The Influence of Emotional Work on Employee Well-Being: Mediating Effect of Perceived Organizational Support

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ABSTRACT

Every individual aspires to lead a fulfilling life, and for many, well-being at work is a key component of that journey. Teachers, in particular, play a pivotal role in shaping creative and innovative citizens, and in Sri Lanka, they are instrumental in fostering the nation's intellectual and moral development. This study investigates the well-being of Sri Lankan teachers by examining the impact of emotional work, with a focus on the mediating role of perceived organizational support. Adopting a positivist, cross-sectional, and deductive approach, data were collected from 498 teachers in the Sabaragamuwa Province through both online and physical questionnaires. Using SPSS for analysis, the findings revealed that emotional work significantly enhances employee well-being and that perceived organizational support partially mediates this relationship. The study addresses a gap in the literature on emotional labor and teacher well-being, offering practical implications for HR practices, well-being programs, and crisis management strategies tailored to the emotional demands faced by educators.

1. Introduction

In today's fast-paced work environment, psychological working conditions have emerged as a major contributor to employee stress (Gulzar et al., 2020). Johnson et al. (2020) emphasize that organizations have a moral and strategic responsibility to safeguard their employees' mental health and overall well-being. Aligned with this growing concern, the United Nations' Sustainable Development Goals (SDGs) highlight the significance of "mental health and well-being" as a global priority. This issue continues to gain traction among policymakers and researchers worldwide (George et al., 2016; Gorgenyi-Hegyes et al., 2021). As a result, employee well-being has become a critical concern, influencing not only individual workers but also the performance of businesses and the health of communities.

A significant aspect that influences well-being in the workplace is the regulation and expression of emotions—commonly referred to as emotional labor or emotional work (Hochschild, 1983). Emotional labor involves managing personal feelings and expressions to

meet job-related expectations (Hochschild, 1983, 1993), while emotional work refers to the effort exerted in expressing emotions that are socially expected or professionally appropriate (Ogbonna & Harris, 2004). Teaching is one profession that demands substantial emotional work, as educators constantly interact with students from diverse backgrounds and emotional needs (Chang, 2009).

Closely related to emotional work is the concept of emotional intelligence. According to Tyng et al. (2017), emotional intelligence encompasses the ability to regulate one's emotions, influence the emotions of others, and maintain a sense of balance, motivation, and ethical conduct. Although emotional intelligence and emotional work share conceptual similarities, the former emphasizes internal emotional regulation, while the latter pertains to external emotional display. As Tyng et al. (2017) and Ogbonna and Harris (2004) suggest, the distinction lies in whether the emotional effort is directed inward or outward. Teaching is widely recognized as one of the most emotionally demanding professions, and it often leads to high levels of stress, anxiety, and burnout. These challenges negatively impact both the health of teachers and the academic performance of their students (Pagán-Castaño et al., 2021). For instance, Klusmann et al. (2021) found that students taught by emotionally fatigued teachers reported lower levels of emotional support and a less structured classroom environment. Emotional exhaustion in teaching has been well-documented (Chang, 2009; Eddy, 2020; Klusmann et al., 2021), with student misbehavior identified as a key source of emotional drain (Chang & Davis, 2009). Despite these challenges, many educators continue to find intrinsic satisfaction in their profession (Dussault & Deaudelin, 1999; Friedman & Farber, 1992; Fullan, 2001; Maslach, Schaufeli & Leiter, 2001). However, Chang (2009) underscores the need for further research on teacher emotions and burnout, particularly within localized or understudied contexts.

In Sri Lanka, limited research has addressed emotional labor and well-being among teachers (Azharudeen & Arulrajah, 2021; Fernandez-Chung & De Zoysa, 2022; Magleswarasharma, 2017; Thisera & Bandara, 2017). A pilot study by Thisera and Bandara (2017) revealed that 78% of academic staff felt emotionally drained. While 79% of Sri Lankan teachers chose the profession willingly, a notable 28% expressed a desire to leave, citing dissatisfaction (Magleswarasharma, 2017). Additionally, 45% of teachers indicated their preference for teaching due to perceived job benefits such as long holidays, shorter working hours, and job security. These statistics highlight that teacher well-being remains a concern and that emotional labor may be a contributing factor. Consequently, this study is motivated to explore how emotional labor affects teacher well-being in the Sri Lankan context.

Relevant international studies provide a foundation for this inquiry. Mehta and Sharma (2021), for instance, examined emotional labor among frontline aviation workers in India and recommended that future research investigate how organizational support influences the relationship between emotional labor and well-being. Similarly, Rahman, Björk, and Ravald (2020), as well as Cheng and Lin (2019), demonstrated a strong link between perceived organizational support and employee well-being. Hur et al. (2013) further highlighted that deep

acting—a sincere effort to align internal emotions with expected expressions—has a positive impact, whereas surface acting, which involves faking emotions, tends to have negative effects.

Given these findings, the present study aims to examine the impact of emotional labor on the well-being of schoolteachers in Sri Lanka, with a specific focus on the mediating role of perceived organizational support. The study sets out four primary objectives: first, to assess the direct impact of emotional labor on employee well-being; second, to examine how emotional labor influences perceptions of organizational support; third, to evaluate the effect of perceived organizational support on well-being; and finally, to investigate the mediating role of perceived organizational support in the relationship between emotional labor and employee well-being. By addressing these objectives, the study aims to contribute valuable insights into the emotional demands faced by teachers and the critical importance of organizational support in fostering their psychological well-being and professional sustainability.

2. Literature Review

2.1 Theoretical Background

American sociologist Arlie Russell Hochschild initiated the phrase emotional labor in 1983. Hochschild researched the emotional work of flight attendants in the airline industry. Emotional labor was denoted by her, such as "the control of mood to produce an outwardly visible visual and physical show; the labor of emotion is paid a salary and is worthwhile as a result" (Hochschild, 1983). There are three criteria with emotional labor based on Hochschild's theory: 1) face-to-face or voice-to-voice contact with people; 2) the worker should produce an emotional state for the client or customer; 3) employers try to control the emotional activities of employees in the organization from the different training and development programs (Hochschild, 1983). Based on the emotional labor theory, teachers always contact students face-to-face or voice-to-voice while teaching. They created suitable surroundings with an emotional state for students as students like to learn. As well as principles and other administration parties control teachers' emotions and improve their teaching style through training and development programs and supervision. Therefore, researchers applied this theory to teachers' emotional work and employee well-being. Based on emotional labor theory, teachers can prepare to teach in classrooms properly when identifying emotional work. Therefore, emotional work affects the performance of teachers. When increasing, the performance of teachers can contribute to employee well-being. Therefore, emotional work significantly impacts employee well-being based on the emotional labor theory. This study further explores the association between emotional work and employee well-being.

2.1.1 Organizational Support Theory

Organizational support theory relates to perceived organizational support (Eisenberger et al., 1986). It depicts significant matters such as employees thinking about their organization and working effectively and efficiently to achieve organizational objectives and goals properly, developing a personality for their social identity, and improving employee relationships by addressing their socio-emotional needs. Employees believe the winningness of the organization

is better. Therefore, they perform well within the organization to contribute to its profit. Thus, employees and employers can gain favorable determinants like increased job satisfaction, high motivation, reduced turnover, etc. (Rhoades & Eisenberger, 2002). Based on organizational support theory, teachers work in schools with full dedication to building good citizens in society with knowledge, skills, and attitudes. Teachers do not think about their wages. Nevertheless, they want better results from the students, not only in examinations. Teachers look at their students from different perspectives, such as winnings of sports events, dancing, music, art competitions, debates, and others. However, teachers wait until their students light the name of their school, not only in Sri Lanka but in the entire world Teachers anticipate it from students while students win their lives with knowledge, skills, and attitudes. According to organizational support theory, both parties receive benefits (Teachers have high motivation, job satisfaction, and pride in the school and students, while students have knowledge, skills, and attitudes).

According to the social exchange theory, employment is referred to as the strong equipment in the organization. Employees put a lot of effort into their jobs; on one side, they are rewarded and earn perks; on the contrary, employers see improved performance from the businesses. Therefore, employment is vital, like the organization's blood (Cropanzano & Mitchell, 2005). Researchers speculated that perceived organizational support contributed to performance based on social exchange theory. Teachers improve their performance with perceived organizational support. Teachers work with students happily, teach well, and do extracurricular activities with the support of schools. Teachers create humble, creative, and talented students who have good attitudes. This task is complex. Nevertheless, teachers could do it with the support of schools (principals, parents, head prefects, prefects, old students, and other relevant stakeholders).

Based on organizational support theory, researchers describe the association between perceived organizational support and employee well-being with the support of previous literature (Diener et al., 1999; Eisenberger et al., 1986; Rahman et al., 2020). Further, this association will be assessed in this study.

2.2 Employee Well-being

Employee well-being is determined as a critical problem for workers, businesses, and the community (Tuzovic & Kabadayi, 2021). The United Nations' Sustainable Development Goals (SDGs) focus on "mental health and well-being," which has gained growing recognition and relevance between decision-makers and investigators around the world (George et al., 2016; Gorgenyi-Hegyes et al., 2021). Thus, employee well-being is essential to an organization's existence and growth (Inceoglu et al., 2018). The phrases 'well-being' and 'wellness' have been used interchangeably in the literature, whereas academic papers indicate a variance (Khatri & Gupta, 2017). Wellness is a more comprehensive, entirety experience, although well-being is a decent or satisfied state of existence, marked by health, happiness, and prosperity (Khatri & Gupta, 2017). The World Health Organization (WHO) defines well-being

as a holistic statement of mental, physical, and social well-being, not only the lack of infirmity or disease. Well-being can be emotional, psychological, and social (Kraft & Pressman, 2012). Dodge et al. (2012) described well-being as having the psychological, social, and physical resources necessary to deal with specific psychological, social, and physical problems. Employee well-being is the employee's status regarding how positive and stable his situation is at work, which is influenced and interfered with by workplace variables.

Meanwhile, Pagán et al. (2021) recognized the relevance of teacher well-being as a critical determinant in education development as education guides society toward a more sustainable future, including its contribution to societal values and well-being. There is currently insufficient data on how the emotional work involved in the teaching position may impair teachers' well-being (Anomneze et al., 2016). Therefore, teachers' well-being is a more significant theme at present.

2.2 Emotional Work

Emotional work has been defined as the effort required to show those feelings considered to be anticipated (Ogbonna & Harris, 2004). Further, according to Hochschild (1983), emotional work is the control, regulation, and management of emotions in work. Hochschild (1979) used the phrase "emotional work" to describe an individual's effort to induce or repress certain feelings to communicate the qualities expected by him or herself as a human in their position around others. Hochschild (1983) invented the phrase "emotional labor" to describe the usefulness of emotional work in the workplace. According to researchers, the phase of emotional labor utilized for emotional work is highlighted in several articles (Anomneze et al., 2016; Iorga et al., 2016; Mehta & Sharma, 2021). Additionally, emotional work is a crucial aspect of teaching and evaluating oneself success rates: burnout, devotion, identification, and so on, based on previous qualitative studies (Cukur, 2009; Isenbarger & Zembylas, 2006). Teachers in the compulsory industry have significant emotional work (Hargreaves 1998; Jenkins & Conley 2007). Interacting with others entails emotional work, another common aspect for professionals in human service professions such as teaching (Anomneze et al., 2016). Especially in contrast to other specific careers, a teacher's emotional demands, labor, and effort are significant (Chang, 2009). Teachers always interact with children who have different mindsets. Therefore, emotional work is displayed by teachers more distinctly than other careers.

2.4 Perceived Organizational Support

Employees perceived support when the employer is concerned about their well-being is known as perceived organizational support (Chiang & Hsieh, 2012). Perceived organizational support is also seen as a guarantee that the company will assist its staff in executing tasks more efficiently and effectively during stressful or difficult situations (George et al., 1993). Eisenberger et al. (1986) further described perceived organizational support as a worker's overall perception of the level of employees' concern for their well-being. Teachers who believe their school cares about them and acts on their behalf willingly will be highly satisfied

with their jobs and endeavors to enhance their work performance (Bogler & Nir, 2012). It means teachers expected perceived organizational support to improve their performance.

2.5 Hypotheses Development

2.5.1 Employee Well-being and Emotional Work

Mehta and Sharma (2021) stated that emotional work benefits employee well-being, emphasizing that continuous emotional regulation does not lead to poor employee well-being. It has been discovered that when emotional work uses a deep acting strategy, their sense of emotions and their demonstrable emotions coincide. Further, it limits the scope of feeling emotionally dissonant at work and protects employees from emotional work's adverse effects on their well-being (Kinman, 2009; Spencer & Rupp, 2009). Because of the incredible growth of the service sector, people are becoming more conscious of the results of doing emotional work. Most of the research focuses on the adverse impact of emotional work on one's health and well-being (Brotheridge & Grandey, 2002; Brotheridge & Lee, 1998; Zerbe, 2000). According to Karimi et al.'s (2014) study, the nurses with a more remarkable ability to manage their emotions had a stronger sense of well-being. Meanwhile, Horo (2014) depicted that emotional work may improve organizational performance. Still, it may have adverse health effects for personnel and positive outcomes of emotional work, job satisfaction, and a sense of personal success. Based on the previous literature, the researchers advanced the first hypothesis.

H₁: Emotional work has a significant impact on employee well-being.

2.5.2 Emotional Work and Perceived Organizational Support

Colleges concerned about their staff members' well-being are more likely to eliminate obstacles and interruptions at work that could interfere with instructors' capacity to perform their duties effectively. High levels of perceived organizational support may reduce teachers' emotional work (Anomneze et al., 2016). However, enhancing perceived organizational support is doubtful to support teachers in better handling the emotional work of their jobs and avoiding burnout (Anomneze et al., 2016). An early assessment of the conduct of employees impacts a person's subjective emotional reaction, which determines stimulating asserts and work actions. According to the affective event theory, school teachers' perceptions of their organization's value with compassion on their efforts (POS) become crucial in affecting emotional work tactics. Furthermore, Riaz et al. (2018) demonstrated a remarkable effect of perceived organizational support on emotional work. Hur et al. (2013) stated that perceived organizational support significantly influenced deep acting. Despite this, there was no discernible negative impact on surface acting. Employee impressions of the work environment significantly affect their reactions to the pressure of emotional labor (Duke et al., 2009). The researchers advanced the second hypothesis based on the literature that stated emotional work has an impact on perceived organizational support.

H₂: Emotional work has a significant impact on perceived organizational support.

2.5.3 Perceived Organizational Support and Employee Well-being

Employee well-being positively impacts organizational support and empowerment (Rahman et al., 2020). Further, organizational support can assist an employee in developing direct interpersonal relationships and achieving personal growth. Psychological well-being involves good interpersonal relationships and personal development (Lent, 2004). Employees' affective state assessments, including emotional responses, domain satisfaction, and subjective well-being, reflect their well-being (Diener et al., 1999). Employees' perceptions of the organization's attitudes toward their support are influenced by caring behaviors, including praising employees' contributions, demonstrating impact on employee well-being programs, and allowing employees to engage in crucial institutional perceptions (Eisenberger et al., 1986). Furthermore, perceived organizational support primarily reflects employee perceptions of an organization's attempts to improve its well-being (Eisenberger et al., 1986). Contingent on this empirical evidence, the researchers advanced the third hypothesis.

H₃: Perceived organizational support has a significant impact on employee well-being.

H₄: There is a mediating effect of perceived organizational support on the impact of emotional work on employee well-being.

According to the literature study, emotional work impacts employee well-being, and perceived organizational support impacts the association between emotional work and employee well-being. Because of this, the current study chose employee well-being as the dependent variable, emotional work as the independent variable, and perceived organizational support as the mediator. The researchers developed the conceptual framework demonstrated in Figure 1 based on the previous literature.
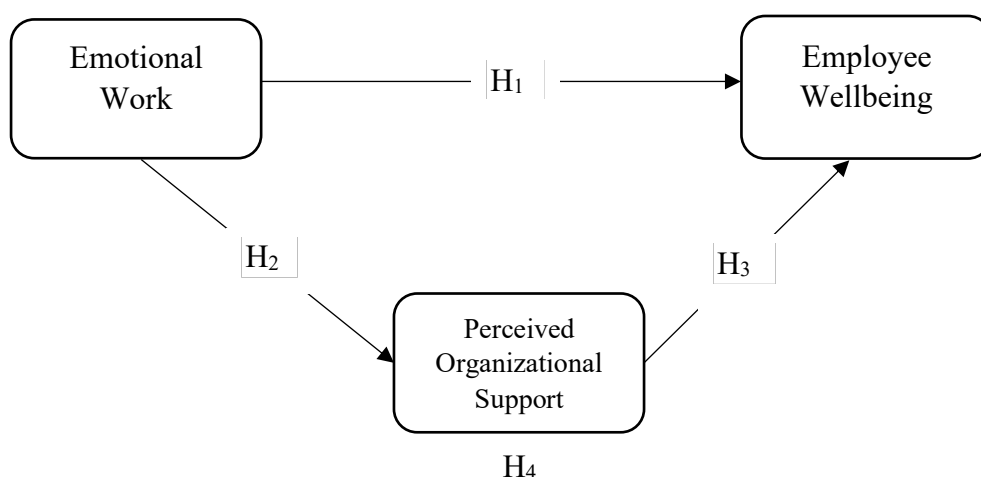

Figure 1: Conceptual Framework

3. Methodology

3.1 Procedure and Participants

This study aligns with the positivist paradigm, characterized by its objective and empirical approach to understanding phenomena. Positivism asserts that the world can be studied through observable and measurable phenomena, emphasizing the use of quantitative methods to uncover patterns and relationships. In the context of this research, positivism is deemed suitable as it seeks to systematically identify and measure the impact of emotional work on employee well-being and the mediating role of perceived organizational support. Positivism's foundational assumptions, including the belief in an objective reality that can be studied independently of the observer and the emphasis on empirical evidence, make it appropriate for a research article aiming to provide a structured and rigorous examination of these relationships. Developed hypotheses were tested in a non-contrived setting. Further, this cross-sectional field study is associated with the deductive approach.

The annual school census of Sri Lanka (2020) mentioned that twenty-six thousand six (26,006) teachers teach students in Sambaragamuwa province. It represented Ratnapura and Kegalle districts. In total, thirteen thousand and eight hundred three (13,803) teachers are trying to guide students to the right way in Ratnapura district. Moreover, twelve thousand and six hundred three (12,603) teachers teach in the Kegalle district. Therefore, the researcher determined the sample size with Krejcie and Morgan's Table (1970) as three hundred and seventy-seven (377). The simple random sampling method was used to gather the primary data, and Google forms and questionnaires were distributed to teachers, 50 and 550 respectively. Among them, 465 respondents completed the questionnaires and 33 Google forms were received, where the response rate was 83%. Since there were no errors in the responses, they were all (498 responses) used in the data analysis.

3.2 Measures

Employee Well-being (EWB): The five-item, Ahmed, Zehou, Raza, Qureshi, and Yousufi (2020) scale was used to assess employee well-being. A seven-point Likert scale was used to score the responses, with one (1) denoting "strongly disagree" and seven (7) denoting "strongly agree." One of the statements included as an example, "I generally feel positive about working for my organization."

Emotional Work (EW): Emotional work was evaluated by the scale of Brotheridge and Lee (2003) includes six items. There are two categories such as deep acting and surface acting. The items were graded on a seven-point Likert scale, one (1) representing "strongly disagree" and seven (7) representing "strongly agree." One of the sample items included as an example, "Resist expressing my true feelings."

Perceived Organizational Support (POS): The twelve-item scale developed by Eisenberger et al. (1986) was used to assess perceived organizational support. A seven-point Likert scale was

used to score the responses, with one (1) denoting "strongly disagree" and seven (7) denoting "strongly agree." One of the sample items included as an example, "My school strongly considers my goals and values."

3.3 Analytical Strategy

The Statistical Package for the Social Sciences (SPSS) version 26 was used to evaluate the study's data. The demographic data of the respondents, correlation, and regression model were assessed using this analytical software to conclude this study with the data analysis. Data were checked for suitability in the primary study before statistical analysis by looking for errors in data entry, missing data, and outliers. Data normality, reliability, validity, multicollinearity, linearity, and homoscedasticity were evaluated for univariate and multivariate assumptions. These tests revealed that the data were accurate.

4. Results

Three hundred and fifty respondents (350) are female, while one hundred and forty-eight (148) are male. Thus, 29.7% represent male teachers and most of the study sample comprises female teachers (70.3%). In the age range of 25 to 30, 96 teachers are employed (19.3%). One hundred and twenty-six teachers belong to the 31-35 years of age group (25.3%). However, only 14.9% of teachers represent the 36-40 age range and teachers who are 41 years and above responded with the highest percentage which is 40.6%. Thus, the more significant part of the sample represents the teachers who are above 41 years. The minor percentage represents the teachers aged between 36 years and 40 years. Meanwhile, four hundred and sixteen of the respondents (416) are married which is a percentage of 83.5%. Other 82 teachers are single (16.5%).

Most of the respondents (158 respondents) have more experience; they belong to 11-25 years of service. It was 31.7% as a percentage. Eighty-two teachers have more than 25 years of service (16.5%). One hundred twelve teachers have less experience during the service period of 6-10 years (22%). One hundred and twenty-six teachers belong to a service period of fewer than five years. Respondents can be classified based on their appointment type. Most teachers (212 respondents) are trained teachers (42.6%). There are fourteen un-trained teachers (14), which is the lowest percentage from this sample. Teachers teach Buddhists, Sinhala, Science, Mathematics, History and English. Among them, mathematics teachers responded from a massive percentage in this sample. It was 17.1% as a percentage. Sixty-six (66) respondents represented other subjects. They responded that they teach Primary Education, Health And Studies, Accounting, Economics, ICT, Business and Accounting, Dance, Music, Civil Studies, and Tamil. Some teachers teach other subjects while teaching the main subjects.

4.1 Multivariate Assumptions

In Kline's (2016) framework, a distribution is deemed normal (not significantly non-normal) if the absolute skewness value is below 3.0 and the absolute kurtosis value is less than 10.0. In this study, absolute values of each construct (Employee Well-being, Emotional Work, and perceived Organizational Support) were satisfied with skewness and kurtosis respectively, -1.381, 0.378, and -1.299 – Skewness -, 2.175. -0.144, and 1.864 – Kurtosis -.Therefore, this data set was normal with these assumptions. The scatter plots were generated to examine the correlation between the dependent variable; (e.g. employee well-being) and the independent variable (e.g. emotional work). The outcomes of the linearity test suggested a linear association between the independent variable and the dependent variable. In this study, scatter plots were approximately close to the diagonal line. Consequently, the present study fulfills the multivariate assumption of linearity.

Homoscedasticity is the assumption of equal variance. Thus, researchers analyzed this test and concluded that scatter plots were aligned the same distance from the line in this study. Therefore, this assumption was also satisfied in the current study. As per Hair et al. (2010), when the tolerance value exceeds 0.1 and the VIF value is below 10.0, it suggests the absence of multicollinearity among independent variables. Based on the results of the multicollinearity test, the Tolerance values of emotional work and perceived organizational support are 0.986 while the VIF values of emotional work and perceived organizational support are 1.014. Therefore, multicollinearity was absent in this study and could continue the research study with the satisfaction of all multivariate assumptions.

4.2 Reliability and Correlation

Nunnally and Bernstein (1978) verified that internal consistency can be measured by Cronbach's alpha value and if it is more than 0.7 ($\alpha > 0.7$). In this study, alpha values of all variables (employee well-being, emotional work, and perceived organizational support) are greater than 0.7 which are 0.826, 0.709, and 0.876 respectively. Based on the correlation analysis (Table 01), a moderate positive relationship between employee well-being and perceived organizational support with an R-value of 0.166. The weak positive relationship between employee well-being and emotional work with an r-value of 0.089 as well as the relationship between emotional work and perceived organizational support indicate a weak positive relationship with a r value of 0.119. Furthermore, every relationship seems to exhibit statistical significance.

Table 01: Reliability, Descriptive Statistics, and Correlations

Variables	Cronbach's Alpha	Standard Deviation	Mean	EWB	POS
EWB	0.826	0.83168	5.6418		
POS	0.876	0.78735	5.6161	0.166**	
EW	0.709	1.09550	3.5361	0.089*	0.119

Note. **. Correlation is significant at the 0.01 level (2-tailed)., *. Correlation is significant at the 0.05 level (2-tailed). EWB – employee well-being, POS – Perceived Organizational Support, EW – Emotional Works.

4.3 Multiple Regression

Unstandardized coefficients provide insights into the extent of variation in the dependent variable associated with individual independent variables while keeping all other independent variables constant. Examining the impact of emotional work in this study, the unstandardized coefficient for emotional work is recorded as 0.059 (refer to Table 02). This implies that with an increase in emotional work, there is a corresponding enhancement of 0.059. Similarly, the unstandardized coefficient for perceived organizational support is documented as 0.616 (see Table 02), indicating that with an increase in perceived organizational support, there is an enhancement of 0.616. To assess the statistical significance of each independent variable, one can conduct tests to determine whether the unstandardized (or standardized) coefficients are significantly different from zero in the population. A p-value less than 0.05 suggests that the coefficients significantly differ from zero. Examining the "t" and "Sig." columns in Table 02 provides the t-value and corresponding p-value, respectively. According to Table 02, all coefficients for independent variables demonstrate statistical significance, as indicated by their p-values being less than 0.05.

Table 02: Multiple Regression Analysis - Coefficients

		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	T	Sig.
1	(Constant)	1.975	.237		8.343	.000
	Emotional Works	.059	.028	.078	2.148	.032
	Perceived Organizational Support	.616	.038	.583	16.046	.000

Note. Dependent Variable: Employee Wellbeing

1	(Constant)	3.819	.065		58.537	.000
	Emotional Work	.047	.018	.119	2.666	.008

Note. Dependent Variable: Perceived Organizational Support

4.4 Hypotheses Testing

The research hypotheses and the significance of the model were examined through multiple regression analysis. Consequently, H1, H2, and H3 were accepted, given that their respective p-values were below 0.05 (Table 02). Saunders et al. (2009) stated that the coefficient of determination (R^2) ranges from 0 to +1. It quantifies the proportion of the variation in a dependent variable that can be statistically explained by the independent variable. According to Table 03, the R-square value is 0.347. Consequently, the researcher concludes that emotional labor and perceived organizational support collectively contribute to a 34.7% impact on employee well-being. This implies that 34.7% of the variation in employee well-being (dependent variable) can be accounted for by perceived organizational support and emotional labor (independent variables), while the remaining 65.3% is influenced by other constant factors.

Table 03: Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.589[a]	.347	.345	.67325

Note. a. Predictors: (Constant), Perceived Organizational Support, Emotional Works

Input:		Test statistic:	Std. Error:	p-value:
a	0.197	Sobel test: 3.68905732	0.03289512	0.00022509
b	0.616	Aroian test: 3.68241954	0.03295442	0.00023103
s_a	0.052	Goodman test: 3.69573112	0.03283572	0.00021925
s_b	0.038	Reset all	Calculate	

Figure 02: Sobel Test

Researchers assessed the mediation effect through the Sobel test in this study. Thus, the p-value (0.00022509) is less than 0.05 which is statistically significant. Thus, the mediation effect of perceived organizational support is statistically significant. Perceived organizational support is a partial mediator due to direct (emotional work on employee well-being is 0.059) and indirect (perceived organizational support on employee well-being is 0.197) effects are significant based on Figure 02. Therefore, H4 was accepted in this study and concluded that there is a mediation effect of perceived organizational support on the relationship between emotional work and employee well-being.

5. Discussion

The general objective of this study was to investigate the impact of emotional work on the employee well-being of teachers in the Sambaragamuwa province in Sri Lanka and the results indicated that emotional work has a marginally favorable effect on employee well-being. It means teachers always try to avoid their emotional work during the teaching period to students. Mehta and Sharma (2021) depicted a slightly positive impact of emotional work on employee well-being. Few researchers explained the negative impact of emotional work on employee well-being (Kinman, 2009; Spencer & Rupp, 2009). However, in this study, the results consisted of Glomb (2002), Mehta (2021), Mehta and Sharma (2021), Sarkar and Suresh (2013), and Zerbe (2000). According to the current study, there is little evidence that emotional work improves employee well-being.

In conclusion, emotional work has a significant impact on perceived organizational support in this study. Therefore, the current study consists of Arnold and Dupré (2012), Eisenberger et al., (1986), Rhoades and Eisenberger (2002), and Riaz et al. (2018) and discovers that the perceived organizational support is significantly improved by emotional work. Moreover, employee well-being positively impacts organizational support and empowerment (Rahman et al., 2020). Furthermore, more researchers found a positive impact of perceived organizational support on employee well-being (Caesens et al., 2017; Diener et al., 1999; Eisenberger et al., 1986; Shore & Coyle-Shapiro, 2012; Wattoo, Zhao, & Xi, 2018; Väyrynen & Laari-Salmela, 2015). It was identified that there was a positive impact of perceived organizational support on employee well-being through the analysis of this study. Hence the finding of the study coincided with the existing literature.

However, there is limited Sri Lankan research in the education industry related to employee well-being and other variables. While coinciding with the past researchers, this study has identified a significant impact of emotional work on employee well-being with a mediating effect of perceived organizational support. Finally, the researchers found a novelty in this study as perceived organizational support mediates the impact of emotional work on employee well-being.

6. Theoretical and Practical Implications

The study has contributed to the existing literature by focusing specifically on the important relationship between emotional work and employee well-being in the context of teachers in Sri Lanka. Emotional labor has contributed to the growth of the existing literature with a particular focus on the importance of emotional labor in professional settings and as a key factor affecting well-being. Overall, the findings here emphasize the mediating role of perceived organizational support in the relationship and the mechanisms by which organizational factors influence employee well-being. Also, the study introduces the concept of perceived organizational support as a mediator. It further feeds the literature on emotional work and well-being. Furthermore, in high-stress occupations such as teaching, employees can gain a broader understanding of how organizational support mechanisms can be affected.

The study provides practical implications for various stakeholders involved in the education sector worldwide. This study focuses specifically on the importance of perceived organizational support in promoting employee well-being. Support mechanisms in educational institutions such as fostering teachers' emotional support, providing professional development opportunities for school administrators and policymakers, and creating a positive work environment in schools help implement improvement strategies. This study found that prioritizing the well-being of teachers is important for educational institutions. Teacher welfare programs such as wellness programs, implementation of mental health initiatives, and stress management interventions help to improve teachers' overall job satisfaction.

Policymakers can use the findings of the study to prioritize teacher well-being in policymaking and provide actionable solutions to the challenges faced by educators. It can improve the quality of the entire education system. Finally, teachers can focus on emotional intelligence, stress management, and self-care practices in training programs that contribute to their professional development. Then a supportive and favorable work environment can be created in educational institutions.

7. Limitations and Suggestions for Future Researchers

The current study has certain limitations, even though it adds to the theory and practices about the effects of emotional work on employee well-being and the mediating role of perceived organizational support in the educational sector. First, teachers from the Sambaragamuwa area of Sri Lanka were used in the present investigation. It impacts how well the study's findings can be applied to the wider population. Second, the researcher collected data through questionnaires. This is a quantitative study. Future researchers can continue the same model as a qualitative or mixed-method study by collecting data from interviews with teachers. It may be a mixed method, like a quantitative-qualitative method, without only a quantitative method which limits the investigation. Third, researchers simultaneously gathered

the data and conducted a cross-sectional study that might impact causality. Thus, future studies may use a longitudinal analysis to strengthen the conclusions. The current study also examined how emotional work affected workers' well-being, with perceived organizational support as a mediating factor. Future researchers can improve this framework by including elements such as perceived organizational politics, leadership abilities, etc.

This study offers practical and theoretical implications for academic research guidance and government in Sri Lanka. Researchers developed the model with perceived organizational support with different variables (Asgari et al., 2020; Bernarto et al., 2020; Imran et al., 2020; & Ridwan et al., 2020). Nevertheless, researchers identified perceived organizational support as a mediator in this study as a novel study. In this study, the research model developed as a mediating effect of perceived organizational support.

Academics can learn more about those variables and execute future research by finding gaps in this study. With the dataset's analysis, the researcher finds a remarkable positive effect of perceived organizational support on employee well-being. With the organization's support, teachers can easily teach students well and create a secure learning environment. Hence, the administrative parties in schools can take necessary steps to uplift the well-being of the teachers. As per the study's findings, emotional work massively impacts employee well-being. Thus, the government should pay attention to the well-being of the teachers in Sri Lanka. The government needs to pay more attention by giving their rights and more concern about increasing the employee well-being of teachers. It will be a competitive advantage for the students in Sri Lanka.

8. Conclusion

The study intended to investigate the impact of emotional work on the employee well-being of the teachers in the Sambaragamuwa province in Sri Lanka. The results indicated that emotional work has a favorable relationship with employee well-being. At the same time, the impact of emotional work on employee well-being is mediated by perceived organizational support. The current study's findings help to fill the empirical gap in the literature on emotional work and employee well-being with the mediating effect of perceived organizational support. Furthermore, identifying perceived organizational support is a novelty in this study.

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