SUMMARY AND CONCLUSIONS

7.1 Introduction

Education in India has lost sight of what it is about and this can be attributed to the narrow and blunt instrument of using examination results as the measure of success for students and teachers alike. In order to make schools centers of genuine, autonomous and meaningful learning, it is imperative to create a safe and supportive working environment for teachers in which they are valued as individuals, and are supported and treated with dignity and respect. Teacher well being is, therefore, not only critically relevant for whole school well being, it is also vital for effective teaching and learning, for learning and well being go together. According to White (2011), ‘Education should be for well-being. Education should serve two functions; ‘education as happiness’ and ‘education for happiness’.” Thus, promoting teachers’ subjective well being is necessary, not just because doing so makes them feel good and satisfied, but also to have more engaged and performing teachers in schools.

Subjective well being represents a private experience, having direct link to cognitive and emotional domains. Teachers experience intense, emotion-laden interactions on a daily basis and have a great number of emotional demands in comparison to most other professionals (Brotheridge & Grandey, 2002). Teaching is, thus, described as an emotional practice and emotions are characterized as being an integral part of teaching (Hargreaves, 1998). For teachers, emotion management is an important and crucial part of their work and has a major impact on their well being. Thus, understanding the emotional demands associated with the profession of teaching and the ways to regulate and respond to the emotional climate of the classroom is a primary component of successful teaching practices (Bullough & Draper, 2004).

But, despite increasing evidence of the importance of emotions in teaching, minimal attention has been paid to the role of emotion in teaching. Emotions and emotional labour, thus, are relevant within the context of teachers’ subjective well being. Although, teachers are considered emotional laborers, there have been very few
researchers studying the emotional labour expended by school teachers. Understanding the emotional labour experiences of teachers that are associated with their subjective well being, has, thus, become an important issue.

Teaching has been recognized as demanding and sometimes even exhausting job. The demands and challenges associated with teaching in the present era and the diversity of stressors have brought into focus the concern about rising emotional exhaustion level among teachers. The current status of teachers with regard to their work roles, conditions, expectations and increasing scrutiny with accountability can cause both physical and emotional exhaustion. This may have implications for teachers’ well-being, their teaching as well as students’ learning. Thus, the personal and societal costs associated with emotional exhaustion of teachers are too high to ignore.

As teaching is characterized by high levels of emotional labour and emotional communication, teachers’ emotional exhaustion has an added impact on the society, in that the teacher’s state of mental and emotional health has a direct influence on the educational process. Research indicates that emotional exhaustion is widely prevalent in the teaching professions (Kokkinos, 2006). Research on teacher well being has focused largely on stress and burnout. The research on the relationship between emotional exhaustion and subjective well being among teachers has been very limited. Research conducted by Ahmadi and Mohamadi (2013), Chan (2010), and Onder, Sari and Mediha (2009) indicate that emotional exhaustion is an important predictor of teachers’ subjective well being. Although emotional exhaustion among teachers has been studied by a few scholars, however, the effect of teachers’ emotional exhaustion has been largely ignored as a factor of significance to teachers’ subjective well being.

Subjective well-being is also influenced by the conflicting roles and demands of work and family in today’s globalized world. Managing multiple roles and work-family conflict, thus, has a direct bearing on teachers’ subjective well being experiences. The socio-cultural philosophy of education in India considers teachers as ‘the second parents’. Thus, teachers not only hold the role as educators, at the same time also have to act as the moral guardian of their students. Therefore, teachers have both educational and social responsibilities (Murtiningrum, 2005). However, the existing work-family conflict literature so far has ignored the teaching profession.
Teaching is not perceived as an important field for investigation because it is considered that those in this field do not experience much work-family conflict. Therefore, it is essential to explore the effect of work-family conflict on subjective well being of teachers, specifically within the Indian context.

Teaching is a profession that is beset by changes due to re-conceptualization and restructuring of education (Sealey, Robson & Hutchins, 1997) and demands are placed on teachers to develop new knowledge and skills and to frequently perform new tasks (Smylie, 1999). There has been increasing interest in the well being of teachers and how their working lives can be improved to promote optimal well being as a result of these concerning trends. This area of research is important not only for teachers, but also for students as the quality of teachers is vital to children’s learning achievement (Rossmiller, 1992). This is an essential step so as to gain a better understanding of what aspects of teaching work are aiding or upsetting teachers’ subjective well being.

Taking well being seriously in the educational ambit, thus, has implications for teachers, their teaching, and the kinds of initial and ongoing professional education that is made available to them. Moreover, engaging in the thoughtful education of students, respecting individuality, and providing relevant and meaningful educational experiences is challenging work. Recognition for the demanding and extensive nature of teachers’ work as holistic educators is necessary, so that teachers can do this decisive and transformative work without too high a cost to themselves.

Recently, researchers have begun to investigate the subjective well being experiences of teachers. However, the study of teachers’ subjective well being in the literature has been focused especially in relation to personality factors and other contextual variables related to teaching. Most of the studies on the subjective well being have been done abroad. A few studies have been endeavored in India with diverse samples. Research exploring subjective well being of secondary school teachers in relation to emotional labour, emotional exhaustion and work-family conflict is meager. Therefore, previous findings provided motivation to the investigator to study subjective well being of secondary school teachers in relation to their emotional labour, emotional exhaustion and work-family conflict.
Summary and Conclusions

7.2 Statement of the Problem

“Subjective Well Being of Secondary School Teachers in Relation to Their Emotional Labour, Emotional Exhaustion and Work-family Conflict”

7.3 Objectives

1. (a) To compare the subjective well being of government and private secondary school teachers.
    (b) To compare the emotional labour of government and private secondary school teachers.
    (c) To compare the emotional exhaustion of government and private secondary school teachers.
    (d) To compare the work-family conflict of government and private secondary school teachers.

2. (a) To compare the subjective well being of rural and urban secondary school teachers.
    (b) To compare the emotional labour of rural and urban secondary school teachers.
    (c) To compare the emotional exhaustion of rural and urban secondary school teachers.
    (d) To compare the work-family conflict of rural and urban secondary school teachers.

3. (a) To compare the subjective well being of rural government and private secondary school teachers.
    (b) To compare the emotional labour of rural government and private secondary school teachers.
    (c) To compare the emotional exhaustion of rural government and private secondary school teachers.
    (d) To compare the work-family conflict of rural government and private secondary school teachers.
4. (a) To compare the subjective well being of urban government and private secondary school teachers.
(b) To compare the emotional labour of urban government and private secondary school teachers.
(c) To compare the emotional exhaustion of urban government and private secondary school teachers.
(d) To compare the work-family conflict of urban government and private secondary school teachers.

5. To study the subjective well being of secondary school teachers in relation to
   (a) Emotional labour
   (b) Emotional exhaustion
   (c) Work-family conflict.

6. To study the subjective well being of government secondary school teachers in relation to
   (a) Emotional labour
   (b) Emotional exhaustion
   (c) Work-family conflict.

7. To study the subjective well being of private secondary school teachers in relation to
   (a) Emotional labour
   (b) Emotional exhaustion
   (c) Work-family conflict

8. To study the subjective well being of rural secondary school teachers in relation to
   (a) Emotional labour
   (b) Emotional exhaustion
   (c) Work-family conflict.

9. To study the subjective well being of urban secondary school teachers in relation to
   (a) Emotional labour
   (b) Emotional exhaustion
   (c) Work-family conflict
10. To find out the interactional effect of emotional labour, emotional exhaustion and work-family conflict on subjective well being of secondary school teachers.

7.4 Hypotheses

1. (a) There exists significant difference between government and private secondary school teachers with regard to subjective well being.
   
   (b) There exists significant difference between government and private secondary school teachers with regard to emotional labour.
   
   (c) There exists significant difference between government and private secondary school teachers with regard to emotional exhaustion.
   
   (d) There exists significant difference between government and private secondary school teachers with regard to work-family conflict.

2. (a) There exists significant difference between rural and urban secondary school teachers with regard to subjective well being.
   
   (b) There exists significant difference between rural and urban secondary school teachers with regard to emotional labour.
   
   (c) There exists significant difference between rural and urban secondary school teachers with regard to emotional exhaustion.
   
   (d) There exists significant difference between rural and urban secondary school teachers with regard to work-family conflict.

3. (a) There exists significant difference in subjective well being of government and private secondary school teachers teaching in rural areas.
   
   (b) There exists significant difference in emotional labour of government and private secondary school teachers teaching in rural areas.
   
   (c) There exists significant difference in emotional exhaustion of government and private secondary school teachers teaching in rural areas.
   
   (d) There exists significant difference in work-family conflict of government and private secondary school teachers teaching in rural areas.
4. (a) There exists significant difference in subjective well being of government and private secondary school teachers teaching in urban areas.

(b) There exists significant difference in emotional labour of government and private secondary school teachers teaching in urban areas.

(c) There exists significant difference in emotional exhaustion of government and private secondary school teachers teaching in urban areas.

(d) There exists significant difference in work-family conflict of government and private secondary school teachers teaching in urban areas.

5. There exists significant difference in subjective well being of secondary school teachers in relation to

(a) Emotional labour

(b) Emotional exhaustion

(c) Work-family conflict.

6. There exists significant difference in subjective well being of government secondary school teachers in relation to

(a) Emotional labour

(b) Emotional exhaustion

(c) Work-family conflict.

7. There exists significant difference in subjective well being of private secondary school teachers in relation to

(a) Emotional labour

(b) Emotional exhaustion

(c) Work-family conflict.

8. There exists significant difference in subjective well being of rural secondary school teachers in relation to

(a) Emotional labour

(b) Emotional exhaustion

(c) Work-family conflict.
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9. There exists significant difference in subjective well being of urban secondary school teachers in relation to
   (a) Emotional labour
   (b) Emotional exhaustion
   (c) Work-family conflict.

10. There exists significant interactional effect of emotional labour, emotional exhaustion and work-family conflict on subjective well being of secondary school teachers.

7.5 Delimitations of the Study

The present study has been delimited to:

1. Sample of 500 female secondary school teachers only.
2. Secondary school teachers from government and private schools of S.A.S. Nagar district of Punjab.
3. Secondary school teachers from rural and urban secondary schools of S.A.S. Nagar district of Punjab.
4. Only four variables i.e. subjective well being, emotional labour, emotional exhaustion and work-family conflict.

7.6 Design of the Study

In the present study, the descriptive exploratory method of study has been employed. Best and Kahn (1995) considered descriptive research studies as non-experimental studies because they deal with the relationship between variables in a natural, rather than artificial setting. The present study was descriptive as it aimed to describe the nature and the present status of the phenomenon and was concerned with the conditions that existed and opinions that were held. Subjective well being of secondary school teachers is the dependent variable. Emotional labour, emotional exhaustion and work-family conflict are the independent variables. Further, 2x2x2 factorial design was used to study the interactional effects of emotional labour, emotional exhaustion and work-family conflict on subjective well being of secondary school teachers.
7.7 Sample

In the present study, two-stage simple random sampling technique was employed to select the sample of 500 female secondary school teachers. In the first stage, 52 government and private secondary schools were randomly selected from a total of 90 schools in S.A.S. district. As the number of female teachers was not uniform in government and private secondary schools as well as in urban and rural areas, eight to ten female teachers teaching secondary classes were randomly selected from each school based on the strength of teachers in the school. Due care was taken to select an equal number of female teachers from government and private secondary schools as well as from urban and rural areas. Thus, the final sample of 500 female secondary school teachers comprised 250 teachers from government and 250 from private secondary schools. Further, out of 250 government secondary school teachers, 125 were taken from rural and urban areas each. Similarly, out of 250 private secondary school teachers 125 were taken each from rural and urban areas respectively.

7.8 Tools used for Data Collection

2. Teachers’ Emotional Labour Scale (TELS) developed and standardized by the investigator
3. Emotional Exhaustion Scale for Teachers (EEST) developed and standardized by the investigator
4. Work-Family Conflict Scale for Teachers (WFCST) developed and standardized by the investigator

7.9 Procedure for Data Collection

The present study was completed in two phases. In the first phase, construction and standardization of three scales i.e., Emotional Labour Scale, Emotional Exhaustion Scale and Work-family Conflict scale was accomplished.

In the second phase, list of government and private secondary schools in S.A.S. Nagar district was procured from the DEO office. Then, the principals of the selected government and private secondary schools from urban as well as rural areas were contacted to secure their permission and cooperation for collecting data. After
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this, the field work for the data collection was carried out by contacting the subjects personally. The teachers were contacted in their regular school schedule and in vacant periods.

Prior to the administration of the tools, the teachers were explained the purpose of the investigation and instructions regarding the filling of the scales. They were assured that all the information obtained would be treated confidentially and solely for research purpose. Then, the scales of subjective well being, emotional labour, emotional exhaustion and work-family conflict were administered to the teachers. The teachers were asked to give response to each of the items of the scales frankly and honestly. No time limit was set for the completion of the scales but teachers were requested to fill in the scales without consulting each other. In order to avoid distortion and mortality of data, the investigator ensured that all the fill the complete scales in her presence and that no statement was left incomplete by the participants. Also, all the queries and doubts regarding the variables and the items were satisfied personally by the investigator.

After collecting the responses to each scale from all the teachers, scoring was done in accordance with the scoring procedure given in the description of the tools. Data thus collected, was then tabulated manually and subjected to further statistical analysis.

7.10 Statistical Techniques

1. Descriptive statistics such as mean, mode, standard deviation, skewness and kurtosis were worked out for the analysis of the demographic characteristics of participants as well as nature of distribution of scores.

2. Inferential statistics (t-ratio) was applied to compare the variables i.e. subjective well being, emotional labour, emotional exhaustion and work-family conflict.

3. 2x2x2 analysis of variance (ANOVA) was used to examine the interaction effect, if any, of the variables studied.

4. LSD Post Hoc Tests were used for multiple comparisons.

5. Graphical representations were done, wherever required.
7.11 Results and Conclusions

Results

The findings of the present study are as follows:

Differential analysis

Comparison of government and private female secondary school teachers with regard to subjective well being, emotional labour, emotional exhaustion and work-family conflict

Subjective well being

- The mean differentials between government and private secondary school teachers with regard to general well being-positive affect, family group support, social support and primary group concern dimensions as well as total subjective well being were significant at .01 level of significance. Also, the mean differential between government and private secondary school teachers with regard to inadequate mental mastery dimension of subjective well being was significant at .05 level of significance.

- The mean differentials between government and private secondary school teachers with regard to expectation-achievement congruence, confidence in coping, transcendence, perceived ill-health, deficiency in social contacts and general well being-negative affect dimensions of subjective well being were not statistically significant.

Emotional labour

- The mean differentials between government and private secondary school teachers with regard to surface acting and deep acting dimensions as well as total emotional labour were significant at .01 level of significance.

- However, the mean differential between government and private secondary school teachers with regard to emotional display rules dimension of emotional labour was insignificant.

Emotional exhaustion

- The mean differential between government and private secondary school teachers with regard to the depletion of physical energy dimension of emotional exhaustion was significant at .05 level of significance.
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• However, the mean differentials between government and private secondary school teachers with regard to the depletion of emotional energy dimension and total emotional exhaustion were not found to be statistically significant.

Work-family conflict
• The mean differentials between government and private secondary school teachers with regard to work to family conflict and family to work conflict dimensions as well as total work-family conflict were significant at .01 level of significance.

Comparison of urban and rural female secondary school teachers with regard to subjective well being, emotional labour, emotional exhaustion and work-family conflict

Subjective well being
• The mean differentials between urban and rural secondary school teachers with regard to primary group concern and deficiency in social contacts dimensions of subjective well being were significant at .01 level of significance. Also, the calculated t-values with regard to confidence in coping and inadequate mental mastery dimensions as well as total subjective well being were significant at .05 level of significance.
• However, the mean differentials between urban and rural secondary school teachers with regard to general well being-positive affect, expectation-achievement congruence, transcendence, family group support, social support, perceived ill-health and general well being-negative affect dimensions of subjective well being were not statistically significant.

Emotional labour
• The mean differentials between urban and rural secondary school teachers with regard to emotional display rules and deep acting dimensions as well as total emotional labour were significant at .01 level of significance.
• There was no significant difference between urban and rural secondary school teachers with regard to surface acting dimension of emotional labour.

Emotional exhaustion
• The mean differentials between urban and rural secondary school teachers with respect to depletion of emotional energy and depletion of physical energy dimensions as well as total emotional exhaustion were significant at .01 level of significance.
Work-family conflict

- The mean differential between urban and rural secondary school teachers with respect to work to family conflict dimension of work-family conflict was significant at .05 level of significance. Also, the t-value calculated between urban and rural secondary school teachers with respect to total work-family conflict was significant at .01 level of significance.

- However, the t-value calculated between urban and rural secondary school teachers with respect to family to work conflict dimension of work-family conflict was not found to be statistically significant.

Comparison of government and private female secondary school teachers teaching in urban areas with regard to subjective well being, emotional labour, emotional exhaustion and work-family conflict

Subjective well being

- The mean differentials between government and private secondary school teachers teaching in urban areas with regard to family group support, private group concern and inadequate mental mastery dimensions as well as total subjective well being were significant at .01 level of significance. Also, the calculated t-values with regard to social support and perceived ill health dimensions of subjective well being were significant at .05 level of significance.

- However, the mean differentials between government and private secondary school teachers teaching in urban areas with regard to general well being-positive affect, confidence in coping, expectation-achievement congruence, transcendence, deficiency in social contacts and general well being-negative affect dimensions of subjective well being were not statistically significant.

Emotional labour

- The mean differentials between government and private secondary school teachers teaching in urban areas with regard to deep acting dimension and total emotional labour were significant at .05 level of significance.

- The t-values calculated between government and private secondary school teachers teaching in urban areas with regard to emotional display rules and surface acting dimensions of emotional labour were not found to be statistically significant.
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Emotional exhaustion

- The mean differential between government and private secondary school teachers teaching in urban areas with regard to depletion of physical energy dimension of emotional exhaustion was significant at .01 level of significance.

- The t-values calculated between government and private secondary school teachers teaching in urban areas with regard to depletion of emotional energy and total emotional exhaustion were not found to be statistically significant.

Work-family conflict

- The mean differentials between government and private secondary school teachers teaching in urban areas with regard to work to family conflict and family to work conflict dimensions as well as total work-family conflict were significant at .01 level of significance.

Comparison of government and private female secondary school teachers teaching in rural areas with regard to subjective well being, emotional labour, emotional exhaustion and work-family conflict

Subjective well being

- The mean differentials between government and private secondary school teachers teaching in rural areas with regard to primary group concern and general well being-negative affect dimensions of subjective well being were significant at .01 level of significance. Also, the calculated t-values with regard to expectation-achievement congruence dimension as well as total subjective well being were significant at .05 level of significance.

- However, the mean differentials between government and private secondary school teachers teaching in rural areas with regard to general well being-positive affect, transcendence, family group support, social support, inadequate mental mastery, perceived ill health and deficiency in social contacts dimensions of subjective well being were not significant.

Emotional labour

- The mean differentials between government and private secondary school teachers teaching in rural areas with regard to surface acting dimension as well as total emotional labour were significant at .01 level of significance.
Summary and Conclusions

- The mean differentials between government and private secondary school teachers teaching in rural areas with regard to emotional display rules and deep acting dimensions of emotional labour were not found to be statistically significant.

Emotional exhaustion

- The mean differentials between government and private secondary school teachers teaching in rural areas with regard to depletion of emotional energy and depletion of physical energy dimensions as well as total emotional exhaustion were not found to be statistically significant.

Work-family conflict

- The mean differentials between government and private secondary school teachers teaching in rural areas with regard to total work-family conflict was significant at .01 level of significance.
- However, the mean differentials calculated between government and private secondary school teachers teaching in rural areas with regard to work to family conflict and family to work conflict dimensions of work-family conflict were not statistically significant.

Subjective well being of female secondary school teachers in relation to emotional labour, emotional exhaustion and work-family conflict

Emotional labour

- The mean differential calculated between the mean scores of subjective well being of secondary school teachers with low and high scores in total emotional labour was significant at .01 level of significance. Also, the calculated t-values with regard to surface acting and deep acting dimensions were significant at .05 level of significance.
- There was no significant difference between the mean subjective well being scores of secondary school teachers with low and high scores in emotional display rules dimension of emotional labour.

Emotional exhaustion

- The mean differentials between the mean subjective well being scores of secondary school teachers with low and high scores in depletion of emotional
energy dimension as well as total emotional exhaustion were significant at .01 level of significance. The mean differential with regard to depletion of physical energy dimension was significant at .05 level of significance.

**Work-family conflict**

- The mean differentials between the mean subjective well being scores of secondary school teachers with low and high scores in work to family conflict and family to work conflict dimensions as well as total work-family conflict were significant at .01 level of significance.

**Subjective well being of female government secondary school teachers in relation to emotional labour, emotional exhaustion and work-family conflict**

**Emotional labour**

- The mean differentials between the mean subjective well being scores of government secondary school teachers with low and high scores in emotional display rules and deep acting dimensions of emotional labour were significant at .01 level of significance.

- There was no significant difference between the mean subjective well being scores of government secondary school teachers with low and high scores in surface acting dimension as well as total emotional labour.

**Emotional exhaustion**

- The mean differentials between the mean subjective well being scores of government secondary school teachers with low and high scores in depletion of emotional energy dimension as well as total emotional exhaustion were significant at .05 level of significance.

- However, there was no significant difference between the mean subjective well being scores of government secondary school teachers with low and high scores in depletion of physical energy dimension of emotional exhaustion.

**Work-family conflict**

- The mean differentials between the mean subjective well being scores of government secondary school teachers with low and high scores in work to family conflict and family to work conflict dimensions as well as total work-family conflict were significant at .01 level of significance.
Subjective well being of female private secondary school teachers in relation to emotional labour, emotional exhaustion and work-family conflict

Emotional labour

- The mean differentials between the mean subjective well being scores of private secondary school teachers with low and high scores in surface acting and deep acting dimensions as well as total emotional labour were significant at .01 level of significance.
- Also, the mean differential between the mean subjective well being scores of private secondary school teachers with low and high scores in emotional display rules dimension of emotional labour was significant at .05 level of significance.

Emotional exhaustion

- The mean differentials between the mean subjective well being scores of private secondary school teachers with low and high scores in depletion of emotional energy and depletion of physical energy dimensions as well as total emotional exhaustion were significant at .01 level of significance.

Work-family conflict

- The mean differentials between the mean subjective well being scores of private secondary school teachers with low and high scores in work to family conflict dimension as well as total work-family conflict were significant at .01 level of significance.
- There was no significant difference between the mean subjective well being scores of private secondary schools teachers with low and high scores in family to work conflict dimension.

Subjective well being of female rural secondary school teachers in relation to emotional labour, emotional exhaustion and work-family conflict

Emotional labour

- The mean differential between the mean subjective well being scores of rural secondary school teachers with low and high scores in emotional display rules dimension of emotional labour was significant at .05 level of significance.
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- The mean differentials between the mean subjective well being scores of rural secondary school teachers with low and high scores in surface acting dimension as well as total emotional labour were significant at .01 level of significance.
- However, the mean differential between the mean subjective well being scores of rural secondary school teachers with low and high scores in deep acting dimension of emotional labour was not significant.

Emotional exhaustion

- The mean differentials between the mean subjective well being scores of rural secondary school teachers with low and high scores in depletion of emotional energy dimension as well as total emotional exhaustion were significant at .01 level of significance.
- However, the mean differential between the mean subjective well being scores of rural secondary school teachers with low and high scores in depletion of physical energy dimension was not found to be statistically significant.

Work-family conflict

- The mean differential between the mean subjective well being scores of rural secondary school teachers with low and high scores in work to family conflict dimension of work-family conflict was significant at .05 level of significance.
- The mean differentials between the mean subjective well being scores of rural secondary school teachers with low and high scores in family to work conflict dimension as well as total work-family conflict were significant at .01 level of significance.

Subjective well being of female urban secondary school teachers in relation to emotional labour, emotional exhaustion and work-family conflict

Emotional labour

- The mean differential between the mean subjective well being scores of urban secondary school teachers with low and high scores in emotional display rules and surface acting dimensions of emotional labour was significant at .05 level of significance.
• However, the mean differentials between the mean subjective well being scores of urban secondary school teachers with low and high scores in deep acting dimension as well as total emotional labour were not found to be statistically significant.

Emotional exhaustion

• The mean differentials between the mean subjective well being scores of urban secondary school teachers with low and high scores in depletion of emotional energy dimension as well as total emotional exhaustion were significant at .01 level of significance.

• Also, mean differential between the mean subjective well being scores of urban secondary school teachers with low and high scores in depletion of physical energy dimension was significant at .05 level of significance.

Work-family conflict

• The mean differentials between the mean subjective well being scores of urban secondary school teachers with low and high scores in work to family conflict and family to work conflict dimensions as well as total work-family conflict were significant at .01 level of significance.

Interactional analysis

Main effects

• The calculated F-value regarding the main effect of emotional labour on subjective well being of secondary school teachers was significant at .01 level of confidence.

• The calculated F-value regarding the main effect of emotional exhaustion on subjective well being of secondary school teachers was significant at .01 level of confidence.

• The calculated F-value regarding the main effect of work-family conflict on subjective well being of secondary school teachers was significant at .01 level of confidence.
Summary and Conclusions

Post-hoc analysis

Emotional labour

- The mean difference with respect to subjective well being between the moderate emotional labour group and high emotional labour group was significant at .01 level of significance.

- The mean difference with respect to subjective well being between the low emotional labour group and high emotional labour group was significant at .05 level of significance.

- However, mean difference with respect to subjective well being between the low emotional labour group and moderate emotional labour group was not found to be statistically significant.

Emotional exhaustion

- The mean difference with respect to subjective well being between the low emotional exhaustion group and moderate emotional exhaustion group was significant at .01 level of significance.

- The mean difference with respect to subjective well being between the moderate emotional exhaustion group and high emotional exhaustion group was significant at .01 level of significance.

- Also, the mean difference with respect to subjective well being between the low emotional exhaustion group and high emotional exhaustion group was significant at .01 level of significance.

Work-family conflict

- The mean difference with respect to subjective well being between the low work-family conflict group and moderate work-family conflict group was significant at .01 level of significance.

- The mean difference with respect to subjective well being between the moderate work-family conflict group and high work-family conflict group was significant at .01 level of significance.

- Also, the mean difference with respect to subjective well being between the low work-family conflict group and high work-family conflict group was significant at .01 level of significance.
First order interactions

- 2x2 interaction effect of emotional labour and emotional exhaustion on subjective well being of secondary school teachers was significant at .01 level of significance.
- The interaction effect of emotional labour and work-family conflict on subjective well being of secondary school teachers was significant at .05 level of significance.
- The interaction effect of emotional exhaustion and work-family conflict on subjective well being of secondary school teachers was significant at .01 level of significance.

Second order interactions

- 2x2x2 interaction effect of emotional labour, emotional exhaustion and work-family conflict on subjective well being of secondary school teachers was not significant at any level of significance.

Conclusions

In the light of the findings of the present study, the following major conclusions have been drawn:

Differential analysis

Comparison of government and private female secondary school teachers with regard to subjective well being, emotional labour, emotional exhaustion and work-family conflict

Subjective well being

- Government secondary school teachers differ significantly from private secondary school teachers with regard to general well being-positive affect, family group support, social support, primary group concern and inadequate mental mastery dimensions as well as total subjective well being.
- Government secondary schools have higher general well being-positive affect, family group support, social support, primary group concern and inadequate mental mastery as compared to private secondary school teachers.
- Subjective well being (total) of government secondary school teachers is higher than that of private secondary school teachers.
Summary and Conclusions

Emotional labour

- Government secondary school teachers differ significantly from private secondary school teachers with regard to surface acting and deep acting dimensions as well as total emotional labour.

- Private secondary school teachers use more surface acting and deep acting as well as perform more emotional labour (total) as compared to government secondary school teachers. However, both government and private secondary school teachers are almost at par with regard to emotional display rules.

Emotional exhaustion

- Government and private secondary school teachers differ significantly from each other with regard to the depletion of physical energy dimension of emotional exhaustion. Government secondary school teachers are physically more depleted than their counterparts in private secondary schools.

- However, both government and private secondary school teachers are almost equally depleted and exhausted emotionally.

Work-family conflict

- Government and private secondary school teachers differ significantly from each other with regard to work to family conflict and family to work conflict dimensions as well as total work-family conflict.

- Private secondary school teachers experience higher work to family conflict, family to work conflict as well as work-family conflict (total) than their counterparts in government secondary schools.

Comparison of urban and rural female secondary school teachers with regard to subjective well being, emotional labour, emotional exhaustion and work-family conflict

Subjective well being

- Urban secondary school teachers differ significantly from rural secondary school teachers with regard to confidence in coping, primary group concern, inadequate mental mastery and deficiency in social contacts dimensions as well as total subjective well being.
Summary and Conclusions

• Urban secondary schools teachers have higher confidence in coping, primary group concern, inadequate mental mastery and deficiency in social contacts as compared to rural secondary school teachers.

• Subjective well being (total) of urban secondary school teachers is higher than that of rural secondary school teachers.

Emotional labour

• Urban secondary school teachers differ significantly from rural secondary school teachers with regard to emotional display rules and deep acting dimensions as well as total emotional labour.

• Urban secondary school teachers are higher in emotional display rules, deep acting and emotional labour (total) as compared to rural secondary school teachers.

• However, both urban and rural secondary school teachers use almost the same level of surface acting.

Emotional exhaustion

• Urban secondary school teachers differ significantly from rural secondary school teachers with regard to the depletion of emotional energy and depletion of physical energy dimensions as well as total emotional exhaustion.

• Urban secondary school teachers experience higher depletion of emotional energy and physical energy as well as total emotional exhaustion as compared to rural secondary school teachers.

Work-family conflict

• Urban secondary school teachers differ significantly from rural secondary school teachers with regard to work to family conflict dimension as well as total work-family conflict.

• Urban secondary school teachers experience higher work to family conflict as well as total work-family conflict as compared to rural secondary school teachers.

• However, both urban and rural secondary school teachers experience almost the same level of family to work conflict.
Comparison of government and private female secondary school teachers teaching in urban areas with regard to subjective well being, emotional labour, emotional exhaustion and work-family conflict

Subjective well being
- Government and private secondary schools in urban areas differ significantly with regard to family group support, social support, private group concern, inadequate mental mastery and perceived ill health dimensions as well as total subjective well being.
- Urban government secondary school teachers have higher family group support, social support, private group concern, inadequate mental mastery and perceived ill health as compared to urban private secondary school teachers.
- Subjective well being (total) of urban government secondary school teachers is higher than that of their counterparts in urban private secondary schools.

Emotional labour
- Government and private secondary school teachers in urban areas differ significantly with regard to deep acting dimension as well as total emotional labour.
- Urban private secondary school teachers perform more deep acting and emotional labour (total) than their counterparts in urban government secondary schools.
- However, urban government and private secondary school teachers do not differ with regard to emotional display rules and deep acting dimensions of emotional labour.

Emotional exhaustion
- Government and private secondary school teachers in urban areas differ significantly with regard to depletion of physical energy dimension of emotional exhaustion.
- Urban government secondary school teachers are physically more depleted than urban private secondary school teachers.
- However, teachers of both the groups are almost equal in depletion of emotional energy and emotional exhaustion (total).
Work-family conflict

- Government and private secondary school teachers in urban areas differ significantly with regard to work to family conflict and family to work conflict dimensions as well as total work-family conflict.

- Urban private secondary school teachers experience higher work to family conflict, family to work conflict as well as total work-family conflict than their counterparts in urban government secondary schools.

Comparison of government and private female secondary school teachers teaching in rural areas with regard to subjective well being, emotional labour, emotional exhaustion and work-family conflict

Subjective well being

- Government and private secondary school teachers teaching in rural areas differ significantly with regard to expectation-achievement congruence, primary group concern and general well being-negative affect dimensions as well as total subjective well being.

- Government secondary school teachers teaching in rural areas have higher expectation-achievement congruence, primary group concern and general well being-negative affect.

- Subjective well being (total) of rural government secondary school teachers is higher than that of their counterparts in rural private secondary schools.

Emotional labour

- Government and private secondary school teachers teaching in rural areas differ significantly with regard to surface acting dimension as well as total emotional labour.

- Rural private secondary school teachers use more surface acting and perform higher emotional labour as compared to rural government secondary school teachers.

- However, both rural government and private secondary school teachers do not differ with regard to emotional display rules and deep acting dimensions.
Summary and Conclusions

Emotional exhaustion

- Government and private secondary school teachers teaching in rural areas do not differ significantly with regard to depletion of emotional energy, depletion of physical energy and total emotional exhaustion. The two groups are equally exhausted physically as well as emotionally.

Work-family conflict

- Government and private secondary school teachers teaching in rural areas differ significantly with regard to total work-family conflict.
- Rural government secondary school teachers experience higher work-family conflict (total) than their counterparts in private secondary schools.
- However, teachers of both the groups do not differ with regard to work to family conflict and family to work conflict.

Subjective well being of female secondary school teachers in relation to emotional labour, emotional exhaustion and work-family conflict

Emotional labour

- Significant mean differential between the mean subjective well being scores of secondary school teachers with high and low scores in surface acting suggest that secondary school teachers, who use more surface acting, have higher subjective well being as compared to their counterparts.
- Significant mean differentials between the mean subjective well being scores of secondary school teachers with high and low scores in deep acting suggest that secondary school teachers, who put more efforts to feel the emotions they were required to display, have higher subjective well being as compared to their counterparts who use less deep acting.
- Significant mean differentials between the mean subjective well being scores of secondary school teachers with high and low scores in total emotional labour suggest that secondary school teachers, who put more efforts to display the desired emotions, have higher subjective well being as compared to those who put less efforts.
Summary and Conclusions

Emotional exhaustion

- Significant mean differentials between the mean subjective well being scores of secondary school teachers with high and low scores in depletion of emotional energy suggest that secondary school teachers, who feel emotionally more depleted, have lower subjective well being as compared to those who experience less depletion of emotional energy.

- Significant mean differentials between the mean subjective well being scores of secondary school teachers with high and low scores in depletion of physical energy suggest that secondary school teachers, who feel physically more depleted, have lower subjective well being as compared to those who experience less depletion of physical energy.

- Significant mean differentials between the mean subjective well being scores of secondary school teachers with high and low scores in total emotional exhaustion suggest that teachers, who feel emotionally more exhausted, have lower subjective well being as compared to those who are emotionally less exhausted.

Work-family conflict

- Significant mean differentials between the mean subjective well being scores of secondary school teachers with high and low scores in work to family conflict indicate that secondary school teachers, who experience more interference of work with their family life, have lower subjective well being as compared to their counterparts who experience less interference of work with their family life.

- Significant mean differentials between the mean subjective well being scores of secondary school teachers with high and low scores in family to work conflict suggest that secondary school teachers, who experienced more interference of family with their work life, have lower subjective well being as compared to those who perceive less interference of family with their work life.

- There is significant difference between the mean subjective well being scores of secondary school teachers with high and low scores in total work-family conflict. This suggests that secondary school teachers, who experienced more meddling of work and family life, have lower subjective well being as compared to their counterparts who experience less meddling of work and family life.
Summary and Conclusions

Subjective well being of female government secondary school teachers in relation to emotional labour, emotional exhaustion and work-family conflict

Emotional labour

- Government secondary school teachers who put more efforts in conforming to emotional display rules, have higher subjective well being as compared to their counterparts who put comparatively less efforts in conforming to emotional display rules.
- Government secondary school teachers, who deep act more, have higher subjective well being as compared to those who deep act less.

Emotional exhaustion

- Government secondary school teachers who are more depleted of their emotional energy have lower subjective well being as compared to those who are less depleted of their emotional energy.
- Government secondary school teachers who experience higher depletion of physical energy have lower subjective well being as compared to those who experience lower depletion of physical energy.
- Government secondary school teachers, who are more exhausted emotionally, have lower subjective well being as compared to their counterparts who are comparatively less exhausted emotionally.

Work-family conflict

- Government secondary schools teachers who experience high work to family conflict have lower subjective well being as compared to those who experience low work to family conflict.
- Government secondary schools teachers who experience more family to work conflict have lower subjective well being as compared to those who experience less family to work conflict.
- Government secondary schools teachers who experience high work to family conflict (total) have lower subjective well being as compared to their counterparts who experience low work to family conflict (total).
Subjective well being of private female secondary school teachers in relation to emotional labour, emotional exhaustion and work-family conflict

Emotional labour

- Private secondary schools teachers, who put more efforts in conforming to emotional display rules, have higher subjective well being as compared to those who put comparatively less efforts in conforming to emotional display rules.
- Private secondary schools teachers, who use more surface acting, have higher subjective well being as compared to those who use less surface acting.
- Private secondary schools teachers, who use deep act more, have higher subjective well being as compared to those who deep act less.
- Private secondary schools teachers performing high emotional labour (total) have higher subjective well being as compared to those performing low emotional labour (total).

Emotional exhaustion

- Private secondary schools teachers experiencing high depletion of emotional energy have lower subjective well being as compared to those who experience lower depletion of emotional energy.
- Private secondary schools teachers, who are more depleted of their physical energy, have lower subjective well being as compared to those who are less depleted of their physical energy.
- Private secondary schools teachers experiencing high emotional exhaustion (total) have lower subjective well being as compared to their counterparts who experience low emotional exhaustion (total).

Work-family conflict

- Private secondary schools teachers experiencing high work to family conflict have lower subjective well being as compared to those experiencing low work to family conflict.
- Private secondary schools teachers experiencing high and low family to work conflict do not differ with regard to subjective well being.
- Private secondary schools teachers who experience more work-family conflict (total) have lower subjective well being as compared to those who experience less work-family conflict (total).
Subjective well being of rural female secondary school teachers in relation to emotional labour, emotional exhaustion and work-family conflict

Emotional labour

- Rural secondary schools teachers, who put more efforts in conforming to emotional display rules, have higher subjective well being as compared to those who put comparatively less efforts in conforming to emotional display rules.
- Rural secondary schools teachers, using more surface acting have higher subjective well being as compared to those using less surface acting.
- Rural secondary schools teachers using high and low deep acting have almost the equal levels of subjective well being.
- Rural secondary schools teachers, who perform high emotional labour (total), have higher subjective well being as compared to those who perform low emotional labour (total).

Emotional exhaustion

- Rural secondary school teachers experiencing more depletion of emotional energy have lower subjective well being as compared to those experiencing less depletion of emotional energy.
- Rural secondary schools teachers with experiencing low and high depletion of physical energy do not differ with regard to subjective well being.
- Rural secondary schools teachers who are more exhausted emotionally have lower subjective well being as compared to those who are comparatively less exhausted emotionally.

Work-family conflict

- Rural secondary schools teachers who experience high work to family conflict have lower subjective well being as compared to those who experience low work to family conflict.
- Rural secondary school teachers experiencing high family to work conflict have lower subjective well being as compared to those experiencing low family to work conflict.
- Rural secondary schools teachers who experience more work-family conflict (total) have lower subjective well being as compared to their counterparts who experience comparatively less work-family conflict (total).
Subjective well being of urban female secondary school teachers in relation to emotional labour, emotional exhaustion and work-family conflict

Emotional labour

- Urban secondary schools teachers, who put more efforts in conforming to emotional display rules, have higher subjective well being as compared to those who put comparatively less efforts in conforming to emotional display rules.
- Urban secondary schools teachers who use more surface acting have lower subjective well being as compared to those who use less surface acting.
- Urban secondary schools teachers who perform low and high deep acting as well as total emotional labour do not differ with regard to subjective well being.

Emotional exhaustion

- Urban secondary schools teachers who experience more depletion of emotional energy have lower subjective well being as compared to those who experience less depletion of emotional energy.
- Urban secondary schools teachers who are more depleted of their physical energy have lower subjective well being as compared to those who are less depleted of their physical energy.
- Urban secondary schools teachers experiencing high emotional exhaustion (total) have lower subjective well being as compared to their counterparts experiencing low emotional exhaustion (total).

Work-family conflict

- Urban secondary schools teachers who experience more work to family conflict have lower subjective well being as compared to those who experience less work to family conflict.
- Urban secondary schools teachers experiencing more family to work conflict have lower subjective well being as compared to those experiencing less family to work conflict.
- Urban secondary schools teachers experiencing high work-family conflict (total) have lower subjective well being as compared to those experiencing low work-family conflict (total).
Summary and Conclusions

Interactional analysis

Main effects

• There is significant effect of emotional labour on subjective well being of secondary school teachers.

• There is significant effect of emotional exhaustion on subjective well being of secondary school teachers.

• There is significant effect of work-family conflict on subjective well being of secondary school teachers.

Post-hoc analysis

• There is significant difference between subjective well being of secondary school teachers who perform moderate and high level, as well as low and high level of emotional labour. However, there is no significant difference between subjective well being of secondary school teachers who perform low and moderate level of emotional labour.

• There is significant difference between subjective well being of secondary school teachers who experience low and moderate level, moderate and high level as well as low and high level of emotional exhaustion.

• There is significant difference between subjective well being of secondary school teachers who experience low and moderate level, moderate and high level as well as low and high level of work-family conflict.

First order interactions

• There is significant interactional effect of emotional labour and emotional exhaustion on subjective well being of secondary school teachers.

• There is significant interactional effect of emotional labour and work-family conflict on subjective well being of secondary school teachers.

• There is significant interactional effect of emotional exhaustion and work-family conflict on subjective well being of secondary school teachers.

Second order interactions

• There is no significant interactional effect of emotional labour, emotional exhaustion and work-family conflict on subjective well being of secondary school teachers.
7.12 Educational Implications

Teaching is a demanding and challenging activity, it is, thus, essential to focus on teachers’ subjective well being. The present study investigated the effect of emotional labour, emotional exhaustion and work-family conflict on secondary school teachers’ subjective well being. This study has relevant to school stakeholders, including school managements, teachers, administrators, teacher educators and education policy makers.

Teachers are important stakeholders in the school. Their own happiness and well being is crucial in cultivating a favourable school culture. The findings of the present study reflect that government and secondary school teachers have higher subjective well being as compared to their private counterparts. Also, urban secondary school teachers have higher subjective well being as compared to their rural counterparts. The wide difference among teachers in their experiences of subjective well being have implications for education policy makers, administrators as well as school managements, in that teacher well being deserves more attention than it currently receives. Thus, possible interventions, programs and efforts to promote positive work experiences among teachers should be planned. By providing teachers with opportunities for happiness and well being, teachers can be helped to maintain effective educational practices despite the challenges that continue to be placed before them.

The findings of the present study also reveal that secondary school teachers working in private and government schools as well as in urban and rural areas differ in their experiences of subjective well being in relation to emotional labour, emotional exhaustion and work-family conflict. The gap between government and private secondary school teachers teaching in urban and rural areas regarding the levels of subjective well being suggests that there should be improvement in the infrastructure, administration and functioning of government schools in rural areas so as to identify and reduce the specific factors within work environment that are thwarting to teachers’ well being. Also, private organizations and management should give due consideration to the cultivation of a favourable environment for enhancing teachers’ well being. It also implies that there is a need of a common platform for teachers of
Summary and Conclusions

different areas and schools where they can share their experiences with each other and get benefitted from it.

Results from this study reveal that emotional labour is a significant part of the teaching occupation also how the experiences of emotional labour differs for teachers working in different schools and different areas. Findings also suggest that emotional labour does not necessarily always harm teachers. Thus, the findings of the study bear significant implications for teacher educators and for teacher training courses. During teaching training programs, it is desirable to make emotional labour components a part of the teaching curriculum so that they may become aware of and learn to cope with the emotional demands and emotion management associated with teaching.

The results of the present study suggest that emotional exhaustion and work-family conflict both are detrimental to teachers’ subjective well being. Thus, this study can help the policy makers to draw such a plan so that there should be no place for stress, weariness and hassles in the schools. Orientation program, workshops, seminars, counseling sessions and training programs concerned with management and coping strategies to deal effectively with emotional exhaustion and work-family conflict as well as and development of balanced approach to living should be organized. Value inductive sessions, yoga and meditation program for teachers should be conducted in schools. Recreational activities and job enhancement programs for teachers should be organized to meet the emotional demands and reduce the experience of emotional exhaustion and work-family conflict. To maximize the utilization of these human resources and increase the quality of teaching, it would be worthwhile for policy makers and the governments to consider the promotion of teachers’ well being as one of their goals.

Summing up, the findings of the present study have implications in the context of designing the policies and programs for the enhancement of subjective well being among teachers. Thus, the current findings provide a foundation upon which counselors, researchers, policy makers and administrators can work out to frame effective and wholesome working conditions for the teachers which are conducive to their happiness and well being.
7.13 Suggestions for Future Research

Based on the conclusions, contributions and limitations of the present study, further research can focus on following areas:

1. As the present study was the first to examine the subjective well being of secondary school teachers in relation to emotional labour, emotional exhaustion and work-family conflict, more evidence from future research is required to validate its findings.

2. The present study needs to be replicated by including secondary school teachers from other parts of Punjab and India as well. The present study was based solely on the sample from S.A.S. Nagar district of Punjab.

3. The present study can be extended to include other variables related to teachers’ subjective well being such as school climate, psychological capital, attitude towards teaching, personality dimensions and other contextual factors related to educational settings.

4. Replicative follow up studies involving larger samples and different population such as college and university teachers, teacher educators etc. may be undertaken to establish the validity of the findings of the present study.

5. Future research should replicate and investigate in greater depth subjective well being of teachers with respect to different moderators such as age, gender and teaching experience.

6. The present study included school teachers at secondary level only. A more comprehensive study including teachers of kindergarten, primary and senior secondary levels will contribute to the understanding of the relationships among subjective well being, emotional labour, emotional exhaustion and work-family conflict.

7. The study can be extended to further explore the effect of emotional labour, emotional exhaustion and work-family conflict on psychological well being, emotional well being and spiritual well being of teachers.

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