



Study of Emotional Labor, Cognitive Dissonance and Employee Engagement: A mediation analysis of Emotional Intelligence among Private School Teachers

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Abstract- The study aims to analyze the role of emotional labor, cognitive dissonance, and work engagement among private school teachers. The study further investigates the mediating effect of emotional intelligence. A quantitative research design has been applied, and data collected from various private schools, and the sample size has been determined through cluster sampling technique. Adopted and modified questionnaires have been used for data collection and analyzed in AMOS V21. Findings suggested that emotional labor has a significant positive impact on work engagement and cognitive dissonance has a significant negative effect on work engagement among private school teachers. The study's results further suggested that emotional intelligence mediates and increases the positive relationship between emotional labor and work engagement; moreover, emotional intelligence mediates and reduces the negative relationship between cognitive dissonance and work engagement among private school teachers.

Keywords: Emotional Labor, Cognitive Dissonance, Employee Engagement, Mediation, Emotional Intelligence, SEM

I. INTRODUCTION

Background

Teachers are facing emotional labor because they work in the service sector organization (Yin, 2012). Nowadays, most of the counties are switching from the primary and secondary sectors to tertiary sectors. Schools are the vital service sector organizations, including the private and public sectors. However, people working in private sector organizations face more emotional labor than public sector Schools. In the private sector, Schools teachers manage their emotions to fulfill the emotional requirement of a job. They regulate their emotions during their interaction with customers (students) and colleagues (Yin, 2012). However, there is another factor that also impacts employee performance is cognitive dissonance. It occurs due to conflicting ideas, beliefs, and attitudes. Employee performance is an outcome or contribution of employees for achieving the organizational goals (Gunaseelan & Ollukkaran, 2012). Emotional intelligence and employee engagement can mediate this situation. Employee engagement is a positive accomplishing work-related state of mind that combines vigour, dedication, and absorption (Saks, 2006). Workers engaged with work are energized and dedicated to their work and happily absorbed (Saks, 2006). Emotional intelligence is the ability or skills to manage emotions (Cherniss & Goleman, 2001). Hence this study will attempt to understand emotional labor, cognitive dissonance, and employee performance with emotional intelligence and employee engagement among the Private school's Teachers of Sindh.

Objectives of the study

- To study emotional labor, cognitive dissonance, employee engagement, and emotional intelligence among the Private school's Teachers of Sindh.
- To investigate the mediating effect of emotional intelligence between emotional labor and employee engagement among the Private school's Teachers of Sindh.

- To investigate the mediating effect of emotional intelligence between cognitive dissonance and employee engagement among the Private school's Teachers of Sindh.

Problem Statement

Studies suggest that Teachers working in private schools face psychological problems due to the strict policies and emotional terms and conditions, which is termed in the literature as cognitive dissonance (Gosserand & Diefendorff, 2005). Moreover, emotional labor considers such favourable effects on employee performance, which may cover cognitive dissonance's negative impact on managing employee performance. It can be mediated through emotional intelligence. Further, to the best of the researcher's knowledge, hardly any study found in which the relationship between emotional labor, cognitive dissonance, and employee engagement has been observed. It initiates this study to augment the research gap. This research gap was filled by ascertaining the above situation regarding the teachers working in Private schools of Sindh.

Significance and Scope

The study is an essential contribution to the field of human resource management and occupational psychology.

This study adds valuable literature in the area and fills the above research gap. The review is also helpful for private school teachers and management/ policymakers. Findings would help management and administration to formulate those policies which are meant to enhance employee performance in a suitable working environment favorable for managing and maintaining emotions. It will lead to another critical factor in bringing a paradigm shift in organizations as management can use findings to help decrease employees' effort to control emotional burdens. Thematic Scope extends towards emotional labour theory, cognitive dissonance, emotional intelligence, and employee engagement. The geographic scope of the study conducted on private schools located in Khairpur and Sukkur districts.

II. LITERATURE REVIEW

Emotional Labor

All the service sectors require interacting with customers. There is a need to be nice with customers managing their emotions (Glomb, Kammeyer-Mueller, & Rotundo, 2004). Emotional labor may also be a cause of job satisfaction. It depends upon whether the employees are experiencing deep acting or surface acting. High emotional labor is rewarding during deep acting (Kinman, Wray, & Strange, 2011). Emotional labor can positively impact employee performance because employees manage emotions to achieve the required objectives; emotional labor has three dimensions: surface acting, deep acting, and genuine emotions. Surface acting may cause stress, but deep acting and genuine emotions can be beneficial for employees (Kinman et al., 2011). This emotional labor can be a triggering source of employee performance (Ashforth & Humphrey, 1993).

Cognitive Dissonance

Cognitive dissonance is the state of stress due to conflicting ideas, values, and beliefs. It is the condition relating to conflicting attitudes, opinions, or behaviors. It creates mental discomfort or establishes psychological distress when thoughts are opposing (Chang, Solomon, & Westerfield, 2016). Cognitive dissonance is now common in the workplace and one of the significant causes of stress to employees engaged in providing services in organizations like teachers, nurses, and Air hostess. They feel anxiety and cognitive dissonance due to conflict is right or wrong, like training and ethics. Theory suggests three ways to reduce this stress by changing attitudes and beliefs, getting new information, and reducing the importance of cognition (Cooper & Carlsmith, 2015).

Festinger's (1957) original theory of cognitive dissonance focuses on situations in which individuals have two thoughts related to each other but inconsistent with each other. Festinger's classic example was of the conflicting cognitions of a smoker who knew that

smoking was unhealthy. It is the psychological state that focuses on the discomfort perceived difference at individual already know about something that he believes and the latest information (Festinger, 1957)

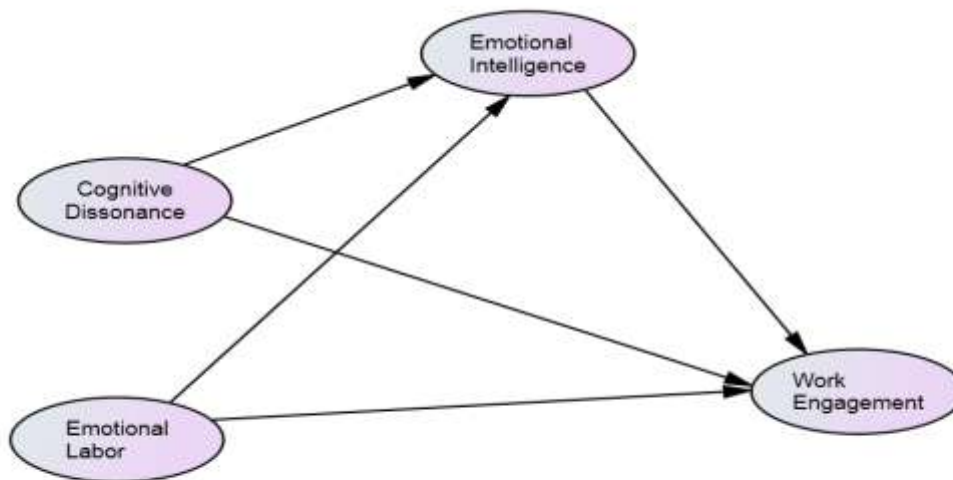
Emotional intelligence

According to Bar-On (2010), emotional intelligence is the combination of interrelated emotions, skills, and social competencies that explore that how well we understand and express ourselves and others and communicate with them, and manage the daily demands and challenges.

Employee Engagement

Many studies were conducted in meaningfulness, engagement, and commitment at work (Rothmann & Welsh, 2013). Employee engagement is a kind of positive feeling when employees feel their work exciting and meaningful. A meaningful job is an engagement, satisfaction, workplace relations, and learning (Cartwright & Holmes, 2006). Vigour is a positive work-related state of mind commonly, and The commitment shows the individual's psychological involvement in their work (Geldenhuis, 2009). Vigour is a physical component of work engagement (Chughtai & Buckley, 2008). It increases the effectiveness to give their best towards the work (Chughtai & Buckley, 2008). In psychology, employee engagement extensively researched as a business initiative related to organizational success. The emotional component of employee engagement is a dedication to putting one's heart into the job (W. B. Schaufeli & Bakker, 2004). Cognitive components are interchangeable absorption dimensions considered by individuals who are wholly engaged in their work, with total concentration and engrossment that they receive from their job-related tasks. Those individuals cannot detach themselves from their work (W. B. Schaufeli & Bakker, 2004).

Study Model



Shah and Lacaze (2018), van der Kolk and Kaufmann (2018), Ravichandran, Arasu, and Kumar (2011), Goodwin, Groth, and Frenkel (2011)

Hypotheses of the study

H1: There is a significant positive relationship between emotional Labor and employee engagement among the Private school Teachers.

H: 2: There is a significant negative relationship between cognitive dissonance and employee engagement among the Private school Teachers.

H: 3: *There is a significant positive relationship between emotional LaborLabor and emotional intelligence among the Private school Teachers.*

H: 4: *There is a significant negative relationship between cognitive dissonance and emotional intelligence among the Private school Teachers.*

H: 5: *There is a significant positive relationship between emotional intelligence and employee engagement among the Private school Teachers.*

H: 6: *Emotional intelligence mediates the relationship between emotional LaborLabor and employee engagement among the Private school Teachers.*

H: 7: *Emotional intelligence mediates the relationship between cognitive dissonance and employee engagement emotional intelligence.*

III. METHODOLOGY

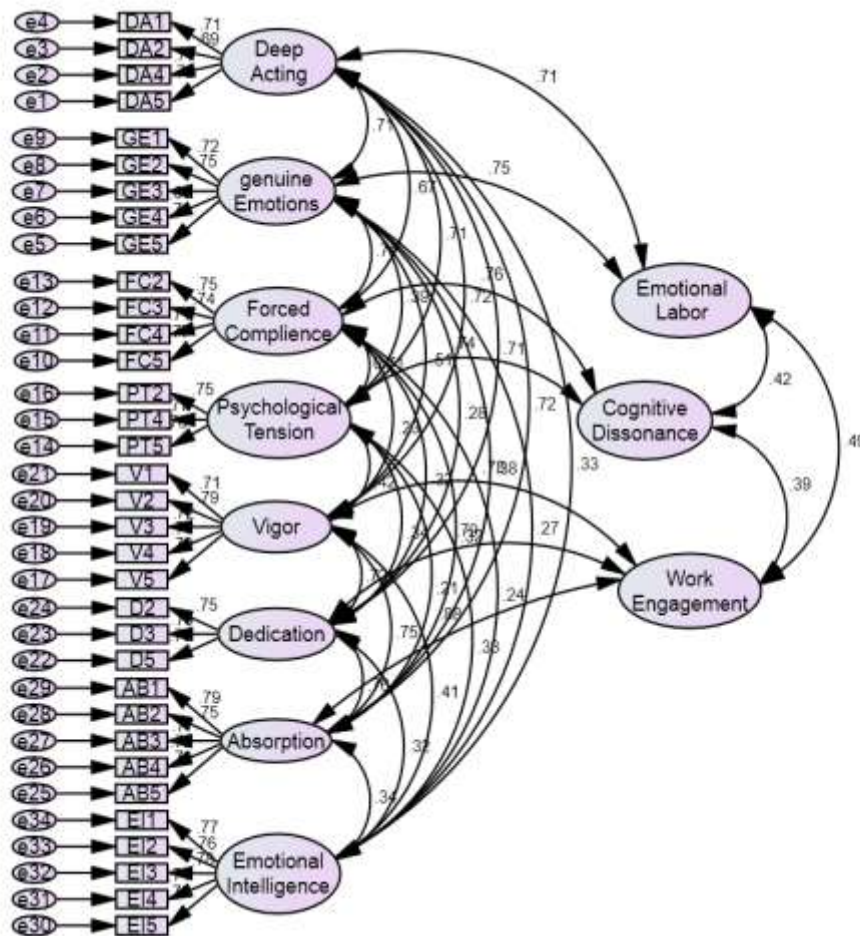
The study is quantitative and cross-sectional. The study investigates emotional Labor, cognitive dissonance, employee engagement, and emotional intelligence mediation. Teachers of private schools were the population of the study the total number of teachers at private schools were 1356 in 117 schools located in Khairpur and Sukkur districts. And fulfil sample size was 500 determined by Rex B. Kline (2010). A stratified sampling technique has been used in this study. Primary data has been collected using a closed-ended questionnaire. For avoiding subjectivity, of research questionnaire was self-administered. As mentioned above in the research objectives, the 117 private Schools were the sampling frame of the study and population of the research for measuring the Emotional Labor, cognitive dissonance, and work engagement mediated by emotional intelligence. Emotional Labor measured by using a scale of (Näring, Briët, & Brouwers, 2007)cognitive dissonance measured through the hierarchy (Oshikawa, 1972). emotional intelligence measured by the scale of (Bar-On, 2001) Employee engagement measured by a scale of (Austin, Saklofske, Huang, & McKenney, 2004). Structural equation modelling (SEM) has been used in hypothesis testing. In this regard, SPSSv26 and AMOSv21 have been used as data processing tools.

Reliability Analysis

Dimensions	No of Items	Cronbach's Value
Deep Acting	6	.71
Geniune Emotions	5	.83
Forced Complience	5	.75
Psychological Tension	5	.76
Vigor	5	.78
Dedication	6	.75
Absorption	6	.79
Emotional Intelligence	5	.73

The above table shows the reliability score of the mention constructs. According to Saunders et al. (2009), Cronbach's should be .70 or above to be considered data is reliable. Based on the above results, all the

values fall in acceptable criteria.

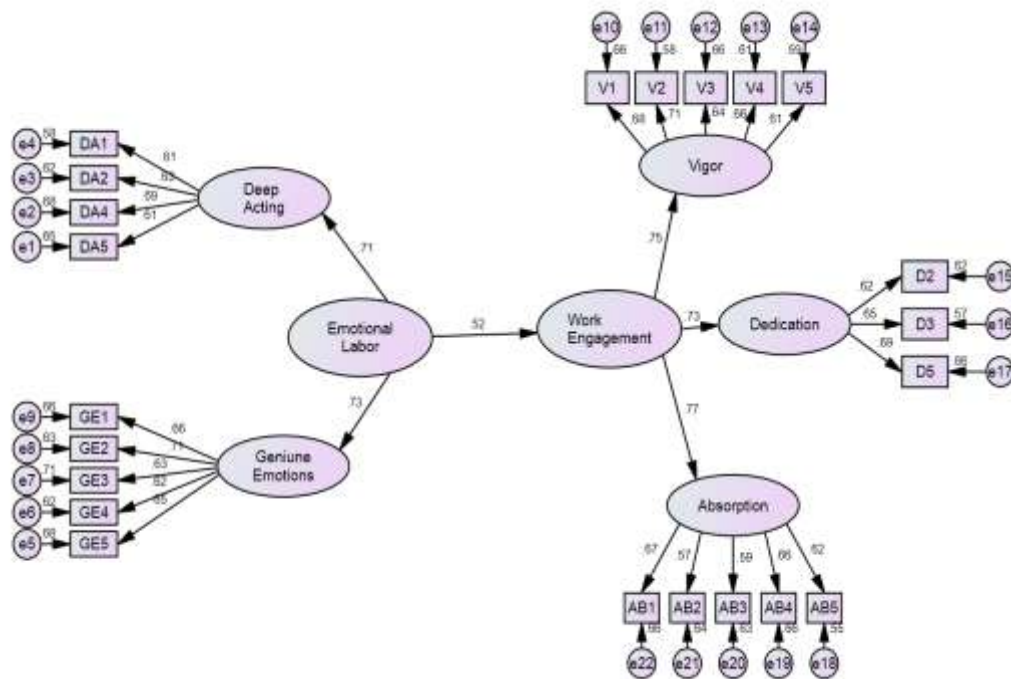


Above shows the measurement (Modified) part of SEM. Those items with low loadings are being removed based on Indices, for this goodness of the model has improved. Moreover, both validates (convergent, and discriminant validates are also analyzed, and it shows that model has improved.

Validities (Convergent)

Validities and Criteria	Deep Acting	Genuine Emotions	Forced Compliance	Psychological Tension	Vigor	Dedication	Absorption	Emotional Intelligence
AVE, should be >.50	.65	.61	.67	.71	.72	.74	.59	.62
CR, should be >.70	.89	.92	.95	.98	.92	.91	.95	.88
Nomological Validity (Fit Indices)								
RMSEA= .054,GFI= .91, CFI= .98, TLI= .93, AGFI= .97								

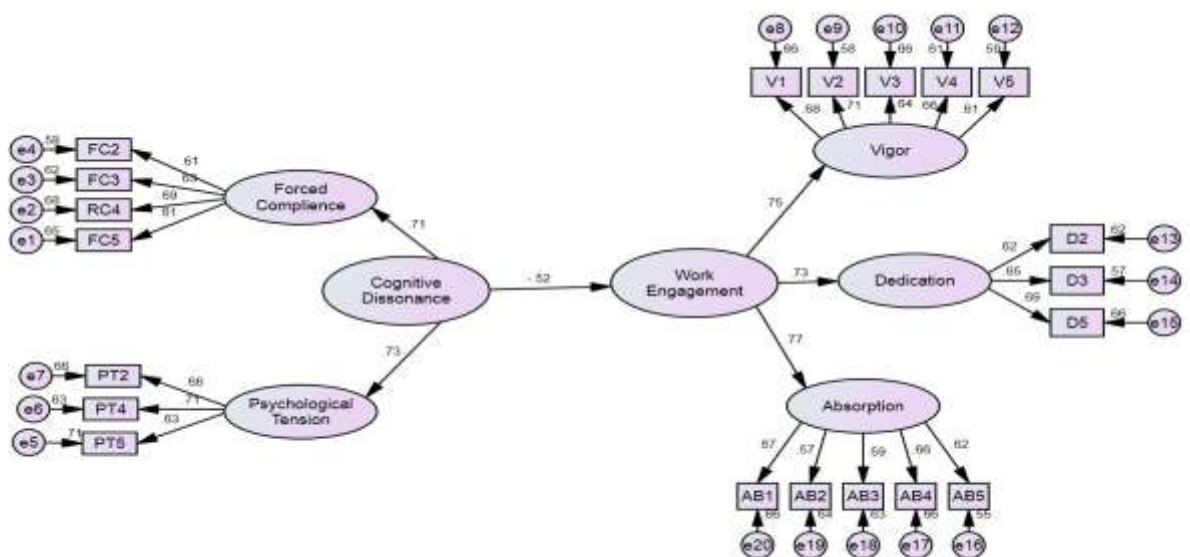
H1: There is a significant positive relationship between Emotional Labor and employee engagement among the Private school Teachers



Fit indices
RMSEA= .054,GFI= .94, CFI= .91, TLI= .97, AGFI= .92

Results indicate that emotional labor has a significant (.52) positive impact on work engagement, and all values of nomological values are in absolute criteria. It supports hypothesis 1.

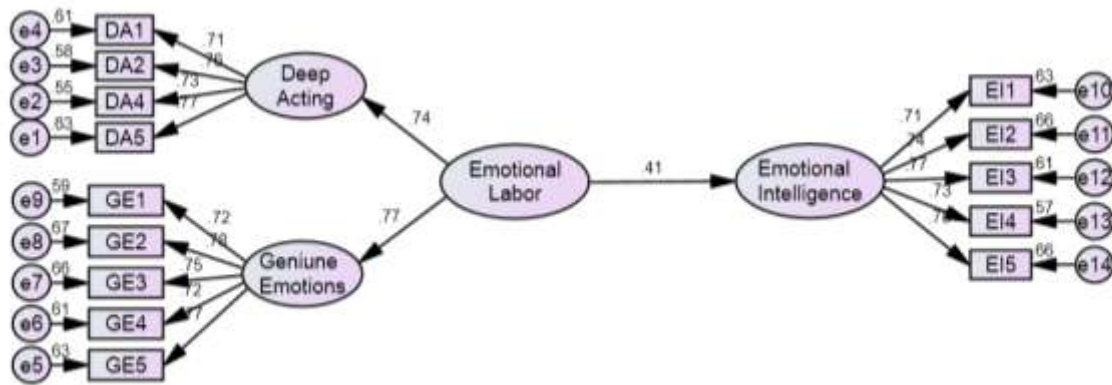
H: 2: There is a significant negative relationship between cognitive dissonance and employee engagement among the Private school Teachers



Fit indices
RMSEA= .052,GFI= .91, CFI= .96, TLI= .98, AGFI= .99

Findings show that cognitive dissonance has a significant -.47 negative impact on work engagement and all the values are in a suitable range based on the results hypothesis H2 accepted.

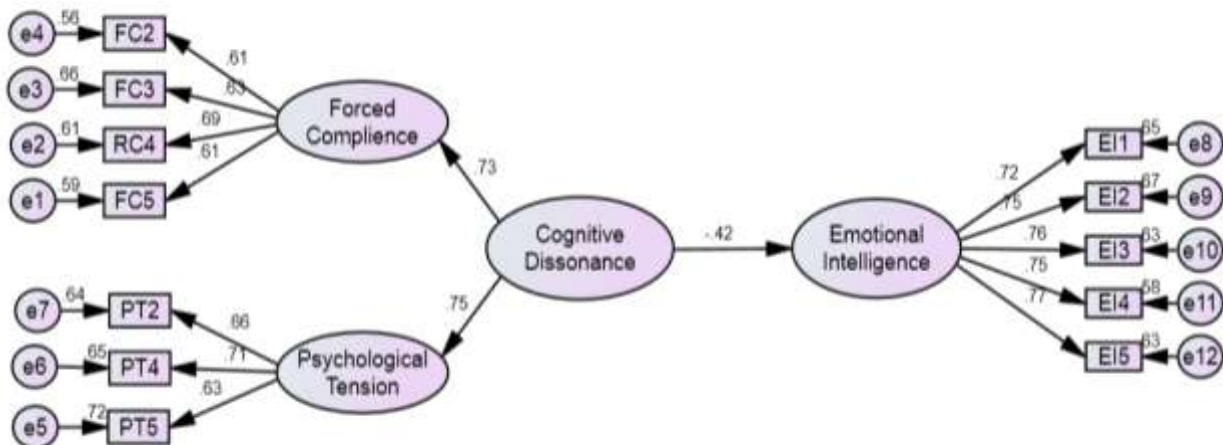
H: 3: There is a significant positive relationship between emotional labor and emotional intelligence among the Private school Teachers



Fit indices
RMSEA= .056, GFI= .99, CFI= .97, TLI= .94, AGFI= .98

Results show that emotional labor has a significant .41 positive impact on emotional intelligence and validities are in a suitable range. based on the results hypothesis 3 has been accepted.

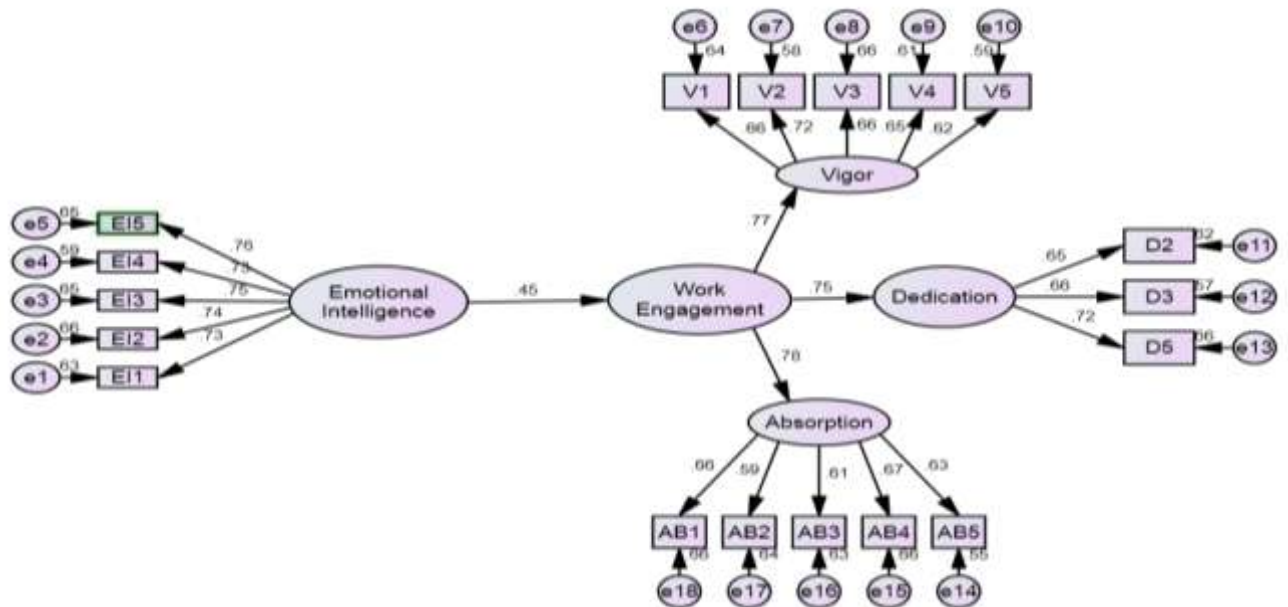
H: 4: There is a significant negative relationship between cognitive dissonance and emotional intelligence among the Private school Teachers



Fit indices
RMSEA= .055,GFI= .96, , CFI= .97, TLI= .96, AGFI= .98

Results of the above model show that cognitive dissonance has a significant negative impact on emotional intelligence and the fit indices values are in a suitable range.

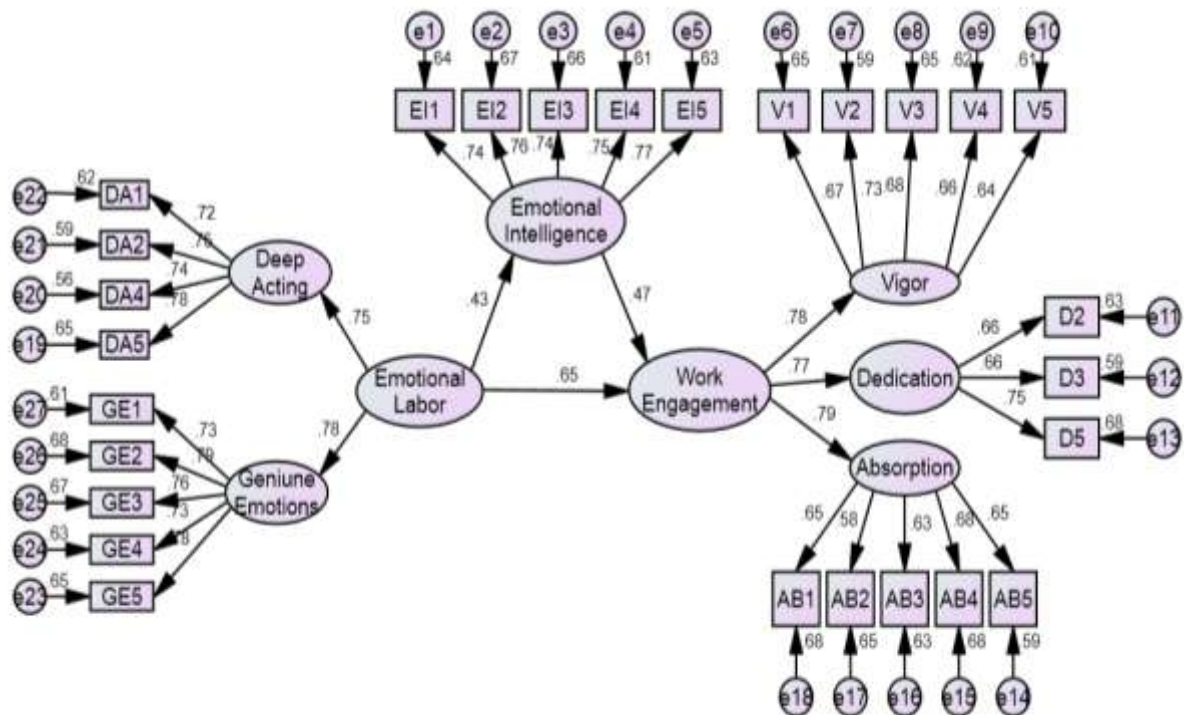
H: 5: There is a significant positive relationship between emotional intelligence and employee engagement among the Private school Teachers



Fit indices
RMSEA= .050, GFI= .95, CFI= .94, TLI= .96, AGFI= .98

Results show that emotional intelligence has a significant positive .45 impact on work engagement among private school teachers. All the fit indices are in an acceptable range.

H: 6: Emotional intelligence mediates the relationship between emotional labor and employee engagement among the Private school Teachers

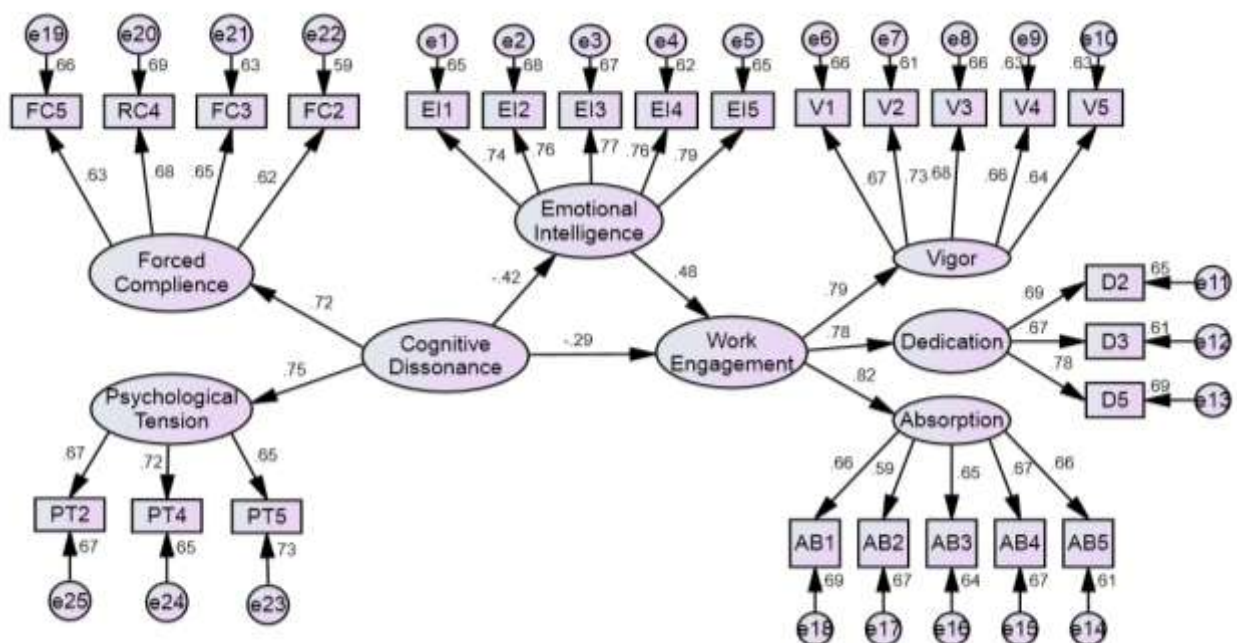


Fit indices
RMSEA= .052,GFI= .99, CFI= .97, TLI= .98, AGFI= .92

Variable	Estimate	P-Value
Work Engagement<--- Emotional Labor	.52	0.000
Emotional Intelligence <--- Emotional Labor	.43	0.000
Work Engagement<--- Emotional Intelligence	.47	0.000
Work Engagement<--- Emotional Labor	.65	.62

The above model shows the mediation analysis of emotional intelligence between emotional labor and work engagement among the private school teachers. Further, the table shows that all values of fit indices are in an acceptable range. It signifies that emotional intelligence mediates and increase the positive relationship between emotional labor and work engagement among private school teachers.

H: 7: Emotional intelligence mediates the negative relationship between cognitive dissonance and employee engagement among Private school Teachers.



Fit indices
RMSEA= .051,GFI= .92, CFI= .94, TLI= .99, AGFI= .95

Variable	Estimate	P-Value
Work Engagement<--- Cognitive dissonance	-.47	0.00

Emotional Intelligence <--- Cognitive dissonance	-.42	0.00
Work Engagement<--- Emotional Intelligence	.48	0.00
Work Engagement<--- Cognitive dissonance	-.29	.68

The above table and model shows the mediating effect of emotional intelligence between cognitive dissonance and work engagement among private school teachers. The fit indices table shows that all the values are in an acceptable range. The table further suggests that cognitive dissonance has a significant .42 negative impact on work engagement before mediation. Emotional intelligence mediates and reduces and negative effects of the cognitive dissonance on work engagement, and now the considerable relation becomes insignificant. Based on these results, hypothesis 7 has been accepted.

IV. CONCLUSION

This study investigates the role of emotional labour, cognitive dissonance, work engagement, and emotional intelligence among private school teachers. A quantitative research design has been used in the study. Data has been collected through adopted and modified questionnaires and processed in AMOS v 21. Results indicated that emotional labor has a significant positive impact on work engagement and cognitive dissonance has substantial negative effects on work engagement among private school teachers. The study further investigates the mediating influence of emotional intelligence between emotional labor and work engagement and analyzes emotional intelligence's mediating impact between cognitive dissonance and work engagement among private school teachers. Results revealed that emotional intelligence mediates the positive relationship between emotional labor and work engagement among private school teachers. The last results signify that emotional intelligence mediates the negative relationship between cognitive dissonance and work engagement among private school teachers.

Recommendation

The study has few suggestions for private school teachers and employees who are working in services sector organizations.

Teachers should understand how to increase their level of emotional intelligence.

They should apply emotional intelligence in the workplace.

Limitations

The study has a few limitations. The study only covers the teachers working in private schools. The study should be conducted in other service sector organizations, including universities, police stations, hospitals, etc.

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