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**Emotional Labour and Well-being for Early Childhood Teachers: the role of  
Psychological Capital and Perceived Organisational Support**

A thesis  
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of the requirements for the degree  
of  
**Master of Social Sciences in Psychology**

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by  
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## Abstract

Early childhood teachers play an integral role in the development of children enrolled in early childhood services, yet teachers often face stressful and challenging conditions that impact their well-being and consequently the quality of care and education they provide. Emotional labour, the requirement to suppress and express emotions as determined by the organisation, is considered a prominent component of early childhood teachers' roles. Emotional labour is comprised of two display-rule strategies: Surface Acting where employees suppress their feelings and feign their emotions, and Deep Acting where feelings are modified to create a genuine performance of emotion. Both negatively relate to employee well-being, but we don't know what personal or organisational resources might help protect early childhood teachers' well-being. The present study sought to explore this, examining if Psychological Capital (PsyCap: hope, optimism, efficacy, resilience) and perceived organisational support could mitigate any negative consequences of emotional labour. The cross-sectional, non-experimental design surveyed 320 early childhood teachers currently working in New Zealand who completed measures assessing emotional labour, well-being, PsyCap, and perceived organisational support. Structural Equation Modeling examined the relationships between the constructs under investigation. The findings indicated that early childhood teachers who engaged in surface acting, but not deep acting, were likely to experience a decrease in well-being. The PsyCap resources of hope and optimism, but not efficacy and resilience, were found to be viable avenues to increase or protect early childhood teachers' well-being, as was perceived organisational support. These results present a valuable contribution to our understanding of early childhood teachers' well-being and highlight the importance of personal and organisational resources in supporting teachers.

*Keywords:* Early childhood, teaching, New Zealand, well-being, emotional labour, psychological capital, perceived organisational support

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## Introduction

The early years of a child's life are a period of rapid growth and are foundational for the development of their cognitive, social, and emotional skills (Shonkoff & Phillips, 2000). The role that early childhood teachers play in this period of development cannot be underestimated, with 70% of New Zealand children younger than the age of five being enrolled in an early learning service in 2021 (Ministry of Education, 2021). Good quality early childhood education, with responsive and stimulating teacher-child interactions, has not only been associated with better academic outcomes, but better cognitive, social-emotional, and learning dispositions for children (Mitchell et al., 2008). Essential in supporting children's social and emotional learning and development is teachers' psychological well-being, making teachers' well-being inextricably linked to children's rights to health and education (Beuttner et al., 2016; United Nations, 1989).

Research has shown that early childhood teachers' working conditions are directly related to their well-being (Kwon et al., 2021), with stressful and challenging working environments negatively impacting their mental health and overall well-being (Irvine et al., 2016). One prominent component of early childhood teachers' roles is emotional labour, the requirement to suppress and express emotions as determined by the organisation (Grandey & Sayre, 2019). Within the early childhood context, aspects of emotional labour have been linked to reduced teacher satisfaction (Yin et al., 2022), and more generally, emotional labour has been shown to have negative impacts on psychological well-being (Zapf, 2002). In New Zealand, research on emotional labour appears sparse, however, one qualitative study found that early childhood teachers felt that they were "expected to keep up a cheerful demeanor despite being tired and overworked" (Jena-Crottet, 2017, p. 25). This provides a preliminary indication that New Zealand early childhood teachers are expected to display certain required emotions, possibly to the detriment of their health and well-being.

Poor employee well-being has been linked to lower levels of organisational commitment (Matin et al., 2012), decreased productivity (Dewa et al., 2014), and increased turnover intention (Smoktunowics et al., 2015). Teachers' well-being and working conditions, including their emotional exhaustion, are also considered contributors to their intention to remain at their current job or within the field (Grant et al., 2019). Turnover can undermine the attachment relationships that teachers build with children and families, consequently impacting children's learning experiences and creating emotional distress for them (Cassidy et al., 2011). Evidently, promoting early childhood teachers' well-being is not only important for the profession, but to sustainably provide quality care and education for

children, families, and communities (Eadie et al., 2021). For these reasons, the current study aims to investigate the impact that emotional labour has on early childhood teachers' well-being.

Furthermore, the current study intends to investigate potential resources that may mitigate the impact that emotional labour has on early childhood teachers' well-being. While emotional labour may be unavoidable, it may be possible to lessen its negative impacts through appropriate strategies (Purper, 2022). Psychological Capital (PsyCap) and perceived organisational support are two resources that have previously been linked to higher well-being (Luthans & Youssef-Morgan, 2017; Caesens et al., 2016). Based on the job demands-resources theory, which suggests that personal and job resources can mitigate negative impacts of job demands (Bakker & Demerouti, 2014), PsyCap and perceived organisational support are two resources that may buffer the negative impact that emotional labour has on well-being for early childhood teachers. PsyCap is a personal resource that represents a person's psychological state of development through facets of self-efficacy, hope, resilience, and optimism (Luthens et al., 2006). Perceived organisational support is a job resource and refers to the perceptions employees have of how their organisation appreciates their effort and cares about their well-being (Eisenberger et al., 1986). Therefore, the current study also aims to determine whether PsyCap and perceived organisational support moderate the relationship between emotional labour and well-being for early childhood teachers in New Zealand.

### ***Well-being***

Well-being is a complex construct that is commonly conceptualised in different ways. Because of this, it is important to define well-being for the current study. Research commonly depicts well-being to include two perspectives that are derived from distinct philosophical perspectives, the hedonic view (Kahneman et al., 1999) and the eudaimonic view (Waterman, 1993). The hedonic view equates well-being to consist of subjective happiness and pleasure, with the goal of life to be experiencing the maximal amount of pleasure through feelings such as relaxation, excitement, or happiness (Ryan & Deci, 2001; Waterman, 1993). The eudaimonic view states that life should be about more than just pleasure, with well-being encapsulating a person realising and fulfilling their true self by acting in accordance with their deeply held values (Waterman, 1993).

Recent studies (Longo et al., 2016; Disabato et al., 2016) have shown hedonic and eudaimonic well-being to be highly correlated with one another. This indicates that the distinctions between these concepts of well-being may be more philosophical than scientific,

and that well-being should be considered to encompass both hedonic and eudaimonic aspects (Longo et al., 2016). As a result, the present study will define well-being as a combination of hedonic and eudaimonic well-being. That is, well-being is considered to be both positive feelings of pleasure and happiness and positive functioning of engagement and fulfilment (Huppert, 2005).

Research has long shown that employee well-being can impact the financial health and profitability of an organisation (Cooper & Cartwright, 1994) with higher well-being being linked to higher levels of productivity (Oswald et al., 2015), and reduced sick leave (Straume & Joar Vittersø, 2015). For early childhood teachers, working conditions have been found to significantly influence well-being (Li & Zhang, 2019), with those in more chaotic child-care environments reporting higher levels of depression, stress, and emotional exhaustion (Jeon et al., 2018). This indicates the importance of investigating factors that may influence early childhood teachers' well-being. Given that emotional labour is known to influence well-being in other organisational settings, it is to be expected that emotional labour will have a similar influence among early childhood teachers.

### ***Emotional Labour***

The concept of emotional labour was first introduced by Hochschild (1983) who proposed an emotion-management perspective where individuals work to either restrain or produce feelings to meet organisationally based expectations of their role. Emotional labour requires employees to regulate their emotions to produce observable behaviours that are appropriate and generate quality interactions with clients. Such behaviours are considered of value to the organisation (Hochschild, 1983) and as central to the employees' role performance (Brotherridge & Lee, 2003). Hochschild (1983) argued that workers utilised two display-rule strategies to manage the expectations of emotional labour: surface acting and deep acting. Surface acting is described as employees suppressing their authentic feelings, without changing their internal state, and moderating their behaviours to feign the required displays of emotion. Deep acting refers to the modification of employees' authentic feelings to create a genuine performance of emotion.

Early childhood teachers are continuously managing emotions to meet the goals and expectations of their organisation (Jena-Crottet, 2017). They manage the emotions not only of themselves but of the children and families that are enrolled at their centres, and of fellow colleagues, management, and visitors (Purper, 2022). They are likely to engage in a variety of emotional labour display rules, such as sympathy when a child is hurt, happiness when a child completes a task, or seriousness when children are fighting or putting themselves at risk

(Zapf, 2002). The next section aims to dissect the influence of surface acting and deep acting on well-being and other related concepts to build a picture regarding how early childhood teachers may be impacted by emotional labour display rules.

### ***Emotional Labour and Well-being***

Emotional labour is generally considered harmful to well-being due to employees having to display or feel false emotions, consequently becoming alienated from their true selves and damaging their psychological health (Cropanzano, 2003). However, research on the relationship between emotional labour and well-being displays different outcomes depending on whether surface acting or deep acting is being employed.

Firstly, surface acting has been shown to have a negative impact on well-being for website developers (Riforgiate et al., 2021), nurses (Pisaniello et al., 2012), and elementary, middle, and high school teachers (Hülshager et al., 2010; Burić et al., 2021). It is positively related to emotional exhaustion (Chou et al., 2012), depersonalisation, psychological strain, and psychosomatic complaints (Hülshager & Schewe, 2011). Additionally, for early childhood teachers in Hong Kong, surface acting has been found to have a negative relationship with teaching satisfaction (Yin et al., 2022). These findings may be explained because surface acting involves faking the required emotions, thereby depleting resources and increasing emotional exhaustion.

Deep acting, on the other hand, has shown mixed results in the literature. Burić et al. (2021) has reported that elementary, middle, and high school teachers who utilised deep acting reported the highest levels of well-being outcomes. However, deep acting has also been related to lower positive affect (Judge et al., 2009), depersonalisation (Aziz et al., 2018), and suggested to lead to ill-health over time (Pisaniello et al., 2012). Furthermore, Cheung et al. (2018) found that those working as call-centre and customer service representatives, who used deep acting in conjunction with surface acting, reported the lowest levels of well-being. Other studies have found insignificant relationships between deep acting and well-being (Riforgiate et al., 2021; Hülshager & Shewe, 2011) or have linked it to teaching satisfaction (Yin et al., 2022) and a sense of accomplishment (Brotherridge & Grandey, 2002). A more recent study found that deep acting displayed a negative relationship with well-being for employees in the education and health sector in Pakistan (Gull et al., 2022).

These discrepancies in the research could be due to differing methods or to interactions between surface acting and deep acting. Yin et al. (2022) and Aziz et al. (2018) used different scales to measure emotional labour but also measured different well-being related outcomes, potentially leading to the different findings. Alternatively, the

discrepancies could be attributed to deep acting serving as a buffering effect for employees engaging in surface acting. For example, those engaging in a high level of deep acting and a low level of surface acting, still experience an increase in well-being levels, however, this effect is diminished when one is engaged in high levels of surface acting (Gabriel et al., 2015). Therefore, the level of surface acting one is engaged in may influence the impact deep acting has on well-being, producing conflicting results. In this study, given the frequency, intensity, duration, and variety that early childhood teachers are considered to engage in emotional labour (Zhang et al., 2020), it is surmised that both surface acting and deep acting will be high and therefore detrimental to their well-being.

### ***Psychological Capital***

PsyCap, as previously introduced, incorporates an individual's positive psychological state of development through four individual constructs: self-efficacy (hereby referred to as efficacy), optimism, hope, and resilience (Luthens et al., 2015). PsyCap can be conceptualised through these four separate constructs or as a higher-order construct. Together the constructs share commonalities in a sense of control, intentionality, agentic goal pursuit (Luthens & Yousseff-Morgan, 2017), positive appraisal of circumstances, and anticipated probability of success (Luthens et al., 2007). Separately, the four constructs play different roles in the personal resources that individuals can utilise to help improve their success, each is described below.

Efficacy is conceptualised as the confidence an individual has to undergo and succeed during challenging tasks, motivating them to welcome and persevere through challenges (Luthens et al., 2015). Optimism refers to an individual's positive attributions to their present and future success (Luthens et al., 2015). That is, they attribute failure and setbacks to be external and temporary but success to be due to internal factors, secure, and long-lasting (Seligman, 2002). Hope refers to the preservation and redirection of goals in order to succeed (Luthens et al., 2015). It is considered a cognitive or thinking state where individuals set realistic but challenging goals and use goal-directed energy to ignite a sense of control, consequently leading to an upward spiral of hope (Snyder, 2002). Lastly, resilience represents an individual's ability to bounce back when confronted with problems or adversity and their capacity to use such adverse experiences to move towards growth and development (Luthens et al., 2015).

### ***Psychological Capital, Well-being, and Emotional Labour***

PsyCap, as a higher-order structure, has been shown to have a positive influence on well-being (Rabanu et al., 2017), including increasing well-being levels over time (Avey et

al., 2010). It also relates to lower levels of occupational stress and burnout (Herbert, 2011). Individually, each of the PsyCap constructs have also displayed positive relationships with well-being concepts. Efficacy prevents employees' negative emotions (Fida et al., 2015) while optimism increases emotional well-being and effective coping strategies, and decreases distress (Carver et al., 2010; Desrumaux et al., 2015). Hope has been positively associated with happiness and negatively associated with depression and stress (Alarcon et al., 2013), and resilience has been shown to predict an individual's overall well-being (Souri and Hasanira, 2011).

Furthermore, PsyCap moderates the relationship between emotional labour and burnout (Aziz et al., 2018), reducing the impact of surface acting on emotional exhaustion and the impact of deep acting on depersonalisation. More recent research has also exhibited that PsyCap moderates the relationship between emotional labour and well-being, with PsyCap increasing well-being for education and health employees in Pakistan (Gull et al., 2022). Therefore, we expect that each of the PsyCap constructs will positively predict early childhood teachers' well-being and moderate the relationship between emotional labour and well-being. Specifically, we expect that PsyCap will reduce the negative effect of emotional labour on well-being.

### ***Perceived Organisational Support***

Perceived organisational support encapsulates the extent to which employees believe that their organisation values their contributions and cares for their well-being (Eisenberger et al., 1986). Perceptions of how work effort is rewarded through remuneration, job enrichment, and recognition contributes to how supportive employees view their organisation to be (Duke et al., 2009). When employees view their efforts as being fairly rewarded, their positive attitude towards the organisation grows (Kurtessis et al., 2017) and they are more likely to experience higher well-being and lower psychological strains, such as anxiety, at work (Caesens et al., 2016). Research has also shown that supportive organisational environments can assist early childhood teachers in meeting the demands of their role (Logan et al., 2020). Therefore, examining how perceived organisational support may increase early childhood teachers' well-being and potentially decrease the impact of emotional labour is of importance.

### ***Perceived Organisational Support, Well-being, and Emotional Labour***

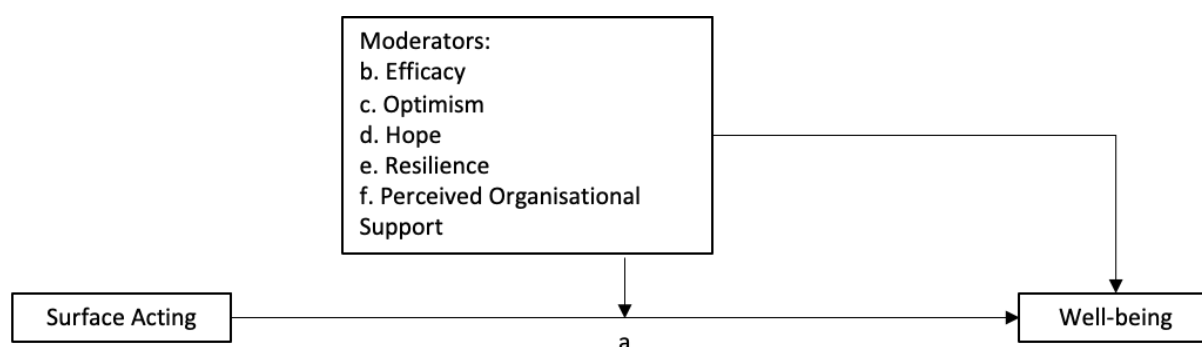
Perceived organisational support is a significant predictor of well-being (Roemer & Harris, 2018), relating positively to job satisfaction and negatively to job stress, burnout, and emotional exhaustion (Kurtessis et al., 2017; Chou et al., 2012). It has been linked to

decreased levels of COVID-19 related anxiety in nurses (Labrague & De los Santos, 2020) and the social support of supervisors and colleagues, a key component of perceived organisational support, has been found to promote the mental health of early childhood teachers in Australia (Corr et al., 2015).

Furthermore, perceived organisational support has been shown to mitigate the negative consequences of emotional labour for employees working in retail service firms, with those who experience higher perceived organisational support displaying increased levels of job satisfaction and performance, even when subjected to emotional labour demands (Duke et al., 2009). Similar findings are shown for nurses who were more capable of adaptively modifying their inner feelings when they felt a higher sense of perceived organisational support, with those who felt a lower sense of perceived organisational support choosing less effortful ways to perform emotional labour (Chou et al., 2012). Based on these findings, we propose that perceived organisational support will positively predict early childhood teachers' well-being and moderate the relationship between emotional labour and well-being, with higher perceived organisational support buffering the negative effect of emotional labour on well-being.

### *The Present Study*

In brief, we hypothesise that surface acting and deep acting will be negatively related to early childhood teachers' well-being. Further, we hypothesise that PsyCap and perceived organisational support will predict greater well-being and moderate the relationship between emotional labour and well-being, such that greater PsyCap and greater perceived organisational support will weaken the negative effect of emotional labour on well-being.



*Figure 1.* Hypothesised model for surface acting

Two hypothesised models are presented, the first for surface acting (Fig. 1) and the second for deep acting (Fig. 2). First, these models propose that surface acting and deep acting will negatively predict early childhood teachers' well-being (a). They then propose that efficacy (b), optimism (c), hope (d), and resilience (e), as well as perceived

organisational support (f), will predict well-being and moderate the relationship between emotional labour (surface acting and deep acting) and well-being. That is, we expect that high levels of PsyCap and perceived organisational support will weaken the negative relationship between emotional labour (surface acting and deep acting) and well-being.

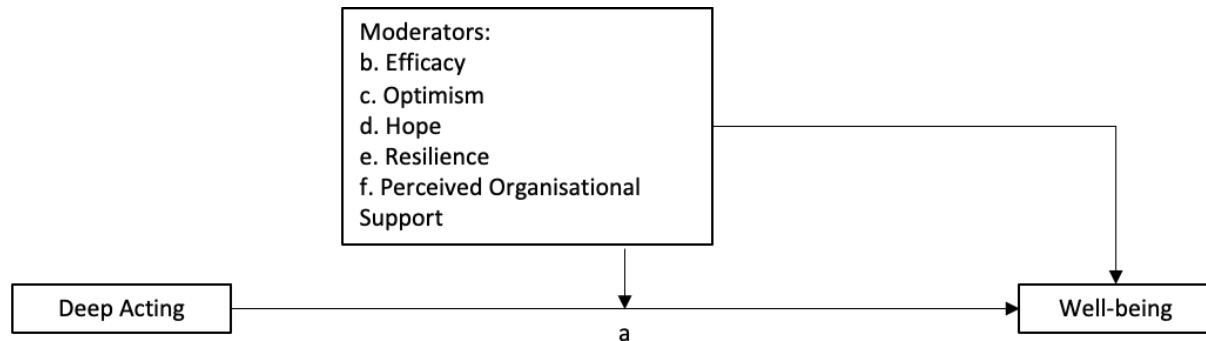


Figure 2. Hypothesised model for deep acting

## Method

The present study applied a non-experimental, cross-sectional design utilising an online survey to collect quantitative data. Data was collected from April – July 2022.

### *Participants*

Participants were early childhood teachers who were currently working in New Zealand, with 576 responses altogether and 320 remaining after cleaning the data (described below). This met the requirements for the minimum sample size ( $n = 153$ ) to achieve 95% statistical power to detect a medium effect size for a moderated regression model with five predictor variables calculated by G\*Power (Faul et al., 2009). Participation in this study was entirely voluntary, and participants did not receive any compensatory reward.

Participants comprised of 313 (97.8%) females, 5 (1.6%) males, and 2 (0.6%) unidentified. Age groups of participants included 18.8% aged 20-29 years, 27.8% aged 30-39, 30.6% aged 40-49, 17.2% aged 50-59, 4.4% over the age of 60, and 1.3% did not provide their age. The majority of participants were New Zealand European (71.3%), with the rest of the sample including Māori (4.7%), New Zealand European/Māori (10.6%), Pasifika (1.9%), Asian (2.8%), and other (8.8%).

Teaching demographics' composition included teachers' weekly working hours ranging from 5-50, with the majority of participants working between 31-40 hours (69.4%), followed by 14.7% working 21-30 hours, 11.9% working 41-50 hours, and 3.4% working 5-20 hours. Most teachers had been employed in the early childhood sector for 1-10 years (41.6%), followed by 11-20 years (36.3%), 21-30 years (15.6%), and 31-50 years (2.2%). Group sizes (number of children per room) ranged from 3-75 children, with 8.8% between 3-

10, 26.3% between 11-20, 31.9% between 21-30, 22.5% between 31-40, and 7.5% between 41-75. Ratios included 1 teacher to 2 children (i.e., 1-2: .6%), alongside 1-3 (5.3%), 1-4 (15.9%), 1-5 (13.4%), 1-6 (9.7%), 1-7 (9.1%), 1-8 (15%), 1-9 (2.8%), and 1-10 (27.8%). Lastly, children's age groups were collated into categories of infants (0-2 years: 26.3%), toddlers (2-4 years: 13.4%), preschool (4-6 years: 16.3%), and mixed age (0-6 years: 44.1%).

### ***Procedure***

After obtaining ethics approval for this study (see Appendix A), participants were recruited through social media advertisements on Facebook pages that were specifically created for early childhood teachers in New Zealand using a flyer (see Appendix B). The flyer gave participants access to the online questionnaire through an anonymous link generated by Qualtrics. To be eligible, participants needed to be currently working as an early childhood teacher in New Zealand.

The questionnaire first provided participants with a brief introduction to the study, informing them that the research was investigating the role of emotional labour in well-being for early childhood teachers and would take approximately 20-25 minutes to complete. Participants were also given information about how to contact the researchers and informed about confidentiality and their right to withdraw from the study at any time. Once participants had consented (see Appendix C) they were able to continue with the study.

The survey then asked participants "are you currently working as an early childhood educator in New Zealand" and were screened out if they responded "no". It then collected information regarding how many years the participants had worked in the early childhood sector, the age group of the children they were working with, the group size of their current room, the teacher-child ratio for their current room, and how many hours they worked per week. Participants then completed a series of measures presented randomly in two blocks, with an attention check built in halfway. Upon completion, participants were debriefed on what the study was examining and again provided with the researchers' contact details.

### ***Measures***

Participants' emotional labour was measured using the Emotional Labour scale (Brotheridge & Lee, 2003), a 15-item self-report questionnaire consisting of six subscales, one of which was excluded (Duration). The remaining five subscales were collected for part of a larger study, with two utilised for the current study, Surface Acting ( $\alpha = .79$ ) and Deep Acting ( $\alpha = .83$ ). Example items include "*Pretend to have emotions that I don't really have*" (Surface Acting), and "*Try to actually experience the emotions that I must show*" (Deep

Acting). Responses to each item were recorded on a 5-point Likert scale ranging from 1 = none of the time to 5 = always.

Well-being was measured using the Short Warwick-Edinburgh Mental Well-being scale (SWEMWBS: Stewart-Brown et al., 2009), a unidimensional 7-item self-report questionnaire with good reliability ( $\alpha = .84$ : Ng Fat et al., 2017). Participants responded to items such as “*I’ve been feeling optimistic about the future*” via a 5-point Likert scale ranging from 1 = none of the time to 5 = all of the time. Raw scores were summed and converted to metric scores using the SWEMWBS conversion table.

PsyCap was measured using the Psychological Capital Questionnaire (PCQ-24, Luthens et al., 2007). A 24-item self-report questionnaire that consists of four subscales measuring hope ( $\alpha = .81$ ), efficacy ( $\alpha = .83$ ), resilience ( $\alpha = .69$ ), and optimism ( $\alpha = .67$ : Görgens-Ekermans & Herbert, 2013). Example items include “*If I should find myself in a jam at work, I could think of many ways to get out of it*” (hope), “*I feel confident analysing a long-term problem to find a solution*” (efficacy), “*When I have a setback at work, I have trouble recovering from it, moving on*” (resilience), and “*When things are uncertain for me during my work, I usually expect the best*” (optimism). Responses were recorded on a 6-point Likert scale ranging from 1 = strongly disagree to 6 = strongly agree. Three negatively worded items (13, 20, 23) were reverse coded for analysis.

Perceived organisational support was measured using the unidimensional and reliable ( $\alpha = .91$ : Shen et al., 2014) shortened versioned of Perceived Organisational Support (Eisenberger et al., 1986). Participants responded to items such as “*The organisation really cares about my well-being*” on a 7-point Likert scale ranging from 0 = strongly disagree to 6 = strongly agree. Four negatively worded items (2, 3, 5, 7) were reverse coded for analysis.

### **Analysis**

Pearson Correlations and Structural Equation Modeling (SEM) was used to analyse the data. SEM is of benefit when wanting to specify systems of relationships between multiple independent and dependent variables (Ullman & Bentler, 2013). Given the number of variables and relationships proposed in the current study, SEM provides a robust approach to analysing all these relationships concurrently to test the hypothesised models.

Data was cleaned and descriptive statistics were performed using IBM SPSS (version 28). Participants were first removed if they had a faster response time than 50% of the median time (Greszki et al., 2014), more than 5% missing data (Schafer, 1999), or failed the attention check. Mahalanobis distance was then calculated to remove multivariate outliers, using a conservative cut off value of  $p < .001$  (Tabachnick & Fidell, 2007). Skewness and

kurtosis values were also examined and did not exceed the recommended conservative range of + or – 1 (Muthén & Kaplan, 1985) and a residuals check indicated no trend lines.

JASP 0.16.3 (Intel) was then used to calculate Pearson correlation coefficients and conduct SEM, utilising confirmatory factor analysis and path analysis to investigate the relationships between emotional labour, well-being, PsyCap, and perceived organisational support as specified in fig 1 and 2. Regression coefficients were calculated for surface acting, deep acting, PsyCap, and perceived organisational support, predicting well-being, with PsyCap and perceived organisational support examined as moderating variables. Control variables were included in all models (participants' time in the early childhood sector, hours worked per week, and the group sizes and ratios of their current room).

The data collected for age groups of children that participants worked with was not suitable for inclusion in SEM as it consisted of overlapping categories. We therefore conducted exploratory analysis on the effects of age groups on well-being, surface acting, deep acting, and perceived organisational support separately. This has been included in Appendix D for the sake of completeness.

## Results

In this section, descriptive statistics and Pearson correlations are examined before the structural equation model for surface acting and deep acting are reported.

### *Descriptive Statistics and Pearson Correlations*

Reliability analysis was conducted for the well-being, surface acting, deep acting, perceived organisational support, efficacy, hope, resilience, and optimism scales (see Table 1). Cronbach's alphas showed all scales to display acceptable to excellent reliability ( $\alpha$  ranging from .72 - .94).

Pearson correlations displayed in Table 1 show that the hypothesis that surface acting would display a negative relationship with well-being was confirmed ( $r = -.54, p < .01$ ) but the hypothesis that deep acting would also display a negative relationship with well-being was unsupported ( $r = .11, p < .05$ ). Additionally, the hypotheses that the four PsyCap constructs and perceived organisational support would display positive relationships with well-being were supported, with efficacy ( $r = .54, p < .01$ ), hope ( $r = .66, p < .01$ ), resilience ( $r = .55, p < .01$ ), and optimism ( $r = .67, p < .01$ ) all displaying strong positive correlations with well-being, and perceived organisational support displaying a moderate positive correlation with well-being ( $r = .48, p < .01$ ).

Furthermore, exploratory analysis of teachers' time in the early childhood sector had a small positive relationship with well-being ( $r = .16, p < .01$ ), perceived organisational

support ( $r = .13, p < .05$ ), efficacy ( $r = .22, p < .05$ ), hope ( $r = .15, p < .01$ ), resilience ( $r = .14, p < .05$ ), and optimism ( $r = .15, p < .01$ ). Teachers' time in the sector displayed a small negative relationship with surface acting ( $r = -.20, p < .01$ ) but an insignificant relationship with deep acting. The number of hours teachers worked per week displayed a small positive correlation with deep acting ( $r = .15, p < .01$ ) but an insignificant relationship with all other variables. Group size displayed no significant relationships with any of the variables, and ratios only displayed a small negative correlation with perceived organisational support ( $r = -.26, p < .01$ ).

Table 1.  
Descriptive statistics and Pearson correlation matrix

	Min.	Max.	<i>M</i>	SD	1	2	3	4	5	6	7	8
1. Well-being	12	35	21.8	3.46	(.83)							
2. Surface Acting	3	15	8.88	2.39	-.54*	(.80)						
3. Deep Acting	3	15	9.65	2.21	.11**	.02	(.72)					
4. Org Support	8	56	38.0	12.5	.48*	-.38*	.07	(.94)				
5. Efficacy	11	36	28.0	4.95	.54*	-.37*	.08	.32*	(.86)			
6. Hope	12	36	26.2	4.89	.66*	-.43*	.08	.40*	.73*	(.86)		
7. Resilience	8	36	26.5	4.85	.55*	-.33*	.06	.30*	.64*	.66*	(.80)	
8. Optimism	10	36	25.0	4.88	.67*	-.47*	.11	.53*	.58*	.69*	.65*	(.81)
9. Time in Sector	1	50	12.96	8.15	.16*	-.20*	.02	.13**	.22*	.15*	.14**	.15*
10. Hours per week	5	50	36.3	7.00	-.02	.02	.15*	.02	.06	.09	.06	.06
11. Group Size	3	75	26.2	12.0	.04	-.07	.00	-.11	-.01	<.001	.03	.02
12. Ratios	2	10	5.95	2.42	-.03	.03	.05	-.26*	-.06	-.02	.00	-.04

Notes. *M* = Mean; SD = Standard deviation. Cronbach's alpha is presented in parentheses

\* $p < .01$ ; \*\* $p < .05$

### ***Surface Acting SEM***

Factor loadings for the proposed surface acting model were all within an acceptable range (see Table E1, Appendix E) with items loading on their expected scales and indicating a good measurement model. We then went on to examine the test-of-exact fit for the model, which revealed a significant result ( $\chi^2(1113) = 2253.197, p = < 0.001$ ), indicating that the model may be a bad fit. However, chi-square is highly sensitive to large samples, therefore we obtained further fit indices. Hu and Bentler (1999) recommend a two-index presentation strategy with RMSEA (root mean square of approximation) under .06 and SRMR (standardised root mean square residual) under .09. Both the RMSEA (.057: 95% CI [.053, .060]) and SRMR (.056) met these cut off values. In addition, the GFI (goodness-of-fit index) reached the suggested value of .95 (GFI = .969). Overall, then, these model fit indices indicate excellent model fit.

Table 2.  
Regression coefficients for surface acting

Hypothesis	Relations	$\beta$	LL	UL
Control	Time in sector	<.001	-.006	.005
	Group size	.002	-.003	.007
	Ratios	.004	-.021	.028
	Hours per week	-.006	-.013	<.001
Regression	SA → WB	-.173*	-.265	-.082
	Efficacy → WB	-.011	-.199	.176
	Hope → WB	.330**	.078	.582
	Resilience → WB	.122	-.035	.280
	Optimism → WB	.150	-.018	.319
	POS → WB	.052***	.006	.098
Moderation	SA x Efficacy → WB	.007	<.001	.015
	SA x Hope → WB	<.001	-.007	.007
	SA x Resilience → WB	-.003	-.009	.002
	SA x Optimism → WB	-.007***	-.013	<.001
	SA x POS → WB	.001	<.001	.003

Notes. \* $p < .001$ ; \*\* $p < .01$ ; \*\*\* $p < .05$ ; SA = Surface Acting; WB = Well-being; POS = Perceived Organisational Support

The surface acting model results are displayed in Table 2. The control variables, teachers' time in the early childhood sector, hours per week, group sizes, and ratios, were all found to be insignificant in this model. The results confirmed the hypothesis that surface acting would negatively predict early childhood teachers' well-being ( $\beta = -.173, p < .001$ ). The hypotheses that efficacy, resilience, and optimism would significantly predict well-being were disconfirmed, however, hope ( $\beta = .330, p < .01$ ) and perceived organisational support ( $\beta = .052, p < .05$ ) were both found to significantly predict well-being. The hypotheses that efficacy, hope, resilience, and perceived organisational support would moderate the relationship between surface acting and well-being were disconfirmed, displaying insignificant relationships for each. Optimism, however, did moderate the relationship between surface acting and well-being, with optimism weakening the negative relationship between surface acting and well-being ( $\beta = -.007, p < .05$ ), thereby confirming the hypothesis that high optimism would decrease the relationship between surface acting and early childhood teachers' well-being.

### ***Deep Acting SEM***

Factor loadings for the proposed deep acting model were all within an acceptable range (see Table E1, Appendix E) with items loading as expected on the respective scales, again indicating a good measurement model. We then went on to examine the test-of-exact fit

for the model, which revealed a significant chi-square again ( $\chi^2(1113) = 2247.605, p < 0.001$ ). Therefore, the two-index presentation strategy was inspected and the RMSEA and SRMR were found to again meet the suggested cut off values (Hu and Bentler, 1999) with the RMSEA at .056, 95% CI [.053, .060] and the SRMR at .055. The GFI also reached the recommended value of .95 (GFI = .955), indicating excellent model fit.

Table 3.

## Regression coefficients for deep acting

Hypothesis	Relations	$\beta$	LL	UL
Control	Time in sector	<.001	-.006	.009
	Group size	.004	<-.001	.009
	Ratios	-.002	-.028	.024
	Hours per week	-.007**	-.014	<-.001
Regression	DA → WB	.044	-.064	.152
	Efficacy → WB	.032	-.139	.203
	Hope → WB	.395*	.133	.656
	Resilience → WB	.126	-.036	.287
	Optimism → WB	.156	-.023	.334
	POS → WB	.067*	.019	.115
	DA x Efficacy → WB	-.005	-.013	.002
Moderation	DA x Hope → WB	<.001	-.008	.009
	DA x Resilience → WB	.004	-.003	.012
	DA x Optimism → WB	-.003	-.004	.011
	DA x POS → WB	-.002	-.004	<.001

Notes. \* $p < .01$ ; \*\* $p < .05$ ; DA = Deep Acting; WB = Well-being; POS = Perceived Organisational Support

Results for the deep acting model are displayed in Table 2. The control variables time in sector, group sizes, and ratios were all found to be insignificant in this model. Teachers' hours per week, however, was found to be a significant control variable, predicting a small negative relationship ( $\beta = -.007, p < .05$ ). Results disconfirmed the hypothesis that deep acting would negatively predict early childhood teachers' well-being, with deep acting displaying an insignificant relationship with well-being. Efficacy, resilience, and optimism were also found to be insignificant predictors in this model. However, hope ( $\beta = .395, p < .01$ ) and perceived organisational support ( $\beta = .067, p < .01$ ) were both found to significantly and positively predict well-being. Lastly, the hypotheses that efficacy, hope, resilience, optimism, and perceived organisational support would moderate the relationship between deep acting and well-being were disconfirmed, with each displaying insignificant relationships within the model.

## **Discussion**

Early childhood teachers play a fundamental role in the cognitive, social, and emotional development of children enrolled in early childhood services, yet it is well known that teachers often face stressful, challenging conditions that impact their well-being (Irvine et al., 2016). For this reason, the current study sought to explore the impact that emotional labour may have on early childhood teachers' well-being and examine resources that may mitigate any negative consequences of emotional labour.

Based on previous literature and the nature of early childhood teachers' work, we hypothesised that both surface acting and deep acting would be negatively associated with early childhood teachers' well-being. It was also hypothesised that PsyCap and perceived organisational support would be positively associated with well-being and that each would moderate the relationship between surface acting and deep acting with well-being, with greater PsyCap and greater perceived organisational support weakening the negative effect of emotional labour on well-being. In the following sections, the findings are discussed before examining the implications, limitations, and directions for future research.

### ***Emotional Labour and Well-being***

In line with our hypothesis, surface acting had a negative relationship with early childhood teachers' well-being. These results indicate that when early childhood teachers engage in surface acting as an emotional labour strategy, they are at risk of experiencing a decrease in their well-being. This is consistent with previous research that found surface acting to negatively impact well-being in a range of organisational settings (Pisaniello et al., 2012; Hülshager et al., 2010; Burić et al., 2021) and relate to a number of adverse outcomes, such as emotional dissonance, emotional exhaustion, and psychological strain (Van Dijk & Brown, 2006; Chou et al., 2012; Hülshager & Schewe, 2011).

Contrary to our hypotheses, however, we found that deep acting had a positive correlation with early childhood teachers' well-being but was an insignificant predictor within the structural equation model. Research relating to deep acting often exhibits conflicting findings, with positive, negative, and insignificant results occurring. One potential explanation for this is that deep acting may possess both positive and negative features. For example, deep acting could enable one to feel a sense of authenticity and congruence between their inner thoughts and feelings and their outward emotional expressions (Bhowmick & Mulla, 2016; Hülshager et al., 2010) while still requiring a significant amount of regulation to employ, therefore depleting mental resources (Baumeister et al., 1998). This may explain why the present study was able to establish a significant correlational relationship but was

rendered insignificant within the structural equation model, where measurement error and the effect of other variables is accounted for (Curran, 2003).

For both the surface acting and deep acting well-being models, the only control variable found to be significant was the hours early childhood teachers worked per week. This indicates that as the number of hours early childhood teachers worked per week increased, the lower their well-being was. Therefore, extending the hours early childhood teachers are required to work may be an unsuitable means of increasing the efficiency of work and other avenues should be explored to protect their well-being. The remaining control variables of time spent in the sector, group sizes of children, and teacher-child ratios were all found to be insignificant.

### ***Psychological Capital, Well-being, and Emotional Labour***

All PsyCap constructs displayed positive correlations with well-being but the hypothesis that each would positively predict early childhood teachers' well-being and moderate the relationship between emotional labour and well-being was only partially supported. Firstly, hope was found to be a significant positive predictor for early childhood teachers' well-being in both the surface acting and deep acting structural equation models, although it did not become a significant moderator for either. Optimism was found to be an insignificant predictor for well-being in each of the structural equation models but did become a significant moderator for surface acting and well-being, reducing the negative impact surface acting has on early childhood teachers' well-being. Lastly, both efficacy and resilience were found to be insignificant predictors of well-being and insignificant moderators for both surface acting and deep acting within the structural equation models. We now turn to discuss these findings.

First, hope is a key resource to increase early childhood teachers' well-being, but it may not reduce the negative impact of surface acting on well-being. Hope is theorised to contribute to well-being by increasing an individual's perceived ability to reach their goals (Murphy, 2023) and is associated with greater perceived emotional control (Gallagher et al., 2021). Therefore, hope may contribute to early childhood teachers' well-being by increasing their perceived capability of meeting their goals, specifically surface acting as required by the organisation, leading to increased emotional control.

The findings also show that optimism is a valuable resource, buffering the negative relationship between surface acting and early childhood teachers' well-being. Optimism encompasses an individual's ability to attribute setbacks and failure to be external and temporary (Luthens et al., 2015; Seligman, 2002) and has been considered to protect

individuals against the perception that things will never get better (Bryan et al., 2013). Perhaps then, optimism mitigates the negative impact of surface acting on well-being because early childhood teachers perceive the stress as impermanent and continue to envision and predict a happy and positive future.

Furthermore, the findings demonstrate that while efficacy and resilience have a positive correlation with well-being, they do not appear to positively contribute to early childhood teachers' well-being when emotional labour is accounted for and do not buffer the negative impact of surface acting on well-being. One potential explanation for this finding is that, in comparison to hope and optimism, resilience and efficacy are not future focused. If we refer to the descriptions of the PsyCap variables, resilience is described as the ability to bounce back *after* adversity and efficacy is described as one's ability to succeed *during* challenging tasks (Luthens et al., 2015). In comparison, hope is described as a redirection that activates positive feelings regarding *future* goals and optimism is described as an individual's ability to make positive attributions to their present and *future* success (Luthens et al., 2015; Snyder, 2002). Therefore, the temporal focus of these variables, in comparison with hope and optimism, may not be enough to positively influence early childhood teachers' well-being when emotional labour is present. Supporting this argument is Shipp and Aeon (2019) who claim that future focused thinking is the most favourable for life and work outcomes.

In addition, Pugh et al. (2010) found that when employees reported low levels of self-efficacy for surface acting and placed high importance in acting authentically, they experienced higher levels of emotional exhaustion. Therefore, while self-efficacy in general displays a positive correlation with well-being, in the context of emotional labour and teachers' perceived abilities or desire to feign their emotions as part of their role, this relationship may then become insignificant. This suggests that the inauthentic expression of emotions may diminish the positive contributions efficacy has on well-being.

### ***Perceived Organisation Support, Well-being, and Emotional Labour***

In line with our hypotheses, perceived organisational support positively predicted early childhood teachers' well-being in both the surface acting and deep acting structural equation models. However, contrary to our hypotheses, perceived organisational support did not moderate the relationship between surface acting or deep acting and well-being. This indicates that while perceived organisational support is an important contributor to the well-being of early childhood teachers, it does not play a role in protecting well-being in the presence of emotional labour.

Fu (2015) found that when early childhood teachers more frequently followed the rules of emotional expression required for their role, they would place a lower value on their job. Additionally, Chou et al. (2012) found that nurses who felt a lower sense of perceived organisational support would choose less effortful ways to perform emotional labour. Taken together, these studies suggest that teachers engaged in surface acting may be less inclined to attribute their work as sustainable and valuable, perceive their efforts as fairly rewarded, or their well-being as cared for. Therefore, while perceived organisational support may have a positive influence on early childhood teachers' well-being, engaging in increased amounts of emotional expression may lower their sense of support, hindering the ability for perceived organisational support to alleviate the negative impact surface acting has on well-being.

### ***Theoretical Implications***

The present study is the first known research to quantitatively investigate early childhood teachers' well-being in a New Zealand context. This is important as New Zealand early childhood teachers, and those who advocate for them, have been highlighting the need to support teacher well-being for a long time. For example, Bates, an early childhood teacher and researcher, argued back in 2018 that early childhood teachers were at increased risk of poor psychological health because of the nature of their work. Despite this, our understanding of what has been influencing New Zealand early childhood teachers' well-being has not been properly analysed. Our study provides theoretical insight into one element of early childhood teachers' work that is impacting their well-being, namely emotional labour, contributing to the picture introduced in Jena-Crottet's (2017) qualitative study. Jena-Crottet's participants communicated that they often felt tired and overworked but were still required to maintain a positive demeanour (2017). These results, taken in conjunction with our findings, provide a potential interpretation for why early childhood teachers experience reduced well-being. It is possible that early childhood teachers do not feel that their working conditions are satisfactory and being subjected to overwhelming situations leads them to feel inauthentic when they are expected to communicate positively and cheerfully with children and parents, despite not feeling this way internally.

Furthermore, the present study goes a step further, contributing to our understanding of factors that may increase early childhood teachers' well-being and mitigate the negative impact of emotional labour. Although PsyCap can be studied as a higher-order construct and has been shown to have a positive impact on well-being (Rabanu et al., 2017), the present study highlights the importance of recognising the individual effects that its constituent elements have. For example, some resources, such as hope and optimism, may be more

important than others depending on the context in which they are being studied. Based on our results, we can expect that hope will increase early childhood teachers' well-being and that optimism will help to ameliorate the adverse impacts of surface acting on well-being. Efficacy and resilience, however, are less likely to contribute to increased well-being (as above). This lends further understanding of PsyCap within organisational settings, indicating that future-oriented resources may be more important to well-being than those that require an individual to cope with or bounce back from challenging circumstances.

Our findings also demonstrate that early childhood teachers who have higher levels of perceived organisational support are more likely to experience a higher level of well-being, but that perceived organisational support is not sufficient to mitigate the negative impact of surface acting on well-being. Looking at the job demands-resources theory, which demonstrates that adequate organisational resources can mitigate the negative impacts of job demands (Bakker & Demerouti, 2014), our findings suggest that surface acting is too greater of a job demand to be offset by perceived organisational support alone. This adds further evidence to the job demands-resources theory and highlights the relevancy of organisations considering the balance of resources and demands for employees. Finding the right balance of resources to offset job demands is of particular importance given that low resources result in increased strain which then consequently leads to the experience of additional demands over time (Demerouti et al., 2004).

### ***Practical Implications***

Our study also presents noteworthy implications regarding future avenues to support early childhood teachers' well-being. Firstly, the benefits of hope and optimism suggest that early childhood organisations and training intuitions should attempt to increase teachers' levels of these PsyCap resources. Thereby, preparing new entrance teachers to better cope with the reality of the sector as they transition to the workforce and enhancing current teachers' well-being levels. Luthens et al. (2008) have previously developed a two-hour online intervention that helps employees to increase their overall PsyCap levels. Such an intervention may be worthwhile exploring within the early childhood context. However, managers still have a responsibility to make productive changes within the workplace. It is not as simple as requiring employees to engage in training initiatives, sustainable changes are required at an organisational level. This is particularly relevant given the findings by Yin et al. (2018) who identified that surface acting users with higher PsyCap were at greater risk of experiencing increased emotional exhaustion. This highlights that putting all the pressure on individuals may backfire, leading to increased emotional exhaustion rather than increased

well-being, and emphasises the importance of finding additional avenues to protect early childhood teachers' well-being. One approach could be for organisations to reduce the requirement for feigned emotional expressions (surface acting) and allow more authentic expressions of emotions, thereby potentially lessening the risk of emotional exhaustion.

The finding that as hours per week increased, early childhood teachers' well-being decreased, provides another potential avenue of change that could be explored. Previous research has found that an effective work-life balance increases employees' performance at work (Bataineh, 2019). Therefore, reducing early childhood teachers' hours spent at work but maintaining their remuneration could prove valuable in protecting their well-being and retaining employees whilst increasing work performance.

Moreover, perceived organisational support is also an important contributor to early childhood teachers' well-being and despite it not moderating the relationship between emotional labour and well-being, should not be overlooked. Research has shown that organisations who encourage a climate of authenticity can mitigate the strain of surface acting by promoting a break from self-regulation and replenishing resources (Grandey et al., 2012). Therefore, early childhood managers could contribute to increased levels of perceived organisational support by supporting teachers to be more authentic in their emotional expressions. Employees' sense of support can also be increased through organisations demonstrating they care about their employees' well-being, satisfaction at work, contributions, efforts, and accomplishments, alongside acknowledging and taking employee concerns seriously (Eisenberger et al., 1986).

### ***Limitations and Future Research***

The limitations of our study are first those that are related to our data collection methods. For example, the restrictions of self-report measures, namely common method bias (Podsakoff et al., 2003), may mean participants responded to our survey based on their mood or through providing socially desirable answers. Our data collection was also cross-sectional, meaning that we only collected data at one time point and that our results cannot be generalised to represent long-term effects of emotional labour on well-being. Future research should investigate early childhood teachers' well-being utilising longitudinal research methods or an experimental design to remove method bias and strengthen the preliminary results of our study.

Secondly, there are various other conceptual and environmental factors that were not accounted for in our study. While it is unrealistic to include every relevant variable, it should be noted that other aspects of early childhood teachers' work may negatively influence their

well-being. For example, Bates (2018) describes that early childhood teachers are exposed to a higher range of illnesses and diseases, heavy and repetitive lifting, excessive noise, bullying, and poor regulations. Future research should consider such environmental factors and how they relate to teacher well-being and turnover intention. Authenticity within the workplace is another potential avenue to explore, considering previous research has found that authenticity can lighten the strain of surface acting within other employment settings (Grandey et al., 2012; Pugh et al., 2010).

### ***Conclusion***

The results of the present study make an important contribution to our understanding of the relationship between emotional labour and well-being. They establish the first known research regarding early childhood teachers' well-being in a New Zealand context, alongside exploring avenues that could mitigate adverse consequences of surface acting. It is our hope that future research continues to investigate the multitude of factors that contribute to teacher well-being, particularly given the influence it has on quality care and education for children. Future research should consider attempting to replicate our findings through longitudinal methods and could investigate the efficacy of PsyCap training and organisational changes in regard to increasing early childhood teacher well-being.

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## Appendix A Ethics Approval

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THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

Dr Anna Sutton

Te Kura Whatu Oho Mauri School of Psychology

12 April 2022

Dear Anna

**Re: FS2022-01: Refinement of the Self-Awareness Outcomes Questionnaire**

Thank you for submitting an amendment of your application to the ALPSS Human Research Ethics Committee. We have reviewed the final electronic version of your amendment and the Committee is now pleased to offer formal approval for your research activities as detailed therein.

We encourage you to contact the committee should issues arise during your data collection, or should you wish to add further research activities or make changes to your project as it unfolds. We wish you all the best with your research. Thank-you for engaging with the process of Ethical Review.

Kind regards

A handwritten signature in black ink, appearing to be 'Oleg Medvedev'.

Dr Oleg Medvedev, Convenor  
*Division of Arts, Law, Psychology & Social Sciences Human Research Ethics*

## Appendix B Research Flyer



# Early childhood teachers needed for online survey

If you're currently working as an early childhood teacher, we invite you to take part in a study investigating the role of emotional labour in well-being

### What does the study involve?

The study is an **online survey** where you will answer a series of questionnaires that ask you about your typical thoughts, behaviours, and your well-being  
The total time for completion is approximately 20-25 minutes

### Confidentiality

All data in this study will be anonymised, no personal information can be linked between yourself and the data that has been given

**Interested?** Click the following link to be redirected to the survey:

[https://waikato.qualtrics.com/jfe/form/SV\\_6LiiZ9ay54Khyey](https://waikato.qualtrics.com/jfe/form/SV_6LiiZ9ay54Khyey)



This study is being supervised by Dr Anna Sutton from the School of Psychology, University of Waikato, and carried out by Samantha Carey as a Masters project. This research has been approved by the Human Research Ethics Committee of the Division of Arts, Law, Psychology, and Social Sciences at the University of Waikato as FS2022-01. Any questions or concerns about the ethical conduct of this research may be sent to the Secretary of the Committee, email [aloss-ethics@waikato.ac.nz](mailto:aloss-ethics@waikato.ac.nz)

## Appendix C

### Consent Information

#### Emotional labour and well-being

You have been invited to participate in this research study investigating the role of emotional labour in well-being. We want to find out how emotional labour occurs in early childhood teacher's roles. This will help us to identify potential impacts of emotional labour and what resources might be beneficial in navigating challenging times.

This research project is being supervised by Dr Anna Sutton, Senior Lecturer in Psychology at the University of Waikato, New Zealand and carried out by graduate student Samantha Carey under her supervision. The findings will be published in a Masters thesis and peer-reviewed journals.

#### Participants role

You will be asked to complete a series of questionnaires asking you about your typical thoughts and behaviours, as well as your well-being. The total time for completing is estimated to be 20-25 minutes.

This is not a test, so there are no right or wrong answers and there are no risks involved in taking part in this research. Please be as honest as you can.

#### Confidentially and participants rights

All data will be anonymised meaning no personal information can be linked between yourself and the data that has been given. You can withdraw from the study at any time and without giving a reason by simply closing your browser window. Once you have completed the questionnaire you will be unable to withdraw your data as it is anonymised and cannot be connected to your identity.

#### Storage of data

Data will be stored for a minimum of 5 years after completion of this research project. The data will be stored securely by Dr Anna Sutton. Only the research investigators of this project will have access to this data. Data will not be attached to any participant's identities.

#### Funding

This project has no funding and is contributing to the completion of a master's thesis.

#### For further information

If you have any questions related to the research project, please email one of the researchers: Samantha Carey ([sec17@students.waikato.ac.nz](mailto:sec17@students.waikato.ac.nz)) or supervisor Dr. Anna Sutton ([anna.sutton@waikato.ac.nz](mailto:anna.sutton@waikato.ac.nz)).

#### Ethics approval

This research project has been approved by the Human Research Ethics Committee of the Division of Arts, Law, Psychology and Social Sciences. Any questions about the ethical conduct of this research may be sent to the Secretary of the Committee, email: [alpss-ethics@waikato.ac.nz](mailto:alpss-ethics@waikato.ac.nz), postal address: Division of Arts, Law, Psychology and Social Sciences, University of Waikato, Te Whare Wananga o Waikato, Private Bag 3105, Hamilton 3240. Ethics Approval Code: FS2022-01.

#### Consent

By proceeding with the online survey, you are agreeing that:

- (1) you have read and understood this information
- (2) questions about your participation in this study have been answered satisfactorily
- (3) you are aware of the potential risks
- (4) you are taking part in this research study voluntarily
- (5) anonymised data may be shared in public research repositories.

I agree

## Appendix D Exploratory ANOVA

Because the age group categories overlapped, we were unable to include them in the SEM. Instead, to test for the effect of age groups on teachers' well-being, surface acting, deep acting, and perceived organisational support, four separate one-way-ANOVAs were conducted. There were no statistically significant differences between group means as determined by one-way ANOVA for well-being ( $F(3,312) = 2.225, p = .085$ ), surface acting ( $F(3,316) = 2.342, p = .073$ ), and deep acting ( $F(3,316) = 0.848, p = .469$ ).

Significant differences were found among the age groups for perceived organisational support, however,  $F(3,316) = 7.515, p < .001$ . Therefore, after test assumptions were checked and Levene's test was found to be non-significant ( $p = .660$ ), a post-hoc Bonferroni test was examined. The test revealed significant difference between the age groups mixed age and preschool ( $p = .002$ ) and mixed age and toddlers ( $p < .001$ ). Mixed age ( $M = 40.95, CI 95\% [38.96, 42.94]$ ) was displayed to be significantly higher than preschool ( $M = 33.79, CI 95\% [30.17, 37.41]$ ), and significantly higher than toddlers ( $M = 32.77, CI 95\% [28.84, 36.70]$ ).

## Appendix E

### Factor Loadings

**Table E1.**  
Factor loadings for surface acting (SA) and deep acting (DA).

Dimensions	SA Model 1	DA Model 2
	$\Lambda$	$\Lambda$
<i>Well-being</i>		
I've been feeling optimistic about the future	1.000	1.000
I've been feeling useful	0.995	0.974
I've been feeling relaxed	1.051	1.024
I've been dealing with problems well	0.902	0.894
I've been thinking clearly	1.016	1.020
I've been feeling close to other people	0.834	0.836
I've been able to make up my own mind about things	0.990	0.991
<i>Surface Acting</i>		
Hide my true feelings about a situation	1.000	
Resist expressing my true feelings	0.977	
Pretend to have emotions that I don't really have	0.828	
<i>Deep Acting</i>		
Make an effort to actually feel the emotions that I need to display to others		1.000
Really try to feel the emotions I have to show as part of my job		1.217
Try to actually experience the emotions that I must show		1.065
<i>Perceived Organisational Support</i>		
The organisation values my contribution to its well-being	1.000	1.000
The organisation fails to appreciate any extra effort from me	1.056	1.053
The organisation would ignore any complaint from me	0.992	0.989
The organisation really cares about my well-being	1.049	1.046
Even if I did the best job possible, the organisation would fail to notice	1.283	1.281
The organisation cares about my general satisfaction at work	1.062	1.058
The organisation shows very little concern for me	1.174	1.174
The organisation takes pride in my accomplishments at work	1.075	1.075
<i>Efficacy</i>		
I feel confident analysing a long-term problem to find a solution	1.000	1.000
I feel confident in representing my work area in meetings with management	1.308	1.315
I feel confident contributing to discussions about the organisation's strategy	1.429	1.440
I feel confident helping to set targets/goals in my work areas	1.090	1.097
I feel confident contacting people outside the organization (e.g., suppliers, customers) to discuss problems	1.260	1.264
I feel confident presenting information to a group of colleagues	1.032	1.025
<i>Hope</i>		
If I should myself in a jam at work, I could think of many ways to get out of it	1.000	1.000
At the present time, I am energetically pursuing my work goals	1.712	1.706
There are lots of ways around any problem	0.949	0.950
Right now I see myself as being pretty successful at work	1.467	1.454
I can thinking of many ways to reach my current work goals	1.254	1.242
At this time, I am meeting the work goals that I have set for myself	1.390	1.377
<i>Resilience</i>		
When I have a setback at work, I have trouble recovering from it, moving on	1.000	1.000
I usually manage difficulties one way or another at work	0.773	0.771
I can be "on my own," so to speak, at work if I have to	0.844	0.828
I usually take stressful things at work in stride	1.405	1.401
I can get through difficult times at work because I've experienced difficulty before	1.250	1.252
I feel I can handle many things at a time at this job	1.280	1.271
<i>Optimism</i>		
When things are uncertain for me at work, I usually expect the best	1.000	1.000
If something can go wrong for me work-wise, it will	0.553	0.544
I always look on the bright side of things regarding my job	1.098	1.088
I'm optimistic about what will happen to me in the future as it pertains to work	1.093	1.079
In this job, things never work out the way I want them to	0.812	0.781
I approach this job as if "every cloud has a silver lining"	0.959	0.953

Notes: All loadings with  $p < .001$