

TEACHERS' EXPRESSION OF NEGATIVE EMOTIONS AT WORK: THE ROLE OF PERCEIVED STRESSORS AND THEIR IMPACT

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Abstract

Negative emotions at work are a crucial issue. Studies illustrate links between negative emotions and counterproductive workplace behaviour. One key perceived stressor of negative emotions is relationships with people at work resulting in inter-role conflict and emotional strain. Therefore, this qualitative study explores this perceived stressor and the resulting negative emotions. Public schools in the Greater Male' Region were included, and random sampling was applied. Semi-structured one-on-one interviews were conducted on 26 respondents from 13 schools. The questions were structured on the main attributes identified through the literature review. Using NVIVO, the responses were classified into themes and subsequently into broad patterns. As opposed to literature, suppression is not the dominant strategy teachers use for expression; rather, it is to assess and discuss afterward with their supervisors and coworkers. Maintaining the status quo and the criticality of incidents were often cited as a key cause of suppression. A strong correlation was identified between tenure in a single school and the likelihood of expressing negative emotions, which were often moderated by rapport with the supervisor. The findings will help the key stakeholders to understand and address the sources of perceived stressors and the resulting negative emotions. Otherwise, these factors could have harmful impacts on the students, coworkers, and the community.

Keywords: Counterproductive work behaviour, Negative emotions, Perceived stressor, Teachers