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The Impact of Emotional Labor on Job Stress and Well being of Lecturers in Professional Colleges in Delhi-NCR, India

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Abstract: This study is conducted to investigate the relationship among emotional labor, role stress and burnout among lecturers. Until 1980s little research was done on the concept of emotional labor among organizations. Now researchers have realized the importance of emotional labor among many sectors like Aviation, Banking & Finance, Travel & tourism, Education, Health care services etc. Where interactions with customers are of utmost importance, and are expected to be managed professionally in line with organization Vision & Mission Statements. While the display of emotions by the employees in accordance with the demand of organizations have positive contributions towards the growth of businesses but it might affected the employees in negative way. In this research paper, an emotional labor scale, personal and work life stressor and burnout scale are used on a sample size of 200 Professional College lecturers of Delhi-NCR and it is determined that there is positive correlation between emotional labor and stress burnout.

Keywords: Emotional labor, Stress Burnout, Professional college lecturers

INTRODUCTION

Emotional labor is process of regulating real emotions (Grandey, 1998) and to express the emotions desired by organizations during interpersonal transactions (Morris & Feldman, 1996). Hochschild (1983) defined emotional labor as a form of managing emotions which creates publicly visible facial and bodily display. Emotional labour is expression of specific emotions and attitudes during work that is controlled through training and supervision. (Smith & Lorentzon, 2007). They need to suppress certain emotions like boredom, disliking or anger which are not required by organizations and expected to show certain emotions like friendliness, empathy etc. which they do not feel genuinely (Ashforth and Humphrey, 1993) causing stress (Zapf *et al.* 1999). Emotional labor is considered stressful and can increase psychological distress (Wharton, 1996) and affect employees' health ranging from sleeplessness, fatigue, hypertension, cancer, (Ashkanasy, 2001) employees' well-being such as self-esteem, alienation, cynicism, depression, moral distress (Raines,

2000) and also affect employees' performance such as low involvement, dissatisfaction, high withdrawal intention (Cigantesco *et al.*, 2003).

Emotional labor has four dimensions consisting of deep acting, surface acting, automatic emotional regulation and emotional deviance (Cukur (2009). Deep acting is modifying inner feeling to match expression. The intent then is to seem authentic to the audience; thus deep acting has been called 'faking in good faith' (Rafaeli and Sutton, 1987). Surface acting is showing the emotions which are not felt but are required by the business and suppressing or altering the emotions truly felt (Brotheridge and Grandey, 2003). According to Rafaeli and Sutton (1987), Surface acting is 'faking in bad faith.' Automatic emotional regulation is defined as feeling the job related emotions whenever they are needed without making any preparation in advance and reflecting them the way they are felt and emotional deviance is defined as reflecting the feelings without giving attention to follow the display rules (Cukur, 2009).

Traditionally it was thought that emotional labor occurs only in shop floor or lower level employees. Wharton (1993) noted that with few exceptions, much work on emotional labor is focused on lower level or shop floor employees such as flight attendants, clerical workers, checkout operators, nurses has been done. Emotional labor occurs in several kinds of jobs and (Hochschild, 1983; Smith & Erickson, 1997) and at all levels so researchers realized the importance of studying emotional labor among higher level professional groups (Fineman, 1993. Taylor & Tyler, 2000).

Like other higher level professional groups, there is shortage of studies on emotional labor among lecturers. Lecturers are expected to display required emotions of the job which affect them in negative way resulting in stress burnout. So the purpose of this study is to find the emotional labor among lecturers and its relation to stress burnout with the help of empirical study. The teaching profession historically viewed as most comfortable profession and labor of love. But now a day there is a Commercialization of education industry & cut throat competition among professional colleges as more and more Entrepreneur are seizing business opportunity in education due to privatization since 1995 in India. So there is drive towards greater efficiency in professional colleges to attract more and more students. This drive is manifested where lecturers has to do diverse tasks like teaching, research, administration, management, student counseling etc. (Makinde & Alao, 1987) with each requiring varying degrees of emotional display. Emotional labor is act of expressing anticipated emotions in service interactions, such as smiling and conveying friendliness (Ashforth & Humphrey, 1993) and are positively associated with important customer outcomes, such as intention to return, recommend to others and perception of overall service quality (Parasuraman *et al.*, 1985; Pugh, 2001). Student quality in private colleges is deteriorating with opening of more and more number of colleges which creates tough classroom environment for lecturers. Lectures are expected to listen students' problem patiently and calmly, motivate them to attend classes regularly and attract the attention of students to provide effective learning. Lecturers are expected to cure society's ills, prepare adults for life in a complex technological society and to hide their negative emotions towards students. They also have to show positive picture of college to the parents because they are the clients from whom revenue is generated. With this increasing number of roles that students, parents and employers demand from lecturers, emotional exhaustion thus stress burnout among lecturers is on steady increase. Emotional labor is an important component for lecturers who continually try to direct the emotions and cognitive responses of students towards education.

Stress refers to adaptive response to a situation that is perceived as challenging or threatening to the person's well-being. Stress occurs when people are faced with demands from others or demands from the

physical or psychosocial environment to which they feel unable to adequately respond. The nature of response however depends upon a combination of many factors like extent of demand, the personal characteristics and coping resources of the person, the constraints on the person trying to cope and the support received from others. **Selye (1936)** first introduced the concept of stress in the life sciences and defined stress as “the non-specific demand on the individual’s body or mind to adapt to a change physically or psychologically.” Lazarus (1986) defined stress as “a particular relationship between the person and the environment that is appraised by the person as exceeding his or her resources and endangering his or her well-being.” Stress is not inherently deleterious, however. Each individual’s cognitive appraisal, their perceptions and interpretations, gives meaning to events and determines whether events are viewed as threatening or positive (Lazarus & Folkman (1984)). Stress has been regarded as an occupational hazard and significant health problem since the mid-1950s (Kahn *et al.* (1964)). Kahn *et al.* (1964) were the first to describe organizational stress in general and role stress in particular. Role stress is the occurrences of tension and conflicts among persons due to the roles they perform at work (Prateek, 2003). Cooper & Marshal, (1976) stated that role stress includes the stressors such as work overload, role ambiguity, role conflict and poor working conditions associated with a particular job. If the in-role effort required of employees exceeds their inherent capacity to cope, burnout may result (Jackson et al, 1986; Sharma & Singh, 2016). Burnout is a state of exhaustion for jobs requiring face to face interaction with customers (Maslach & Jackson, 1981). Freudenberger (1974) described that workers’ reactions to the chronic stress causes burnout and is common in jobs involving numerous direct interactions with people. Burnout can have serious detrimental consequences for the psychological well-being of employees (Maslach & Jackson, 1981; Schwab *et al.*, 1983).

The above reviewed literature shows that there is shortage of studies on emotional labor and its relation with stress burnout on the Indian population higher level groups specially lecturers. So the present research’s main objective is to find the causes of stress and which stress factor contribute most towards stress and which emotional labor dimension contributes more towards emotional labor also find relationship among emotional labor, role & demands and burnout. So it is hypothesized that emotional labor has significant positive relation with Stress (role and demands) and burnout.

EXPERIMENTAL (RESEARCH)

The field of the study is concentrated to few selected private engineering and management colleges of Noida and Greater Noida. The researcher used convenience sampling method to choose randomly 200 lecturers. While selecting the sample, it was taken care to equate the subjects on demographic factors like age, gender, educational qualification, early background, religion, experience, income and marital status. Out of the 200 questionnaires distributed to them only 147 questionnaires were filled properly and used for further analysis. The study is based on both primary and secondary data. A combination of observation and interview method was used to supplement the data collected through questionnaire. Secondary data was collected from books, journals, periodicals, magazines etc.

Also the correlation analysis is used to examine the relationship between emotional labor and burnout and among various stress factors by using SPSS.

The instruments used for measurement were emotional labor scale, personal & work life stressor questionnaire scale and Stress burnout questionnaire scales. All the tools are standardized scales. Emotional

labor scale was developed by **Cukur, 2009** to study the emotional labor among teachers. This scale has been found to have reliability with Cronbach alpha value .79. The scale measures the emotional labor under four sub dimensions which are automatic emotion regulation, surface acting, deep acting and emotional deviance. This scale is composed of 20 statements on 5 point Likert scale.

Personal and work life stressor questionnaire was used to identify the causes of stress in lecturers. This questionnaire was developed and standardized by **Olmstead, (2006)**. This scale had been found to have high reliability with cronbach alpha value $\alpha = 0.702$. The scale consisted of 70 items each to be rated on five point scale ranging on a continuum of never, seldom, sometimes, most of the time, always. It had eight dimensions: Time, Money, Health, Family, Role & Demands, Culture, Relationship & Support and Control.

Stress burnout questionnaire was developed by **Ehrenreich, (1999)** to assess the burnout among lecturers. This scale had been found to have high reliability with cronbach alpha value $\alpha = 0.727$. The scale was to be rated on five point scale ranging on a continuum of never, occasionally, somewhat often, frequently, almost always.

RESULTS

Table 1
Descriptive Statistics for emotional labor and stress of lectures

<i>Variable</i>	<i>Mean</i>	<i>Standard Deviation</i>
Burnout	2.9332	.29412
Emotional Labor overall	2.2337	.43813
Automatic emotional regulation	2.3851	.57822
Surface Acting	2.1516	.51812
Deep Acting	2.3127	.59773
Emotional Deviance	2.0854	.56814
Stress overall	2.4454	.13407
Time	2.3785	.33504
Money	2.5806	.29519
Health	1.7563	.37463
Family	1.2771	.19460
Work culture	2.8072	.34142
Role and demands	3.4339	.22914
Control	2.8442	.33628
Relationship and Support	2.4850	.44130

A perusal of Table 1 shows the mean and standard deviation for all variables included in the study. It was found that lecturers have shown high level of stress for each dimension but stress levels were found more for especially in case of role and demands dimension followed by control and work culture.

Table 2
Correlations among Causes of Stress

	<i>Time</i>	<i>Money</i>	<i>Health</i>	<i>Family</i>	<i>Work culture</i>	<i>Role & Demands</i>	<i>Control</i>	<i>Relationship & Support</i>
Time	1	.149*	.127	.130	-.065	.098	-.123	.087
Money	.149*	1	-.125	.128	-.071	.016	-.011	.216**
Health	.127	-.125	1	.011	-.003	.121	-.037	-.009
Family	.130	.128	.011	1	.041	.042	-.024	.226**
Work Culture	-.065	-.071	-.003	.041	1	.048	.056	.112
Role & Demands	.098	.016	.121	.042	.048	1	.117	.172*
Control	-.123	-.011	-.037	-.024	.056	.117	1	.011
Relationship & Support	.087	.216**	-.009	.226**	.112	.172*	.011	1

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

** Correlation is significant at the 0.01 level (2-tailed).

Table 2 reveals the correlation among all the stress factors. All the stress factors are least correlated so there is significant difference among all stress factors. Table 1 also shows the descriptive statistics for emotional labor and burnout. The level of burnout among lecturers is very high i.e. 2.9332 but the level of emotional labor is comparatively low i.e. 2.2337. It is seen that lecturers experience more automatic emotional regulation but least emotional deviance. The levels of all the four sub dimensions of emotional labor are approximate to each other.

Table 3
Bivariate correlation between emotional labor and burnout

	<i>Automatic Emotional Regulation</i>	<i>Surface Acting</i>	<i>Deep Acting</i>	<i>Emotional Deviance</i>	<i>Burnout</i>	<i>Stress (role & demands)</i>
Automatic Emotional Regulation	1					
Surface Acting	.45**	1				
Deep Acting	.60**	.61**	1			
Emotional Deviance	.29**	.54**	.32**	1		
Burnout	.67**	.59**	.62*	.19*	1	
Stress (role & demands)	.63**	.54**	.58*	.18*	.70**	1

* Correlation is significant at the 0.05 level (2-tailed). P<0.05

** Correlation is significant at the 0.01 level (2-tailed). P<0.01

In table 3, the relationship among stress, burnout and emotional labor is found by using correlation analysis. It is found that there is significant positive correlation among stress, burnout and emotional labor. The significant positive relationship is found among all the dimensions of emotional labor.

DISCUSSION

The above results show significantly high stress score among lectures in most of the dimensions of personal and work life stressor but the lecturers are experiencing more stress due to role & demands followed by control and work culture. Several studies have highlighted the deleterious consequences of role and demands at work place (Kahn *et al.*, 1964; Prateek, 2003; Cooper & Marshal, 1976). Role stress is the occurrences of tension and conflicts among persons due to the roles they perform at work (Prateek, 2003). Cooper & Marshal, (1976) stated that role stress includes the stressors such as work overload, role ambiguity, role conflict and poor working conditions associated with a particular job. Karasek, (1979) model associating work related stress with jobs that are highly demanding while simultaneously allowing little control. Many areas of work correspond to this model whereby individuals have high workload but relatively little autonomy in completing their assigned tasks (Vahtera & Pentti, 1999). According to Lasky, (1995) demands associated with family and finances can be a major source of 'extra-organizational' stress that can complicate, or precipitate, work-place stress. The result attests that the occurrence of stressors in the workplace either immediately following a period of chronic stress at home, or in conjunction with other major life stressors, is likely to have a marked impact on outcome (Russon & Vitaliano, 1995). Lower the level of support employees obtained from the organization higher the level of stress experienced by the employees at work (Bassel, *et al.*, 1998).

The findings above also show significant positive correlation among stress, burnout and emotional labor. Emotional labor increases job stress and then lead to burnout among lecturers. Significant relation has been found between emotional labor, stress and burnout in many organizational studies (Wharton, 1993; Rafaeli & Sutton, 1989; Grandey, 1998). Employees who have more interactions with clients represent more emotional labor leads to more burnout as compared to the employees who have less interactions with clients (Maslach, 1978). Employees in customer facing roles are frequently required to manage overwhelming, conflicting or ambiguous demands, which they may feel ill-equipped to handle. Simultaneously, they must manage the emotions they display towards customers, suppressing some, and expressing others, be they genuine or contrived. If the in-role effort required of employees exceeds their inherent capacity to cope, burnout may result (Jackson et al (1986)). Burnout is a state of exhaustion for jobs requiring face to face interaction with customers (Maslach & Jackson, 1981). Burnout, in turn, can have serious detrimental consequences for the psychological well-being of employees (Maslach & Jackson, 1981; Schwab et al, 1983).

Employees should learn to manage their stress. On practicing regular meditation, yoga, relaxation techniques they can experience overall freshness and well-being. They can change their selves (forgetfulness, indecisiveness, worrying over trivial matters, preoccupied with things) and start to feel optimistic towards life. They will feel more lighten up throughout the day, not got frustrated easily and start thinking alternative of a problem and able to do work more efficiently. The study is complied with early findings (Ornish, 1991).

CONCLUSION

In this study, the relationship among emotional labor, role stress and burnout have been examined. The findings show that private engineering college lecturers experience stress and burnout because of emotional labor. Lecturers experience stress in the workplace because of role and demands, control, interpersonal

relationships, organizational processes, work-home balance, deadlines they have to meet, high management expectation, job insecurity etc. Also lecturers have stress related with finances because most of the private college lecturers are getting very low salaries which are not as per UGC norms but they are expected to perform diverse tasks like teaching, research, administration, management, student counseling etc. Apart from the stress at the workplace there are other areas of their life where they experience stress. With ongoing stress in work and non-work areas employees feel out of balance with themselves and their environment. If employees don't take steps to manage their stress level it could be detrimental to their health and work performance and they can lead to more stress burnout. So the organizations should acknowledge the role of emotional labor in the workplace and provide training on stress management techniques so that lecturers are able to manage their stress level on time before it leads to burnout.

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