



Gender-based Comparison between Emotional Labor Strategies and Teachers' Job Satisfaction at University Level

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Abstract: The aim of this research paper was to investigate the gender-based comparison between emotional labor strategies and the job satisfaction of university teachers. It was a quantitative research study. The target population was, teaching faculty (Social sciences and humanities departments) of public sector universities in Islamabad and Rawalpindi. A total number of teaching faculty in both departments is 852. The sample size was 472, which was developed by using a stratified random sampling technique. The findings revealed that there is no gender difference regarding the use of emotional labor strategies, however, a significant gender difference is found regarding job satisfaction. This research study will be helpful for the universities' administration to comprehend the importance of gender-based differences regarding emotional labor strategies and the job satisfaction of university teachers. They may plan and conduct trainings with regard to emotional labor strategies and job satisfaction to guide their teachers in the best possible manner.

Introduction

Usually, teachers maintain face-to-face interactions at the workplace. They are also required to develop professional communication with their colleagues, students and administration. To perform all these tasks educators are expected to show some specific feelings and at the same time hide some particular emotions for the positive display of their personalities (Ogbonna & Harris, 2004). According to Hargreaves (1998) and Zhang & Zhu (2008) management of emotions is among the basic requirement of the teaching profession. Demands from the teachers at the workplace and their role specifically at a higher level have become more significant nowadays. To compete

with the challenging demands and other requirements teachers need to display emotional labor in the workplace (Constanti & Gibbs 2004; Ogbonna & Harris, 2004).

University teachers display different levels of emotional labor to show emotions as a requirement of the job in different occupations. It was discovered by Hochschild, such emotional management is emotional labor and which is the core concept and central idea. She further stated that the concept of emotional labor is a complicated type of emotional management which is related to suppressing particular emotions to achieve goals (Constanti et al. 2004). Hochschild (1983), stated that when employees are for a long time period utilize emotional labor,

it affects adversely their well-being. In the emotional labor theory, given by Hochschild, emotional labor is employer-driven in which employees are expected to display emotions suggested by the organization while ignoring the emotions which employees actually feel. There are two kinds of emotional labor (1) Surface acting is related to outward change of show of emotions by hiding the genuinely felt emotions. (2) Deep acting is related to efforts of employees to do modification of internal emotions with the help of the relevant trainings provide by their organizations to complete their job responsibilities appropriately and gradually they are able to feel the expected emotions. Deep acting is considered to be a positive strategy which as a result gives more positive outcomes. It decreases stress and plays a vital role to increase the job satisfaction of employees.

Genuine Expression of Emotions

Ashforth & Humphrey (1993) have given this strategy. According to them, genuine emotions are the type of emotions which are naturally and spontaneously felt by employees. Employees do not execute any effort to change or hide their emotions but they truly feel at their heart. Such emotions arose in the employees naturally to complete their tasks appropriately at the workplace. They said that genuine expression of emotions is a separate category and it increases the job satisfaction of employees.

Job satisfaction is said to be the general behavior of employees towards their job. For example, if a person satisfied with job their job he/she shows a positive attitude if a person is not satisfied with their job then he/she negative

attitude towards their or job her profession (Robbins & Coulter, 2005). Emotional labor may produce both satisfaction and dissatisfaction for the employees. The current research study was designed to explore the gender-based comparison between emotional labor strategies and the job satisfaction of university teachers.

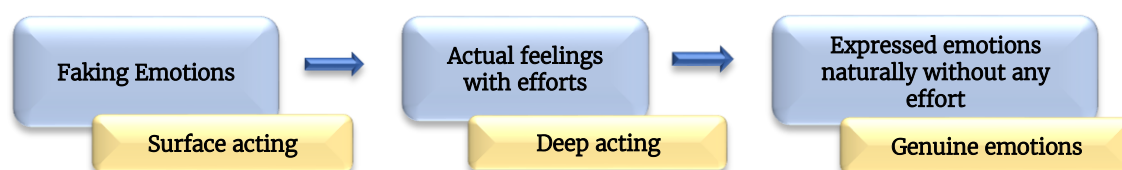
Emotional Labor Theory

According to Ashforth and Humphrey's (1993) deep acting and surface acting are much similar to Hochschild (1983) but they have included one more category to the emotional labor process. This Category is named as naturally felt or a genuine expression of emotions. Genuine emotions are the emotions which are displayed naturally without any effort.

In the process of emotional labor, no external effort is implemented by the nurse to display the required emotions as she felt these emotions naturally. Ashforth and Humphrey (1993) have explored the process of emotional labor in a more natural way as compared to Hochschild (1983). They said that expression of natural emotions increases the effectiveness of the given task and leads towards a positive outcome for the organization. While using the strategy of genuine emotions, employees feel that they are successful to manage their feelings according to the requirements of the organization. Ashforth and Humphrey (1993) have suggested that both deep-acting and surface-acting are destructive and give negative outcomes as a result. Employees display weak emotional labor which affects their well-being and creates job dissatisfaction for them and in this way investment is also wasted.

Figure 1

Ashforth and Humphrey (1993) Emotional Labor Theory



Morris and Feldman (1996) Emotional Labor Theory

Morris and Fieldman (1996) also explored the concept of emotional labor after Ashforth and Humphrey (1993). In contrast with Ashforth and Humphrey (1993), they had a point of view that emotional labor has internal and external components with regard to an organizational setting.

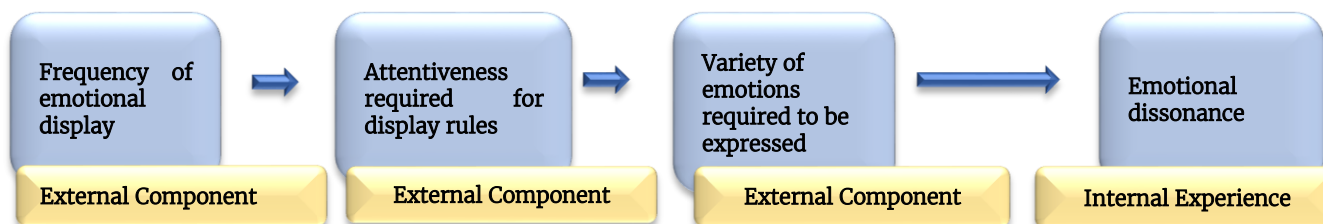
Morris and Feldman (1996) identified four categories of emotional labour. Frequency of emotional display, Attentiveness required for display rules, Variety of emotions required to be expressed and Emotional dissonance.

The frequency of emotional shows defines the desired display of emotions at the workplace.

Attentiveness is associated with the extent of the emotional display of rules which is the need of the job, here need for psychological energy of workers may be compared to the extent of focus, they need to exhibit rules. This category is related to the duration and depth of the display of emotions. Variety of emotions needed to be shown, and emotional labor increases with the increase of types of emotions required to display. Emotional dissonance is associated with the internal experience of conflict which employees experience and it may be also observed when alignment between internal emotions and the display of emotions required by the organization is not found. Emotional dissonance becomes a reason for the dissatisfaction of employees generally.

Figure 2

Morris and Feldman (1996) Emotional Labor Theory



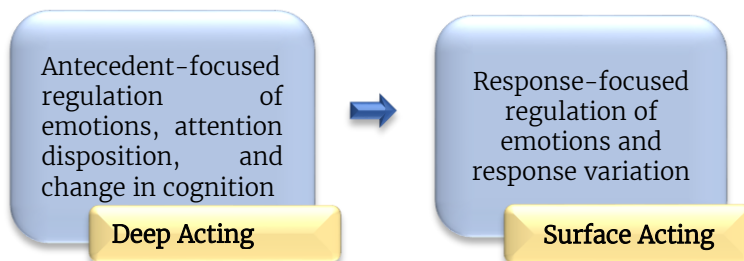
Grandy Emotional Labor Theory's

Grandey (2000) has united different components of emotional labor which were considered separate before, in most of the emotional labor theories. With the help of these joined components, she has developed an emotional

labour model in detail. The antecedents of emotional labor are the situations that include communication requirements with customers' job characteristics and emotional situations. Those factors which effects labor emotional & process of emotional labor may be divided into individual factors and organisational factors.

Figure 3

Grandy (2000) Emotional Labor Theory



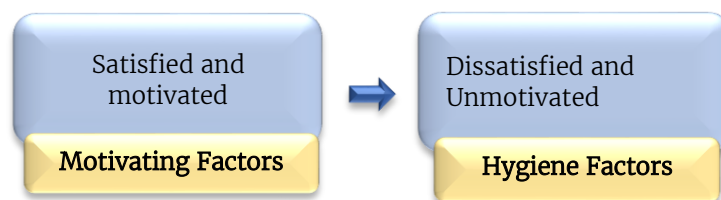
Two-Factor Theory

The two-factor theory presented by Herzberg's (1968) can be seen in two viewpoints one is job satisfaction and the other is dissatisfaction with the job. He proposed that there are different factors which play an important role in job satisfaction and job dissatisfaction. The factors which are related to job satisfaction directly come from the job and are called motivation factors, i.e.

accomplishment, appreciation, acknowledgement, encouragement, progression and growth. the hygiene factors depend on the features which are perceived by the employees as rewarding extrinsically (Vecchio 2006). The best example of hygiene factors is policies of the organization, supervision, and association with the supervisor, colleagues and subordinates. He recommended that if these factors are not present, they may develop job dissatisfaction.

Figure 4

Herzberg's Two-Factor Theory (1968)



Expectancy Theory

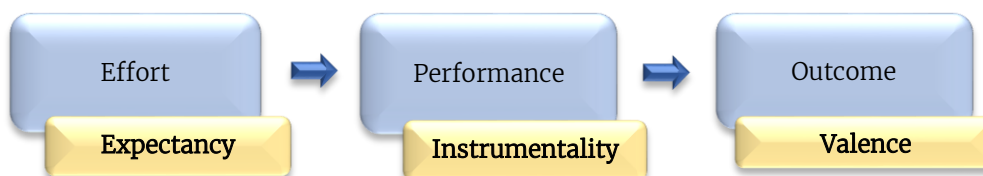
The expectancy theory presented by Vroom (1964), in this theory he presents three categories which are following: -

1. Expectancy (possibility that employees efforts to complete their tasks will meet the expectations)
2. Instrumentality (Possibility that employees' performance will meet with expected job outcomes)
3. Valence (The value which employees give to job outcomes)

Expectancy theory proclaimed that employees are motivated to think that their efforts to complete their tasks in the best possible manner will lead towards satisfactory performance appraisal. Satisfactory performance appraisal provides those rewards from their organization like a bonus, increase in salary etc. These rewards are connected with personal aims and values (Robbins et al. 2011). According to Vroom (1964), motivation is calculated by multiplying expectancy (E), instrumentality (I), and valence (V) using the following formula: $M = E \times I \times V$.

Figure 5

Vroom (1964) Expectancy Theory



Emotional Labor Strategies and Job Satisfaction

Hoppock & Spiegler (1935) first time explored the word job satisfaction. Job satisfaction is the combination of psychological, physiological and environmental factors that compelled a person to say that I'm satisfied with the job. Spector (2003), elaborated on the concept of job satisfaction as like feelings of employees about their job, which may be positive or negative feelings. Professor/teachers'/ other employees of the organization's mental health are closely related to their job satisfaction. According to Coates and Thoresen (1976), employees' mental health is more essential and valuable than their subject matter knowledge.

Positive behavior shows appreciation, passion and energy while teaching the learning process in the classroom and negative behavior shows stress, anxiety, sadness and hopelessness. Teachers are unable to perform well due to negative factors. Researchers conducted on emotional labor and job satisfaction have shown different results. Some researchers (Hochschild, 1983, et al.) have discovered a negative relationship between emotional labor and job satisfaction and others like (Adelman, 1995; Morris & Feldman, 1997) have identified a positive relationship between emotional labor and job satisfaction. (Xie, et al., 2011) discovered in their research study that surface acting has a negative impact and deep acting has a positive impact on job satisfaction. According to (Yang & Chang, 2008) surface acting leaves a negative effect with regard to job satisfaction on the other hand deep acting shows positive results with regard to job satisfaction.

Grandey, (2000) said that the mental health of workers is damaged due to the use of surface acting as when they get involve in surface acting, they struggle with their management of emotions on the other hand deep acting plays a positive role towards job satisfaction of teachers. Display fake emotions to gain goals affects the

mental health of employees (Zapf, 2002). Shani, et al., 2014 said that emotional labour produces negative results like anxiety, stress, low morale, turnover thoughts and depression among workers.

Statement of the Problem

Teachers in spite of their emotional management problems are expected to educate the students with warm behavior (Nias, 1999). In addition, they maintain healthy communication with their students, colleagues, supervisors and administration at the workplace. All these facets comprise emotions and teachers utilize different emotional labor strategies during performing all these tasks. The use of emotional labor strategies affects their job satisfaction positively or negatively. While keeping in mind the current situation, the purpose of the present study was to find out the gender-based comparison with regard to emotional labor strategies and job satisfaction of university teachers.

Significance of Study

The current research study will be helpful for the universities' administration to comprehend the emotional labor aspects of the university teachers and its effect on their job satisfaction. They may plan and conduct trainings with regard to emotional labor and job satisfaction to guide their teachers in the best possible manner. The teaching profession is a profession in which teachers develop interactions at the workplace with different people like students, colleagues and administration at a time. They invest their best efforts to make the best future for the generation of a country. That's why this research study will be helpful for the administration to know about the teacher's emotional regulation mechanism and their management of emotions to produce effective results specifically regarding gender differences. In such a way, they may take steps for the teachers to make their job satisfied. This research study will also be helpful for the policymakers to comprehend the value of

emotional labor aspects of university teachers and plan to make relevant teacher training on emotional labor a crucial part of the revision of educational policies.

Objective

1. To investigate the gender-based difference between emotional labor strategies and job satisfaction of university teachers.

Hypothesis

- H^o1.** There is no gender difference regarding the emotional labor strategies of university teachers.
- H^o2.** There is no gender difference regarding the job satisfaction of university teachers.

Methodology

Research Design

The design of the study was descriptive and used a quantitative approach. Data was collected through a standardized questionnaire from the selected sample.

Table 1

Summary of the Research Method used in This Research Study

Research Methodology	Quantitative Survey
Research Design	Quantitative
Sampling Technique	Stratified random sampling
Population	N= 852(375M , 477F)
Sample size	N= 472(232M , 240F)
Measures	Closed-ended questions Emotional labor scale(16 items) Job satisfaction scale(45items)
Data analysis	Independent samples T.Test,

Population

The target population for this research study included teaching faculty (lecturers, assistant professors and associate professors of social sciences and humanities departments) of public sector universities located in Islamabad and

Rawalpindi. There are 9 public sector universities in Islamabad and three are in Rawalpindi. The total number of teaching faculty public and private sectors is 852(375M, 477F). This data was taken from the official website of every university.

Table 2

Summary of teaching faculty in Islamabad and Rawalpindi Universities (Social science & Humanities department)

Associate Professors	Assistant Professors	Lecturers	Total
92(59M , 33F)	385(181M , 204F)	375(135M , 240F)	852(375M , 477F)

Sample Size

The sample size selected for the quantitative survey was 472 university teachers. Among 472 university teaching faculty, there are 39(26M,

13F) Associate professors, 213(123M, 90F) Assistant professors and 220(83M, 137F) lecturers were selected as sample size. The sample size was developed by using a stratified random sampling technique.

Table 3

Designation-based samples selected from both Islamabad and Rawalpindi Universities (472)

Associate Professors	Assistant Professors	Lecturers	Total
39(26M , 13F)	213(123M , 90F)	220(83M , 137F)	472(232M , 240F)

Analyses of Data

Hypothesis H^o2 and H^o2.a (There is no gender difference regarding emotional labor strategies

of university teachers, There is no gender difference regarding job satisfaction of university teachers) were tested through Independent samples T.Test.

Results

Table no. 4 Difference of gender regarding the use of emotional labor strategies (N=472)

Gender	N	Mean	SD	t-value	Df	Sig
Male	240	72.4741	16.29408	-3.213	470	.001
Female	232	79.9792	31.76647			

Above table showed that the t-value for surface acting is (2.88) which was statistically significant. P value less than 0.05. So, as per the mean score of male teaching faculty (mean=35.48, SD=2.27) and female teaching faculty (mean=34.52, SD=4.57), there is a significant difference regarding the use of surface acting strategy. Besides this, the t-value for deep acting is (2.49) which is statistically significant. P value is less than 0.05, so as per the mean score of male teaching faculty (mean=21.49, SD=3.45)

and female teaching faculty (mean=20.57, SD=4.44) there is a significant difference regarding the use of deep acting strategy. T-value for a genuine expression of emotions is (2.02) which is also statistically significant, P value is less than 0.05, so as per the mean score of male teaching faculty (mean=5.06, SD=2.24) and female teaching faculty (mean=5.54, SD=2.90) there is a significant difference regarding use of genuine expressions of emotions strategy.

Table 5

	Gender of the Respondents	N	Mean	SD	t-value	Df	Sig
SA	Male	232	35.4871	2.27347	2.88	470	.004
	Female	240	34.5208	4.57933			
DA	Male	232	21.4914	3.45533	2.49	470	.013
	Female	240	20.5750	4.44617			
GA	Male	232	5.0603	2.24588	2.02	470	.043
	Female	240	5.5458	2.90973			

Difference of gender regarding job satisfaction (N=472)

Above table showed that the t-value is (-3.213) which is statistically significant. P value is less than (0.05). So, as per the mean score of male teaching faculty (mean=72.4741, SD= 16.29408) and female teaching faculty (mean=79.9792,

SD=31.76647), there is a significant difference regarding job satisfaction.

Findings

1. According to the research finding displayed in table 4, results rejected the null hypothesis H^o1. They showed that there is a gender difference regarding the use of emotional labor strategies by university teachers.
2. According to the research finding displayed in table 5, results rejected the null hypothesis H^o2. They showed that there is a gender difference regarding the job satisfaction of university teachers.

Discussion

Research studies have proposed that outcomes of emotional regulation are associated with the emotional labor strategies which are used in the process of regulation of one's own and others' emotions. Researchers have also explored the factors which play an important role in the effect of emotional labor. These factors are gender, age, culture etc. (Allen, Diefendorff, & Ma, [2014](#); Dahling & Perez, [2010](#); Mesquita & Walker, [2003](#)).

Researchers have given much importance to the gender factor in the process of emotional labor. They have discovered that men and women encountered different work experiences at the workplace and also met with different outcomes (Erickson & Ritter, [2001](#); Guy, Newman, & Mastracci, [2015](#); Hochschild, 1983; Simpson & Stroh, [2004](#); Timmers, Fischer, & Manstead, [1998](#)). Women express emotions more efficiently according to the demands of the organization and hide their actual emotions which are not considered appropriate to display in the workplace as compared to men (Grandey, [2000](#); Kruml & Geddes, [2000](#)). For example, flight attendants at the workplace are expected to control their negative emotions and deal with annoying passengers with love and in a friendly manner (Hochschild, 1983). Besides this, bill collectors are expected to overpower their positive emotions and treat the debtors in a strict and irritated way, they are actually expected to

show negative emotions in front of the debtors (R. Sutton, [1991](#)). Martin ([1999](#)) conducted a research study on the police department and discovered that tasks associated with love, care, sympathy and compassion are given to female police officers during the treatment of stressed victims particularly.

Service jobs are mostly executed by women (Hochschild, 1983). Krumland Geddes (2000) conducted research and explored the relationship between gender and emotional dissonance. According to him, women exhibit more positive and pleasant emotions than men. Wharton and Erickson (1995) also claimed that women manage their emotions more appropriately in the workplace and at home. However, the results of the current research study showed that there is no gender difference regarding the use of emotional labor strategies. Gross & John, [2003](#); Blanchard-fields, Stein, & Watson, 2004. Simon & Nath, [2004](#) in their research study explored that females are not encouraged to express feelings of anger, in the same manner, males are not expected to show feelings of sadness (Simon & Nath, [2004](#)). Cheung and Tang (2010) found in their research study that there is no difference in gender with regard to the use of emotional labor strategies. In the current research study, results also showed that there is a gender difference regarding emotional labor strategies and job satisfaction of university teachers.

Suggestions

On the basis of the research findings following points are recommended for improvement.

1. Male teachers are involved more in surface acting and deep acting strategies. They are comparatively less involved with a genuine expression of emotions strategy. So, there may be relevant trainings at the university level regarding the use of emotional labor strategies specifically the use of a genuine expression of emotions. So, male teaching faculty may also utilize this strategy in the workplace.

2. Female teaching faculty is more satisfied with their job as compared to male teaching faculty, so there may be relevant trainings at the university level for male teaching faculty, so they may improve their job satisfaction at the workplace.

Recommendations for Future Research

1. The current research study was limited to the public sector universities of Islamabad (the capital city) and Rawalpindi. In future research studies, public and private sector universities of other provinces may be taken to find out the gender difference between emotional labor strategies and job satisfaction of university teachers.
2. In the current research study, the researcher has only selected social sciences and humanities departments, other departments may also be taken in future research studies.
3. In the current research study, the researcher has selected teaching faculty i.e. Associate professors, Assistant professors and lecturers. Future research may be conducted on admin staff (HR faculty, Finance faculty) and other non-teaching staff i.e. Gardeners, sweepers, maids and cook working in the public and private sector universities to find out the relationship with regard to these variables. Comparisons may be done between public and private sector universities and also among this staff with regard to different departments inside the universities.

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