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COMPARATIVE STUDY OF EMOTIONAL LABOUR AND BURNOUT ON LIFE SATISFACTION AMONG SCHOOL TEACHERS ACROSS DIFFERENT EDUCATIONAL SETTINGS

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Abstract

The teaching profession is emotionally demanding. Teachers in their daily interactions with students, supervisors, and colleagues are required to develop and utilize effective skills for expression of emotions. Emotional labour is one such method of emotional regulation. Models of emotional labour and burnout suggests that effortful emotional labour results in long standing consequences including increased burnout, and low life satisfaction. The educational setting present in India is unique and has sectors with different organizational structures. Hence, what is expected of teachers across sectors vary. Studies have indicated differences in the levels of stress and burnout among teachers across the educational settings. Thus, the present study aimed to examine the effect of emotional labour and burnout on life satisfaction among school teachers across government, private aided and private school sectors across India. A sample of 90 school teachers, (30 government, 30 private aided, and 30 private schools), with age range 21 to 60, and minimum 1 year of teaching experience were selected and a cross-sectional study design was used. The scales, Emotional Labour Scale (2003), Job Burnout Scale (2009), and Satisfaction with Life Scale (1985), were used to collect data. Results of the study revealed no significant correlation between the variables across the different educational settings. The findings of the study have provided insight into the variables and its effect among government, private aided and private unaided teachers. The study being conducted during COVID lockdown, the limitations of the study were increased attrition and the small size of the sample.

Keywords: emotional labour, burnout, life satisfaction, mental health, government schools, private schools, private aided schools, India