

Emotional Labor Strategies and Organizational Commitment Among College Professors

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ABSTRACT

The study examined the relationship between emotional labor strategies and organizational commitment among college professors in India using a non-experimental correlational design with a quantitative approach. The sample consisted of 98 educators, and the Teacher Emotional Labor Scale and Organizational Commitment Scale were used as measurement tools. Pearson correlation, independent sample t-test, and regression analysis were conducted to analyze the data. The results showed that the expression of naturally felt emotions exhibited a weak positive link with organizational commitment, whereas surface acting and deep acting were not significantly correlated with organizational commitment. Furthermore, levels of deep acting, surface acting, and naturally felt emotions did not change significantly based on gender, marital status, or work experience. The levels of organizational commitment between males and females did, however, differ significantly, with females showing higher levels of organizational commitment. No significant differences were found based on marital status and work experience. The study also highlighted that expression of naturally felt emotions had a significant impact on organizational commitment.

Keywords: *Surface Acting, Deep Acting, Expression of naturally felt emotions, Organizational commitment, college professors*

Emotions are complex psychological states that can alter behavior and judgment. Affective Events Theory (AET) by Weiss & Cropanzano (1996) emphasizes the importance of emotion in organizational management. It states that an organization's working environment influences employees' emotions and that organizational efficiency must also take into account members' emotional reactions. Jobs with emotional labor include healthcare, education, call centres, and law enforcement.

Emotional Labor

Emotional labor has become a critical component of work in the service industry, where employees are required to manage their emotions and display specific emotions in line with their organization's guidelines. A framework for analyzing the phenomena was developed in the 1970s as a result of the study of emotions in the workplace; Hochschild (1983) was the first to recognize emotional labor as a novel type of labor. Emotional management,

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according to her definition, is "the management of feelings to create a publicly observable facial and bodily display." Morris & Feldman (1996, 1997) described emotional labor as "The effort, planning, and control needed to express organizationally desired emotion during interpersonal interaction".

Emotional labor is the technique of controlling one's emotions to exhibit the proper emotions needed by a company or employment. Diefendorff et al. (2005) proposed three dimensions of emotional labor: surface acting, deep acting, and true acting. Surface acting involves hiding one's true emotions, deep acting involves cognitive effort to manufacture necessary emotions, and true acting or expression of naturally felt emotions involves conveying true emotions without elaboration or dishonesty. Employing emotional labor techniques can have an impact on job satisfaction and burnout, so organizations and people need to understand emotional labor strategies.

Organizational commitment

Organizational commitment is the level of dedication an employee has to their organization and the effort they put into their work. It is associated with lower turnover and absenteeism, higher job satisfaction, productivity, and organizational performance. Emotional labor can affect organizational commitment among professors, which is important for the success of an organization. The discrepancy theory suggests a relationship between emotional dissonance, job satisfaction, and intention to leave. College professors in this study include associate and assistant professors working in any department in well-established college across India. Administrators have some influence over professors' emotional behaviors, such as the use of student and colleague evaluations to gauge performance. Professors must perform emotional labor or manage emotion as members of the front line of the workforce in order to improve their effectiveness.

There are some important research findings related to the variables of this study. Researchers have explored the impact of emotional labor on teacher burnout, job attitudes, and turnover intentions. Akdemir (2019) found that teachers who had lower levels of commitment to their organization were more likely to experience burnout. Lee (2019) reported that surface acting was positively correlated with teacher burnout, while genuine expression was negatively correlated. Han et al. (2018) discovered that teachers' organizational trust and commitment were lower when they engaged in emotional labor, leading to emotional exhaustion and reduced job satisfaction. Yilmaz et al. (2015) highlighted that teachers who experienced emotional exhaustion had the highest levels of burnout. Rathi et al. (2013) found that higher levels of emotional labor were associated with more stress and turnover intentions among employees. Akin (2021) and Deliveli & Kiral (2020) found that employees who engage in genuine acting tend to demonstrate higher levels of commitment to their organization. Wullur & Werang's (2020) study revealed a weak negative correlation between organizational commitment and emotional exhaustion among primary school teachers. Wen et al. (2019) discovered that employees who were better at using deep acting as an emotional labor strategy were more likely to experience higher job satisfaction due to their higher emotional intelligence.

Aim

The study aims to understand the relationship between emotional labor strategies and organizational commitment among college professors and to see if there is a difference in emotional labor strategies and organization commitment among college professors based on gender, work experience, and marital status.

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Sample

The sample comprised of ninety-eight college professors. The study included two genders, with 63.2% identified as male and 36.7% as female. Work experience was categorized into two groups: 2 - 9 years, which accounted for 58.1% of the sample, and 10 - 20 years, which accounted for 41.8%. Marital status was also considered, with 47.9% of participants reported as married and 52.1% as unmarried.

Hypothesis

- H01 - There will be no significant relationship between surface acting and organizational commitment among college professors.
- H02 - There will be no significant relationship between deep acting and organizational commitment among college professors.
- H03 - There will be no significant relationship between the expression of naturally felt emotions and organizational commitment among college professors.
- H04 - There will be no significant difference in surface acting among college professors based on gender.
- H05 - There will be no significant difference in deep acting among college professors based on gender.
- H06 - There will be no significant difference in expression of naturally felt emotions among college professors based on gender.
- H07 - There will be no significant difference in organizational commitment among college professors based on gender.
- H08 - There will be no significant difference in surface acting among college professors based on marital status.
- H09 - There will be no significant difference in deep acting among college professors based on marital status.
- H010 - There will be no significant difference in expression of naturally felt emotions among college professors based on marital status.
- H011 - There will be no significant difference in organizational commitment among college professors based on marital status.
- H012 - There will be no significant difference in surface acting among college professors based on work experience.
- H013 - There will be no significant difference in deep acting among college professors based on work experience.
- H014 - There will be no significant difference in expression of naturally felt emotions among college professors based on work experience.
- H015 - There will be no significant difference in organizational commitment among college professors based on work experience.

Instruments

Two measures were used in this study,

1. **Teacher Emotional Labor Scale (TELS)** - The TELS assesses emotional labor using three subscales: Surface Acting, Deep Acting, and expression of naturally felt emotions. Each subscale contains five items that are rated on a 5-point scale ranging from 1 (not at all) to 5 (very true). The TELS has high internal consistency with Cronbach's alpha coefficients of .73, .72, and .72 for the Surface Acting, Deep Acting, and expression of naturally felt emotions subscales, respectively. The TELS also demonstrated good content validity and convergent validity, as it was

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significantly associated with other measures of emotional labor, burnout, and job satisfaction.

- 2. Organizational Commitment Scale** - Developed by Upinder Dhar, Prashant Mishra, and D. K. Srivastava in 2001, is a reliable and valid measure of organizational commitment. The scale includes eight items and has a reliability coefficient of 0.6078. The scale assesses organizational commitment levels based on the evaluation of responses and the assurance that a particular response reflects a favorable or unfavorable attitude toward the relevant problem. The scale has good internal consistency and validity, with significant validity coefficients ($p < .05$) based on the relationship between organizational commitment and job performance, skills, education level, gender, and experience.

Procedure

The study used purposive sampling to select 98 college professors with varying levels of work experience and both male and female genders. Data was collected using Google Forms with informed consent, demographic information, and scales used in the study. Participation was confirmed by those who responded "yes" in the Google Form.

Table 1 shows the results for Pearson Correlation test on Emotional labor strategies and Organizational commitment.

Variables		Organizational Commitment
Surface Acting	Pearson Correlation	.094 (r)
	Sig. (2-tailed)	.357 (p)
Deep Acting	Pearson Correlation	.094 (r)
	Sig. (2-tailed)	.357 (p)
Expression of naturally felt Emotions	Pearson Correlation	.253** (r)
	Sig. (2-tailed)	.012 (p)

*Note; **. Correlation is significant at the 0.05 level (2- tailed)*

Table 1 displays the Pearson correlation results between emotional labor strategies and organizational commitment among college professors. The study showed no correlation between organizational commitment, surface acting, or deep acting. The expression of naturally occurring emotions did, however, have a weakly positive connection with organizational commitment, suggesting that more expression of naturally occurring emotions may improve organizational commitment. This result was in line with other research that revealed a strong correlation between organizational commitment and emotional labor (Deliveli & Kiral, 2020).

Table 2 shows impact of expression of naturally felt emotions on organizational commitment using linear regression

Variables	Beta	Std. error	R ²	F
Expression of naturally felt emotions (Independent variable)	.253**	.128	.064	6.55
Organizational Commitment (Dependent variable)				

*Note; **p < 0.05*

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The regression analysis showed that expression of naturally felt emotions had a significantly positive impact on organizational commitment among college professors, with a significant Beta value of 0.253 ($p \leq 0.05$) and F value of 6.554. The R^2 value of 0.064 indicates that 6.4% of the change in organizational commitment was predicted by expression of naturally felt emotions.

Table 3 shows the difference in Emotional labor strategies and organizational commitment among College professors based on gender.

Variables	Category	N	Mean	SD	t	Sig.
Surface acting	Male	62	13.71	3.00	0.89	0.37
	Female	36	13.13	3.13		
Deep acting	Male	62	13.93	3.19	1.31	0.19
	Female	36	13.00	3.70		
Expression of naturally felt emotions	Male	62	14.33	3.56	0.41	0.96
	Female	36	14.30	4.26		
Organizational Commitment	Male	62	25.51	4.69	- 2.80	0.006
	Female	36	28.33	4.96		

Table 3 presents the results of an independent sample t-test conducted to compare emotional labor strategies and organizational commitment among college professors based on gender. The results demonstrated no significant differences between males and females in terms of deep acting, surface acting, or the expressing of naturally felt emotions. But there was a clear difference in organizational commitment between both genders, with women demonstrating higher levels of commitment than men. These findings were at odds with earlier emotional labor studies by Deliveli & Kiral (2020) which had discovered no gender differences.

Table 4 shows the difference in Emotional labor strategies and organizational commitment among college professors based on marital status

Variables	Category	N	Mean	SD	t	Sig.
Surface Acting	Married	47	13.46	2.91	-0.09	0.92
	Unmarried	51	13.52	3.19		
Deep Acting	Married	47	13.55	3.47	-0.10	0.91
	Unmarried	51	13.62	3.36		
Expression of naturally felt emotions	Married	47	14.23	3.17	-0.22	0.81
	Unmarried	51	14.41	4.35		
Organizational Commitment	Married	47	26.93	5.81	0.73	0.46
	Unmarried	51	26.19	4.05		

Table 4 presents the results of an independent sample t-test that compared the difference in emotional labor strategies, and organizational commitment among college professors based on marital status. According to the results, there was not significant difference in any of these factors between married and unmarried educators. The non-significant t-values and p-

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values, all of which were higher than the significant value of 0.05, supported this. As a result, each variable's null hypothesis was accepted. These findings are in line with previous research by Deliveli & Kiral (2020) that demonstrated that marital status has no bearing on organizational commitment or emotional labor levels.

Table 5 shows the difference in Emotional labor strategies and organizational commitment among College professors based on Work experience

Variables	Category	N	Mean	SD	t	Sig.
Surface acting	2-9 years	57	13.42	3.52	-0.30	0.76
	10-20 years	41	13.61	2.27		
Deep acting	2-9 years	57	13.54	3.84	-0.16	0.87
	10-20 years	41	13.65	2.70		
Expression of naturally felt emotions	2-9 years	57	14.33	4.21	0.02	0.98
	10-20 years	41	14.31	3.22		
Organizational Commitment	2-9 years	57	26.66	4.86	0.27	0.78
	10-20 years	41	26.39	5.15		

Table 5 displays the outcomes of an independent sample t-test that examined the variations in emotional labor strategies and organizational commitment among college professors based on their work experience. The results showed that there was no significant difference between professionals with 2–9 years of experience and those with 10–20 years of experience in terms of surface acting, deep acting, expression of naturally felt emotions, or organizational commitment. For each organizational commitment and emotional labor method, the null hypotheses were accepted because all p-values were higher than the significance level of 0.05. The findings imply that among college professors, work experience had little impact on organizational commitment or emotional labor techniques.

The study found no significant correlation between surface acting and deep acting with organizational commitment, but a weak positive correlation between expression of naturally felt emotions and organizational commitment. It also found a significant difference in organizational commitment levels between males and females, with females having higher levels. However, the study suggested that administrators can support college professors by fostering a supportive work environment that recognizes and values their emotional labor, promoting emotional regulation skills, and developing a culture that appreciates emotional genuineness and fosters a productive workplace. The findings of this study can provide insights into the significance of organizational culture in creating organizational commitment among college professors and managing emotional labor. Future research can expand on this study to examine the connection between organizational commitment and emotional labor in different settings or with various populations.

Limitations

The study's limitations include the possibility of cultural differences in responses due to data collection from various parts of India. The small sample size may not be representative of all professors in the region. Moreover, the study is limited to college professors, limiting its generalizability to other professions. While these limitations do not invalidate the study's

findings, they do highlight the need for further research with a larger sample size, broader participant base, and more diverse locations to enhance the generalizability of the results.

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Conflict of Interest

The author(s) declared no conflict of interest.

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