level as public institutions (Ellis & Steyn, 2014). On the contrary, research indicates in terms of PHEI's "we (management in PHEI's) check everything; we check our exam papers; we check our tests; we check that there is discipline among the students, among the lecturers...because we never want the public to say that the private sector is of a lower level" (Ellis & Steyn, 2014, p 452). In terms of maintaining quality in South Africa, the department of education regulatory framework promotes and expects management in the private education sector to provide training and development for lecturing staff (Akplu, 2016). According to Cemmell (2003) in Villiers and Nieuwoudt (2010, p.450-452) state that there are four functions of higher education;

- "Training of highly skilled personnel
- Development of new knowledge and research
- Contribution to community service and
- An ethical function"

The functions above are expected from both the public and private education sector. Ellies & Steyn (2014), state that research findings indicate that South African regulatory framework has great influence over the structure of the private sector. The regulatory framework impacts on the operations and quality of the private sector (Ellis & Steyn, 2014).

Figure 1 illustrates the manner in which South African legislation impacts on the private higher education sector. Figure 1 further illustrates the consequences of legislation and the associated regulatory framework for the private sector management and the private sector (Ellies&Steyn, 2014). The below figure refers to the legislation that impact on PHEI's as it added to the recognition and credibility of this sector (Ellies & Steyn, 2014).

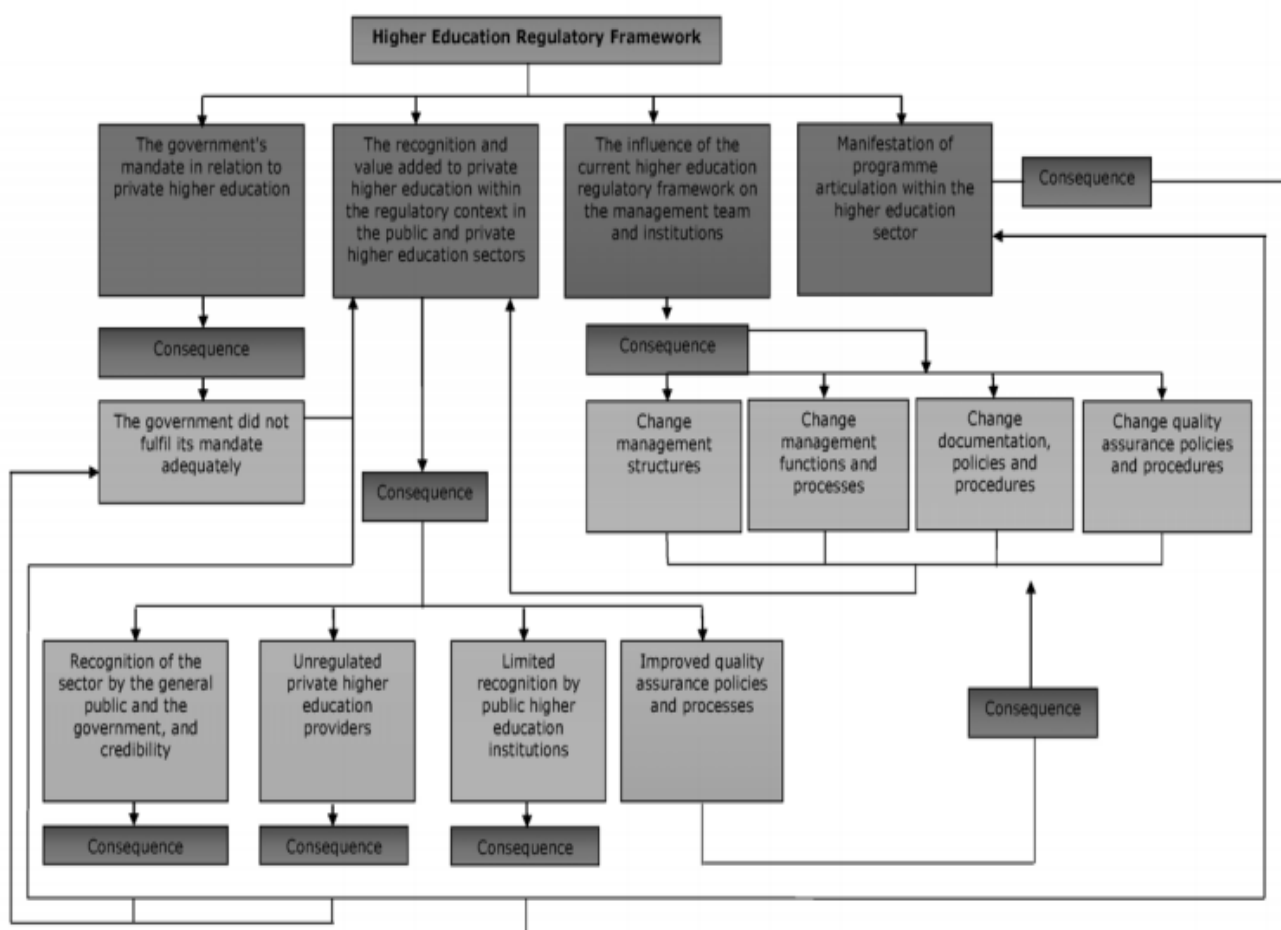


Figure One: South African legislation impacts on the private higher education sector (Ellies & Steyn, 2014).

The Private sector has raised concerns regarding quality (Akplu, 2016). Unaccredited private institutions threaten the quality of private institutions that then exploit the unmet demand for higher education (Akplu, 2016). A concern lies in that private higher education institutions might not have the human and physical resources for delivery of quality education. In terms of Quality, support and infrastructure, public universities do suffer a lack of physical adequate facilities where as private institutions do not offer certain courses that required expensive equipment (Waruru, 2013). As per research by Besharati (2015), South Africa will continue to have the worst standard of schooling in Africa and worldwide, South Africa is dependent on skilled labour and the private education sector is encouraged to partner with government and provide support and development programmes to improve quality across education in South Africa.

According to Waruru (2013) the problem lies in that private institutions have a shortage of qualified lecturing staff unlike the public sectors. According to the commission for university education, a recommendation was made where both the sectors produce doctoral graduates to meet the demand for academics. (Waruru, 2013). Boshoff (2014), state that in private higher education environment, lecturers are highly qualified and conduct research in their areas of expertise.

2.2 The private higher education revolution globally

PHEI'S faced challenges in terms of recognition as private institutions were said to not be as old enough to have established itself like the public education system (Ellis & Steyn, 2014). PHEI'S have come a long way and private providers in South Africa “are viewed as a real sector that exists... and students have another option for higher education and training apart from the public sector” (Ellis & Steyn, 2014, p. 452). Private higher education institutions will continue to thrive in the higher education market place as these institutions provide study opportunities for students whom are unable to get into a public university (Altbach and Levy, 2005). Quality assurance is imperative in higher education today, in terms of the private sector issues concerning quality do arise, such as assuring the quality and standard of teaching, admission and registered qualifications (Altbach & Levy, 2005). However so private higher education institutions retain a traditional vision of the academic profession and many PHEI'S have followed suit in recent years (Altbach & Levy, 2005). The private sector has helped to contribute to the state by providing skilled manpower and has become known as a deliverer of education (Bjarnason et al, 2009). According to Coughlan (2016, p1) “It is clear that private higher education is becoming the study route of choice for an increasing number of young South African's, in line with international trends”. Government concern lies in the fact that fees in private higher education institutions will usually not be afforded by all society, as most private higher education institutions lack hostel accommodation or finance as compared to a public higher education institution (Bjarnason et al, 2009).

According to research by Teferra & Altbach (2004), Africa is the least developed region in terms of higher education institutions. However so, Egypt is an example where higher education is easily accessible for most through the high number and variety of higher education institutions in the country (Elsayad, 2014), up until 1989 there were only four private higher education institutions in Egypt, furthermore the private sector was viewed as a good alternative to the public sector, Egypt consists of twenty three public universities, in collaboration with foreign higher education colleges and one hundred and fifty private higher

education institutions (Elsayad, 2014). Table 1 below, indicates the number of private education students by type of area studied in Egypt, as of March 2014. The table further indicates that the areas offered are similar to that of public higher institutions. (Elsayad, 2014, p12).

Specialisation	Number of enrolled students
Business	175,693
Engineering	67,560
Hotel and Tourism	14,981
Social Work	79,143
Liberal Arts	3,638
Mass Communication	3,757
Applied Arts	1,902
Agriculture	8,073
Nursing	86

Table Two: Number of private education students (Elsayad, 2014, p12).

There is a strong social demand for higher education, specifically in Tanzania as people have come to realise that higher education has high economic and social returns as well as the need to access higher education (Varghese, 2006). The government in Tanzania has established a student loan board; this provides students with an opportunity to study in any higher education institution (public or private). Tanzania has come a long way in terms of the private sector in higher education, the public universities and private colleges have together on average a student enrolment of about twenty nine thousand, considering in 1961 there were only fourteen students in higher education (Varghese, 2006). The country with both the public and private sector has achieved human resources (university level) in all fields. (Varghese, 2006). In developing countries there are more applications than places available so the private sector is the initial option available to potential students, furthermore only a few of the wealthy potential students have enough money to take up places overseas (Bjarnason et al, 2009).

	0-10%	>10<35%	>35<60%	<35>60%
Developing countries	Cuba, South Africa	Egypt, Kenya	India , Malaysia	Brazil, Indonesia
Developed countries	Germany, New Zealand	Hungary, United states	None	Japan, republic of Korea

Table Three: Private higher education enrolments, a few examples (Fielden & Cheng, 2009).

The above figure illustrates that majority private enrolments is in Japan and Republic of Korea, the public sector growth remains strong and that now 30% of global higher education enrolment is now private (Guruz, 2008). The developing countries are growing in numbers in terms of private higher education institutions, with South Africa sitting with 10 %. According to Fielden & Cheng (2009) centuries ago many countries had no private higher education institutions, and now many countries have majority of their higher education enrolments in the private sector. Private institutions in Africa are said to overtake public institutions as private higher education addresses imbalances between enrolment, quality and curriculum (Mashininga, 2012). According to the association of African universities, Africa has approximately one billion people, the highest illiteracy rates, massive demand for higher education, more than 20 million jobs seekers and one of the highest unemployment rates – this caused government to cut costs on spending on public higher education providing a way for the rise of private higher education (Mashininga, 2012). Further statistics show that private providers are significant contributors to higher education in Africa.

2.3 The Mantra of Privatisation

In terms of privatisation, there is a social demand for higher education and many countries now allow for the development of a private higher education system. This has headed towards a growth in the private provision of higher education especially within developing countries (Whitfield, 2000).

PHEI = Private higher education Institutions

Uganda - 27 PHEI & 7 Public HE; Somalia – 40 PHEI; Ghana – 42 PHEI & 6 Public; South Africa – 87 PHEI& 23; Public; Nigeria – 45 PHEI (Mashininga, 2012)

For most countries private higher education was something quiet new, moreover as per research conducted by Chealy (2006) in UNESCO (2014), Cambodia legalised private higher education in 1995, Malaysia in 1996 and Thailand in 2003. Research conducted stated that over the last fifteen years, private higher education has been the fastest growing sector of higher education (Levy, 2010). In terms of statistics, across Asia forty percent of higher education students attend private institutions (UNESCO, 2014). Recent research has indicated that traditional public higher education institutions are lagging behind and that the private sector institutions in India will overtake traditional universities ‘within a generation or two’ (Times Higher Education, 2015). India has one of the largest higher education systems in the world, furthermore the private institutions make up sixty percent of the total institutions (Shah, 2015).

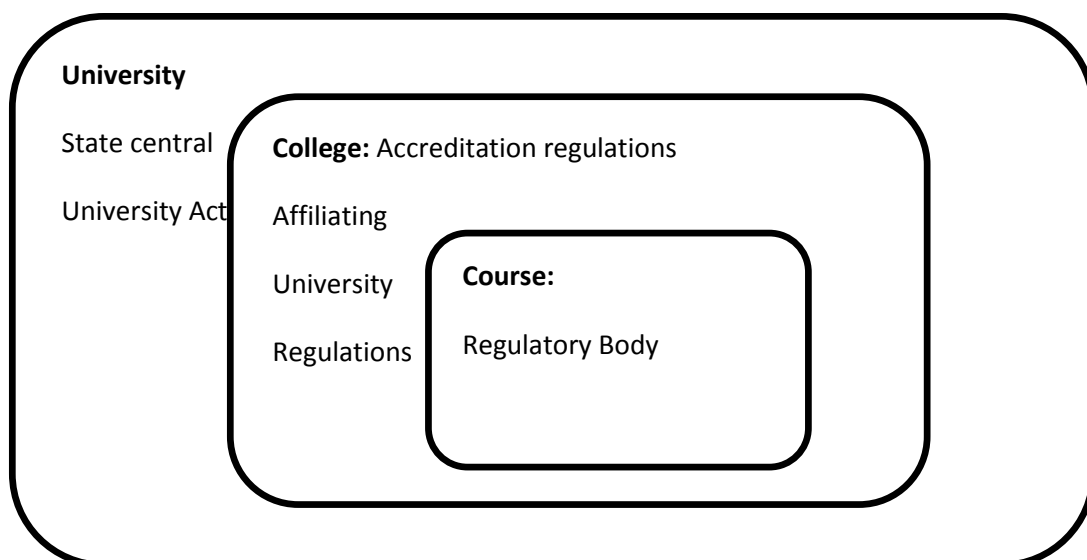


Figure Two: The Structure of Higher education in India (Shah, 2015)

India higher education system is made up of, elite public institutions, second-tier public and private institutions and private institutions (see Figure 1), All of these provide mass education (Dhawan, 2014). The rapid economic growth has made the private sector react to the needs of the workforce (Dhawan, 2014). According to Varghese (2006) private colleges are affiliated with public universities as per Figure 1 illustrates the structure of India’s affiliation of colleges with Universities. As per the diagram, private institutions need to affiliate themselves to the public sector (Shah, 2015). Private institutions are said to be governed by regulations of the affiliated public universities. Furthermore, (see figure 1), there are 15 professional councils in India that regulate the delivery of courses (Shah, 2015). This ensures that private and public institutions are regulated in terms of running certain courses according to regulations and standards. In each state of India, every university abides by and sets they own rules, the aim of certain states is to set up a private institution in higher education and affiliate it to a public university, as can be seen in figure 1 (Shah, 2015)

Number of Private and Public/State colleges in India	
Private colleges	19630
State colleges	13024

Table Four: Statistics illustrating the number of colleges in India (Joshi & Ahir, 2015, p. 10).

Private colleges (higher education) have to link themselves to a government university as private colleges in India are somewhat governed by regulations of public universities and Universities, colleges and courses form key links to the higher education sector in India overall (Shah, 2015).According to statistics, private higher education make up almost two-thirds of the total higher education institutions in India (Shah, 2015). See Table 3 above. “India has one of the world’s largest higher education systems in terms of institutions followed by China” (Joshi & Ahir, 2015, p. 10).

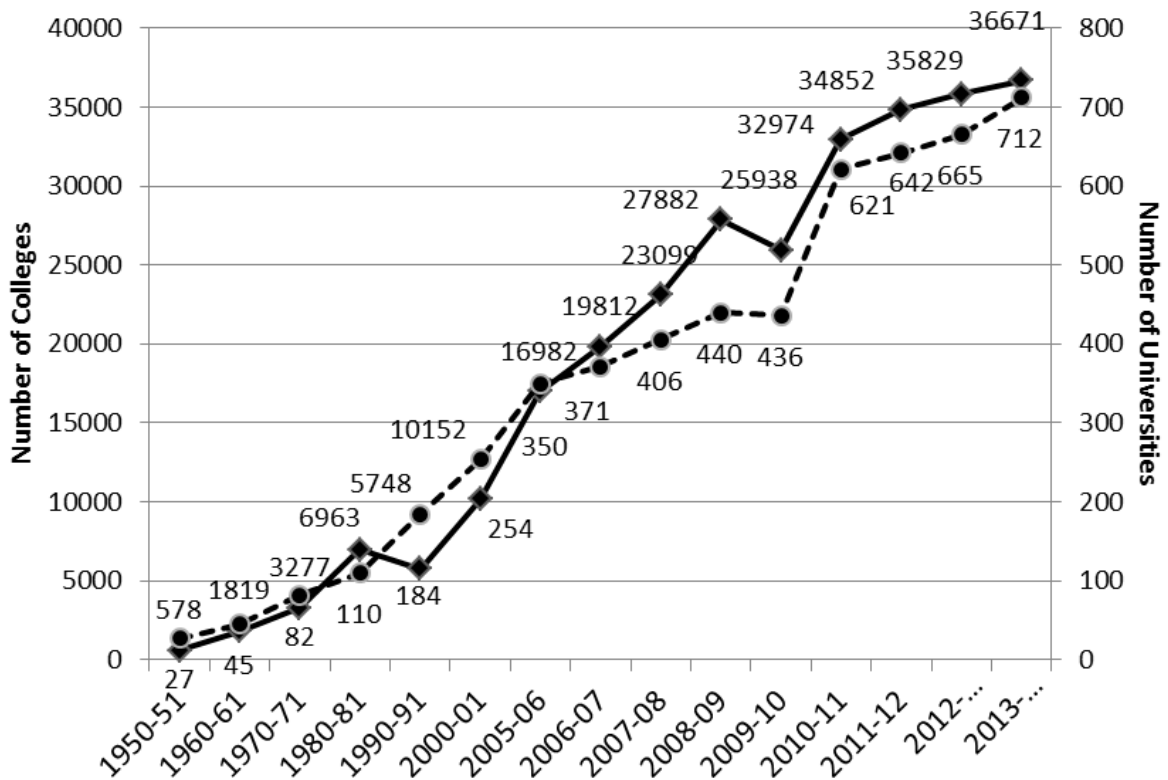


Figure Three: The growth of number of Universities and Private Colleges in India, 1950-2013 (UGC, 2014 in Joshi & Ahir, 2014)

The stagnation of the central universities allowed the growth of the private sector and this changed the landscape of Indian higher education (Joshi & Ahir, 2014). In support of this (see figure 2 below) in 2012-2013, state universities were 43 percent and the private sector accounted for 38 percent (UGC, 2014). Indian higher education is the world's second largest higher education system by enrollments of students (Joshi & Ahir, 2014). According to statistics in 2012-2013, 23 percent of students were enrolled in universities and 69 percent of students were enrolled in private institutions (MHRD, 2014). Therefore the private sector enrolled almost 70 percent of all India's higher education students (Joshi & Ahir, 2014).

In terms of private higher education growth, private institutions in Brazil, consists of eighty eight percent of all institutions and attract seventy three percent of undergraduate level enrolments (Balbachevsky, 2014). In the last twenty years, the private sector in Brazil has experienced a growth of elite private higher education institutions to cater for students from rich families (Balbachevsky, 2014). Toward the end of 1970's Brazilian government stopped authorising the development of new private institutions until a law was passed, this law was

referred to as Lei de Diretrizes e Bases da Educacao (LDB), and initiated expansion of the private higher education sector (Costa, 2014).

In Brazil private higher education institutions have more enrolment capacity than public, however most Brazilian families cannot afford to send their children to private institutions (Costa, 2014). In support of the development of the private sector, Costa (2014) suggests that both public and private higher education are one of the ways in which social status can be improved, Furthermore the development of the private sector in Brazil has contributed to an increase in the human development index and a decrease in the unemployment rate in the country (Costa, 2014). Governments in many countries are promoting the growth of private higher education institutes and are being described as ‘for-profit’ institutions (Tilak, 2005 p. 6). These ‘for-profit’ institutions increase the likely hood of emotional labour, which will be further discussed in this study.

Country	Public	Private	Of which branch campuses of foreign universities
Cambodia	34	57	1
China (2011)	1,887	836	13
Indonesia	83	2,818	-
Korea Republic	61	350	2
Malaysia	20	491	9
Philippines	220	1,636	-
Singapore	5	31	16
Thailand	98	71	2
Viet Nam (2011)	187	28	1

Table Five, Number of students attending private as opposed to public institutions

(UNESCO, 2014, p.23)

As per table 4, among all countries, Singapore has the largest number of international university campuses based nationally and thirty one public, Furthermore some countries such as Indonesia (largest number of private institutions), Japan, the Philippines and Korea have had majority of students attending private higher education institutions rather than public (UNESCO, 2014). According to statistics and research, in the year 2011 there were 900,000 students in public universities and this represented an 82% rise in student numbers since South Africa democracy (Mcgregor, 2012). There is a demand for quality education services and governments are embracing the private sector as a way to increase quality and to ensure demands of a growing population are met (Sharma, 2012).

Private providers do contribute to growth, according to statistics in an Australian study found that there was growth in public universities, as well as rapid growth in private sector of higher education in Australia (Edwards &Radloff, 2013). Private providers experienced a twenty two per cent of growth in student enrolment between 2009-2012 (Edwards & Radloff, 2013). “This highlights the fact that private providers are serving a key constituency of students who clearly value the courses they are offering...” (Edwards &Radloff, 2013, .p16). One of the disadvantages of private tertiary institutes is that most private higher education institutions do not offer the full range of academic subjects; they specialize in specific academic areas (Altbach& Levy, 2005).

Public higher education is state supported, and a trend has developed toward privatisation in higher education. The University of Michigan is one such example where it was forced to move from state-supported to function as a private institute (Staley &Trinkle, 2011). This trend towards privatisation in higher education suggests that the burden of support falls on individuals (Staley &Trinkle, 2011). Private higher education institutions have been often treated with suspicion in terms of being most focused on making money (Dhawan, 2014). However there has been an on-going battle regarding tertiary education fees in South Africa. Research indicates that more than 60 percent of South Africa students believe that tertiary education in the country is extremely high (Fin24, 2015). In support of the private sector, Barry (2015, p1) states that ‘South Africa should learn from Brazil, where the availability of higher education has been boosted by a rapid growth in private higher education institutions...’

2.4 Conclusion

In conclusion an evaluation of the private higher education sector landscape of various countries can be seen above. In addition, the private education sector would continue to grow especially in emerging economies as private institutions can meet demands much quicker than government institutions (Bjarnason et al, 2009). In South Africa, the private and public higher education landscape seeks to further develop our education system and to promote a vision towards a democratic society (Higher Education Summit, 2015).

From an international perspective, private higher education makes education available to those that want to study closer to home, Furthermore PHEI's have smaller classes that make interaction much more personal and an additional benefit of PHEI's is that the security is good as compared to the public sector (Faek & Lynch, 2015). A comprehensive literature search was conducted to illustrate the popularity of private higher education institutions and the nature of it from a global and national perspective, to ensure the reader has a further understanding of the role that a lecturer has within these private institutes.

According to Odon (2015), irrespective of their structure and location, private higher education institutions are valuable and are powerhouses towards research, knowledge and South Africa's graduate output. Moreover, private higher education can decrease the high levels of unemployment in South Africa (Froneman, 2002).

CHAPTER THREE

BROAD OVERVIEW OF EMOTIONAL LABOUR

3.1 Introduction

In this chapter the focus will be on providing a greater insight into the term emotional labour. There has been a developing interest in the role of emotions, specifically in an academic environment setting (Garcia & Pekrun, 2010). Research conducted by Garcia & Pekrun (2010) indicate that emotions shape engagement and learning. Emotions are everywhere in academic settings and effect engagement and performance of those in an academic environment. Further research indicates that those in academic environments experience a variety of emotions, while completing assignments, writing tests and teaching (Pekrun & Garcia, 2012). According to Pekrun, Goetz, Titz & Perry (2010, p.103) “emotions are closely tied to students’ self-appraisals of competence and control in the academic domain, to the values and goals they attach to learning and achievement, and to classroom instruction and social environments affecting control, values, and goals.” This chapter will begin by examining the importance that emotions hold within the workplace and the importance of emotional labour in service related professions. Furthermore this chapter will present the relevance and impact that emotional labour has within the lecturing profession.

3.2 Emotional Labour in Organisations

Emotions are said to play a vital role in work life (Naz & Gul, 2011). Emotions are one of those qualities that make us human and are also a contributing factor in conflict and social engagement (Hochschild, 1983). According to Grandey (2000) in the past emotions were disregarded in the study of organisation behaviour. Emotions were seen as dysfunctional and unreasonable, they were treated as interference to the job (Naz & Gul, 2011). There was a belief that emotions were private and should be controlled or removed rather than be studied (Green, 2009). In recent times researchers are beginning to study as to how emotions are managed by employees to improve outcomes of the job (Grandey, 2000). The term emotional labour was developed by Arlie Russell Hochschild (Grandey, 2000).

Hochschild (2003) affirmed that there are different types of labour, physical labour is when “the wallpaper factory calls for coordination of mind, arm, mind and finger and mind and shoulder” (Hochschild, 2003, p.6), the flight attendant also performs physical labour by pushing meal trays through the aisles and then does mental work when she prepares for landing and emergencies, In the course of doing these activities, Hochschild (2003), states that the flight attendant is doing emotional labour. This term refers to the “management of

feelings to create a publicly observable facial and body display to keep up with job requirements” (Karim & Weisz, 2010, p. 187). Hochschild’s (1938) study on emotional labour places emphasis on the fact that this facial and bodily display can be sold for a wage and therefore has exchange value (Du toit, 2012). According to Du toit (2012, p. 121) “...what was once a private act of emotion management is now sold as labour in especially service jobs”.

Emotional labour holds importance because it is part of any profession that requires interpersonal contact and it has an impact on individual and job outcomes (Naz& Gul, 2011). Research has been conducted on flight attendants, nurses, retail sales, police officers, banks, teachers and hotel employees to investigate the management of emotions at work. According to research conducted by Sanders (2013) employees want to portray emotions in accordance with display rules of the organisation to please customers, however, there are likely to be situations when genuinely felt emotions do not correlate with desired emotions.

Emotional labour forms an imperative part of a workers life, below is a list of some of the dimensions of emotional labour that also explain a broad over view of the term;

“Good cop, bad cop: role playing in which one worker pretends to be sympathetic while the other pretends to be tougher... *Deep acting*; refers to convincingly pretending to feel a given emotions... *Emotional mirror*; the ability to reflect and adopt the emotions of the other... *Emotional mask*: that which results when workers convincingly suppress their own emotions in order to act as if they feel a contradictory emotions, or no emotion... *Emotional façade*: the ability to express an emotion one does not actually feel...*Emotional equilibrium*: refers to maintaining a balance between extremes of emotions” (Guy, Newman & Mastracci, 2015, p. 6-7). Some individuals can put up an emotional armour and endure emotionally draining experiences while others cannot. Some individuals find emotional encounters exhausting while some find it energising, therefore emotion work can be subjected to individuals differences (Guy et al.,2015).

Emotional labour can also take the form of having a co-worker become highly emotional and yell on the job to also dealing with being yelled at by a manager on the job, hence this can be draining and difficult for workers to concentrate on work (Sternheimer, 2015.p1). As per research, Steve jobs is a clear example of a manager that at one stage made it emotionally draining for employees, according to Sternheimer (2015, p.1), “Job could be cruelly blunt to employees... given impossible deadlines... this took an emotional toll on employees, many

of whom worked around the clock on their projects and were subject to burnout... in 1985 Jobs was fired... because his inability to manage his emotions”.

3.3 The ‘acting’ in emotional labour

As stated above , the ‘acting’ in emotional labour refers to how the worker ‘acted’ or rather behaved in an effort to make the customer feel good (Hochschild, 1983)

3.3.1 The story of Harry

Harry works as a customer service agent for Spiro airlines (Lombardo, 2015). He has to put on a happy face for job reviews; furthermore he has to regulate his emotions i.e. emotional labour. Harry’s personal life was in a fiasco, when his wife left him one weekday morning; Harry still went to work and acted accordingly – happy & polite to airline customers and colleagues (Lombardo, 2015). Behind all of this ‘acting’ Harry actually felt depressed and devastated, his real emotions and his fake emotions were conflicting (Lombardo, 2015). The conflicting of real and fake emotions relate to the term emotion dissonance. Emotional dissonance “is a form of conflict between person and role expectations... and may affect wellbeing” (Karimi, Leggat, Donohue, Farrell and Couper, 2013, p. 1-11). According to the study by Karimi et al, (2013), an increased level of emotional labour involving emotional dissonance is connected with lower wellbeing and higher levels of job stress. Emotional dissonance can be evident in aged care work. Workers in aged care tend to experience frustration and a form of emotional dissonance (King, 2012). According to a study by Bakker &Heuven (2003), it was evident that the suppression of emotions especially in jobs such as correctional officers has been found to be a source of stress. Furthermore emotional demands ‘may lead to burnout through the experience of emotional dissonance’ (Bakker &Heuven, 2006. p427).

Overtime “emotional labour is known to be the suppression or expression of one’s feelings to meet job expectations” (Brown, 2011, p.7). Morris & Feldman (1996) found that emotional labour involved knowing not only the emotional expectations by the organisation, but also how to plan for, control and develop skills to portray appropriate emotional displays rules that was expected for the job. Research conducted on emotional labour in the petrol industry, discovered that petrol attendants use emotional management by controlling their own emotions as well as customers emotions, The attendants were provided with a pre-established script by managers, which states how they should regulate and display emotions when interacting with customers (Du toit, 2012). As a result emotional labour can also be defined as any effort by employees to display expected behaviours for the job and/or customers that

may conflict with their own emotional state (Morris & Feldman 1996; Ashforth & Humphrey, 1993).

3.4 Gender and culture in emotional labour theory

According to Hochschild (1983), emotion work is gendered and can be seen as more important for women than it is for men. Women are expected to 'be nice' as opposed to men, whom cannot manage people's anger and aggressive behaviour as women can (Yeomans, 2010). There is said to be a sexual division of emotional labour, such that generally men work in jobs that demand aggressiveness labour, and find themselves in jobs that transgress rules, while women are likely to be given tasks that demand sensitivity, nurturing and tenderness (Soares, 2003). Emotional labour demands that "waitresses give service by using their bodies, emotions and personalities to create a pleasant dining experience for customers" (Chong, 2009.p19). According to Chong (2009), women are given the opportunity for front line work as women are seen to be naturally empathetic and caring which makes them better than men when dealing with customers (Chong, 2009). Men and women are expected in society to express emotions differently. Cultural values also "impose constraints on types of emotion they display and how they maybe expressed" (Norsby & Davis, 2007. p7). As per research, women are socialized to be nurturing and expected to express more emotions on the job such as smiling, while men have been taught to be tough and brave, showing emotions is not consistent with this image (Robbins, Judge, Odendaal &Roodt, 2009).

Cultural norms, beliefs and skills lead women to respond to their own and others emotions more than men (Grossman and Wood, 1993). An example would be ' the expression of kindness, understanding and compassion maybe expected more from a female front line worker compared to her male counterpart' (Norsby & Davis, 2007.,p 7). According to research, male employees in service industry regulate emotions through surface acting more so than female employees and male employees are said to experience higher emotional labour than women employees (Norsby & Davis, 2007). Studies suggests that women are more prone to stress, depression and be at higher risk from emotional exhaustion as women are expected to be more empathetic and nurturing than men (Sadien, 2010). According to Grandey (2013), Japanese recognise emotional labour and follow a more relationship oriented culture where as Americans follow a more individualism-oriented culture and therefore it could take them longer to recognise emotional labour.

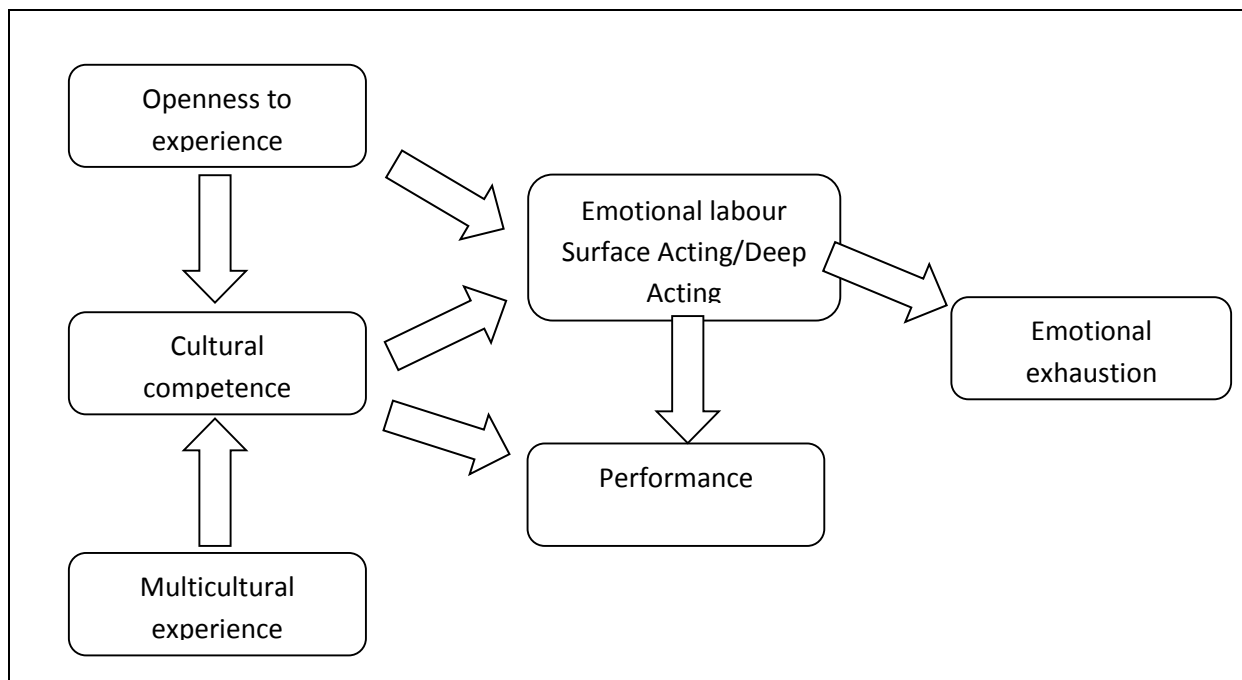


Figure Four: The interpersonal model of emotional labour in intercultural service encounters (McCance, 2010, p. 54)

in the service industry companies have culturally diverse clients, where customers and service providers come from different cultural backgrounds and therefore having different expectations in terms of emotional displays (McCance, 2010). Fundamentally in service jobs, emotional labour has a significant impact on intercultural settings such that this openness to experience (see figure 1) and multicultural experience determines one’s cultural competence and this impacts on the employees whom go through surface acting and deep acting, therefore impacting on performance. (McCance, 2010). Training interventions can be carried out to encourage deep acting and cultural competence is imperative in developing an open view towards another culture (McCance, 2010).

In the United States service organisations place emphasis on emotional display such as being friendly, women are more likely to be hired in service work as the belief is that they smile and display more warmth than men (Brooks &Devasahayam, 2011). On the contrary, an example in terms of Muslim cultural belief, the display of friendliness is restricted especially by women as the belief is that this would provoke sexual responses. (Brooks &Devasahayam, 2011). Furthermore in the United States, emotional labour is embraced in business and is said to be a resource in assisting in businesses gaining a competitive advantage as well as useful for labor unions (Grandey, Diefendorff & Rupp, 2013). On the contrary emotional labour in terms of culture can still be tainted as something negative, these questions remain ; “do

employees feel gratified by this work or strained by it?, does it alienate a person...?, do workers experience more strain at work?”(Grandey, et al. 2013, p. 1944). Gender and culture are not the only factors that results in the achievement of emotional labour, Race and ethnicity, social class and status can also contribute to emotional labour (Soares, 2003). An example illustrating this; “a black worker must frequently face racist remarks that demand a heavier emotional load, something which a white worker would not face” (Soares, 2003., p 38). On the contrary, service work regardless of where it is performed is marked by a need for employees to manage their emotions as well as the emotions of the customer (Yang, Guy& Mary, 2015).

3.5 Emotional labour and the service industry

“Now hiring smiling faces!”

“Friendly people wanted!”

As per the quote above, management of emotions is important for employees in the service industry, Service quality often rely on emotions as customers often judge service quality based on employees emotions that influence customer service (Ramachandran, Jordan, troth & Lawrence, 2008). The service industry can be characterized by the growth of different kinds of work and most employment is generated in the service sector (Nixon, 2009). The service industry consists of an environment with prolonged working hours and continuous customer interaction. The growing service industry has established new ways of being competitive within the delivery of high level quality service (Shani, Uriely, Reichel and Ginsburg, 2014, P151). In the service industry emotional labour demands hold more importance than cognitive and sensory motor demands (Zapf, 2002), therefore service is no longer represented only by the intellectual and physical labour, but also emotional labour in terms of showing genuine concern for the customers (Chu & Murrmann, 2006, p 1181 and Jung & Yoon, 2014., 84).

The health sector is an example where emotional labour is clearly evident. Emotional labour according to Sanders (2013, p.88) has always been “part of the image of nursing”. Diefendorff, Dahling & Grandey (2011), reported that oncology nurses often feel intense emotions such as grief, however do not show those emotions as they are taught that those emotions are a hindrance to caring for the patients. On the contrary paediatric nurses may view emotional expressions of 'sympathy caring for patient as the only professional way to act on the job (Diefendorff et al., 2011, p 174). Nurses need to perform emotional labour as

part of the job, as it is required for them to offer authentic caring behaviour (Sanders, 2013). The behavior that nurses are expected to display forms part of their job role and not necessarily how they might feel at that point in time. In the health sector, nurses and doctors 'have to manage their emotions whenever there is discrepancy between their professional moral standards and the organisations demands that often hinder work and the end result is emotional exhaustion'(Naz& Gul, 2011, p.473).

According to Tsang (2011), service workers including those in a teacher's profession, also need to perform emotional labour and this results in emotional dissonance causing emotional exhaustion and alienation. Employees are no longer able to exercise control over their emotions as the emotions become "property" of the organisation in the process of emotional labour (Tsang, 2011). Furthermore career changes have become more common now as compared to the past, as emotional labour includes stress and burnout, which are just few of the determinants of turnover (Bartram, Casimir, Djurkovic, Leggat& Stanton, 2012). The hotel industry according the Ramachandran *et al.*, (2008), states that employees will be more successful when dealing with customers if they show extra effort, more initiative and be more customer orientated. It is expected that service employees in the hotel industry show higher levels of genuine positive emotion display, i.e. deep acting (Ramachandran et al., 2008). Deep acting can be defined as "felt emotions... pumping emotions up, to actually feel the required ones" (Zammuner& Galli, 2005, p356).

Deep acting will be discussed further in this research study. The term emotional intelligence can also be linked to emotional labour and can be a contributing factor as to how service workers perform on the job. Emotional intelligence can be defined as 'an ability to recognise the meanings of emotions and to reason and problem solve, on the basis of them' (Ghalandari &Jogh, 2012, p26). Emotional intelligence is said to enhance an employee's ability to deep acting (Ramachandran et al., 2008). According to Bartram et al., (2012) in the service industry profession burnout has been associated with employers resigning from their jobs. Those in the service industry professions can be referred to as "emotional jugglers" (Bartram et al, 2012). As per research conducted by Bartram et al, (2012), a model referred to as the JD-R model provides some insight into the process of how emotional labour is positively related to the intention to leave.

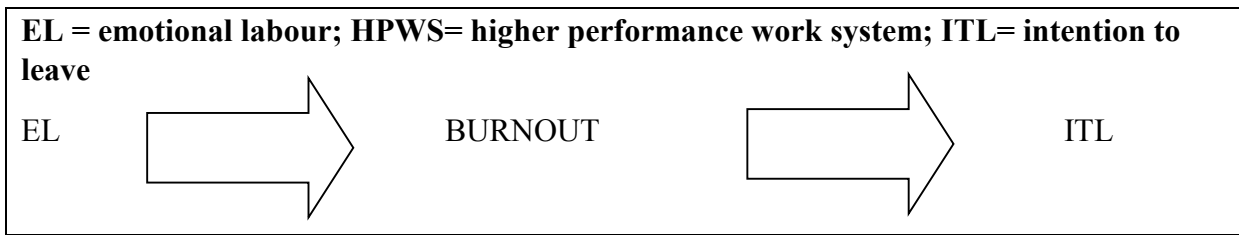


Figure Five :JD-R Model (Bartram et al., 2012, p. 1567–1578)

Bartram et al., (2012) provides evidence that burnout and emotional exhaustion are components that are related to the intention to leave a profession in the service industry. As research indicates, there is a progressive relationship between a high level of emotional labour and job burnout, therefore resulting in a low employee retention rate (Chowdhury, 2014). As per research, burnout indicates that there is a need for emotions regulation in the workplace to meet job requirements (Magnus, Dechurch& Wax, 2012). Furthermore burnout can indicate that an individual is not capable of being successfully in control of emotional displays (Magnus et al., 2012). Employee satisfaction is critical to the success of any business, when employees are ‘happy’ this is linked to a lower turnover rate (Gregory, 2011). High turnover is an expense that businesses strive to avoid, therefore keeping employees satisfied with their jobs by reducing high stress levels, Managers should actively seek to reduce adverse conditions that could lead to excessive stress and burnout on the job (Gregory, 2011).

On positive note a study conducted by Chowdhury (2014), highlights that emotional labour is essential such that customer service in hospitals requires employees to be compassionate when dealing with patients. The challenge arises where many have questioned the level of emotional labour in the health sector, leading to the following questions; “how important it is for customer care staff to ... keep smiling when addressing outpatients who require immediate attention, or when meeting relatives who have come to identify a missing family member’s body in the morgue? ... Is surface acting of happiness... suitable when faced with a severely ill patient?”(Chowdhury, 2014, p. 215-223).

In literature it can be commonly agreed that emotional labour in the service industry serves a dual purpose. This concept is viewed as an exchange-value, exploitative and alienating to those in the service industry, while also viewed by some as functional, According to Hsu (2012), emotional labour is an “affection regulation and emotional expression for achieving organisational objectives”. Furthermore, the influence of emotional labour on employee’s

health, work attitudes and wellbeing has been 'found to be less favourable' (Hwa, 2012, p.117). Hochschild (1983), research on flight attendants suggests that emotions are not managed to be suppressed but to use them as part of an employee's job requirements (Hort, Barrett & Furlop, 2001). Hochschild refers to the flight attendance in her training session, as stated... "Now girls, I want you to go out there and really *smile*. Your smile is your biggest *asset*. I want you to go out there and use it. Smile. *Really* smile. Really *lay it on*" (Hochschild, 1983, p4).

The flight attendants in Hochschild research were told what to do on the job that eventually resulted in drained air hostesses. The trainee expresses herself as stating "It's as if I can't release myself from the artificially created elation that kept me 'up' on the trip" (Hochschild, 1983, p4). Further research on flight attendants questioned as to whether the daily management on the flight attendants feelings was a positive or negative job experience, it was found that individuals in this occupation are expected to control their feelings and smile no matter how they feel at a particular time (Williams, 2003). A quote from an interviewee from this research study illustrates the emotions that go into a flight attendants job , " if you are not the best on a particular day and a passenger is upset and takes it out on you, it can be very upsetting when you are trying not to show your feelings" (Williams, 2003.,p 527) .

The demand for certain emotions in the airline industry still continues and this interaction between employee and the public is a strong requirement in terms of the actual job. However certain studies have found emotional labour to be a positive outcome for employee's such that it may bring about physiological changes that can enhance employee's well-being (Hwa, 2012). Many organisations are of the opinion that emotional labour focuses on exerting influence on customers through 'ingratiation' (Akanji, Mordi & Taylor, 2015, p16). A further understanding of emotional labour was attained through research conducted on call centre employees, two interviewees expressed similar views of emotional labour. The understanding of it was that emotional labour occurs in the 'sub-conscious mind and dramatized in tone and language expressed during service encounters... (Akanji et al, 2015, p16).

A study conducted on call centre employees concluded that 60 % of participants felt tired as a result of emotional labour (Akanji et al., 2015). Furthermore the call centre participants in this study, explained that the scripted dialogues and repetitive call handling brings on feelings of mental exhaustion, they also felt that the display rules causes expressive discordance and this impacts on their physical health such as causing headaches and affecting the neck, arms

eyes and shoulders of these service workers (Choi, Cheong and Feinberg, 2012). As quoted by a service worker in the call centre study, “ since I always need to portray a nature of friendliness even in the face of customer aggression, sometimes I only conform to my job... to get a pass mark in my performance... and not that I enjoy those moments of interactions” (Akanji et al., 2015,p.17). The participants experienced psychological tension, work inconstancy and further more role conflict. The participants in the call centre study on emotional labour clearly showed no enjoyment to their jobs. According to research employees can become discouraged with their jobs upon feeling highly stressed and employee’s efforts will eventually become minimal (Gregory, 2011).

Emotional work traditionally had been thought to be something that women do naturally therefore it is not compensated instead it is treated as something that ‘comes with’ when carrying out work (Guy, et al, 2015). On the contrary emotional labour intensive jobs are not always seen as nurturing and gentle. Police officers do interact with the public quite often; they must manage their own emotions as well as those of others (Guy et al., 2015). Below is an example from a 911 call taker whom explains as to what they go through emotionally on the job; ‘we don’t get people who call up and say, “oh I’m happy, you’re doing a wonderful job”, we talk to people at their absolute worst, on probably the worst day of their life, they can cuss and swear and we’re not allowed to cuss and swear back...” (Guy et al, 2015, p. 4). According to research emotional labour work is intense but also energising, as a social worker expresses themselves “people tease me and they say, “you look exhausted,” but I smile, it’s because I really believe I am making a huge difference in these children’s lives, I’m almost reenergized, I mean it’s like there’s a re- energy that comes from this positive feedback that I get” (Guy et al, 2015, p. 4).

‘The customer is always right’

People that work in service related jobs are familiar with the mantra “the customer is always right” (Wainwright, 2013.p1), this mantra provides leverage for customers and gives them power over those working in service jobs. Situations can arise such as a worker having a soda thrown in their face at a drive-thru because the customer didn't receive the "diet" he asked for (Wainwright, 2013, p1) taking an emotional toll on people in these roles. The High levels of emotional labour found in the lecturing/teaching profession maybe a cause for concern as stated in Berry & Cassidy (2013). Teaching is a profession that requires constant interaction with students. “Teachers whose role is not only to teach, but also to establish and maintain a

learning-friendly environment” (Wrobel, 2013., p 581). Therefore teachers are expected to ensure to give an impression of calmness, confidence and show or exaggerate certain emotions (Naring, Briet & Brouwers, 2007). Teachers in higher education institutions can be referred to as lecturers. According to Naring et al (2007) , lecturers are in a ‘customer driven system’ and this demands that lecturing staff perform emotional labour so that negative emotions can be controlled and not to let ‘customers’ which are the students, feel discontented.

When compared to other professions, the teaching/ lecturing profession can be extreme, interactions with students in contrast to interactions with clients (other professions) are more long term, intense and repeated (Wrobel, 2013). Research conducted on educators indicated that students are demanding to work with and thereafter leading to emotional exhaustion (Wrobel, 2013). On a positive note, Mann (2007. p 555) in Akanji et al (2015, p14), claims that emotional labour ‘facilitates task accomplishment and effectiveness”. Some research has indicated that engaging in emotional labour can produce job satisfaction , as customer interactions and changes in emotional state can provide a higher quality of job performance as workers use more appropriate display of emotions (Mueller Rubenstein, long, Buckman, Zhang & Ganepola, 2013).

3.6 The emotional regulation process and concepts

Emotional regulation can be viewed “as a guiding theory for understanding the mechanisms by which emotional labour maybe stressful to individuals however still be useful to the organisation” (Grandey, 2000, p.95). As indicated by Hort (2001, p 5) “Emotions are managed, not to surpass them, but to use them as part of the job requirements”. In many professions the display of certain emotions is required and that results in employee and customer satisfaction (Gopalan, Culbertson& Leiva, 2012). Emotional labour has emotional display rules that govern the emotional expression at work (Diefendorff, Dahling & Grandey, 2011). Display rules shape emotional display that facilitates workers to meet organisation goals and objectives (Diefendorff et al., 2011). Emotional labour is managed in response to the display rules for a job, these rules “control” the emotions that workers show the public (Grandey, 2000). The presence of these display rules that govern emotions are linked to greater levels of emotional regulation (Diefendorff et al., 2011). Emotions are imperative in managing human actions and behaviours. Emotions that are felt and emotions that are required may not always be harmonious, here an employee may choose to ignore the display rules and express genuinely felt emotions during stressful periods, and this can be referred to

as emotional deviance (explained further in this research paper). This can therefore be harmful to one's wellbeing (Kiely, 2008).

Emotions need to be regulated which is particularly relevant in an academic environment where rules for social conduct exist and educators face situations that may make them feel angry, sad, disgusted, they need to find appropriate ways of regulating emotions in a class setting (Fried, 2011). Sometimes emotions need to be regulated not only for a lecturer or educator, but for students, there should be space for emotions in the class room (Cho, 2015). There are three perspectives to emotion regulation in the classroom as researched by Cho (2015, p 284), "teacher regulation of student emotions; student and teacher self-regulation of own emotions and students regulation of peer emotions". These perspectives of emotion regulation are said to foster development of healthy emotion regulation strategies. This eventually assists both teacher and student in increasing emotional awareness and contributing to healthy relationships (Cho, 2015).

The suppression of emotions is also something that can be found, individuals who suppress emotions are found to be linked to depressive symptoms, a decrease in satisfaction with life, less optimistic and had lower self-esteem (Gross & John, 2003). Emotional regulation is imperative for another reason, in that individuals are able to accept and understand experiences of emotions and are able to be involved in healthy strategies in managing emotions (Baruah & Patrick, 2014). This allows individuals to be engaged in suitable behaviour when distressed. Furthermore individuals that do not regulate emotions and rather use suppression are found to be pessimistic and not fully satisfied with themselves and their relationships (Gross & John, 2003). Emotion regulation is regarded as a crucial aspect for emotional competence and it is important to understand emotion regulation has a valuable place in a class setting as, emotional regulation allows one to have control over his or her behaviour (Fried, 2011). The use of strategies (deep and surface acting) can assist in maintaining emotional wellbeing.

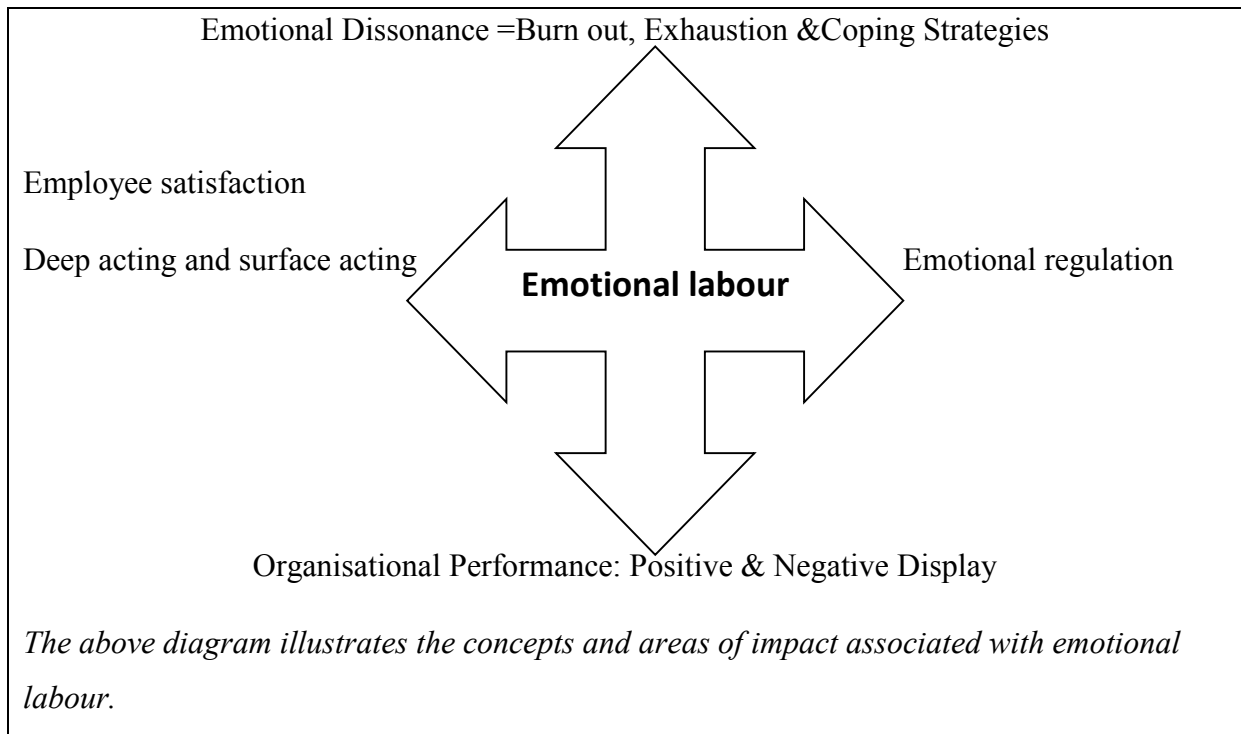


Figure Six: The concepts and areas of impact associated with emotional labour

There are two emotional regulation strategies that are performed in response to display rules and are responsible for managing one’s emotion in the workplace;

1. Deep acting
2. Surface acting

3.7 Deep acting

This strategy in emotional labour refers to attempts that are made to adjust internal feelings to match the required organisation display rules (Karim & Weisz, 2010). Hochschild (1979, p.563) defines deep acting as: “... the smooth warm air hostess, the ever cheerful secretary, the un-irritated complaints clerk... the teacher who likes every student equally ...” [they] may all have to engage in deep acting, an acting that goes well beyond the display of emotions. Furthermore this strategy relates to having a sense of authenticity of self which is associated with lower levels of emotional dissonance (Torland, 2013). Work to make feelings and frame consistent with the situation is work in which individuals continually and privately engage. But they do so in obeisance to rules not completely of their own making. Kiely (2008), stated that deep acting strategy is a type of trained imagination, which focuses on images, memories and invoking thoughts to bring about the desired emotion, an example illustrating this; “thinking of a funny experience in order to feel happy”(Kiely, 2008., p 1).

On a positive note, employees that engage in deep acting gain confidence in their ability to experience and feel emotions appropriate to the situation (Grant, 2013). Deep acting may enable workers to feel positive emotions such as, determination, passion and enthusiasm (Grant, 2013). Gagne (2014) suggests that deep acting does not necessarily relate to exhaustion, depersonalisation and job satisfaction, however it does contribute to an increase in personal accomplishment. Mueller et al., (2013) suggests that deep acting leads employee's to have more positive emotions towards their work. Adelman & Zajonc (1989) proposes that when employees deliberately show displays of positive mood, they will eventually come to actually be in a better mood. According to Vincent & Braun (2013, p. 751), the "danger" of deep acting is the suppression of the "real" self. The employee's private emotional life becomes distorted into a package of "commodified" emotions (Brook, 2009).

3.8 Surface acting

This strategy is referred to as the "attempt to change one's emotional expressions without modifying one's feelings" (Diefendorff et al., 2011, p 172). According to Karim & Weisz (2010, p.187) in surface acting employees hide felt emotions, furthermore this strategy can be referred to as 'faking in bad faith'. An example of a statement from a research study that was given to service workers and reflects surface acting; "In dealing with citizens, I "put on" a different personality" (Norsby & Davis, 2007., p 9). Surface acting is about managing 'visible aspects of emotions which break out on the surface whereas inner feelings do not alter' (Lee & Ok, 2014., p. 177). An example illustrating surface acting; 'when an angry bank or health worker fakes a smile to satisfy the customer's or patient's service requirement of the job' (Ogunbamila, Balogun, Ogunbamila&Oladele, 2014). Research has shown that Surface acting can be linked with work-family interference as psychologists have revealed that individuals can become "emotionally distant and detached at the end of the workday, this depletion of emotional resources can leave little energy.... which may inevitably cause strain" (Kiely, 2008, p.2).

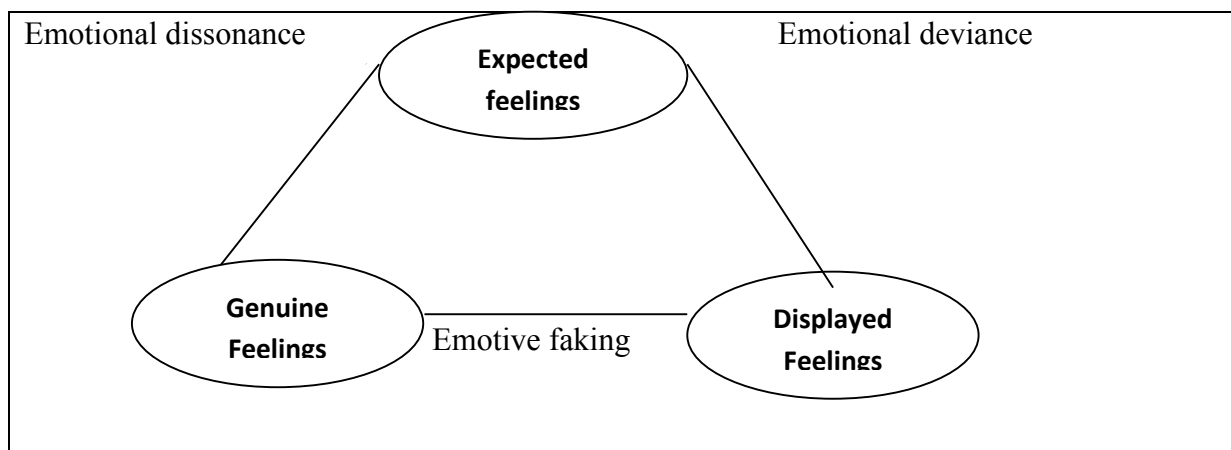


Figure Seven: The types of emotional disharmony (Zerbe, 2000)

The above figure further explains the concept of surface acting. There are three causes of emotional disharmony that a service worker might experience in surface acting. Emotional dissonance, emotional deviance and emotional faking – these trigger the emergence of negative outcomes (Kogovsek & Kogovsek, 2012). As per figure 2, emotional dissonance occurs when there is a mismatch between actual felt emotions and expected expression of emotions, this leads to an emotional regulation issue (Zapf, 2002). Due to emotional exhaustion, emotional deviance occurs, this is a result of employees not agreeing with display rules or employees unable to express desired expressions due to exhaustion (Kogovsek & Kogovsek, 2012). Emotive faking “is the difference between genuine and actually displayed feelings and may lead to poor perceptions of service quality by customers” (Kogovsek & Kogovsek, 2012. p120). Therefore surface acting is faking emotions not felt or to suppress felt emotions (Kim, 2008; Dahling & Perez, 2010). Chang (2009) points out that surface acting is extremely exhausting emotionally in the profession of a teacher such that teachers experience burnout not because of student’s behaviour but because teachers may interpret students’ misbehaviour personally and this results in unpleasant feelings that they might be difficult to mask i.e. surface acting (Wrobel, 2013). Surface acting is linked to negative outcomes as it can be seen as a compensating strategy that individuals use when they cannot display appropriate emotions (Green, 2009). As a result individuals are unable to feel the desired emotions that may lead to a low sense of accomplishment on the job (Green, 2009). This strategy entails continued suppression and masking of emotions and ensuring emotions do not leak out (Veldhoven & Peceei, 2015). The risk associated with surface acting is that it can produce and leave behind unresolved anger, resentment, fear and anxiety (Veldhoven & Peceei, 2015).

On a positive note surface acting can strengthen an employee's confidence in that they are able to change their expressions of certain emotions that arise in the moment (Grant, 2013). Employee's that engage in surface acting, gain confidence in their ability to express and show the appropriate emotions (Grant, 2013). In certain emotionally demanding situations, surface acting can facilitate effective action (Chi, Grandey, Diamond & Krimmel, 2011). On the contrary according to research surface acting can be associated with increased stress levels, greater job strain and exhaustion (Grant, 2013).

3.9 Surface and deep acting

In the process of deep and surface acting, lecturers regulate their feelings and their emotional expressions to fulfil their job role (Holman & Totterdell, 2003). Lecturers regulate and adjust their emotions through suppressing, intensifying and faking emotions. The regulation of emotion relates to the ability of people to adjust emotions which enables them to recover from "psychological distress" (Karim & Weisz, 2010). Individuals can and do regulate their emotions for social situations however, regulation of emotions can become stressful to health (Grandey, 2000). According to Hwa (2012), surface and deep acting can result in both positive and negative outcomes. Literature suggests that certain professions such as nurses, fire-fighters/ paramedics and social workers are more likely prone to deep acting when performing emotional labour as their "internalize the appropriate display of emotion as part of their professional role" (Dobson, Choi, Schnall, Israel and Baker, 2010. p1). Fire-fighters are responsible for managing traumatic scenes which require a great level of emotional labour, which can ultimately result in burnout (Dobson, et al., 2010).

In terms of the two emotional regulation strategies... research conducted with fire-fighters resulted in stating that deep acting was connected with lower burnout and emotional exhaustion whereas surface acting was associated with higher levels of emotional exhaustion (Dobson, et al., 2010). Research conducted by Rathi (2013) suggested that service organisations such as hotels, should encourage the use of deep acting during customer-employee encounters rather than surface acting. Service organisations expect employees to continue showing positive emotions while working, i.e. surface acting, and employees using surface acting are faking emotions instead of trying to actually feel them resulting in less positive experiences on the job and lower well-being (Rathi, 2013). Employees using deep acting have positive moods on the job, whilst feeling the emotions that is expected of them (Rathi, 2013).

Employees whom try to be more genuine/ authentic when dealing with customers, results in lower level of intrapersonal conflict (Rathi, 2013). Examples related to this study, illustrating that people at work do surface and deep acting in order to handle the job and fulfil duties. Example 1: “when I am interacting with students or boss, I feel anger or depression. But I try to manage my emotions and feelings. (Surface acting) Sometimes I don’t like activities and behaviour of students but I compensate them...” (Jaskani, Ameen, Hussain, Farooq & Omair, 2014, p.106). Example 2: ‘Sometimes meetings are unexpected or unexpected things in meetings like undesirable dictions and views /opinion which I don’t like. Initially I have different perception about that and control my negative feelings about unscheduled meetings but now I am addicted of this schedule think that these are beneficial for me and our department (deep acting)’ (Jaskani et al., 2014. p 106).

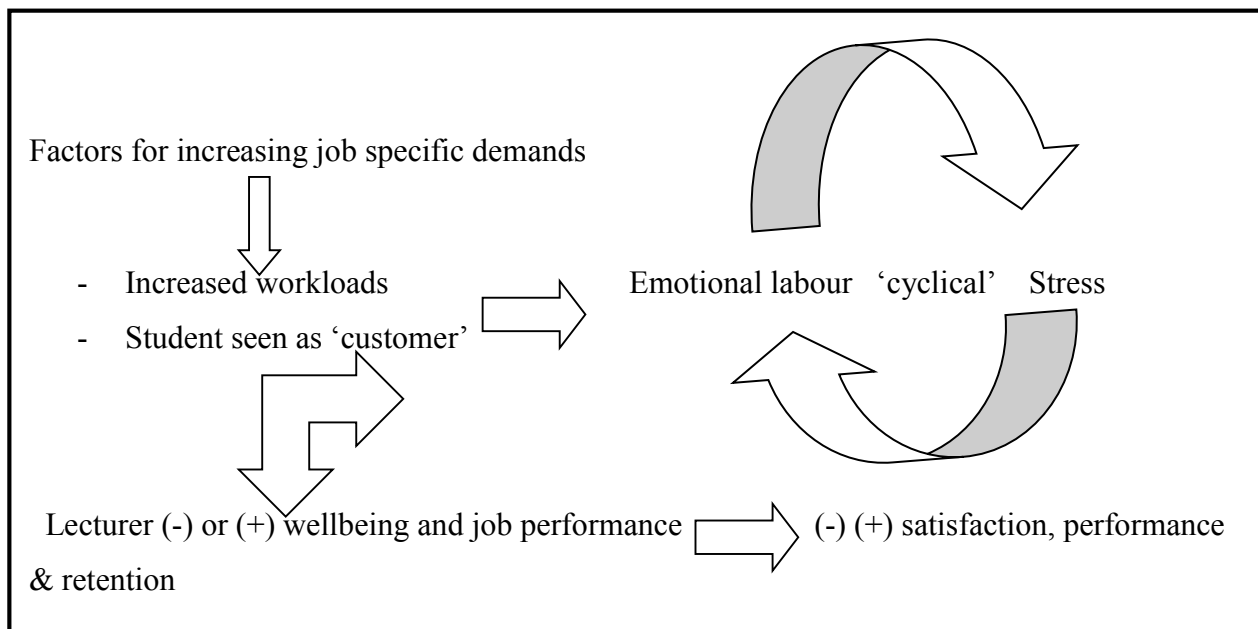


Figure Eight: The Higher education emotional labour model (Berry & Cassidy, 2013)

Based on research and literature in the concept of emotional labour, the above diagram conceptualises that there are factors that determine high levels of emotional labour in lecturers (Berry & Cassidy, 2013). According to Berry & Cassidy (2013), as the process of emotional labour is ‘cyclical’, frequent performance of high emotional labour levels can have a negative impact on an employee’s wellbeing. However this model also views emotional labour in a positive light, such as obtaining job satisfaction (based on how the lecturer ‘acts’) can be seen as a predictive factor for a lecturer’s level of job satisfaction & emotional labour levels (Berry & Cassidy, 2013). As per research, expressing naturally felt emotions is positively related to job satisfaction (Anafarta, 2015). In terms of employees intentions to

quit jobs, surface acting is found to be adversely related to job satisfaction and deep acting is positively related to job satisfaction (Anafarta, 2015). The example below illustrates the frustration of an educator:

“I work so damned hard with them. I’m always patient- even when I feel furious inside; I prepare really detailed notes and model answers and exam materials for them... sometimes I could scream when they don’t bother to bring their books... or haven’t looked at the course work guidance. But you can’t can you?”(Debra. General Education College)

(Gornall, Cook, Daunton, Salisbury & Thomas, 2014.p 53)

Table Six: Key concepts in emotional labour (examples specific to this study included)

Construct	Definition	Example
Emotional display rules	The “standards for the appropriate expression on the job” (Ekman (1973) as cited in Diefendorff, Croyle&Gosser,2005, p. 343)	Lecturers welcome students inquiries politely Lecturers should be nice to parents when parents inquire about their kids
Surface acting	On the surface, an employee portrays emotion that are not felt internally (Hochschild, 1983)	Despite covering material and content often and revising the same content over again – lecturers need to show enthusiasm, understanding & concern when a student has the same questions about the content or makes the same mistakes – ‘patience is a virtue’
Deep acting	The employee changes internally felt emotions to align with required emotional expressions of the organisation (Morris & Feldman, 1996)	A lecturer feels frustrated that a student does not conceptualise the material presented. The lecturer attempts to recognise the student is trying to master the new material, and works to shift hers/him frustration to appreciation of the students efforts (Brown, 2011)

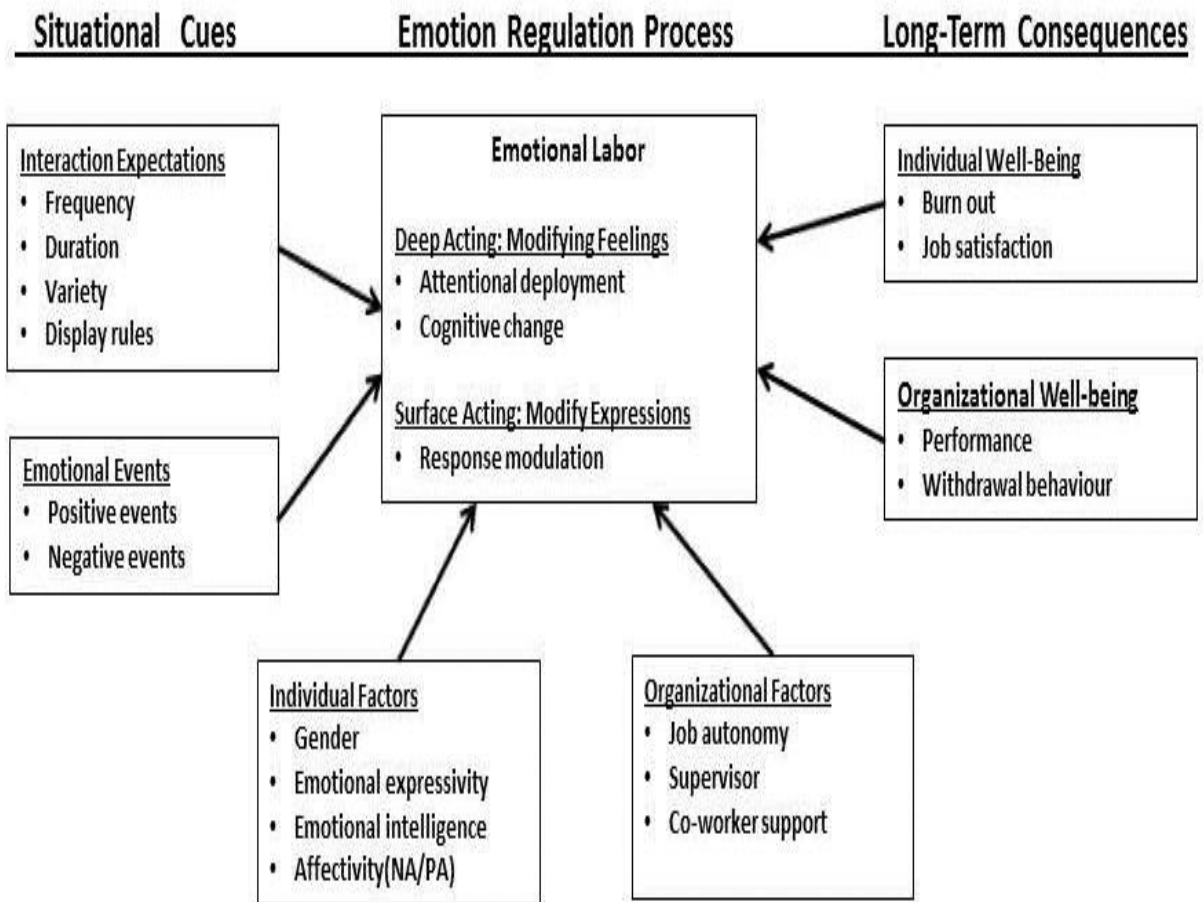


Figure Nine: Emotional regulation performed in the work setting, NA = negative affect; PA= positive affect (Grandey, 2000)

In terms of figure 3, Stress and well-being are outcomes of emotional labour. Grandey (2000) proposes that emotional labour will relate to burn out and that work environments create a need to constantly regulate emotions. Burnout can lead to emotional exhaustion, which results in individuals losing interest and loss of work motivation (Choi & Kim, 2014). A further negative impact on individual and organisational wellbeing can derive from depersonalization as the worker presents a “sardonic and callous attitude towards customers, colleagues, work itself and the organisation”, this results from emotional exhaustion and furthermore burnout (Choi & Kim, 2014., p83).

Emotional events on the job can be a determinant for employee attitudes and behaviour. Emotional events in terms of emotional labour can result in a positive or negative influence on a person’s well-being (Grandey, 2000). Example of emotional events that influence

employee emotions: an employee has a bad experience on the job and does not reach his/her goals at work, this might involve a customer compliant / angry customer or an incident. At the same time the employee him/herself gets stressed and upset in relation to the customers reaction/ compliant. However, the employee experiences an event that requires “emotion regulation to maintain the appropriate appearance at work” (Grandey, 2000 p.103). Certain studies propose that having positive emotional expressions will produce an outcome of increased customer satisfaction. Organisational factors and individual factors (figure 3) are relevant in addressing the research questions proposed in this study.

The questions that follow below will assist and contribute with examining emotional labour with lecturers within private higher education institutions; “are certain types of people better at regulating their emotions? ; are other types of people better at handling certain situations without becoming stressed? ; is emotional labour through surface and deep acting a trainable process?”(Grandey, 2000). According to this emotional regulation process model, it illustrates the negative impact and positive impact of emotional labour through situational cues (Grandey, 2000).

According to Chi; Richards& Gross, 1999, emotion regulation results in emotion suppression and exaggeration which leads to impaired cognitive performance. Researchers also believe that emotional displays or expressions are imperative when there are “genuine in service-like industry” (Ashforth& Humphrey, 1993, Hoschild, 1983; Rafaeli& Sutton, 1987).

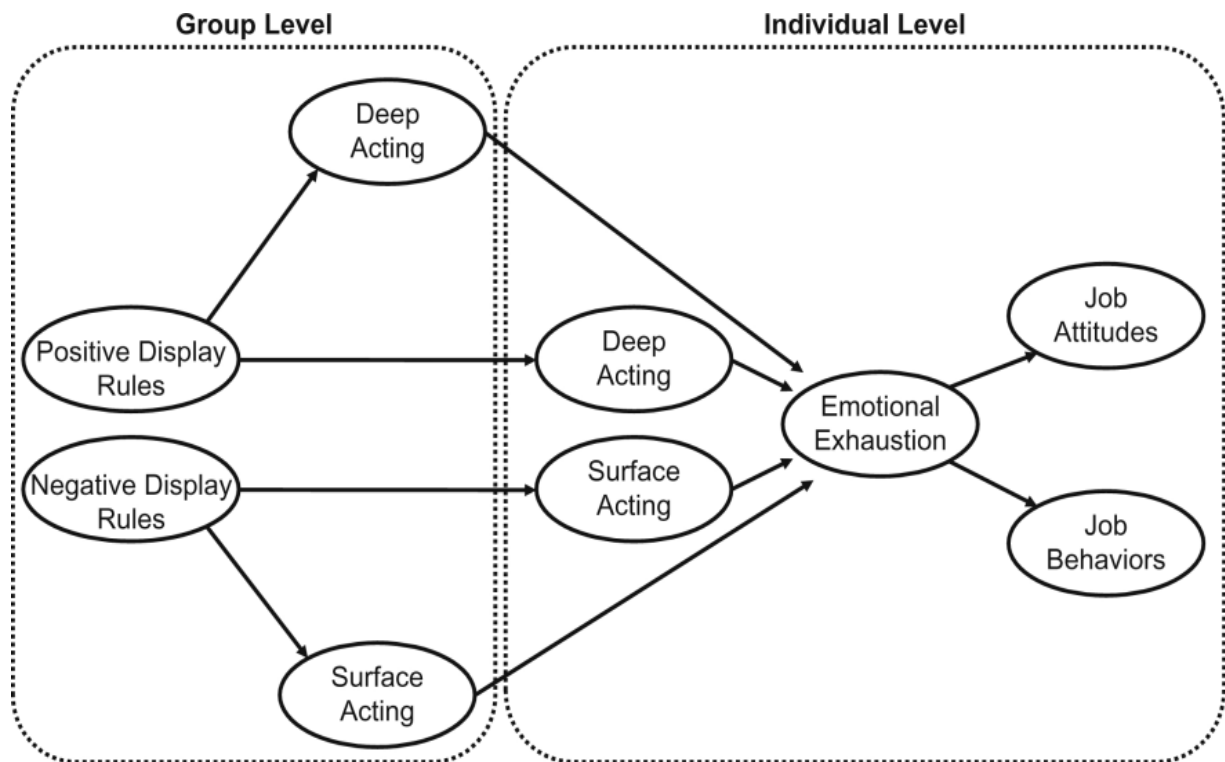


Figure Ten: Framework on the emotional regulation process: Display rules (Baruah & Patrick, 2014, p. 1-11)

The framework above reiterates the emotional regulation process and highlights the concepts that will be discussed further in research and helps form a framework for this study. Hence the regulation of emotions enables service industry workers to cope with the pressure of emotionally demanding jobs. The positive and negative display rules can be referred to as ‘feeling rules’ and also called display rules (Baruah & Patrick, 2014). Display rules are important such that it is the key determinant for desired emotions in a particular situation and these display rules are determined by the organisation and are considered appropriate responses to a given situation (Baruah & Patrick, 2014).

In this emotional regulation process, the term empathy is also recognised as being strongly connected with positive or negative outcomes in emotional labour. Empathy can be defined as “the immediate experience of the emotions of another person” (Chu, 2002., p 10). Being able to relate to people is considered as important to the service industry as people with a greater empathic ability are said to perform emotional labour at a more positive level (Chu, 2002). Additionally performing emotional labour can lead to positive outcomes as people who possess a good fit between job and personality, with strong empathy ability will perform

emotional labour in a genuine manner and therefore experience less negative consequences (Chu, 2002).

3.10 Coping strategies

While performing emotional labour employees regulate their emotional display to meet organisational expectations, these expectations not only consist of the range of emotions to be displayed (Hochschild, 1983), however, also the ‘intensity, frequency and duration that such emotions should be exhibited’ (Morris & Feldman, 1996; Gaan, 2011). Lecturers need to recognise the emotional practice of the job in order to function at a peak level, interact positively with students and form relationships (Brown, 2011). An imperative factor is recognition of the role of emotion in teaching. Employees upon entering the service industry do become aware of the expected behaviours such as “service with a smile” and “the customer is always right” (Brown, 2011 p. 3).

Hochschild (1979, 1983) emphasised on the human cost of emotional labour and her argument focused on employees emotional performance as being demanded by and used for the commercial gain of an organisation. She went further to discuss that service workers feelings are established by organisations and these organisations in service industry govern how one should feel in particular situations. (Hochschild, 1979; 1983). According to Gray (2009), his research on cancer care nurse support, highlighted that an assessment of the strategies of emotional regulation that are provided to health care professionals should include looking at “How nurses manage their own and patients emotions; how nurses come to terms with the difficult process that are often an unavoidable part of care; provide successful support mechanisms and disclosure for patients, relatives and staff”. William (2003, p 19) conducted a study on the demands of emotional labour in the airline industry, One of the responses to coping was ‘ he worked in the gym ; used punching bags and cried as his ways of handling his feelings related to incidents with angry passengers’. Hochschild book on emotional labour provided information based on a stewardess training centre, which provided insight on how stewardess’ are trained to cope with angry passengers. It is normal for those in service jobs and professions to get angry; however “what do you do when you get angry?” (Hochschild, 2003 p25). Some coping methods were reported to be “hit a passenger, yell in a bucket cry, eat more, smoke...” (Hochschild, 2003 p25). The instructor at the training centre suggested a coping mechanism through her experience to alleviate anger at a passenger, “I pretend something traumatic has happened in their lives, once I had an irate that was complaining about me, cursing at me, threatening to get my name and report me to the

company. I later found out his son just died...now when I meet an irate I think of that man. If you think about the other person and why they're so upset, you've taken attention off yourself and your own frustration. And you won't feel so angry" (Hochschild, 2003 p, 25). Managers can supervise emotions and provide an environment for reflection; this can be a preventative measure for burnout and emotional stresses, which relates to a high turnover rate of nurses leaving the profession (Gray, 2009) this emotional rollercoaster over long periods of time results in exhausting workers. Workers therefore are aware that the job is demanding emotionally. Workers in emotional demanding professions such as lecturers do find ways in which to 'cope' with the work environment and emotions. There are many ways that people can use to cope in the service industry such as, team and management support, co-worker support, counselling and so forth. In the service industry, according to research conducted on frustrated care workers, to alleviate frustration organisations are providing workers with relative autonomy, supportive management structures and emotional resilience (King, 2012). In terms of relative autonomy, care workers are not restricted to a set plan to care for clients, but to provide clients with the time and services that suited their needs, therefore making this approach individualised (King, 2012).

On the whole supportive management and relative autonomy provided aged care workers with flexibility to attend to the needs of clients as they arose and this reduced frustration levels (King, 2012). Most service industry professions lack supportive management strategies, For most workers knowing that support is available when needed can increase satisfaction and commitment towards work (King, 2012). Many organisations employ people whom have emotions considered appropriate for the job role, employees are then expected to display desirable emotions, such as enthusiasm, confidence and friendliness, which can create emotional challenges (Du Toit, 2012). In care work and other professions, employees need to be able to re-charge emotional resources to enable them to continue performing frontline work (King, 2012).

Organisations especially the service industry, do identify the need for workplace mental wellbeing support, many organisations now think of this matter in terms of emotional resilience (Barton, 2015). Emotional resilience can be adopted as a coping mechanism for the following reasons, "Emotional resilience is the ability with which an individual is able to bounce back after periods of stress and adversity, Emotional resilience can be taught and the workplace is an ideal setting to support employees' mental health, Employers can build and support employees' emotional resilience to manage stress levels and reduce sickness

absence” (Barton, 2015, .p 1). Hopkins (2014) suggests that since the recognition of emotional labour has become increasingly popular, it is essential to carry out emotional resilience training. This training ensures that managers and employees maintain, regulate and understand their own emotions, At times there are emotional triggers that can occur such as a sad or happy occasion, which brings on an emotional wave (Hopkins, 2014). Resilience training according to Hopkins (2014) can encourage expression of emotions in a controlled environment and develop the ability to withstand difficult situations.

In terms of emotional labour negative effects, co- worker support is said to moderate the influence of emotional exhaustion in emotional labour (Hwa, 2012). Co- worker support is said to facilitate employees to cope better with stress on the job (Hwa, 2012). Workers share experiences with fellow co-workers, such as experiences with managers, customers and other co-workers (Sloan, Newhouse & Thompson, 2013). This therefore creates ability for workers to have empathy for each other and develop close working relationships (Sloan, et al., 2013). These social relationships are said to enhance worker wellbeing and be linked to an increase in workers self- esteem, increase in sense of belonging and social integration (Sloan, et al., 2013). Furthermore co-worker support can provide additional support when dealing with anger and work related emotional experiences (Korczynski, 2003; Lively, 2000). Research by Iplik, Topsakal &Iplik (2014), stated that there are ‘moderators’ of emotional labour, namely social support and job autonomy.

In terms of social support it was suggested that if a service worker receives social support from his/her manager this would then result in positive emotions and protect employees from negative outcomes of emotional labour (Iplik et al., 2014). Peer support and ‘friendships’ in nursing are seen to be a coping mechanism in managing emotions according to research (Gray, 2012). According to nurses in health and social care, it is important to have friends and peers to talk to , to be able to relate similar feelings... this helps nurses make an ‘emotional disclosure’ (Gray, 2012.,p 69). Job autonomy (as discussed earlier under relative autonomy) is shown to be positively related to deep acting and job satisfaction, Furthermore some studies proposed that emotional labour is not observed as often with employees that have a high level of job autonomy (Iplik et al., 2014).

Humour and resiliency are two positive personality constructs that facilitate personal growth and combat the negative effects of stress (Kuiper, 2012). Humour can be used as a coping mechanism as it ‘masks’ emotions or pain. Research has found that many workers use cynical

humour to cover stressful situations (Kuiper, 2012). According to Kuiper (2012), “a good sense of humour increases greater positive emotions and greater psychological well-being including quality of life”. Resiliency is a concept that relates to an individual adapting and managing a significant amount of stress / trauma and can still go forward in life (Kuiper, 2012). The term resilience is an important factor, as per the research conducted; this study will be able to identify the types of people that are negatively affected by emotional labour and the impact of it. In alignment with the mentioned research, employees need to enhance their emotional resilience as it can help them adapt positively to manage emotional demands, encourage coping strategies, enhance professional growth and adapt to stressful working conditions. (Morrison 2007; Collins, 2008; Macdonald, Jackson, Wilkes & Vickers, 2012; Stephens, 2013). According to Chen (2010), resilient workers can be associated with having high emotional intelligence and these people have well developed emotion management skills and are better able to manage emotional demands.

Organisations are responsible for protecting the wellbeing of their employees, and as per research there are two competencies that can assist in enhancing resilience in employees. The two competencies that can be implemented in coping workshops or wellbeing training sessions for employees are reflective ability and emotional intelligence/ literacy (Kinman& Grant, 2014). Reflective practice can result in buffering workplace stress and improvements in self- awareness, coping and problem solving skills (Kinman& Grant, 2014). Emotional intelligence/ literacy has been found to protect against burnout and fatigue (Kinman& Grant, 2014). Emotional intelligence in enhancing resilience can help employees manage their own emotional reactions and help employees in problem solving and decision making (Howe, 2008)

In the healthcare industry, Psilopanagioti, Anagnostopoulos, Mourtou and Niakas (2012), proposed that emotion management workshops and interpersonal skill training could be run in medical schools / certain professions, to prepare more competent employees. In terms of ensuring job satisfaction, it is imperative to develop support programs and communication-skill training courses that assist emotional regulation and emotional appraisal therefore improving overall health care (Psilopanagioti, et al., 2012). Coping mechanisms assist employees in difficult situations. As discussed earlier, emotionally demanding conditions exhaust employees and this can result in job strain (Xanthopoulou et al., 2013). According to Lilly &Virick (2013, p.152) there are two possible coping strategies, the first is “approach coping”, and this is where one approaches and confronts the problem (*study specific example:*

lecturer confronts a problem with a parent and management that may be affecting the lecturer's performance). The other strategy is avoidance coping, basically this is avoiding the problem (*Study specific example: a lecturer has an argument with a student and there after avoids the confrontation with the parent / work*). Research has suggested that avoidance coping strategy contributes to increased stress levels (Sadien, 2010) as compared to approach coping. The expression of emotions in medical practice is thought of as unprofessional (as discussed in this research) and doctors therefore suppress feelings. Hence physicians/ doctors need to be supported and aids such as discussion groups with supervisors/peers on emotional experiences and self –reflection should be adopted by employers (Kerasidou &Horn, 2016). It can be suggested that health care professionals should be involved in self-reflection, as this can be a preventive measure against burnout and develops empathy (Kerasidou& Horn, 2016). The process of self-reflection provides an opportunity to employees in emotionally demanding jobs to engage and understand one's own feelings and reactions (Kerasidou& Horn, 2016).

Lecturers need to cope with the pressures of the job, such as ‘servitude with a smile’ and hiding true feelings (surface and deep acting). According to Lily &Virick (2013), those who approach coping are associated with higher levels of psychological wellbeing than those who stress to the point of dysfunction. The choice of coping mechanisms depends largely on the situation and to some extent personality (Stroebe&Schut, 1999).

Table Seven: Strategies of emotion management in teaching

<i>Emotion</i>		<i>Emotion management strategy</i>	<i>Example</i>
“Standing back”		“Neutralizing emotions”	“ <i>you have to be able to stand back and think again... and this happens so many times throughout the day... you need to be able to do this, if you want to protect yourself from feeling constantly overwhelmed</i> ”
“Drawing the line”		“diffusing unacceptable emotions”	“ <i>I had to learn how to draw the line with respect to how much anger and frustration I should express</i> ”
“Cutting off”		“changing emotional expressions”	“ <i>I learned very well when and how to cut off my expressions related to how overwhelmed I felt...things like faking smile, changing the tone of my voice...’</i>

(Zembylas, 2005, p.145)

In the past it was considered unprofessional to talk about one’s feelings (Zembylas, 2005), however so many teachers and lecturers experience an emotional struggle more often on a daily basis, and there is definitely a need to manage emotions (see table 2). Emotions experienced by teachers /lecturers do not go unnoticed by their students (Pekrun & Garcia, 2014). Therefore the enthusiasm of a teacher/lecturer depends on the emotional experiences during teaching (Pekrun & Garcia, 2014). According to Pekrun & Garcia (2014), teachers

with positive emotional experiences tend to be more creative in class and better able to deal with problems that arise. Therefore emotional management strategies (see table 2) to cope can be used to assist those in labour intensive professions.

3.11 Conclusion

In conclusion, Feldman (2015), state that there is crying in academia. This crying is done in private, and academic staff suffer in the bathrooms, private offices or at home. The emotional labour act of pretending to be okay requires an academic to cover up feelings and this becomes exhausting (Feldman, 2015). This chapter looks at the importance of emotions and the term emotional labour.

Tertiary institutions should be encouraged to run health and wellness workshops, furthermore as per research indicates, those that are in academic professions need to understand the importance of mental health and wellness (Feldman,2015). A Framework on the emotional regulation process is illustrated and discussed in the literature together with the higher education emotional labour model, which indications factors that determine high levels of emotional labour with lecturers. A comprehensive discussion on emotional management in teaching is included in this chapter. Coping strategies and emotional management are further discussed in this chapter and managers should be able to monitor the support that is given to employees to 'buffer' the negative impact of emotional labour and to reduce the negative consequences and emotional exhaustion (Hwa, 2012).

CHAPTER FOUR

RESEARCH METHODOLOGY

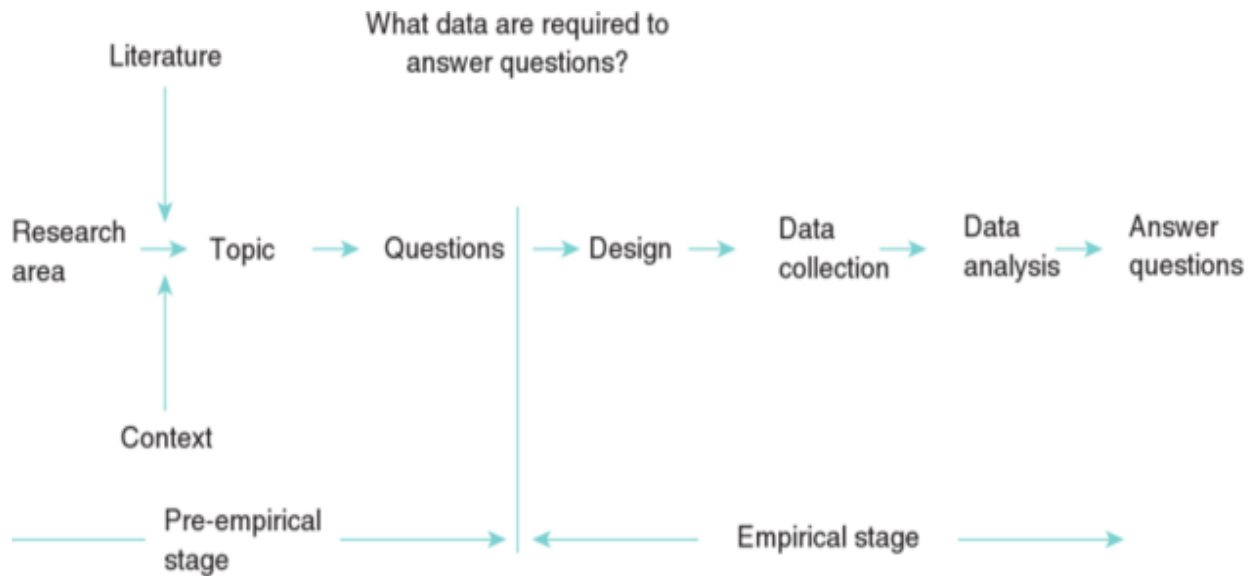
4.1 Introduction

This chapter discusses the approaches, design, methods, study site, techniques data analysis and population that were needed in order for this research study to be carried out. Furthermore this chapter will explain the instruments and techniques used to obtain data for this research study. Figure 1 demonstrates the process of research, and the process that was carried out in this study.

4.2 What is research and why do we do it?

Research is an organized, logical and systematic process using data to answer questions (Hair, 2011). “We live our lives surrounded by research, using things that are the fruits of research” (Pole & Lampard, 2013, p. 5-6). Research forms a major part of people’s lives, furthermore research is about the collection of information to enhance and produce knowledge (Pole & Lampard, 2013). Research is not just the skills that are necessary to carry out a study but it is a way of thinking (Kumar, 2014). Research develops thinking and an inquisitive perspective in research such that the researcher is able to ask these types of questions; “What am I doing? Why am I doing this? How is it affecting consumers? How can I improve my work?” (Kumar, 2014, p .3).

Figure 1, illustrates that research questions are imperative in this process. The following highlights the important role that the research questions have in this study ; “framing the research in terms of research questions, determining what data are necessary to answer these questions, designing research to collect and analyse these data and using the data to answer the questions” (Punch 2014, p6). Figure 1 also illustrates the stages in which enabled this study to move forward. Research can be defined as “an investigation of finding solutions to scientific and social problems through objective and systematic analysis. It is a search for knowledge, that is, a discovery of hidden truths” (Rajesekar, Philominathan &Chinnathambi, 2013, p. 2). “Research is a discerning pursuit of the truth” (Hair, 2011, p.3). Furthermore people whom carry out research are looking for answers (Hair, 2011).



4.2.1 Figure 1. Simplified Model of research (Punch, 2014, .p5)

Twinkle Twinkle Little Star

How I Wonder What You Are...

The use of the words *how* and *what* is considered essential in summarizing as to what defines the term research (Rajesekar, Philominathan & Chinnathambi, 2013). Research is something that people carry out in order to find out things and thereby increasing their knowledge (Saunders et al., 2012). Kothari (2004) suggests that research is a contribution to our existing knowledge and research methodology is the search for knowledge through a method of finding a solution to a problem in research. Research has certain characteristics which make it possible to conduct the actual research; firstly research requires that an expert researcher should have sufficient knowledge in the area of focus, the research requires precise observation and description as it is not only a collection of data, research needs to be recorded accurately and thereafter reported and lastly, research should not be a rushed activity and the researcher requires a critical, logical and objective approach to problem solving (Hussain, 2011).

4.3 Research approaches

Figure 2 below, indicates that as a researcher it was imperative to consider certain factors before choosing a research method for this study.

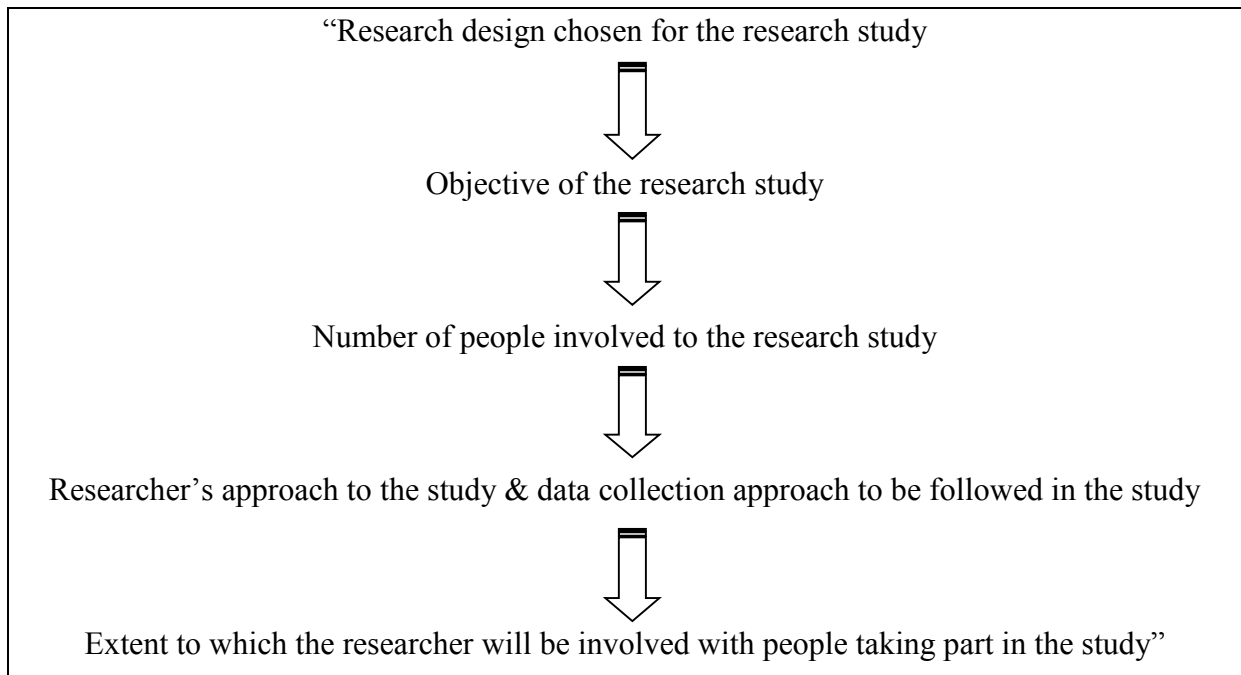


Figure Twelve: Factors to consider when selecting the most suitable research method (Berndt &Petzer, 2011, p.53).

After careful consideration, a qualitative approach was selected. Qualitative research methods assist researchers in understanding people and provide a context that helps to ‘explain’ behaviours (Myers, 2013). There are types of questions that a qualitative researcher might ask, such as ; “ What is happening here? , Why is it happening? How has it come to happen this way? When did it happen?” (Myers, 2013, p.6). On the contrary, quantitative research is another type of method associated with collecting and analyzing data in the form of numbers (measurements) (Punch, 2014). According to Aliaga and Gunderson (2000) in Muijs (2011, p.1) quantitative research is “explaining phenomena by collecting numerical data that are analysed using mathematically based methods (statistics)”. Whereas qualitative research is iterative and not linear, moreover a researcher using this method moves back and forth between design features, data collection and interpretation to ensure congruence among question formulation, extant literature, selection of research participants, data collection strategies and analysis (Klenke, 2010). Furthermore quantitative approach is concerned with the researcher being objective which suggests that feelings, perceptions and emotions does not measure reality (Grove, Burns& Gray, 2015). As per table 1 below, qualitative is clearly

the more effective approach to investigating emotional responses. Table 1 further describes the differences between quantitative and qualitative research methods.

	Quantitative research	Qualitative research
Theory	As a starting point to be tested	As an end point to be developed
Case selection	Oriented on (statistical) representativeness, ideally random sampling	Purposive according to the theoretical fruitfulness of the case
Data collection	Standardized	Open
Analysis of data	Statistical	Interpretative
Generalization	In a statistical sense to the population	In a theoretical sense

Table Eight: The differences between quantitative and qualitative research methods (Grove et al., 2015)

When people are studied qualitatively, the researcher is able to know them personally and experience what they experience (Taylor, Bogdon & DeVault, 2016). Stories are said to be the core of qualitative research. According to Patton (2015), stories assist in providing understanding of motivation, values, emotions that have an influence on participant’s behaviour. The stories that the participants provide, help in communicating the evaluation findings in research and therefore these stories (during the interview phase) provides a framework that assists the researcher in remembering facts based on the topic (Patton, 2015).”Quantitative research generates statistics through the use of large-scale survey research” (Dawson, 2002, p. 23) whereas qualitative research explores behaviors, attitudes and experiences of people (Dawson, 2002). Qualitative research allows the researcher to make sense of people experiences and interacting with them, thereafter making use of qualitative research techniques to collect and analyse information (Blanche, Durrheim & Painter, 2006).

4.4 The Distinctiveness of qualitative research

This type of research cannot be explained in just one definition, according to Yin (2010) this type of research can be described as;

- ‘ Studying the meaning of people’s lives, under real world conditions
- Representing the views and perspectives of the people (participants in a study)
- Covering the contextual conditions within which people live

- Contributing insights into existing or emerging concepts that may help in explaining human behaviour
- Striving to use multiple sources of evidence rather than relying on a single source alone.’ (Yin, 2010, p.6-7)

Furthermore, when applying this research method the researcher looks at people and surroundings holistically and people’s surroundings or groups are not just reduced to variables, however are viewed as a whole (Taylor, Bogdon & DeVault, 2016). Qualitative aims to explore diversity rather than to quantify, furthermore qualitative research is involved in descriptive and narrative findings than analytical (Kumar, 2014). This study is interpretive, such that it will involve understanding the impact of emotional labour on lecturers as well as look at the concepts involved in emotional labour.

4.5 Research design

A case study has been utilised in this research study. According to Saunders & Lewis (2012, p.116) a case study can be defined as “a research strategy which involves the investigation of a particular contemporary topic within its real-life context, using multiple sources of evidence”. Case studies are chosen when researchers have an interest in discovery and insight rather than hypothesis testing through quantitative research. (Merriam, 2009). A case study will be an appropriate strategy as it provides a multi-perspective analysis of the required information and it is concerned with how much one can learn about a case within the time available for the study (Berndt & Petzer, 2011).

In terms of this study the case study focused on the academic staff at two private higher education colleges. Given that the research undertaken in this study is qualitative; a case study is also the most appropriate research design considering the contextual, iterative and phenomenological nature of the study.

4.6 Immersion in the setting

As this research study is qualitative in nature according to Holloway & Wheeler (2010) there are strategies that need to be carried out to obtain information as well as absorb themselves in the participants ‘world’, These strategies are ; observing, listening, questioning and involvement of the researcher in the ‘real’ world of the participants. It is important to understand the experiences of the participants and become familiar with their world (Holloway & Wheeler, 2010). This immersion into the participants setting can be carried out by reading relevant documents, observing interaction in the setting and being familiar with similar situations through communication (Holloway & Wheeler, 2010). In terms of this

study, it was important to learn more about the job of a lecturer and obtain greater insight into the emotions involved in that job, therefore reading literature, observing and interaction with participants was crucial to understanding the job setting.

4.7 Study site

This study has been conducted at two private sector tertiary institutions in KwaZulu -Natal. The first private sector tertiary institution is situated in the north of Durban and the second is in the CBD area. The CBD private institute is a technical college offering diplomas and degrees and the Institute situated in the north of Durban offers management and IT diploma/degrees. The area was chosen due to convenience and availability of lecturing staff. The study sites have provided a variety of lecturing and management staff.

4.8 Target population

A population (also referred to as a target population) is a large group from where a researcher obtains sample results (Christen & Johnson, 2014). The target population are elements that are relevant to the research study. (Hair, Celsi, Money, Samouel & Page, 2011). It's important to build relationships with the target population and create a social connection (Heppner, Wampold, Owen, Thompson & Wang, 2016). This forms an important aspect in terms of ethics. It's imperative that transparency is evident and the target population is aware of the researcher's intentions (Heppner, Wampold, Owen, Thompson & Wang, 2016).

Furthermore an aspect to consider is that the researcher needs to make explicit as to how the research study can be beneficial for the target population (Heppner, et al., 2016). In order to attain more participants and develop beneficial relationships, the researcher should consider how a particular research study can be beneficial to the community and communicate these benefits to the population (Heppner, et al., 2016). In this study, this was done by speaking to the lecturers and management as to what the value of my research was, moreover the relevance of this topic in terms of lecturers that are employed in private colleges. The target population for this study was a maximum of twelve full time lecturers, as well as two permanent staff members that form part of management across the two institutions. Furthermore, the private institutions do not only have permanent staff, the institutions also comprise of temporary staff. The twelve lecturers and the two staff from management were sufficient in providing a rich source of information as the sample size consisted of permanent and experienced employees.

4.9 Sampling method and sample size

The process of selecting cases to observe is called sampling (Blanche et al., 2006). According to Christensen and Johnson (2014), sampling is the process of obtaining a sample from a population. Researchers in qualitative research sampling, acquire participants with the experience, knowledge and those who are willing to provide in-depth information concerning the area of study (Grove, Gray & Burns, 2015). Research conducted by Gerrish and Lacey (2010) suggest that sampling reduces the costs of a research study, including the time needed to collect data.

There are two methods of sampling in research, these are probability and non- probability, Quantitative researchers tend to utilize probability sampling (Gerrish & Lacey, 2010). Non-probability sampling is obtaining information from specific groups; this sampling is limited to certain people who can provide information required (Sekaran & Bougie, 2010, p. 268). Non-probability sampling is used specifically to study the population that is required for the study and to ensure that samples are a rich source of information (Gerrish & Lacey, 2010). Non-probability purposeful sampling is used in this study.

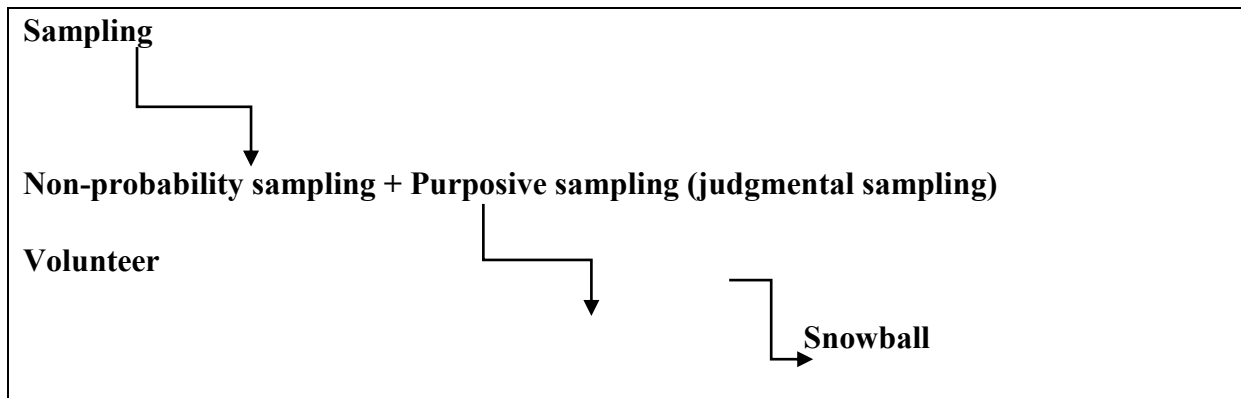


Figure Thirteen: Sampling techniques used in this study

The sample is chosen and judgment is used to select cases that will best provide answers to the research questions and meet the objectives of this study. Judgment sampling also referred to as purposive sampling, is often used when working with smaller samples specifically when using a case study (Saunders, Lewis & Thornhill, 2012). Furthermore, judgment sampling is used, as the subjects that will be interviewed are in the best position to provide sufficient information that is required. There are four types of non-probability sampling, these are;

“(1) Reliance of available subjects;

- (2) Purposive or judgmental sampling;
- (3) Quota sampling and
- (4) Snowball sampling” (Rubin & Babbie, 2011, p 355).

As per figure 3, a non-probability sampling procedure has been carried out (snowball sampling) and this is where information from respondents is obtained (Saunders, Lewis & Thornhill, 2012). Snowball sampling is a technique also referred to as a form of accidental sampling (Rubin & Babbie, 2011). This technique is used when it is difficult to locate a sample from a specific population, therefore data is collected on a few people of that specific target population (Rubin & Babbie, 2011, p 355). According to Bryman and Bell (2015) snowball sampling can also be identified as a technique where a researcher samples a small group of people, and these sampled participants refer other participants that would be useful to the research.

In terms of the above figure, the sampling in this study can be referred to as volunteer samples as this suggests that potential participants come forward to be part of the study on their own accord. (Polit & Beck, 2010). There is no required size for sampling, especially in qualitative research. However, the resources available and being able to obtain the sample usually determine the size of the sample (Gerrish & Lacey, 2010). In this research study, twelve full time lecturing staff has been used to obtain information. Staff that were readily available and form part of academics were used in this study. In addition a judgment sample of two managers were used when investigating the theme of HRM policy and practices towards emotional labour in the workplace.

4.10 Data collection instruments

This study has used in- depth interviews as a data collection instrument.

In depth interviews

According to Seidman (2013), Interviewing is the best way of acquiring information. The purpose of an in-depth interview is to understand the lived experience of people and the meaning from that experience (Seidman, 2013). Interviews are used to elicit imperative information during research, interviewing is more natural form of interacting with people rather than making them fill out a questionnaire, this is the reason as to why interviews fit well with the interpretive approach to research (Blanche et al., 2006) .In- depth interview allows the interviewer to extract maximum information needed from participants. The

information from participants is the thoughts, beliefs, knowledge, reasoning and feelings about a particular topic (Christensen & Johnson, 2014).

Interviews are an essential source of data and the strength of the in depth interview is to create a space in which the interviewee is able to express themselves in terms of the topic and provide the researcher with a range of insights and thoughts regarding a particular topic (Morris, 2015). Table 1 identifies the strengths and weaknesses of in depth interviews.

Strengths	Weaknesses
Allows you to access rich & personal information.	Interviewee can be presenting inaccurate information.
Gives you the ability to understand an individual's context & motivation.	Impossible to draw a random sample of interviewees.
Allows follow up & examining of responses & examination of difficulty.	Data obtained can be difficult to be generalized to the population.
Allows the interviewee to talk about what they think is significant.	Large amount of time and effort is required to set up interviews
It is an extremely versatile method.	Potentially expensive...transcribing is costly and time consuming.

Table Nine: strengths and weaknesses of in depth interviews (Morris, 2015, p.8)

For the purpose of this study and after an evaluation of table 1, in-depth interviews have been used to obtain information from participants. In depth interviews are appropriate in this study, such that the interview allows us to enter the participants' lived everyday world' (Kvale& Brinkmann, 2009, p. 29), Furthermore the rationale for using interviews is that it involves obtaining a sense of participants views and what their experiences are around the research topic (Morris, 2015). In terms of interviews the researcher needs to consider certain factors before proceeding forward;

1. Backgrounds of people that would be interviewed
2. How the researcher will identify and gain access to the potential participants? (Brennen, 2013).

One of the areas the interviewer was careful to avoid, is the participant's emotions during the interview. The most difficult situation would be to have the participants visibly upset as a result of the questioning (Cassell & Symon, 2004). Gaining the interviewee trust and establishing rapport is essential (Brennen, 2013). Furthermore it is important to understand the language and culture of each interviewee; this suggests that researchers are required to carry out some background research concerning participants before conducting interviews (Brennen, 2013). In this study, the interviewer allowed adequate time for participants to respond to questions, furthermore the interviewer was aware to avoid non-verbal cues that might be an indicator of impatience. Non-verbal cues can be referred to as fidgeting and looking at the time consistently (Cassell & Symon, 2004). When conducting an interview the researcher should keep in mind the following; the interviewee and interviewer should have genuine interest from both sides and respect and opportunity to express themselves in the interview session (Brennen, 2013).

The interview setting: The physical environment

The physical space in which an interview is conducted can strongly influence its outcome. There are three aspects of the physical environment that are imperative; comfort, privacy and quietness (Horrocks & King, 2010). According to Horrocks & King (2010) the interview should be set in a way such that the participants avoid feeling tense, the interview is to ensure privacy and find a location that is quiet and a relaxed environment. In terms of this research study a counseling room at the study site was utilised, with no disturbances and minimal danger of being overheard. Participants sometimes may not want others to know that they are participating in a research study (Horrocks & King, 2010). Interviews were conducted by a trained professional with the necessary experience which reduced interviewer bias. The researcher has undergone training and this was funded by the supervisor of the student.

4.11 Data quality and control: testing the quality of the research study

The ability to test the quality of research is important, without addressing the issues of validity and reliability, the research study will not be credible (Wilson, 2014). Validity refers to the results of an experiment/study that are valid, where the outcome of the experiment / study has produced valid results (Berndt & Petzer, 2011). In terms of validity and reliability in research, the researcher ensures that what data is gathered 'represents the situation that we intended to examine and that if any other researchers were to investigate using our approach, the results would be the same (Newby, 2014).

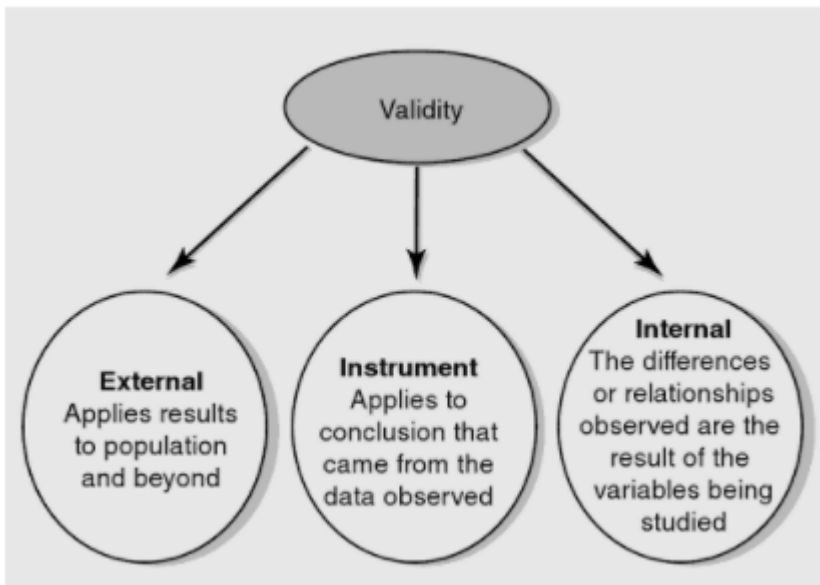


Figure Fourteen: The three types of Validity in research (Blankenship, 2010, p.130)

Each type of validity evaluates how certain factors will affect data gathered and impact on the results of the study (Blankenship, 2010). If a study lacks the three validity types (Figure 4) then the results of the study may only apply to the population involved in the study and therefore result in the study being invalid (Blankenship, 2010). There is a potential threat to validity in research, this threat is known as researcher bias (Johnson& Christensen, 2014). ‘Researcher bias is obtaining results consistent with what the researcher wants to find’ (Johnson& Christensen, 2014, p. 299).

Researcher bias stems from the researcher allowing his/ her personal views and perspectives to impact on how the data is interpreted and how the research should be conducted (Johnson& Christensen, 2014). It is important for the researcher to deal with bias, according to Stake (2010), there will always be some level of bias in research, and the researcher must try to minimize the effects that those biases have on research. A strategy to deal with bias can be referred to as explication, this suggests that the researcher must make the extra effort to note down important aspects from the research study and to be open to critical review in term of data collection (Stake, 2010). Essentially it involves being objective and verifying data collection thereby allowing the least influence of personal preferences (Stake, 2010).

Reliability is the extent to which the findings in research can be replicated (Merriam &Tisdell, 2016). Reliability addresses the question as to whether the results of the study are consistent with data collection (Merriam & Tisdell, 2016). Cross checking and confirmation checks can be done by researchers to establish reliability (Thyer, 2010). Qualitative

researchers can use different observes to assess continuity and dependability in the design, furthermore reliability can also be referred to as dependability and this involves researchers checking for changes in the research design (Thyer, 2010).

There are two types of reliability that is relevant to research, internal and external reliability. Internal reliability “refers to the degree to which other researchers given a set previously generated themes or constructs would match them with data in the same way as did the original researcher” (Lecompte & Goets 1982 as *cited* in Thyer 2010, p. 357). External reliability refers to whether other researchers would identify the same or similar themes and results in the similar settings (Thyer, 2010).

According to O’Reilly & Kiyimba (2015) validity will not exist without reliability. In terms of research, ‘a study is more valid if repeated... in the same study or replications of the entire study produce the same results’ (Merriam & Tisdell, 2016, p. 251). Reliability is achieved by carrying out a clear audit trail, and ensuring a clear account of how the research was conducted, therefore it can be clear as to how the findings were reached. (O-Reilly & Kiyimba, 2015). In this study validity and reliability have been implemented at all times to control the quality of data obtained.

4.12 Trustworthiness, Dependability and Credibility

There is a need for the qualitative researcher to use different criteria to be coherent with validity and reliability (Privitera, 2014). Table 2 illustrates the four criteria of trustworthiness and also portrays that credibility and transferability correspond with internal and external validity (see figure 4), confirmability corresponds with the objectivity of a qualitative analysis (Privitera, 2014).

Table 7.2 The Four Criteria of Trustworthiness in Qualitative Research

Criteria of Trustworthiness	Parallel	Description
Credibility	Internal validity	Truthfulness—the extent to which observed results reflect the realities of the participants in such a way that the participants themselves would agree with the research report.
Transferability	External validity	Applicability—the extent to which observed results are useful, applicable, or transferable beyond the setting or context of the research.
Dependability	Reliability	Consistency—the extent to which observed results would be similar if similar research were conducted in the same or a similar context.
Confirmability	Objectivity	Neutrality—the extent to which observed results reflect the actual context of participant experiences, rather than simply the researcher’s perspective.

Table Ten: Criteria in trustworthiness in qualitative research (Privitera, 2014, p. 202)

To further explain these concepts Cope (2014), Lincoln and Guba (1985) suggested that to ensure trustworthiness in qualitative research, four criteria should be present. The four criteria are “transferability, confirmability, credibility and dependability” (*cited in Cope, 2014*). This study will ensure that these criteria are present whilst the researcher verifies the research findings with the participants until data saturation is obtained. In terms of credibility the researcher will engage in the process of prolonged engagement. This process consists of building trust and rapport with participants to gain rich and detailed responses (Cope, 2014). In terms of confirmability in this study, recordings have been conducted as per the university policy. Dependability will be present, such that there will be a constancy of data.

4.13 Audit Trail

Furthermore, to ensure accuracy an audit trail will be maintained. The Purpose of an audit trial is to gather materials and notes used in the process that capture the researchers’ decisions and views (Cope, 2014). The audit trial is to demonstrate that the research is dependable and trustworthy if the study were to be replicated (Riazi, 2016). Furthermore, this strategy is carried out to enhance the trustworthiness of the study and authenticate research results (Riazi, 2016). An additional purpose of an audit trail is to ensure that the appropriate data collection methods are used and everything is in order (Gallin & Ognibene, 2007). Richards

(2015) in Tisdell and Merriam (2016, p. 252) supports the audit trail by stating that ‘ good qualitative research gets much of its claim to validity from the researchers ability to show convincingly how they got there, and how they built confidence that this was the best account possible’. In terms of dependability, the audit trail has become a strategy for indicating the stability and trackability of data in research (Donoghue, 2007). The audit trail is also said to achieve confirmability in research. Confirmability according to Lincoln and Guba (1985, p. 324) in Donoghue (2007, p. 100), is ‘the extent to which the data and interpretations of the study are grounded in events rather than the inquirers personal constructions’. In this research study, methodological care will be taken by ensuring that the research process is transparent and the interviewees are not under pressure or forced to participate. Furthermore all data will reflect that it is not fabricated and is obtained through more than one method.

4.14 Data analysis

Data analysis in qualitative research may come in forms of diaries, narratives, video recordings and other texts (Monette, Sullivan & Dejong 2011), In terms of this study the raw material for data analysis is in the form of in depth interviews. As this research is of a qualitative nature, thematic analysis will be used. Thematic analysis is known for its flexibility as well as for identifying, analyzing and reporting themes within information (Braun & Clarke, 2006).

Thematic analysis seeks to describe themes across qualitative data and it is about “understanding people’s everyday experience of reality, in great detail so as to gain an understanding of the phenomenon on question” (Braun & Clarke, 2006, p.8). The process of thematic analysis is not only concerned with gaining an understanding of the richness and diversity of the information, but also the process of conceptualization and abstraction (Huberman & Miles, 2002). In this thematic framework the researcher carrying out the analyzing will be identifying themes and issues which emerge (Huberman & Miles, 2002). In thematic analysis there are two approaches which Willig (2013) identifies;

- (1) Inductive approach to thematic analysis;
- (2) Deductive approach to thematic analysis

In the inductive approach , the researcher ‘ approaches the data without a theoretically informed coding frame...the themes that emerge from such an analysis are firmly grounded in the data and do not reflect the researchers theoretical commitment (Willig, 2013, p.60). On

the contrary, the deductive approach uses the relevant literature to carry out coding of data and themes are produced from this approach (Willig, 2013). In terms of this study the deductive approach was followed. For this research study the data was transcribed by an outside party and then the transcripts and data was repeatedly checked by the researcher against the audio recordings, this was done to ensure accuracy.

Basically the process of thematic analysis will be followed in this research study and is as follows;

1.	Familiarizing yourself with your data
2.	Generating initial codes
3.	Searching for themes
4.	Reviewing themes
5.	Defining and naming themes
6.	Producing the report

4.15 The process of thematic analysis

The above steps refer to the collection of data, *Step 1*: here it is imperative to become familiar with the content and involves immersion and reading repeatedly (Braun & Clarke, 2006). In terms of this study, the data was collected and there was immersion into the content, as well as comprehension and searching for patterns. The next phase in this step is that the verbal data must be transcribed into a written form, therefore enabling thematic analysis to be carried out (Braun & Clarke, 2006). According to Lapadat and Lindsay (1999) state that this transcribing of data helps to facilitate the skills needed to analyse the data.

Step 2: The production of codes from the data occurs in this step. According to Miles & Huberman (1994), the process of coding forms part of the analysis process. The coded data differs from the themes; the coded data is not as broad as the themes (Braun & Clarke, 2006). According to Boyatzis (1998), codes identify a part of the data that stands out to the researcher and can be assessed in a meaningful way.

Step 3: All coding must be completed before continuing into this step. The researcher should by now have a list of codes identified from the transcripts. The codes are organised into themes (as per this research study) and the researcher forms main themes and subthemes the codes are organised into these main and subthemes.

Step 4: In this step the researcher is identifying problematic themes or data that does not fit a specific theme (Braun & Clarke, 2006). Thereafter the task is to verify as to whether themes ‘work in relation to the data set’ (Braun & Clarke, 2006, p. 22). Furthermore it is important to code the other themes that could have been missed earlier.

Step 5: The researcher is to write a detailed analysis of each theme. According to Braun & Clarke (2006, p. 23) ‘ it is important to consider how it fits into the broader overall ‘story’ that you are telling about your data, in relation to your research questions, to ensure there is not too much overlap between themes’

Step 6: This is the final analysis of the report. It is important that the write up of the thematic analysis provides; ‘a concise, coherent, logical, non-repetitive and interesting account of the story the data tell- within and across themes’ (Braun & Clarke, 2006, p. 24). This study captures the essence of what is being researched, the themes relate to the research question and provides a story about the data collected.

4.16 Ethical considerations

Ethics in research is concerned with moral behaviour and ethical dilemmas in research consists of researchers making moral judgments (Wiles, 2013). In terms of research ethics, there are three areas in which ethics is applied;

1. Participants,
2. Research,
3. Researcher. (Corbin & Strauss, 2015).

Participants are the volunteers, they must be treated with respect and the researcher’s responsibility is to collect information and not to make judgments (Corbin & Strauss, 2015). In terms of the researcher, he/she needs to ensure integrity and to be cautious when dealing with participants and time constraints, furthermore once the research study begins the researcher has an ethical responsibility to themselves, participants and to deliver high quality work (Corbin & Strauss, 2015).

Ethics in research is imperative therefore the following six principles were adhered to in this study;

1. The research study was designed, reviewed and carried out to ensure integrity, transparency and quality.

2. The researcher and participants were made aware of the purpose, methods and intended possible uses of this research.
3. Information supplied by participants are kept confidential, furthermore anonymity of participants were respected.
4. The research participants voluntarily participated, the participants were not force to partake in this study.
5. Harm to participants: this aspect was avoided and no harm came to any of the participants.
6. Transparency is imperative: there was no conflict of interest and the research was made clear (Hammersley & Traianou, 2012,).

In terms of adhering to the principles above, an ethical clearance needed for this research study was attained from the University of KwaZulu-Natal Ethics Committee. A gatekeeper's letter was provided from the institution of interest, which are the two private colleges that I used as the study sites. Participants were provided with sufficient knowledge of what the study involves and what information is required of them.

4.17 Informed consent

'Informed consent... is when subjects have been fully informed about the purpose of the study and its potential risks and benefits and are aware that they may withdraw at any time' (Comstock 2013,p 171). It is essential that the individual participant provide their consent and understand what it is that they are consenting to (Best, 2013). According to Best (2013), Faden and Beauchamp (1986) suggest that informed consent will be valid when four conditions are satisfied;

1. It is the researcher's responsibility to provide sufficient information as this could influence the participant's decision to participate further;
2. The researcher needs to ensure that the participants fully comprehend the information provided by the researcher;
3. In terms of the participants, the decision to participate must be completely voluntary;
4. The researcher should ensure that participants are capable of understanding the consequences of participating.

According to research by Biggs (2010), informed consent is a precondition to provide participants with autonomy in terms of making decisions. Schofield (2014,p. 16) highlights

the following guidelines that should be followed in research in terms of consent furthermore the following reiterates' the above; four conditions '(1) the voluntary consent of human subject is absolutely essential, (2) favorable risk-to-benefit analysis, and (3) the right to withdraw without repercussions'. In this study, a consent form was handed to all participants. This consent form stipulated to all participants that their involvement in the study is voluntary and the information obtained from the interviews will be confidential and private. Participants were provided the opportunity to remain undisclosed if they wish to.

4.18 Conclusion

In conclusion, Research is 'to discover and explore the new and to develop empirically grounded theories' (Flick, 2014. p 2). Research is carried out through analysis, study and methodological approaches, these make the researcher become aware of information concerning certain topics/areas researched (Rajesekar, Philominathan &Chinnathambi, 2013). This chapter discusses the appropriateness of methods, including the methods and approaches that were carried out. All information pertaining to the population and study site are discussed comprehensively. Furthermore, this chapter consists of all information that made it possible for this study to be carried out.

CHAPTER FIVE

5.1 Data Analysis

In terms of data analysis, thematic analysis was conducted and data was collected as the researcher needed to understand the content and search for patterns. The data was transcribed into a written form. Thematic analysis is concerned with the abstraction and the comprehensiveness of information. The following themes emerged from thematic analysis;

Table Eleven: “Final nodes (themes) by source with exemplar quotes”;

# of Theme	# of Participants	Main theme & Sub theme	Number of Sources the themes appears in	Exemplar Quotes
1	P1, P2, P3,P5, P6,P7,P8,P9,P10,P11,P12,P13,P14	<i>Main theme</i> :Emotional Regulation <i>Sub theme</i> :adjusting &projecting feelings	13	<p>“Ok. I think that you have an influx of emotions and if I would have to track since my first day to this day which is 1 year 7 months, I literally gone through a roller coaster” (P1)</p> <p>“ ... we are in where they follow a lot of procedures at work &often things can go wrong I think frustration would be the main kind of emotion that comes up” (P2)</p> <p>“I don’t know if I bring that to work because generally when I enter this place, I’m happy...” (P3)</p> <p>“I’ve discovered about life I never want to discuss anything with anyone if your emotions are too high.... So I cool down think about what happened and thereafter process” (P5)</p> <p>“Cause I am a lecturer I need to be firm in class and I need to look professional at all times...”(P6)</p> <p>“ Maintain the professionalism and also whenever delivering anything to the students like delivering that lecture, make sure at all time their confidence level should be high up because with someone telling your something with the lack of confidence you will even doubt that what they are telling you is true” (P6)</p> <p>“Mmmh despite having a bad day, what i</p>

			<p>learned as well from the student themselves is that even if you are having the most terrible day and they share even something silly or they may provide you with something that changes your mood, it then becomes something completely positive” (P7)</p> <p>“Teaching definitely does require a lot of emotion input- it’s part of the job...I think for me having a bad day and letting that affect your classes doesn’t say positive things about you as a teacher” (P8)</p> <p>“...it’s that infringement on personal space... it’s becoming more & more difficult like i said to draw that boundary between work life and home life, where the one is over taking the other” (P8)</p> <p>“You get different races coming to you, different attitudes you know when they come with their attitude and stuff but we got to be professional about it. You know explain to them this is procedure and try and convince them” (P9)</p> <p>“Again it seems like we need to sort of do a lot of work in all direction, re-examine our structure, identify what is humanly possible etc. so that we do not as educators become annoyed and agitated” (P10)</p> <p>“You can’t go in there with some emotional baggage from home or emotional baggage from sort of professional interaction you had with somebody else prior to the lecture” (P11)</p> <p>“you carrying out your duties but it is in conflict with your personal philosophy or sense of value system... and I suppose going back to the emotional labour point that is where the internal conflict comes about... it is painful , i find it works on my conscious...” (P12)</p> <p>“I realise that we all have our problem baggage. Everyone has got and there is no use you know to keep that matter in your mind, it is not going to make you progress in life...” (P13)</p> <p>“To occupy much of my time and mind because they are going to drain me and stress</p>
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				<p>me and there after I will not achieve anything. I focus on the things that I am able to do and achieve something... I get angry and warn them, talk to them harshly, strongly, you know as much as i can. But that is going to be for that minute or so, a few seconds from there I move on” (P13)</p> <p>“So I am not saying be a robot and leave your emotions outside when you enter the workplace, but rather use your time effectively... I would limit my engagement.... If you truly love what you do then it’s not work, so if I see that they are not excited about it and so forth then we must find a way to get them excited about it” (P14)</p> <p>“I think if you constantly reinforce the correct behaviour and... But I would not as I said before lash out immediately” (P14)</p>
2	P1 ,P2, P3,P5,P6,P7,P8,P9,P10,P11, P12,P13,P14	<p><i>Main theme</i> :Coping</p> <p><i>Sub theme</i> : coping with the pressure of the profession</p>	13	<p>“I just step out of my shoes and block it out. I think this is my coping mechanism and it’s possible” (P1)</p> <p>“I go to gym every day so I take my frustrations out on the treadmill...” (P2)</p> <p>“Generally there’s someone I’ll talk to and tell then this what happening and this is what’s going on... that’s my friend” (P3)</p> <p>“ I will be honest, nothing really moves me much. I...I always have positive feelings; I really never get too negative inside. Even if I do, I just talk it through and see if there’s any way I could deal with it. If it means I have to talk to someone so I can let them know about it, I do that” (P5)</p> <p>“I stay behind a few minutes, I reflect on the day and those things I could have done better, what I could have changed if it’s something I couldn’t change. But I always have to do a real check of the day, that’s what I like when everyone’s is gone... I talk to my wife, you know about what happened just to talk to someone ,just to let it out” (P5)</p> <p>“... then I won’t be emotional but I’m, like letting all out. So I can tell her this is what happened and then she gives me her opinion sometimes.... More like a family, ...trying to be a family to work together in a way” (P5)</p>

				<p>“Ja. We just sit and talk about it, make it a joke then we move on.... Mostly my colleagues they make it at ease for you because it has been almost like I’m with my family, family, friends. They always supportive... we support each other at all times, so they make it easy for me to wake up in the mornings and say ‘I’m going to work then I know I’ll have a good day regardless” (P6)</p> <p>“I just went to the staff room and told them about it and they laughed. and we laughed so I’m over that...” (P6)</p> <p>“For me, I just go outside and have my cigarette and just take a walk, it’s nice to know that on my break time I don’t necessary have to be in the building and there is a lot of space for me to go for fresh air” (P7)</p> <p>“Ja we have very good staff support structure here. We are all very close... Well I try to get as much sleep as I can which is not always easy especially when you have got marking and prep but other life activities” (P8)</p> <p>“The gym is a good way to release stress... Music, most importantly chocolate...being around good company positive energy, people who.. we have staff developments” (P9)</p> <p>“I normally do it with good friends... I do get a lot of counsel from her... I think it’s my space to ventilate” (P10)</p> <p>“...it’s music, having a good friend base here. Like you know you’ve got your confidantes here, so you know you can chat to them...its having a good team that counts cause every day you go through these... ups and downs... oh yes it is, I think it’s necessary. Sometimes people take things far too seriously” (P11)</p> <p>“I think its self-management...and the thing is I have also learned to, when I move away from the situation, I shut my mind off... But when I do leave, I am able to shut my mind and focus on; I have a very busy life... I keep my self-active, so that sort of charges me.. I play 3 different sports ... I do a lot of cycling” (P12)</p>
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				<p>“I must say I have, there were difficult students, I think I am quite firm but I think when they see me... they see seniority and I think they respect that...” (P12)</p> <p>“ and also the people here are very caring, very understanding so I cannot harbor any feelings of regret... my mode of survival is to say to them what is your problem, they tell me ok, I hear you but it is going to be better, things are not staying the same all the time, things will improve...” (P13)</p> <p>“ so often I lock this office and go sit with my staff because I think it is best for me to not only understand what they doing now but know them as individuals so I understand where they coming from” (P14)</p>
3	P2 , P1,P4,P5,P6,P 7,P8,P9,P11,P1 4	<p><i>Main theme</i> :Surface Acting <i>Sub theme:</i> Emotions not felt internally</p>	10	<p>“ I have a mask when I go into my classes because my students only ever see a vibrant lecturer” (P1)</p> <p>“... so all lecturers start at 8:30 am so I ‘ve got half an hour to kind of ... put my work face on “ (P2)</p> <p>“It is my feeling that if I were to complain somehow I would be victimized in a way.. So I would rather just soldier on.. and make it work somehow you know” (P4)</p> <p>“ah like if a parent or child comes to you, you know they lash out at you. At that time I would actually feel like throwing back at them but as a professional as somebody providing service. I just have to listen, apologize and listen... yes at times it might affect me to some extent but I believe as a professional I have to deal with that. I f something really does get to me so much, I take deep breath, I think about it... if needs be then I will talk to someone...” (P5)</p> <p>“With most difficult students what I always try and do is avoid confrontation right there... once the lecture is done I call the student out in class as I walk down to staff room I address... maybe there is some misunderstanding... so it’s better to just take what they say as it is and don’t put it to heart and just continue with your life and just look happy” (P6)</p> <p>“...I became very despondent in front of</p>

			<p>students, if there was an issue with students I would just attend to them, so it did create some sense of despondence in me to have to come here with negative energy and not being able to talk to people about it and not wanting people to talk about it.. it took me little longer to re adjust to get myself back to normal” (P7)</p> <p>“If there is any space during the day when you have to go to class to sit and moan like ‘ahh I’m not feeling this today I’m tired and whatever. You have to go to class; you have to deliver a good lesson end of story..... Ja and you continue with the lesson or ask someone else or whatever. Uhm I think mostly I just brush it off...” (P8)</p> <p>“Well first of all as I said professionalism, you can’t show students that okay you’re having a bad day, you can’t you’ve got to keep that positive attitude towards the students because now if you down they’ll be wondering what going on here. Maybe he’s not happy with his job etc.”(P9)</p> <p>“You’ve just got to detach and say my intentions here are different...” you’ve got to keep those feelings aside and deal with them later on... and during that interaction with students, those feelings surface.... They just disappear because you are interacting with something so sacred...” (P11)</p> <p>“You sometimes put on that mask it becomes cathartic afterwards, you feel even if you haven’t actually dealt with the matter at hand. You feel like a load has been shed off from you” (P11)</p> <p>“I had a lecturer fall asleep during invigilation. How do I respond? I smile to him in front of all the students and say its ok, please excuse yourself and I will invigilate” (P14)</p>
4	P3, P2,P5,P6,P8,P9,P10,P13,P14	<p><i>Main theme:</i> Deep acting</p> <p><i>Sub theme:</i> modifying internal feelings</p>	<p>9</p> <p>“ I don’t mask my emotions , I’m a very straight forward person” (P3)</p> <p>“I think I would say, I don’t think there would be negative side... but I’m dealing more with suppressing the positive emotions...” (P2)</p> <p>“Those negative feelings you might have maybe you won’t have to vent at them</p>

				<p>instead you use them to better your system” (P5)</p> <p>“Yes, from my visual field I’ll eliminate you and continue with those who just kept me calm as they are positive about what’s going on and again it’s an exchange isn’t it” (P6)</p> <p>“No I think like its only when I’m walking In the corridor I’m trying to find someone to do something and they are not there and then I’m just like ‘arg’ then sometimes someone says ... oh gosh Tyla you look frustrated and then I was just ‘oh no its fine’... (P8)</p> <p>“No, no always that number one, that’s my motto to be professional at all times...” (P9)</p> <p>“Exactly so with me I personally compensate where I give students extra consultation. I give them continuous feedback and ah without wanting any medals...” (P10)</p> <p>“ I do not take those feelings into my class. I tell myself that I cannot involve the students; they have got absolutely nothing to do with the situation. So I simply forget about that” (P13)</p> <p>“Jaa again in my role I think I cannot let my emotions show because people judge that and again if I am going to walk out of here with my hands on my hip and go keep quiet and so forth, what are... what is the impression that my students are going to get? But rather if I walk up to them and go you know guys there is a test going on let us keep it down, jaa... (P14)</p>
5	P1,P2,P4,P5,P7,P9,P11,P12	<p><i>Main theme:</i> Suppression of emotions</p> <p><i>Sub theme :</i> masking feelings</p>	8	<p>“ I mean for 1 year and 7 Months they have never seen me have a bad day” (P1)</p> <p>“It’s the main negative emotion that I’m going to have to mask” (P2)</p> <p>“well there is no way you can suppress the feelings and there are feelings and there are feelings after all” (P4)</p> <p>“Well for me certainly I work so hard to not show my feelings I really work hard to suppress them” (P5)</p> <p>“Obviously students are in certain cases they can really make you angry at them. Especially if they are not mature about</p>

				<p>anything but I don't suppress more like I let it pass" (P5)</p> <p>"Look I think to a certain degree I got to mask what I feel. A lot of the times in front of the students.... I would like to think that I am not necessarily in touch with my emotions as much in that I can shut them off and continue with what I have to do..." (P7)</p> <p>" Basically one golden rule is to be professional at all times, you have to be professional at all times even if you are having a bad day you've got to not let it show" (P9)</p> <p>"So even though you masking emotions you also pretending them, you releasing them in some sort of way" (P11)</p> <p>"...so at the end of the day I feel sorry for them in terms of emotional labour that there is this personal turmoil that they go through with regards to the institution. It will not be spoken like the way I speak it... (P12)</p>
6	P4, P5, P6, P7, P 8, P9, P10,P11, P12, P13, P14	<p><i>Main Theme</i> : Management support</p> <p><i>Sub theme</i> : Management initiatives in supporting Lecturers</p>	11	<p>"We are very lucky to have a very good academic coordinator... she puts it nicely and she is understanding ..." (P4)</p> <p>"I really don't know if this helps but we have like team development, team building exercises that we do to try and bond with everyone as a team" (P5)</p> <p>Q: Is there no space to raise issues... "They always say that you don't need to because at time confrontation is bad... we are never given that space. (P6)</p> <p>"I am not sure we get a lot of support... you will never have someone like the principal or authority come to you and find out how come you are emotional etc." (P7)</p> <p>"Many ways it makes me feel I am qualified for nothing... sometimes I feel like I am not being listened to" (P7)</p> <p>"My new academic coordinator... I do feel like I can sit down with her and openly discuss any issues that I have and she listens... I feel like she is the one I can approach if I feel like things are not going well" (P7)</p>

				<p>“I mean Carol the AC, I mean she is wonderful, she is great. She is always there to offer support but at the same time I think that concretely that the support is quite minimal...” (P8)</p> <p>“So all our general managers , all sitting in a room and discuss our challenges” (P9)</p> <p>“We have very minimal support; if we do on percentage base... it could be between 5%-8% that is addressed. We do have our line manager we do get the support but off course we find that there is room to improve...” (P 10)</p> <p>“Yes we have got a lovely coordinator... it helps so much when someone is concerned about you...” (P11)</p> <p>“They do not have a union to go to or something to stand up for them. They feel stifled, they cannot air their views” (P12)</p> <p>“They do not shut us down, they do say guys what is worrying you, what is bothering you, we do voice our worries to them...” (P 13)</p> <p>“ .. So in the mornings I walk, come in.. I go straight to the lecturers office and it’s a good morning to each of them but I want to know how they are and what is there challenges and what is going on, what do they want to share and let us talk” (P 14)</p> <p>“Coping mechanisms.. Well thankfully one of the fellow managers, he is much my senior so I do share my thoughts with him and ... my husband again is another bouncing block not very often though because you tend not to want to take work home.... I like reflecting... “ (P14)</p>
7	P3, P5, P6,P7,P8,P9,P10,P11,P12,P13,P14	<p><i>Main Theme</i> : Management understanding of Emotional labour</p> <p><i>Sub theme</i></p>	11	<p>“Sometimes you have to be a super woman” (P3)</p> <p>“we never, like sometimes when someone comes to tell us and tell us you’ve done this wrong, but rarely come and say, well done for this, well done for that an example for me I don’t really look for that , if I’m doing my work, why do I need to be always told and</p>

		<p>(1): engagement in emotional labour – Student and lecturer</p> <p><i>Sub theme</i> (2): Expectations of lecturers</p>	<p>appreciated if it is part of my job” (P5)</p> <p>“ Uhm because I think...ja I understand that we are here just to do our job as we are employed and what the job description is, but what is to happen is that they care about feelings or like regardless of what you don't like, that is put aside” (P6)</p> <p>“For me, I would say that a lecturer had to come into class room and completely spins your mind and makes you think very long and hard about what you think you know. If I can do that every day to my students and I will be happy to do that” (P7)</p> <p>“That's the reality. Yes we are able to talk and vent this out but it doesn't change the fact that you have got more work to do...” (P8)</p> <p>“Okay as a lecturer basically one you need to have knowledge to the students for them to adapt and learn. Number one is knowledge and number two is you need to have professionalism...” (P9)</p> <p>“Umh with colleagues actually not particularly. One main grievance was the colleagues although they are so nice they don't quiet cater for true understanding of education” (P10)</p> <p>“its fine I suppose Maybe there's a lot of similar mind sets and that is why they feel like it's normal thing , it's acceptable” (P10)</p> <p>“.. you have to practice within your field, you are in tune with the latest trends in your field... people practicing in the field , people who are passionate about it and who are empathetic towards their students” (P11)</p> <p>“ I am talking about even management because the moment you try and speak it is your ego hurting their ego and it is an issue...: (P12)</p> <p>“I go to class and prepare and do what I have to do because they have paid to come here. Parents need fair results; they do not care about how I feel. This student needs to succeed...” (P13)</p> <p>“ ...know whatever your mission statement</p>
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			<p>is and achieving those goals and then working towards that so you leave out those frills and the emotions and the drama out of it” (P14)</p> <p>“So that is what I am trying to encourage people to do and it is actually good because then we create an open forum and I do it with the students and with the staff so it is nice because within the team it seems as if its seems as if it is a winning formula you know...” (P14)</p> <p>“Someone that is always learning, someone that is developing with their student that brings... for me an ideal lecturer and I know that is outside our budget but would be someone that does not, is not full time academic. I want them to be practicing in industry...”(P14)</p>
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MANAGEMENT / ACADEMIC COODINATORS – P5 and P 14 (Academic Coordinators & Management in this study refers to personnel that function as head of departments and have the same duties and responsibilities as line managers).

CHAPTER SIX

DISCUSSION

6.1 Introduction

The term emotional labour concerns the managing of emotions at work in order to meet organisational needs (Xanthopoulou, Bakker& Fischbach, 2013). Higher education institutions are not only concerned with devising and delivering of teaching and research programmes but are also concerned with the manner in which lecturers are expected to “perform” on the job (Gaan, 2012). According to Tsang (2011) education worldwide has been transformed to be a service- like industry. Many occupations do consist of a certain amount of emotional labour. Emotional labour is seen as helpful to an organisation, however literature suggests that the managing of emotions for pay maybe detrimental for the employee (Grandey, 2000). The aim of this chapter is to discuss the results from my findings. I will provide a greater insight into the term emotional labour and the growing interest in the role of emotions in an academic environment I will be discussing each theme in relation to the literature. Furthermore my discussion will include information from my data analysis and literature review.

6.1.1 Theme one: emotional regulation; Sub theme: adjusting and projecting feelings.

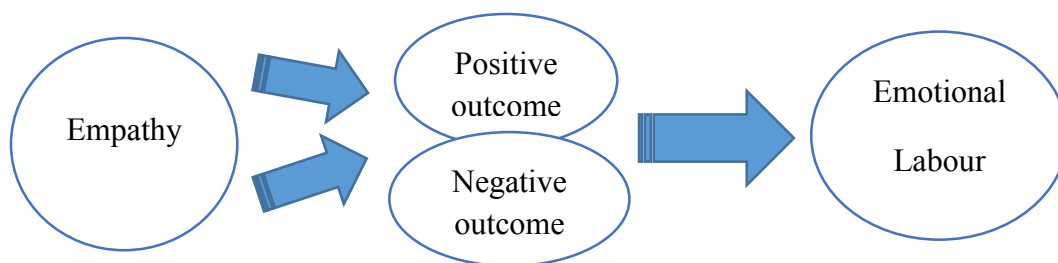
Academics have a responsibility such that they need to constantly regulate emotions in order to function effectively at work. As indicated by Hort (2001, p.5) *‘emotions are managed, not to surpass them but to use them as part of the job requirements’*. Emotions are important in guiding human action and behaviours. Furthermore, an academic environment requires emotions to be regulated as there are rules for social conduct that exist and academics face situations that may make them feel angry, sad ,disgusted and they need to find appropriate ways of regulating emotions in a class setting (Fried, 2011).

Emotional labour holds importance because it is part of any profession that requires interpersonal contact and it has an impact on individual and job outcomes (Naz&Gul, 2011). Research has been conducted on flight attendants, nurses, retail sales, police officers, banks, teachers and hotel employees to investigate the management of emotions at work. According to research conducted by Sanders (2013) employees want to portray emotions in accordance with displays rules of the organisation to please customers, however , there are likely to be situations when genuinely felt emotions do not correlate with desired emotions.

The questions that follow below will assist and contribute with examining emotional labour with lecturers within private higher education institutions; ‘are certain types of people better

at regulating their emotions?’ , ‘are other types of people better at handling certain situations without becoming stressed? Participant fourteen and five illustrate that there are different ways in which employees can regulate emotions at work, This indicates that different people can be better at handling certain situations than others without becoming stressed. Participant five prefers to *‘reflect on the day and those things I could have done better...’* Participant fourteen states *‘I think if you constantly reinforce the correct behaviour... I would not I said before lash out immediately’*. Furthermore, as indicated by participant 11 *‘you can’t go in there with some emotional baggage from home or emotional baggage from sort of professional interaction you had with somebody else prior to the lecture’*, this indicates that emotions can be regulated differently by those working in the same environment, with the same focus of finding appropriate ways of regulating emotions in an academic environment.

In the emotional regulation process, Emotional regulation can be viewed as ‘a guiding theory for understanding the mechanisms by which emotional labour maybe stressful to individuals, however still be useful to the organisation (Grandey, 2000.p95). As per the diagram below, the term empathy is also recognised as being strongly connected with positive or negative outcomes in emotional labour. Empathy can be defined as ‘the immediate experience of the emotions of another person’ (Chu, 2002., p 10).



To illustrate this is participant thirteen, *“So I am not saying be a robot and leave your emotions outside when you enter the workplace, but rather use your time effectively...”* Being able to relate to people is considered as important to the service industry as people with a greater empathic ability are said to perform emotional labour at a more positive level (Chu, 2002). Additionally performing emotional labour can lead to a positive outcomes as people who possess a good fit between job and personality, with strong empathy ability will perform emotional labour in a genuine manner and therefore experience less negative consequences (Chu, 2002). The suppression of emotions is also something that can be found in individuals who suppress emotions are found to be linked to depressive symptoms, less satisfied with life, less optimistic and had lower-self-esteem (Gross &John, 2003). Participant eight

illustrates how emotions that can negatively impact on ones work /balance life “ ***it’s that infringement on personal space... it’s becoming more & more difficult like I said to draw that boundary between work life and home life, where the one is over taking the other***”

In terms of adjusting and projecting feelings, the findings from this research study indicate that emotions that are felt and emotions that are required may not always be harmonious and this can be illustrated by participant eight ***‘teaching definitely does require a lot of emotion input- it’s part of the job ... I think for me having a bad day and letting that affect your classes doesn’t say positive things about you as a teacher’*** Participant five said that ***‘ I’ve discovered about life I never want to discuss anything with anyone if your emotions are too high... so I cool down think about what happened and thereafter process’***. Participant five uses an effective strategy to help manage emotions. Participant three discusses how he displays authentic behaviour at work, ***“I don’t know if I bring that to work because generally when I enter this place, I’m happy...”*** In certain professions similar to nursing, it is required for staff to offer authentic behaviour.

According to Grandey (2000) emotional labour will relate to burnout and that the work environments create a need to constantly regulate emotions. Burnout can lead to emotional exhaustion, which results in individuals losing interest and loss of work motivation (Choi & Kim, 2014). A further negative impact on individual and organisational wellbeing can derive from depersonalisation as the worker presents a ‘sardonic and callous attitude towards customers, colleagues, work itself and the organisation’, This results from emotional exhaustion and furthermore burnout (Choi & Kim, 2014.,p83). Emotions if managed govern the ‘correct’ emotional expressions at work. Managed emotions can elicit a response such as participant thirteen ***“...because they are going to drain me and stress me and there after I will not achieve anything. I focus on the things I am able to do... I get angry... but that is going to be for that minute or so, a few seconds from there I move on”***. Participant seven states that ***“...despite having a bad day, what I learned as well from the student themselves is that even if you are having the most terrible day... or they may provide you with something that changes your mood it then becomes something completely positive”***.

Emotional events on the job can be a determinant for employee attitudes and behaviour. Emotional events in terms of emotional labour can result in a positive or negative influence on a persons’ well-being (Grandey, 2000). Example of emotional events that influence employee emotions: an employee has a bad experience on the job and does not reach his/her

goals at work, this might involve a customer complaint/ angry customer or an incident involving a customer. At the same time the employee him/herself gets stressed and upset in relation to the customers reaction/ compliant. However, the employee experiences an event that requires “emotional regulation to maintain the appropriate appearance at work” (Grandey, 2000. P 103).

Certain studies propose that having an optimistic emotional expression will produce an outcome of increased customer satisfaction. Emotional regulation is said to foster development of healthy emotion regulation strategies and this eventually assists both teacher and student in increasing emotional awareness and contributing to healthy relationships (Cho, 2015). Emotional regulation is imperative in the fact that individuals are able to accept and understand experiences of emotions and are able to be involved in healthy strategies in managing emotions.

6.1.2 Theme two: Coping; Subtheme: Coping with the pressure of the profession

Workers in emotional demanding professions such as lecturers, do find ways in which to ‘cope’ with the work environment and emotions. Participant one stated that *“I just step out of my shoes and block it out, I think this is my coping mechanism and it’s possible”*. Participant two copes in this emotionally demanding environment by going to the gym every day and by taking out his frustrations on the treadmill. It is important that lecturers need to comprehend the emotional practice of the job in order to function at a prime level, interact on a positive note with students and build relationships (Brown, 2011).

In order for lecturers to understand how to cope, understanding how to release the stress is important, participant seven copes by *“...I just go outside and have my cigarette and just take a walk, it’s nice to know that on my break time I don’t necessary have to be in the building and there is a lot of space for me to go for fresh air”*. Peer support and friendships are often seen in customer service positions to be a coping mechanism in managing emotions (Grey, 2012), Participant six talks about support provided by colleagues, *“mostly my colleagues they make it easy for you because it has been almost like I’m with my family... they are always supportive... we support each other all the times, so they make it easy for me to wake up in the mornings and say ‘I’m going to work..”*. William (2003, p 19) conducted a study on the demands of emotional labour in the airline industry , one of the responses to coping was ‘ he worked in the gym ; used punching bags and cried as his ways of handling his feelings related to incidents with angry passengers’.

Hochschild's book on emotional labour provided information based on a stewardess training centre, which provided insight on how stewardesses are trained to cope with angry passengers. It is normal for those in service jobs and professions to get angry; however 'what do you do when you get angry?' (Hochschild, 2003, p25). Some coping methods were reported to be 'hit a passenger, yell in a bucket cry, eat more, smoke...' (Hochschild, 2003, p25). The instructor at the training centre suggested a coping mechanism through her experience to alleviate anger at a passenger.... 'I pretend something traumatic has happened in their lives, once I had an irate that was complaining about me, cursing at me, threatening to get my name and report me to the company. I later found out his son just died...now when I meet an irate I think of that man. If you think about the other person and why they're so upset, you've taken attention off of yourself and your own frustration. And you won't feel so angry' (Hochschild, 2003. p, 25).

Co-worker support is said to facilitate employees to cope better with stress in the job and workers share experiences with fellow co-workers, such as experiences with managers, customers and other co-workers (Sloan, Newtown & Thomson, 2013). Participant thirteen, expresses the manner in which they cope with the support of the work environment, ***"and also the people are very caring, very understanding...my mode of survival is to say to them, what is your problem, they tell me ok, I hear you but it is going to be better, things are not staying the same all the time, things will improve..."***. The close relationships that co-workers form are said to enhance worker wellbeing and be linked to an increase in workers self-esteem, increase in sense of belonging and social integration (Sloan, et al., 2013).

Participant ten copes by expressing feelings with good friends. ***"I do get a lot of counsel from her ...I think it's my space to ventilate"***. Peer support and friendships are seen to be coping mechanisms in managing emotions (Gray, 2012). Participant Nine supports this notion by ***stating "...being around good company positive energy, people who... we have staff developments"***. ***Participant five states that "... like letting all out, So I can tell her this is what happened and then she gives me her opinion sometimes... more like a family... trying to be a family to work together in a way"***. According to research done on nurses in health and social care, it is important to have friends and peers to talk to, to be able to related similar feelings... this helps nurses make an 'emotional disclosure' (Gray, 2012,p.69).

To alleviate frustration, organisations require supportive management structures, participant fourteen (management) feels the need to listen to staff and thereafter identify any frustrations

and stressors that take an emotional toll on academics. In terms of social support according to research it was suggested that if a service worker receives social support from his/her manager this would then result in positive emotions and protect employees from negative outcomes of emotional labour (Iplik et. 2014). Furthermore, Humour can be used as a coping mechanism as it 'masks' emotions or pain. Participant six uses this as a coping mechanism as stated ***"I just went to the staff room and told them about it and they laughed, and we all laughed so I'm over that..."*** Research has found that many workers use cynical humour to cover stressful situations (Kuiper, 2012).

'Emotional resilience can be adopted as a coping mechanism such that; emotional resilience can be taught and the workplace is an ideal setting to support employee's mental health. Employers can build and support employees emotional resilience to manage stress levels and reduce sickness absence' (Barton, 2015, .p1). An example of emotional resilience is participant five. ***"...I will be honest, nothing really moves me much I always have positive feelings; I really never get too negative inside. Even if I do, I just talk it through and see if there is any way I could deal with it..."*** Resiliency is a concept that is when an individual adapts or manages a significant amount of stress/trauma and can still go forward in life. According to research by Hopkins (2014), the recognition of emotional labour has become increasingly popular and it is essential to carry out emotional resilience training. This training ensures that managers and employees maintain, regulate and understand their own emotions, at times there are emotional triggers that can occur such as sad, or happy occasions, however so this brings on an emotional wave (Hopkins, 2014). Resilience training according to Hopkins (2014) can encourage expression of emotions in a controlled environment and develop the ability to withstand difficult situations.

Humour and resiliency are two positive personality constructs that facilitate personal growth and combat the negative effects of stress (Kuiper, 2012). According to Kuiper (2012) "A good sense of humour increases greater positive emotions and greater psychological well-being including quality of life". Resiliency is a concept that is involving an individual adapting or managing a significant amount of stress/ trauma and can still go forward in life. Managers can supervise emotions and provide an environment for reflection; this can be a preventative measure for burnout and emotional stresses (Gray, 2009). An example of management's role in assisting staff to 'cope' is participant fourteen ***"so often I lock this office and go sit with my staff because I think it is best for me to not only understand what they doing now but know them as individuals so I understand where they are coming***

from”. Many organisations employ people whom have emotions considered appropriate for the job role, employees are then expected to display desirable emotions such as enthusiasm, confidence and friendliness (Du toit, 2012), This can create emotional challenges. In care work and other professions, employees need to be able to re-charge emotional resources to be able to continue performing frontline work (King, 2012). Management plays a significant role in assisting staff in ‘coping’ and prevention of burnouts.

6.1.3 Theme three: Surface acting; Sub theme: Emotions not felt internally

Surface acting is about managing ‘visible aspects of emotions which break out on the surface whereas inner feelings do not alter’ (Lee & OK, 2014). Furthermore surface acting is faking emotions not felt or to suppress felt emotions (Kim, 2008 Dahling &Perez, 2010). Participant two displays emotions that are not felt internally and this illustrate the concept of surface acting, “... *so all lecturers start at 8:30 am so I’ve got half an hour to kind of... put my work face on*”. Participant one states that “*I have a mask when I go into my classes because my students only ever see a vibrant lecturer*”, this refers to changing one’s emotional expressions without modifying one’s feelings. Surface acting has been linked to negative outcomes as it can be seen as a compensating strategy that individuals use when they cannot display appropriate emotions (Green, 2009).

The negative outcomes is evident as can be seen in participant seven, “*I become very despondent in front of students... it did create some sense of despondence in me to have to come here with negative energy and not being able to talk to people about it... it took me little longer to re adjust to get myself back to normal*”. Surface acting entails continued suppression and masking of emotions and ensuring that emotions do not ‘leak’ out (Veldhoven & Peceei, 2015). Participant five contains them self and illustrates surface acting by stating;

“*ah like if a parent of child comes to you, you know they lash out at you. At that time I would actually feel like throwing back at them but as a professional as somebody providing service, I just have to listen, apologise and listen...*”. The risk associated with surface acting is that it can produce and leave behind unresolved anger, resentment, fear and anxiety. An example of a statement from a research study that was given to service workers and reflects surface acting; ‘In dealing with citizens, I ‘put on’ a different personality’ (Norsby & Davis, 2007., p 9).

Surface acting can also be referred to as ‘faking in bad faith’ (Karim & Weisz, 2010, p.187). According to research there are three causes of emotional disharmony that service workers endure while in surface acting. The three causes are; emotional dissonance, emotional deviance and emotional faking – these trigger the emergence of negative outcomes (Kogovsek & Kogovsek, 2012). Participant four states ***“it is my feeling if I were to complain somehow I would be victimized in a way...so I would rather just soldier on...make it work somehow you know”***. This is an example of emotional dissonance, this is a mismatch between actual felt emotions and expected expressions of emotions which leads to an emotional regulation issue (Zapf, 2002). Participant seven states ***“... I become very despondent in front of students, if there was an issue with students, I would just attend to them so it did create some sense of despondence in me to have to come here with negative energy...”***. Research has shown that surface acting can be linked with work-family interference, as psychologists have revealed that individuals can become ‘emotionally distant and detached at the end of the workday, This depletion of emotional resources can leave little energy... which may inevitably cause strain’ (Kiely, 2008, p2).

Emotive faking is the difference between genuine and actually displayed feelings and may lead to poor perceptions of service quality by customers’ (Kogovsek & Kogovsek, 2012., p 120). Participant fourteen illustrates this by stating ***“I had a lecturer fall asleep during invigilating, how do I respond; I smile to him in front of all students and say its ok, please excuse yourself and I will invigilate”***. Surface acting is linked to negative outcomes as it can be seen as a compensating strategy that individuals use when they cannot display appropriate emotions, and as a result individuals are unable to feel the desired emotions, this leading to a low sense of accomplishment on the job (Green, 2009).

According to Participant eight ***“if there is any space during the day when you have to go to class to sit and moan like ‘ahh I’m not feeling this today, I’m tired and whatever. You have to go to class; you have to deliver a good lesson end of story...”*** According to research findings, people at work do surface acting in order to handle the job and fulfil duties. An example specific to this case study, illustrating surface acting emerged in the study: “ Despite covering material and content often and revising the same content over again- lecturers need to show enthusiasm, understanding & concern when a student has the same questions about the content or makes the same mistakes- ‘patience is a virtue”. On the surface, an employee (in this case a lecturer) portrays emotions that are not felt internally (Hochschild, 1983).

On a positive note surface acting can strengthen an employee's contribution in that they are able to alter their expressions of certain emotions that arise in the moment (Grant, 2013). Participant five, states that ***“yes at times it might affect me to some extent but I believe as a professional I have to deal with that. If something really does get to me so much, I take deep breath, I think about it... if needs be then I will talk to someone”***. In certain emotionally demanding situations surface acting can facilitate effective action (Chi, et al., 2011), this is clearly evident with participant eight, ***“... I said professionalism, you can't show students that okay you as having a bad day, you can't, you've got to keep that positive attitude towards the students... if you are down they'll be wondering what going on here...”***. Findings from the literature suggest that employees who try to be more authentic when dealing with customers, results in lower level of intrapersonal conflict (Rathi, 2013).

6.1.4 Theme four: Deep acting; Sub theme: Modifying Internal feelings.

Participant nine states that ***“No, no always that is number one, that's my motto to be professional at all times...”***, this indicates that this participant could be deep acting. This strategy of deep acting relates to having a sense of authenticity of self which is associated with more positive outcomes in a work environment. Participant thirteen states ***“I do not take those feelings into my class, I tell myself that I cannot involve the students; they have got absolutely nothing to do with the situation...”***, research suggests that deep acting leads employees to have more positive emotions toward their work and when employees deliberately show displays of positive mood, they will eventually come to actually be in a better mood. (Mueller et al., 2013 & Adelman & Zajon, 1989).

Furthermore deep acting does not necessarily relate to exhaustion, depersonalisation and job satisfaction, however it does contribute to an increase in personal accomplishment. This is evident with participant five ***“those negative feelings you might have maybe you won't have to vent at them instead you use them to better your system”***. Employees that engage in deep acting gain confidence in their ability to experience and feel emotions appropriate to the situation (Grant, 2013). Gagne (2014) suggests that deep acting does not necessarily relate to exhaustion, depersonalisation and job dissatisfaction, however it does contribute to an increase in personal accomplishment.

Participant ten illustrates deep acting ***“...so with me I personally compensate where I give students extra consultations. I give them continuous feedback and without wanting any medals...”***. For some academics it is simple to just switch off their feelings but at the same

time do it genuinely. Participant six feels that the work they do can be seen as a ‘give and take’ such as “ *....I’ll eliminate those and continue with those who just kept me calm as they are positive about what’s going on and again it’s an exchange isn’t it?*”. Mueller et al (2013) suggests that deep acting leads employees to have more positive emotions towards their work.

Literature suggests that certain professions such as nurses, fire fighters/ paramedics and social workers are more likely prone to deep acting when performing emotional labour as they ‘internalise the appropriate display of emotions as part of their professional role’ (Dobson et al., 2010.p 1). Research conducted with fire-fighters resulted in stating that deep acting was related to lower burnout and emotional exhaustion (Dobson et al., 2010). An example of deep acting and an appropriate display of emotions as part of the profession is participant thirteen “*... I cannot let my emotions show because people judge that...but later I walk up to them and go you know you guys there is a test going on let us keep it down...*” employees who try to be more genuine when dealing with customers, results in lower level of intrapersonal conflict (Rathi, 2013).

An example further illustrating the concept of deep acting and that is specific to this study; “a lecturer feels frustrated that a student does not conceptualise the material presented... the lecturer attempts to identify that the student is trying to master the new information to appreciation of the student’s efforts” (Brown, 2011, p.1-24). Therefore the employee (in this case study: the lecturer) changes internally felt emotions to align with required emotional expressions of the organisation (Morris & Feldman, 1996). Hochschild (1983) research on flight attendants suggests that emotions are not managed to be suppressed but to use them as part of an employee’s job requirements (Hort, Barrett & Furlop, 2001). Hochschild refers to the flight attendance in her training session, as stated... “Now girls, I want you to go out there and really *smile*. Your smile is your biggest *asset*. I want you to go out there and use it. Smile. *Really* smile. Really lay it on” (Hochschild, 1983, p.4)

There is a danger of deep acting according to Vincent & Braun (2013), deep acting is the suppression of the “real” self. Participant eight illustrates this ‘danger’, “*... I’m trying to find someone to do something and they are not there and then I’m just like ‘arg’ then sometimes someone says.. ‘Oh gosh Tyla you look frustrated and then I was just ‘oh no it’s fine...’*”. The employees’ private emotional life becomes distorted into a package of commodified emotions (Brook, 2009). Participant two states that “*...I don’t think that there*

would be a negative side... but I'm dealing more with suppressing the positive emotions”.

Participant three and thirteen state that they ‘don’t mask emotions and do not take those feelings into class...’ According to Kiely (2008) this strategy is a type of trained imagination, that focuses on images, memories and invoking thoughts to bring about the desired emotions, an example illustrating this is ‘ thinking of a funny experience in order to feel happy’.

6.1.5 Theme five: Suppression of emotions; Sub theme: Masking feelings.

Overtime emotional labour is known to be the suppression of expression of one’s feelings to meet job expectations (Brown,2011), This is demonstrated by participant nine “ *basically one golden rule is to be professional at all times, you have to be professional at all times even if you are having a bad day you’ve got to not let it show”*. Research surrounding emotional labour, focused on how the worker acted in an effort to satisfy the customer (Hochschild, 1983). According to research, it’s evident that the suppression of emotions or the ‘acting’ especially in customer service jobs has been found to be a source of stress.

The mantra ‘the customer is always right’ provides leverage for customers and gives them power over those working in service jobs. The high levels of emotional labour found in the academic profession maybe a cause for concern as lecturing requires constant interaction with students. Those in the academic profession are expected to ensure to give an impression of calmness, confidence and show or exaggerate certain emotions. An example of this is participant one, “*I mean for 1 year and 7 months they have never seen me have a bad day”*.

Participant twelve states that “... *in terms of emotional labour, that there is this personal turmoil...it will not be spoken like the way I speak it...*” this further describes the term emotional dissonance. The story of Harry illustrates the term referred to as emotional dissonance. Harry works as a customer service agent for Spiro airlines (Lombardo, 2015). He has to put on a happy face for job reviews; furthermore he has to regulate his emotions i.e. emotional labour. Harry’s personal life was in a fiasco, when his wife left him one weekday morning; Harry still went to work and acted accordingly – happy & polite to airline customers and colleagues (Lombardo, 2015). Behind all of this ‘acting’ Harry actually felt depressed and devastated, his real emotions and his fake emotions were conflicting (Lombardo, 2015). The conflicting of real and fake emotions relate to the term emotion dissonance. Emotional dissonance ‘is a form of conflict between person and role expectations... and may affect wellbeing’ (Karimi, Leggat, Donohue, Farrell and Couper, 2013). According to the study by Karimi et al, (2013), a higher level of emotional labour

involving emotional dissonance is associated with lower wellbeing and higher levels of job stress. Emotional dissonance can be evident in aged care work.

Workers in aged care tend to experience frustration and a form of emotional dissonance (King, 2012). According to a study by Bakker & Heuven (2003), it was evident that the suppression of emotions especially in jobs such as correctional officers has been found to be a source of stress. Furthermore emotional demands 'may lead to burnout through the experience of emotional dissonance' (Bakker & Heuven, 2003.p427). Participant seven clearly illustrates the conflicting of emotions, ***"... I would like to think that I am not necessarily in touch with my emotions as much in that I can shut them off and continue with what I have to do..."***, Participant four feels that suppression of emotions/ masking of feelings will not happen, ***"well there is no way you can suppress the feelings and there are feelings after all"***.

Some individuals can put up an emotional armour and endure emotionally draining experiences while others cannot (Guy et al., 2015). As can be seen by participant five ***"Well for me certainly I work so hard to not show my feelings I really work hard to suppress to them"***, on the contrary participant four feels that there is no way to suppress feelings at work. Most academics find the suppression of emotions exhausting while some may find it energising. Participant eleven ***"So even though you masking emotions you also pretending them, you releasing them in some sort of way"***.

Morris & Feldman (1996) found that emotional labour involved knowing not only the emotional expectations by the organisation, but also how to plan for, control and develop skills to present appropriate emotional display rules that was expected for the job. Research conducted on emotional labour in the petrol industry, found that petrol attendants use emotional management by controlling their own emotions as well as customers emotions, The attendants were provided with a pre-established script by managers, which states how they should regulate and display emotions when interacting with customers (Du toit, 2012). Emotion work therefore can be subjected to individual differences.

6.1.6 Theme Six: Management support; Sub theme: Management initiatives in supporting lecturers.

Academics experience an emotional struggle more often on a daily basis and there is definitely a need to manage emotions. As per research supportive management provided to customer service personnel assisted employees in the reduction of frustration and stress on the job. Participant four and participant eight state that the academic coordinator (academic manager) offers sufficient support and she is understanding. An example of support towards service workers is research by Gray (2009) on cancer care nurse support, highlighted that an assessment of the strategies of emotional regulation that are provided to health care professionals should include looking at; ‘How nurses manage their own patients emotions; How nurses come to terms with the difficult process that are often an unavoidable part of care; Provide successful support mechanisms and disclosure for patients, relatives & staff’. When workers know that support is available when needed this can increase satisfaction and commitment towards work (King, 2012).

Managers can supervise emotions and provide an environment for reflection; this can be a preventative measure for burnout and emotional stresses. Participant seven illustrates and supports this by stating “*...my academic coordinator, I feel I can openly discuss any issues...I feel like she is the one I can approach if I feel like things are not going well*”. *Participant nine feels supported at work as stated, so all our general managers, all sitting in a room and discuss our challenges*”. On the whole supportive management, relative autonomy and flexibility to attend to the needs of clients as they arose, reduces frustration levels in customer service jobs.

Importance should be placed on the recognition of the role of emotion in teaching and this can be done through management support. An illustration of support towards academics, can be seen by participant fourteen, “*so often I lock this office and go sit with my staff because I think it is best for me, to not only understand what they are doing now but know them as individuals so I understand where they coming from*”. There are two competencies that can assist in enhancing resilience in employees as a support mechanism. The two competencies that can be implemented in coping workshops and wellbeing training sessions for employees are reflective ability and emotional intelligence/literacy (Kinman & Grant, 2014). Emotional intelligence/ literacy has been found to protect against burnout and fatigue. Furthermore reflective practice can result in buffering workplace stress and improvements in self-awareness, coping and problem solving skills (Kinman & Grant, 2014).

On the contrary, as per research by Hochschild (1979,1983) emphasised the human cost of emotional labour and that employees emotional performances are demanded by and used for the commercial gain of organisations. Participant seven feels that they particular skills and feelings are used by the organisation, *“Many ways it makes me feel I am qualified for nothing... sometimes I feel like I am not being listened to”*. Participant six states *“there are no space to raise issues, they always say that you don’t need to because at times confrontations is bad... we are never given that space”*. This clearly indicates that employees feelings in the service industry are established by the organisation and these organisations tend to govern how one should feel in particular situations.

Clearly identifying that there is lack of professional support towards academic wellbeing. Participant seven feels that there is not support from management as quoted *“I am not sure we get a lot of support...”*. Lecturers need to understand the emotional practice of the job in order to function at an optimal level, interact positively with students and build relationships (Brown, 2011).

6.1.7 Theme Seven: Management understanding of emotional labour;
Sub theme (1): engagement in emotional labour – student and lecturer;
Sub theme (2) expectations of lecturers.

In the past it was considered unprofessional to talk about one’s feelings (Zembylas, 2005), however so academics experience an emotional struggle more often on a daily basis. Emotions experienced by academics do not go unnoticed by their students and therefore the enthusiasm of the academic depends on the emotional experiences during teaching. Participant thirteen states that *“I go to class and prepare and do what I have to do because they have paid to come here. Parents need fair results; they do not care about how I feel...”* this participant indicates that even though there is an emotional rollercoaster in class however one needs to manage their emotions and be professional especially when dealing with the students. According to research by Pekrun & Garcia (2014), lecturers/ teachers with positive emotional experiences tend to be more creative in class and better able to deal with problems with arise.

An example of emotional management strategies that lecturers use to cope and to manage emotions that students to notice. Example one: *“You have to be able to stand back and think again... and this happens so many times throughout the day... you need to be able to do this, if your want to protect yourself from feeling constantly overwhelmed”*. Example two: *“I had to learn how to draw much anger and frustration I should express”*. Example three: *“ I*

learner very well when and how to cut off my expressions related to how overwhelmed I felt... things like faking smiles, changing the tone of my voice...". These emotional management strategies can be used to assist those in this labour intensive profession.

Many organisations are of the opinion that emotional labour focuses on exerting influence on customers through ‘ingratiation’, this refers to a psychological technique in which an individual attempts to influence, manipulate or control another. In the healthcare industry, Psilopanagiotti, Anagnostopoulos, Mourtou and Niakas (2012), proposed that emotion management workshops and interpersonal skill training could be run in medical schools / certain professions, to prepare more competent employees. In terms of ensuring job satisfaction, it is imperative to develop support programs and communication- skill training courses that assist emotional regulation and emotional appraisal therefore improving overall health care (Psilopanagiotti, et al., 2012)

Management often do not understand or fail to take the time to understand the emotions and stress that service workers endure on the job. According to research, service workers feelings are established by organisations and these organisations in service industry govern how one should feel in particular situations. Participant six, states that *‘... as we are employed and what the job description is, but what is to happen is that they care about feelings or like regardless of what you don’t like, that is put aside’*. Participant ten states *“...although colleges they are so nice, they don’t quiet cater for true understating of education”*. Management response to emotional labour and the expectations of lecturers in this environment is *“...know whatever your mission statement is and achieving those goals and then working towards that so you leave out those frills and the emotions and the drama out of it”*. Participant twelve feels that speaking to management is not a solution to overcoming any issues that lecturers face.

Workers in emotional demanding professions such as lecturers do find ways to cope with the work environment and emotions but this also puts lecturers under stress and burnout. Managers can supervise emotions, provide an environment for reflection and implement HR policies to focus on employee wellbeing; this can be a preventative measure for burnout and emotional stresses, which relates to a high turnover rate for some professions. One manager (participant fourteen) identifies the need for workplace mental wellbeing support by stating *“so that is what I am trying to encourage people to do and it is actually good because then*

we create an open forum and I do it with the students and with the staff so it is nice because within the team it seems as if it's is a winning formula..."

Coping mechanisms assist employees in difficult situations. Management plays an important role in the management of emotional labour with employees, emotional management workshops and interpersonal skill training assists in preparing more competent employees. (Psilopanagioti, et al., 2013). Participant eight feels that talking and venting helps however it doesn't change that they have more work to do in an emotionally demanding job. These emotionally demanding conditions exhaust employees and this can result in job strain. Emotional resilience can be adopted to assist employees and management to cope and it can be taught to support mental health. Management can build and support employee's resilience to manage stress levels and reduce sickness absence.

6.2 Conclusion

This chapter discusses the themes in relation with the theory based on emotional labour. Emotions shape engagement and learning. Emotions are found everywhere in academic settings and the service industry, it impacts on the performance of those in emotionally demanding environments. According to research it has been said that there is crying in academia, this crying is done in private and academic suffer in the bathrooms, private offices or at home. This chapter further discusses the role that management needs to play in order to protect an employee's wellbeing. Human resource management polices need to be revised in order to accommodate and protect the wellbeing of employees in the service industry.

The emotional labour act of pretending to be okay requires an academic to cover up feelings and this becomes exhausting (Feldman, 2015). Furthermore, the service industry consists of an environment with prolonged working hours and continuous interaction. This chapter consists of a discussion concerning academics that work in this volatile type of environment, these academics discuss they feelings towards work, students and management. Additionally, this chapter discusses the feelings and responses of participants and management in relation to the theory.

CHAPTER SEVEN

CONCLUSION

7.1 Introduction

The aim of this research study was to assess emotional labour practices amongst lecturers in private higher education institutions in KwaZulu-Natal. This study includes seven chapters. This chapter being the seventh, serves to provide the reader with a summary of the complete study and a summary of the conclusions to the aim of this thesis.

7.2 Summary outline per chapter

Chapter one consisted of an introduction and overview to this thesis in which the introduction highlighted the rise in private higher education in South Africa and an introduction into the concept of emotional labour. This chapter includes key concepts in emotional labour, such as; emotional display rules, surface and deep acting. Chapter one additionally outlined the problem to be investigated, the focus of this study, objectives and the seven research questions of this thesis. Lastly, a brief description of the research design and inclusive chapters are provided. Chapter two and three formed the literature chapters.

Chapter two focused on the rise of private higher education institutions in South Africa and chapter three concentrated on emotional labour in organisations. Chapter two entitled “the rise in private higher education in South Africa”, portrayed in-depth literature in the role that private higher education institutions play within the South African economy. This chapter comprises of the impact these private higher institutions have on the economy. Private higher education institutions are discussed from a national and international perspective. Figure one in this chapter consists of the structure of higher education in India and statistics illustrating the number of colleges in India. Chapter two goes on further to discuss the term of ‘privatisation’ and concludes with an evaluation of the private higher education and the impact globally including the benefits of it in helping to develop the South African education system.

The term emotional labour is the core concept of this study, **chapter three** was solely based on providing detailed information on emotional labour. Emotions are used everywhere in academic settings and affect engagement and performance of those in an academic environment. This chapter focused on emotions and how emotions are managed by employees to improve outcomes on the job. Figure one in chapter 3 illustrates a model of emotional labour in intercultural service encounters. Emotional labour and the service industry is portrayed in greater detail. Emotional work is clearly evident in the service

industry, this chapter discusses the impact of emotional labour within the following sectors in the service industry; health sector, hotel industry, airline industry and call centre industry.

Greater emphasis is placed on the lecturing profession. Chapter three brings attention to the lecturer-student relationship and the impact of emotional labour with this environment as this is a demanding environment and can thereafter lead to emotional exhaustion. Furthermore, this chapter illustrates the relationship between emotional labour, employee satisfaction, positive/negative display rules and emotional dissonance. These concepts are further discussed in this chapter. The terms, deep and surface acting is imperative in the emotional regulation process and this is described in detail in chapter three. This chapter also focuses on the organisations role in taking care of employee's wellbeing on the job. This chapter comprises of the role that managers play in managing emotions and the negative impact of emotional labour. Chapter three concludes with a focus on the organisations role in preventing and managing employees' burnout, exhaustion and assisting them to cope with the pressure of the job.

Chapter four is the research methodology chapter of this thesis. Chapter four examines the research design and methodology applied in the study at hand. This chapter explored the research approaches which were qualitative and quantitative. Due to the nature of this study, the approach that was selected in this study was the qualitative approach. The distinctiveness of qualitative research and the differences between the two approaches was presented. In terms of the research design, this study took the form of a case study. In terms of this study, the case study focused on the academic staff at two private higher education colleges. Chapter four further discusses the study site and target population. This study was conducted at two private sector tertiary institutions in KwaZulu-Natal. The target population for this study was a maximum of twelve full time lecturers and two permanent staff from management across the two institutions.

Sampling methods are further discussed in chapter four. Non-probability purposeful sampling is used in this study. Data collection was extracted from primary data-sources – the academics from the two private higher education institutions. This study used in depth-interviews as a data collection instrument. Thematic analysis was applied in order to analyse the data. Chapter four of this study provided the process of thematic analysis (table form). Lastly, chapter four, concludes with ethical considerations regarding participants, the researcher and data quality control techniques.

Chapter five of this study comprises of the findings and analysis of the data obtained from the interviews. Using thematic analysis and the analysis of data, there are seven themes that emerged. These themes were: *Emotional regulation, coping, surface acting, deep acting, and suppression of emotions, management support and management understanding of emotional labour*. Chapter five of this study provides the reader with sufficient evidence based on each theme and subtheme. The data is presented in a table form in order to provide simpler interpretation for the reader. **Chapter six** is the discussion of the data that was analysed. Each theme and data presented was analysed in terms of the literature. Chapter six also comprises of the answering of the research questions from the analysis.

7.3 Findings

In terms of the data analysis that was carried out in chapter five of this thesis, the researcher was able to successfully answer all seven research questions, which were;

1. How do lecturers engage in deep and surface acting in emotional labour?
2. How does the emotional regulation process impact on lecturer emotional wellbeing?
3. How does the emotional regulation process impact on the work that lecturers do?
4. How do lecturers regulate and adjust their emotions to seem authentic in their profession?
5. How does emotional labour influence the measurement of employee performance at private higher education institutions?
6. How do lecturers deploy coping strategies during the emotional labour process?
7. How does the understanding of emotional labour impact on human resource policies?

With regards to the first research question of this thesis; ***how do lecturers engage in deep and surface acting in emotional labour?*** The two strategies (surface and deep acting) play an important role in the academic work environment. As per the analysis in chapter five, In terms of surface acting, lecturers felt that there was a constant need to change ones emotional expressions and this was done through “masking of emotions” and putting aside feelings to get on with the job. Surface acting as per the literature, leads to emotional disharmony and negative outcomes. Based on the results of the findings, deep acting has a positive impact on the way the employees function on the job. The results indicated that the lecturers function more positively while deep acting and this leads to lower levels of intrapersonal conflict. This theme includes sub themes which are; emotions not felt internally and modifying internal feelings.

The next research question: ***How does the emotional regulation process impact on lecturer emotional wellbeing?*** Based on the findings in chapter five of this study, emotions play an imperative role in determining as to how employees function on the job. The results indicated that the lecturers felt the need to be professional, however at the same time compromise the way that they actually feel. There is an ongoing influx of emotions that are regulated to ensure that the employee is able to do their job effectively. As per the analysis, the profession requires the lecturer to regulate emotions and this assists in helping to reduce stress levels. The use of strategies (deep and surface acting) assist in maintain emotional wellbeing. In this theme, there is one sub theme; adjusting and projecting feelings.

The third research question: ***How does the emotional regulation process impact on the work that lecturers do?*** As per the analysis, lecturers manage the emotional regulation by finding ways to regulate emotions in a class setting. The analysis indicates that the lecturers do face situations that make them feel – angry, sad, disgusted & happy. The regulation of emotions as per the analysis suggested that some lecturers regulate the emotions and “leave the emotional baggage” out of the work space, while some lecturers just ignore the emotions. The regulation of emotions allows employees to engage in suitable behaviour when distressed. The lecturers experience emotional deviance and this is clearly indicated in the analysis in chapter five.

In terms of research question four: ***How do lecturers regulate and adjust their emotions to seem authentic in their profession?*** as per the analysis in chapter five, it is evident that the lecturers do adjust their emotions to be authentic and carry out expectations from the job. Emotions were “masked” and suppressed.

Research question five: ***How does emotional labour influence the measurement of employee performance at private higher education institutions?*** As established in the findings, the lecturers are resilient and adapt to the students and the work environment. The suppression of emotions that the lecturers endure, indicated that the lecturers felt less optimistic, had lower self-esteem leading to burn out. The result of emotional labour specifically in the academic environment did influence the performance of the employee.

Research question six: ***How do lecturers deploy coping strategies during the emotional labour process?*** As per the findings, the lecturers had different coping mechanisms in order to help them through the emotional regulation process. The lecturers use reflection, physical

activities and support from co-workers to help cope. The lecturers expressed the different emotions that they experience and the manner in which they cope with the emotions.

Referring to the last research question: *How does the understanding of emotional labour impact on human resource policies?* ensure management support in understanding this emotional labour process. Management understanding of the impact of emotional labour is important, and is illustrated in the analysis. Management had created forums to encourage the staff to talk about their experiences and emotions. As per the analysis, lecturers felt policies and practices needed to be followed by management to ensure that management support and provide a conducive environment where staff can openly discuss and express their emotions. Some lecturers felt that the lack of support and open communication can impact negatively on the process of emotional regulation.

Finally, chapter seven provided the reader with a summary of the six chapters inclusive in this research study. This chapter also presented a summary of the conclusions to the research questions of this thesis, furthermore the contribution of this thesis to the field of human resource management.

7.4 Contributions to human resource management and recommendations

This study is important as it will contribute to closing a gap in national literature on the concept of emotional labour in private higher education institutions. This study places emphasis on the impact of emotional labour in terms of the employee's wellbeing and productivity on the job. Therefore, this study addresses the association of emotional labour with being functional or dysfunctional for lecturers in private institutions. In terms of support for lecturers at these private higher education institutions, support programmes such as counselling and employee assistant programmes are imperative for institutions to incorporate within their practices and policies. Management support is imperative, and this study addresses the need for management support towards employee mental wellbeing and emotional assistance programmes.

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Appendix A

Emotional Labour Draft 2 October 2017

ORIGINALITY REPORT

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SIMILARITY INDEX

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STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

1%

★ International Handbook of Higher Education, 2007.

Publication

Exclude quotes On

Exclude matches < 15 words

Exclude bibliography On

Appendix B



9 July 2015

Mrs Vidna Maharaj 206509887
School of Management, IT and Governance
Westville Campus

Dear Mrs Maharaj

Protocol reference number: HSS/0780/015M

Project title: Emotional labour practices amongst lecturers in private higher education institutions in KwaZulu-Natal

Full Approval – Expedited Application

In response to your application received on 24 June 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Dr Shaun Rugganan
Cc Academic Leader Research: Professor Brian McArthur
Cc School Administrator: Ms Angela Pearce

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Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

Appendix C

Moderator's Guide In-Depth Interviews with Staff

In-depth Interview Number			
Participant's Demographic Information	1	Age	
	2	Position	
	3	Race	
	4	Gender	
	5	Tenure	
Date of In-depth Interview			
Time Allocation			
Campus			

INTRODUCTIONS

Moderator

I will introduce myself and thank the participant for agreeing to come

Thank you for volunteering your time and coming to this interview. I am Vidna Maharaj; a Master's Degree Student in the School of Information Technology, Governance and Management, and Discipline of Management and Entrepreneurship - University of KwaZulu-Natal (UKZN).

*For partial fulfilment of my programme I am required to conduct interviews for my dissertation. My research topic or title is: **Emotional labour amongst lecturers in Private higher education: A case study of private higher education institutions in KwaZulu Natal.** I will moderate our discussion today.*

I will explain the in-depth interview guidelines and tell how long the interview will last

We have the discussion scheduled for one hour today. During the in depth interview I want to get your reaction towards the term Emotional labour in higher education institutions.

Again, I am here just to facilitate the session today. You will not hurt my feelings or make me feel good with whatever opinions you might give. I am interested in hearing your point of view.

- *I am going to make every effort to keep the interview focused and within our time frame. If too much time is being spent on one question or topic, I may move the conversation along so we can cover all of the questions.*

I will address the issue of confidentiality

- *I will do the voice recording of the discussion because I do not want to miss any comments. But, I will only be using the first name today and there will not be any name attached to the comments on the final report. You may be assured complete confidentiality.*

Lay the ground rules

To facilitate the process I will lay down a few in-depth interviews rules

- *We are just two of us, so only one person is to speak at a time.*
- *Feel free to express your views. I want to learn from you here-your opinions, views, feelings, perceptions are important to me. I want each of you to tell me a story today! Don't always just say "I agree"! There is no right or wrong answer and I encourage you to "talk" to talk to me.*
- *You are responsible for the interview that is to take place during this session.*
- *My role is as to be a moderator not really interviewer so I facilitate the interview not to create it. I urge you to ask each me questions to clarify issues.*
- *You have signed the initial form confirming your participation in this session as well as your agreement to ensure that everything that is discussed in this venue remains confidential and private. Can I confirm that you are satisfied with this arrangement*
- *I will take notes.*

Ice breaker: Participant introduction

N/A

Discussion starter question

N/A

THEMES ON EMOTIONAL LABOUR

To start with, the moderator will explain to the discussant what is meant by 'Emotional Labour' using practical examples.

1. Surface acting and Deep acting

*How do you feel when you are expected to 'mask' negative emotions (anger, annoyance, sadness etc.) with happier emotions (Happiness, caring etc.)? **A clear and brief explanation will be given using practical examples.***

*Can you describe what types of emotions you have expressed in your job without feeling those emotions? **A clear and brief explanation will be given using practical examples.***

*While working, do you feel the need to genuinely experience relevant emotions? **A clear and brief explanation will be given using practical examples***

*On a daily basis how often do you exhibit/display emotions that you actually feel at that specific moment? **A clear and brief explanation will be given using practical examples***

- **Probe:** Emotional labour consists of two types of acting, surface and deep acting.

2. Engaging in Emotional Labour

Can you explain your understanding of the term 'emotional labour'?

*Emotions have a very important role in work life. To what extent does your organisation expect you to exhibit certain emotions as part of your work role? **A clear and brief explanation will be given using practical examples***

*Do you feel that you suppress your feelings quiet often at work? If so what type pf appropriate emotions are you expected to display? **A clear and brief explanation will be given using practical examples***

Probe: *'The perception is that we are not allowed to be stressed and frustrated on the job, we need to carry on and not complain'*

How do you manage your emotions such that your job is not adversely affected?

Does the nature of your job allow you to 'vent to a manager or colleague before returning to a student?

3. Coping

*How do you cope with 'difficult' students? **A clear and brief explanation will be given using practical examples***

- **Probe:** *'difficult' : demanding ,disobedient, upset or angry students*

What strategies are used as a coping mechanism during periods of stress?

- **Probe:** *'Both management and lecturers are in a job that entails a high level of emotional labour'. Is Humor used as one of the coping strategies? If so provide examples.*

As a lecturer, to what extent can you identify when you are surface acting upon interaction with students?

- **Probe:** *surface acting is expressing emotions that are not genuine*

Once you identify that you are suppressing your true feelings, how do you deal with this reality?

- **Probe:** *Do lecturers turn to trained professionals or management for assistance?*

What strategies does management have in place to combat the results of emotional labour on the job?

- **Probe:** *the result of emotional labour can lead to – exhaustion, burn out and dissatisfaction*

4. Emotional Regulation

In your profession, what qualities do you think an ideal lecturer should have?

- **Probe:** *an ideal lecturer should have certain qualities such as enthusiasm, motivating and inspiring*

How do you manage to regulate your emotions to be the 'ideal' lecturer on a daily basis?

Are you able to convey a required emotion at work while personally experiencing conflicting emotions?

CLOSING REMARKS

I will offer an opportunity for any short final comments participants would like to make.

Thank you very much for your input today. Are there any last comments that you would like to make? The information you provided will help me write my dissertation and provide a greater insight on the concept of emotional labour.

End