

**EXPLORING THE RELATIONSHIP BETWEEN
EMOTIONAL LABOR STRATEGIES AND
TEACHERS' JOB SATISFACTION AT
UNIVERSITY LEVEL**

By

ROMAL QADIR



**NATIONAL UNIVERSITY OF MODERN LANGUAGES
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By
ROMAL QADIR

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Romal Qadir

Dedicated to

This thesis is dedicated to my parents and especially to my elder sister for her love, endless support and encouragement. They stay in my every breath always.

ABSTRACT

Title: Exploring the Relationship between Emotional Labor Strategies and Teachers' Job Satisfaction at University Level

Emotional labor is management and display of emotions by the employees at workplace according to the expectations of the organization. Different emotional labor strategies are closely related with job satisfaction of employees and may increase or decrease satisfaction level according to their use. Purpose of the study was to measure the relationship between emotional labor strategies and job satisfaction of teachers at university level in Pakistan. In addition, this research study aimed to investigate the demographic differences i-e gender, age, marital status, qualification and job experience among university teachers regarding utilization of emotional labor strategies and job satisfaction. Mixed method approach having convergent/parallel mixed method design given by Creswell (2015) was used for this research. The target population included teaching faculty (Social sciences and humanities faculties) working in public sector universities of Islamabad and Rawalpindi cities. Total number of teaching faculty in both faculties is 852 (375M,477F). For quantitative part, stratified random sampling technique and for qualitative part criterion sampling technique was utilized. For quantitative survey, the selected sample size was 495(245M,250F). For qualitative research, semi-structured interviews were conducted with 11 participants. Standardized research tools were used for quantitative survey on the other hand, researcher developed 07 interview questions for qualitative research. Adopted scales including emotional labor scale developed by Kiral, E. (2016) having three categories and 16 items and job satisfaction scale developed by Abdullah M. Al-Rubaish et al (2011) having 8 categories and 45 items were used for data collection. For qualitative part 7 interview questions were developed by the researcher. The findings exhibited

that emotional labor is positively related with job satisfaction. Deep acting and genuine expression of emotions are positively related with job satisfaction and surface acting is negatively related with job satisfaction. Male teachers, unmarried, 35–40-year age and 1–5-year job experience are discovered to be more involved in surface acting comparatively. Generally, teachers are satisfied with their job, however few teachers are facing issues with salary and workload. Quantitative and qualitative results complement each other. This research study may be helpful for the universities' departmental administration to comprehend emotional labor aspects of the university teachers and their relationship with job satisfaction. They may plan and organize sessions regarding use of deep acting genuine expressions of emotion strategies , emotional awareness and regulation, team building and emotional intelligence for the teachers who are using surface acting strategy and for the male teachers . Besides this for teachers having unmarried status and 35–40-years age and 1-5 years job experience respectively.

Romal Qadir

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LIST OF ABBREVIATIONS

EL	Emotional Labor
SA	Surface Acting
DA	Deep Acting
GA	Genuine Acting/ Genuine Expression of Emotions
JS	Job Satisfaction
AU	Authority
SU	Supervision
PO	Policies and Facilities
MY	My work itself
IN	Interpersonal Relationships
CO	Commitment
SAL	Salary
WO	Workload
HF	Hygiene Factors
MF	Motivating Factors

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Appendix A	Cover Letter of Validity
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CHAPTER 1

INTRODUCTION

Context of the Study

Brief summary of research study is given in this chapter. At first, study variables are being discussed. Besides this, details of rationale, statement of the problem, objectives, hypotheses, research questions and conceptual framework is given. After that methodology, significance, delimitations and relevant operational definitions are provided by the researcher.

Generally, teachers develop face to face interactions at work place. They are expected to develop professional relationships with fellow teachers, students, parents of students and administration. They also need to motivate the students, create interest in them towards their studies and make them disciplined. While performing all these tasks, teachers need to show different emotions and some of the emotions they need to hide for the positive display of their personalities in front of other people (Ogbonna & Harris, 2004). Teaching at university level is sort of emotional experience for teaching faculty as it is truly said that “Professors do have emotions at the work place” (Stupnisky et al., 2019).

Though little attention is paid by the researchers towards emotions of higher education faculty at work place, how they are managing their emotions and what are the consequences of their use of different types of emotions. Universities, now a days with the passage of time converting into service organizations. In universities, students are wise comparatively, they communicate independently and freely with the teachers and this practice is more common with research scholars who involves in research projects with their supervisors. Job demands from the teachers and their role at higher level is becoming more significant at university level.

To fulfill the challenging demands and expectations, teachers need to execute emotional labor strategies at workplace. To perform different tasks for the students like supervision of the students during research, career counseling and to deal with students having individual differences, teachers need to display different levels of emotional labor which as a result may develop stress and dissatisfaction in the teachers. Educational researchers have identified that teachers need to practice and display emotional labor, if they want to communicate with the students appropriately to get their objectives. Teaching at higher level need different types of display of emotions on different occasions to perform actual or to pretend fake emotions according to the demands of the university.

At the same time, during teaching university teachers perform wide range of tasks which includes counselling of students, research, administrative and management matters. University teachers become dissatisfied with their job when they hide their actual emotions and pretend fake emotions as university teachers shows element of dissatisfaction when their freedom of thought is decreased and controlled by the management. Besides this, sometimes university teachers are exploited in the relationships with students, senior management and demands of job role. For this, they perform different levels of emotional labor to attain outcomes related with satisfaction of students and the demands of the senior management of the university. Emotional labor may create both satisfaction and dissatisfaction for the workers at work place.

Emotional labor plays a vital role in universities as university teachers are involved in providing services rather than teaching only. In classroom setting, teachers experience different emotional experiences which may be related to their students or with their teaching itself. In reality, educational classrooms are dwell with different emotional experiences which effect learning process, performance and personal growth

of university teachers. So, emotions or emotional labor develop identification and personalities of employees. It also shapes their experiences to appropriately manage emotions at work place.

Emotional labor may lead towards job dissatisfaction, turnover and weak mental health of teachers. Emotional labor plays a significant role for service employees as they always need to greet their clients with smile and positive attitude (Chi and Chen, 2019). According to Gaucher and Chebat “emotional labor is the ability to manage personal emotions for the display of emotions as per organizational rules during interpersonal communications.” During utilization of emotional labor instead of real and natural emotions, employees pretend fake emotions as per their duty which may affect their state of mind (Liao, Luo, Tsai, & Chen, 2020). The term emotional labor keeps importance as it may be a part of any profession which involves interpersonal communication and at the same time it has dual effect on individuals and their job outcomes. Hagenauer & Volet (2014) has pointed out two reasons to study emotional labor in higher educational institutions.

1. It was explored that teaching faculty experiences different type of emotions including positive emotions like happiness, satisfaction, accomplishment and also negative emotions like stress, hopelessness, fatigue, angeriness. Such emotional experiences effect their well-being accordingly.
2. It was found that emotional labor influence quality of teaching which as a result effect individual's lives, community and whole society as well. So, it is more important to conduct research on emotional labor in educational institutions rather than in business organizations (Sun, 2013).

Teachers' management of emotions and communication at work place includes.

1. Surface acting: Teachers make an effort to hide emotions from the students which they considered undesired. They act differently from their actual feelings, during the situations when they are worried or feels angry, they made people feel that they are in a very good mood. So, in order to fulfill their job responsibilities, they do what people expect from them to do. They display fake emotions in front of people.
2. Deep acting: Teachers make an effort to feel and manage desired emotions. They make an effort to actually feel the expected emotions to be displayed at the work place. They work hard to manage their emotions according the demands of their organization.
3. Natural acting: Teachers express their emotions naturally at the workplace, they treat with their students in natural manner without pretending or faking emotions, they show their real emotions in front of students.

The emotions are important part of professions was first explored by Hochschild (1979; 1983). Initially, Hochschild conducted research on flight attendants, the author observed their emotional display and these emotions' management during their communication with the passengers. Explored the ways which are used by the flight attendants to fulfill the demands of the organization with regard to the management and expression of emotions. For example, flight attendants are expected to deal with passengers having smile on their face and display kind behavior or gesture to remove the fear of flying which mostly passengers encountered with. They are also required to show same emotions when they communicate with rude passengers. Hochschild's concept is multilayered form of management of emotions which includes need of hiding specific emotions. Hochschild (1983) has point of view that when employees for longer period of time perform emotional labor, it effects their mental and physical health.

Hochschild (1983) also explored that emotional labor negatively effects sleep related issues of flight attendants. In Hochschild's theory (1983), emotional labor is regarded as employer driven in which employees are expected to display emotions which are desired by the organization irrespective of what the employees actually feel. However, Hochschild's (1983) concept of emotional labor is challenged by many theorists but general acknowledgement is found among different theorists about Hochschild's original theory. The advance researches on emotional labor have their roots in Hochschild's conceptualization. Hochschild (1983) has explored two types of emotional labor. Major purpose of using it to get salary. Organizations decides type of emotions they required from the employees during their interaction with the clients. According to Ashforth & Humphrey (1993), an employee performs emotional labor by using strategies i-e 'surface acting (SA), deep acting (DA), and genuine expression of emotions (GA). Ashforth and Humphrey (1993) theory is actually the extension of Hochschild (1983) theory. Ashforth and Humphrey (1993) has added one more emotional labor strategy (natural or genuine expression of emotions) to the emotional labor strategies given by Hochschild (1983).

1. Surface Acting: It is related with display of emotions by the employees according to the expectations of the organization. The employees do not feel natural inclination towards such emotions. For example, employees during using mobile phone, may display pleasant mood. In this example employees express required emotions which they are unable to feel actually. Surface acting is associated with the change of external display of emotions by hiding the natural emotions. Surface acting explains the difference between felt and conveyed emotions (Ashforth & Humphrey, 1993). Surface acting is associated with emotional regulation strategy of response focused which is presented by Gross and it includes manipulations of

facial and emotional reactions during the process of employee and customer communication.

2. Deep Acting: Deep acting includes conscious efforts of employees to do modification of internal emotions for their job role, and finally they are truly able to feel the required emotions. Hochschild (1983) explored that deep acting needs a lots of efforts and may be very tough for the individual. Although, deep acting is said to be positive strategy which gives more positive and productive results with reference to decreased stress and increased job satisfaction. Deep acting is much similar to Gross's emotional regulation strategy which involves employees' mindful efforts to change their internal emotions which finally make them able to change their external emotions.
3. Genuine Expression of Emotions: This category is given by Ashforth & Humphrey (1993).

According to Ashforth & Humphrey (1993), employees display genuine emotions, these emotions are naturally felt and experience by employees without any effort. These emotions arose in them naturally to complete their tasks at workplace. For example, a nurse may feel sympathy for the injured person, she does not need to display fake emotions, and she express genuine emotions to provide essential and sufficient care to him. According to Ashforth & Humphrey (1993), genuine expression of emotions is separate category. It is independent category; it is not part of the deep acting as Hochschild elaborated.

Diefendorff and Grosser (2003) have supported this approach of Ashforth & Humphrey (1993). Satisfaction of job is the range of favorableness or un-favorableness which is employed by the employees towards their work (Werther & Davis, 1999). It is considered as general behavior of employees towards their job for example, a job

satisfied person keeps positive attitude towards his job and organization. A person who is dissatisfied, shows negative attitude towards his job. Positive attitude is displayed by the employees who are satisfied with their job, on the other hand negative attitude is shown by the employees who are dissatisfied (Robbins 2005). Satisfaction of job is emotional situation which is developed in positive or negative way according to treatment of organizations with the employees (Luthans, 2005). So, the job satisfaction is considered as the gap between expectations of the employees and the outcomes which they obtain within the organization (Khan, 2008). More exactly, it is an emotional state which arises from the monitoring and evaluation of one's job or appraisal of employee's job performance.

Job satisfaction is very critical phenomenon as the productivity of the employees depends upon their level of job satisfaction. Organizations who have more satisfied work labor are considered to be more productive and shows higher performance. Consequences of Job satisfaction within organization are valued outcomes. To increase work productivity and to get success organizations may consider relevant concerns of employees and facilitate them accordingly. Environment of organization play a vital role towards employees' job satisfaction. It is the extent of employees' likeness or dis likeness of their work. It is related with the fulfilment of specific needs which are related with one's work.

Job satisfaction is evaluated by the satisfaction from work, their salaries, incentives, promotion, senior management and co-workers. Critical situations at the work place also elaborate levels of job satisfaction, personality characteristics and self-evaluations of the employees. So, job satisfaction is the degree of positive or negative attitude towards job. Job satisfaction is associated with socio economic status of the employees. Job satisfaction is closely related with emotions. Emotional labor has two

sided effects, on one side, it increases organization's productivity but on the other side, it may be harmful for the employees with regard to their mental health in case of displaying both surface acting and deep acting. Shann (2001) observed that if the teachers feel more satisfaction at work place, they become more committed towards their job, they guide their students well and students produce more good results. Further, Emotional labor leaves negative effects on job satisfaction of teachers. It was need of the day to study relationship of emotional labor strategies with university teachers' job satisfaction society.

Generally, emotions are not given any importance in Pakistani culture and organizations which as a result effect well- being of employees and organizational productivity and outcomes. A significant work or theory of job satisfaction and motivation is given by the American psychologist Frederick Irving Herzberg, Herzberg first started work in this domain in 1950s. The author interviewed accountants and engineers in Pittsburgh, in his initial research and asked about their most satisfying and dissatisfying job experiences and to describe experiences that made them feel good about their work. This work led him to develop his two-factor theory, hygiene factors were the prime reason of unhappiness on the job.

Secondly, employees get motivation and satisfaction, when they are given opportunities for learning and advancement, when they encountered with challenges and get achievement, and recognition. Herzberg further conducted research studies of employment motivation and satisfaction on women, lower-level supervisors, and a wide range of occupations including, agricultural administrators, men from management positions, hospital personnel, manufacturing supervisors, nurses, military officers, scientists, housekeepers, teachers, technicians, female assemblers, Hungarian engineers under a communist system. Herzberg established and described his two-factor theory

in two influential books, *The Motivation to Work* (1959) and *Work and the Nature of Man* (1968). His 1968 essay “One More Time: How Do You Motivate Employees?” became the *Harvard Business Review's* most-requested-ever article. The two factors: Herzberg revealed that job dissatisfaction and satisfaction were not a continuum, they were two separate categories, “dissatisfaction and no dissatisfaction” and “satisfaction and no satisfaction.” Herzberg's two factors are those that become a source of dissatisfaction and those that generate satisfaction. Though the two factors are entirely different, the opposite of both job dissatisfaction and satisfaction is no job satisfaction. Consequently, resolution of dissatisfaction does not lead to job satisfaction.

If, hygiene factors are absent, motivation decreases and it result in job dissatisfaction. Their existence does not increase motivation or satisfaction but simply evades job dissatisfaction. The word “hygiene” was selected explicitly for its medical associations, since hygiene stops illness but does not improve health. Hygiene factors resemble to Maslow's lower- order needs. They are also called extrinsic incentives or factors and are related with working. conditions. Herzberg found that the five most significant factors that lead to dissatisfaction are company policies and administration, supervision, salary, interpersonal relationships, and working conditions. Company policies such as leave, benefits such as health care, status and security Etc.

Hygiene factors must be fulfilled before motivating factors can completely affect commitment and output. Motivating factors resemble to Maslow's higher order needs. They are occasionally referred to as intrinsic rewards and are related with the work itself. Herzberg explored that the most important factor for job satisfaction and a positive attitude is achievement at some significant work. Employees motivated when they achieve success through work that is both challenging and enjoyable. Thus, Herzberg's five key factors of workplace satisfaction are, the work itself, which must

be interesting, meaningful, and challenging, a sense of achievement, recognition for achievements, increasing responsibilities, opportunities for growth and advancement. Once the extrinsic or hygiene factors are in place, Herzberg called for job enhancement to achieve motivation. He regarded job enhancement as an ongoing management function. Though, human resource departments tend to emphasis mainly on hygiene factors. Once hygiene factors are given, motivating factors can increase motivation and retention. The goals of motivating factors are employees who want to be on the job, who are ready to take more responsibilities, and challenging at work place. In this research study, relationship between university teachers 'emotional labor strategies and job satisfaction is being measured. For measuring this relationship above mentioned theories, Ashforth and Humphrey 1993, Emotional labor theory and Herzberg 1968, two factor theory has been selected by the researcher to get more influential and practical findings.

1.1 Rationale of the Study

Emotional experiences of university teachers are much important at work place in any organization. Emotional labor is considered as emotional work of employees expected by their organizations. Teachers' emotional experiences are interlinked with job outcomes as satisfaction or dissatisfaction and health outcomes (Sabagh et al., 2018). Display of different types of emotions shape personalities of university teachers. Teachers' emotional response during teacher- student interactions influence teachers' identity and personal growth. Teachers' display of emotions is related with their job satisfaction, professional development and job performance (Gedik & Ortactepe, 2017).

Teaching profession is also a service sector in which service providers are teachers and customers are students (Oplatka, 2011; Iltaf & Gulzar, 2013). Pfister (2015) have worked on academic literature in context of emotional labor of school

teachers and found that mostly research studies at school level are conducted in North America, Asia and Australia comparatively. However, there is bundle of empirical researches on emotional labor of school teaching but at higher education level there is still shortage of researches and there is need to conduct researches in this perspective (Hagenauer & Volet, 2014; Pekrun, 2019; Postareff & Lindblom- Ylänne, 2011; Stupnisky et al., 2019). At university level, research studies are related with students' anxiety and assessment (Hagenauer & Volet, 2014; Pekrun, 2019). In addition, in these research studies the focus is on negative emotions like stress, anxiety rather positive emotions like happiness, peace etc.

As a result, understanding of emotional experiences of teaching faculty are limited and unexplored area, there is no acknowledgement of emotional management, and so, these factors are not addressed in faculty trainings and development programs as well (Stupnisky et al., 2019). Previous researches in higher education setting have claimed that emotional labor have no role at workplace for teaching profession. Another unexplored area is the experience and expression of discrete emotions (satisfaction, happiness, enjoyment, stress, anxiety and boredom) of teaching faculty at higher education level. Such type of emotions are mostly experienced by the teaching faculty during teaching, so, it is needed to research in this context (Stupnisky, et al., 2019a).

Emotions and emotional labor is related with motivation, physical and mental health and job satisfaction of teaching faculty, they flourish themselves at the workplace with such factors, not only survive. However, teaching faculty thinking patterns at work place may be explored more. Researchers in the field of education showed that besides emotional labor demographic characteristics like age, gender, job experience and marital status played an important role towards job satisfaction of teachers (Ahmed, 2010; Evans, 1998). Being very important emotional labor strategy, genuine expression

of emotions have little available literature (Diefendorff, Croyle, & Gosserand, 2005; Martinez et al., 2007). Genuine expression of emotions is separate and significant emotional labor strategy. Very few researches are conducted related with this strategy, especially in Asian context at university level and in the country like Pakistan. Relationship of emotional labor strategies and employees job satisfaction' is needed to explore (Ilies et al., 2007). General reason to conduct current research study was shortage of research studies regarding emotional labor and job satisfaction specifically in the education field and its influence on academics and teachers, most of the researches are being conducted on bank employees, shop keepers and service workers etc.

Very rare, researches have been conducted in Asian context at university level and in the country like Pakistan. As public sector universities have gained attraction for most of the students to get admission in them, number of applicants are increasing due to which it has created competitive environment. Universities are expecting more hard work and devotion from the teaching faculty to enhance and sustain quality education. At work place, it is expected that, during communication, university teachers experience emotional labor and use different emotional labor strategies i-e surface acting, deep acting, genuine expression of emotions in different situations.

Use of emotional labor strategies may affect their job satisfaction positively or negatively. As the previous researches revealed that emotional labor and job satisfaction at higher education level is unexplored area so, the researcher felt need to conduct research in this domain. Secondly, Pakistan is country having very rich culture and traditions, here people do not bother about emotions, they suppress emotions to interact with others and to show that they are very kind and good to them. Sometimes, they even do not care about their mental health. This strategy may work but its time

period is too short, slowly it negatively effects their performance. This kind of approach and the scarcity of the published researches with regard to these variables at university level paved the way for researcher to initiate research in this area and suggest some recommendations for improvement. This study determines, whether at university level, teachers are involved in emotional labor strategies and how emotional labor strategies are related with their job satisfaction. Demographic characteristics like gender, age, qualification, job experience and marital status also play a vital role in every individual's professional life, so the researcher explore relationship of these demographic characteristics with emotional labor and job satisfaction as well. Current research study would be an addition of comprehensive literature to emotional labor theory of Ashforth and Humphrey (1993) regarding its use at higher education Level in Asian context in Pakistan.

1.2 Statement of the Problem

Teachers, irrespective of their own emotional management issues, are expected to educate the students with warm and affectionate behavior. Teachers are expected to listen, the problems of the students, give them advice when needed, stay calm and focused even when dealing with problematic students and sustain the attention of students to enhance their learning (Nias, 1999). All these facets deal with emotions and for emotional management, teachers use different emotional labor strategies. Emotional labor is a term which is first coined by Hochschild in 1983. According to her, Emotional labor is the management and display of emotions by the employees as required by their organization. The author first conducted research study on flight attendants and discovered that flight attendants utilize two types of emotional labor strategies, one is surface acting which is to pretend fake emotions in front of the passengers and hide real emotions for example, with rude passengers, they maintain respectful attitude but they

suffered inside. This type of situation may affect their mental or physical health and make them less job satisfied. Other strategy is deep acting, which is modification and alignment of internal emotions with external emotions. In this type of strategy, employees struggle at first but due to some guidance or training already provided them, they are able to deal with the situation in better way. According to Hochschild, utilization of deep acting for longer period of time effect mental and physical health of employees. Gradually, they lost satisfaction in their jobs.

Ashforth and Humforth (1993), in addition to these emotional labor strategies gave another emotional labor strategy which is genuine expression of emotions which is utilization of genuine or natural emotions at the work place. While using this strategy, employees nor hide or pretend fake emotions, neither modify internal emotions, they present themselves genuinely or express natural emotions for example a nurse in hospital, she provides care to patients genuinely, she feels for them, she does not need to pretend. At higher education level, emotions play crucial role in effective teaching. University teachers are expected to manage and express appropriate emotions in front of students during their teaching. They use different emotional labor strategies according to different situations.

Emotional labor stimulate students thoughts. Deep acting and genuine expressions of emotions strategies are positively related with university teachers' job satisfaction . On the other hand surface acting is negatively related with job satisfaction (Zheng et al. 2024) . Teaching profession is challenging profession that requires emotional and social skills to deal with students . To address students problems ,teachers perform emotional labor. Most of the time ,teachers utilize deep acting strategy . Second highest strategy is surface acting used by teaching faculty. Use of genuine expressions of emotions is comparatively low. These three strategies are closely related with their job satisfaction (Mingmei , 2024). At college level

,teachers display different types of emotions at workplace to deal effectively with students. They indulge themselves in emotional labor strategies according to the situation ,they encountered with. These emotional labor strategies effects their job satisfaction positively or negatively according to the strategy ,they utilize at work place. Emotional labor strategies and job satisfaction are closely related with teachers demographics (Kinman,2011).

In Pakistan at university level, teachers communicate with the students having different capacities, students are more mature as compared to the other levels of students, and teachers have to struggle hard to deal successfully with them academically and with their personal problems as well. At this level , teachers' another role is supervisors of the research scholars. This role is very challenging for the university teachers. To do all these tasks, they perform emotional labor strategies at work place. They utilize emotional labor strategies during their communication in different situations. Use of emotional labor strategies effects their job satisfaction positively or negatively depends upon the emotional labor strategy they utilize at work place to achieve the set objectives.

Use of surface acting strategy which is suppressing real emotions and pretending fake emotions make teachers dissatisfied with their job, as when they continue to suffer with their inner self and pretend artificial emotion while interactions with students and workplace people. They lose interest in their job and failed to fulfill their job responsibilities. Gradually, they becomes dissatisfied with their job. Deep acting are modified and trained emotions. When teaching faculty try to manage their emotions and make them align with their job responsibilities, They feel satisfaction with their job, they happily try to cope with workplace matters. Genuine expression of emotions is associated with genuine emotions. When teachers involve themselves in

the workplace responsibilities, They becomes compassionate towards work place tasks. They complete all tasks with happiness and feel to be the part of organization. They feel satisfaction with their job. While keeping in mind the current situation, the purpose of the study was, to measure the relationship between emotional labor strategies and job satisfaction of the university teachers. Besides this, demographic differences (i-e gender, age, qualification, marital status and job experience) were determined among university teachers regarding emotional labor strategies and job satisfaction.

1.3 Research Objectives

1. To investigate emotional labor strategies displayed by the university teachers at work place.
2. To investigate job satisfaction experienced by the university teachers at work place.
3. To measure the relationship between emotional labor strategies and job satisfaction of university teachers.
4. To determine demographic differences gender, age, qualification, marital status, job experience among university teachers with respect to display of emotional labor strategies and job satisfaction.

Research Questions

1. What type of emotional labor strategies do university teachers use at workplace?
2. What is the level of university teachers' job satisfaction at work place?

1.4 Null Hypotheses

H₀₁. There is no significant relationship between emotional labor strategies and job satisfaction of university teachers.

H_{02 a).} There is no significant gender difference among university teachers with respect

to emotional labor strategies and job satisfaction.

H₀2. b) There is no significant age difference among university teachers with respect to emotional labor strategies and job satisfaction.

H₀2. c) There is no significant qualification difference among university teachers with respect to emotional labor strategies and job satisfaction.

H₀2.d) There is no significant marital status difference among university teachers with respect to emotional labor strategies and job satisfaction.

H₀2.e) There is no significant job experience difference among university teachers with respect to emotional labor strategies and job satisfaction.

1.5 Research Questions (Qualitative)

1. How are emotional labor strategies among university teachers different at the work place over a specific period?
2. How university teachers are satisfied with their job?
3. How display of teachers' emotional labor strategies at work place are associated with job satisfaction of university teachers?
4. How demographic factors i.e. gender, age, marital status, qualification and job experience influence university teachers display of emotional labor strategies?
5. How 'demographic factors i.e. gender, age, marital status, qualification and teaching tenure influence university teachers' job satisfaction'?

1.6 Conceptual Framework

1.6.1 Emotional Labor Strategies

Hochschild (1983) has explored concept of emotional labor. Author has conducted researches on service workers. The initial and most influential research study conducted by the author was on emotional labor of flight attendants. Emotional labor is managing emotions in a way to display facial and bodily expressions expected by the

organization. Hochschild has explored two ways for the management of emotions. These are surface acting and deep acting. Besides this, Hochschild has explored two more categories which are passive deep acting and active deep acting. In current study, emotional labor theory of Ashforth and Humphrey (1993) was selected by the researcher to conduct research. It is originated from the work of Hochschild (1983) and in other words it is the extension of the theory presented by Hochschild.

Ashforth and Humphrey (1993) Emotional Labor Theory

This theory explained that how individuals monitor their emotions, manage them accordingly and change their behaviors to achieve the certain goals. This theory has three dimensions.

1. Surface Acting

This type of emotional labor happens when employees struggle with the management of emotions. They are unable to feel and without feeling the emotions at heart, they try to express and achieve the certain goals. This type of acting may create stress in employees. Surface acting is associated with faking emotions. They are presented by the employees at work place by altering outer appearance only. By using surface acting technique, people change their internal state after changing their outer appearance. When the facial expressions are changed, at that time internal emotions are altered to make align with external appearance.

2. Deep Acting

This type of emotional labor happens when employees struggle with the management of emotions. They are unable to feel and without feeling the emotions at heart, they try to express and achieve the certain goals. This type of acting may create stress among employees. Deep acting happens when internal emotions of employees are not matched with expected emotions, at that time they utilize their past experience

or training to make their outward emotions appropriate as desired by their organization. In contrast to surface acting, inner emotions are changed first after that outward appearance is changed. In 'surface acting' emotions are transformed from "outside in" on the other hand emotions are altered from "inside out" in 'deep acting' (Hochschild,1993). Hochschild (1983) consider deep acting as suppressing emotions, where employees keenly try to suppress actual emotions. Skilled minds, where employees raise their thoughts and memories to pursue the expected emotions for example, while thinking about wedding, feeling of happiness arise and stay in mind on the other hand happiness is replaced by sad feelings by thinking about funeral of someone. So, employees utilize their past experience or training to invoke desired emotions.

3. Genuine Expression of Emotions

This type of the emotional labor is related with the natural and genuine emotions of employees, they do not need to struggle for their feelings at heart. They spontaneously and naturally feel and display emotions to achieve goals. Genuine expression of emotions happens when expected or desired emotions get aligned with actual or genuine emotions of employees naturally. This third strategy of emotional labor is purely a new strategy suggested by Ashforth and Humphrey (1993), according to them Hochschild in theory of emotional labor ignore the spontaneous or actual emotions of employees which they also experience in certain situations at work place. For example, Emotions of empathy are aroused in nurse when she sees and provide treatment to the injured child, nurse does not need to pretend or express fake emotions or act with artificial facial expressions. At the time when employees express genuine emotions, they do not encounter with any internal emotional conflict, emotions may be expressed with little or zero effort but they never have to deal with negative outcome. Genuine

expression of emotions strategy is also being used when the employees reject or do not feel need to utilize surface acting or deep acting strategy (Ashforth & Humphrey, 1993; Grandey, 2003)

1.6.2 Job Satisfaction

Many researches have been conducted to investigate job satisfaction in the context of organizations especially with regard to education field in which teachers' work related job satisfaction has been explored. Locke (1976) has described job satisfaction as emotionally pleasant state which comes after the individuals' admiration of his /her own job or work done at work place. In the current research study following job satisfaction theory was being used which is presented by Herzberg in the year 1968.

Herzberg's Two- Factor Theory (1968) Job Satisfaction theory

Herzberg's (1968) has given motivation theory which is called two-factor theory, it shows two view points on satisfaction and dissatisfaction on job. He has presented two factors.

a. Hygiene factors

Hygiene factors are the basic needs, when these needs fulfill, employees feel comfortable at work place. These factors are supervision, policies and facilities workload, interpersonal relations and salary. Herzberg explored that if these factors are absent, they may create job dissatisfaction among employees.

b. Motivation factors

The factors that lead towards job satisfaction are associated with the elements which motivates the people to do work, to grow and to stay in the same organization. For example authority, my work itself and commitment. Herzberg point out that presence of the motivators develops job satisfaction but their absence creates jobs dissatisfaction.

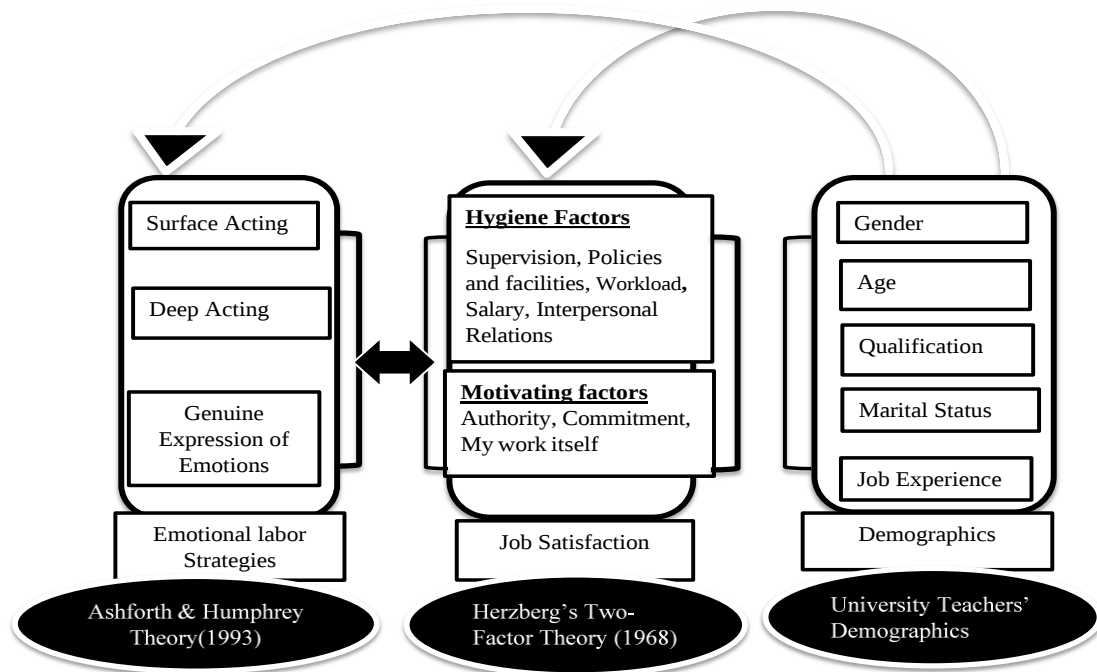


Figure 1: Conceptual frame work

Ashforth and Humphrey (1993) Emotional Labor Theory was selected by the researcher to address emotional labor strategies variable. There are 5 major theories related with this variable. While in-depth study and analysis researcher found that Ashforth and Humphrey (1993) Emotional Labor Theory is more suitable theory to conduct research study in educational institution and specifically regarding teaching faculty.

This theory Ashforth and Humphrey (1993) talks about three strategies.

1. Surface acting which means display of fake emotions, or struggling with internal emotions to fulfill the demands of organization.
2. Deep acting which is related with the conscious efforts of employees to modify internal emotions, make them align with their external display of emotions.
3. Genuine expression of emotions which are natural emotions of employees where they do not need to pretend fake emotions or modify internal emotions, they genuinely feel and express.

These above three categories are much aligned with teaching profession, teaching faculty encountered with three of these strategies at work place in their professional life. They are facing with these three situations at work place.

Other emotional labor theories are partially related with current research study variable for example:

Hochschild's (1983) Theory of Emotional Labor talks about two strategies

1. Surface acting
2. Deep acting

Morris and Feldman (1996) Emotional Labor Theory talk about 4 strategies

1. Frequency of emotional display
2. Attentiveness required for display rules
3. Variety of emotions required to be expressed
4. Emotional dissonance

Mann (1999) Emotional Labor Theory has three categories

1. Requirement of display rules
2. Hiding or faking emotions
3. Training at workplace.

The last theory is Grandey (2000) Emotional Labor Theory which has two categories

1. Antecedent-focused regulation of emotions
2. Response-focused regulation of emotions.

All these above-mentioned theories are unable to target the workplace life of teaching faculty as the theory selected by the researcher. In selected Ashforth and Humphrey theory, surface acting and deep acting are clearly defined as separate categories, they are discussed by the theorists in sequence. Another reason is, this is the only theory which talks about genuine expression of emotions, this category is completely missing in all other emotional labor theories. These categories are much aligned with teaching profession, due to it researcher made her mind to select this

Ashforth and Humphrey (1993) emotional labor theory for conducting current research study.

Frederick Irving Herzberg theory is a model of job satisfaction and motivation. It is also known as Herzberg's motivation-hygiene theory or dual-factor theory. The word “Hygiene” is associated with

1. Extrinsic factors like pay, working conditions, safety, and benefits. If these factors are absent, they cause dissatisfaction.
2. Intrinsic factors are motivators like sense of accomplishment, pride in work, recognition, and increased responsibility. They increase motivation and job satisfaction.

Herzberg first started research work in organizations during the 1950s. He was the first researcher, who used critical incident analysis technique, which is an interviewing technique to ask questions from accountants and engineers in Pittsburgh university about their most satisfying and dissatisfying job experiences and their experiences that made them feel good at work place. This research by Herzberg was conducted to develop two factor theory. Herzberg and his colleagues conducted research studies to check their job satisfaction in fields like:

- men more than 15 years experiences in management positions
- hospital personnel
- manufacturing supervisors
- agricultural administrators/supervisors
- nurses
- food managers
- military officers
- scientists
- housekeepers
- teachers
- technicians

- female assemblers
- Hungarian engineers under a Communist system

In the current research study researcher was working on relationship between two variables, emotional labor strategies and job satisfaction. Herzberg theory (1968) is the most influential theory of job satisfaction generally and he, himself conducted many related research studies as mentioned above, So, the researcher was in need to compare emotional labor strategies separately with university teachers job satisfaction to find out their relationship, this theory suits well from historical perspective and its current status as its two factors hygiene and motivating factors are further divided into certain categories which were need of current research study to check job satisfaction of university teachers . Another reason for selection of this theory was its purpose, it targets needs or satisfaction level of employees at the work place only. Herzberg Theory(1968) had 16(hygiene 10,motivational 06) categories. All are taken in current research study except personal life and status of hygiene factors. 08 hygiene factors (1.company policies and administration 2.supervision 3.relationship with peers 4. relationship with subordinates 5. relationship with supervisor 6.working condition 7.salary 8.security) of Herzberg theory were merged in 5 categories (1.supervision 2.policies and facilities 3.salary 4.Interpersonal relations 5.workload). These five categories are aligned with job satisfaction tool.

6 motivator factors (1.Achievement 2.Recognition 3.Advancement 4.Growth 5.Work itself 6.Responsibility) of Herzberg Theory were merged in three categories (1. authority 2.commitment,3. my work itself). These three categories are aligned with job satisfaction tool. Other research studies like,

Maslow's (1943, 1954) Hierarchy of Needs Theory

1. Physiological needs (food, shelter)
2. Safety needs (safe and non-threatening environment free from physical and

psychological harm to live in)

3. Social needs (love, affection and sense of belongingness)
4. Esteem needs (self-respect)
5. Self-actualization needs (to develop and realize ones' abilities).

Maslow's talks about all needs of any individual for respectful survival whether these are professional needs or personal needs for his/her motivation.

Alderfer's (1969) ERG Theory

1. Existence needs
2. Relatedness needs
3. Growth needs

Alderfer talks about needs in general rather Herzberg cover all work place job satisfaction domains in Hygiene and motivating factors.

McClelland's (1961) Human Motivation Theory

1. Need for achievement
2. Need for affiliation
3. Need for power

McClelland theory is also partially target employee's workplace job satisfaction domains.

Vroom (1964) Expectancy Theory

1. Expectancy (possibility that employee's efforts to do their tasks at work place will meet the expectations)
2. Instrumentality (Possibility that level of performance will meet the expected job outcomes)
3. Valence (The value which employees gives to job outputs)

Vroom theory also partially target employee's workplace job satisfaction domains as compare to Herzberg two factor theory.

Due to its purpose, researcher decided to select Herzberg Two factor theory (1968) instead selecting any other theory for addressing job satisfaction variable.

1.7 Significance of the Research Study

While keeping in mind main purpose of the current research study, the researcher has developed following benefits along with beneficiaries in detail.

- The study may be beneficial for the departmental administration inside universities

to understand the importance of emotional labor strategies for teaching faculty at work place. They get awareness about its appropriate use at work place and results produced. Departmental administration will guide their teaching faculty towards use of deep acting and genuine expressions of emotions strategy instead use of surface acting strategy. Use of deep acting and genuine expressions of emotions made them job satisfied .

- Teaching is a profession in which teachers interact with people like students, colleagues and administration. To deal with university students is challengeable for university teachers. Administration will play their role towards teachers' management of emotions . This will gradually improve their communications at work place. They will start using deep acting and genuine expressions of emotions strategy. They develop , interest and more responsibility towards their profession. As a result ,they will become satisfied with their job and students needs are addressed in the best possible manner.
- When university teachers will become job satisfied and find happiness in their profession, they will be able to address students problems in best possible manner. As a result society will get well balanced and civilized personalities in form of teaching faculty and students who will be a healthy product for nation as a whole.
- Policy makers may understand the significance of appropriate use of emotional labor strategies at work place for university teachers and make relevant sessions, focused group discussions essential part during the revision of educational policies.
- Departments and practitioners inside the universities may implement these sessions appropriately. This study also intends to fill the gap, especially in the Asian context, to understand relationship between emotional labor strategies and job satisfaction and further, relationship of these both variables with demographic characteristics.

- This study may also be helpful for the university teachers, they may analyze themselves and do improvements regarding their work at work place after reading findings of the research study.
- Generally, it is observed that workforce is shifted slowly from industries with manufacturing things to industries with social service activities. This shows that now the employees are more engaged with people rather things or objects. Due to it, service sector industries are faced with competition so that they can provide best services. To leave the things and dealing with people brought stress at work place. In the current study, the researcher conducted study to know the relationship between emotional labor strategies and job satisfaction. This study was an effort to offer direction to manage emotions and improve job satisfaction of teachers at university level.

1.8 Methodology

1.8.1 Research Approach

A mixed method research approach was utilized by the researcher for data collection and data analysis through using relevant statistical techniques and thematic analysis.

1.8.2 Research Design

Convergent parallel design was used as research design. In this research design, the researcher collects and analyze the data independently and separately, in the second phase, results of both data sets are merged and compared to check the similarities and differences (Creswell & Creswell, 2017).

1.8.3 Population

The target population of the research study was teaching faculty (lecturers, assistant professors and associate professors of social sciences and humanities faculties)

of public sector universities in Islamabad and Rawalpindi. Currently, 9 public sector universities are there in Islamabad and 3 are in Rawalpindi. Official websites of universities were visited by the researcher to take this data (till December, 2019).

Table 1.1 *Target Population of the Study.*

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

Teaching faculty in both faculties includes 852 (375M,477 F). In which Associate Professors are 92(59M,33F), Assistant Professors are 375(135M,240F) and lecturer are 385(181M,204F).

1.8.4 Sampling Techniques

For quantitative research survey, stratified random sampling technique was used. Teaching faculty was divided into strata on designation basis i-e Associate professors, Assistant professors and lecturers. After that among these strata's, sub strata of male and female teaching faculty were developed and sample size was selected by giving the equal weightage. For qualitative research survey criterion sampling comprises selecting people that fulfil some particular and predetermined criterion set by the researcher (Patton, 2001). Gender was the criterion to select sample size for qualitative research design. One participant from every public sector university of Islamabad and Rawalpindi was selected first. Then equal number of male and female participants were chosen to make total sample size which was 11.

One university i-e Institute of space and technology was excluded as there is no social sciences and humanities faculties in this university.

1.8.5 Sample Size

The selected size of the sample for quantitative survey was 495(245M, 250F) out of 852(375M, 477F) teaching faculty.

Table 1.2 *Sample Size of the Study*

Associate Professors	Assistant Professors	Lecturers	Total
39(26M, 13F)	220(125M, 95F)	236(94M, 142F)	495(245M, 250F)

According to above table 39(26M, 13F) Associate professors, 220(125M, 95F) Assistant professors and 236(94M, 142F) lecturers were selected as sample from the target population.

For qualitative part 11(5M, 6F) participants were selected for semi-structured interviews.

1.8.6 Research Instruments (Quantitative)

Adoptive research tools were used to collect data from the respondents. Emotional labor scale is developed by Kiral, E. (2016). This emotional labor scale has three categories and 16 items. These categories are surface acting, deep acting and genuine expression of emotions. Another adoptive research tool of job satisfaction was used which is developed by Abdullah M. Al-Rubaish et al. (2011). It has 45 items and 8 categories. These categories are authority, supervision, policies and facilities, Salary, my work itself, interpersonal relationships, commitment and Workload. 5 options Likert scale was used to take responses by using these research tools. it ranges from Strongly Agree, Agree, Neutral, Disagree, or Strongly disagree. For qualitative part researcher had developed 7 interview questions.

1.8.7 Research Instruments (Qualitative)

Seven interview questions were developed by the researcher on the basis of research questions.

1.8.8 Analyses of Quantitative Data

SPSS was used to analyze quantitative data through mean, Pearson correlation coefficient. Independent samples t. test and One way ANOVA.

Table 1.3 Data analysis techniques.

Sr. No	Statistical test	Purpose
1	Mean	Average
2	Pearson correlation coefficient	Relationship between variables
3	Independent samples t. Test	Gender based difference
4	One -Way ANOVA	Age, job experience, marital status, Qualification difference

According to above table, to investigate average mean test, to measure relationship between variables Pearson correlation coefficient test, to determine gender-based difference Independent samples t.test and to determine age, job experience, marital status, qualification difference One -Way ANOVA statistical test was conducted.

1.8.9 Analyses of Qualitative Data

Data was analyzed by conducting thematic analysis manually.

1.9 Delimitations

Due to financial and time constraints the current research study was delimited to the following areas:

Continent	:	Asia
Country	:	Pakistan
Cities	:	Islamabad and Rawalpindi
Universities	:	Public Sector Universities
Faculties	:	Social Sciences and Humanities
Teaching Faculty	:	Professors, Assistant professors, Lecturers
Demographic limitations	:	Gender, Age, Job Experience, Qualification,

Marital Status

Variables	:	Emotional Labor strategies, Job satisfaction
Research Design	:	Mixed method research design
Sampling Technique	:	Stratified random sampling technique and criterion sampling
Data collection	:	Personal visits, google from through whatsapp.com, Email

The study was delimited to public sector universities of Rawalpindi and Islamabad. Further , teachers were selected from faculties of social sciences and humanities. Teaching faculty included associate professors , assistant professors and lecturers from these both faculties. First , the purpose of the research study was being kept in mind by the researcher which was to check whether at university level teachers are involved in emotional labor strategies and how use of emotional labor strategies are related with their job satisfaction. Besides this, demographic differences were determined among university teachers regarding utilization of emotional labor strategies and job satisfaction.

At university level regarding study variables, there is scarcity of research studies . Available research studies on emotional labor strategies of university teachers in Rawalpindi and Islamabad was being checked. (Nadia , 2013) conducted research on teachers of public and private school, colleges and universities in Rawalpindi and Islamabad. (Sehrish , 2016) conducted research on nurses of Rawalpindi and Islamabad hospitals. (Azka,2021) conducted research study on university teachers' emotional labor in Punjab province. So ,first reason was to select universities of Rawalpindi and Islamabad was, no research was being conducted on teaching faculty regarding

utilization of emotional labor strategies. It was also time and cost effective. It was convenient for the researcher to collect data from these universities. Secondly, Public sector universities were being selected. In Pakistan fee structure in public sector universities is comparatively affordable for middle class and lower middle class students. Students with different family background, personalities, cultures, ethnicity and thinking patterns approaches public sector universities. University teachers have to work hard to deal with them. During interactions, they utilize emotional labor strategies with more diversity in public sector universities.

So, due to nature and purpose of the study only public sector universities were selected. Thirdly, Faculties of social sciences and humanities was selected. Social sciences is associated with study of people interaction. Major branches of social sciences are anthropology, economics, political science, psychology, and sociology. Besides this, humanities is interdisciplinary field that deals with human society and culture. Subjects like English literature, history, anthropology, sociology, philosophy, foreign language, gender studies, political science, and theology are taught. So, These faculties are concerned with more discussions as compared to subjects under umbrella of natural sciences. These discussions needs more communication among teachers and students. These both faculties were more relevant to be selected for current research study. Fourthly, only associate professors, assistant professors and lecturers were selected. Professors were excluded. Professors are involved in administrative positions, the current study deals with teaching faculty, therefore associate professors, assistant professors and lecturers were selected.

1.10 Operational Definitions

i. Emotional Labor (EL) is associated with the efforts of employees towards emotional management at work place and display of emotions in a way as required or expected by

their organization.

ii. Emotional Labor Strategies (ELS) are different types of strategies used by the employees to achieve their goals, these strategies are surface acting, deep acting and genuine expression of emotions.

iii. Surface Acting (SA) is associated with management of external emotions without changing internal emotions. In this strategy, employees pretend fake emotions externally as required by their organization to achieve their goals. They cannot modify their internal emotions, so struggle and suffer internally. This situation effects their job satisfaction negatively. For example, dealing with novice students, teacher pretend to be patient and deal professionally but suffer with internal emotions.

iv. Deep Acting (DA) is associated with management of external emotions after changing internal emotions. Employees emotionally encountered with difficult situation during communication at work place, but they are able to cope up with the situation in appropriate way, they manage their internal or real emotions by using their skills, which they may learned from their own experience or the trainings or orientations already provided to them. So, they make align their internal and external emotions. Use of this strategy is positively related with job satisfaction. For example, while dealing with the student who have behavioral problems or rude attitude, teacher first feel angry, but at the same time, he/she manage to deal with that student in professional way.

v. Genuine Expression of Emotions (GE) refers to genuine emotions which corresponds with displayed rules at work place, here employees do not suffer with their inner emotions or they do not need to modify their inner emotions, they display natural emotions to deal with job related matters. For example, after completing some administrative tasks with admin, when the teacher also has to take class with students, it does not make him/her stressed. He/she may feel fatigue but due to natural inclination

or love for the profession, he/she deals with students in expected way happily.

vi. Job Satisfaction (JS) is optimistic and enjoyable emotional condition which appeared, when conducive working environment is available to employees, they work without any physical or mental threat, where they are paid sufficiently and where they have healthy communication with administration to understand their needs and cooperate with them accordingly.

vii. Hygiene Factors (HF)

The word “Hygiene” is associated with extrinsic factor. These factors are basic rights of the employees which any organization ensure to provide to their employees for better facilitation. Hygiene factors may not increase job satisfaction but absence of these factor creates dissatisfaction in employees. These factors are like, supervision, policies and facilities, workload, interpersonal relations and salary. If these factors are absent, they cause dissatisfaction.

viii. Motivating Factors (MF)

These are called intrinsic factors or motivators. Availability of these factors with employees make them job satisfied, they improve their performance and want to stay in that organization for longer period of time. Motivating factors are like, authority , my work itself and commitment. These factors increase employees’ level of job satisfaction.

ix. Explorative Research Study

An explorative study is type of research study which is conducted on such topics which have not been studied in depth before . The purpose of explorative study is to get clear understanding of the problem under study and to develop parameters for description of that problem. General understanding and perspective is changed into specific and clear refinement of research problem.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

Study background is given in this chapter. Scholarly articles, books, dissertations, conference proceedings and other electronic resources were explored by the researcher to provide precise and relevant information in this chapter of literature review. Although with regard to education field particularly relationship of these variables, there is lack of research studies, but researcher tried her level best to investigate and discuss here all available material and relevant research findings. Gaps in current knowledge were identified and explained what has been done so far with regard to the topic of research specifically.

Generally, this chapter focused on emotions and emotional management with reference to employees, relevant theories, relationship of variables regarding demographic characteristics and different organizational settings, relationship of emotional labor strategies with teachers who are teaching at higher level and how it plays its role towards their job satisfaction. At the end general research findings are discussed.

Concept Map

Emotional labor's concept, factors and consequences

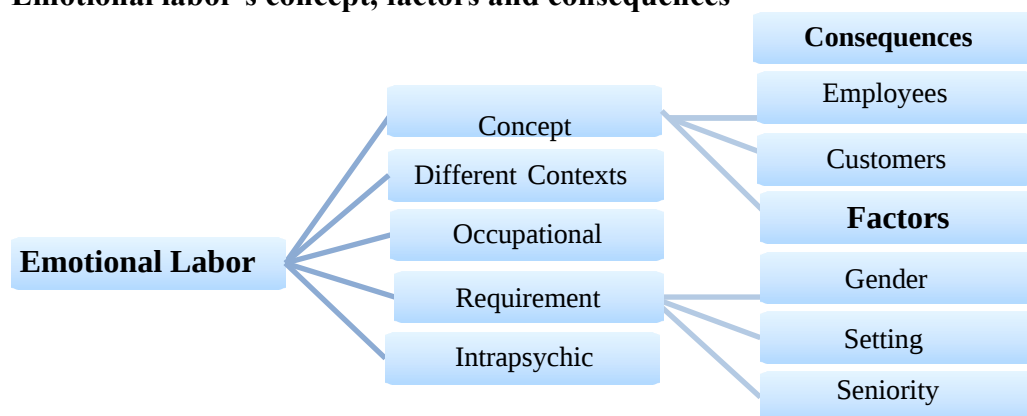


Figure 2: Concept Map of Emotional Labor

2.1 Labor Strategy and Emotions

According to (Smyth, 2001) teachers' work become much intensive and made them exhaustive due to increased demands from them. There are less resources and classes are over stuffed with students . There are workload problems , teachers have to face. They are assigned with other tasks then teaching. Continue trainings, research and development is expected from them. Related with this intensification , redefining teachers' work is done not as professional or educators but as technicians or skilled workers. They are considered laborers, as they also work hard and they are paid after their working. Labor strategy guides each project towards success by assigning the right tasks to the right workers and anticipating future labor needs.

In general, labor strategy is plan of action. This strategy provides guidance in project regarding budgets, timelines and right workers. Right labor strategy gives productive results. Emotional labor is related with labor of emotions at work place. It is regulation and management of emotions according to the demands of the organization to achieve certain objectives. Yin et al. 2017 extended Morris and Feldman's concept of emotional labor, asserting that emotional labor in teaching is the effort, planning, and control needed for teachers to express institutional desired emotion during their communication with students and others at workplace.

The emotional labor of teaching includes interactions with students, colleagues, and parents. Teachers are expected to regulate ,manage and express their emotions and according to the rules or guidelines given by the organization (Wharton, 2009). As the emotional labor of teachers in primary and secondary schools has been widely studied (Yin et al., 2017; Zheng et al., 2018; Buric et al., 2020) need for studies at higher education teaching and learning process has been always noted (Thies and Kordts-Freudinger, 2019; Rinas et al., 2020). Concept of emotional labor was first introduced

by Hochschild in 1983. Three decades have shown growth in research studies on emotional labor and current studies have examined emotional labor in a number of higher-level professionals, university teachers, lawyers and doctors (Yin, 2017). Emotional labor deals with three major strategies. Surface acting is suppressing real emotions, deep acting is related with trained emotions and genuine expressions of emotions is related with natural emotions. All these strategies are used by the teachers at higher education level.

To understand emotional regulation process of employees, it is important to know what emotions are. Emotions are explicit, passionate and intense response to emotional stimulating situation. So, the idea of emotions for most of the researchers is described as state of feeling which is related with subjective experience, spontaneous reaction and nonverbal display towards situation. Exploration of levels of emotions by different researchers gave birth to different levels of emotional labor (Grandey, Diefendorff, & Rupp, 2013; Grandey, 2000; Gross, 2002). The emotions' process started when an individual is encountered with some stimulus. The individual monitor and evaluate the occasion and explore its value and significance. These evaluations may be done at subjective level or at cognitive level. In general, this evaluation process covers four broad areas.

- a. Emotional state which is related with the assessment of stimulus.
- b. Type of physical response of individual towards stimulus.
- c. Internal motivational readiness of individual towards stimulus.
- d. Verbal and nonverbal emotional experiences of individual.

In conclusion, all the theories of emotions encompass physiological, cognitive, and behavioral reaction to the environment. It is true that process of generation of emotions happens quickly and spontaneously towards environment but researchers also

focus on the ability of an individuals to get involved in the process of generation of emotions, regulate and display their emotional experiences (Gross,1998). Frijda (1986) claimed that when an individual is exposed to the emotional stimulating occasion, he not only encounters with generation of emotions but also causes to generate emotional regulation process which make individual able to pre dominant natural response. So, individuals are not only encounter with emotions but also experience, shape and activate their emotions. Certainly, many researchers are doubted the possibility of emotional regulation although natural process which is operated against regulated process (Gross, 1999).

Emotions are actively managed in all forms including physiological, behavioral, and nonverbal levels on the other hand moods are short term with changeable colors. Gross (1998) has given emotional regulation model which is known as process model in which he has explained many approaches of emotional management. He claimed that strategies of emotional regulation are related with the different levels of generation of emotions process. These strategies involve behavioral, experiential, and physiological changes in emotion generation process before activation. For example, selection of the situation to which an individual display emotion, to change focus or reassessing the emotional stimulating environment and at the end changed the route of emotions. This regulation process occurs late and after antecedent-focused emotional regulation strategy.

Individual is most of the time changes their verbal and nonverbal expressions not the internal emotions. They remained unchanged.

2.2 Concept of Emotional Labor

Aarlie Hochschild (1983) has first explored this concept, after that many researchers have conducted researches and comprehensive discussions on it.

Brotheridge and Lee (2003) said, employees regulate and manage their emotions in emotional labor process, so that they meet with the set goals of organization. According to them emotional labor is display of suitable emotions at the work place. Hochschild's work explained the outcomes of the performance of emotional labor, largely with regard to the individuals' outcomes that were most of the time are negative. Emotions have one way or single function as during interaction they supply information with regard to the world outside and more prominently shows individuals' inner temperament towards the world outside.

The author explained that most of the time people build up their judgments about other people and events according to the emotions they have about them and the mindset they do have about the events when they were present in those events. As a consequence, emotional labor process happens as emotional management of employees with regard to the rules and demands of the organization. In this regard, emotional labor is the process in which true emotions are suppressed to replicate emotions which are unfelt to fulfil the purpose of service. Such fake emotions of employees stays separate and alone from the inner self and capacity of the employees.

However, Hochschild (1983) said that rules of emotions are part of the organization and required to display by the employees. These feeling rules were taught to the flight attendants in their preliminary trainings and then during their stay at the work place in the form of ongoing trainings which ensure their service improvement. Trainings focused the value of smiling during interaction with customers without considering that how hard it is for the employees. Hochschild (1983) have conducted interviews with the flight attendants, during interviews flight attendants shared that they were humiliated and assaulted many times by the passengers, they shared that passenger try to build unsuitable physical advances also, some of them throw a hot coffee on them.

They said, they have to bear all this and maintain friendly behavior, and they have learned and practiced during their trainings on the value of feeling rules or acting rules. Hochschild (1983) has given following strategies.

1. Surface Acting

Surface acting is to hide true emotions and try to feel and pretend emotions which are artificial and fake and are not felt at heart. Here by using this strategy, employees deceive about the feelings we actually feel but it's not possible that we deceive ourselves (Hochschild, 1983).

2. Deep Acting

The other dimension is deep acting in which employees try their level best to feel the actual emotions and then display in front of the employees. They have received training or proper guidance to feel actual emotions at heart. Deep acting is dimension of emotional labor. Deep acting is more harmful for the well-being of the employees as compare to the surface acting. Requirements of the organization are to show accurate, actual emotions that can be presented through deep acting rather faking or pretending emotions where the employees have to compromise on their actual emotions. Deep acting makes employees separated from themselves but surface acting is more dangerous and results in emotive dissonance.

According to her view, feeling rules creates inconsistency between actual feelings and the displayed feelings. This inconsistency creates tension for the employees that can be decreased by changing their feelings and try to make them closer to the feelings, they are required to display at the work place. A significant point about emotional labor is to show emotions by the employees to their clients. Major dimension is surface acting in which employees pretend fake emotions. Employees who follow such kind of emotional labor strategy most of the time suffer from emotional conflict

and this dimension is also named as emotional conflict dimension (Zapf & Holz, 2006). In superficial acting employees encounter with emotional conflict and exert more effort. D' Cruz and Noronha (2008) said that employees behave according to the rules set by their employer. Ashforth and Humphrey (1993) has given another aspect of emotional labor in which employees naturally feel the emotions which they reveal in front of their employees, they do not put any effort nor they suffer from any emotional conflict. Diefendorff, Croyle and Gosserand (2005) said that the employees who are able to adopt this strategy do not pretend in front of clients as they sincerely prepared themselves to help others and they have positive emotions.

However, according to Moris and Feldman (1996) definite degree of effort is always there with employees regardless of any emotional labor dimension. Though, many researches have been conducted on emotions at workplace, the most significant research study on this area was by Arlie Hochschild (1983). Hochschild said that workers show emotions according to rules and expectations of the organization. The author elaborates such kind of work in her book "The Managed Heart, The Commercialization of Feeling". The author described this concept in these words. "The concept of emotional labor is related with management of emotions to display facial and bodily expression which is publicly observable and acceptable. Emotional labor is done for the sake of wage and that's why exchange has its value.

Emotional work or emotional management are the similar words of emotional labor to be used in the context where the term value is used." Complementary definitions are given by other researchers. They described emotional labor as "Action of showing correct emotions. Grandey (2000) in contrast said that emotional labor is regulating of emotions and expressions of goals of organization. Hochschild's view about emotional labor was based on Goffman's (1956) dramaturgical "impression

management” concept. Impression management means dynamic self-presentation of employees who have goal to improve their respect, their image in the eyes of customers (Sinha, 2009). Goffman (1956) said that presentation of employees with regard to their performance happens in two categories.

1. Front Stage

Front stage is associated with the performance of the employees in the presence of other people which make them able to create an impression on the performance presented by them (Sinha, 2009, p. 104). Goffman (1956) also said that in front stage, employees try to hide ‘losing face’ by following the given rules.

2. Back Stage

Backstage is related with hidden area where the employees can go out of the character and can relax themselves (Goffman, 1956, p. 105). This happens where the employees practice for their performance of front stage and also on the point where the performance of the employees is excellent (Goffman, 1956). Hochschild explained Goffman’s point of view and said that there are two strategies which are used by the employees to attain desired emotions of organization. These strategies are surface acting and deep acting.

Workers who perform surface acting involve display of emotions which are not actually felt deeply at heart. For example, to smile on the annoying behavior of the customers (Grandey, 2000; Hochschild, 1983). In such cases employees manage and control their emotions on the superficial level not internally at heart (Scott & Barnes, 2011). Rafaeli and Sutton (1987) Considered surface acting as bad faith category of emotional labor. Surface acting is also happens when emotions which are internal are active but the employees try to express emotions externally which are acceptable to customers (Grandey, Diefendorff, & Rupp, 2013). This is done perfectly by vigilant

representation with regard to verbal and nonverbal expressions, facial movements, gestures and tone of voice (Ashforth & Humphrey, 1993). To explain that employees may smile throughout the day, even on times when they are tired or they are not happy with the customers due to their job responsibilities which require positive emotions at workplace towards customers (Hochschild, 1983). Trigwell (2012) gave another example of surface acting by saying that it happens when employees try to pretend fake emotions like humor and enthusiasm and hide their anger and disappointment.

On the other hand, employees involve in deep acting when they try to display genuine emotions which are acceptable by transforming internal and external emotions (Grandey, 2000; Hochschild, 1983). This happens through change of felt emotions and display of genuine emotions (Groth, Hennig-Thurau, & Walsh, 2009). During involvement in deep acting employees put their efforts to make alignments of displayed emotions with the emotion which they truly feel by active efforts to reshape their emotions (Ashforth & Humphrey, 1993). For example, Hochschild (1983) explained deep acting by describing flight attendants who treat misbehaving passengers with love and care by considering them children who are frightened.

The major difference between the two strategies is that for surface acting employees regulate their external emotions only while for deep acting they regulate their both internal and external emotions (Zapf, 2002). People regulate their emotions, so that they are able to achieve social goals (Gross, 1998). For example, one may pretend to be happy and surprised on receiving useless pleasant from friend to sustain social norms or one person try to minimize his feeling of nervousness when he met with some reputable public figure for the sake of impression management. These examples of emotional regulation may also applicable to organizational life and work. At work place, employees display appropriate emotions with regard to the demands of the

organization, so that they can get rewards from the organization and avoid punishments (Diefendorff, Richard, & Croyle, 2006; Rafaeli & Sutton, 1987, 1989). For example, customer service employees are required to do their work with smile to obey the policy of organization or debtors are communicated with anger or threat so that debt collectors can collect money from them (Hochschild, 1983; Sutton, 1991). Emotional labor is referred as type of emotional regulation where employees modify their emotions and manage their emotions as a part of their work role and to get new pays (Grandey, 2000; Hochschild, 1983).

Difference between emotional labor and emotion regulation is not noticeably elaborated, however it is generally believed that process of emotional labor happens to get good salaries at work place in contrast with unity of social norms (Grandey et al., 2013). The most common example of emotional labor is customer service where it is essential to give smile to the customer in formal way as per policy and demands of the organization (Diefendorff et al., 2006). Such type of emotional labor occurs at work place and most of the time is monitored deeply and evaluated by the seniors of the organization (Rafaeli & Sutton, 1989).

The demands which are placed on employees for the regulation and management of emotions, may be contrasted with the different senior members of any organization. For instance, in a marketing project where happiness may be desired but are not eventually associated with performance or financial achievement and their evaluation is not done according to that happiness. Emotional labor is studied from different perspectives in the literature. To understand the nature of emotional labor, it is essential to know about these different perspectives. Grandey, Diefendorff, and Rupp (2013) discussed three levels of emotional labor, emotional labor as an occupation requirement, as emotional displays, and as an intrapsychic experience. These

perspectives are different in their concept. No single perspective is referred as correct each has its own discipline. These perspectives are described below.

2.2.1 Emotional Labor as an Occupational Requirement

The concept of emotional labor is developed from Hochschild's (1983) initial work with regard to emotional labor on flight attendants. The author described emotional labor as "The Management of feelings to produce visible and recognizable facial and physical representation, emotional labor is done on the exchange of value, for example it is done by the employees to get salary or money." With regard to concept, emotional labor is parallel to physical and cognitive conditions so it is management of emotions as per demands of the organization.

To find out the role of emotional labor as requirement of job and consequences of using emotional labor strategies by the employees which are demanded in the organizations, researchers have conducted qualitative researches (Glomb, Kammeyer-Mueller, & Rotundo, 2004; Hochschild, 1983; Wharton, 1993). In the recent times efforts are being done by the researchers to identify individual differences of displaying emotional labor strategies at work place and its impact on employee's health (Diefendorff & Greguras, 2009; Diefendorff & Richard, 2003; Gosserand & Diefendorff, 2005).

Researchers conducted researches specifically in social sciences claimed according to their research findings that regulation and management of feelings by the employees is useful for the organization but it is harmful for the employees. Hochschild (1983) said that continue acting may develop a feeling of isolated and alienated emotions and employees suffer from anxiety, stress and burnout. Though, there is partial indication that the jobs which needs a solid display of emotions, employees get involved in emotional labor process and suffer from stress (Brotheridge & Grandey,

2002; Wharton, 1993). Diefendorff & Richard (2003) are also doubtful about display of emotions which leads towards emotional labor performance. Literature suggests that emotional labor strategies used by the employees are harmful for them (Brotheridge & Grandey, 2002; Gosserand & Diefendorff, 2005).

2.2.2 Emotional Labor as Emotional Display

The concept of emotional labor with regard to display of emotions is started from the theorists inside organizations who were fascinated by the display of emotions at work place (Rafaeli & Sutton, 1987, 1989). Notably, Ashforth and Humphrey (1993, p.88) described emotional labor as “Display of emotions by the employees as expected by the organization to fulfil its goals.” Ashforth and Humphrey (1993) claimed that employees do not need efforts for the management of emotions to display expected emotions. Furthermore, organizational culture matters a lot where certain behaviors are followed instead of management of internal emotions or emotional state of employees. While focusing on the display of emotions, researchers try to find the antecedents of display of emotions at work place, as organizational strategies given by the organization are used to maintain display of emotion, socialization and complete system of performance management (Rafaeli & Sutton, 1987).

Due to the emphases on organizational phenomenon, research in this area is associated with the results of display of emotions at work place. In this regard research identify the influence of emotions while indulging in social communications and impression management, so that effect of display of emotions on customer may be described and which is also well thought of as important factor of job performance (Rafaeli, 1989). Research studies also shows that positive display of emotions by employees forecast higher satisfaction of customers and produce valuable results (Pugh & Tsai, 2001). It is also point to be noted that there is mediation of customer inferences

in the relationship between emotional display of employees and positive outcomes of organization (Barger & Grandey, 2006) and there are also aspects of context of services (Sutton & Rafaeli, 1988) at the same time it is related with the accuracy of emotional display at work place.

2.2.3 Emotional Labor as Intrapsychic Experience

Hochschild's (1983) dramaturgical framework is used to build intrapsychic experience. Dramaturgical framework describes the emotional strategies used by the employees at work place. Intrapsychic experience is also focus on efforts, planning and control which is essential to describes emotions expected by the organization and it is also related with the regulation of emotional process (Grandey, 2000). As a matter of fact, this aspect based on individual differences during the process of display of emotions and management of emotions with regard to the demands of the organization. Besides this use of emotional labor strategies in the framework of emotional regulation influences particularly the psychology related areas. The intrapsychic aspect of emotional labor generally focus on two emotional management strategies which are surface acting and deep acting.

These two categories are originally developed by Hochschild (1983) in her initial concept of emotional labor. Employees who indulge in deep acting try to feel and experience the emotions at heart whether explain again the existing situation or by remembering the past circumstances that produced the emotions essential for the job. As a result, emotions displayed at workplace by the employees are aligned with the internal emotions of employees. On the other hand, surface acting is related with the control of internal emotions and pretend fake emotions, here employees struggle with the experience of emotions at heart and feeling of any deep attachment. In other words, employees control their emotions to show appropriate facial expressions with regard to

the expectations of the organization. Grandey (2000) said that there is similarity between emotional labor strategies of surface acting and deep acting and process model of emotion regulation presented by Gross (1998) in such a way that emotional labor is associated with emotional regulation at work place. Specifically, deep acting in which employees feels organizational rules at heart are similar with antecedent-focused emotion regulation strategies suggested by Gross (1998).

In the effort of feeling positive emotions which are needed for the job Hochschild (1983) explained that the way employees change their focus of attention on less problematic aspects present in the environment or change the source of internal and personal reason of stress and tension, these strategies are called antecedent-focused strategies of emotion regulation. Similarly, techniques used by employees who uses surface acting can be compared with Gross (1998) response-focused strategies of emotional regulation. Employees who pretend fake emotions and display emotions with regard to surface acting are also called response-focused strategies of emotional regulation. While concentrating on efforts of employees to display appropriate emotions intrapsychic strategy can be combined with old emotional labor strategies and the literature of emotional regulation.

In spite of focusing on jobs that needs employees to show emotions which are suitable and the results of display of these emotions, this strategy focus on the way how the employees put their efforts to display emotions and determine their job outcomes. No doubt there is indication that management and use of emotional labor strategies by the employees decides outcomes associated with employees and organization (Beal, Trougakos, Weiss, & Green, 2006; Brotheridge & Grandey, 2002; Brotheridge & Lee, 2002; Groth et al., 2009).

2.3 Emotional Labor in Different Contexts

Researchers have discovered emotional labor related with the workers at work place in many contexts, generally among sample of people of shops or frontline workers (Hatzinikolakis & Crossman, 2010). Work which required interactive services have different levels of respect and prestige (Leidner, 1999). Generally, such type of jobs include face to face or verbal communications with customers and are short term, these activities are done for the sake of financial benefits (Hochschild, 1983; Schneider, Parkington, & Buxton, 1980).

Throughout these communications, service workers are expected to regulate and manage their emotions with regard to the norms, values and display rules of the organization (Ekman & Friesen, 2003; Hochschild, 1983; Pugh, Diefendorff, & Moran, 2013). Rules of display update employees how they are required to feel and act at work place irrespective of their internal feelings during service communication (Hochschild, 1983; Rafaeli & Sutton, 1987, 1989). For example, Service jobs that required employees to show positive and optimistic emotions comprises like flight attendants who are required to act with cheerful behavior during interaction with misbehaving passengers (Hochschild, 1983), tour leader are needed to act enthusiastically at work place (Wong & Wang, 2009) cashiers of supermarket who are required to interact with customers in courteous way.

Researchers have also explored such type of jobs which required neutral or negative emotions from the employees while dealing with the customers as in police department, officers are required to communicate with the criminals (Van Gelderen, Heuven, Van Veldhoven, Zeelenberg, & Croon, 2007; Van Gelderen, Konijn, & Bakker, 2017), and bill collectors when communicate with the debtors for collection of bills while maintaining neutral or strict attitude (Hochschild, 1983; Sutton, 1991). In

contemporary years, researchers have claimed that emotional labor is also performed by shop keepers and service oriented employees (Harris, 2015; Hatzinikolakis & Crossman, 2010). Researches have scrutinize emotional labor in the professions like legal workers (Kadowaki, 2015; Westaby, 2010), doctors (Gray, 2010; Rogers, Creed, & Searle, 2014), and teachers (Kinman et al., 2011; Rayner & Espinoza, 2015) by claiming that the people of such professions also expected and follow the same norms, values and rules with regard to their emotions at work place to compete with the goals of their organizations.

2.4 Consequences of Emotional Labor

Researches have been conducted on the results and impact of emotional labor on service workers (Chu, Baker, & Murrmann, 2012; Hochschild, 1983; Pugliesi, 1999; Zapf & Holz, 2006; Zapf, Seifert, Schmutte, Mertini, & Holz, 2001). According to (Ashforth & Humphrey, 1993), emotional labor is called “double-edged sword”. It impacts organizations, employees and customers at the same time.

2.4.1 Effect on Employees

Researchers have explored impact of emotional labor on well-being of employees, they have examined both positive and negative impact (Bono & Vey, 2005; Brotheridge & Grandey, 2002; Erickson & Ritter, 2001; Hülshager & Schewe, 2011; Pugliesi, 1999). Hochschild (1983) has explored that emotional labor effects employee's health in negative way and problems of absenteeism, lack of job satisfaction and low esteem is aroused in employees. By continue use of emotional labor, employees suffer from psychological health issues like stress, anxiety and exhaustion (Brotheridge & Grandey, 2002; Grandey, 2000). Mann (1999) said that employees who involve in emotional labor for a long time may suffer from ‘Have a Nice Day’ (HAND) syndrome.

Emotional labor has negative effects, the most prominent feature is burnout or exhaustion (Brotheridge & Grandey, 2002; Grandey, 2000; Kinman et al., 2011). Burnout happens when employees unable to manage their own and others' emotions to the extent which is according to the demands of the organization (Copp, 1998). Emotional exhaustion is considered as type of burnout and said to be prevailed in service professions like in the profession of nursing (Diefendorff, Erickson, Grandey, & Dahling, 2011; Kinman & Leggetter, 2016). Burnout is divided into three parts "emotional exhaustion, depersonalization and weak feelings of fulfilment" (Maslach, Jackson, & Leiter, 1996, p. 192).

Cropanzano, et al. (2004) elaborated that the workers who are unable to genuinely feel the emotions which they are required to display at work place isolated from their own feelings and suffer from psychological problems. Besides this, emotional labor can be source of low quality of service, increased job turnover and lower morale (Brotheridge & Grandey, 2002). Although there is wide range of literature available on the negative impact of emotional labor and most of the research studies have shown negative results but still there are researchers who have shown positive impact of emotional labor (Ashforth & Humphrey, 1993; Grandey, Chi, & Diamond, 2013; Hochschild, 1983; Wharton, 1993).

Wharton (1993) explored that it depends on the time period, more the employees will be occupied with emotional labor, more they will be satisfied with their job. Other positive and beneficial outcomes are compensations which are related with finance like tips given by the customers (Grandey, Chi, et al., 2013) and usefulness of given tasks (Ashforth & Humphrey, 1993; Hochschild, 1983). Difference in apparent results of emotional labor depends upon the use of different types of emotional labor strategies. Specifically, research studies have shown that outcomes of the emotional labor depend

upon the kind of strategy which is selected by the employees to achieve organizational goals (deep or surface acting) (Ashforth & Humphrey, 1993; Bono & Vey, 2005; Van Dijk & Brown, 2006). Surface acting is seems to be more challenging as it brings emotional dissonance after its use (Ashforth & Humphrey, 1993; Van Dijk & Brown, 2006). Zammuner and Galli (2005) have elaborated that surface acting is unproductive psychologically, destructive emotional regulation process in which there is no alignment between felt and displayed emotions, here the employees show unreal, incorrect emotional display which causes stress and make them ill.

On the other hand, deep acting is intra- psychic regulation process in which workers feel the context of the emotions which decreases emotional dissonance and employees becomes more satisfied with their job, make happy their customers and are able to fulfil the goals of the organization. So deep acting is more useful technique which is responsible for the well-being of the employees due to its implication for use. Align with this thinking, many researchers have found that surface acting leaves negative impact on the workers who employ it. For example, surface acting has negative association with indicators such as well-being of employees at the work place which includes job satisfaction and attachment of the organization (Bono & Vey, 2005; Hülshager & Schewe, 2011).

Surface acting has also positive association with emotional exhaustion (Bono & Vey, 2005), burnout and job-related stress (Hochschild, 1983). The positive association between surface acting and emotional exhaustion proposes that “faking it” is harmful for the well-being of employees and it happens due to the demonstration of false emotions (Grandey, Diefendorff, et al., 2013). Surface acting lead towards weakened well-being of employees as uninterrupted regulation of emotions which is demand of the job is harmful (Brotheridge & Lee, 2003; Pugliesi, 1999).

In contrast, deep acting has positive effects (Hochschild, 1983; Trigwell, 2012). Positive effects are self-accuracy and positive communication (Holman, Martinez-Iñigo, & Totterdell, 2008a). Deep acting is also negatively related with emotional exhaustion (Bono & Vey, 2005). Philipp and Schupbach (2010) found that deep acting increases teachers feeling of accuracy and they are perceived more genuinely by their students. Zapf and Holz (2006) described the needs of emotional work which includes display of positive or negative emotions, sensitivity of customers' emotions and emotional dissonance (fake emotions) as a whole.

Besides these four requirements of emotional regulation there is another requirement which is neutrality Fischbach and Zapf (2003). Tschan, Rochat and Zapf (2005) stated that to suppress positive or negative emotions when they are required to display is called neutrality which may also leads towards emotional dissonance (e.g. death announcement of a doctor to relative). So, emotional dissonance is the situation when employees are forced to display positive emotions which are not actually felt and when the employees' do not display any emotion i-e sadness, joy or pain (Tschan, Rochat & Zapf, 2005).

For example, the situation when doctor has to inform the patient or relatives of the patient that he or she is dying of cancer. Here in this situation the doctor is required to display the emotions which are professionally appropriate and hide the element of sadness. So, emotional work is broad term which holds the following characteristics (Hochschild, 1983; Morris & Feldman, 1996). Emotional display happens face to face or in verbal communication with customers. Emotional display is done by the employees to influence the emotions, attitudes and behaviors of the customer. Certain rules are followed by the employees for display of emotions at workplace. Emotional work has positive or negative effects on the health or well-being of employees.

2.4.2 Effect on Customers

Researches also supported the view that when employees treat the customers with smile, it brings positive change in the impression of the customers (Pugh, 2001; Tsai, 2001) and they happily give higher rating to the employees (Daus, 2001). At the same time, when employees smile with their customers in spite of bothering their internal condition or in the situation when they do not feel good or happy, it creates pleasant environment which makes customer happy and feel good and most of the time, they smile back to the employees in the same manner (Mann, 1999b). Besides this, Tsai (2001) in his research on employees of shoe store found that if employees of the shoe store treat customer with smile, respect and in friendly way, the customers not only buy their shoes but also, next time return to their shop and pass their way of treatment to their friends as well.

When employee at work place display negative emotions, they treat with the customers with stress or anxiety, it gradually effects their well-being (Côté, 2005). Emotional labor also effects customers satisfaction (Groth, Hennig-Thurau, & Walsh, 2006; Groth et al., 2009; Hur, Moon, & Jung, 2015). Fake emotions also look deceiving to customers (Mann, 1999) and it shows employees irresponsibility towards their job requirements and lack of interest (Côté, 2005).

Results or outcomes of emotional labor is completely depend on kind of strategies (i.e., surface acting and deep acting) of emotional labor which employees selected to use. For example, according to the research conducted by Hur, Moon, and Jung (2015) deep acting increases job satisfaction of customer. Deep acting has positive association with the job performance of employees (Brothering & Grandey, 2002; Holman et al., 2002; Hülshager & Scheme, 2011). Besides this, Zhan, Wang, and Shi (2016) in their research found that the employees who uses strategy of deep acting,

most of the time are able to get positive feedback, respect and treatment from the customers' side. Groth et al., (2006, 2009) also explored that deep acting affect delivery of service outcomes like orientation received by the customer and quality of service. In contrast employees who uses surface acting at the work place receive negative treatment from the customers which produce stress and emotional exhaustion in the employees (Zhan et al., 2016).

2.5 Factors Influencing Emotional Labor

Research studies have suggested that outcomes associated with regulation of emotions depends on the strategies which are used to regulate one's own and emotions of others. Researches have also focused on the factor which play a vital role to effect emotional labor. Factors like age, culture are related with the process of emotional labor (Allen, Diefendorff, & Ma, 2014; Dahling & Perez, 2010; Mesquita & Walker, 2003). Many researches have pointed out that there is a difference in the experience of emotions with different people (Mesquita & Walker, 2003). Factors determine the way for regulation of emotions of agent.

Studies also advocates that with increasing age the people become more conscious about their well-being and involve themselves in deep acting to remove negative feelings and developed positive feelings (Dahling & Perez, 2010; Mather & Carstensen, 2005). In the context of organizations, factors such as organizational support (Schat & Kelloway, 2003), job characteristics (Pugliesi, 1999), and job autonomy (Goldberg & Grandey, 2007; Grandey et al., 2005). These factors decide the way of performing emotional labor by the employees. However, how the interpersonal and intrapersonal regulation of emotions is done by the people to attain goal of emotional labor and how these factor effects the whole process is still unclear.

2.5.1 Gender

Gender is the factor who has been given much importance in the process of emotional labor by most of the researchers. They have explored those men and woman faced with different experiences at workplace and met with different outcomes, they have done this research in the profession of frontline services (Erickson & Ritter, 2001; Guy, Newman, & Mastracci, 2015; Hochschild, 1983; Simpson & Stroh, 2004; Timmers, Fischer, & Manstead, 1998) and discovered different outcomes (Guy et al., 2015; Hochschild, 1983). Duties which demand involvement of complex emotions and interpersonal relationships for example with children, colleagues and customers are given to women employees by the organization to expect that they will deal with them in more appropriate way (Lively, 2013; S. E. Martin, 1999).

Women elaborate emotions more accurately than men which are expected by the organization and hide felt emotions which are considered to be inappropriate and harmful during communication with the customers. (Grandey, 2000; Kruml & Geddes, 2000). For example, Flight attendants in their daily routine at work place are desired to overpower emotions of negative capacity and display positive emotions like flight attendants deal with annoying passengers with love and in friendly manner by suppressing their negative emotions (Hochschild, 1983).

On the other hand, collectors of bill are desired to suppress their positive emotions and behave with the debtors in irritated way, they are expected to display negative emotions in front of the debtors (R. Sutton, 1991). Mann (2007) said that people expect different forms of display of emotions from men and women. For example, emotions like friendliness, sympathy and fostering are expected from the women to use while interacting with others as they are considered to be more caring and emotionally expressive (Guy et al., 2015; Guy & Newman, 2004; Hochschild,

1983). In her influential work Hochschild (1983) explored with regard to nurturing, “Mothers have motherly nature, they care and may improve the well-being of other people, while performing motherly act, and they get regard from others. Martin (1999) explored in his research study on police officers that in police department, tasks related with care, provision, sympathy, or compassion are assigned to female police officers while dealing with stressed victims specifically. Women uses more emotional labor strategies than men (Cottingham, Erickson, & Diefendorff, 2015; Nolen-Hoeksema & Aldao, 2011).

Tamres, Janicki, and Helgeson (2002) conducted meta-analysis, they identified that women use coping strategies like verbal expressions during interaction with others or during intrapersonal communication to get emotional help and solve problems. Women can divert themselves from the annoying situation and from feeling of anger more quickly and appropriately (Rusting & Nolen-Hoeksema, 1998). On the other hand, men are stereotyped and shows lack of emotional attachment (Erickson & Grove, 2008; Wharton & Erickson, 1993). They show less involvement in the activities as compared to women (Guy et al., 2015; S. E. Martin, 1999; Pierce, 1999).

They remain neutral, more rational and show professionalism while communicating with others. Gross and John (2003) found that men have capacity to hide their emotions more than women. They accept the challenge to solve the problem and show determination to solve it (Tamres et al., 2002). While regulation of emotions, men are more instinctive, less thoughtful and caring (McRae, Ochsner, Mauss, & Gross, 2008). They are observed to bother less as compared to woman about the consequences of interactions with others, whether they fail to maintain positive emotions (Stoppard & Gruchy, 1993). Besides this, according to men and women display different patterns of emotions while doing job in the same organization and in the same department

(Leidner, 1991, 1993; Rafaeli, 1989). Rafaeli's (1989) have conducted study on store clerks and found that female employees show more positive emotions when they deal with the customers as compared to men. Men and women possess different forms of motivations to regulate their emotions (Timmers et al., 1998). Men regulate their emotions in such way that they show more control on their emotions and display arrogance or anger at workplace, on the other hand women are more sensitive to relationships.

They express their emotions verbally and conduct discussions (Timmers et al., 1998). Timmers et al., (1998) found that women display different types of positive emotions to attain different motives and goals. Women are more conscious about developing and maintaining relationships and try to please others while men show element of power rather love and care (Timmers et al., 1998). Men avoid to be called as emotional as they think that it will make them less powerful (Timmers et al., 1998). Research studies also discovered that customers respond in different way with men or women during the process of emotional labor. For example, Hochschild's (1983) explored that female flight attendants become a target of exploiting more easily from the passengers' side.

2.5.2 Setting

Type of organization is another factor which effects the process of emotional labor. Employees display their emotions with regard to hidden or explicit goals of organization (Totterdell & Holman, 2003). Employees involve themselves in different forms of regulation of emotions to fulfil the related requirements of the organization. Expectations with regard to the emotions and emotional regulation of one organization is different from other organization in the same sector (Diefendorff et al., 2011; Rayner & Espinoza, 2015). Employees express emotions in different way in different units of

the same organization (Diefendorff et al., 2011). For example, in organizations of service work, specific rules are made for greetings and employees are ensured strictly to follow these rules as in the restaurants of fast food, employees are needed to say certain words to every customer like, “thank you” or ‘have a nice day” (Diefendorff et al., 2011) but in other restaurants, employees are much free to communicate with the customers in their own way (Humphrey et al., 2008). Besides this, one example of flight attendants of southwest Airlines is given by Humphrey et al. (2008) to explain that employees of this Airline treat the passengers in different way as compare to other Airlines.

They discovered that flight attendants are required to tell jokes to the passengers when they are getting bored or annoy, they are also required to respond impulsively while communicating with the passengers. Researches are also conducted on the settings of different clinics. For example, Gray and Smith (2009) have conducted research study on the emotional labor of nurses in three departments of United Kingdom, these departments were primary care, mental health, and children’s oncology, they have explored that nurse in these departments display their emotional labor with regard to the departmental rules, type of the patients and also the culture of the department (Gray & Smith, 2009).

In the same perspective, Diefendorff et al., (2011) have explored that the nurses when deal with children’s patients and patients of cancer in different departments of the hospitals are expected to treat differently with patients and families. They are required to treat with different types of positive emotions. This job requirement from nurses may be different from the nurses of other departments (Diefendorff et al., 2011). To explain further, nurses working in the department of trauma emergency rooms are desired to show sympathy while dealing with patients and families of the patients as compared to

the nurses who are appointed in the department of education of child birth (Diefendorff et al., 2011).

2.5.3 Seniority

Research studies have proposed that when employees with regard to their job becomes senior or their seniority increases, they observe and experience emotional labor in different ways. This happens due to higher position at the work place and self-sufficiency (Humphrey et al., 2008; Morris & Feldman, 1997). It also includes different roles of job and requirements from the workers (Hesmondhalgh & Baker, 2011). When the employees become senior, they freely display their emotions due to their higher position. Responsibility also varies between junior and senior level.

For example, Baldwin and Daugherty (2004) has conducted research on doctors, they have explored that junior doctor are required to work longer, they have more patient loads as a result they feel lack of sleep and fatigue as compare to the senior doctors. At the same time, Hesmondhalgh and Baker (2011) have conducted study on television station and explored that junior employee are expected to bear outcomes of negative capacity which are related to emotional labor and are essential to establish and continue television program. Besides this, they found that the stress during performing work has strong effect on capacity of worker to display emotional labor (Hesmondhalgh & Baker, 2011).

Concept Map

Emotional Regulation and Motives

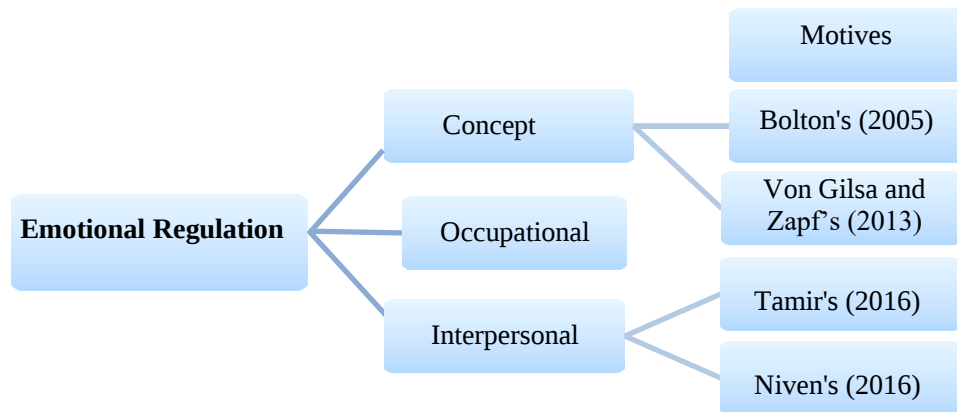


Figure 3: Concept Map of Emotional Regulation and Motives

2.6 Emotional Labor as Emotional Regulation

Different results and evaluations about emotional labor are formed not only due to the emotional labor strategies used by the employees but also due to the different perspectives about emotional labor given by the researchers (Totterdell & Holman, 2003). On the perspectives of the emotional labor, Grandey (2000) has given model of emotional regulation which is based on Gross (1998a, 1998b) theory of emotional regulation. According to Gross (1998) emotional regulation is the process in which people inspire their emotions when they have and the way, they experience their emotions and after that how they elaborate their emotions.

Process of emotional regulation may be spontaneous or measured, conscious or unconscious gives its effects at different points in the generative system of emotions. In his more recent work, he also elaborated emotional regulation as, “The process of efforts of the people to impact the emotions in the direction, they thought that it will be useful rather than damaging” (Gross, 2015). Grandey (2000) claimed that emotional labor is kind of emotional regulation which is conducted to achieve the goals set by the organization. She describes emotional labor as, “Regulation process of emotions and their expressions to fulfil the organizational goals” (Grandey, 2000).

In her recent research, she described that emotional labor is emotional regulation which is done for the sake of money or salary (Grandey, Diefendorff, et al., 2013). Grandey et al., (2013) explained that emotional labor is done by the employees to be paid as a result of their formal work and fulfil their job responsibilities, they require to regulate and manage their emotions as a part of their employment (Grandey et al., 2013). She also explained the difference between surface acting and deep acting, deep acting is strategy of Antecedent-focused regulation are used through controlling initial levels of emotions (Grandey, 2000; Gross, 1998). On the other hand, surface acting can be achieved by using strategies of response-focused regulation (Grandey, 2000). Strategies of response- focused regulation are associated with the levels of the emotions which happens later. For example, useless or unwanted emotions (Grandey, 2000; Gross, 1998).

In her recent work Grandey apply rules of emotion regulation in the process of emotional labor to bring innovations in research (Grandey & Melloy, 2017). When we talk about developments in the field of emotional labor, Grandey and her colleague claimed that emotional labor strategies are not only associated with the levels of the emotional regulation but at the same time related with the set target of the regulation. Specifically, strategies which are used to attain emotional labor may become a reason to regulate their own emotions (i.e., intrapersonal emotion regulation) or the regulation of the target's emotions in such cases target is the person for whom emotional labor is performed. For example, the customer. (Grandey, Diefendorff, et al., 2013).

2.6.1 Interpersonal Emotional Regulation

Initial work on emotional regulation have been done within person perspective (Niven, Totterdell, & Holman, 2009a) which focus the ways of the people in which they affect their own feelings, emotions and moods so that they can give benefit to other

people (Gross, 1998a). Although researchers have also focused the importance of identifying emotional regulation from the interpersonal phenomenon (Troth, Lawrence, Jordan, & Ashkanasy, 2017). Regulation of interpersonal emotions happens in interpersonal relations (Niven, Macdonald, & Holman, 2012). It is related with the conscious efforts of the employees to affect others' emotions. For example, customers, clients or patients for variety of purposes for example to improve the quality of relationships (Gross & Thompson, 2007; Niven, 2016; Niven, Totterdell, et al., 2012; Troth et al., 2017).

Very first model of interpersonal emotional regulation claimed two types of interpersonal emotional regulation which can be distinguished by the focus towards the way of target's emotional regulation. Explicitly, Niven and colleagues (2009) elaborated the difference between the strategies which are used to improve or worsen the targets. There are two strategies, affect-improving and worsen-improving. Affect-improving strategies comprises affective engagement which includes involving with the feelings of target as creating time for the target and appreciating the work of the target, cognitive engagement which includes cognition of target as to give advice to target, humor as to laugh with the target to improve his mood and attention as to give attention to target (Niven et al., 2009).

In the meantime, affect-worsening have two categories such as negative engagement and rejection. Negative engagement is to involve the target into worsen situation like to challenge the behavior of the target or ask him to do tedious tasks (Niven et al., 2009). Rejection is associated with snubbing the target for example to become rude and unfavorable with target (Niven et al., 2009). In other research studies, Niven, Totterdell, and Holman (2009) explored that target's feelings may be improved by using the strategies such as sharing, listening, having fun with him and

complimenting him in positive way. In the meantime, targets may be made worse by using the strategies such as avoiding and criticizing (Niven et al., 2009). Zaki and Williams (2013) further define types of interpersonal emotional regulation in the most recent model of interpersonal emotional regulation. They considered interpersonal emotional regulation as extrinsic emotional regulation and claimed that it may happen in response-independent and response-dependent. Zaki and Williams (2013) said that response-dependent process focused on the qualities of the feedback of another person.

Troth et al. (2017) considers this process as dynamic regulation process in which sender or actor gets an idea from the verbal or nonverbal feedback of the target to change or modify his emotional regulation strategy. On the other hand, response-independent process does not need the other individual to give reply in any specific way. For such processes, feedbacks are not measured and the aims may be fulfilled without any response of the target (Troth et al., 2017). Another model of interpersonal emotional regulation is given by Dixon-Gordon, Bernecker, and Christensen (2015). They elaborate that why issues are created during interpersonal emotional regulation process. They develop four categories.

- a. Goals which are unrealistic and problematic.
- b. Behavioral problems.
- c. Lack of emotional awareness or encoding problems with regard to target.
- d. Explanatory prejudices or decoding problems with regard to target. Encoding is the process of selecting of interpersonal behavioral strategy to gain goals, on the other hand decoding is the interpretation of the behavior of the other person (Dixon-Gordon et al., 2015).

2.6.2 Interpersonal Emotional Regulation in the Emotional Labor Process

Interpersonal emotional regulation is the strategy to achieve goals of emotional labor. Although there are few researchers who have explored interpersonal emotional regulation as an unambiguous type of emotional labor. At the same time, literature does not provide in-depth research studies on the role of interpersonal and intrapersonal emotional regulation to attain goals of emotional labor (Grandey, Diefendorff, et al., 2013). Certainly, literature in the field of sociology and psychology has shifted focus from the initial work of Hochschild's (1983) to identify that interpersonal emotional regulation may be a category of process of emotional labor (Niven, 2016, 2017; Niven et al., 2013; Troth et al., 2017).

In the process of emotional labor employees are needed to regulate and manage their emotions as a part of their job responsibilities and to fulfill the goals of the organization but as employees are also required to manage the emotions of customers as well, so they perform interpersonal emotional regulation as a part of emotional labor (Niven et al., 2013). Emotional labor is the major motivation for the people to use interpersonal emotional regulation (Niven, 2016).

People involve themselves in interpersonal emotional regulation to complete the formalities of emotional labor (Niven et al., 2013). At the same time, interpersonal emotional regulation is used because it is the job requirement (Niven et al., 2013). For example, people of marketing profession are needed to enhance zeal of customers when they communicate with them, so that their deal may be made secure. Rafaeli and Sutton (1990) have explored interpersonal emotional regulation used by cashiers when they deal with the customers in the supermarket, in their research study they explored that they perform different emotional displays, so that they effectively manage with the demands of the customers (Rafaeli & Sutton, 1990).

2.7 Motives of Emotional Regulation

Recent research has explored that service employees execute emotional regulation while interacting with customers not only to obey rules but at the same time they do have some motives that determine their regulation (Niven, 2016; Tamir, 2016; von Gilsa & Zapf, 2013). Following is important literature which is available on the motives of emotion regulation.

2.7.1 Bolton's (2005) four types of Work-Related Motives

Bolton (2005) explored that it is much difficult to understand the causes of regulation of emotions of service employees for it is not done only for the purpose of wage or salary. To understand this phenomenon, she has given four motives which are bases of management of emotions. The very first motive is pecuniary which means that service employees regulate their emotions, so that they show their appropriate image in front of the customers and it is also aligned with the display rules of the organization (Bolton, 2005). The employees who regulate and manage their emotions due to pecuniary causes think of emotional management as an influential step to attain their wage (Bolton, 2005). For example, Bolton and Boyd (2003) said that flight attendants are expected to reveal pleasant emotions while communicating with the annoyed customers as demand of their job.

This motive is related with the initial work of Hochschild's (1983) about emotional labor and emotional work (Bolton, 2005; Bolton & Boyd, 2003). The next motive is prescriptive. The employees regulate and manage their emotions due to prescriptive causes try to obey the norms and values of their profession so that they sustain their status (Bolton, 2005; von Gilsa & Zapf, 2013). For example, this form of emotional management may be observed when teacher behaves with the students in joyful manner during the class, she done this not due to the rules or expectations of the

school but she communicates with the students in such manner due to her role of profession to involve the students and increase their knowledge. The third motive is called presentational. According to Bolton (2005) this motive makes emotional display socially appropriate which are learned from the specific culture and experience and employees obey implicit rules instead of following explicit rules of organizational display. In addition, it is assumed that the employees regulate and manage their emotions in the way, they thought, it is correct. They believe that this is better to do in this way instead of do some work only for the sake of salary (Bolton, 2005). Bolton and Boyd (2003) have given examples of to be happy at wedding of someone and show sadness on some one's funeral.

The last motive is philanthropic motive. It is specific form of presentational motive that happens when employees manage and display emotions in order to get some gift during the communication with customers and also due the general rules of social feeling (Bolton, 2005). For example, flight attendant plan and take some time to show sympathy with the passengers who are feared of flying. To make them free from the fear of flying may not be included in the duties of flight attendants but they may do this activity to get some reward from the passenger. Hochschild's theory of emotional labor is 'absolute' as it is considered that organizations gain the position to control emotions of employees (Bolton, 2005; Bolton & Boyd, 2003).

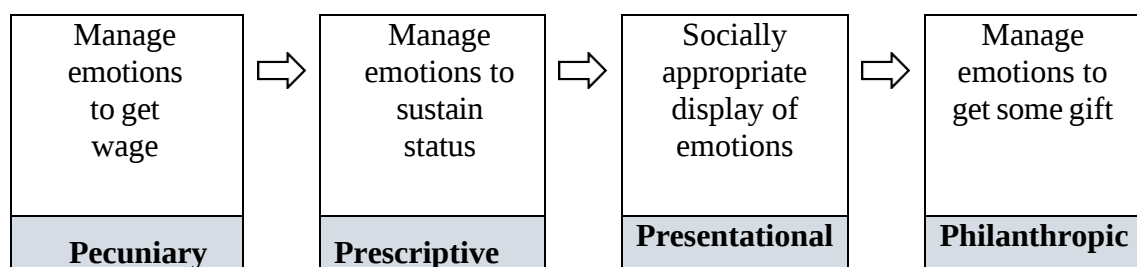


Figure 4: Bolton's four types of Work-Related Motives (2005)

2.7.2 Von Gilsa and Zapf's (2013) Three Types of Motives

Von Gilsa and Zapf (2013) in their research study explored that people regulate and manage their emotions in order to get goals of short- term and long-term level. They have given three motives. These motives are instrumental (concerned with display rules of organization), pleasure (to feel good, maintain pleasant relationships) and prevention (stay away from opinions, and control on situation). The first motive is associated with the goals of work, on the other hand other two motives pleasure and prevention are related with personal perspective (Von Gilsa & Zapf, 2013).

Most of the time, service employees involve in regulation of emotions while communicating with the customers so, as to fulfil personal goals like service employees manage their emotions to make customers happy and also make an effort to stay happy as well (Diefendorff & Gosserand, 2003; von Gilsa & Zapf, 2013). Service employees who manage their emotions due to instrumental motives may be unable to divert the way they feel to get instrumental goals (von Gilsa & Zapf, 2013). As an alternative, they are probably involved in surface acting to attain such goals (Von Gilsa & Zapf, 2013). On the other hand, with the employees who uses pleasure motives try to feel pleasing emotions instead of favoring displeasing emotions (Von Gilsa & Zapf, 2013).

For example, service workers try to improve the quality of communication with the customers to upturn pleasure while try to ignore emotions which creates discomfort (Von Gilsa & Zapf, 2013). Lastly, the employees who regulate their emotions by using motive of prevention try to stay away from negative condition as by faking emotions. For example, service employees try to pretend emotions to stay away from any harmful condition to occur (complaints of customers) while interacting with the customers.

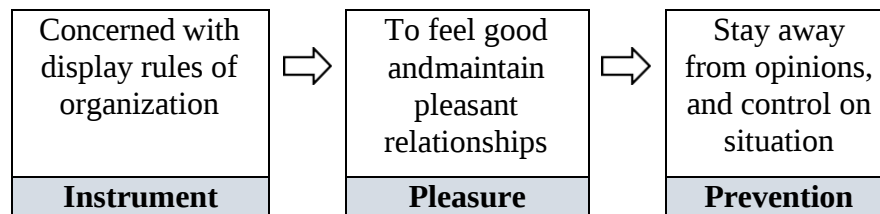


Figure 5: Von Gilsa and Zapf's (2013) three types of Motives

2.7.3 Tamir's (2016) Taxonomy of Motives

Tamir (2016) developed a classification of motives. The author said that people involve in the process of emotional regulation to achieve hedonic goals and instrumental goals. Hedonic goals are related with the emotional regulation of people to feel pleasant emotions and avoid discomfort (Tamir, 2009, 2016). For example, People try to increase pleasant feelings, this strategy make them able to feel good and they also try to minimize their sad feelings as it gives them feeling of worst phenomenon. Employees regulate their emotions to attain specific goals (Tamir, 2009). Generally, these are called long term goals which may not give immediate happiness but gives benefits after long time. future. Tamir (2016) has provided four types of instrumental motives such as performance, epistemic, social, and eudemonic. Performance motive is related with peoples' own goals to improve their performance (Tamir, 2016; Tamir, Mitchell, & Gross, 2008).

Epistemic motives are associated with the wish to observe specific emotion to get information about oneself and about the world (Tamir, 2016). People gets encouragement for the display of positive emotions if they know that happiness will bring success (Tamir, 2016). Social motives effects process of emotional regulation as a technique of sustaining good relationships with customers (Tamir, 2016). Lastly, eudemonic motives are associated with the feeling which gives meanings to the life of someone for example, some people watch sad movies so as to get meaning for their life, gets pleasure out of such sad story of movie (Tamir, 2016).

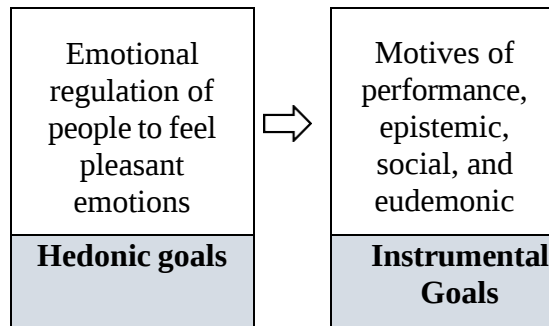


Figure 6: Tamir's (2016) Taxonomy of Motives

2.7.4 Niven's (2016) Motives for Interpersonal Emotional Regulation

The most recent work on motives is given by Niven (2016). He explored that, motives are associated with three fundamental psychological needs, which are autonomy (comparison between intrinsic and extrinsic needs), need of relatedness (comparison of prosaically and egoistic phenomena) and competence (performance and pleasure perspective). The origin of three needs is theory of self-determination given by Ryan and. After that these three needs, she developed eight more motives which are associated with interpersonal emotional regulation. These are coaching, compassion, instrumentality, hedonism, emotional labor, impression management, and identity construction. Coaching is the first motive.

The people who regulate their emotions by using this motive try to increase the performance of other people (Niven, 2016). Such type of people, most of the time holds different formal or informal roles like leadership or mentoring (Niven, 2016). For example, teachers regulate emotions of their students to increase their learning (R. E. Sutton, Mudrey-Camino, & Knight, 2009). The next motive is compassion, people use this motive to regulate emotions of others to give them benefits. Instrumentality motive have similarities with Tamir's (2009, 2016) instrumental motive. Here the regulation of emotions is done to give benefits to person's own performance (Niven, 2016). The fourth motive given by Niven (2016) is hedonism. She claimed that people regulate and

manage their emotions for the sake of their own happiness, they do not regulate their emotions to improve their performance. This motive has the same essence as that of hedonistic motive of Tamir's (2009, 2016) and pleasure motive of Zapf's (2013).

Niven (2016) has given example of one research study conducted on paralegals by Lively's (2000), he explored that paralegal used hedonistic motive and try to improve the emotions of their colleagues while keeping in mind that may be in future they will replace their position. Niven (2016) has also given point of view with reference to emotional labor, he said that employees regulate their emotions to provide benefits to others not for the sake of their own happiness and improvement.

They do this, as they are appreciated to do so. For example, flight attendants always try to communicate in pleasant way with the annoying passengers (Hochschild, 1983). This example reveals pecuniary motive and instrumental motive of Bolton (2005). Conformity is the sixth motive which is associated with the presentation motive of Bolton (2005). Regulation of emotions is being done in order to fulfil the social norms and values (Bolton, 2005; Niven, 2016). For example, to express feeling of joy when somebody tells positive news (Bolton & Boyd, 2003).

With regard to impression management people are motivated by the expectations from external source they behave to fulfil the expectations (Goffman, 1956; Niven, 2016). For example, subordinates' emotions are regulated by their leaders with regard to what they thought is correct, they do so to prove that they are good leaders (Niven, 2016). Identity construction is the last motive. The people who use this motive try to establish their image in the society which is desired by the society and it is according to the expectations of others (Niven, 2016).

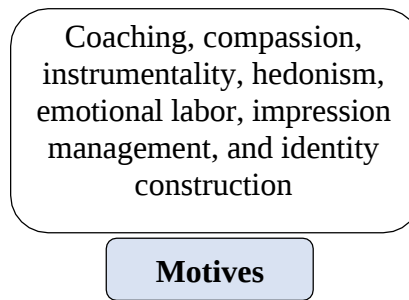


Figure 7: Niven's (2016) Motives for Interpersonal Emotion Regulation

2.7.5 Summary of Emotional Regulation Motives

Organizational theories which are related with motives have contributed towards Hochschild's (1983) concept of emotional labor in which the author has point of view that emotional regulation of people is not determined by the pleasure of organization but the employees regulate their emotions for their happiness, to save them from any conflict and to establish positive relationships with the customers (Von Gilsa & Zapf, 2013). Besides this, recent literature across the world tells that employee's uses different forms of emotional labor strategies for the regulation of their own emotions and emotions of the customers to achieve short- and long-term goals. Though, according to the available literature, the focus is given on motives of emotional regulation of service employees, there is shortage of studies on the motives of emotional regulation of customers. In conclusion, it is proposed that target also play a vital role in the process of emotional regulation of their own and of employees as well.

2.8 Concept Map

Emotional Labor theories and models

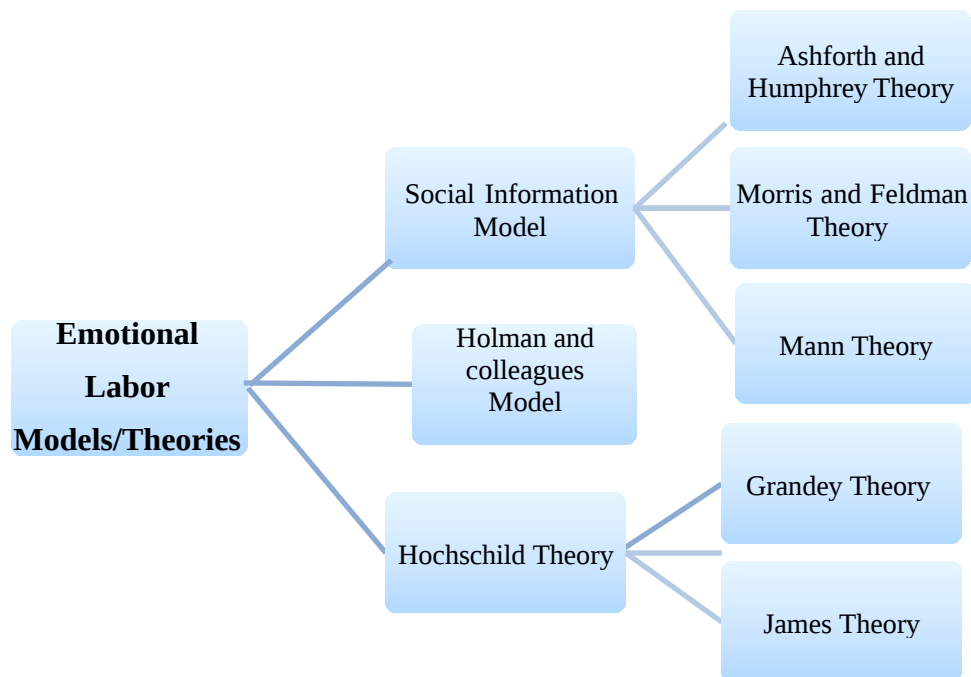


Figure 8: Concept Map of Emotional Labor Models/Theories

2.8.1 Social Information (EASI) Model

One of the most influential models is social information (EASI) model. This model explains effects of interpersonal communication on the life inside and outside the organizations. Basis of this model is that social life is most of time is uncertain. Display of emotions makes the social condition ambiguous in which necessary information is provided to others with regard to emotions of agents and it happens during interpersonal interactions (Van Kleef, 2017). The effect of the emotions determines target's interpretation and reaction after getting them (Van Kleef, Homan, & Beersma, 2010; Van Kleef, Van Doorn, Heerdink, & Koning, 2011). For example, sharing and discussions help to understand partner's thinking's and priorities and emotions displayed by them which as a result beneficial to establish strategies to identify jointly fixed outcomes (Pietroni, Van Kleef, De Dreu, & Pagliaro, 2008).

EASI model is basically a theory about to know effects of emotional display of one person on the attitude of the involved people. Although, the ideas given by this theory are more helpful to understand the process of emotional labor. Specially, EASI model is supportive to comprehend regulation of intra and interpersonal emotions of employees during their display of emotional labor influence attitude and outcomes of the customers. EASI model gives difference of two categories, affective reactions and inferential process in which employee's emotional regulation during the process of emotional labor effects the outcomes of target (Côté, Van Kleef, et al., 2013; Van Kleef, 2009, 2016). The first category which is related with the way of effecting outcomes and attitude of target through emotional regulation of agent is activation of the emotional reactions in the target which as a result impact their behavior (Van Kleef et al., 2011).

In general, affective reactions are comparatively spontaneous response of target towards process of emotional labor like regulation of emotions (Van Kleef, 2009). This category becomes functional by effecting target's views about others which may be activated through emotional labor process (Van Kleef, 2009) in which emotions during social communication are catch by another person (Hatfield, Cacioppo, & Rapson, 1993) by using different types of emotional feedback (Van Kleef, 2016) which also results in targets change of observed emotions (Pugh, 2001). Research studies have found that emotional state and reaction of the target can be changed through positive or negative emotions of agent (Hatfield et al., 1993; Pugh, 2001).

Effective reactions with regard to emotional contagion have types of impressions which may be favorable and unfavorable (Hareli & Hess, 2010). Van Kleef et al. (2011) have found that such forms of impressions may determine social behavior. For example, People help those people only whom they like on the other hand, if they do not like them, they deny any help (Clark & Taraban, 1991). The other category of

EASI model is inferential pathway which focus on the view that emotional regulation of agent effects attitudes and outcomes by using the strategy of inferential pathway. This category involves the evaluation or inferences of target's internal behaviors, attitudes and emotions based on the emotional regulation of agent (Van Kleef, 2009).

These appraisals of targets internal state are effective for the target to utilize useful information from the emotional regulation of agent to comprehend the condition and decide, how to act appropriately (Furley, Moll, & Memmert, 2015; Van Kleef, 2009, 2016). To exemplify, Van Kleef (2009) explored that team members utilize their group leader's emotions to conclude or infer their performance. During the time when leader is happy, subordinates thought that they are doing their work accurately on the other hand, if the leader is angry, the subordinates thought that they are doing their work poorly (Van Kleef, 2009).

One of the possible shortcomings of implementing EASI model is its managerial framework When efforts are being done to comprehend the emotional labor process in the meantime model elaborate major factors that effects emotional labor. These factors are micro-level which are related with the information which develops motivations or capacities of the target and context of social interactions. Characteristics of the target and organization type factors are not the part of this model but they may be considered important.

This model has another limitation which is static and linear development. This model does not possess dynamics of process of emotional labor like the way of change in behavior of target effecting agent and the way of performing emotional labor by the agent. Besides this, there is no evidence provided by the EASI model that target play an active role in the process of emotional labor. Due to these weaknesses, two new theories are formed.

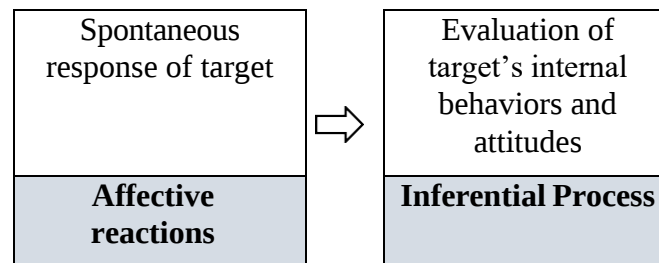


Figure 9: Van Kleef, 2009, 2016 & De Dreu (2010) Social Information (EASI) Model

2.8.2 Holman and colleagues (2008) Emotional labor Process Model

Another relevant emotional labor model is emotional labor process model given by Holman et al., (2008a). Holman and colleagues (2008) have point of view that the process of emotional regulation required much efforts and energy on the part of employees while execution of emotional labor results in exhaustion for employees, it is because of using specific strategies and as result feedback from the customers may boost the energy and make lessen the exhaustion or it may threaten and increase exhaustion of employees. In general, during performing emotional labor, well-being and health of employees suffered.

In this model, many resources who are influenced by the emotional labor are given. Effort is one of these resources. Researchers have explored that emotional regulation required much efforts and it needs important resources like energy (Brotheridge & Lee, 2003; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Holman et al., 2008a; Muraven & Baumeister, 2000). Any situation in which effort is required for regulation of one's own or others' emotions, energy is much needed to this activity which decreases the well-being of the employees (Holman et al., 2008).

How much effort is used, it depends on regulation of emotions whether regulation is instinctively or it happens with the deliberate efforts (Muraven & Baumeister, 2000; Zapf, 2002), and the selection of strategy as in the model of Holman and colleagues' model, there is use of intrapersonal regulation in which deep acting

required less effort as compare to surface acting and positivity or negativity of emotions as to display negative emotions needed more efforts as compare to the display of positive emotions. Rewarding relationships is another resource. Resources are attained from rewarding relationships which as a result improve the well-being of the employees and decrease their exhaustion (Holman et al., 2008). This model does not point out the role played by the target however they have explained that feedback or response of the target is harmful for the relationship of agent with target. Holman et al. (2008) said that when employees display negative emotions, the agents respond in negative way. It creates deficiency in the rewarding relationships.

Display of emotions which are positive and accurate develops rewarding relationships (Holman et al., 2008). Self-efficacy and self-authenticity are other resources which are explained in this model and are influenced by performing emotional labor by the employees. Bandura (1995) considered self-efficacy as belief of person on his capacities to plan, organize and implement some action required to manage specific situation.

Emotional labor is the process which decrease the self-efficacy (Holman et al., 2008a). Emotional labor is also responsible to make doubtful the self-authenticity and well-being of the employees (Sheldon, Ryan, Rawsthorne, & Ilardi, 1997). Scarcity in self-authenticity results in spoiled mood, tiredness, stress, anxiety and low well-being (Brotheridge & Lee, 2003; Gross & John, 2003; Sheldon et al., 1997). Target's feedback may affect these four resources (effort, rewarding relationship, self-efficacy and self-authenticity). An agent involves in the process of emotional labor by using regulation of interpersonal or intrapersonal emotions, well-being of the agent is determined by the feedback of target and the resources involved in the process of emotional labor.

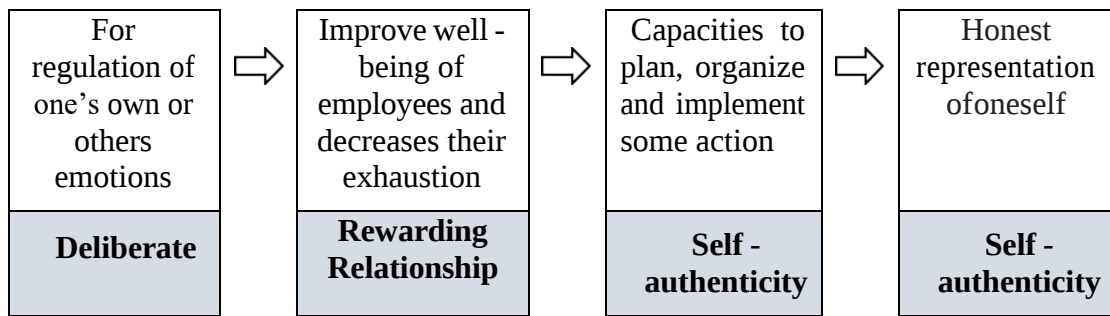


Figure 10: Holman and colleagues (2008) Emotional labor Process Model

2.8.3 Hochschild's Theory of Emotional Labor and Its Critique

In many professions, employees are expected to display not only labor with regard to physical and mental level but also perform labor of emotions (Sharpe 2005a). The term emotional labor is related with employee's outcomes like job satisfaction, exhaustion, turnover and retention (Brotheridge & Lee 2003; Hochschild 1983; Judge, Woolf & Hurst 2009; Rubin et al. 2005) which as a result effects job satisfaction and business revenue of employees (Cordes & Dougherty 1993; Gelade & Young 2005; Volker et al. 2010;

Williams & Skinner 2003). The concept of emotional labor was first developed and used by Arlie Russell Hochschild (1983). Earlier to this, Hochschild has published this article in the year 1979 which was pioneer of her book, in this article the author claimed that people most of the time hide their feelings in order to make them appropriate for the specific situation both at home and at the work place. After that in the year 1983 , the author elaborated ideas by giving details with regard to the display of deep acting and surface acting in personal life (outside work place) as well as professional life (at workplace).

The central point of her book is that management of emotions at work place by the workers has become money making and profitable service as organizations pursue to regulate emotional labor of workers in order to increase their revenue. Hochschild, was a sociology professor at the University of California, Berkeley.

At initial stage, Hochschild, has developed interest to know the way of management of emotions by the people. At the age of 12, she keenly observed her parents how they interpret different gestures during their communication with diplomats while performing US foreign service. After some years, when Hochschild was a graduate student at Berkeley, was greatly fascinated by the work of American sociologist Charles Wright Mills. Especially, one chapter named as, 'The Great Sales room of Mills' (1951) which was given in the book "White collar" captured Hochschild attention.

Mills claimed in this chapter that when someone's personality in the process of service providing is being sold people become alienated or separated from themselves internally. Although, Hochschild has point of view that there is missing something in Mill's work as the author considered that to sell one's personality that person just need to have it. In simple words, to have specific personality does not make any person a diplomat or if somebody has muscles does not make him athlete' (Hochschild 1983). What was missing from Mill's work according to the Hochschild was the involvement of emotional labor in service delivery where employees manage their emotions to communicate with clients in better way.

Hochschild was also fascinated by the research study of Erving Goffman who claimed that most often individuals try to control their outward display of their personality in order to follow the rules of feeling display and how to appear in front of others (Hochschild 1983). Here again Hochschild argue that how does an individual act on feeling or stop himself to act or to stop specific feeling? (Hochschild 1983). Hochschild wished to comprehend whether these are the people who act and as a result the author decided to explore the work of emotions as messenger to provide information to the individuals about what they see, expected or what they had planned to do in

specific situation. Hochschild (1983) has recommended that these are immediate emotions which individuals feel when they faced with and thought that they are not expected and make them correct with personal emotional management and transformed them into emotional labor for the sake of salary. Such kind of management of immediate emotions display an important factor of emotional management which Goffman had not explained . On the basis of Mills' and Goffman's ideas, Hochschild was fascinated to develop concept of emotional labor and presented these thoughts in the book ,in the year 1983, the author evaluated concept of emotional labor while conducting qualitative research study with flight attendants and debt collectors.

The goal of this research was to find out what is emotional labor, what people do during their management of emotions, what are emotions, what is the cost and benefits of management of emotions in personal and professional life. Hochschild (1983) has described emotional labor as management of emotions to develop facial and bodily display which is required by the organization, it requires employees to hide their actual feelings so as to maintain appropriate outward appearance which creates better state of mind in others. Such emotions which are expected by the organization are called feeling rules or display rules in the language of literature.

The term feeling rule was invented by Hochschild (1979, 1983) and refers to rules that provide guidance to ones' social life about how one can feel in different situations. With regard to this phenomenon, feeling rules are involved in employees' professional and private life (Hochschild 1983; Sharpe 2005a). Display rules on the other hand are related with the expected behavior of employees at workplace by the organizations (Ekman 1973; Rafaeli & Sutton 1989). For example, teachers at university level may be expected to show empathy with difficult students and remains calm in complicated situations and hide their actual emotions. Display rules may be

hidden or informal or overtly described in formal training manuals and organizational statements (Hochschild 1983; Rafaeli & Sutton 1989). Generally, display rules includes societal norms (expectations related with the clients to show specific behaviors in different service interactions), occupational norms (expectations related with specific profession to display emotions while interacting with the clients) and organizational norms (expectations related with specific organization for display of appropriate emotions at work place) (Ashforth & Humphrey 1993; Rafaeli & Sutton 1989).

There is possibility of difference between societal, occupational and organizational norms, usually they remain consistent with each other as employees in any particular organization or occupation tries to fulfil the expectations of clients as their job responsibility and to increase the organization revenue (Ashforth & Humphrey 1993). As a result, when display rules expected by the organization are referred, it is supposed that organizational norms are matched with occupational and societal norms. As feeling rules and display rules are somewhat same, display rules are preferred in this research study as the main force is not personal life but the organizational life. This was considered suitable as emotional labor and job satisfaction are the main focus of the present research study.

Hochschild (1983) has point of view that emotional labor has negative impact on well-being of employees. Employers put a pressure on the employees to show specific feelings at work place by using strategies of surface acting and deep acting when they interact with customers. Subsequently, workers encountered with confusion, self-estrangement and self-alienation which as a result lead towards stress, anxiety, frustration and fatigue. Other results include decline in job satisfaction, suspicion, withdrawal and loss of ethical values (Hochschild 1983). These negative results of emotional labor according to Hochschild are produced due to emotional disharmony

that may develop when employees perform surface acting that is to hide actual emotions (e.g., annoyance) and show empathy with the customers. Hochschild (1979, 1983) claimed that deep acting also creates negative results for the employees because many times, it is difficult for the employees to identify themselves, who they are, a person who is in actual or the person who enacting fake emotions to fulfil their job role. However, some researchers have point of view that Hochschild has presented negative picture of emotional labor (Conrad & Witte 1994; Rafaeli & Sutton 1987; Wharton & Erickson 1993; Wouters 1989).

Hochschild (1983) also explored that emotional labor may have positive results for the employees. Precisely, the workers who successfully perform emotional labor, they may feel satisfaction with their job and with themselves (Hochschild 1983). Such positive outcomes of emotional labor are produced when employees consciously make efforts to change their internal feelings according to the display rules (reassessing difficult customers and avoid to treat them harshly when they show annoying behaviors) with contrast to change only outward display of emotions (i.e. surface acting). Hochschild (1983) has suggested that jobs that comprises emotional labor are required to fulfil the following needs:

- a. Face to face contact with the customer.
- b. The employees must create emotional state in customer for example gratitude or fear.
- c. Through supervision and training, employers get a control over employees' emotional activities.

Mostly, all jobs comprise customer services and involves some element of emotional labor. According to Sharpe (2005a), every job with service element has demands of emotional labor. Although, the notion that employees create state of mind in customers shows that employees not only manage their own emotions but they also to some extent manage the emotions of the clients. Hochschild (1983) built emotional

labor theory on the basis of other researches in the field of emotions (Darwin 1965; Dewey 1922; Freud 1952; Gerth & Mills 1964; James & Lange 1922; Mills 1951). Goffman's (1959, 1969) research on emotional display in the organization is essentially the ancestor to Hochschild's work. According to Goffman's (1959), dramaturgical view point, employees' interactions in service organizations may be compared to theatre, where the organization is the stage, employees are the actors and customers are the audience.

From this view point, emotional labor is considered to be the type of impression management, where employees actively try to build strong and positive impression in front of the customers to make their perception beneficial and good and represent the organization in better way (Grove & Fisk 1989). With this approach, emotional labor is source which is used by the workers to utilize it and gain organizational goals. Hochschild (1983) said that Goffman's work presents very limited view of employees, the author examined only outward display of emotions of the employees to gain better impression from the clients.

The author thought this view was limited as it only discovered that how the employees try to manage their emotions at surface level which is also similar to Hochschild's surface acting. No doubt, Goffman's work does not pay any intention towards the management of emotions of employees at deeper level of emotional labor. In reply to this shortcoming, Hochschild has developed concept of emotional labor which comprises both surface acting and deep acting. Surface acting is much similar to Goffman's dramaturgical concept as it considers faking emotions which are not actually felt at heart or to hide such emotions which are not appropriate to display (Hochschild 1983). Deep acting on the other hand is alignment of actual feeling with the emotions required to display at work place by the organization (in case of difference between

actual and required feelings). So, deep acting covers the element of emotional labor which was missing in Goffman's work. Hochschild developed concept of deep acting after getting strong fascination from the research work of Konstantin Stanislavski who had introduced the notion of deep acting in the world of theatre. The author said that actors who act on the stage carry with them lots of emotional memories, these memories help them to recall the emotions which they required to display their feelings 'comes out from inside' to present good performance for the audience. Remarkably, Hochschild was the first who implemented deep acting in the workers of service industry. Emotional labor theory of Hochschild (1983) was however criticized in literature.

For example, Hochschild is being criticized for developing contradiction between management of emotions in personal life and the life at work place. This separation develops one dimension of emotional labor as from this point of view, emotional labor is more related with the organization than to the employees in the context of work place (McClure & Murphy 2007; Wouters 1989). Likewise, she has been blamed of exaggerating the level of control and ownership of management of organizations on the emotions of employees to achieve their goals and increase the revenue (McClure & Murphy 2007; Wouters 1989). Employees as actors controlled emotionally by the organizations (Bolton & Boyd 2003; Lewis 2005).

Bolton also criticized Hochschild theory of emotional labor by claiming that according to the author organizations are successful in controlling the emotions of employees at work place and at last their emotions are transferred from their possession to the organization property (Bolton & Boyd, 2003). Bolton (2005) has also point of view that employees own the resources of production due to it, they sincerely perform their duties by using emotional labor. In other words, Bolton moderated the level of ownership and control of organizations over employees' emotions as she thought

emotional labor is the property of employees. Bolton view point is however, rejected by Brook (2009) as according to her Bolton has false approach to consider humans entirely responsible for production of good services. On the contrast, Brook (2009) explored that good service production is also depends on other factors like capital, technical, and support work inputs (buildings, technical equipment, display rules, and 'back-office' help). Besides this, Brook (2009) also suggested that outside forces which includes political and economic forces (competition in the market, current conditions in the market and modern technology) effect the levels and standards of services of employees.

So, Brook (2009) suggested that, employees do not have complete control over their emotions at work place but due to involvement of emotional labor and for the production of service delivery emotions of employees are controlled by the outside forces and organization. Brook (2009) recommended that, Hochschild point of view about emotional exploitation of management of organization with employees to get better services from them is valid and accurate. Though, Brook (2009) said that alteration of employees' emotions may be incomplete as employees still have the authority to resist elements of emotional labor, if they do not like, for example if the managers ridicule by the unpleasant clients, they avoid work and as a result their rate of absenteeism and turnover increases.

Bolton (2005) also criticize Hochschild view point of emotional labor with regard to the application of emotional labor to all the professions and occupations without understanding the complexity of emotional management in different professions like caring professionals. Bolton (2005) said that, Hochschild theory of emotional labor may be applicable in the commercial organizations as they have only one goal which is to make money or profit. Brook (2009), although have view point

that after the 20th anniversary edition of Hochschild book, her new book was published in (2003) in which she mentioned the applicability of emotional labor theory in non-commercial organizations as hospitals. Brook (2009) also rejected Bolton's notion about application of Hochschild emotional labor theory in commercial organizations as the employees who work in non-commercial organizations would also be sold for a wage and which fits for Hochschild theory of emotional labor. However, there are no suggestions put forward both by Brook and Hochschild with regard to the use of emotional labor in the professions where the employees work without any payment or salary. In such organizations, emotional labor of employees may not be sell for the sake of salary but still their emotions are controlled by the organizations to follow the rules during communication with the customers to achieve organizational goals according to the emotional labor theory of Hochschild.

Furthermore, with regard to non- paid workers or volunteers, there exist a power relation between organizational management and employees as they communicate with the management for technical equipment and buildings belonging of the organization (Brook, 2009). Such power relations may not be exist due to the exchange of wage but volunteers have to perform emotional labor to get rewards for their experience. Hochschild agrees that different professions have different levels of emotional labor and therefore different volume of surface and deep acting.

Consequently, Hochschild basic concepts of surface and deep acting may be best utilize in teaching profession at university level to explore the emotional labor of teachers in this research study. Hochschild has conducted supplementary research on emotional labor, for example in chapter of book published in 2003(b) the author elaborated the absurdity done with health care workers who on daily basis perform emotional labor, most of the time they do not get any emotional care which they need

to manage their emotional labor in order to fulfil the job demands (Hochschild, 2003). Moreover in the invitation commentary held for the international journal of working organization and emotions in 2010, Hochschild claimed that emotional labor may be worthwhile for the health care workers if they feel proud to gradually build trust and heartfelt relationships with their patients, it is difficult to enjoy emotional labor in the weak and broken health care systems which are understaffed , hyper-bureaucratized facilities and workers from the migrant families who are already separated from their families where element of care is completely invisible (Hochschild 2010).

This new research by Hochschild (2003b, 2010) signifies extension of previous work on emotional labor in which the author discovers other professional groups, these groups include health care staff, i-e doctors, nurses, nannies, elderly care workers and ritual workers' (funeral parlor directors and wedding planners). However, concepts of emotional labor presented by Hochschild were not revised in new research studies. Hochschild in later research work targeted the emotional labor in the private life of employees rather exploring their public life, in this regard, the author seems to be overlapping between workers personal and professional life (Hochschild 1997, 2009; Hochschild & Machung 1989).

More precisely, most of the latest publications of Hochschild are constructed from the feminist perspective, focused on commercialization of workers personal life (Hochschild 2000, 2003c, 2006; Hochschild & Ehrenreich 2002). In article entitled, 'Rent-A-Mom and Other Services: Market, Meaning and Emotion' Hochschild highlights the emotional management of nannies from two perspectives when they are hired to play a role of mother and their actual role as a mother with their own children (Hochschild, 2005). After development of emotional labor theory by Hochschild (1983), widespread literature has been emerged in the domain of emotional labor. Until

now, different concepts of emotional labor have been presented by various researchers. This is the reason, there is no exact agreement on different dimensions of emotional labor by different researchers. Hochschild's work explained the outcomes of the performance of emotional labor largely with regard to the individual outcomes that were most of the time, are negative and outcomes of organization which were with positive capacity. She has point of view that emotions have one way or single function as during interaction they supply information with regard to the world outside and more prominently shows individual's inner temperament towards the world outside.

The author explained that most of the time people build up their judgments about other people and events according to the emotions they have about them and the mindset they do have about the events when they were present in those events. As a consequence, comprehends emotional labor process as emotional management of employees with regard to the rules and demands of the organization. In this regard, emotional labor is the process in which true emotions are suppressed to replicate emotions which are unfelt to fulfil the purpose of service. Such fake emotions of employees stay separate and alone from the inner self and capacity of the employees.

However, Hochschild (1983) said that rules of emotions are part of the organization and required to display by the employees. The author explored that feeling rules not only decide type of emotions suitable to feel and show but they also manage the proper strength of observation and experience. These feeling rules were taught to the flight attendants in their preliminary trainings and then during their stay at the work place in the form of ongoing trainings which ensure their service improvement. Trainings focused the value of smiling during interaction with customers without considering that how hard it is for the employees. Hochschild (1983) has point of view that management of emotions or the presentation of emotional labor was to be attained

skillfully in two ways.

a. Surface acting

b. Deep acting

a. Surface Acting

Surface acting is related with hiding true emotions and try to feel and pretend emotions which are artificial and fake and are not felt at heart. Here by using this strategy employees deceive about the feelings we actually feel but it's not possible that we deceive ourselves (Hochschild1983).

b. Deep Acting

Deep acting is deceptive to the employees and to the customers (Hochschild, 1983). It shows that deep acting is more harmful for the well-being of the employees as compare to the surface acting. Requirements of the organization are to show accurate, actual emotions that may be presented through deep acting rather faking or pretending emotions where the employees have to do compromise on their actual emotions. Deep acting makes employees separated from themselves but surface acting is more dangerous and results in emotive dissonance. According to the author's view, feeling rules creates inconsistency between actual feelings and the displayed feelings. This inconsistency creates tension for the employees that may be decreased by changing their feelings and try to make them closer to the feelings, they are required to display at the work place. Whereas, Hochschild (1983) suggested two dimensions of emotional labor which are performed by the employees at work place. Hochschild has also described other dimensions of emotional labor which she called passive deep acting and active deep acting. Passive deep acting happens when employees naturally or spontaneously manage their emotions rather use conscious efforts to manage them. On the other hand, active deep acting is related with the deliberate efforts of the employees

to manage their inner emotions in order to make them fit with the emotional demands of organization. To clarify the difference, university teachers at initial level, when gets annoyed with problematic students may use active deep acting after exploring their problems and consciously do efforts to manage their emotions accordingly and change their emotions of annoyance into empathy.

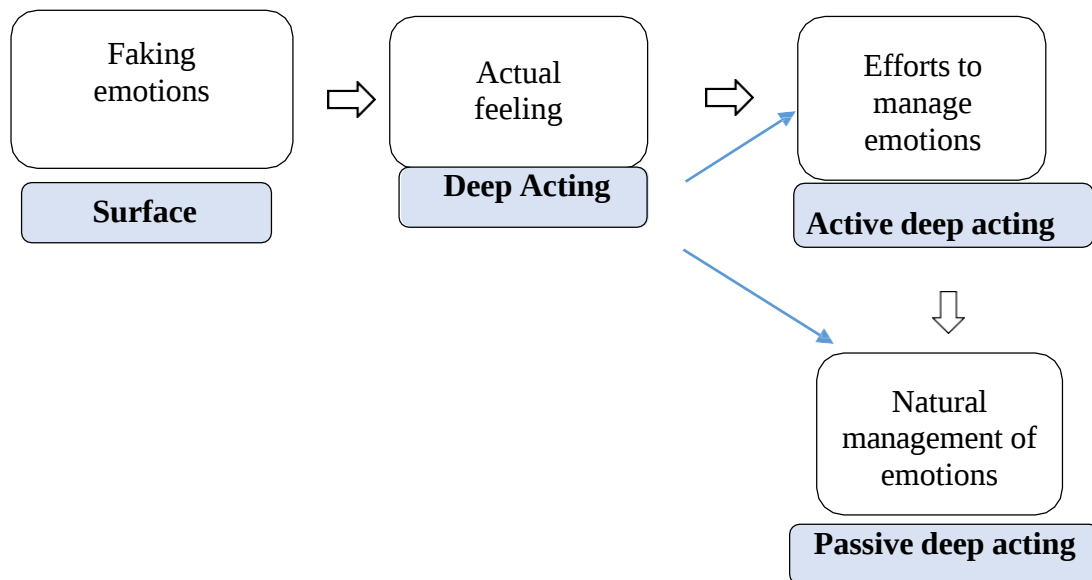


Figure 11: Hochschild's (1983) Theory of Emotional Labor

2.8.4 Ashforth and Humphrey (1993) Emotional Labor Theory

Ashforth and Humphrey (1993) have given their theory on emotional labor after Hochschild (1983) concept of emotional labor and presented concept of emotional labor in a new way. Emotional labor is the display of suitable emotions which are aligned with rules of display, it is type of impression management (Ashforth & Humphrey, 1993). Display rules are much similar to feeling rules of Hochschild's (1983) theory of emotional labor when they are considered with regard to desired demands of the organization while interacting with the customers, therefore rules of display lead the expressions and process of emotions and may be considered as principal code of conduct of organization (Ekman, 1973, as cited in Ashforth & Humphrey, 1993). Ashforth and Humphrey (1993) claimed that Hochschild (1983) emphasis on behavior,

instead of focus on management of inner feeling is more suitable due to its apparent nature and fulfilling the demands of display rules and does not require to involve management of inner feelings. Ashforth and Humphrey's (1993) views about deep acting and surface acting are much similar to Hochschild (1983) but they added one more category to the process of emotional labor. This category they referred as spontaneous and genuine emotions. Genuine emotions are expressed naturally without any effort. For example, a nurse who feels sympathy for the child who is injured, she does not require to act or pretend the artificial emotions. In this example, to perform emotional labor, no effort is applied by the nurse to show expected emotions as she already feels these kind emotions for the injured child.

Ashforth and Humphrey (1993) has seen process of emotional labor in more natural way than the ideas of Hochschild (1983). They said that expression of emotional labor not only increases the effectiveness of task which is considered as outcome of organization by using the display rules like self-efficacy of the employees in the form of positive organizational outcome by following the display rules which leads towards interaction with the customers, employees feel that they are successfully managed their feelings according to said demands of the organization.

With regard to self-expression, authors claimed that rules of display permit deviations in expected emotional expression and so employees are able to sustain accuracy in their communication with the customers while fixing expected rules of organization into their natural interactional style. Authors have claimed that this form of interaction improves the personal well-being of employees. These plans show two factors which are related with emotional labor and are not elaborated by Hochschild. First, employees do not involve themselves inactively with the display rules and obey them mechanically. They are active members when dealing with the desired

organizational rules and their own display of emotions. They try to change expected display rules on the basis of interpersonal way of communication. They highlight the second factor which is job control that in real permits variations of expressions which are based on the rules of display. Ashforth and Humphrey (1993), however do not consider it as a probable mediator variable between performing of emotional labor and its outcomes, its existence seems to be included was the end result of performing emotional labor.

Ashforth and Humphrey (1993) besides accepting positive effect of emotional labor also admit that which is functional for the customer and organization, may not be considered appropriate for the provider of service. They claimed that deep acting and surface acting both are harmful and gives negative outcomes. Employees perform poor emotional labor which is harmful for their well-being and it also develops dissatisfaction for the customer and investment is also wasted. Social identity theory is used by the authors to elaborate the negative and positive outcomes of emotional labor for the people.

They have opinion that when the employees have clear identity and understanding of their work and work role, it results in the best outcomes in terms of organizational rules and well-being of employees. Lack of understanding of the work role results in emotional dissonance and inauthenticity of sense perception (Ashforth & Humphrey, 1993). This approach is different from Hochschild's (1983), as for her dissonance social identity theory is to explain the positive and negative results of emotional labor of people. The workers who are unaware of the understanding of their work role, emotional labor have very little positive or negative effect (Ashforth & Humphrey, 1993). Here the emotional labor reliant on fix rule between identity of employee and identity of work presented by the organization. They also said that in the

process of performing emotional labor internal and external pressures are involved. Deep acting and surface acting may be used to solve internal pressure exists with the role. Deep acting in which emotions are tempted, makes issues for the people to stay at distance from their work role. Workers found that they are identifying their work role without any effort, so they try to rebuild their identity (Ashforth & Humphrey, 1993). Surface acting develops emotional dissonance because of the deviation between felt and revealed emotions. Emotional dissonance is an unpleasant experience which is needed to decrease in order to increase identity with work role. Workers accept the role given by the organization after identifying it.

External pressure is put by the organization in the form of providing display rules and establishing service culture. It is done successfully through training, monitoring, observation, feedback and appraisal of workers. In this process, the employees learnt about the variety of the emotions which they are needed to express during their interaction with the customers and performing emotional labor (Ashforth & Humphrey, 1993). Reinforcement is there in form of praise, appreciation, encouragement, promotion and bonuses. According to the authors, emotional exhaustion, high level stress, anxiety and burnout are not produced as a result of performing emotional labor but due to the lack of understanding of work role.

For example, work role understanding spontaneously increases the effects of stressors which are work related and low performance which happens due to lack of commitments and work role responsibilities. Beside emotional management factor, Aspects which effects emotional labor and its mediating elements of work role identity are the strengths of this model. Authors have conducted research with nursing profession, social work and counselling profession to evaluate this model.

There were some assumptions that same researches have done with novices of service sector. When employees are new to work or job, it is true that, it is hard for them to know everything completely about the work role. Trainees and novices faced with many forms of stressors as they are trying to build their professional identity and skills and suffer from stress and anxiety. That's why, there is possibility that trainees and novices perform more emotional labor and faced with negative outcomes while displaying emotional labor as compared to the employees who are experienced. From the perspective of trainees, emotional labor develops two wrong assumptions. Emotional labor with high rate is the features of service professions is the first assumption.

Second assumption is that when the emotional labor is having high rate, it has negative effect on workers. Both of these assumptions are incorrect in this context. Ashforth and Humphrey considers genuine expression of emotions, third emotional labor strategy in which employees naturally experience and display appropriate emotions without depending on surface or deep acting strategy. For example, athletic coaches may sincerely passionate about sports and so, they may not need to intentionally involve in surface or deep acting strategy. This expression is called emotional labor as employees are needed to display emotions for the organization.

Although Grandy raised doubts about genuine expression of emotions as emotional labor strategy, mostly researchers agreed that, although , this expression happens involuntarily, it requires modification in inner feelings and may be regarded as a form of emotional labor. For example when tennis players perform forehand stroke, they do it spontaneously, without any conscious effort, despite they do not need thoughtful cognitive or physical processes throughout competition, but still tennis players performing physical or emotional labor. A research study conducted by

Diefendorff (2002) confirmed that genuine expression of emotions is a significant method of managing emotions at the workplace. Ashforth and Humphrey (1993) observed that definition of emotional labor provided by Hochschild's (1983) lacks direction towards situations in which employees naturally and genuinely expresses the wanted emotions. For example, sympathy of a nurse while seeing at injured child, at this time, nurse do not pretend or experience fake emotions. During use of genuine expression of emotions strategy employees do not experience emotional conflict and thus emotions are displayed without any effort and met with productive outcomes. Grandey (1999) explored that genuine expression of emotions are negatively related with emotional exhaustion and have positive affiliation with job satisfaction.

Näring, Briët and Brouwers (2006), Brotheridge and Lee (2002), and Zammuner and Galli (2005) have also discovered positive relationship between genuine expression of emotions and personal success. According to Kiely (2005) genuine expression of emotions gives encouragement to both parties and made them satisfied. (Grandey 1999) said that three strategies of emotional labor are independent of one another and an employee may involve in all three strategies (surface, deep and genuine) in one day. However, little information is available about characteristics of people who prefer any strategy to be used in different situations by them.

Ling Yang and Mingjun Li (2009) find out that there is negative relationship between surface acting and job satisfaction on the other hand positive relationship between genuine expression of emotions and job satisfaction. Emotional labor strategies play important role in teachers' job satisfaction (Yang & Li, 2009). According to (Yin, 2013) Genuine expression of emotions strategy is related with teachers' sense of teaching satisfaction more than surface acting or deep acting strategy

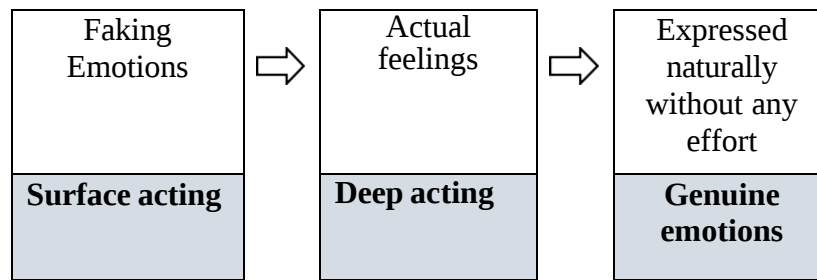


Figure 12: Ashforth and Humphrey (1993) Emotional Labor Theory

2.8.5 Morris and Feldman (1996) Emotional Labor Theory

After Ashforth and Humphrey (1993) the concept of emotional labor has been explored again by Morris and Feldman (1996). They said that emotional labor is a process in which employees utilize their efforts to make planning to control themselves during their communication with customers according to the expected goals of organization. The major emphasis was given on planning, effort and skill which are needed to display suitable emotions at work place aligned with organizational setting. Dissimilar to Ashforth and Humphrey (1993), these authors talked about external and internal components of emotional labor with regard to organizational setting. These were the first who present external and internal components of emotional labor to describe its concept and measure its impact instead of considering stress of emotional labor on employees' well-being. Morris and Feldman (1996) explored four categories of emotional labor

- a. Frequency of emotional display
- b. Attentiveness required for display rules
- c. Variety of emotions required to be expressed
- d. Emotional dissonance

The first three categories are about external components and last describes internal experience of employees. Frequency of emotional display is the component which is most inspected and associated with expected display of emotions in work

setting. Attentiveness to required display rules is the extent of emotional display of rules which are needed by the job where requirement of psychological energy of employees may be compared to the extent of focus and attention, they need to display rules. This category concerned with duration and depth of emotional display. The third category is variety of emotions required to be expressed, with regard to it, emotional labor increases with the increase of forms of emotions required to display.

The fourth component emotional dissonance is related with the internal experience of conflict which workers experienced and it can also be observed when there is lack of alignment between felt emotions internally and display of emotions as expected by the organization. Emotional dissonance is the factor which is reason of dissatisfaction of employees. These four components are considered to contribute much towards emotional labor and there is depth of each component. Performance of emotional labor is increased with the increase of efforts incorporated by the employees. Relationship among these components is explored, the authors did not favor deep acting and surface acting which are supposed to be used to display emotions in the process of emotional labor.

The authors accepted that antecedents have deep effect on the process of emotional labor and choice may be taken for their greater impact, according to them it is effective for the future research. It looks suitable to think that if components of emotional labor were recognized then job characteristics and organizations may take lead with regard to its effects. To support the hypothesis Morris and Feldman (1996) have used current data which is attained from service sector. So, these findings may not be applied to other fields like health or mental health.

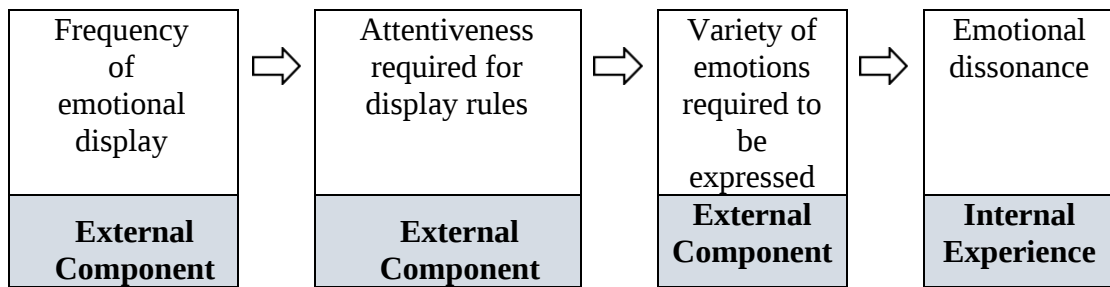


Figure 13: Morris and Feldman (1996) Emotional Labor Theory

2.8.6 Mann (1999) Emotional Labor Theory

One more theory of emotional labor with regard to management of emotions according to the display rules of organization is presented by Mann (1999). She describes emotional labor as the condition in which difference exists between emotional expressions of the employees and the feelings that they genuinely feel at heart, but these feelings are considered to be inappropriate to display. Numerous major elements are involved in the definition of emotional labor. First, to display emotional labor, employees must suffer from emotional dissonance. Secondly, emotional dissonance exists with behavior of employees during performance of emotional labor. Thirdly, suitable display of emotions comes from formal or informal following of display rules set by the organization. Like Morris and Feldman (1996), Mann (1999) mentions internal and external states or factors in her theory.

Although there is no element of effort with regard to emotional labor, because it is the process which encompasses much efforts. She admits the existence of surface acting in the process of emotional labor by considering surface acting as to pretend the emotions which are artificial and are not felt by the employees at heart. Mann (1999) has given three categories of emotional labor. First is associated with job characteristics which are requirement of display rules, other two are associated with internal factors of hiding or faking emotions. In every type, many factors contribute to the process of emotional labor and the author admits that other elements may also include in the process

and performance of emotional labor, out of these factors some factors are recognized by Morris and Feldman (1996). The factors include, the people who are part of the meeting, either the meeting took place face to face or on telephone, position of employees in the hierarchy of organization, goal of communication and with whom communication took place, for example with customer, coworkers, subordinates or with senior management. Research was conducted on bank employees and telecommunication companies, broadcasting company and manufacturing companies. The outputs show that, frontline and non-front-line employees faced with emotional labor, although non-frontline reveal low scores comparatively.

Customers who deal with complaints experience higher level of emotional labor. Mann (1999) claimed that three categories are included in the process of emotional labor, she also admits four categories of Morris and Feldman (1996). There is difference in the dimensions of both theorists. First, they are different in focus which is provided to the value of inner experience of workers and demands of the organization which plays a vital role in the process of emotional labor. Secondly, Mann (1999) has point of view that effort is emotional labor itself not a component of emotional labor but emotional dissonance is essential part of emotional labor and without its existence there is no emotional labor.

On the other hand, Morris and Feldman (1996) has point of view that effort is needed even in the situation when employees genuinely feel the emotions at heart during their interaction with the customers. Although, Mann (1999) while talking about effect of emotional labor on employees gives the idea of coping strategies. The reason is that, in work of mental health, value of coping strategies is quite hard as essential part of training and its implementation at work place after training. She also considers the value of employees' perceptions. Perception of fake emotions and their relation to

the perception of achievement of communication with a customer. She has experienced that people consider communication with emotional labor is highly faking and less successful as they thought that faking emotions is dishonesty which led towards failure. Faking emotions, no doubt is the requirement of the organizations to accomplish the goals but it is highly harmful for the mental health of employees.

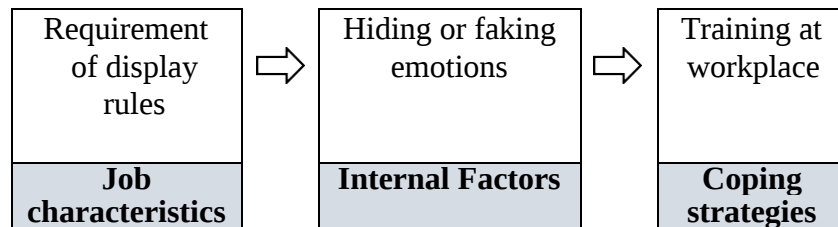


Figure 14: Mann (1999) Emotional Labor Theory

2.8.7 Grandey (2000) Emotional Labor Theory

Grandey (2000) has given concept of emotional labor which is integration of Hochschild (1983), Ashforth and Humphrey (1993), and Morris and Feldman's (1996) theories. So, Grandey (2000) theory may be considered as fourth major theory of job and employees focused emotional labor. Grandey (2000) has point of view that all old definitions of emotional labor are basically components of emotional labor. She claimed that in spite of the difference regarding previous theories of emotional labor, all they emphasis on one common factor with regard to emotional labor which is regulation and expression of emotions.

Emotional labor is emotional regulation and emotional expression to achieve goals of organization. Grandey (2000) used emotional labor theory of Gross (1998a, 1998b) to explain the concept of emotional labor. Change in cognition permits individuals to evaluate again the condition, which eliminate unwanted emotions and gives it different meanings. Antecedents of emotional labor are the situational aspects that involves expectations of communication with customers, job characteristics and emotional situation. The emotional labor is called regulation of emotions.

Theoretical frameworks explained so far, the emphasis is given to the efforts which are put forward by the employees during their performance of emotional labor to show expected emotions in spite of concentrating external aspects which guide the display of emotions, emotional labor looks as something which employees do for the organization not for the customers. She claimed that such frame works may not be used to generalize results in mental health workers and that's why the way of using concept of emotional labor is lacking one main component which makes it difficult to think the way of performance of emotional labor in mental health work.

These assumptions comprise:

- a. Methods of feeling and expressing emotions which are designed by the organization and it creates stress for employees, when they implement them.
- b. Emotional labor includes effort or emotional dissonance which is harmful for the employees.
- c. Positive outcomes are considered with regard to people who received emotional labor or improvement in organizational gains.

One component was explored while conducting research in the profession of nursing. Second largest area which is under investigation with regard to emotional labor is nursing profession. It is due to this profession that function of emotional labor is shifted from financial to genuine care. Emotional labor is important with regard to care exists in the profession of nursing (Maan& Cowburn, 2005). In nursing profession, care is given to the patients and regulation of emotions is performed in order to decrease burden of patients.

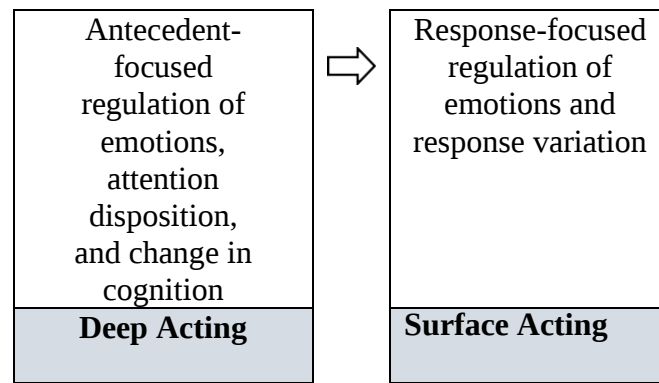


Figure 15: Grandey (2000) Emotional Labor Theory

2.8.8 James (1992) Emotional Labor Theory

James (1992) described emotional labor as the labor to be used during interaction with the customers and feelings which are used as the central component of emotional regulation (James, 1992). Emotional regulation is formed by the place, people and organization which are under process of emotional labor. James (1992) have given idea of care inside framework of emotional labor not as activity of organizations. James (1989, 1992) is the first person who introduce the concept of genuine care for the well-being of other person while performing emotional labor. However, she claims that to make emotional labor effective, it does not always need care for the recipient of emotional labor.

This thing never bothered before in the sector of human service, possibly because the emphasis was on the categories of emotional labor which results from the organizational expectations and which does not include any care. In the profession of nursing, to care for patients however the expected part of the job but it is also part of genuine wish to decrease the sufferings of patients and help them to lead towards healthy and happy life. James (1992) discovered in her interview with the nurses that they made genuine effort to provide care to the patients, even if they are not pay by the organization. She argued that needs and values are not identified in emotional labor (James, 1989). She connected emotional labor with the management of emotions which

is performed by the women at home, which is unpaid labor. She emphasized that the work or jobs related with emotions are generally considered to be well suited to women and such professions are mostly underpaid and possess invisible emotional labor. That's why here negative effect of emotional labor may be observed but the effect cannot be seen as directly flow from the emotional labor. It describes major social processes with relation to the difference between emotions and rationality, where the previous is considered to be the domain of women which does not need any attention and also did not include any effort.

This was the reason that according to James (1989, 1992) research study, difference between organization expectations from the nurses and nurses' own ideas about caring patients take place. James (1989) said that such feelings arose during help to sick people and their families on daily basis. Time allocation is the important factor during managing emotions which arose when employees care for people. This is probably the elaboration of findings by Mann and Cowburn (2005). They have conducted research on emotional labor and stress of workers working in the hospital. They have explored that the nurses who perform more emotional labor, suffer more from the stress.

It may be considered that emotional labor creates much stress, or if the employees are already suffering from stress and they have to perform emotional labor to control their stress and try to hide their stress in order to do their job, it makes their stress double. Work hours of nurses in the hospitals and modify their emotions to compete with the demands and with stress levels, possibly, time allocation to face with the job stressors and emotional support may gradually lessen their level of stress (de Jonge, Le Blanc, Peeters, & Noordam, 2008). The author has provided one important component of emotional labor which was missing in previous theories. It is clear that

emotional labor is complex process and it has many layers. New facets of emotional labor still need to be explored in different job settings.

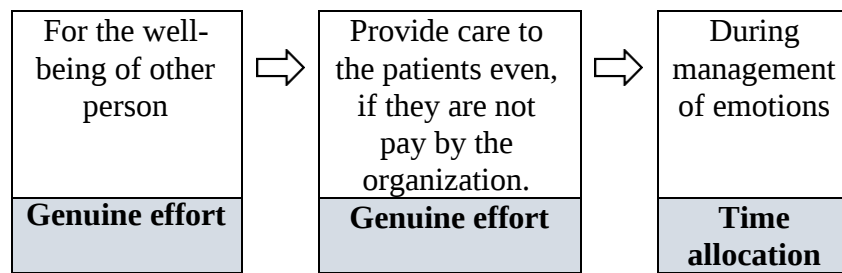


Figure 16: James (1992) Emotional Labor Theory

Concept Map

Job Satisfaction and Theories

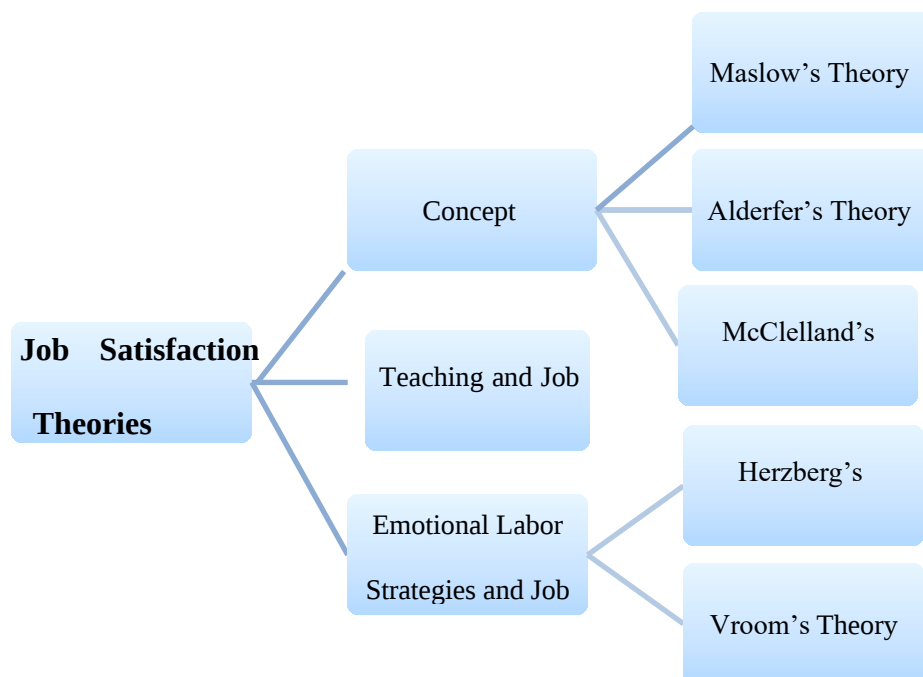


Figure 17: Concept Map of Job Satisfaction Theories

2.9 Job Satisfaction

Taylor is called father of scientific management, according to him human beings are motivated only by the money. He has point of view that employees only get satisfied with job if they get higher salary and incentives. The word job satisfaction is first coined attention by Hoppock & Spiegler (1935). Spector (2003) explain job satisfaction as the feelings of employees about their job whether positive or negative. Moreover, Mbua

(2003) describes job satisfaction as sense of accomplishment achieved by facing different job activities and rewards. Job satisfaction is basically positive feelings of employees towards organization and job dissatisfaction is negative feelings towards organization in which they work (Robbins & Judge, 2008). Impact of job satisfaction is appeared in the job performance of employees, their absenteeism and their job turnover. Research studies finds many aspects that influence job satisfaction like pay, promotion, organizational factors, behavior of supervisors, working environment and behavior of colleagues. If there is low job satisfaction of employees and care is not provided, it will lead towards in negligent attitude and high turnover of employees. Job satisfaction is concerned with satisfaction of job and the research recommends that the employees who are satisfied are more effective at work, probably to decrease their absenteeism and make lower the turnover intentions at work place (Spector, 1997).

Scholars have explored different relationships with different variables that influence job satisfaction. For example, Meyer et al., (2002) have recognized an important relationship between job satisfaction and commitment. Researchers have explored opposite relationship between work stress and job satisfaction (Joiner & Bartram, 2004). Strategies of emotional labor are associated with job satisfaction (Ghalandari et. 2012). Job satisfaction includes both emotional state and appraisal state. Job satisfaction is the pleasing state of emotions which is the result of job performance of employees. Workers having high job satisfaction put their time, energy and efforts to their work which results in high efficiency (Camp, 1994).

2.9.1 Relationship between Emotional Labor Strategies and Job Satisfaction

University teachers display different types of emotions to interact at work place. These types of emotions are considered as emotional labor strategies. Emotional labor is expressing or displaying emotions according to the expectations of the organization.

University teachers utilize emotional labor strategy according to the situation. These emotional labor strategies are related with their job satisfaction. Job satisfaction means ,satisfaction with working environment, policies and facilities, workload, interpersonal communication with supervisors, admin and students. Surface acting strategy which is faking emotions strategy. When teaching faculty use it, it shows negative association with job satisfaction. Deep acting strategy may be called trained emotions on the other hand genuine expressions of emotions strategy is natural emotions. When teachers involved themselves in both these strategies, they showed satisfaction towards their job. So, surface acting is negatively while deep acting and genuine expressions of emotions is positively related with job satisfaction.

Yin,2013 found that teachers emotional labor is related with their job satisfaction. Teachers becomes job satisfied ,when they use genuine expression of emotions strategy. Surface acting is not associated with job satisfaction. According to Zhu,2022 at college level teachers use emotional labor strategies. Teachers using surface acting strategy has lowest level of job satisfaction on the other hand teachers using deep acting and genuine expressions of emotions strategies having highest level of job satisfaction. Hang,2021 said that emotional labor is the process in which teachers control and display emotions according to the expectations of the institutions. Emotional labor play a vital role to improve their working, interest, understanding and enthusiasm. It also help teaching faculty to improve their teaching skills.

So, teachers use of emotional labor strategies is closely related with their job satisfaction. The most researched topic related to organizational behavior (Ghazzawi, 2008) is job satisfaction. The concept has been developed within organizations in which research was being conducted on issues like employees' boredom, exhaustion and employees' satisfaction. Many researchers have suggested that job satisfaction is the

category of job attitudes which includes topics like sarcasm, turnover purposes and organizational commitment (Weiss & Cropanzano 1996). In the past, there was a continuous debate among researchers with regard to meaning and aspects of attitude and still it is a matter of discussion in literature, what to include and what to exclude as component in the concept of attitude. Generally, an attitude is set of beliefs, evaluated feelings and intentions related to behavior towards an individual, an object or an event, where these perspectives are referred as attitude objects (McShane & Travaglione , 2007).

From this point of view an attitude possess cognitive component affective component and behavioral component (Robbins et al.2011; Wood et al. 2004). Like an employee believe that his supervisor treated him unfairly as his colleague was unfairly promoted, so he developed negative attitude towards his manager. Such kind of negative evaluated feelings about supervisor internally motive an employee to search new job for him and not to work again with such supervisor in future. So, beliefs and intentions related to behavior makes important components of an attitude. According to Locke (1976) from this point of view, said that the employees who are satisfied with their job stays in optimistic emotional state of mind.

Motivation of employees is very complex concept that is mostly difficult to describe. It may happen due to interacting factors like organizational culture, leadership style of management, organizational structure, job design, human resource policies, practices and employees' personality, expertise, knowledge capabilities and attitude of employees. So, utilization of university teachers emotional labor strategies are closely related with their job satisfaction.

2.9.2 Maslow's Theory (1943, 1954)

According to this theory all the people have different levels these needs

includes:

- a. Physiological needs (food, shelter and sex)
- b. Safety needs (safe and non-threatening environment free from physical and psychological harm to live in)
- c. Social needs (love, affection and sense of belongingness) Esteem needs (self-respect)
- d. Self-actualization needs (to develop and realize ones' abilities).

According to Maslow, all these needs must be fulfilled in order, for the complete satisfaction of individual, for example, levels in the hierarchy which are from 1-5 needs to be satisfied before the self-actualization need level which is 5th level may be met. Maslow's theory has been criticized but it also receives favor like Wahba and Bridgwell (1976) favored the ranking of needs suggested by Maslow. Hofstede (1984) suggested that Maslow's theory of motivation is ethnocentric (think about the world from specific culture point of view). Same is the case with the employees in collectivist-oriented countries in contrast to the employees of individualist-oriented countries (Cianci & Gambrel 2003). In general, it can be said that Maslow's theory of needs is very useful with regard to recognize or explore different needs of people, however his hierarchy of needs is a matter of question.

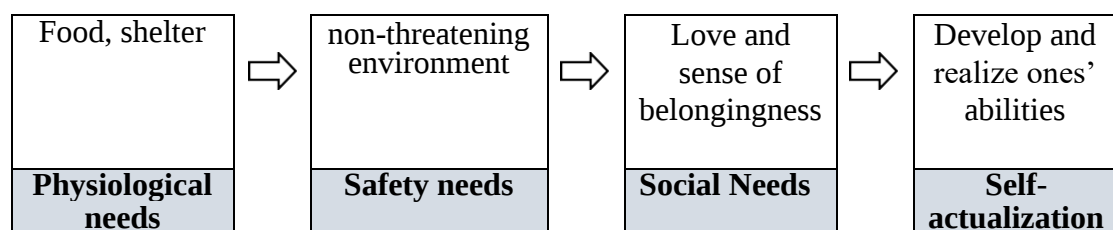


Figure 18: Maslow's (1943, 1954) Hierarchy of Needs Theory

2.9.3 Alderfer's Theory (1969)

Alderfer's theory is different in the perspective that he presented three types of needs and these needs according to him, do not need any specific order to activate

(Furnham, 2005). Suggested needs are given below:

- a. Existence needs
- b. Relatedness needs
- c. Growth needs

Initial research study on ERG theory explored that, the people whose parents are highly educated, their growth needs are high and women had higher relatedness needs and lower existence needs as compare to men. However, much flexible approach is adopted in ERG theory, but there is need to conduct more research studies to test strength of this theory.



Figure 19: Alderfer's (1969) ERG Theory

2.9.4 McClelland's Human Motivation Theory (1961)

McClelland has presented this theory which is related with three needs. These needs are described as follows:

- a. Need for achievement
- b. Need for affiliation
- c. Need for power

McClelland (1961) said that people acquire all these needs with the passage of time as they become experienced. Researches indicate that the people who have higher achievement need are motivated more by the personal responsibility and adequate risk level, at the work place (McClelland & Winter 1969; Miner, Smith & Bracker 1994). Besides this, McClelland (1986) recommended that the Adults who do not have higher

need for achievement can learn to enhance this capacity but other scholars has point of view that more careful and in-depth studies are required to conduct before making any conformation regarding effectiveness of need for achievement training programs. Some research studies found that higher need for power and lower need for affiliation were closely associated with active leadership. Levels and categories presented by McClelland may be required by the effective leadership but it may vary from situation to situation and culture to culture. In present research study, teachers at university level may need more affiliation need then the need for achievement, so that they maintain friendly relationships with the students and colleagues to achieve their goals.

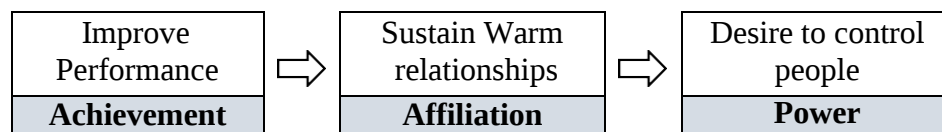


Figure 20: McClelland's (1961) Human Motivation Theory

2.9.5 Herzberg's Two-Factor Theory

This theory is a model of job satisfaction and motivation. It is developed by American psychologist Frederick Irving Herzberg. It is also known as Herzberg's motivation-hygiene theory or dual-factor theory. The word "Hygiene" is associated with extrinsic factors like pay, working conditions, safety, and benefits. If these factors are absent, they cause dissatisfaction. Intrinsic factors are motivators like sense of accomplishment, pride in work, recognition, and increased responsibility. They increase motivation and job satisfaction. This theory has influenced human resources and business management from more than 50 years.

Origins

Frederick Herzberg was known as humanist behavioral psychologist who tried to understand intrinsic motivation and how it could be beneficial for employees and organizations. Herzberg received his doctorate degree from the university of Pittsburgh

and started job as professor of management at Case Western Reserve University, in department of Industrial Mental Health. Herzberg also worked in university of Utah. Herzberg first started research work in organizations during the 1950s. The author was the first researcher, who used critical incident analysis technique, which is an interviewing technique to ask questions from accountants and engineers in Pittsburgh university about their most satisfying and dissatisfying job experiences and their experiences that made them feel good at work place. This research by Herzberg was conducted to develop two factor theory. Hygiene factors were the main reason of unhappiness at work place. Motivation and satisfaction are associated with availability of opportunities for learning, advancement, challenges, achievement, and recognition. Herzberg and his colleagues ultimately extended research studies of job motivation and satisfaction to professional women, lower-level supervisors, and a wide range of professions which includes:

- Agricultural administrators/supervisors
- Men more than 15 years experiences in management positions
- Hospital personnel
- Manufacturing supervisors
- Nurses
- Food managers
- Military officers
- Scientists
- Housekeepers
- Teachers
- Technicians
- Female Assemblers

- Hungarian Engineers under a Communist system

Herzberg elaborated his two-factor theory in two influential books, *The Motivation to Work* (1959) and *Work and the Nature of Man* (1968). Herzberg 1968 essay “One More Time: How Do You Motivate Employees?” turn out to be the *Harvard Business Review*'s most-requested- ever article.

The two factors

Herzberg discovered that job dissatisfaction and satisfaction were two separate categories or psychological dimensions not a continuum. They considered them as “dissatisfaction-no dissatisfaction” and “satisfaction no satisfaction”. According to , there are two factors, those who create dissatisfaction and those who create satisfaction. These two factors are completely different from each other, the opposite of both job dissatisfaction and satisfaction means there is no job satisfaction. In simple words, if dissatisfaction is removed, it does not lead towards job satisfaction.

Absence of Hygiene factors decrease motivation and leads towards job dissatisfaction. However, presence of hygiene factors does not increase motivation or satisfaction but decrease or avoids job satisfaction. The word “hygiene” was selected by Herzberg for its medical associations, as hygiene stops but does not recover health completely. These hygiene factors are associated with Maslow’s lower-order needs. They are also called extrinsic motivations or factors and are related with working conditions.

Herzberg discovered that the five significant factors that becomes a cause of dissatisfaction are company policies and administration, supervision, salary, interpersonal relationships, and working conditions. Company policies includes leaves, benefits such as health care, vacation, status, and security etc. Hygiene factors must be satisfied or rewarded first after that motivating factor can completely affect employees’

commitment and productivity. Motivating factors are associated with Maslow's higher order needs. They are considered as intrinsic rewards or progress factors and are related with the work itself. Herzberg discovered that the most important element for employees is to achieve some success at work place which make them job satisfied and they show a positive attitude.

In other words, employees' motivation results from accomplishing success through work that may be both challenging and enjoyable for them. Thus, Herzberg's five key factors of satisfaction at work place are:

- The work itself, which must be stimulating, meaningful, and challenging
- A sense of achievement
- Recognition for achievements
- Increasing responsibilities
- Opportunities for growth and advancement

Once the extrinsic or hygiene factors are achieved or maintain their place, then according to Herzberg there is need of job enrichment to attain motivation. Job enrichment is an ongoing management function. However, Human resource departments first focus on hygiene factors in the concerned organizations. Once hygiene factors are provided, the focus may be shifted to increase motivation and retention. If the motivating factors are achieved well, the employees want to stay in that organization for a longer period of time, they want to take more responsibilities and are also ready to accept work place challenges.

Influence

Herzberg's two-factor theory has been accepted in business organizations since 1960s. Herzberg's initial research studies, his two-factor results have shaped the basis for many research studies of different job-based populations, and his results have been

often confirmed. A research study in which two-factor theory is applied to teacher satisfaction concluded that satisfaction comes from teachers having time to formulate, cooperate, and participate in decision-making and from opportunities for professional development. Though, Herzberg understood well, the psychology of motivation is complex, and job enrichment and motivating employees to improve performance may be very tough.

Only few research studies have reported weak support for the two-factor theory. A research study of motivation among members of the optimistic generation discovered that the most important motivators were present in a kind of job that was thought-provoking and flexible with lots of diversity and good relationships with coworkers.

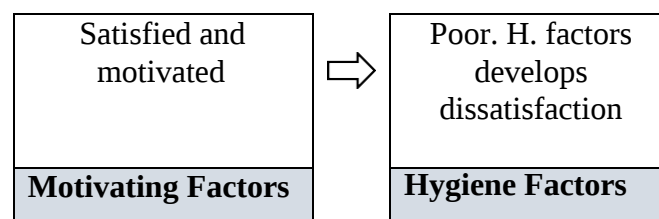


Figure 21: Herzberg's (1968) Two Factor Theory

2.9.6 Vroom's Expectancy Theory

Vroom (1964) theory has three terms.

- a. Expectancy (possibility that employee's efforts to do their tasks at work place will meet the expectations)
- b. Instrumentality (Possibility that level of performance will meet the expected job outcomes).
- c. Valence (The value which employees gives to job outputs).

Some critics have argued that expectancy theory is applicable in the organizations where employees are rewarded on the basis of their performance not with regard to other factors like tenure, efforts, levels of skill and job difficulty (House, Shapiro & Wahba 1974). Vroom has over intellectualized the cognitive process of

employees, most of the employees are not aware about the relationship between effort-performance and performance-reward (Schwab, Olian-Gottlieb & Heneman 1979).

Besides this, Mitchell and Daniel (2003) argue that expectancy theory focused on the process which happened within the individual rather between individuals. Although there is need to conduct more researches to verify expectancy theory, still most researchers agrees that this theory is useful to understand the employees' motivation level.

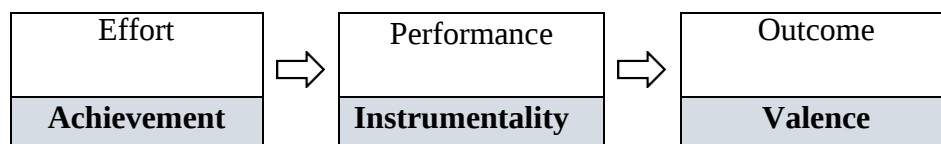


Figure 22: Vroom (1964) Expectancy Theory

2.10 Teaching and Job Satisfaction

Job satisfaction of teacher is considered as sentimental relation of teacher with his or her role of teaching and it is an action of perceived contact between what teachers want from the teaching and what is being offered to him or her. Spector (1997, 302) have explored that job satisfaction is the feeling which teachers feel about different factors of their job. It is basically, the degree of people likeness and dislike ness of their job. Teachers' job satisfaction also mentions happiness or unhappiness of teachers with their job.

Job satisfaction is categorized in two facets satisfied facet and unsatisfied facet, if the teachers have positive feelings about their job, it is called satisfied facet on the other hand if teachers possess negative feelings it leads towards unsatisfied facet (Organ & Bateman, 1991). Job satisfaction happens in multidimensional perspective, so that it is claimed that it has different aspects or facets (Bolin, 2007). Seven aspects of job satisfaction are management, promotion, job nature, managers, salary compensation, working environments and colleagues. Facets of job satisfaction are salaries, benefits,

and educational policies, working environment, progression choices and most of teachers are not happy with their salary, incentives, accommodation, position, status and number of periods given to them to teach the students. Greenberg and Baron (1995) have distributed all the given facets of job satisfaction into two broad categories as organizational and individual determinants. Organizational factors include reward systems, perceived quality of management, work and social motivation and agreeable working environment and individual aspects comprised personality, job corresponding with interest, status and superiority and over-all life satisfaction.

Shann (2001) have identified that teachers job satisfaction is related with the nature of their relationship with students and this facet is on higher position to measure teachers' job satisfaction. Shann (2001) said that job security has highest and pay has the lowest level in the satisfaction of teachers towards their job. Job satisfaction of teachers depends on their relationship with colleagues at the work place. It is very essential for the teachers to share and do discussion with their colleagues about the matters related with their job.

2.11 Emotional Labor Strategies and Job Satisfaction

Teachers' mental health leads towards job satisfaction. Coates and Thoresen (1976) discovered that teacher's mental health is more important than their subject matter knowledge and awareness about teaching methods. Positive and negative factors become a reason of different levels of job satisfaction. Positive aspects are passion and energy during teaching in the classroom. Negative aspects are stress, anxiety and burnout. Negative aspects suppressed teachers' performance and decrease their job satisfaction. Stress and anxiety makes unable teachers to develop conducive learning environment which as a result stop learning activity. Mostly, it is found that burnout happens with the teachers who are enthusiastic, devoted and faithful towards their job.

According to Locke (1976) positive facet of job satisfaction emerge from the evaluation of the performance of teachers. ‘Emotional labor and job satisfaction’ has positive relationship specifically when deep acting is used by the employees at work place (Adelmann, 1995; Morris & Feldman, 1997). Most of the researchers has point of view that surface acting has more complex nature and has negative impact on the well-being of the employees (Xie et al., 2011). Grandey (2000) explored that deep acting needs a lot of energy and effort , it decreases emotional dissonance , that’s why it has less harmful effects then surface acting. He also said that management of emotions may also create stress for the employees.

According to (Zapf, 2002), display of emotions which are fake and are not real makes employees psychological ill as it requires more effort and energy which influences workers health. Besides these complex emotions needs more efforts on the part of employees. Greater emotional expectations in terms of employees health can cause health problems like immune systems becomes weak, increased cancer risk, sleeplessness, continue fatigue, depression and emotional exhaustion (Zapf, 2002). Surface acting and deep acting’ both effect psychological, behavioral and physical health of employees and are responsible for the low job satisfaction of teachers.

Lortie (1975) have discovered that general behavior and feelings of teachers towards the whole school or school culture decides their job satisfaction rather than their role in the classroom. Hargreaves (1994) said that interpersonal relationship at the work place play an essential role to form level of job satisfaction of teachers. Teachers’ mental health is closely related with their job satisfaction. According to Coates and Thoresen (1976) mental health of teachers is more important and valuable than their knowledge about the subject they teach and skills of teaching. Positive and negative aspects create different degrees of satisfaction. Positive factors are appreciation,

passion and energetic attitude during teaching in the classroom. On the other hand, negative factors are stress, anxiety, sadness and hopelessness. Due to these negative factors teachers are unable to perform well and decrease their job satisfaction. Some like (Hochschild, 1983, 1912; Rafaela & Sutton, 1987) has identified in their research negative relationship and others like (Adelman, 1995; Morris & Feldman, 1997) have explored positive relationship. Xie (2011) observed that surface acting creates negative effects on workers and decrease their job satisfaction.

Job satisfaction has negative relationship with surface acting, however, deep acting shows an important role to towards job satisfaction. According to (Grandey, 2000), employees when use surface acting suffered with management of their emotions but while using deep acting, they become job satisfied. Artificial emotions for the purpose of achieving goals effects employees' mental health (Zapf, 2002). Emotional labor creates anxiety, stress, low morale, turnover thoughts and depression among employees. Efforts created whether due to surface acting or deep acting impact negatively psychological, behavioral and physical health of employees.

2.12 Emotional Labor Frameworks and Empirical Perspective

In this section, discrepancies exists in the research findings are discussed. First, causes for the discrepancies while seeing the emphasis on different emotional labor frameworks, implementation of frameworks and the expectations shared by these frameworks are given. Second section is associated with general and current research findings of emotional labor.

2.12.1 Research Findings

Work on emotional labor has been started in the early 80s and exploration with new dimensions with its concept is still continue. Authors have presented different results with regard to emotional labor and stress or burnout. Hochschild (1983) has

given point of view that during management of emotions, employees use surface or deep acting to fulfil the goals of organization which is harmful for the well-being of the workers. Hochschild (1983) claimed that they stay in isolation from the self. Although research conducted in the previous years have proved that, only surface acting leads towards dissatisfaction, emotional exhaustion (Gradney, 2003), anxiety and stress (Brotheridge & Gradney, 2002). Schaufeli & Enzmann (1998) have found that stressors of job as work burden, stress to meet the deadlines instead demands of job are related with emotional exhaustion. There are many reasons in the difference of findings.

First, there is still disagreement universally. Even in the very initial work of emotional labor it was discovered that it is an internal struggle or management of emotions by the flight attendants when the fake emotions are displayed according to the demands of the organization but sometimes, emotional labor is measured with reference to external characteristics of job (Mann, 1999). This is the reason that it is difficult to present the exact definition of emotional labor. The second problem is related with the two important assumptions. First was started to develop by investigating job responsibilities of flight without keeping in mind the work context of flight attendants. Although, if only the attendants who worked in industry of airline.

The concept was implemented very strictly negative impact of emotional labor is observed, then it shows that the practical implication in the organization is ignored. Relatively, it is need of the day to see and understand emotional labor in the perspective of emotions which are involved in labor with its both impacts positive and negative on individual worker (James, 1992). Hochschild's (1983) has given warnings about the negative and harmful effects of modifying emotions. Commodification is the word which has negative meanings when it is used in context of displaying emotion with regard to the expectations of the organization. Hochschild (1983) has similar views as

of Marxist, when she gives reference from his research on human who act as an instrument of labor in the organization and the exhausting effect of child labor during nineteenth century. However, most of the current researchers have lost Hochschild's (1983) point of view and they are analyzing concept of emotional labor in terms of well-being of individual and organization, many have point of view even that there is nothing practical in the concept. Such type of prejudice has affected badly the general point of view of concept of emotional labor which was describes as damaging for the workers mental health and well- being and divert the research towards narrow path.

2.12.2 General Research Findings

Karabanow (1999) has conducted qualitative research regarding emotional labor on Canadian workers. The workers were expected to show themselves as friends rather professionals in front of the customers. There were clear clues of organizational demands to follow the display rules for emotional expression. The negative results of performance of emotional labor described by Karabanow (1999) appeared to be at distant from the workers thoughts about management which the workers considered that were not good and enough. Lack of encouragement was added to the huge pressure of display rules. It was interesting that there was little discussion on the performance of emotional labor with customers at shelter.

Instead, emotional labor seems to be investigating with management and rules of display. Although, important factor of emotional labor is explored which is ignored earlier. Emotional labor is not only performed with customers but it negatively effects overall structure of organization. The students are faced with the difficulties of understanding of how to be a professional and what is mean by this term. Students control and display emotions with regard to their perception of what is professionally correct. It was discovered that workers of human service are needed to manage and

display expected emotions more as compared to the other professions. Emotional exhaustion is not associated with the type of occupation. The aspect which is associated with exhaustion is the need to suppressed negative emotions as fear and anger. Brotheridge and Grande's (2002) research findings with regard to two indicators of burnout are depersonalization and personal accomplishment. The authors explored that in professions of human service, there is very little element of depersonalization on the other hand personal accomplishment is prominently higher in other professions. De Jonge et al., (2008) have used same idea. They desire to explore how resources at work place match with the demands of job and effect the well-being of employees shown by the extent of emotional exhaustion, incentive and resourcefulness.

The resources comprised help or guidance from the colleagues or supervisors and job control. Remarkably, some demands of job were related with modes of well-being, incentive and resourcefulness when availability of support exists. The health professionals who have given information that they feel high motivation in case of job control which shows that job control demands less effort from the employees. The effect of emotional labor can be moderated by the use of other aspects. Karabanow (1991) qualitative study on children shelter showed that recognition of work, element of harmony and help from the colleagues moderate the effect of emotional labor.

Abraham (1998) also explored that job autonomy and social support play a moderate role towards emotional dissonance .Good teachers has the capacity to maintain essence of unity. They can develop a web of connections among their colleagues, subjects they teach and also among their students so that, the students explore, learn and build their knowledge while competing with one another (Palmer, 1998). It is generally considered that in educational institutions, emotions exist not only as a part of students learning but also it is part of teaching. Emotional experience of

teacher is not only affected by teacher-self but at the same time it is affected by the social communication with others. Teaching profession typically involves face to face collaboration with students. Teachers are expected to act as facilitator and delegator in the class room and guide the students to explore and learn independently, so that they can collaborate and reflect in authentic way (Isenbargera & Zembylas, 2006). They are responsible for the complete development of students. To make teaching effective, teachers need to gain the attention of students, motivate them and maintain discipline and code of conduct during their classes. During all these activities, teacher have to display some specific emotions (Ogbonna & Harris, 2004) and overpower other emotions.

Teachers irrespective of their own emotional condition are expected to discuss students' problems, advise them, treat them with love and care and stay patient while interacting with problematic students and make learning effective for all the students. All these matters which includes emotions may create emotional exhaustion in teachers. Teachers have to hide their emotions for example when they display enthusiastic approach about new activity and show happiness on the achievements of students or show tolerance with problematic or frustrating students or colleagues and stay calm during the criticism from parent side.

It may be considered as way of emotional intelligence or the capacity to manage moods. It may also be considered as type of emotional labor as some of the emotions are not developed naturally or spontaneously. Starting and maintaining a lesson which ensures students involvement and effective learning is needed hard work of emotional management and emotional labor. However, mostly the researches are conducted in the jobs and there is scarcity of researches in the teaching and academic field (Sutton & Wheatley, 2003). In current years, efforts has been done by the researchers to explore

and study the presence of emotions in teaching field and to discover its role in the development of teachers like Noddings (1992) and Acker (1992) have explored the caring nature of teacher. Freid (2010) have studied different conditions of teachers like zealous, tactful and compassionate. Fullan (1997) have discovered importance of emotional labor in the field of Arts education. Family structure, fantasies and fear may also be a reason of specific behavior of teacher during the class. In the literature, emotions with regard to teachers are described as personal and psychological.

Few researches are conducted to discover the emotional labor of teaching with relation stress reducing strategies (Nia's, 1991) leadership styles (Blasé & Anderson, 1995) and increasing and strengthening work of teacher (Hargreaves, 1994). Besides these research studies, still there is little research to recognize and understand the emotional changes of teacher during external change of their work, how they shape their emotions while interacting with students, teachers, and administrators and with colleagues. Gates (2000) explored in his research study that emotional management of nine university teachers have been analyzed, he used qualitative research method which includes class- room observation and interviews to get the results.

All the teachers shared in their interviews that they suffered from the negative emotions like anger, annoyance and frustration when they deal with disturbing students such as irrelevant talking during lectures, leaves the class without permission and putting complains about the grades given to them. Many teachers feel that emotions with negative capacity should not be displayed on the other hand positive emotions are suitable to display. Practical evidence showed that emotional labor is the matter which teacher inform when they involved in it, on daily basis (Sutton, 2004) due to display of rules in the class room. Teachers follow specific rules to display emotions during instructional time (Sutton, 2004; Schultz et al., 2006) like to be patient and calm with

the disturbing students in the class. As a result, teachers feel the need of regulation of their emotions to engage themselves in the process. Research displays that continue performance of emotional labor causes psychological strain among teachers (Muraven et al., 1998). Carson (2007) explored that surface acting which is related with suppressing, pretending or hiding actual emotions and create burnout for the teachers. There is research evidence that stressors of emotions like, exhaustion affects the job satisfaction of teachers. Emotional labor in teaching profession is enjoyable and rewarding when people use it to get their own purpose and they encountered with suitable working environment (Ashforth & Humphrey, 1993).

In such conditions, emotional labor is the soul of passion that is used in teaching. But according to the Hochschild (1983) emotional labor creates negative effects when people pretend or hide their emotions to get the desired purpose (Stenross & Kleinman, 1989) or in the poor situations when they may not perform their duties well. Teachers change the lives of the students (Hamre & Pianta, 2005). With regard to academics, teacher effects students through imparting knowledge and personally by creating learning in a way which interest them and according to their level. Hargreaves (1998) has point of view that to develop authentic teacher-student relationships, and conducive learning environment, teachers need to understand that emotional work involved in such matters.

Emotional labor of teacher has deep effect on students as well. Teachers' emotional misunderstanding creates negative impact. For example, when the teacher feels that the reason of the specific behavior of the students, they know exactly but in matter of fact the reason is other which teachers may not know (Hargreaves, 1998). Students who look serious are getting bored in reality. They are embarrassed or a shamed when they failed in their tasks. Teachers misunderstand their students during

emotional misunderstanding, it may also harmful for the learning standards. Teachers who adopt new choice for each interaction with their students are able to develop natural and caring relationship with them. Caring relationships in teaching profession may be a source of job satisfaction for them. (Acker, 1995) suggested that use of emotional labor becomes a source of emotional strain for the teachers. Isenbargera & Zembylas (2006) have explored that the teachers who are caring and besides this they have point of view that sense of emotions of teachers may not be questioned as it is used for the benefit of the children.

Hargreaves (2001) explored that teacher emotional labor is considered to be personal disposition, and commitment rather performance of emotional labor as expected by the school. Emotional experiences of teachers are affected by the context (Hargreaves, 1998). Nia's (1999) has point of view that although emotions are involved in teaching, teachers are not given any training to manage emotions at work place. He also pointed that like nursing profession or other workers of hospital teachers are not provided with guidelines to regulate, manage and display emotions in the educational institutions.

In profession of teaching, qualitative research studies have been conducted to identify rules which help teachers when they communicate at work place with students, parents, colleagues and with administration Zembylas (2007). Emotional health of teachers makes their teaching effective (Day & Leitch, 2001). It is useful to explore emotional labor factors of teachers to understand, how emotional labor effects teachers' life as, their communication on daily basis, professional ethics, job performance and job satisfaction. Research also explored that teacher used different ways to manage their emotions (Oplatka, 2009). Zenibylas (2005) have explored that the emotional strategies used by the teachers gradually become their routine and then habit. Teachers manage

their emotions at work place and are useful to achieve students learning outcomes (Jennings & Greenberg, 2009).

2.13 Chapter Summary

Emotional labor is multidimensional concept deals with management and display of emotions during communication by the employees at the work place aligned with organizational goals. Different emotional labor strategies are used by the employees according to the situation or their own knowledge and skills which may affect their, physical and mental health. Besides this, utilizing workplace labor, effects job satisfaction of employees positively or negatively, depends upon the strategy, employees may use during communication. The purpose of the research study was to measure the relationship between emotional labor strategies and job satisfaction of university teachers.

Few studies are conducted regarding these variables at higher education level, so the researcher tried to consult relevant previous research studies, As per studies, emotional labor is an important factor and is in use in service organizations, it effects employees and customers and as a whole life of organizations. Factors such as gender, seniority, working environment also effects display of emotional labor strategies and level of job satisfaction. Emotional regulation is associated with display of emotional labor strategies. Employees have different motives to regulate their own or others emotions.

These motives are targeted by the employees as they want to get maximum salary and other benefits and they present themselves in front of the customers in a way that, they appreciate them. Besides this, employees also have other motives, they want to get higher positions and sometimes for their pleasure or happiness only. So, emotional regulation is connected with display of emotional labor strategies. Alongside,

emotional labor models and theories also talk about strategies . Like surface acting, deep acting and genuine expression of emotions. Almost all the theorists talks about surface acting and deep acting but they have used alternative words like, for surface acting ,emotional dissonance , hiding or faking emotions and for deep acting, attentiveness required for display rules or variety of emotions required to be expressed and requirement of display rules words are being used.

However, genuine expression of emotions category is only discussed by one theorist which is also being used in research study as theoretical framework. Theories of job satisfaction also gave views that employees try to give their best at the work place, they have certain goals in their mind, they want to get success, reputation, well established life, power etc. When there is strong relationship between employees and employers, it is beneficial for both to attain their goals. When organization provide them, conducive working environment, provide them sufficient salaries, different career improvement guidance programs are there. It improves job satisfaction of employees as well.

Certain job satisfaction theories are being discussed in detail. The current research study topic was the need of the day to be explored as teaching faculty is at the workplace utilizing emotional labor strategies and it also affect their job satisfaction as well. They are dealing with students having individual differences, this difference might include, gender, ethnicity, culture, religion, color, emotional intelligence, family ground differences etc. To deal with such differences they use different emotional labor strategies, which may affect their jo satisfaction positive or negatively.

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter. Initially, discussion is conducted on relevant paradigms with specific focus on paradigms of positivist and interpretivist. After that, details and descriptions of mixed method research approach and design is presented. Besides this, as quantitative survey and e-mail interviews were conducted in the current research study, its explanation and justification is being provided in this chapter. This chapter also includes population, sampling technique, sample size, description of research tools, pilot testing, reliability and validity. The chapter ends with ethical considerations.

3.1 Research Paradigm

The process of scientific investigation becomes strengthen due to the philosophical approaches exists and employed within social sciences. Generally, these philosophical approaches are called paradigms on which researcher works. A research paradigm may be described as world view and all the norms, traditions and expectations associated with this word (Mertens, 2003). According to Guba and Lincoln (1994), research paradigm is fundamental belief system or view of the world which guides the process of investigation. Predictably, type of research paradigm which researcher adopts for his/her research work influences the, selected research tools, research design and analysis of data (Bazeley 2003).

According to paradigm researcher conducts objective research, find exact measures, develop hypothesis and conduct analysis for the verification of hypothesis and at the end construct findings (Neuman, 1999). The norms and factors of specific research paradigm may be explored by comparing its three factors (Guba, 1990). Ontology is related with the concept of reality, epistemology is concerned with the

association between researcher and what is being studied and methodology considers the way researcher used to create new knowledge by using specific research design and theoretical approach (Guba, 1990; Walter, 2006). Within social sciences, quantitative research methods are related with positivist research paradigm (Neuman, 2006). According to this paradigm researcher conducts objective research, find exact measures, develop hypothesis and conduct analysis for the verification of hypothesis and at the end construct findings (Neuman, 1999). Positivism also permits large amount of data which may be collected (Jennings, 2010). On the other hand, interpretivist research paradigm is related with qualitative research methods ,Opinions from respondents are collected by the researcher. Results , findings and conclusions are constructed on the basis of opinions. However, Element of subjectivity is unavoidable here. Researcher in the current research study utilized both research paradigms to reach the findings.

Table 3.1a *Positivist Research Paradigms*

Paradigm	Ontological	Epistemological	Methodological
Positivist Quantitative	Reality is very near, just waiting to be displayed. The whole world is ruled by universal laws.	Researcher stays at distant and remains objective and try to remove bias which influence negatively the findings of the research study.	Theories and hypothesis were developed, numerical data was collected and analyzed in order to approve or disapprove the hypotheses. Reliability and validity of the quantitative scales were also conducted.

(Adapted from Guba 1990; Neuman 2006)

Table 3.1b *Interpretivist Research Paradigms*

Paradigm	Ontological	Epistemological	Methodological
Interpretivist Qualitative	Communication and opinions of the people create reality. Perceptions and experiences about particular phenomenon are dissimilar for changed people and they are socially Constructed.	Researcher works with the participants to develop understanding. Conclusions are developed on the basis of these interactions. Subjectivity is unavoidable here.	Thematic categories were developed. Data was tested for trustworthiness and credibility.

(Adapted from Guba 1990; Neuman 2006)

3.2 Research Approach for Current Study

To conduct this research study, mixed method research approach was selected and utilized by the researcher. Mixed method research approach enables the researcher to collect data from different sources by using various methods. Data analysis is also done by using different methods. Quantitative and qualitative data collection and analysis is done in this approach.

3.3 Research Design for Current Study

The researcher used convergent parallel mixed-method research design which is developed by Creswell (2015). In this researcher design, the researcher conducted both designs at the similar time but separately, applied both methods equally , both components were analyzed independently, their results were merged and compared after that , interpretation of the results was done at the end. So, through triangulation or merging of results, comparison and final interpretation of results was done.

3.4 Treatment of Data in Mixed Methods Research Design

Researchers were using mixed method research designs before mid-1980, to conduct their research studies without providing any reason of using such type of research design (Greene et al, 1989). This was the reason that research scholars started exploring

reasons and then provided rationale for using mixed method research designs. According to Greene et al., (1989) there are five reasons of selecting mixed method research designs for researchers to conduct research studies. Triangulation is the first reason in which more than one research designs are employed by the researchers. During triangulation, similarities and differences are checked in both research designs. Triangulation at last make strong and supplements conclusion of the research study and makes them more acceptable.

Secondly, it helps the researcher to get in-depth understanding of the research problem and make clear given results. For example, before developing questionnaire to collect numerical data, researcher conduct interviews with the participants, it gives improved narrative information which may be helpful for the researcher to develop the questionnaire in best way. Third reason is associated with development. Sometimes, the researcher get help from one type of data to develop another research scale. For example, researcher collected data by using quantitative scale, this data after analysis will be helpful for the researcher to develop interview questions for the qualitative part of the research study.

Fourth is justification, sometimes outcomes of the research study contradicts with the outcomes of the preceding studies, so there is need to conduct more new research studies to justify the contradictions. Finally mixed method research designs rational may be an extension, which is concerned with extension of breadth and range of inquiry. Using mixed data gives better and more elaborated findings and these findings provide help for future researches and help researchers to utilize mixed method research designs in their research studies with new or improved research questions and research objectives.

3.5 Rationale for Mixed Method Research Design

Mixed method helps the researcher to get in-depth understanding of the research problem and make clear the given results. Using mixed data gives better and more elaborated findings and these findings provide help for future researches and help researchers to utilize mixed method research designs in their research studies with new or improved research questions and research objectives. Mixed method research designs gives alternate findings which are not possible to attain through quantitative or qualitative research method alone. Use of mixed method research designs, increases the practicality and validity of results (Polit & Beck, 2012). Use of mixed method research design works on two different perspectives, findings of quantitative and qualitative results enhance accuracy of interpretation (Creswell, 2015). Triangulation is referred as merging and interpretation of data.

Triangulation of quantitative and qualitative results strengthen the research study findings. One data set complement other data set or contradict with that data set which gives deeper understanding (Creswell, 2017). Social sciences is complex and multifaced field. Mixed method research design address the complex and dynamic nature of social sciences. It not only improve the validity and reliability of findings but also develop holistic understanding and comprehensiveness of human behaviors which is not possible to investigate by using single research method. Validation of results being done through diverse lenses(Subedi,2023). As research design of current research study was convergent parallel mixed design, in which quantitative and qualitative data sets were compared to check the similarities and differences in results. It gives more accurate picture of study results. So, to get more accurate picture by comparing quantitative and qualitative results , null hypothesis for quantitative part and research questions for qualitative part were

developed for same objectives. Objectives were kept same to get more accurate and valid findings, two data sets were taken, in which results complement each other and data was being checked to see similarities and differences. In current research study, convergent parallel mixed method research design was used by the researcher. In this research design, quantitative part is examined parallel with examination of qualitative data, the results are merged and checked to see the similarities and differences and findings are developed accordingly (Creswell, 2015).

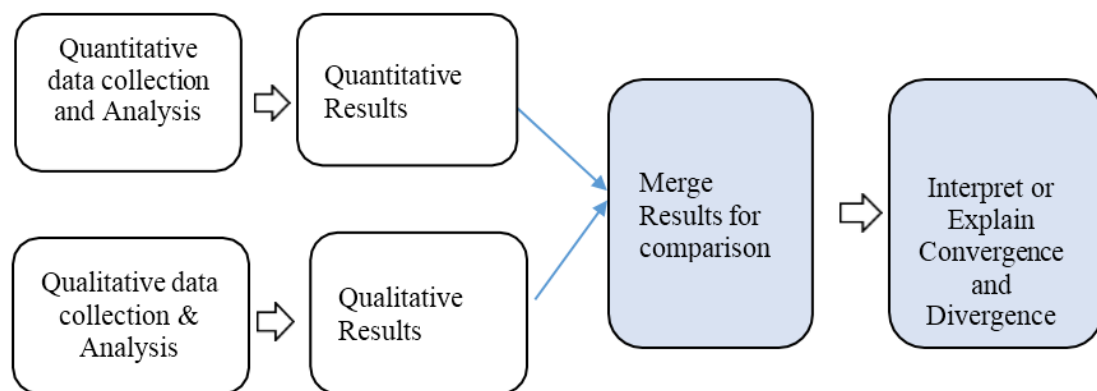


Figure 23: Convergent/Parallel Mixed Method Research Design (Creswell, 2015)

Table 3.2 *Methods' Summary Used for Current Study*

	Quantitative	E-mail Interviews
Method	Quantitative	Qualitative
Sampling Technique	Stratified random sampling	Criterion sampling
Sample size	N=495(245M, 250F)	N=11(5M, 6F)
Measures	Closed ended questions Emotional labor scale(16items)Job satisfaction scale(45items)	open ended interview questions
Data analysis	Mean, Pearson correlation coefficient test. One way Anova, Post Hoc, independent samples T.test	Thematic analysis

Mixed method research design includes quantitative survey and e-mail interviews. For quantitative part 495(245M, 250F) stratified random sampling technique was selected to develop sample size. For qualitative part, criterion sampling technique was used to select 11 participants. Mean, Pearson correlation coefficient test, One-way Anova, Post Hoc, independent samples T.test statistical techniques were used for data analysis. Qualitative data was analysed through thematic analysis.

3.6 Population

Teaching faculty (lecturers, assistant professors and associate professors of social sciences and humanities faculties) working in public sector universities in Islamabad and Rawalpindi was the target population. Researcher visited website of Higher education commission (HEC) to take information about public sector universities of Islamabad and Rawalpindi. There are (09) public sector universities in Islamabad and (03) in Rawalpindi. 852 (375M, 477F) teaching faculty is working in both faculties. Website of each university was visited and total number of lecturers,

assistant professors and associate professors of social sciences and humanities faculties was collected manually by the researcher till 2020.

Table 3.3 *Public Sector Universities, Islamabad*

Sr. No	Universities
1.	International Islamic University, Islamabad (https://www.iiu.edu.pk/)
2.	National University of Modern Languages, Islamabad (https://www.numl.edu.pk/)
3.	Quaid-i- Azam University, Islamabad (https://qau.edu.pk/)
4.	Allama Iqbal Open University, Islamabad (https://www.aiou.edu.pk/)
5.	Federal Urdu University of Arts, Science& Technology, Islamabad (https://fuuastisb.edu.pk/)
6.	COMSATS University, Islamabad (https://www.comsats.edu.pk/)
7.	Institute of Space & Technology , Islamabad (https://www.ist.edu.pk/)
8.	Air University , Islamabad (https://www.au.edu.pk/)
9.	Pakistan Institute of Development, Economics, Islamabad (https://pide.org.pk/)

Sources: Website of HEC, 2020 (<https://www.hec.gov.pk/english/Pages/default.aspx>)

There are total (09) public sector universities in Islamabad capital territory, offering higher education.

Table 3.4 *Public Sector Universities, Rawalpindi*

Sr. No	Universities
1.	Fatima Jinnah Women University (https://www.fjwu.edu.pk/)
2.	Pir Mehr Ali Shah Arid Agriculture University (https://www.uaar.edu.pk/index.php)
3.	University of Engineering and Technology, Taxila (https://www.uettaxila.edu.pk/)

Sources: Website of HEC, 2020 (<https://www.hec.gov.pk/english/Pages/default.aspx>)

There are total (03) public sector universities in Rawalpindi (Punjab), offering higher education.

Table 3.5 *Teaching faculty in Islamabad Universities (Social Science & Humanities' faculties)*

Associate Professors	Assistant Professors	Lecturers	Total
79(53M, 26F)	298(117M, 181F)	315(160M, 155F)	692(330M, 362F)

Out of 692(330M, 362F) teaching faculty, there are 79(53M, 26F) Associate professors, 298(117M, 181F) Assistant professors and 315(160M, 155F) lecturers in Islamabad universities.

Table 3.6 *Teaching faculty in Rawalpindi Universities (Social science & Humanities' faculties)*

Associate Professors	Assistant Professors	Lecturers	Total
13(6M, 7F)	70(21M, 49F)	77(18M, 59F)	160(45M, 115F)

Out of 160(45M, 115F) teaching faculty, there are 13(6M, 7F) Associate professors, 70(21M, 49F) Assistant professors and 77(18M, 59F) lecturers in Rawalpindi universities.

3.7 Target population of Study

Target population of research study was included teaching faculty in Islamabad and Rawalpindi Universities (Social science & Humanities' faculties). Out of 852(375M, 477F) teaching faculty, there are 92(59M, 33F) Associate professors,

375(135M, 240F) Assistant professors and 385(181M, 204F) lecturers in Islamabad and Rawalpindi universities.

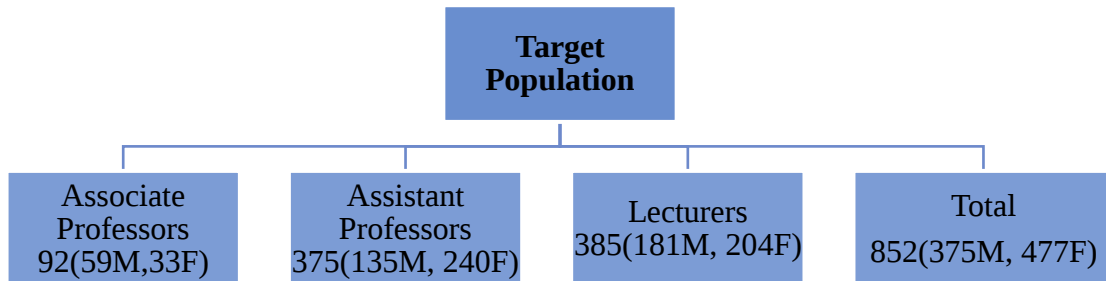


Figure 24: Target population of study

3.8 Sampling Techniques

For quantitative survey, stratified random sampling technique was used. In stratification, the strata's are made on the basis of designation and gender of the population. Entire teaching faculty of social sciences and humanities faculties was divided into strata's regarding designation of the teaching faculty i-e Associate professors, Assistant professors and lecturers. After that among these strata's, sub strata's of male and female teaching faculty were developed and sample size was selected by giving the equal weightage. For qualitative research survey criterion sampling technique was used. It comprises selecting people that fulfil some particular and predetermined criterion set by the researcher.

In other words, it concerned with exploration of some specific criterion of importance and in-depth review of selected cases that fulfil that criterion. In the current research study, gender was the criterion to select sample size for qualitative research design. One participant from every public sector university of Islamabad and

Rawalpindi was selected first. Then equal number of male and female participants were chosen to make total sample size which was 11.

3.9 Sample Size

Sample is the representative and subset of target population. Moreover, a research sample is comparatively easy to study than the entire population, thus it may be cheap and less time- consuming as well (Levin & Rubin, 2000). Gay (1996) said that while developing sample size, time and budget may also be keep in mind. The selected size of the sample for quantitative survey was 495 (245M, 250F) out of 852 (375M, 477F) teaching faculty teaching in public sector universities of Islamabad and Rawalpindi. Cohen, Manion & Morrison (2013) recommended sample size of 468 against population 900 which is with 95% confidence level. This method ensure that groups in the population are sufficiently represent the sample, which is significant to generalize the results to the entire population. Out of 495 university teaching faculty, there were 39 (26M, 13F) Associate professors, 220 (125M, 95F) Assistant professors and 236 (94M, 142F) lecturers which were selected as sample from the target population. For qualitative research design, 11(5M, 6F) university teachers were selected for the interview. Gender and designation was considered during selection of these 11(5M, 6F) universities teachers.

Table 3.7 *Designation based Sample size selected from Islamabad Universities 447(225M, 222F)*

Associate Professors	Assistant Professors	Lecturers	Total
34(24M , 10F)	201(116M , 85F)	212(85M , 127F)	447(225M, 222F)

447(225M, 222F) designated based sample was selected from Islamabad universities from which 34(24M, 10F) were Associate Professors, 201(116M, 85F) were Assistant Professors and 212(85M, 127F) were lecturers.

Table 3.8 *Designation based Sample size selected from Rawalpindi Universities.*

Associate Professors	Assistant Professors	Lecturers	Total
5(2M, 3F)	19(9M, 10F)	24(9M, 15F)	48(20M, 28F)

48(20M, 28F) designated based sample was selected from Rawalpindi universities from which 5(2M, 3F) were Associate Professors, 19(9M, 10F) were Assistant Professors and 24(9M, 15F) were lecturers.

3.10 Sample size For Current Study

Sample size selected from both Islamabad and Rawalpindi Universities was 495(245M, 250F). Designated based sample was selected from both Islamabad and Rawalpindi universities from which 39(26M, 13F) were Associate Professors, 220(125M, 95F) were Assistant Professors and 236(94M, 142F) were lecturers.

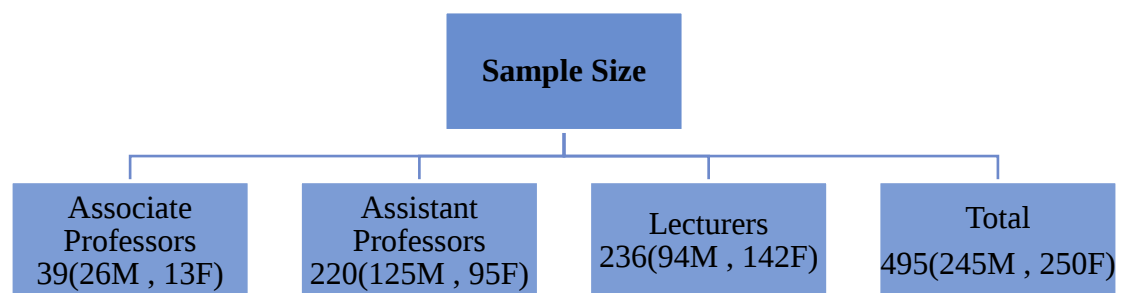


Figure 25: Sample size of the study

Table 3.9 *Sample selected for qualitative survey*

Associate Professors	Assistant Professors	Lecturers	Total
2(1M, 1F)	4 (2M, 2F)	4(2M, 2F)	11(5M, 6F)

(5M, 6F) teaching faculty members were selected for qualitative survey, out of which 2(1M, 1F) were Associate Professors, 4 (2M, 2F) were Assistant Professors and 5(2M, 3F) were lecturers.

3.11 Measures for Quantitative Study

Three kinds of quantitative scales were employed in the current research study. The first scale was related with the demographic information of the teaching faculty. Second scale used for this study was standardized research tool which was emotional labor scale and it was developed by Kiral, E. (2016). This emotional labor scale has three categories. It has 16 items. Third scale used for this research study was another standardized research tool which was job satisfaction tool developed by Abdullah M. Al-Rubaish et al. It has 8 categories and 45 items. 5 options Likert-type scale was used to take responses, it ranges from “Strongly Agree”, “Agree”, “Neutral”, “Disagree”, or “Strongly disagree” for both standardized questionnaires.

Table 3.10 *Emotional Labor Scale*

Categories	Items	Total
Surface Acting	8	
Deep Acting	5	
Genuine Expression of Emotions	3	
Total	16	16 items

Emotional labor scale has 16 items, out of which surface acting strategy has 8 items, deep acting strategy has 5 items and genuine expression of emotions strategy has 3 items. Emotional labor scale has three categories surface acting (8 items), deep acting (5 items) and genuine expression of emotions (3 items). Genuine expression of emotions category has minimum items. As genuine expressions are natural emotions of employees, they feel natural inclination towards their profession.

They work devotedly. They do not need to pretend fake emotions during communication due to which they suffer internally. They also do not need to modify their internal emotions to make them align with external emotions. For both categories,

surface acting and deep acting employees may have different situations and they cope with different mindset on different time slots and encounter with different level of suffering or satisfaction towards job, so both these categories have more items than genuine expression of emotions category. On the other hand, if employees utilize genuine expression of category, whatever the situation is going on at work place, whether they are dealing with disciplined students or problematic students, they deal with the situation genuinely, as they are committed, they love their profession, they express their natural emotions. This is the reason, this category has less items comparative. These items fulfil the purpose, after author, the researcher also conducted construct validity which proves it a suitable category with enough number of items.

Table 3.11 *Job Satisfaction Scale*

Categories	Items	Total
Authority	9	
Supervision	5	
Policies and facilities	9	
My work itself	5	
Interpersonal relationships	5	
Commitment	4	
Salary	4	
Workload	4	
Total	45	45

Job satisfaction scale has 45 items, there are 9 items of authority ,5 items of supervision, 9 items of policies and facilities,5 items of my work itself,5 items of interpersonal relations,4 items of commitment,4 items of salary and 4 items of workload.

3.12 Pilot Test

Purpose of pilot testing helps to initiate instrument reliability, so that survey items may be improved (Creswell, 2018). Pilot testing is essential process for the assessment of instruments' reliability and validity (Prudon, 2015). Process of pilot testing helps the researcher to eliminate some items for the improvement of instrument (Camelia & Ferris, 2018). Besides this, Variables present in the instrument may be better understand and identification and removal of errors for smooth data collection process may be done accordingly.

Mugenda & Mugenda (2008) said that 10-20% of the sample size is appropriate data for pilot check and 1% to 10% data is not considered enough to conduct pilot study. According to Connelly (2008) 10% pilot study sample may be appropriate for large population. Reliability of selected research scales is checked through pilot testing.

70(27M,43F) university teachers were selected to collect data. Besides this, university teachers were selected according to their current designation i-e Associate professors, Assistant professors and lecturers by keeping in mind equal weightage of gender as well during selection of the respondents. There were 5 (3M, 2F) Associate professors, 35 (15M, 20F) Assistant professors and 30 (11M, 19F) lecturers selected for the pilot test.

Table 3.12 *Data extracted From Teaching Faculty for Pilot Test 70(27M, 43F)*

Associate Professors	Assistant Professors	Lecturers	Total
5 (3M, 2F)	35 (15M, 20F)	30 (11M, 19F)	70(29M, 41F)

Out of 70(29M, 41F) there are 5 (3M, 2F) Associate Professors, 35 (15M, 20F) Assistant Professors and 30(11M, 19F)

3.12.1 Reliability

Reliability of instrument was pre-tested on pilot scale. For reliability alpha, Cronbach alpha is considered most appropriate statistics test (Cronbach Alpha, 1951). Internal consistency is measured by using this test Kothari (2008). Cronbach alpha generally ranges between 0 and 1. (Geroge & Malley, 2003) considered reliability of 0.7 acceptable which is also agrees with (Al-Rafaie, Ghnaimat & Li, 2012). According to Sekaran (2016) reliability 1 shows, higher reliability and ranking of coefficient reliability is 0-1. Gay (1996) said that generally acceptance criteria is 0.6 for instrument reliability in social sciences. In the current research study, researcher used Cronbach alpha test to check research tool reliability.

Table 3.13 *Reliability of Research Scales*

Research Scales	Cronbach's Alpha for initial data	Cronbach's Alpha for current data	No of Items
Emotional Labor	.85	.86	16
Job Satisfaction	.76	.88	45

Above table reveals that .85 was the initial reliability of emotional labor scale and same scale result for present study showed alpha coefficient .86 which suggests that the items had internal consistency. .76 was the initial reliability of job satisfaction scale and results for the current study for the same scale showed alpha coefficient .88 which suggests that the items had internal consistency.

3.13 Validity of the Instruments

Creswell (2017) said that, validity measures accuracy of any instrument, it tells the extent of accuracy of measurement. McDaniel & Gates (1996) said that, it is necessary to consider some points before administration of instruments. First, elaborate, what is to be measured? Second, conduct pre-test of items and third, expert opinions of experts.

3.13.1 Face Validity

The first step in the process of validity is face validity. Face validity was conducted through research scholars, researchers and supervisors. All these people had adequate knowledge. Necessary improvements were done to items of questionnaires, research questions and interview questions. According to Best & Kahn (1999) Content validity of questionnaires and interview questions were established by showing these files to experts and taking their expert opinions. Social sciences experts from different higher educational institutions were requested to check content validity. Useful suggestions and recommendations were taken for questionnaires improvement and incorporated accordingly. Psychometric properties of questionnaires were checked through factor analysis (EFA). Besides this, reliability of instrument was checked through Cronbach's Alpha.

3.13.2 Construct Validity

Nachmias & Nachmias (2008) said that instruments' construct validity is established in relation to the concept of variables for which items are constructed and also its theoretical background. Factor principal component analysis was conducted with varimax rotation for maximum factor loading Hair et al. (2005). Construct validity deals with the accuracy of measurement tool. Whether the constructs in research tool are developed in a way to measure the study variables in best possible manner. All items in the constructs of variables must fulfill the purpose of their development. Construct validity ensure that data collected by using specific research tool will be able to give reliable results and may be practically used for improvements. Improper construct validity leads towards inaccurate conclusions and harmful outcomes. For example, if a survey intended to measure university teachers' job satisfaction lacks construct validity, then its results may not be trusted as an accurate representation of university teachers'

job satisfaction. The importance of construct validity depends on its capacity to establish credibility and reliability in research findings. By creating measurement tool accuracy, researchers may have confidence in their results and they may use them for decision-making purposes. Furthermore, using tools with better construct validity ensures that study produce consistent and replicable outcomes over time. This builds trust between researchers and stakeholders through providing reliable information for future research projects. Assessment of construct validity was done through factor analysis. Component analysis was being used with varimax rotation. For factor analysis sustainability, two other tests were conducted. Result of Kaiser–Meyer–Olkin (KMO) test was 0.718 which is greater than 0.5 and shows analysis sustainability. Bartlett’s test of Sphericity showed *the p-value*=.000 which is less than .05 which indicates that variables are correlated and good for factor analysis. Interview questions were also distributed among experts for review. Having Doctoral degree, experts reviewed the research questions and interview questions to check their appropriateness. The experts provided suggestions for modification of interview questions.

Table 3.14 *Exploratory Factor Analysis, Emotional Labor strategies (Surface Acting)*

Exploratory Factor Analysis	Factors	Factor Loading
Surface Acting	SA1	.876
	SA2	.863
	SA3	.914
	SA4	.914
	SA5	.897
	SA6	.908
	SA7	.851
	SA8	.788

Above table reveals that factor loading for surface acting ranges between .788-.914 for 8 items. Factor loading indicates a high correlation between the item and the factor. Higher loadings means that the observed variable is strongly related to the factor.

Table 3.15 *Exploratory Factor Analysis, Emotional Labor strategies (Deep Acting)*

Exploratory Factor Analysis	Factors	Factor Loading
Deep Acting	DA1	.855
	DA2	.822
	DA3	.861
	DA4	.812
	DA5	.807

Above table reveals that factor loading for surface acting ranges between .807-.861 for 5 items. Factor loading indicates a high correlation between the item and the factor.

Higher loadings means that the observed variable is strongly related to the factor.

Table 3.16 *Exploratory Factor Analysis, Emotional Labor strategies (Genuine Expression of Emotions)*

Exploratory Factor Analysis	Factors	Factor Loading
Genuine Expression of Emotions	GA1	.792
	GA2	.760
	GA3	.799

Above table reveals that factor loading for genuine expression of emotions ranges between. - 760-.799 for 3 items. Factor loading indicates a high correlation between the item and the factor. Higher loadings means that the observed variable is strongly related to the factor.

Table 3.17 *Exploratory Factor Analysis, job satisfaction (Authority)*

Exploratory Factor Analysis	Factors	Factor Loading
Authority	AU1	.751
	AU2	.776
	AU3	.739
	AU4	.763
	AU5	.699
	AU6	.697
	AU7	.715
	AU8	.690
	AU9	.680

Above table reveals that factor loading for job satisfaction (Authority) ranges between. .680-.776 for 9 items. Factor loading indicates a high correlation between the item and the factor. Higher loadings means that the observed variable is strongly related to the factor.

Table 3.18 *Exploratory Factor Analysis, job satisfaction (Supervision)*

Exploratory Factor Analysis	Factor	Factor Loading
Supervision	SU1	.889
	SU2	.842
	SU3	.849
	SU4	.858
	SU5	.830

Above table reveals that factor loading for job satisfaction (Supervision) ranges between .889-.830 for 5 items. Factor loading indicates a high correlation between the item and the factor. Higher loadings means that the observed variable is strongly related to the factor.

Table 3.19 *Exploratory Factor Analysis, job satisfaction (Policies and facilities)*

Exploratory Factor Analysis	Factors	Factor Loading
Policies and facilities	PO1	.844
	PO2	.833
	PO3	.848
	PO4	.821
	PO5	.739
	PO6	.889
	PO7	.748
	PO8	.711
	PO9	.706

Above table reveals that factor loading for job satisfaction (Policies and facilities) ranges between .706 - .889 for 9 items. Factor loading indicates a high correlation between the item and the factor. Higher loadings means that the observed variable is strongly related to the factor.

Table 3.20 *Exploratory Factor Analysis, job satisfaction (My work itself)*

Exploratory Factor Analysis	Factors	Factor Loading
My work itself	MY1	.696
	MY2	.659
	MY3	.644
	MY4	.650
	MY5	.675

Above table reveals that factor loading for job satisfaction (My work itself) ranges between .644-.696 for 5 items. Factor loading indicates a high correlation between the item and the factor. Higher loadings means that the observed variable is strongly related

to the factor.

Table 3.21 *Exploratory Factor Analysis, job satisfaction (Interpersonal skills)*

Exploratory Factor Analysis	Factors	Factor Loading
Interpersonal relationships	IN1	.624
	IN2	.634
	IN3	.638
	IN4	.651
	IN5	.649

Above table reveals that factor loading for job satisfaction (Interpersonal skills) ranges between. .624-.651 for 5 items. Factor loading indicates a high correlation between the item and the factor. Higher loadings means that the observed variable is strongly related to the factor.

Table 3.22 *Exploratory Factor Analysis, job satisfaction (Commitment)*

Exploratory Factor Analysis	Factors	Factor Loading
Commitment	CO1	.667
	CO2	.647
	CO3	.688
	CO4	.579

Above table reveals that factor loading for job satisfaction (Commitment) ranges between. 579-.688 for 4 items. Factor loading indicates a high correlation between the item and the factor. Higher loadings means that the observed variable is strongly related to the factor.

Table 3.23 *Exploratory Factor Analysis, job satisfaction (Salary)*

Exploratory Factor Analysis	Factors	Factor Loading
Salary	SAL1	.663
	SAL2	.579
	SAL3	.630
	SAL4	.561

Above table reveals that factor loading for job satisfaction (Salary) ranges between. .561-.663 for 4 items. Factor loading indicates a high correlation between the item and the factor. Higher loadings means that the observed variable is strongly related to the factor.

Table 3.24 *Exploratory Factor Analysis, job satisfaction (Workload)*

Exploratory Factor Analysis	Factors	Factor Loading
Workload	WO1	-.320

WO2	.556
WO3	.605
WO4	.508

Above table reveals that factor loading for job satisfaction (Workload) ranges between -.320-.605 for 4 items. Factor loading indicates a high correlation between the item and the factor. Higher loadings means that the observed variable is strongly related to the factor.

3.14 Data Collection

In the first step, permission letter for data collection was taken to eliminate any issue which the researcher may face during data collection process. After obtaining permission letter, researcher approached teaching faculty through emails. During data collection process, researcher needs to ensure explanation of purpose of study to the respondents and also confidentiality of responses. While keeping in mind this matter, the researcher provided need-based guidance about purpose of study to the participants. They were also ensured about ethical considerations and confidentiality of their provided information.

3.14.1 Quantitative Data Collection

Data was gathered online, data was collected in this way because of pandemic COVID-19 universities were shifted on, online mode. Email addresses of respondents were taken from the relevant university's websites and link of Google form questionnaires were shared with them through emails. Short summary of research purpose and permission letter was attached with the emails. Soft reminder was sent to all respondents after 10 days for response.

The respondents who did not reply after 1-month durations second soft reminder with request was sent. Besides emails, data was also collected through personal visits and WhatsApp by using google form questionnaire. Some faculty members were sent

more than two reminders to collect data, the quantitative survey was completed between 7-8 months .

3.14.2 Quantitative Data Analysis

Data analysis needs intensive care for utilization of available strategies (Creswell, 2018). Data was analyzed in SPSS.

Table 3.25 *Data analysis techniques and purpose*

Sr. No	Statistical test	Purpose
1	Mean	Average
2	Pearson correlation coefficient	Relationship between variables
3	Independent samples t.test	Gender based difference
4	One -Way ANOVA	Age, job experience, marital status, Qualification difference

Mean, Pearson correlation coefficient. Independent samples t. test One way ANOVA.

were the tests run for quantitative data analysis.

3.14.3 Quantitative Data Analysis Assumptions

1- Mean

- Used for between -group comparisons
- To know whether two groups differ in one way or another
- To find out true value

2- Independent sample t-test

- Two independent groups
- No substantial outliers in two groups
- Data in two groups is nearly normally distributed
- Data should be continuous and have comparable spread between two groups.

3- Pearson Correlation

- Linear relationship between two variables
- Near to normal distribution of two variables
- Two variables have continuous data.

4- One Way Anova

- At least three different groups
- Sample has taken from a normally distributed population
- Each sample is independent of other samples

3.15 Measures for Qualitative Study

Open ended questions for e-mail interview were developed to get the detailed responses from the participants regarding research questions. Seven interview questions were asked, first three questions have two parts, question no 4, 5, 6 and 7 have one part. Interview question no 1, 2 and 3 is related with research question 1, Interview question no 4 is associated with research question 2, Interview question no 5 is associated with research question 3, Interview question 6 is associated with research question 4, Interview question 7 is associated with research question 5. At the end, university teachers were asked to provide any additional comments which was helpful for researcher during analysis of data and researcher could interpret the shared opinions in more accurate way.

3.15.1 Qualitative E-mail Interviews

Qualitative E-mail interviews are associated with the discussion of two individuals on specific topic. Email interviews gives highest response rate as compare to other types. Predominantly, qualitative researches with face-to-face interviews have been conducted (Polite & Beck, 2014), however due to developments in information and technology other options for data collection like telephone, video conference, email interviews are also being in use (Oltmann.2016; Redlich & Higginbottom, 2014).

Conducting Email interviews is an emerging data collection method in qualitative method (Walker, 2013). Deciding email interviews depends on aims of researcher, credibility of findings, keeping in mind the advantages and disadvantages of conducting email interviews, cost, time available, researcher and respondents' familiarity with technology etc. By the use of technology researchers collect more reliable and accurate data (Walker, 2013). Researchers save their travel cost and time while conducting email interviews. Sometimes bridge or hurdle of travel cost and time make research studies ineffective, so among major advantages of email interviews are that they provide alternative to all such barriers (Walker, 2013).

One of the advantages of email interviews is that, it encourages and increases access of respondents and they record their responses in their available time in appropriate manner (Fritz & Vandermause, 2017). Phone interviews are much more flexible and cost effective and mostly used when the interviewee is located at distant place and difficult to approach and visit him/her face to face. However, phone interview lacks nonverbal communication (Walter, 2006). In contrast to email interviews in face-to-face mode respondents can response at their own convenience and available time. Control on level of participation provides ethical advantage over traditional face to face interview as the respondents in email interview controls their time and level of comfort. Email interviews provides pleasure and prolonged engagement with researcher beside control on time (Gibson, 2010). 'E-mail interviews' a somewhat new method in the field of social sciences (James 2007; Kvale & Brinkmann 2009).

3.15.2 Qualitative Data Collection

For qualitative data, semi-structured email interviews were conducted. 11(5M, 6F) university teachers were selected for the interviews. Brief summary of the research study was attached with the interview questions, so the respondents may understand the

aim of the research study. They were assured the confidentiality of their shared opinions and details. Few respondents were given reminders to return the interview questionnaire after two weeks. In email interviews having asynchronous nature, respondents get the opportunity to reflect over the interview questions and to improve their responses while doing careful post reading. Findings showed that respondents in email interviews have access to technology, they are familiar with its use and reply quickly in efficient manner (Bowden & Galindo-Gonzalez, 2015; Ingley et al., 2020). Furthermore, interview provides the chance to researcher to approach the respondents through email which are not possible to reach physically (Bjerke, 2010; Kaufmann & Tzanetakis, 2020). So, email interview gives more flexible approach for researcher and respondents as well (Valdez & Gubrium, 2020)

While keeping in mind the above-mentioned advantages, the researcher decided to conduct Email interviews. Besides this, Phone interviews were not preferred by the researcher due to the busy schedule of the teaching faculty as they were busy in classes and other assigned tasks and might be unable to respond with regard to requirement. So, the researcher decided to conduct e-mail interviews, the selected teaching faculty was contacted telephonically, their consent was taken for e-mail interview.

The participants who were willing to take e-mail interview, they were asked to share their feelings about participating in e-mail interviews, most of the participants showed positive attitude to be a part of e-mail interview. Like, one teacher shared that, “I would be happier to continue to participate in your research interview and have faith that interviews through e-mail are perfect for myself and other outdoor professional staff, as it is difficult to be available face to face or on phone, in e-mail interview everybody with his/her well suited time may response after reading carefully the interview questions”. Another participant also had same point of view, he said, “E-mail

interview is the best method for me to respond appropriately”. On the basis of such feedback, data collection was done through e-mail correspondence. By using this technique, it was convenient for the participants to respond according to their well-suited time and place. Subsequently, physical presence of the participants was not matter but they only need computer and internet connection. As previously, internet has been used in quantitative researches by using online-surveys (Curasi, 2001). Use of internet for detailed qualitative data collection is favored by many researchers which may be helpful to increase validity of qualitative research (Mann& Stewart 2000; Meho, 2006). Electronic qualitative techniques are used in effective way for data collection (Al- Salem 2005; Lamont 2009; Matthew 2008; Predmore et al.2009; Zhao 2009).

In the current research study, access of computer and internet for university teachers was obvious as it is required to have according to their job responsibilities, as they have to involve in many online tasks in routine e.g., online teaching etc. So, computer and internet would not be an issue at this level that researcher avoid conducting e-mail interviews with university teachers. No doubt e-mail interviews provide better quality responses as compare to face to face or phone (Bryman & Bell 2003; Hewson 2002; Markhan 2004).

So, online asynchronous e-mail interviews were selected by the researcher to collect data. On-line asynchronous interviews do not need interviewer and interviewee to be present online at a time. Time delay supports high quality responses, participants analyze and synthesize their thoughts and re-assess their responses, it is also helpful for the shy participants to respond accurately as they feel difficult to express themselves face to face (James 2007; Mann & Stewart 2000). Besides this, pandemic COVID-19 was the major reason to conduct online asynchronous e-mail interviews. Personal visits were not possible during that time, so the researcher with the consent of the participants

decided to conduct online asynchronous e- mail interviews for the data collection in the current study.

3.15.3 Procedure of Conducting E-mail Interviews

After taking consent from the participants telephonically to take part in e-mail interview, an email was sent to the willing participants which contained consent form to participate in an e-mail interview, brief introduction of the research study, guide lines with regard to the interview and interview questions. The university teachers were requested to type their responses in word file in which interview questions were written, after that save the document and send back to the researcher within six weeks. A reminder was given to participants after 15 days who did not reply, requested them that only 15 days are left, participate in e-mail interview and share their opinions participants shared detailed and carefully constructed responses. By the closing date three participants could not participate in an e-mail interview and it may be due to the fact that university teachers had busy schedule. However, one participant shared an email in which he said, “I appreciate your determination, but due to the lack of time, I was unable to participate in an e-mail interview.” Such comment from the participant supports the decision of the researcher to conduct e-mail interviews in contrast to face to face or phone methods which are more time consuming. The sample size 11(5M, 6F) was considered sufficient for this research study as qualitative research is considered trustworthy and credible when it is conducted with lesser number of participants (Neuman, 2006).

3.15.4 Qualitative Data Analysis

Thematic analysis

Thematic analysis is the method in which patterns or themes are identified with qualitative data set. It is first qualitative research method which provides basic skills

(Braun & Clarke 2006; Clarke & Braun, 2013). In contrast to other qualitative methodologies, which are stick to specific epistemological or theoretical thought, it provides flexible approach and advantage in diversity of work present in learning and teaching. Thematic analysis makes real sense of data instead summarizing the data. The pity thing may happen when the interview questions are used as themes, this shows that data is organized and summarized rather analyzed (Clarke & Braun, 2013). There is no Agreement among researchers about the precise definition and its process to conduct analysis (Attride-Stirling 2001; Boyatzis 1998; Tuckett2005).

Deductive thematic analysis is related with analytical or theoretical interests of the researcher and most of the time analysis of data is provided with regard to interests of the researcher as a part not as a complete elaboration of the theme (Boyatzis 1998; Braun & Clarke 2006). There is a difference between levels of themes. These levels are termed as semantic and latent. Semantic themes are associated with explicit or surface meaning of the data and here the researcher mentions only whatever the respondents has said or written, themes are identified and presented at semantic level, so in semantic theme it was avoided to explain that where the respondent focus was when he or she was recording his or her response.

In contrast latent themes go beyond whatever the respondents have said, and the researcher try to explore and examine the hidden ideas , thoughts, opinions, assumptions, concepts and ideologies Braun & Clarke (2006). In inductive approach themes are linked strongly to the data, there was not any effort to adjust with coding frame which is already exist or with pre-existing ideas of research (Braun & Clarke, 2006). This means that themes are closely linked with the thoughts and words provided by the respondents and written by the researcher. However, Braun and Clarke (2006) focused that researcher cannot get rid themselves of their biases fully but they try to be

objective in their approach as much as possible. It assists to form and elaborate the qualitative data in detail. Thematic analysis is poorly described and hardly acknowledged, but still it is most widely used analysis method of qualitative data.

Thematic analysis For Current Research Study

Thematic analysis was used to analyze qualitative data. Purpose of thematic analysis is to explore the themes, patterns present in the data, researcher use these themes to address the research questions which are asked from the respondents. In the current study, thematic analysis was conducted by considering constructionist orientation. So, when interviews' data was analyzed, the reality is developed socially (Guba, 1990).

Besides this, content of the data was elaborated in detail rather to maintain focus on single specific theme or group of themes inside the data. Themes were recognized semantically or explicitly which are concerned with meanings of the text at surface level rather going beyond to search the meaning of what the participant has written (Braun & Clarke 2006). Themes were not explored at hidden or explanatory level which find out the hidden concepts, beliefs and ideas that form the semantic content (Braun & Clarke 2006). Besides this, themes in the data were explored by using bottom-up approach. Braun and Clarke (2006) have provided following 6 stages of thematic analysis.

- a. Getting familiar with the data which is collected in the interviews, reading and re- reading of the data is done and preliminary ideas are developed and written by the researcher.
- b. Initial codes are generated, codes are important characteristic of data around the complete set of data.
- c. Themes are identified, assemble codes into particular themes, collecting data

which is significant to each theme.

- d. Review of the themes is conducted, it is checked that whether the themes work with regard to extracted codes, complete data set and thematic was developed.
- e. Description and names to themes after that each theme is refined through analysis.
- f. Develop report which includes selection of precise extract examples, selected extracts are finally analyzed and relate the analysis with the objectives or research questions and at the end analysis report is review again before final submission.

In the current research study, same steps were followed by the researcher to conduct data analysis of interview questions. 'At first, transcripts of e-mail interview were read and re-read to get familiarity with the data after those preliminary ideas were assembled. At second step, initial codes were assigned in sequence to important points across the complete data set which were in the form of headings and significant data for each code was assembled which was in the form of words, sentences and paragraphs. Third, created initial codes were assembled into significant themes and all the significant data for each theme was assembled by merging or separating the data which was given by each participant.

Fourthly, themes were checked with regard to extracted codes and data set and after that map of analysis was developed. Fifth, themes were refined through review and names and definitions for each theme were created. 'Matrices were used to display the themes and the relationship between these themes in order to organize the data into a more reachable and dense form, as recommended by (Miles and Huberman, 1994). At last, to support the analysis, extract examples were selected, these extracts were associated with research questions and the final report on the basis of analysis was

developed. Transparency increases the quality of qualitative part of research by wisely elaborating all levels of the research study in detail. More precisely, many relevant theories were studied before interpreting the data set, on this basis two kinds of data sources were used in the present research study which were quantitative survey and e-mail interviews.

For qualitative research, during the research route, peer examination was conducted by the researcher in feedback form and discussion with supervisor and PhD fellow students to improve the interpretation and explanation of qualitative data and justification of the applied qualitative method. As stated above, triangulation were utilized in the current research study to increase credibility of the qualitative results (Teddlie & Tashakkori 2009). With regard to dependability and conformability, external audits were conducted where the researcher was not involved to assess the research work. This external audit was conducted by submitting article in the journal for publication (Lincoln & Guba 1985).

Table 3.26 *Response rate of Respondents*

Type	Faculty	Sample	Response Rate	Return%
Quantitative	Teaching Faculty	495	466	94%
Qualitative	Teaching Faculty	11	08	80%

For quantitative survey, 495 questionnaires were sent to teaching faculty (Associate professors, Assistant professors, Lecturers) in decided universities, 466 filled questionnaires were received, so, the return rate was 94%. For qualitative survey, 11 interview questions were emailed, 08 people responded, so the response rate was 80%. To make possible good return rate, efforts were being done by the researcher. Soft reminders were sent to the teaching faculty more than twice. Teaching faculty was

contacted telephonically and requested to fill the questionnaires . Besides this, google form questionnaires were shared with some teaching faculty through WhatsApp web and quantitative data was collected in this way as well. During COVID-19, universities' online shift was partial. Researcher visited universities during face to face mode days and some data was collected through personal visits. Qualitative data was collected through E-mails. Telephonically and through personal visits, teaching faculty was requested for their response . This request was done after completing protocols and process of sending interview questions. (03) out of (11) respondents could not reply due to their busy schedule.

3.16 Ethical Considerations

As according to the nature of the research study in-depth details and emotional factors were disclosed by the participants, particular efforts have been taken to safe the identity and privacy of the participants. The names of the participants were excluded to protect their identity. Their shared responses in e-mail interview were shown to them again for cross verification. It was ensured that participants completely comprehend the concept and purpose of study. They were ensured the confidentiality of provided data and dentification of the participants will not be provided to anyone during or after the study-

CHAPTER 4

RESULTS

This chapter is divided into three sections. Section I is related with quantitative results and Section II is related with qualitative results. Quantitative results are exhibited in the tables. Interpretation of the numerical results is also provided by the researcher at the end of every table. At first, demographic categories of teaching faculty are given, after that, according to the research objective of the study quantitative results are presented. After those qualitative results are being provided in detail. Third section is about convergence or divergence of quantitative and qualitative results. At the end, triangulation of results is given.

Section I:

4.1 Quantitative Results

Table 4.1 *Teachers' Demographic Categories*

Demographic categories	Frequency	Percentage
Designation		
Associate Professors	32	7%
Assistant Professors	210	45%
Lecturers	224	48%
Gender		
Male	232	49%
Fe-Male	234	51%
Qualification		
MPhil	220	47%
PhD	237	51%
Postdoc	9	2%
Job Experience		
1-5 years	42	9%
6-10 years	230	49%

11-15 years	168	36%
16-above years	26	6%
Marital Status		
Unmarried	162	35%
Married	301	65%
Divorced	3	0.6%
Age		
35-40 years	87	18%
41-45 years	296	64%
46-above years	83	18%

In the above table, 466(232M, 234F) teaching faculty completed quantitative survey. Out of which 32(7%) were associate professors, 210(45%) were assistant professors and 224(48%) were lecturers. Regarding gender, 232(49%) were male and 234(51%) were females. Regarding qualification, 220(47%) were MPhil, 237(51%) were PhD and 9(2%) were Postdoc teachers. Regarding teachers' job experience 42(9%) had 1-5 years' experience, 230(49%) had 6-10 years, 168(36%) had 11-15 years' experience and 16-above had 26(6%) years' experience. Regarding marital status 162(35%) teachers were unmarried, 301(65%) were married and 3(0.6%) were divorced. Regarding Age of teaching faculty, 87(18%) were of 35-40 years, 296(64%) were of 41-45 years and 83(18%) were of 46-above years.

Table 4.2 *Emotional Labor Strategies used by university teachers (N=466)*

Emotional Labor Strategies	N	Mean	SD
SA	466	1.62	.607
DA	466	3.77	1.24
GA	466	4.02	1.048

Note. SA=Surface acting ; DA=Deep acting ; Genuine Expression of emotions.

Adopted from Kiral, E. (2016). Psychometric properties of the emotional labor scale in a Turkish sample of school administrators. *Eurasian Journal of Educational Research*, 63, 71-88.

The above table shows mean and standard deviation. Surface acting strategy is (M=1.62, SD=.60). Deep acting strategy is (M=3.77, SD=1.24). Genuine expression of emotions is (M=4.02, SD=1.04).

Table 4.3 *Job satisfaction of university teachers (N=466)*

Job Satisfaction	N	Mean	SD
AU	466	4.29	.604
SU	466	4.30	.617
PO	466	4.32	.609
MY	466	4.30	.626
IN	466	4.30	.638
CO	466	4.31	.614
SAL	466	4.34	.629
WO	466	3.62	.363

Note. AU=Authority; SU= Supervision; PO= Policies and facilities; MY= My work itself; IN=Interpersonal relations; CO=Commitment; SAL=Salary; WO = Workload. Adopted from Al-Rubaish, A. M., Rahim, S. I. A., Abumadini, M. S., & Wosornu, L. (2011). Academic job satisfaction questionnaire: Construction and validation in Saudi Arabia. *Journal of Family and Community Medicine*, 18(1), 1-7. SD = Standard deviation.

Above table reveals that, mean and standard deviation of Authority is (M=4.29, SD=.60). Supervision is (M=4.30, SD=.61). Policies and facilities is (M=4.32, SD=.60). My work itself is (M=4.30, SD=.62). Interpersonal relationship is (M=4.30, SD=.63). Commitment is (M=4.31, SD=.61). Salary is (M=4.62, SD=.62). And Workload is (M=3.62, SD=.363)

Table 4.4 Relationship between Emotional labor strategies and Job satisfaction (N=466)

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
EL	466	48.51	4.28	.766**	0.00
JS	466	73.46	18.04		

Note. EL= Emotional labor ; JS= Job satisfaction ; SD = Standard deviation ; *r*=Pearson correlation coefficient ; *p*= Level of significance.

Above table shows that Pearson correlation coefficient is (.766), which is positive correlation. As the use of emotional labor by the university teachers increases, satisfaction towards job also increases. Besides this, 2-tailed significance value is (0.00) which means that correlation is highly significant.

Table 4.5 Relationship between surface acting and Authority (N=466)

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
SA	466	1.62	.60	-.984**	.000
AU	466	4.29	.60		

Note. SA=Surface acting; AU= Authority ; SD = Standard deviation ; *r*=Pearson correlation coefficient ; *p*= Level of significance.

Above table shows that Pearson correlation coefficient is (-.984) which is strong negative correlation. As the use of surface acting strategy by the university teachers increases, satisfaction towards authority which is the first category of job satisfaction decreases. Besides this, 2-tailed significance value is (.000) which means that correlation is highly significant.

Table 4.6 *Relationship between surface acting and Supervision (N=466)*

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
SA	466	1.62	.60	-.970**	.000
SU	466	4.30	.61		

Note. SA=Surface acting; SU= Supervision; SD = Standard deviation ; *r*=Pearson correlation coefficient ; *p*= Level of significance.

Above table reveals that Pearson correlation coefficient is (-.970) which is strong negative correlation. As the use of surface acting strategy by the university teachers increases, satisfaction towards supervision which is the second category of job satisfaction decreases. Besides this, 2-tailed significance value is (.000) which means that correlation is highly significant.

Table 4.7 *Relationship surface acting and Policies and facilities (N=466)*

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
SA	466	1.62	.60	-.983**	.000
PO	466	4.32	.61		

Note. SA=Surface acting; PO= Policies and facilities ; SD = Standard deviation ; *r*=Pearson correlation coefficient ; *p*= Level of significance.

Above table reveals that Pearson correlation coefficient is (-.983) which is strong negative correlation. As the use of surface acting strategy by the university teachers increases, satisfaction towards policies and facilities decreases. Besides this, 2-tailed significance value is (.000) which means that correlation is highly significant.

Table 4.8 *Relationship between surface acting and my work itself (N=466)*

Variable	N	Mean	SD	<i>R</i>	<i>P</i>
SA	466	1.62	.60	-.972**	.000
MY	466	4.31	.62		

Note. SA=Surface acting; MY= My work itself ; SD = Standard deviation ; *r*=Pearson correlation coefficient ; *p*= Level of significance.

Above table reveals that Pearson correlation coefficient is (-.972) which is strong negative correlation. As the use of surface acting strategy by the university teachers increases, satisfaction towards, ‘my work itself’ decreases. Besides this, 2-tailed significance value is (.000) correlation is highly significant.

Table 4.9 *Relationship between surface acting and Interpersonal relationships (N=466)*

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
SA	466	1.62	.60	-.962**	.000
IN	466	4.31	.63		

Note. SA=Surface acting; IN= Interpersonal relations ; SD = Standard deviation ; r=Pearson correlation coefficient ; p= Level of significance.

Above table reveals that Pearson correlation coefficient is (-.962) which is strong negative correlation. As the use of surface acting strategy by the university teachers increases, satisfaction towards interpersonal relationships decreases. Besides this, 2-tailed significance value is (.000) which means that correlation is highly significant.

Table 4.10 *Relationship between surface acting and Commitment (N=466)*

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
SA	466	1.62	.60	-.961**	.000
CO	466	4.31	.61		

Note. SA=Surface acting; CO= Commitment; SD = Standard deviation; r=Pearson correlation coefficient; p= Level of significance.

Above table reveals that Pearson correlation coefficient is (-.961) which is strong negative correlation. As the use of surface acting strategy by the university teachers increases, satisfaction towards commitment decreases. Besides this, 2-tailed significance value is (.000) which means that correlation is highly significant.

Table 4.11 *Relationship between surface acting and Salary (N=466)*

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
SA	466	1.62	.60	-.955**	.000
SAL	466	4.34	.62		

Note. SA=Surface acting; SAL= Salary; SD = Standard deviation; r=Pearson correlation coefficient; p= Level of significance.

Above table reveals that Pearson correlation coefficient is (-.955) which is strong negative correlation. When the use of surface acting strategy by the university teachers increases, satisfaction towards salary decreases. Besides this, 2-tailed significance value is (.000) which means that correlation is highly significant.

Table 4.12 *Relationship between surface acting and workload (N=466)*

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
SA	466	1.62	.60	-.820**	.000
WO	466	3.62	.38		

Note. SA=Surface acting; WO= Work load; SD = Standard deviation; r=Pearson correlation coefficient; p= Level of significance.

Above table reveals that Pearson correlation coefficient is (-.820) which is strong negative correlation. As the use of surface acting strategy by the university teachers increases, satisfaction towards workload decreases. Besides this, 2-tailed significance value is (.000) which means that correlation is highly significant.

Table 4.13 *Relationship between deep acting and Authority (N=466)*

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
DA	466	3.77	1.24	.395**	.000
AU	466	4.29	.60		

Note. DA= Deep acting; AU= Authority; SD = Standard deviation; r=Pearson correlation coefficient; p= Level of significance.

Above table reveals that Pearson correlation coefficient is (.395) which is positive correlation. When the use of deep acting strategy by the university teachers increases, satisfaction towards authority increases. Besides this, 2-tailed significance value is (.000) which means that correlation is highly significant.

Table 4.14 *Relationship deep acting and Supervision (N=466)*

Variable	N	Mean	SD	R	P
DA	466	3.77	1.24	.377**	.000
SU	466	4.30	.61		

Note. DA= Deep acting; SU= Supervision; SD = Standard deviation; r=Pearson correlation coefficient; p= Level of significance.

Above table reveals that Pearson correlation coefficient is (.377), it means that correlation is positive. As the usage of deep acting strategy by the university teachers increases, satisfaction towards supervision increases. Besides this, 2-tailed significance value is (.000), which means that correlation is highly significant.

Table 4.15 *Relationship between deep acting and policies and facilities (N=466)*

Variable	N	Mean	SD	r	P
DA	466	3.77	1.24	.373**	.000
PO	466	4.32	.61		

Note. DA= Deep acting; PO= Policies and facilities; SD = Standard deviation; r=Pearson correlation coefficient; p= Level of significance.

Above table reveals that Pearson correlation coefficient is (.373) it means that correlation is positive. As the usage of deep acting strategy by the university teachers increases, satisfaction towards policies and facilities increases. Besides this, 2-tailed significance value is (.000), which means that correlation is highly significant.

Table 4.16 *Relationship between deep acting and my work itself (N=466)*

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
DA	466	3.77	1.24	.381**	.000
IN	466	4.31	.62		

Note. DA= Deep acting; MY= My work itself; SD = Standard deviation; r=Pearson correlation coefficient; p= Level of significance.

Above table reveals that Pearson correlation coefficient is (.381) which is positive correlation. As the use of deep acting strategy by the university teachers increases, satisfaction towards 'my work itself' increases. Besides this, 2-tailed significance value is (.000), which means that correlation is highly significant.

Table 4.17 *Relationship between deep acting and interpersonal relationships (N=466)*

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
DA	466	3.77	1.24	.385**	.000
IN	466	4.31	.63		

Note. DA= Deep acting; IN= Interpersonal relations; SD = Standard deviation; r=Pearson correlation coefficient ; p= Level of significance.

Above table reveals that Pearson correlation coefficient is (.385) which is positive correlation. As the use of deep acting strategy by the university teachers increases, satisfaction towards interpersonal relationships increases. Besides this, 2-tailed significance value is (.000), which means that correlation is highly significant.

Table 4.18 *Relationship between deep acting and commitment (N=466)*

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
DA	466	3.77	1.24	.383**	.000
CO	466	4.31	.61		

Note. DA= Deep acting; CO= Commitment; SD = Standard deviation; r=Pearson correlation coefficient; p= Level of significance.

Above table reveals that Pearson correlation coefficient is (.383) which is positive correlation. As the use of deep acting strategy by the university teachers increases, satisfaction towards commitment increases. Besides this, 2-tailed significance value is (.000), which means that correlation is highly significant.

Table 4.19 *Relationship between deep acting and Salary (N=466)*

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
DA	466	3.77	1.24	.390**	.000
SAL	466	4.34	.62		

Note. DA= Deep acting; SAL= Salary; SD = Standard deviation; r=Pearson correlation coefficient; p= Level of significance.

Above table reveals that Pearson correlation coefficient is (.390) which is positive correlation. As the use of deep acting strategy by the university teachers increases, satisfaction towards salary increases. Besides this, 2-tailed significance value is (.000), which means that correlation is highly significant.

Table 4.20 *Relationship between deep acting and workload (N=466)*

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
DA	466	3.77	1.24	.297**	.000
WO	466	3.62	.36		

Note. DA= Deep acting; WO= Workload; SD = Standard deviation; r=Pearson correlation coefficient; p= Level of significance.

Above table reveals that Pearson correlation coefficient is (.297), it means that correlation is positive. As the usage of deep acting strategy by the university teachers increases, satisfaction towards workload increases. Besides this, 2-tailed significance value is (.000), which means that correlation is highly significant.

Table 4.21 *Relationship between genuine expression of emotions and Authority (N=466)*

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
GA	466	3.77	1.24	.395**	.000
AU	466	4.29	.60		

Note. GA= Genuine expression of emotions; AU= Authority; SD = Standard deviation; r=Pearson correlation coefficient; p= Level of significance.

Above table reveals that Pearson correlation coefficient is (.395), it means that correlation is positive. As the usage of genuine expression of emotion's strategy by the university teachers increases, satisfaction towards authority increases. Besides this, 2-tailed significance value is (.000), which means that correlation is highly significant.

Table 4.22 *Relationship between genuine expression of emotions and supervision (N=466)*

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
GA	466	3.77	1.24	.377**	.000
SU	466	4.30	.61		

Note. GA= Genuine expression of emotions; SU= Supervision; SD = Standard deviation; r=Pearson correlation coefficient; p= Level of significance.

Above table reveals that Pearson correlation coefficient is (.377), it means that correlation is positive. As the usage of genuine expression of emotion's strategy by the university teachers increases, satisfaction towards supervision increases. Besides this, 2-tailed significance value is (.000), which means that correlation is highly significant.

Table 4.23 *Relationship between genuine expression of emotions and policies and facilities (N=466)*

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
GA	466	3.70	1.24	.373**	.000
PO	466	4.32	.61		

Note. GA= Genuine expression of emotions; PO= Policies and facilities; SD = Standard deviation; *r*=Pearson correlation coefficient; *p*= Level of significance.

Above table reveals that Pearson correlation coefficient is (.373) it means that correlation is positive. As the usage of genuine expression of emotion's strategy by the university teachers increases, satisfaction towards policies and facilities increases. Besides this, 2- tailed significance value is (.000), which means that correlation is highly significant.

Table 4.24 *Relationship between genuine expression of emotions and my work itself (N=466)*

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
GA	466	3.77	1.24	.381**	.000
MY	466	4.31	.62		

Note. GA= Genuine expression of emotions; MY= My work itself; SD = Standard deviation; *r*=Pearson correlation coefficient; *p*= Level of significance.

Above table reveals that Pearson correlation coefficient is (.381), it means that correlation is positive. As the usage of genuine expression of emotion's strategy by the university teachers increases, satisfaction towards 'my work itself' increases. Besides this, 2-tailed significance value is (.000), which means that correlation is highly significant.

Table 4.25 *Relationship between genuine expression of emotions and interpersonal relationships (N=466)*

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
GA	466	3.77	1.24	.385**	.000
IN	466	4.31	.63		

Note. GA= Genuine expression of emotions; IN= Interpersonal relations; SD = Standard deviation; r=Pearson correlation coefficient; p= Level of significance.

Above table reveals that Pearson correlation coefficient is (.385), it means correlation is positive. As the usage of genuine expression of emotion's strategy by the university teachers increases, satisfaction towards interpersonal relationships increases. Besides this, 2- tailed significance value is (.000), which means that correlation is highly significant.

Table 4.26 *Relationship between genuine expression of emotions and commitment (N=466)*

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
GA	466	3.77	1.24	.383**	.000
CO	466	4.31	.61		

Note.GA= Genuine expression of emotions; CO= Commitment; SD = Standard deviation; r=Pearson correlation coefficient; p= Level of significance.

Above table reveals that Pearson correlation coefficient is (.383), it means that correlation is positive. As the usage of genuine expression of emotion's strategy by the university teachers increases, satisfaction towards commitment increases. Besides this, 2-tailed significance value is (.000), which means that correlation is highly significant.

Table 4.27 *Relationship between genuine expression of emotions and salary (N=466)*

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
GA	466	3.77	1.24	.390**	.000
SAL	466	4.34	.62		

Note.GA= Genuine expression of emotions; SAL= Salary; SD = Standard deviation;

r=Pearson correlation coefficient; p= Level of significance.

Above table reveals that Pearson correlation coefficient is (.390), it means that correlation is positive. As the usage of genuine expression of emotion's strategy by the university teachers increases, satisfaction towards salary increases. Besides this, 2-tailed significance value is (.000), which means that correlation is highly significant.

Table 4.28 *Relationship between genuine expression of emotions and workload (N=466)*

Variable	N	Mean	SD	<i>r</i>	<i>P</i>
GA	466	3.77	1.24	.297**	.000
WO	466	3.62	.36		

Note.GA= Genuine expression of emotions; WO= Work load; SD = Standard deviation;

r=Pearson correlation coefficient; p= Level of significance.

Above table reveals that Pearson correlation coefficient is (.397), it means that correlation is positive. As the usage of genuine expression of emotion's strategy by the university teachers increases, satisfaction towards workload increases. Besides this, 2-tailed significance value is (.000), correlation is highly significant.

Table 4.29 *Difference of gender regarding use of emotional labor strategies (Surface acting) (N=466)*

	Gender	N	Mean	SD	t-value	Sig
SA	Female	235	1.55	.434	-2.593	0.01
	Male	231	1.69	.735		

Note. SA= Surface acting; SD = Standard deviation; t-value=Mean difference between two data sets; Sig= Level of significance.

Above table reveals that the t-value is (-2.593) and significance is below 0.05. So, it is concluded that as per mean score of female teaching faculty (mean=1.55, SD=.434) and male teaching faculty (mean=1.69, SD=.735) there is significant difference regarding use of surface acting strategy. Male teaching faculty is using surface acting strategy more than female teaching faculty at work place.

Table 4.30 *Difference of gender regarding use of emotional labor strategies (Deep acting) (N=466)*

	Gender	N	Mean	SD	t-value	Sig
DA	Female	235	4.13	.923	6.496	.000
	Male	231	3.41	1.423		

Note. DA= Deep acting; SD = Standard deviation; t-value=Mean difference between two data sets; Sig= Level of significance.

Above table reveals that the t-value is (6.496) and significance is below 0.05. So, it is concluded that as per mean score of female teaching faculty (mean=4.13, SD=.923) and male teaching faculty (mean=3.41, SD=1.42) there is significant difference regarding use of deep acting strategy. Female teaching faculty is using deep acting strategy more than male teaching faculty at work place.

Table 4.31 *Difference of gender regarding use of emotional labor strategies (Genuine expression of emotions) (N=466)*

	Gender	N	Mean	SD	t-value	Sig
GA	Female	235	4.13	.923	6.496	.000
	Male	231	3.41	1.423		

Note. GA= Genuine expression of emotions; SD = Standard deviation; t-value=Mean difference between two data sets; Sig= Level of significance.

Above table reveals that the t-value is (6.496) and significance is below 0.05. So, it is concluded that as per mean score of female teaching faculty (mean=4.13, SD=.923) and male teaching faculty (mean=3.41, SD=1.42) there is significant difference regarding use of genuine expression of strategy. Female teaching faculty is using Genuine expression of emotions strategy more than male teaching faculty at work place.

Table 4.32 *Difference of gender regarding job satisfaction (Authority). (N=466)*

	Gender	N	Mean	SD	t-value	Sig
AU	Female	235	4.36	.434	2.432	0.01
	Male	231	4.22	.733		

Note. AU= Authority; SD = Standard deviation; t-value=Mean difference between two data sets; Sig= Level of significance.

Above table reveals that the t-value is (2.432) and significance is below 0.05. So, it is concluded that as per mean score of female teaching faculty (mean=4.36, SD=.434) and male teaching faculty (mean=4.22, SD=.733) there is significant difference regarding job satisfaction (Authority). Female teaching faculty is more satisfied from authority than male teaching faculty at work place.

Table 4.33 *Difference of gender regarding job satisfaction (Supervision). (N=466)*

	Gender	N	Mean	SD	t-value	Sig
SU	Female	235	4.37	.453	2.339	0.02
	Male	231	4.23	.741		

Note. SU= Supervision; SD = Standard deviation; t-value=Mean difference between two data sets; Sig= Level of significance.

Above table reveals that the t-value is (2.33) and significance is below 0.05. So, it is concluded that as per mean score of female teaching faculty (mean=4.37, SD=.453) and male teaching faculty (mean=4.23, SD=.741) there is significant difference regarding job satisfaction (Supervision). Female teaching faculty is more satisfied from

supervision than male teaching faculty at work place.

Table 4.34 *Difference of gender regarding job satisfaction (Policies and facilities).* (N=466)

	Gender	N	Mean	SD	t-value	Sig
PO	Female	235	4.38	.445	2.21	0.02
	Male	231	4.26	.737		

Note. PO= Policies and facilities; SD = Standard deviation; t-value=Mean difference between two data sets; Sig= Level of significance.

Above table reveals that the t-value is (2.21) and significance is below 0.05. So, it is concluded that as per mean score of female teaching faculty (mean=4.38, SD= .445) and male teaching faculty (mean=4.26, SD=.737) there is significant difference regarding job satisfaction (Policies and facilities). Female teaching faculty is more satisfied from policies and facilities than male teaching faculty at work place.

Table 4.35 *Difference of gender regarding job satisfaction (My work itself).* (N=466)

	Gender	N	Mean	SD	t-value	Sig
MY	Female	235	4.37	.447	2.387	0.01
	Male	231	4.24	.762		

Note. MY= My work itself; SD = Standard deviation; t-value=Mean difference between two data sets; Sig= Level of significance.

Above table reveals that the t-value is (2.38) and significance is below 0.05. So, it is concluded that as per mean score of female teaching faculty (mean=4.37, SD= .447) and male teaching faculty (mean=4.24, SD=.762) there is significant difference regarding job satisfaction (My work itself). Female teaching faculty is more satisfied from 'My work itself' than male teaching faculty at work place.

Table 4.36 *Difference of gender regarding job satisfaction (Interpersonal relationships). (N=466)*

	Gender	N	Mean	SD	t-value	Sig
IN	Female	235	4.38	.459	2.595	0.01
	Male	231	4.23	.773		

Note. IN= Interpersonal relations; SD = Standard deviation; t-value=Mean difference between two data sets; Sig= Level of significance.

Above table reveals that the t-value is (2.59) and significance is below 0.05. So, it is concluded that as per mean score of female teaching faculty (mean=4.38, SD= .459) and male teaching faculty (mean=4.23, SD=.773) there is significant difference regarding job satisfaction (Interpersonal relationships). Female teaching faculty is more satisfied from Interpersonal relationships than male teaching faculty at work place.

Table 4.37 *Difference of gender regarding job satisfaction (Commitment). (N=466)*

	Gender	N	Mean	SD	t-value	Sig
CO	Female	235	4.38	.454	2.406	0.01
	Male	231	4.24	.737		

Note. CO= Commitment; SD = Standard deviation; t-value=Mean difference between two data sets; Sig= Level of significance.

Above table reveals that the t-value is (2.40) and significance is below 0.05. So, it is concluded that as per mean score of female teaching faculty (mean=4.38, SD= .454) and male teaching faculty (mean=4.24, SD=.737) there is significant difference regarding job satisfaction (Commitment). Female teaching faculty shows more satisfaction towards commitment than male teaching faculty at work place.

Table 4.38 *Difference of gender regarding job satisfaction (Salary). (N=466)*

	Gender	N	Mean	SD	t-value	Sig
SAL	Female	235	4.41	.461	2.457	0.01
	Male	231	4.27	.755		

Note. SAL= Salary; SD = Standard deviation; t-value=Mean difference between two data sets; Sig= Level of significance.

Above table reveals that the t-value is (2.45) and significance is below 0.05. So, it is concluded that as per mean score of female teaching faculty (mean=4.41, SD= .461) and male teaching faculty (mean=4.27, SD=.755) there is significant difference regarding job satisfaction (Salary). Female teaching faculty shows more satisfaction towards salary than male teaching faculty at work place.

Table 4.39 *Difference of gender regarding job satisfaction (Workload). (N=466)*

	Gender	N	Mean	SD	t-value	Sig
WO	Female	235	3.66	.286	1.950	0.05
	Male	231	3.59	.424		

Note. WO= Workload; SD = Standard deviation; t-value=Mean difference between two data sets; Sig= Level of significance.

Above table reveals that the t-value is (1.95) and significance is 0.05. So, it is concluded that as per mean score of female teaching faculty (mean=3.66 SD= .286) and male teaching faculty (mean=3.595, SD=.424) there is significant difference regarding job satisfaction (Workload). Male teaching faculty shows more satisfaction towards workload than female teaching faculty at work place.

Table 4.40 *Difference of age regarding Emotional Labor Strategies (Surface acting) (ANOVA).*

Variable	Age	N	Mean	SD	F	Sig
SA	35-40	87	1.82	.94	6.35	.002
	41-45	296	1.57	.47		
	46-above	83	1.59	.53		
	Total	466	1.62	.63		

Note. SA=Surface acting; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

Above table reveals that statistically significant difference exists between groups ($F = 6.35$, $p = .002$). So, the null hypothesis is rejected. As per mean, Age group (35-40) is using surface acting strategy more than other age groups.

Table 4.41 *Difference of age regarding emotional labor strategies (Surface acting) = 'Tukey Post Hoc' * $p < 0.05$*

Age(Years)	Age(groups)	Sig
41-45	41-45	.001
	46-above	.033
	35-40	.001
	46-above	.926
46-above	35-40	.033
	41-45	.926

* $p < 0.05$

Above, A Tukey post hoc table shows that statistically significant difference exists between age groups (35-40) and (41-45) having p value = (.001) regarding surface acting. Besides this, statistically significant difference is found between (35-40) and (46- above) age groups, having p value = (.033). Results also revealed that there is no statistically significant difference between (41-45) and (46-above) age groups having p value= (.926).

Table 4.42 *Difference of age regarding Emotional Labor Strategies (Deep acting) (ANOVA).*

Variable	Age	N	Mean	SD	F	Sig
DA	35-40	87	3.46	1.39	3.781	.024
	41-45	296	3.88	1.17		
	46- above	83	3.73	1.29		
	Total	466	3.77	1.24		

Note. DA=Deep acting; SD = Standard deviation; F= Variation between sample means;

Sig= Level of significance.

Above table reveals that there is statistically significant difference between groups ($F = 3.781$, $p = .024$). So, the null hypothesis is rejected. As per mean, Age group (41-45) is using deep acting strategy more than other age groups.

Table 4.43 *Difference of age regarding emotional labor strategies (Deep acting) = 'Tukey Post Hoc'*

Age(years)	Age(groups)	Sig
35-40	41-45	.018
	46-above	.340
41-45	35-40	.018
	46-above	.612
46-above	35-40	.340
	41-45	.612

* $p < 0.05$

Above, A Tukey post hoc table shows that statistically significant difference exists between the age groups (35-40) and (41-45) and having $p \text{ value} = (.018)$ regarding deep acting. Besides this, statistically significant difference is not found between (35-40) and (46-above) age groups having $p \text{ value} = (.340)$. Results also revealed that statistically significant difference does not exist between age groups (41-45) and (46-above) having $p \text{ value} = (.612)$.

Table 4.44 *Difference of age regarding Emotional Labor Strategies (Genuine expression of emotions). (ANOVA).*

Variable	Age	N	Mean	SD	F	Sig
GA	35-40	87	3.46	1.39	3.781	.024
	41-45	296	3.88	1.17		
	46-above	83	3.73	1.29		
	Total	466	3.77	1.24		

Note. GA=Genuine expression of emotions; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

Above table reveals that statistically significant difference exists between groups ($F = 3.781, p = .024$). So, the null hypothesis is rejected. As per mean, Age group (41-45) is using genuine expression of emotions' strategy more than other age groups.

Table 4.45 *Difference of age regarding emotional labor strategies (Genuine expression of emotions) = 'Tukey Post Hoc'*

Age(years)	Age(groups)	Sig
35-40	41-45	.018
	46-above	.340
	35-40	.018
41-45	46-above	.612
	35-40	.340
	41-45	.612

* $p < 0.05$

Above, A Tukey post hoc table shows that statistically significant difference exist between the age groups (35-40) and (41-45) having p value = (.018) regarding genuine expression of emotions. Besides this, statistically significant difference is not found between (35-40) and (46-above) age groups having p value = (.340). Results also revealed that statistically significant difference does not exist between (41-45) and (46-above) age groups having p value = (.612).

Table 4.46 *Difference of age regarding job satisfaction (Authority) (ANOVA).*

Variable	Age	N	Mean	SD	F	Sig
AU	35-40	87	4.07	.93	7.560	.001
	41-45	296	4.35	.47		
	46-	83	4.33	.54		
	above					

Note. AU=Authority; SD = Standard deviation; F= Variation between sample means;

Sig= Level of significance.

Above table shows that statistically significant difference exists between groups ($F = 7.560, p = .001$). So, the null hypothesis is rejected. As per mean, Age group (41-45) is more satisfied from authority than other age groups.

Table 4.47 *Difference of age regarding job satisfaction (Authority) = 'Tukey Post Hoc'*

Age (years)	Age (groups)	Sig
41-45	41-45	.000
	46-above	.013
	35-40	.000
	46-above	.960
	35-40	.013
	41-45	.960

* $p < 0.05$

Above, A Tukey post hoc table shows that statistically significant difference exists between age groups (35-40) and (41-45) having p value = (.000) regarding job satisfaction (Authority). Besides this, statistically significant difference is present between (35-40) and (46-above) groups having p value = (.013). Furthermore, statistically significant difference is not found between (41-45) and (46-above) groups having p value = (.960).

Table 4.48 *Difference of age regarding job satisfaction (Supervision) (ANOVA).*

Variable	Age	N	Mean	SD	F	Sig
SU	35-40	87	4.11	.94	5.396	.005
	41-45	296	1.35	.49		
	46-above	83	4.32	.54		
	Total	466	4.30	.61		

Note. SU=Supervision; SD = Standard deviation; F= Variation between sample means;

Sig= Level of significance.

According to above table statistically significant difference is found between groups ($F = 5.396$, $p = .005$). So, null hypothesis is rejected. As per mean, Age group (46-above) is more satisfied from supervision than other age groups.

Table 4.49 *Difference of age regarding job satisfaction (Supervision) = 'Tukey Post Hoc'*

Age(years)	Age(groups)	Sig
35-40	41-45	.003
	46-above	.061
	35-40	.003
41-45	46-above	.913
	35-40	.061
46-above	41-45	.913

* $p < 0.05$

Above, A Tukey post hoc table shows that statistically significant difference exists between age groups (35-40) and (41-45) having p value = (.003) regarding job satisfaction (Supervision). Besides this, statistically significant difference is not found between (35-40) and (46-above) age groups having p value = (.061). It is also revealed that statistically significant difference is not present between (41-45) and (46-above) age groups having p value = (.913).

Table 4.50 *Difference of age regarding job satisfaction (Policies and facilities) (ANOVA).*

Variable	Age	N	Mean	SD	F	Sig
PO	35-40	87	4.11	.92	6.416	.002
	41-45	296	4.37	.48		
	46-above	83	4.36	.55		
	Total	466	4.32	.61		

Note. PO= Policies and facilities; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

According to above table, statistically significant difference is present between groups ($F = 6.416$, $p = .002$). So, null hypothesis is rejected. As per mean, Age group (41-45) is more satisfied from Policies and facilities than other age groups.

Table 4.51 *Difference of age regarding job satisfaction (Policies and facilities) = 'Tukey Post Hoc'*

Age (years)	Age (groups)	Sig
35-40	41-45	.001
	46-above	.021
41-45	35-40	.001
	46-above	.988
46-above	35-40	.021
	41-45	.988

* $p < 0.05$

Above, A Tukey post hoc table shows that statistically significant difference is present between the age groups (35-40) and (41-45) having p value = (.001) regarding job satisfaction (Policies and facilities). Besides this, statistically significant difference is found between (35-40) and (46-above) age groups having p value = (.021). Results also revealed that statistically significant difference is not present between (41-45) and (46- above) groups having p value= (.988).

Table 4.52 *Difference of age regarding job satisfaction (My work itself) (ANOVA)*

Variable	Age	N	Mean	SD	F	Sig
MY	35-40	87	4.08	.96	7.304	.001
	41-45	296	4.36	.49		
	46-above	83	4.35	.56		
	Total	466	4.31	.62		

Note. MY=My work itself; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

Above table shows that statistically significant difference is present between groups ($F = 7.304$, $p = .001$). So, the null hypothesis is rejected. As per mean, Age group (41-45) is more satisfied from 'My work itself' than other age groups.

Table 4.53 *Difference of age regarding job satisfaction (My work itself) = 'Tukey Post Hoc'*

Age (years)	Age (groups)	Sig
35-40	41-45	.001
	46-above	.013
41-45	35-40	.001
	46-above	.979
46-above	35-40	.013
	41-45	.979

* $p < 0.05$

Above, A Tukey post hoc table shows that statistically significant difference is present between age groups (35-40) and (41-45) having p value = (.001) regarding job satisfaction (My work itself). Besides this, statistically significant difference is found between (35-40) and (46-above) age groups having p value = (.013). Furthermore, statistically significant difference is not found between (41-45) and (46-above) having p value = (.979).

Table 4.54 *Difference of age regarding job satisfaction (Interpersonal relationships) (ANOVA).*

	Age	N	Mean	SD	F	Sig
IN	35-40	87	4.08	.96	6.904	.001
	41-45	296	4.36	.50		
	46- above	83	4.34	.58		
	Total	466	4.31	.63		

Note. IN=Interpersonal relations; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

According to above table, statistically significant difference exists between groups ($F = 6.904$, $p = .001$). So, null hypothesis is rejected. As per mean, Age group (41-45) is more satisfied from 'Interpersonal relationships' than other age groups.

Table 4.55 *Difference of age regarding job satisfaction (Interpersonal relationships) = 'Tukey Post Hoc'*

Age (years)	Age (groups)	Sig
41-45	41-45	.001
	46-above	.022
	35-40	.001
	46-above	.941
	35-40	.022
	41-45	.941

* $p < 0.05$

Above, A Tukey post hoc table shows that there is statistically significant difference between (35-40) and (41-45) age groups having p value = (.001) regarding job satisfaction Interpersonal relationships). Besides this, statistically significant difference is present between (35- 40) and (46-above) age groups having p value = (.022). Furthermore, no statistically significant difference is present between (41-45) and (46- above) age groups having p value= (.941).

Table 4.56 *Difference of age regarding job satisfaction (Commitment) (ANOVA).*

Variable	Age	N	Mean	SD	F	Sig
	35-40	87	4.08	.98	7.983	.000
	41-45	296	4.38	.46		
	46-above	83	4.33	.51		
	Total	466	3.31	.61		

Note. CO=Commitment; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

According to above table, statistically significant difference is present between groups ($F = 7.983, p = .000$). So, the null hypothesis is rejected. As per mean, Age group (41-45) is more satisfied from commitment *than* other age groups.

Table 4.57 *Difference of age regarding job satisfaction (Commitment) = 'Tukey Post Hoc'*

Age(years)	Age (groups)	Sig
	41-45	.000
	46-above	.019
	35-40	.000
41-45	46-above	.837
46-above	35-40	.019
	41-45	.837

* $p < 0.05$

Above, A Tukey post hoc table shows that statistically significant difference is present between age groups (35-40) and (41-45) having $p \text{ value} = (.000)$ regarding job satisfaction(commitment). Besides this, statistically significant difference is also present between (35-40) and (46-above) age groups *having $p \text{ value} = (.019)$* . Furthermore, statistically significant difference is not present between (41-45) and (46-above) age groups having $p \text{ value} = (.837)$.

Table 4.58 *Difference of age regarding job satisfaction (Salary) (ANOVA).*

Variable	Age	N	Mean	SD	F	Sig
SAL	35-40	87	4.10	.97	7.889	.000
	41-45	296	4.40	.49		
	46-above	83	4.37	.53		
	Total	466	4.34	.62		

Note. SAL=Salary; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

Above table reveals that statistically significant difference exists between groups (= 7.889, $p = .000$). So, the null hypothesis is rejected. As per mean, Age group (41-45) is more satisfied from salary than other age groups.

Table 4.59 *Difference of age regarding job satisfaction (Salary) = 'Tukey Post Hoc'*

Age (years)	Age (groups)	Sig
35-40	41-45	.000
	46-above	.012
	35-40	.000
41-45	46-above	.950
46-above	35-40	.012

* $p < 0.05$

Above, A Tukey post hoc table shows that statistically significant difference is present between age groups (35-40) and (41-45) having p value = (.000) regarding job satisfaction (Salary). Besides this, statistically significant difference is found between (35- 40) and (46-above) age groups having p value = (.012). Furthermore, statistically significant difference is not found between (41-45) and (46-above) age groups having p value= (.950).

Table 4.60 *Difference of age regarding job satisfaction (Workload) (ANOVA).*

Variable	Age	N	Mean	SD	F	Sig
WO	35-40	87	3.49	.51	7.327	.001
	41-45	296	3.66	.30		
	46-above	83	3.63	.35		
	Total	466	3.62	.36		

Note. WO= Workload; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

According to the above table, statistically significant difference is present between groups ($F = 7.327$, $p = .001$). So, the null hypothesis is rejected. As per mean, Age group (41-45) is more satisfied from work load than other age groups.

Table 4.61 *Difference of age regarding job satisfaction (Workload) (Multiple Comparisons= 'Tukey Post Hoc'*

Age(years)	Age(groups)	Sig
41-45	41-45	.000
	46-above	.028
	35-40	.000
	46-above	.837
46-above	35-40	.028
	41-45	.837

* $p < 0.05$

Above, A Tukey post hoc table shows that statistically significant difference exists between (35-40) and (41-45) age groups having p value = (.000) regarding job satisfaction (Workload). Besides this, statistically significant difference is also present between (35-40) and (46-above) age groups having p value = (.028). Furthermore, no statistically significant difference exists between (41-45) and (46-above) age groups having p value= (.837).

Table 4.62 *Difference of qualification regarding emotional labor strategies (Surface acting) (ANOVA).*

Variable	Qualification	N	Mean	SD	F	Sig
SA	MPhil	221	1.69	.73	3.601	.028
	PhD	237	1.55	.42		
	Postdoc	8	1.82	1.03		
	Total	466	1.62	.60		

Note. SA= Surface acting; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

According to above table, statistically significant difference is present between groups ($F = 3.601$, $p = .028$). So, the null hypothesis is rejected. As per mean, Postdoc group is using surface acting strategy more than other groups.

Table 4.63 *Difference of qualification regarding emotional labor strategies (Surface acting) = 'Tukey Post Hoc'*

Qualification	Qualification	Sig
MPhil	PhD	.034
	Postdoc	.808
PhD	MPhil	.034
	Postdoc	.410
Postdoc	MPhil	.808
	PhD	.410

* $p < 0.05$

Above, A Tukey post hoc table shows that statistically significant difference is present between M.Phil. and PhD teaching faculty having p value = (.034) regarding emotional labor strategies (Surface acting). Besides this, no statistically significant difference is found between M.Phil. and postdoc teaching faculty having p value = (.808). Statistically significant difference is also not found between Post doc and PhD teaching faculty having p value = (.410).

Table 4.64 *Difference of qualification regarding emotional labor strategies (Deep acting) (ANOVA).*

Variable	Qualification	N	Mean	SD	F	Sig
DA	MPhil	221	3.57	1.36	6.098	.002
	PhD	237	3.97	1.09		
	Postdoc	8	3.70	1.47		
	Total	466	3.77	1.24		

Note. DA= Deep acting; SD = Standard deviation; F= Variation between sample means;

Sig= Level of significance.

According to above table, statistically significant difference is present between groups (= 6.098, $p = .002$). So, the null hypothesis is rejected. As per mean, PhD group is using deep acting strategy more than other groups.

Table 4.65 *Difference of qualification regarding emotional labor strategies (Deep acting) = 'Tukey Post Hoc*

Qualification	Qualification	Sig
MPhil	PhD	.002
	Postdoc	.948
	MPhil	.002
PhD	Postdoc	.822
Postdoc	PhD	.822

* $p < 0.05$

Above, table of Tukey post hoc shows that statistically significant difference exists between M.Phil. and PhD teaching faculty having p value= (.002) regarding emotional labor strategies (Deep acting). But statistically significant difference is not found between M.Phil. and postdoc teaching faculty having p value = (.948). Statistically significant difference is also not found between Post doc and PhD teaching faculty having p value = (.822).

Table 4.66 *Difference of qualification regarding emotional labor strategies (Genuine expression of emotions) (ANOVA).*

Variable	Qualification	N	Mean	SD	F	Sig
GA	MPhil	221	3.57	1.36	6.098	.002
	PhD	237	3.97	1.09		
	Postdoc	8	3.70	1.47		
	Total	466	3.77	1.24		

Note. GA= Genuine expression of emotions; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

According to above table, statistically significant difference is present between groups ($F = 6.098$, $p = .002$). So, the null hypothesis is rejected. As per mean, PhD group is using genuine expression of emotions strategy more than other groups.

Table 4.67 *Difference of qualification regarding emotional labor strategies (Genuine expression of emotions) = 'Tukey Post Hoc'*

Qualification	Qualification	Sig
MPhil	PhD	.002
	Postdoc	.948
PhD	MPhil	.002
	Postdoc	.822
Postdoc	MPhil	.948
	PhD	.822

* $p < 0.05$

Above, table of Tukey post hoc shows that statistically significant difference is present between M.Phil. and PhD teaching faculty having p value= (.002) regarding emotional labor strategies (Genuine expression of emotions). But no statistically significant difference exists with M.Phil. and postdoc teaching faculty having p value = (.948). Statistically significant difference is also not found between Post doc and PhD teaching faculty having p value = (.822).

Table 4.68 *Difference of qualification regarding job satisfaction (Authority) (ANOVA).*

Variable	Qualification	N	Mean	SD	F	Sig
AU	MPhil	221	4.22	.73	3.735	.025
	PhD	237	4.37	.42		
	Postdoc	8	4.09	.98		
	Total	466	4.29	.60		

Note. AU= Authority; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

According to above table statistically significant difference is present between groups ($F = 3.735$, $p = .025$). So, the null hypothesis is rejected. As per mean, PhD group is more satisfied from authority than other groups.

Table 4.69 *Difference of qualification regarding job satisfaction (Authority) = 'Tukey Post Hoc'*

Qualification	Qualification	Sig
MPhil	PhD	.029
	Postdoc	.821
	MPhil	.029
PhD	Postdoc	.415
	MPhil	.821
Postdoc	PhD	.415

* $p < 0.05$

Above, table shows that statistically significant difference is present between M.Phil. and PhD teaching faculty having p value= (.029) regarding job satisfaction (Authority). But there is no statistically significant difference between M.Phil. and postdoc teaching faculty having p value = (.821). Statistically significant difference is also not present between Post doc and PhD teaching faculty having p value = (.415).

Table 4.70 *Difference of qualification regarding job satisfaction (Supervision) (ANOVA).*

Variable	Qualification	N	Mean	SD	F	Sig
SU	MPhil	221	4.24	.74	2.820	.061
	PhD	237	4.36	.43		
	Postdoc	8	4.07	1.01		
	Total	466	4.30	.61		

Note. SU= Supervision; SD = Standard deviation; F= Variation between sample means;

Sig= Level of significance.

According to above table. statistically significant difference is not present between groups ($F = 2.820, p = .061$). So, the null hypothesis is fails to reject.

Table 4.71 *Difference of qualification regarding job satisfaction (Supervision) = 'Tukey Post Hoc'*

Qualification	Qualification	Sig
MPhil	PhD	.087
	Postdoc	.719
PhD	MPhil	.087
	Postdoc	.381
Postdoc	MPhil	.719

* $p < 0.05$

Above, A Tukey post hoc table shows that statistically significant difference is not present between the M.Phil. and PhD teaching faculty having p value= (.087) regarding job satisfaction (Supervision). Besides this, statistically significant difference is not found between M.Phil. and postdoc teaching faculty having p value = (.719). Statistically significant difference is also not found between Post doc and PhD teaching faculty having p value = (.381).

Table 4.72 *Difference of qualification regarding job satisfaction (Policies and facilities) (ANOVA).*

Variable	Qualification	N	Mean	SD	F	Sig
PO	MPhil	221	4.26	.74	3.031	.049
	PhD	237	4.38	.42		
	Postdoc	8	4.08	1.02		
	Total	466	4.32	.61		

Note. PO= Policies and facilities; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

According to above table, statistically significant difference is not present between groups ($F = 3.031$, $p = .049$). So, the null hypothesis fails to reject.

Table 4.73 *Difference of qualification regarding job satisfaction (Policies and facilities) = 'Tukey PostHoc'*

Qualification	Qualification	Sig
MPhil	PhD	.075
	Postdoc	.684
PhD	MPhil	.075
	Postdoc	.342
Postdoc	MPhil	.684
	PhD	.342

* $p < 0.05$

Above, A Tukey post hoc table shows that statistically significant difference is not present between the M.Phil. and PhD teaching faculty having p value = (.075) regarding job satisfaction (Policies and facilities). Besides this, statistically significant difference is not found between M.Phil. and postdoc teaching faculty having p value = (.684). Statistically significant difference is also not found between Post doc and PhD teaching faculty having p value = (.342).

Table 4.74 *Difference of qualification regarding job satisfaction (My work itself) (ANOVA).*

Variable	Qualification	N	Mean	SD	F	Sig
MY	MPhil	221	4.23	.75	4.300	.014
	PhD	237	4.38	.44		
	Postdoc	8	4.02	1.06		
	Total	466	4.31	.62		

According to above table, significant difference between groups is present ($F=4.300$, $p=.014$). So, null hypothesis is rejected. As per mean, PhD group is more satisfied from 'Mywork itself' than other groups.

Table 4.75 *Difference of qualification regarding job satisfaction (My work itself) = 'Tukey Post Hoc'*

Qualification	Qualification	Sig
MPhil	PhD	.024
	Postdoc	.611
PhD	MPhil	.024
	Postdoc	.234
Postdoc	MPhil	.611
	PhD	.234

* $p < 0.05$

Above, table shows that statistically significant difference is present between the M.Phil. and PhD teaching faculty having p value = (.024) regarding job satisfaction (My work itself). Besides this, statistically significant difference is not found between M.Phil. and postdoc teaching faculty having p value = (.611). Statistically significant difference is also not found between Post doc and PhD teaching faculty having p value = (.234).

Table 4.76 *Difference of qualification regarding job satisfaction (Interpersonal relationships) (ANOVA).*

Variable	Qualification	N	Mean	SD	F	Sig
IN	MPhil	221	4.24	.76	3.061	.048
	PhD	237	4.38	.46		
	Postdoc	8	4.15	1.03		
	Total	466	4.31	.63		

Note. IN= Interpersonal relations; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

According to above table statistically significant difference is present between groups ($F = 3.061$, $p = .048$). So, the null hypothesis is rejected. As per mean, Post doc group is more satisfied from interpersonal groups than other groups.

Table 4.77 *Difference of qualification regarding job satisfaction (Interpersonal relationships) = 'TukeyPost Hoc'*

Qualification	Qualification	Sig
MPhil	PhD	.048
	Postdoc	.917
	MPhil	.048
PhD	Postdoc	.569
	MPhil	.917
Postdoc	PhD	.569

* $p < 0.05$

Above, table shows that statistically significant difference is present between the M.Phil. and PhD teaching faculty having p value = (.048) regarding job satisfaction (Interpersonal relationships). Besides this, statistically significant difference is not found between M.Phil. and postdoc teaching faculty having p value = (.917). Statistically significant difference is also not found between Post doc and PhD teaching faculty having p value = (.569).

Table 4.78 *Difference of qualification regarding job satisfaction (Commitment) (ANOVA).*

Variable	Qualification	N	Mean	SD	F	Sig
CO	MPhil	221	4.24	.75	3.567	.029
	PhD	237	4.38	.40		
	Postdoc	8	4.09	1.05		
	Total	466	4.31	.61		

Note. CO= Commitment; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

According to above table, statistically significant difference is present between groups ($F = 3.567$, $p = .029$). So, the null hypothesis is rejected. As per mean, PhD group is more satisfied from commitment than other groups.

Table 4.79 *Difference of qualification regarding job satisfaction (Commitment) = 'Tukey Post Hoc'*

Qualification	Qualification	Sig
M.Phil.	PhD	.038
	Postdoc	.760
PhD	M.Phil.	.038
	Postdoc	.371
Postdoc	M.Phil.	.760
	PhD	.371

* $p < 0.05$

Above, table shows that statistically significant difference is present between the M.Phil. and PhD teaching faculty having p value = (.038) regarding job satisfaction (Commitment). Besides this, statistically significant difference is not found between M.Phil. and postdoc teaching faculty having p value = (.760). Significant difference is also not found between Post doc and PhD teaching faculty having p value = (.371).

Table 4.80 *Difference of qualification regarding job satisfaction (Salary) (ANOVA).*

Variable	Qualification	N	Mean	SD	F	Sig
SAL	MPhil	221	4.25	.76	5.210	.006
	PhD	237	4.43	.43		
	Postdoc	8	4.09	1.06		
	Total	466	4.34	.62		

Note. SAL= Salary; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

According to above table, statistically significant difference is present between groups ($F = 5.210$, $p = .006$). So, the null hypothesis is rejected.

Table 4.81 *Difference of qualification regarding job satisfaction (Salary) = Tukey Post Hoc*

Qualification	Qualification	Sig
MPhil	PhD	.008
	Postdoc	.747
	MPhil	.008
PhD	Postdoc	.285
Postdoc	MPhil	.747
	PhD	.285

* $p < 0.05$

Above, table shows that there statistically significant difference is present between the M.Phil. and PhD teaching faculty having p value= (.008) regarding job satisfaction (Salary). Besides this, statistically significant difference is not present between M.Phil. and postdoc teaching faculty having p value = (.285). Statistically significant difference is also not found between Post doc and PhD teaching faculty having p value = (.747).

Table 4.82 *Difference of qualification regarding job satisfaction (Workload) (ANOVA).*

Variable	Qualification	N	Mean	SD	F	Sig
WO	MPhil	221	3.58	.41	3.276	.039
	PhD	237	3.66	.29		
	Postdoc	8	3.50	.64		
	Total	466	3.62	.36		

Note. WO= Workload; SD = Standard deviation; F= Variation between sample means;

Sig= Level of significance.

According to above table, statistically significant difference is present between groups ($F = 3.276$, $p = .039$). So, the null hypothesis is rejected. As per mean, PhD group is more satisfied from workload than other groups.

Table 4.83 *Difference of qualification regarding job satisfaction (Workload) = 'Tukey Post Hoc'*

Qualification	Qualification	Sig
MPhil	PhD	.050
	Postdoc	.771
PhD	MPhil	.050
	Postdoc	.396
Postdoc	MPhil	.771
	PhD	.396

* $p < 0.05$

Above table shows that there statistically significant difference is present between the M.Phil. and PhD teaching faculty having p value= (.050) regarding job satisfaction(Workload). Besides this, statistically significant difference is not found between M.Phil. and postdoc teaching faculty having p value = (.771). Statistically significant difference is also not found between Post doc and PhD teaching faculty having p value = (.396).

Table 4.84 *Difference of marital status regarding emotional labor strategies (Surface acting) (ANOVA).*

Variable	Qualification	N	Mean	SD	F	Sig
SA	Unmarried	159	1.73	.80	6.325	.002
	Married	302	1.55	.43		
	Divorced	5	2.10	1.27		
	Total	466	1.60	.60		

Note. SA= Surface acting; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

Above table shows that statistically significant difference is present between groups ($F = 6.325$, $p = .002$). So, the null hypothesis is rejected. As per mean, divorced group is using surface acting strategy more than other groups.

Table 4.85 *Difference of marital status regarding emotional labor strategies (Surface acting) = 'TukeyPost Hoc'*

Marital Status	Marital Status	Sig
Unmarried	Married	.006
	Divorced	.377
Married	Unmarried	.006
	Divorced	.110
Divorced	Unmarried	.377
	Married	.110

* $p < 0.05$

Above table shows that statistically significant difference is present between the unmarried and married teaching faculty having $p \text{ value} = (.006)$ regarding emotional labor strategies (Surface acting). But statistically significant difference is not found between unmarried and divorced teaching faculty having $p \text{ value} = (.377)$. Statistically significant difference is also not found between married and divorced teaching faculty having $p \text{ value} = (.110)$.

Table 4.86 *Difference of marital status regarding emotional labor strategies (Deep acting) (ANOVA).*

Variable	Qualification	N	Mean	SD	F	Sig
DA	Unmarried	159	3.47	1.39	8.101	.000
	Married	302	3.94	1.12		
	Divorced	5	3.26	1.62		
	Total	466	3.77	1.24		

Note. DA= Deep acting; SD = Standard deviation; F= Variation between sample means;

Sig= Level of significance.

Above table shows that statistically significant difference is present between groups ($F(2,463) = 8.101, p = .000$). So, the null hypothesis is rejected. As per mean, married group is using deep acting strategy more than other groups.

Table 4.87 *Difference of marital status regarding emotional labor strategies (Deep acting) = 'Tukey PostHoc'*

Marital Status	Marital Status	Sig
Unmarried	Married	.000
	Divorced	.927
Married	Unmarried	.000
	Divorced	.439
Divorced	Unmarried	.927
	Married	.439

* $p < 0.05$

Above table shows that statistically significant difference is present between the unmarried and married teaching faculty having p value= (.000) regarding emotional labor strategies (Deep acting). But statistically significant difference is not found between unmarried and divorced teaching faculty having p value = (.927). Statistically significant difference is also not found between married and divorced teaching faculty having p value = (.439).

Table 4.88 *Difference of marital status regarding emotional labor strategies (Genuine expression of emotions) (ANOVA).*

Variable	Qualification	N	Mean	SD	F	Sig
GA	Unmarried	159	3.47	1.39	8.101	.000
	Married	302	3.94	1.12		
	Divorced	5	3.26	1.62		
	Total	466	3.77	1.24		

Note. GA= Genuine expression of emotions; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

Above table shows that that statistically significant difference is present between groups ($F = 8.101, p = .000$). So, the null hypothesis is rejected. As per mean, married group is using genuine expression of emotions strategy more than other groups.

Table 4.89 *Difference of marital status regarding emotional labor strategies (Genuine expression of emotions) = 'Tukey Post Hoc'*

Marital Status	Marital Status	Sig
Unmarried	Married	.000
	Divorced	.927
Married	Unmarried	.000
	Divorced	.439
Divorced	Unmarried	.927
	Married	.439

* $p < 0.05$

Above table shows that statistically significant difference is present between the unmarried and married teaching faculty having $p \text{ value} = (.000)$ regarding emotional labor strategies (Genuine expression of emotions). But statistically significant difference is not present between unmarried and divorced teaching faculty having $p \text{ value} = (.927)$. Statistically significant difference is also not found between married and divorced teaching faculty having $p \text{ value} = (.439)$.

Table 4.90 *Difference of marital status regarding Job satisfaction (Authority) (ANOVA).*

Variable	Qualification	N	Mean	SD	F	Sig
AU	Unmarried	159	4.18	.80	5.080	.003
	Married	302	4.36	.43		
	Divorced	5	3.86	1.23		
	Total	466	4.29	.60		

Note. AU= Authority; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

Above table shows that statistically significant difference is present between groups ($F = 5.802$, $p = .003$). So, null hypothesis is rejected. As per mean, married group is more satisfied from authority than other groups.

Table 4.91 *Difference of marital status regarding job satisfaction (Authority) = 'Tukey Post Hoc'*

Marital Status	Marital Status	Sig
Unmarried	Married	.008
	Divorced	.466
Married	Unmarried	.008
	Divorced	.158
Divorced	Unmarried	.466
	Married	.158

* $p < 0.05$

Above table shows that statistically significant difference is present between the unmarried and married teaching faculty having p value = (.008) regarding job satisfaction (Authority). But statistically significant difference is not found between unmarried and divorced teaching faculty having p value = (.466). Significant difference is also not found between married and divorced teaching faculty having p value = (.158).

Table 4.92 *Difference of marital status regarding Job satisfaction (Supervision) (ANOVA).*

Variable	Qualification	N	Mean	SD	F	Sig
SU	Unmarried	159	4.17	.80	7.351	.001
	Married	302	4.37	.45		
	Divorced	5	3.80	1.23		
	Total	466	4.30	.61		

Note. SU= Supervision; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

Above table shows that statistically significant difference is present between groups ($F = 7.351$, $p = .001$). So, null hypothesis is rejected. As per mean, married group is more satisfied from supervision than other groups.

Table 4.93 *Difference of marital status regarding job satisfaction (Supervision) = 'Tukey Post Hoc'*

Marital Status	Marital Status	Sig
Unmarried	Married	.003
	Divorced	.355
Married	Unmarried	.003
	Divorced	.088
Divorced	Unmarried	.355
	Married	.088

* $p < 0.05$

Above table shows that statistically significant difference is present between the unmarried and married teaching faculty having p value= (.003) regarding job satisfaction (Supervision). But statistically significant difference is not present between unmarried and divorced teaching faculty having p value = (.355). Statistically significant difference is also not present between married and divorced teaching faculty having p value = (.088).

Table 4.94 *Difference of marital status regarding Job satisfaction (Policies and facilities) (ANOVA).*

Variable	Qualification	N	Mean	SD	F	Sig
PO	Unmarried	159	4.22	.80	5.355	.005
	Married	302	4.38	.44		
	Divorced	5	3.86	1.29		
	Total	466	4.32	.61		

Above table shows that statistically significant difference is present between groups ($F = 5.355$, $p = .005$). So, the null hypothesis is rejected. As per mean, married group is more satisfied from policies and facilities than other groups.

Table 4.95 *Difference of marital status regarding job satisfaction (Policies and facilities) = 'Tukey Post Hoc'*

Marital Status	Marital Status	Sig
Unmarried	Married	.015
	Divorced	.400
Married	Unmarried	.015
	Divorced	.137
Divorced	Unmarried	.400
	Married	.137

* $p < 0.05$

Above table shows that statistically significant difference is present between the unmarried and married teaching faculty having p value = (.015) regarding job satisfaction (Policies and facilities). But statistically significant difference is not present between unmarried and divorced teaching faculty having p value = (.400). Statistically significant difference is also not found between married and divorced teaching faculty having p value = (.137).

Table 4.96 *Difference of marital status regarding Job satisfaction (My work itself) (ANOVA).*

Variable	Qualification	N	Mean	SD	F	Sig
MY	Unmarried	159	4.21	.82	4.223	.015
	Married	302	4.36	.45		
	Divorced	5	3.92	1.41		
	Total	466	4.31	.62		

Note. MY= My work itself; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

Above table shows that statistically significant difference is present between groups ($F = 4.223, p = .015$). So, null hypothesis is rejected. As per mean, married group is more satisfied from 'My work itself' than other groups.

Table 4.97 *Difference of marital status regarding job satisfaction (My work itself) = 'Tukey Post Hoc'*

Marital Status	Marital Status	Sig
Unmarried	Married	.031
	Divorced	.553
Married	Unmarried	.031
	Divorced	.247
Divorced	Unmarried	.553
	Married	.247

* $p < 0.05$

Above table shows that statistically significant difference is present between the unmarried and married teaching faculty having p value = (.031) regarding job satisfaction (my work itself). But statistically significant difference is not present between unmarried and divorced teaching faculty having p value = (.553). Statistically significant difference is also not found between married and divorced teaching faculty having p value = (.247).

Table 4.98 *Difference of marital status regarding Job satisfaction (Interpersonal relationships) (ANOVA).*

Variable	Qualification	N	Mean	SD	F	Sig
IN	Unmarried	159	4.20	.83	5.205	.006
	Married	302	4.37	.47		
	Divorced	5	3.88	1.27		
	Total	466	4.31	.63		

Note. IN= Interpersonal relations; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

Above table shows that statistically significant difference is not present between groups ($F = 5.205$, $p = .006$). So, the null hypothesis fails to reject.

Table 4.99 *Difference of marital status regarding job satisfaction (Interpersonal relationships) = 'TukeyPost Hoc'*

Marital Status	Marital Status	Sig
Unmarried	Married	.013
	Divorced	.506
Married	Unmarried	.013
	Divorced	.192
Divorced	Unmarried	.506
	Married	.192

* $p < 0.05$

Above table shows that statistically significant difference is present between the unmarried and married teaching faculty having p value = (.013) regarding job satisfaction (Interpersonal relationships). But statistically significant difference is not present between unmarried and divorced teaching faculty having p value = (.506). Significant difference is also not found between married and divorced teaching faculty having p value = (.192).

Table 4.100 *Difference of marital status regarding Job satisfaction (Commitment) (ANOVA).*

Variable	Qualification	N	Mean	SD	F	Sig
CO	Unmarried	159	4.20	.80	5.868	.003
	Married	302	4.38	.44		
	Divorced	5	3.90	1.34		
	Total	466	4.31	.61		

Note. CO= Commitment; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

Above table shows that statistically significant difference is present between groups $F = 5.868$, $p = .003$). So, the null hypothesis is rejected. As per mean, married group is more satisfied from commitment than other group.

Table 4.101 *Difference of marital status regarding job satisfaction (Commitment) = 'Tukey Post Hoc'*

Marital Status	Marital Status	Sig
Unmarried	Married	.007
	Divorced	.516
Married	Unmarried	.007
	Divorced	.181
Divorced	Unmarried	.516
	Married	.181

* $p < 0.05$

Above table shows that statistically significant difference is present between the unmarried and married teaching faculty having $p \text{ value} = (.007)$ regarding job satisfaction (Commitment). But statistically significant difference is not present between unmarried and divorced teaching faculty having $p \text{ value} = (.516)$. Statistically significant difference is also not found between married and divorced teaching faculty having $p \text{ value} = (.181)$.

Table 4.102 *Difference of marital status regarding Job satisfaction (Salary) (ANOVA).*

Variable	Qualification	N	Mean	SD	F	Sig
SAL	Unmarried	159	4.22	.83	6.066	.003
	Married	302	4.41	.45		
	Divorced	5	3.90	1.34		
	Total	466	4.34	.62		

Note. SAL= Salary; SD = Standard deviation ; F= Variation between sample means;

Sig= Level of significance.

Above table shows that statistically significant difference is present between groups ($F = 6.066$, $p = .003$). So, the null hypothesis is rejected. As per mean, married group is more satisfied from salary than other groups.

Table 4.103 *Difference of marital status regarding job satisfaction (Salary) = 'Tukey Post Hoc'*

Marital Status	Marital Status	Sig
Unmarried	Married	.006
	Divorced	.483
Married	Unmarried	.006
	Divorced	.161
Divorced	Unmarried	.483
	Married	.161

* $p < 0.05$

Above table shows that statistically significant difference is present between the unmarried and married teaching faculty having p value = (.006) regarding job satisfaction (Salary). But statistically significant difference is not present between unmarried and divorced teaching faculty having p value = (.483). Statistically significant difference is also not found between married and divorced teaching faculty having p value = (.161).

Table 4.104 *Difference of marital status regarding Job satisfaction (workload) (ANOVA)*

Variable	Qualification	N	Mean	SD	F	Sig
WO	Unmarried	159	3.56	.44	4.931	.008
	Married	302	3.66	.29		
	Divorced	5	3.40	.78		
	Total	466	3.62	.36		

Note. WO= Workload; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

Above table shows that statistically significant difference is present between groups ($F = 4.931, p = .008$). So, null hypothesis is rejected. As per mean, married group is more satisfied from workload than other groups.

Table 4.105 *Difference of marital status regarding job satisfaction (Workload) = 'Tukey Post Hoc'*

Marital Status	Marital Status	Sig
Unmarried	Married	.015
	Divorced	.567
Married	Unmarried	.015
	Divorced	.234
Divorced	Unmarried	.567
	Married	.234

Above table shows that statistically significant difference is present between the unmarried and married teaching faculty having $p \text{ value} = (.015)$ regarding job satisfaction (Workload). But statistically significant difference is not found between unmarried and divorced teaching faculty having $p \text{ value} = (.567)$. Statistically significant difference is also not found between married and divorced teaching faculty having $p \text{ value} = (.234)$.

Table 4.106 *Difference of job experience regarding emotional labor strategies (Surface acting) (ANOVA).*

Variable	Job Experience	N	Mean	SD	F	Sig
SA	1-5 years	41	2.07	1.17	8.551	.000
	6-10 years	231	1.58	.52		
	11-15 years	168	1.56	.45		
	16-above	26	1.58	.59		
	Total	466	1.62	.60		

Note. SA= Surface acting; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

Above table shows that statistically significant difference is present between groups ($F = 8.551$, $p = .000$). So, the null hypothesis is rejected. As per mean, 1-5 years group is using surface acting strategy more than other groups.

Table 4.107 *Difference of job experience regarding emotional labor strategies (Surface acting) = 'TukeyPost Hoc'*

Job Experience	Job Experience	Sig
1-5 years	6-10 years	.000
	11-15 years	.000
	16-above	.006
6-10 years	1-5 years	.000
	11-15 years	.991
	16-above	1.000
11-15 years	1-5 years	.000
	6-10 years	.991
	16-above	1.000
16-above	1-5 years	.006
	6-10 years	1.000
	11-15 years	1.000

* $p < 0.05$

Above table shows that statistically significant difference is present among 1-5 years and 6-10 years, 1-5 years and 11-15 years, job experience of teaching faculty having p value = (.000) regarding emotional labor strategies (Surface acting). Besides

this, statistically significant difference is present between 1-5 and 16- above years, job experience of teaching faculty having $p\text{ value} = (.006)$. Statistically significant difference is not present between 6-10 years and 11-15 years job experience of faculty having $p\text{ value} = (.991)$. Statistically significant difference is also not found between 6-10 years and 16-above yearsof job experience of teaching faculty having $p\text{ value} = (1.000)$.

Table 4.108 *Difference of job experience regarding emotional labor strategies (Deep acting) (ANOVA).*

Variable	Job experience	N	Mean	SD	F	Sig
DA	1-5 years	41	3.30	1.46	2.830	.038
	6-10 years	231	3.83	1.21		
	11-15 years	168	3.75	1.26		
	16-above	26	4.12	.91		
	Total	466	3.77	1.24		

Note. DA= Deep acting; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

Above table shows that statistically significant difference is present between groups ($F = 2.830, p = .038$). So, the null hypothesis is rejected. As per mean, 16-above years group is using deep acting strategy more than other groups.

Table 4.109 *Difference of job experience regarding emotional labor strategies (Deep acting) = 'Tukey Post Hoc'*

Job Experience	Job Experience	Sig
1-5 years	6-10 years	.060
	11-15 years	.166
	16-above	.043
6-10 years	1-5 years	.060
	11-15 years	.918
	16-above	.669
11-15 years	1-5 years	.166
	6-10 years	.918
	16-above	.486
16-above	1-5 years	.043
	6-10 years	.669
	11-15 years	.486

* $p < 0.05$

Above table shows that statistically significant difference is present among 1-5 years and 16-above years, job experience of teaching faculty having p value = (.043) regarding emotional labor strategies (Deep acting). Besides this, statistically significant difference is not present between 1-5 and 6-10 years, job experience of teaching faculty having p value = (.060). Significant difference is not found between 1-5 and 11-15 years, job experience of teaching faculty having p value = (.166). Statistically significant difference is not found between 6-10 years and 11-15 years job experience of faculty having p value = (.918). Statistically significant difference is not found between 6-10 years and 16-above years of job experience of teaching faculty having p value = (.669). Statistically significant difference is also not found between 11-15 years and 16-above years of job experience of teaching faculty having p value = .486).

Table 4.110 *Difference of job experience regarding emotional labor strategies (Genuine expression of emotions) (ANOVA).*

Variable	Job Experience	N	Mean	SD	F	Sig
GA	1-5 years	41	3.30	1.46	2.830	.038
	6-10 years	231	3.83	1.21		
	11-15 years	168	3.75	1.26		
	16-above	26	3.12	.91		
	Total	466	3.77	1.24		

Note. GA= Genuine expression of emotions; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

Above table shows that statistically significant difference is present between groups ($F=2.830$, $p = .038$). So, the null hypothesis is rejected. As per mean, 6-10 years group is using genuine expression of emotions strategy more than other groups.

Table 4.111 *Difference of job experience regarding emotional labor strategies (Genuine expression of emotions) = 'Tukey Post Hoc'*

Job Experience	Job Experience	Sig
1-5 years	6-10 years	.060
	11-15 years	.166
	16-above	.043
6-10 years	1-5 years	.060
	11-15 years	.918
	16-above	.918
11-15 years	1-5 years	.166
	6-10 years	.918
	16-above	.486
16-above	1-5 years	.043
	6-10 years	.669
	11-15 years	.486

* $p < 0.05$

Above table shows that statistically significant difference is present among 1-5 years and 16-above years, job experience of teaching faculty having p value= (.043) regarding emotional labor strategies (Genuine expression of emotions). Besides this, statistically significant difference is not present between 1-5 and 6-10 years, job

experience of teaching faculty having p value = (.060). Significant difference is not found between 1-5 and 11-15 years, job experience of teaching faculty having p value = (.166). Statistically significant difference is not found between 6-10 years and 11-15 years job experience of faculty having p value = (.918). Statistically significant difference is not present between 6-10 years and 16-above years of job experience of teaching faculty having p value = (.669). Statistically significant difference is also not found between 11-15 years and 16- above years of job experience of teaching faculty having p value = .486).

Table 4.112 *Difference of job experience regarding job satisfaction (Authority) (ANOVA).*

Variable	Job Experience	N	Mean	SD	F	Sig
AU	1-5 years	41	3.85	1.14	8.538	.000
	6-10 years	231	4.33	.53		
	11-15 years	168	4.35	.45		
	16-above	26	4.31	.56		
	Total	466	4.29	.60		

Note. AU= Authority; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

Above table shows that statistically significant difference is present between groups ($F = 8.538$, $p = .000$). So, the null hypothesis is rejected. As per mean, 11-15 years group is more satisfied from authority than other groups.

Table 4.113 *Difference of job experience regarding job satisfaction (Authority) = 'Tukey Post Hoc'*

Job Experience	Job Experience	Sig
1-5 years	6-10 years	.000
	11-15 years	.000
	16-above	.010
6-10 years	1-5 years	.000
	11-15 years	.980
	16-above	.999
11-15 years	1-5 years	.000
	6-10 years	.980
	16-above	.989
16-above	1-5 years	.010
	6-10 years	.999
	11-15 years	.989

* $p < 0.05$

Above table shows that statistically significant difference is present among 1-5 and 6-10 years and, 1-5 and 11-15years, job experience of teaching faculty having p value= (.000) regarding job satisfaction (Authority). Besides this, statistically significant difference is present between 1-5 and 16-above years, job experience of teaching faculty having p value= (.010). Significant difference is not found between 6-10 and 11-15 years, job experience of teaching faculty having p value (.980). Statistically significant difference is not found between 6-10 years and 16-above years job experience of faculty having p value = (.989). Statistically significant difference is also not found between 16-above years and 6-10 years of job experience of teaching faculty having p value = (.999).

Table 4.114 *Difference of job experience regarding job satisfaction (Supervision) (ANOVA).*

Variable	Job Experience	N	Mean	SD	F	Sig
SU	1-5 years	41	3.90	1.20	6.777	.000
	6-10 years	231	4.32	.54		
	11-15 years	168	4.36	.46		
	16-above	26	4.33	.52		
	Total	466	4.30	.61		

Note. SU= Supervision; SD = Standard deviation; F= Variation between sample means;

Sig= Level of significance.

Above table shows that statistically significant difference is present between groups ($F = 6.777$, $p = .000$). So, the null hypothesis is rejected. As per mean, 11-15 years group is more satisfied from supervision than other groups.

Table 4.115 *Difference of job experience regarding job satisfaction (Supervision) = 'Tukey Post Hoc'*

Job Experience	Job Experience	Sig
1-5 years	6-10 years	.000
	11-15 years	.000
	16-above	.026
6-10 years	1-5 years	.000
	11-15 years	.917
	16-above	1.000
11-15 years	1-5 years	.000
	6-10 years	.917
	16-above	.991
16-above	1-5 years	.026
	6-10 years	1.000
	11-15 years	.991

* $p < 0.05$

Above table shows that statistically significant difference is present among 1-5 and 6-10 years and, 1-5 and 11-15 years, job experience of teaching faculty having p value= (.000) regarding job satisfaction (Supervision). Besides this, statistically

significant difference is present between 1-5 and 16-above years, job experience of teaching faculty having p value = (.026). Significant difference is not found between 6-10 and 11-15 years, job experience of teaching faculty having p value (.917). Statistically significant difference is not present between 6-10 years and 16-above years job experience of faculty having p value = (.991). Statistically significant difference is also not found between 16-above years and 6-10 years of job experience of teaching faculty having p value = (1.000).

Table 4.116 *Difference of job experience regarding job satisfaction (Policies and facilities) (ANOVA).*

Variable	Job Experience	N	Mean	SD	F	Sig
PO	1-5 years	41	3.87	1.16	8.784	.000
	6-10 years	231	4.35	.54		
	11-15 years	168	4.39	.45		
	16-above	26	4.35	.55		
	Total	466	4.32	.61		

Note. PO= Policies and facilities; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

Above table shows that statistically significant difference is present between groups = 8.784, p = .000). So, the null hypothesis is rejected. As per mean, 11-15 years group is more satisfied from policies and facilities than other groups.

Table 4.117 *Difference of job experience regarding job satisfaction (Policies and facilities) = 'Tukey PostHoc'*

Job Experience	Job Experience	Sig
1-5 years	6-10 years	.000
	11-15 years	.000
	16-above	.007
6-10 years	1-5 years	.000
	11-15 years	.920
	16-above	1.000
11-15 years	1-5 years	.000
	6-10 years	.920
	16-above	.994
16-above	1-5 years	.007
	6-10 years	1.000
	11-15 years	.994

* $p < 0.05$

Above table shows that statistically significant difference is present among 1-5 and 6-10 years and, 1-5 and 11-15years, job experience of teaching faculty having p value= (.000) regarding job satisfaction (Policies and facilities). Besides this, statistically significant difference is present between 1-5 and 16-above years, job experience of teaching faculty having p value = (.007). Significant difference is not present between 6-10 and 11-15 years, job experience of teaching faculty having p value (.920). Statistically significant difference is not present between 6-10 years and 16-above years job experience of faculty having p value = (1.000). Statistically significant difference is also not found between 16-above years and 11-15 years of job experience of teaching faculty having p value = (.994).

Table 4.118 *Difference of job experience regarding job satisfaction (My work itself) (ANOVA).*

Variable	Job Experience	N	Mean	SD	F	Sig
MY work itself	1-5 years	41	3.84	1.19	7.708	.000
	6-10 years	231	4.34	.54		
	11-15 years	168	4.38	.47		
	16-above	26	4.33	.60		
	Total	466	4.31	.62		

Note. MY= My work itself; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

Above table shows that statistically significant difference is present between groups ($F = 8.708$, $p = .000$). So, the null hypothesis is rejected. As per mean, 11-15 years group is more satisfied from 'My work itself' than other groups.

Table 4.119 *Difference of job experience regarding job satisfaction (My work itself) = 'Tukey Post Hoc'*

Job Experience	Job Experience	Sig
1-5 years	6-10 years	.000
	11-15 years	.000
	16-above	.010
6-10 years	1-5 years	.000
	11-15 years	.914
	16-above	1.000
11-15 years	1-5 years	.000
	6-10 years	.914
	16-above	.980
16-above	1-5 years	.010
	6-10 years	1.000
	11-15 years	.980

* $p < 0.05$.

Above table shows that statistically significant difference is present among 1-5 and 6-10 years and, 1-5 and 11-15 years, job experience of teaching faculty having p value= (.000) regarding job satisfaction (My work itself). Besides this, statistically

significant difference is present between 1-5 and 16-above years, job experience of teaching faculty having p value = (.010). But significant difference is not found between 6-10 and 11-15 years, job experience of teaching faculty having p value (.914). Statistically significant difference is not found between 6-10 years and 16-above years job experience of faculty having p value = (1.000). Statistically significant difference is also not found between 16-above years and 11-15 years of job experience of teaching faculty having p value = (.980).

Table 4.120 *Difference of job experience regarding job satisfaction (Interpersonal relationships) (ANOVA).*

Variable	Job Experience	N	Mean	SD	F	Sig
IN	1-5 years	41	3.85	1.21	7.957	.000
	6-10 years	231	4.34	.56		
	11-15 years	168	4.37	.48		
	16-above	26	4.31	.61		
	Total	466	4.31	.63		

Note. IN= Interpersonal relations; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

Above table shows that statistically significant difference is present between groups $F = 7.957$, $p = .000$). So, the null hypothesis is rejected. As per mean, 11-15 years group is more satisfied from interpersonal relationships than other groups.

Table 4.121 *Difference of job experience regarding job satisfaction (Interpersonal relationships) = 'Tukey Post Hoc'*

Job Experience	Job Experience	Sig
1-5 years	6-10 years	.000
	11-15 years	.000
	16-above	.019
6-10 years	1-5 years	.000
	11-15 years	.967
	16-above	.996
11-15 years	1-5 years	.000
	6-10 years	.967
	16-above	.971
16-above	1-5 years	.019
	6-10 years	.996
	11-15 years	.971

* $p < 0.05$

Above table shows that statistically significant difference is present among 1-5 and 6-10 years and, 1-5 and 11-15years, job experience of teaching faculty having p value= (.000) regarding job satisfaction (interpersonal relationships). Besides this, statistically significant difference is present between 1-5 and 16-above years, job experience of teaching faculty having p value = (.019). Significant difference is not present between 6-10 and 11-15 years, job experience of teaching faculty having p value (.967). Statistically significant difference is not found between 6-10 years and 16-above years job experience of faculty having p value = (.996). Statistically significant difference is also not found between 16-above years and 11-15 years of job experience of teaching faculty having p value = (.971).

Table 4.122 *Difference of job experience regarding job satisfaction (Commitment) (ANOVA).*

Variable	Job Experience	N	Mean	SD	F	Sig
CO	1-5 years	41	3.89	1.14	7.458	.000
	6-10 years	231	4.35	.55		
	11-15 years	168	4.37	.45		
	16-above	26	4.30	.58		
	Total	466	4.31	.61		

Note. CO= Commitment; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

Above table shows that statistically significant difference is present between groups ($F= 7.458$, $p = .000$). So, the null hypothesis is rejected. As per mean, 11-15 years group is more satisfied from commitment than other groups.

Table 4.123 *Difference of job experience regarding job satisfaction (Commitment) = 'Tukey Post Hoc'*

Job Experience	Job Experience	Sig
1-5 years	6-10 years	.000
	11-15 years	.000
	16-above	.033
6-10 years	1-5 years	.000
	11-15 years	.981
	16-above	.985
11-15 years	1-5 years	.000
	6-10 years	.981
	16-above	.952
16-above	1-5 years	.033
	6-10 years	.985
	11-15 years	.952

* $p < 0.05$

Above table shows that statistically significant difference is present among 1-5 and 6-10 years and, 1-5 and 11-15years, job experience of teaching faculty having p value= (.000) regarding job satisfaction (Commitment). Besides this, statistically

significant difference is present between 1-5 and 16-above years, job experience of teaching faculty having p value = (.033). Significant difference is not found between 6-10 and 11-15 years, job experience of teaching faculty having p value (.981). Statistically significant difference is not found between 6-10 years and 16-above years job experience of faculty having p value = (.985). Statistically significant difference is also not found between 16-above years and 11-15 years of job experience of teaching faculty having p value = (.952).

Table 4.124 *Difference of job experience regarding job satisfaction (Salary) (ANOVA).*

Variable	Job Experience	N	Mean	SD	F	Sig
SAL	1-5 years	41	3.88	1.14	8.484	.000
	6-10 years	231	4.37	.55		
	11-15 years	168	4.40	.48		
	16-above	26	4.36	.66		
	Total	466	4.34	.62		

Note. SAL= Salary; SD = Standard deviation; F= Variation between sample means; Sig= Level of significance.

Above table shows that statistically significant difference is present between groups ($F=8.484$, $p = .000$). So, the null hypothesis is rejected. As per mean, 11-15 years group is more satisfied from salary than other groups.

Table 4.125 *Difference of job experience regarding job satisfaction (Salary) = 'Tukey Post Hoc'*

Job Experience	Job Experience	Sig
1-5 years	6-10 years	.000
	11-15 years	.000
	16-above	.010
6-10 years	1-5 years	.000
	11-15 years	.964
	16-above	1.000
11-15 years	1-5 years	.000
	6-10 years	.964
	16-above	.989
16-above	1-5 years	.010
	6-10 years	1.000
	11-15 years	.989

* $p < 0.05$

Above table shows that statistically significant difference is present among 1-5 and 6-10 years and, 1-5 and 11-15 years, job experience of teaching faculty having p value = (.000) regarding job satisfaction (Salary). Besides this, statistically significant difference is present between 1-5 and 16-above years, job experience of teaching faculty having p value = (.010). Significant difference is not present between 6-10 and 11-15 years, job experience of teaching faculty having p value (.964). Statistically significant difference is not found between 6-10 years and 16-above years job experience of faculty having p value = (1.000). Statistically significant difference is also not found between 16-above years and 11-15 years of job experience of teaching faculty having p value = (.989).

Table 4.126 *Difference of job experience regarding job satisfaction (Workload) (ANOVA).*

Variable	Job Experience	N	Mean	SD	F	Sig
WO	1-5 years	41	3.34	.55	10.369	.000
	6-10 years	231	3.64	.33		
	11-15 years	168	3.68	.31		
	16-above	26	3.62	.37		
	Total	466	3.62	.36		

Note. WO= Workload; SD = Standard deviation; F= Variation between sample means;

Sig= Level of significance.

Above table shows that statistically significant difference is present between groups ($F = 10.369$, $p = .000$). So, the null hypothesis is rejected. As per mean, 11-15 years group is more satisfied from work load than other groups.

Table 4.127 *Difference of job experience regarding job satisfaction (Workload) = 'Tukey Post Hoc'*

Job Experience	Job Experience	Sig
1-5 years	6-10 years	.000
	11-15 years	.000
	16-above	.008
6-10 years	1-5 years	.000
	11-15 years	.707
	16-above	.996
11-15 years	1-5 years	.000
	6-10 years	.707
	16-above	.880
16-above	1-5 years	.008
	6-10 years	.996
	11-15 years	.880

* $p < 0.05$

Above table shows that statistically significant difference is present among 1-5 and 6-10 years and, 1-5 and 11-15years, job experience of teaching faculty having p value= (.000) regarding job satisfaction (Workload). Besides this, statistically significant difference is present between 1-5 and 16-above years, job experience of teaching faculty having p value = (.008). Significant difference is not found between 6-10 and 11-15 years, job experience of teaching faculty having p value (.707). Statistically significant difference is not found between 6-10 years and 16-above years job experience of faculty having p value = (.996). Statistically significant difference is also not found between 16-above years and 11-15 years of job experience of teaching faculty having p value = (.880).

Section II: Qualitative results

4.2 Thematic Analysis

4.2.1 Initial Coding

Situations of continuous struggle with inner emotions	How it make you feel	initially annoyed situations & Coping mechanism	How it make you feel	Application of genuine natural emotions or	How it make you feel	Satisfaction with employer	Relationship between EL strategies and job satisfaction	Relationship between demographics and EL strategies	Relationship between demographics and job satisfaction
1. when extra workload is assigned without informing a head of time. Do the task but with much difficulty	feeling of success	lack learning attitude irrelevant questioning responsibilities and role of a teacher	sign of self-satisfaction	do mostly , its matter of professionalism	sense of accountability	satisfied but sometimes matters regarding workload creates anxiety	Yes it is sometimes,	not matter of demographics factors	not matter of demographics factors mastery on the subject and understanding role matters
2. do not agree with my seniors in some matters but still i have to control my emotions	feel successful if relates students, stressful if it is with seniors	feel un comfortable with any person role as a teacher	feel satisfied	Most of the time strong teacher-student bond	feel accomplishment	satisfied in all regards	dissatisfaction when extra workload is given,	all these factors play their role	gender and job experience
3. When not feeling well, not satisfied with environment both idiosyncratic and nomothetic	Students-satisfaction. Prolong issues-depression	misbehaving, lacking learning readiness	training as my job requires	emotionally involved with my job, I love my job	Sense of accomplishment and satisfaction	Not totally but partially		Yes, based on my responsibilities towards job, me and my family	Depends on how these factors enable me to contribute
4. At initial time of joining	feel drained.	students argued & misbehaved started thinking that how I need to behave, role of a teacher	feeling proud, accomplishment	Usually, display emotions genuine emotions, passion towards teaching.	sense of accomplishment	Yes, mostly.	Surface acting may make me less job satisfied	Yes, women are more emotional, after marriage, control of emotions, perform well as they get experience,	Certainly yes.
5. When students enter into new environment. Manage it hardly.	Feeling of success	misconduct of students and cheating relevant trainings	sense of accomplishment	Yes, feel happy to interact, when involve in teaching	feel relaxed, rich feeling of achievement.	induction trainings	relevant guidance and trainings for the teachers to use appropriate strategies	Due to qualification and teaching tenure not others	Due to qualification and teaching tenure not others
6. Students having issues with learning readiness and rude behavior	made me felt drained	Difficult to handle and I tried to avoid such situations.	it makes me feel exhausted	Initially, make me feel depressed but when involved it seems ok .	my passion don't let me get depressed for long.	Yes, I am satisfied	Yes, surface acting, creates stressful situations and effect the job satisfaction negatively, other strategies positively.	Yes, Gender, age and marital status	Yes, except qualification
7. Late submission of assignments	It made me feel drained	Having issues with appropriate way of communication, role of teacher	gives me internal satisfaction	it gives me happiness, want to stay with this job	It gives me internal satisfaction.	satisfied, instead of salary given	negative association with surface acting and positive with deep acting & genuine expression of emotions	Yes, qualification and job experience are related	Yes, qualification, marital status and job experience
8. in staffroom, once, not agree with my colleague	It made me feel successful	sports days ,the students are out of classroom, guidance and training	feel successful definitely	I feel empathy for my students	It makes me feel successful	Yes, I'm satisfied	prolong stressful situations effect job satisfaction negatively.	All these factors play a role	job experience play a role towards job satisfaction

4.2.2 Thematic map for Qualitative Survey

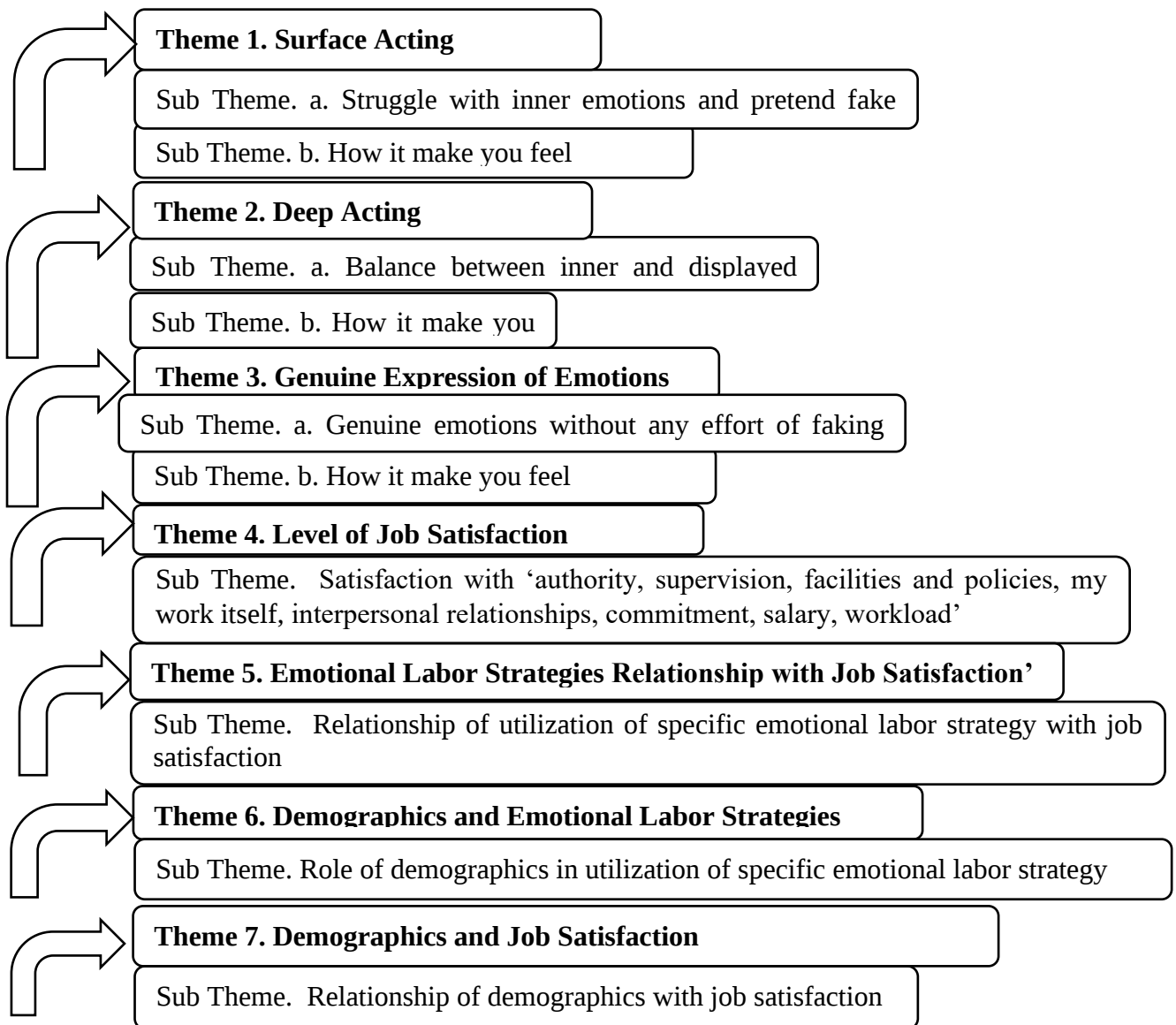


Figure 26: Thematic map

Theme 1. Surface acting

Sub Theme. a. Struggle with inner emotions and pretend fake emotions

Sub Theme. b. How it makes you feel.

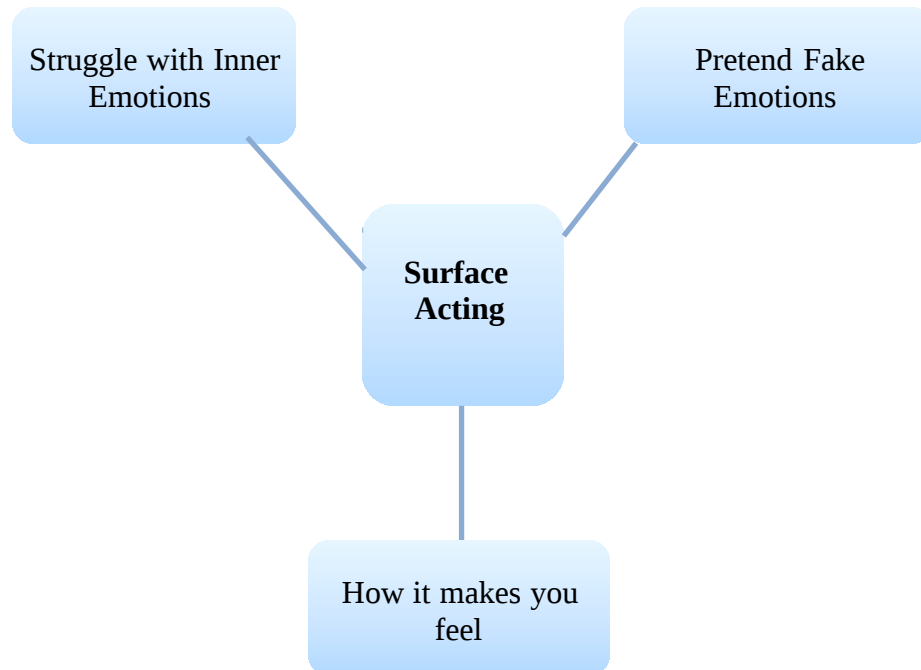


Figure 27: Surface Acting

This theme has two sub themes, first theme is about the utilization of surface acting at work place by the university teachers, it is related with fake emotions, or to pretend emotions which are not actually felt by the people, they struggle or suffered with their internal emotions and unable to develop alignment as they do not have proper guidance or trainings to manage such situations. In the interview, university teachers were asked whether they encountered with such situations where they use surface acting, after that it was enquired that what is effect of using surface acting at work place on them whether they feel satisfaction or some accomplishment or they feel drained. This is basically a sub theme (b). In which two key words, feeling successful or drained are used to take opinions of the university teachers. All the teachers shared that they are facing such situations some time where they have to use the surface acting strategy at

the work place as per need, with regard to its effect on them, 80 percent said that they feel successful, and 20 percent said that, they feel drained or exhausted.

For example, one teacher while sharing about utilization of surface acting and its effect said that.

Responder 1. *'Sometimes, when extra workload is assigned, without informing a head of time or taking willingness, it becomes very difficult to deal with the inner self and with the work as well. I think in this way the quality of work taken form the employees is also decreases.'*
'However, it is difficult to manage such situation, but it really hard to give bad impression even if it was a bad day, at the end I become much tired, but it gives me feeling of success that I have tried my level best to complete all the tasks given in appropriate way.'

Another teacher shared her experience about surface acting and its effects in the following words.

Responder 2. *'Yes, there are times of internal stress when, i do not agree with my seniors in some matters but still i have to control my emotions and pretend composed and expected behavior. This time is much difficult and critical one. In case of students, it is challengeable to deal with some students specifically having behavioral issues, for example I had one student with behavioral issues, but with relevant and continue discussions, I focused on his problems, his problems were removed gradually, and he was quite behaved student now.'*

'If it is related with students i feel successful but if the situation is related to other people around at work place e.g. seniors, it creates stress sometimes.'

Another teacher shared multiple situations, he faced and shared different internal emotions with regard to different situations.

Responder 3. *'There are many such situations i confront with during my job that that can be both idiosyncratic and nomothetic. Like I'm not feeling well but I have to act. Sometimes, I'm not satisfied with environment of class but I have to act normal by controlling emotions. Sometimes, I'm not satisfied with overall job environment like pay structure, job timing but i had to act normal.'*

'Both depending on the situation and contribution I'm making like i know that I'm contributing for students and that give me satisfaction but sometime it Creates depression for me when i have to deal with that for longer period of time.'

One teacher shared that, when she joined university as a teacher she faced with and utilize surface acting which encountered her with negative consequences.

Responder 4. *'I think initially I struggle with my inner emotions of anger and grief while interacting with students having disciplinary issues and I try my level best to hide my emotions but sometimes I failed to do so.'*
'It made me feel drained.'

Another teacher shared that, at the new semester, when new admissions are there, she faces with difficult situations and use surface acting strategy, besides this she has shared effects of surface acting as well.

Responder 5. *'Yes, it happens with me, specifically in every new semester, I have more challenges, as the students enter into new environment, they have different sorts of issues, adjustment with teachers and classmates, academic matters, behavioral issues etc.'*

However, it is difficult but I manage with them, as it is part of my job and I do it devotedly’.

At the end of the day, *‘it always gives me feeling of success.’*

Other teacher shared the negative consequence of using surface acting at work place.

Responder 6. *‘Yes, it happens with me particularly with students who have issues with learning readiness and rude behavior it is quite difficult to suppress the innerfeelings as face tells the story but any how I try my level best to manage my inner and outer emotions and tried my best to cope the situation.’*

‘I think it made me felt drained.’

One teacher shared that she uses surface acting strategy to make my students more disciplined personalities in the future life, she also shared the consequences of using this strategy for her.

Responder 7. *‘One of my students was habitual to submit the given assignment late,even after my repeated reminders, I want to do an effort to teach him about the value of time management, so I involve head of the department with me, I denied to accept his assignment by saying that he, may contact head of the department for this serious concern. At my face, I showed him my angry attitude, but at heart, I want to give him some lesson.’*

‘It made me feeling successful, as I played my role in personality formation of my student.’

Another teacher shared the aspect of utilizing surface acting strategy during interaction with her colleagues and its effects.

Responder 8. *'Sometimes during interaction with my colleagues, internally, I feel so difficult and struggle with my inner emotions, for example, in staffroom, once, I was not agree with my colleague to decide about some program to be held in the way, she was sharing, but I suppressed my internal emotions and behaved with her professionally.'*

'It made me feel successful that, I handle the situation as per job requirement, professionally and ethically as well.'

Theme 2. Deep acting

Sub Theme. a. Balance between inner and displayed emotions Sub Theme.
b. How it makes you feel.

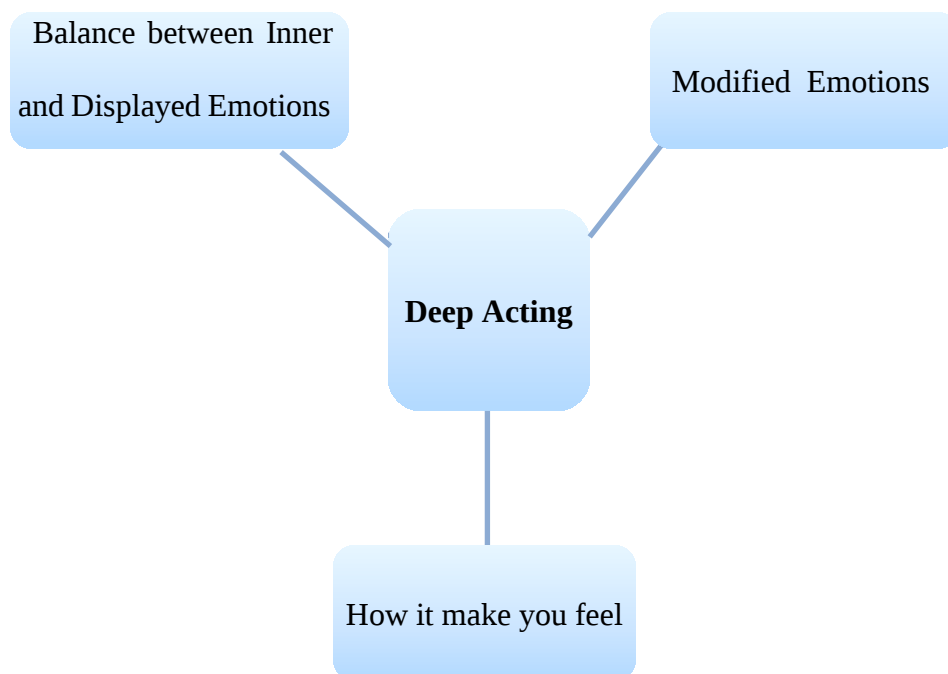


Figure 28: Deep Acting

This theme has two sub themes, first theme is about the use of deep acting at work place by the university teachers, deep acting is related with the alignment or balance between inner and displayed emotions, here the people try to manage the emotions in a way that, they really feel them while expressing them in front of others.

They get success to change their inner self accordingly with the help of other factors such as guidance or training etc. As a result, they do not struggle with inner self anymore, they are not suppressing the real emotions but modify them internally as well according to the situation and demand of display of emotions externally. In the interview, university teachers were asked whether they encountered with such situations where they use deep acting, after that it was probed that what is effect of deep surface acting at work place on them whether they feel satisfied or some accomplishment or they feel drained. This is basically a sub theme (b) in which two key words, feeling successful or drained are used to take opinions of the university teachers. Most of the teachers shared that they are facing such situations usually where they have to use the deep acting strategy at the work place as per need, with regard to its effect on them, 90 percent said that they feel successful, delightful and accomplished, 10 percent said that, they feel drained or exhausted. There was one participant said that, prolonged situation of deep acting makes him exhausted.

For example, one teacher while sharing about utilization of deep acting and its effect shared that

Responder 1. *'It happens many times when i deal with students like I'm in class for teaching and someone misbehaving and my inner emotions compel me to react but my training as my job requires me to hold back my emotions. Sometimes, I'm teaching and students in the class are not ready for learning same happens that i have to control my inner emotions.'*

'Both sometime sense of accomplishment and sometimes, exhausted when I have to deal with that situation for a longer period of time.'

Another teacher shared her experience of deep acting and its effects in these words.

Responder 2. *'Yes, sometimes I, as person do not feel comfortable with any person but still i have to control and do some tasks with that person. It may difficult, sometimes, but i understand my role as a teacher, which gives me strength internally and with little effort i manage the situations either with students or with other people at work place.'*

'I feel proud because it is requirement of my job and when i fulfill my job requirement i feel satisfied.' Another teacher shared her experience about students having learning readiness issues.

Responder 3. *'I have faced with such situations, the students who lack in learning readiness encountered me with irrelevant questioning, they try to divert my attention from the lesson, at those times, responsibilities and role of a teacher comes in my mind and as a teacher, I show simple a big heart to manage the situation.'*

'It is really a sign of self-satisfaction when you have achieved the objectives of the day.'

One teacher shared his very recent experience about use deep acting and its effects in these words.

Responder 4. *'Yes, it happened just a few days ago that one of my students argued & misbehaved with me and left the class. It made me very angry as well as sad when I faced this sudden and unexpected situation. But, after some time I managed my emotions and started thinking that how I need to behave in that particular situation. So, I didn't make any rash & impulsive decisions or created any chaos which*

made that student apologize. Now, I do not feel any anger against that student.'

'I think it gave me a sense of accomplishment as well as feeling of proudness because by just controlling my emotions and by taking right decision, changed the whole situation.'

Another teacher shared her views about misconduct and cheating issues.

Responder 5. *'Sometimes, I manage with my natural emotions to deal with unexpected situation created like misconduct of students and cheating. Then I control my natural emotions and behave according to job demand. I think that relevant trainings may play a very crucial role to help me to deal with such situations.'*

'At the end of the day I feel delightful that I managed with the situation successfully and it gives me sense of accomplishment deeply.'

One teacher also shared that, she tried to avoid such situations.

Responder 6. *'Yes, some people are quite difficult to handle and I tried to avoid such situations.'*

'It makes me feel exhausted.'

Other teacher shared her experience about appropriate way of communication.

Responder 7. *'Yes, there are many times, when I have to discuss with the students about moral values and appropriate way of communication as they are acting in opposite direction it is challengeable for me to react in decent manner, but my job requirement enables me to handle such situations.'*

'It makes me feel proud and gives me internal satisfaction that I am trying to do my job in better way.'

Another teacher shared her experience about while staying in the ground during sports.

Responder 8. *'Yes, there are many times, for example, during sports days, the students are out of classroom, they usually become aggressive and talk in indecent manner with one another, it's really very tough for me to handle them, I try to use deep acting strategy and stays calm in and outside, this happens only that I have, some guidance and training.'*
'It makes me feel successful definitely.'

Theme 3. Genuine expression of emotions

Sub Theme. a. Genuine emotions without any effort of faking emotions

Sub Theme. b. How it makes you feel

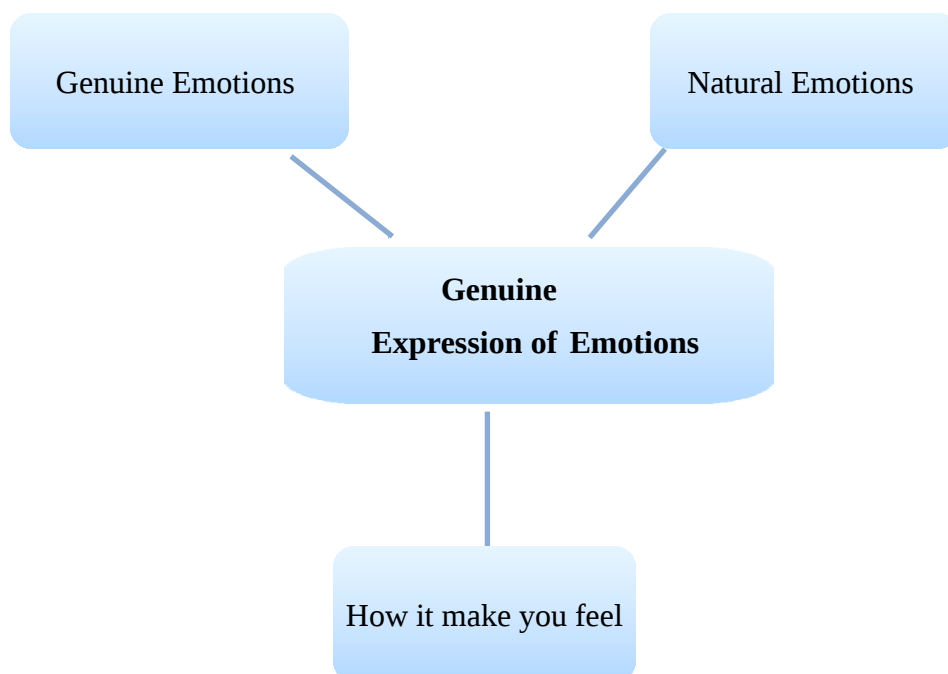


Figure 29: Genuine Expression of Emotions

This theme has two sub themes, first theme is about the use of genuine expression of emotions at work place by the university teachers, genuine expression of

emotions are associated with such type of emotions which are aroused in people genuinely or naturally, there is no need to pretend fake emotions here, there is no need to invest any effort to make align or develop balance with internal and external emotions. In the interview, university teachers were asked whether they encountered with such situations where they use genuine emotions, after that it was enquired the effect of genuine emotions at work place on them whether they feel satisfaction or some accomplishment or they feel drained. This is basically a sub theme (b) in which two key words, feeling successful or drained are used to take opinions of the university teachers. All the teachers shared that they are facing such situations where most of the time they are using genuine expression of emotions strategy at the work place as per need, with regard to its effect on them, mostly, teachers said that they feel successful, one teacher said that, they feel drained or exhausted. For example, one teacher while sharing about utilization of genuine expression of emotions and its effectsaid that.

Responder 1. *'Yes, off course, most of the time, I'm emotionally involved with my job. Getting tired or drained creates no impact on my work efficiency but I love myjob and it helps me to easily overcome every issue I encountered with.'*

'Sense of accomplishment and satisfaction as a result, I easily start my next day with energy and having positive mind set.'

Another teacher shared her way of developing genuine emotions.

Responder 2. *'Most of the time, I feel emotions naturally and genuinely with my students and with other people, for example, with my all students from the very first day through orientation sessions, I develop a strong teacher- student bond which help me to handle all the relevant matters of students in natural way with care. Same is the case with other*

people at work place. Although, sometimes, I do not bother, what I feel and focused what is required because it is more important regarding job at work place.'

'I feel excited and feel accomplishment internally in such situations.'

Other teacher shared that it is because of her adoption of this profession.

Responder 3. *'Yes, I do mostly and I think, its matter of professionalism, I have adopted this profession, now I'm part of it, I have to do all the tasks given, when I put myself in such thoughts, it makes me feel that, it is my duty to do all these works.'*

'It creates a sense of accountability.'

Another teacher shared that she uses genuine emotions at workplace due to her passion towards this profession, she also shared its effects.

Responder 4. *'Yes, usually I display appropriate emotions as per my job requirement naturally and genuinely without any effort of faking emotions. It may be due to my passion towards teaching.'*

'It gave me a sense of accomplishment.'

One teacher gave the reason that, she feels happy that's why she utilizes genuine emotions.

Responder 5. *'I feel happy to interact with students and feel very pleasant when I involve in teaching process. That's why it is very rare in case of any emergency may be at home or at personal level that I may feel stressed. I feel internal satisfaction, when I stay among students at the work place.'*

'At the end of the day, I feel relaxed, happier with rich feeling of achievement.'

Another teacher shared her thoughts about genuine expression of emotions and its effects.

Responder 6. *'Initially, it would make me feel depressed but when I get involved it seems ok with me. And my passion doesn't let me get depressed for long.'*

'It gives me a sense of accomplishment.'

One teacher shared that, she used this strategy as she feels internal satisfaction

Responder 7. *'Yes, most of the time I utilize this strategy, as I want to be open and transparent at work place with my students and other relevant people, it gives me happiness and this is the reason that I'm here in this profession, and I want to stay in this profession.'*

'It gives me internal satisfaction.'

Another teacher shared her empathetic emotions about students.

Responder 8. *'Yes, most of the time I utilize this strategy, as I feel empathy for my students, I try to solve the different issues, as if I was the student, what were my expectations from my teachers and what were my problems and how they may be solved in a better way, these thoughts enable me to utilize genuine expression of emotions and really it works most of the time well and gives fruitful results '*

'It makes me feel successful.'

Theme 4. Level of job satisfaction

Sub Theme. a. Satisfaction with 'authority, supervision, facilities and policies, my work itself, interpersonal relationships, commitment, salary, workload'.



Figure 30: Level of Job Satisfaction

This theme has one sub theme which is related with job satisfaction of university teachers at work place. Job satisfaction is divided into sub eight. In the interview, university teachers were asked whether they are satisfied with all the components. Above 80 percent teachers are found satisfied. Almost 10 percent teachers were not satisfied with workload and salary, they suggested improvement regarding these categories.

One teacher shared that he is partially, satisfied.

Responder 1. *'Not totally but partially yes I am satisfied with many policies but not satisfied with many policies. University environment is overall good and congenial. Work load and salary both are the factors impact the efficiency of teaching staff more than anything so it need more discussion by involving teachers in that. As they need more improvement.'*

Another teacher shared that she is satisfied with all the facets of job satisfaction.

Responder 2. *'Yes, I'm satisfied in all regards.'*

Another teacher shared that she is satisfied with workload policy sometimes.

Responder 3. *'Yes, overall, I'm satisfied but sometimes matters regarding workload creates anxiety.'*

Another teacher was found satisfied but she also gave some suggestion.

Responder 4. *'Yes, mostly. However, I feel that new induction program should also be included for new hiring.'*

Other teacher also shared that, he is satisfied with all elements of job satisfaction.

Responder 5. *'Yes, I am satisfied with university policies, environment, facilities, workload and salary provided to me as university teacher.'*

One teacher shared that she is also satisfied excluding salary.

Responder 6. *'Yes, I'm satisfied, instead of salary given, it should be improved.'* One teacher shared that, initially she was not, but now she is satisfied.'

Responder 7. *'Yes, I'm satisfied now, when I joined university as a teacher, I was not satisfied with many things, but gradually when, understanding developed, it creates a happiness, internal and external satisfaction.'*

Another teacher said, she is not satisfied with work load and salary.

Responder 8. *'Yes, I'm satisfied with all the facets of job satisfaction and willing to continue this job.'*

Theme 5. Emotional labor strategies relationship with job satisfaction

Sub Theme. Relationship of utilization of specific strategy of emotional labor with job satisfaction.

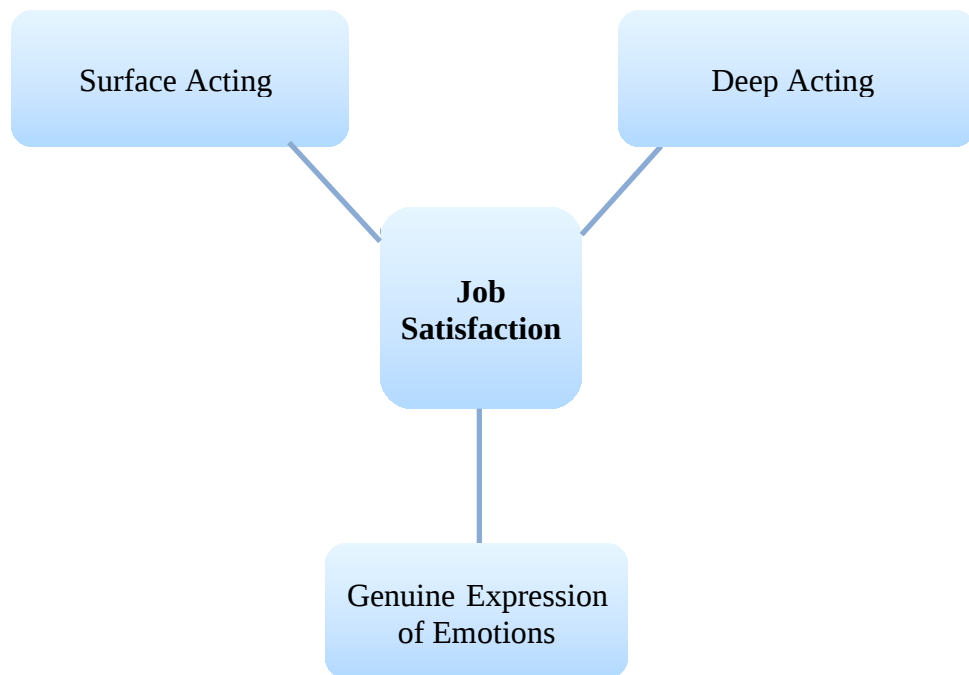


Figure 31: Relationship between Emotional Labor strategies and Job satisfaction

This theme has one sub theme. In the interview, university teachers were asked whether use of specific emotional labor strategy at work place play a role to make you job satisfied positively or negatively. Above 80 percent teachers are found satisfied. Almost all the teachers shared that emotional labor strategies are related with job satisfaction. They shared that deep acting and genuine expression of emotions make them job satisfied but surfaceacting make them less satisfied, so there may be relevant trainings for better utilization of emotional labor strategies.

One teacher showed satisfaction but gave suggestions for relevant trainings as well

Responder 1. *'Yes, use of emotional labor strategies are related with job satisfaction. There may be relevant guidance and trainings for the*

teachers to use appropriate strategies at the work place which will be beneficial for them and for the employer as well'.

Another teacher shared that surface acting make her less satisfied.

Responder 2. *'Yes, it is very much related. Surface acting may make me less job satisfied sometimes.'*

Another teacher shared that,

Responder 3. *'Yes, it is sometimes, as I mentioned before, when extra workload without asking my willingness is given, although I manage to do but inside, there is a voice that why, I'm here at this workplace, may be its not the better place for me to work. These feelings may be ended, but aroused and keeps my job satisfaction in changeable pattern.'*

Another teacher shared that use of 'deep acting and genuine expression of emotions' make her job satisfied.

Responder 4. *'Yes. use of surface acting, creates stressful situations and effect the job satisfaction negatively, however use of deep acting and genuine expression of emotions is positively associated with job satisfaction.'*

One teacher also shared the same feelings.

Responder 5. *'Yes, I think that surface acting is negatively and deep acting and genuine expression of emotions is positively associated with job satisfaction at work place.'*

Another teacher shared that prolong use of surface acting effects job satisfaction negatively.

Responder 6. *'Yes, if there are prolong stressful situations at workplace, they effect job satisfaction negatively.'*

Another teacher shared that she uses deep acting and genuine expression of emotions strategy.

Responder 7. *'Yes, it is very important and significant factor which play a role towards job satisfaction, I usually use deep acting and genuine expression of emotions strategy which make me job satisfied.'*

Another teacher shared that she most of the time he utilizes deep acting strategy whichmake her job satisfied.

Responder 8. *'Yes, certainly, if I'm emotionally stressed inside, how I can be job satisfied and it happens sometimes, but mostly I feel my self-job satisfied as mostly I utilize deep acting at work place.'*

Theme 6. Demographics and emotional labor strategies

Sub Theme. a. Role of demographics in utilization of specific emotional labor strategy.

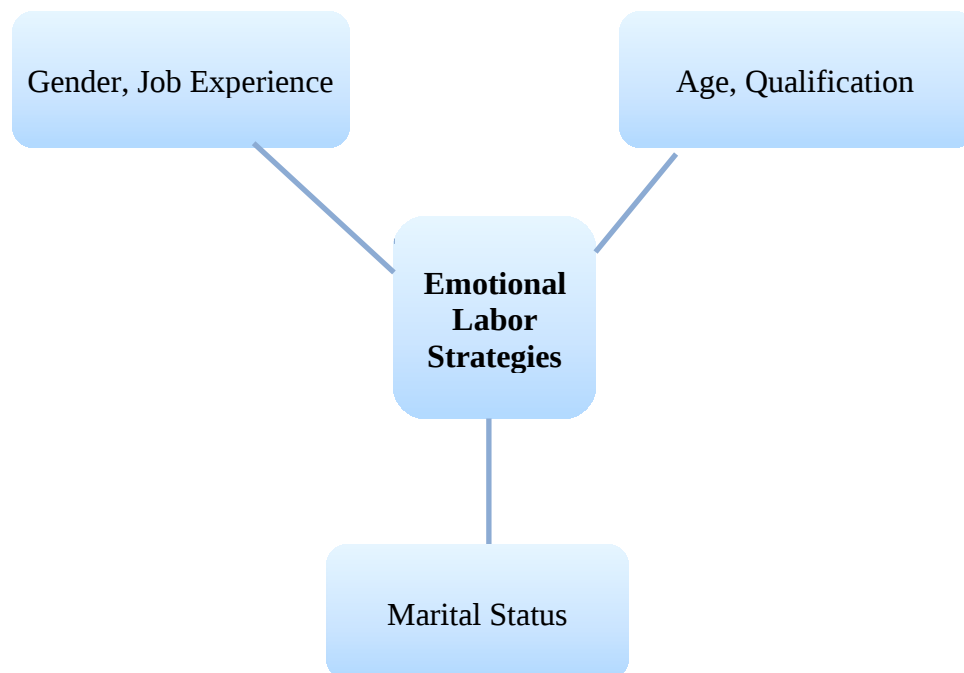


Figure 32: Relationship between Demographics and Emotional LaborStrategies

The sub theme is about the relationship between demographics and strategies of emotional labor. Demographic characteristics for this research study included gender, age, qualification, marital status and job experience of university teachers. In the interview, university teachers were asked whether they thought and also, they have experienced that, specific emotional labor strategy they used at work place get influence from their demographic characteristics. In other words, they use emotional labor strategies with regard to their demographic characteristics. Teachers agreed that there is a relationship between these two factors .

One teacher shared his thoughts in the following words

Responder 1. *'It happens sometimes based on my responsibilities towards job, me and my family. All these factors like marital status, age, qualifications, and gender have an impact on my involvement with my job and ultimately creates an opportunity for employer to use it emotionally.'*

Another teacher agree that demographics have influence on emotional labor strategies.

Responder 2. *'Yes, all these factors play their role in controlling and displacing my emotions.'*

Another teacher is also agree that there is relationship between these two factors.

Responder 3. *'Yes, it's matter of demographics factors I think.'*

Other teacher shared that demographic have effect on emotional factors.

Responder 4. *'Yes, I think they all have a close connection with emotional labor. For instance, talking about gender, women are considered more emotional than men. Then, people change their emotions after getting married because they learn to control their*

emotions when they face problems. Similarly, they change drastically with the passage of time when they grow older or when they improve their education and experience as many things are learnt when people get experience.'

Another teacher shared that some demographic characteristics are related.

Responder 5. *'I think that use of specific emotional labor strategy may be due to difference in gender, age, marital status , qualification and teaching tenure work place.'*

One teacher also considers some demographics related with emotional labor strategies.

Responder 6. *'Gender wise obviously as females can't get rid of some emotions quickly. Age is also a factor as one gets old, tolerance or temper gets short. Marital status also matters as I'm satisfied with my personal life, then at work place I may interact in better way. Teaching tenure matters sometimes, it gives me more flexibility but sometimes it doesn't.'*

Another teacher consider some demographic elements relevant in this regard.

Responder 7. *'Yes, some demographic features matters a lot, at university level, gender does not matter as at this level students are mature enough, marital status may also does not matter, as it may be personal matter, however, qualification and job experience are related with utilization of emotional labor strategies, as the improvement increases in these two factors, better use of emotional labor strategies increases.'*

Another teacher shared that there is relationship between demographics and emotional labor strategies.

Responder 8. *'All these factors play a role, there is gender difference as female teachers are more caring, marital status is related with composed and satisfied life ewhich will be a reflection at work place, obviously improvement on qualification and job experience is helpful in appropriate use of emotional labor strategies.'*

Theme 7. Demographics and job satisfaction

Sub Theme. Relationship of demographics with job satisfaction

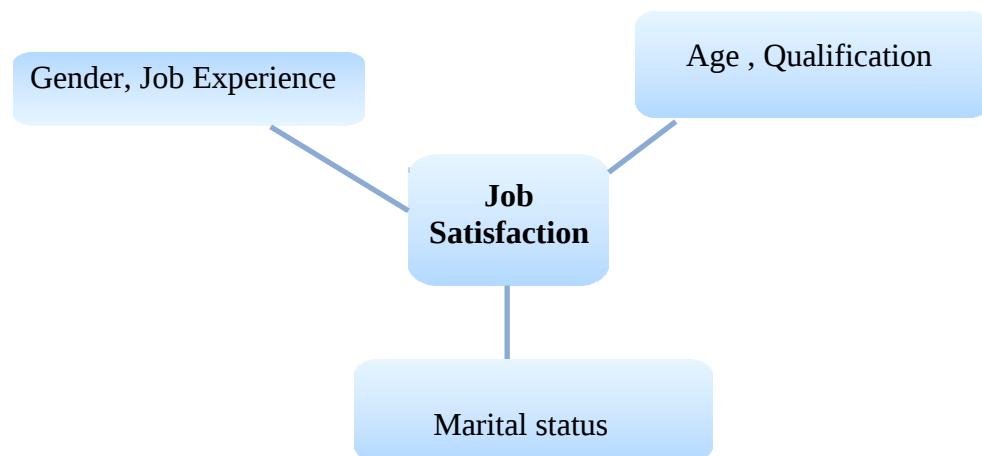


Figure 33: Relationship between Demographics and Job satisfaction

The subtheme is about the relationship between demographics and job satisfaction. In the interview, university teachers were asked whether they thought and also, they have experienced that, job satisfaction components at work place are related with demographic characteristics. In other words, is there any association between demographic characteristics and job satisfaction? Teachers agreed that there is a relationship between these two factors

One teacher shared that she is agree with existence of such association

Responder 1. *'All these factors like marital status, age, qualifications, teaching tenure job experience, and gender has an impact, depending*

on how these factors enable me to contribute and this contribution give me sense of satisfaction, it may vary time to time.'

Another teacher also agreed, she said that,

Responder 2. *'Gender and experience make me able to control my emotions in better way and i have a satisfied married life at home it also makes me strong and composed person and as I become experienced i will be having more control as i faced many situations before. These factors play their part to make me job satisfiedas well.'*

Another teacher shared that, job satisfaction does not have association with job satisfaction.

Responder 3. *'As a university teacher, I feel that my gender, age, marital status, qualification and job experience effect my job satisfaction, if I know my roleand responsibilities, I know how to manage the students having individual differences, I have the mastery on the subject given me to teach, I think these elements make me job satisfied.'*

One teacher said that she is agree that relationship is there between demographics and jobsatisfaction.

Responder 4. *'Certainly yes.'*

One teacher was also agree but she shared that some demographics are related.

Responder 5. *'I think gender, age, marital status , qualification and teaching tenure affect job satisfaction at work place.'*

Other teacher was also agree but she shared that some demographics are related.

Responder 6. *'Yes, they matter, qualification affect job satisfaction.'*

Another teacher shared her different opinion in the following words.

Responder 7. *'In my point of view qualification, marital status and job experience are related with job satisfaction.'*

Other teacher shared that job experience is associated with her job satisfaction.

Responder 8. *'In my point of view, job experience plays a role towards job satisfaction.'*

At the end of the interview, teachers were asked for some additional comments if they want to give in the following words. One teacher shared that,

'As a university teacher we must focus on our job demand and try to make our personal life separate, it makes us able to control and satisfy our emotion in a better way.'

Another teacher shared that,

'It really needs to plan and conduct workshops and seminars to handle the emotions and provide relevant trainings to university teachers for this purpose, in this way the conducive learning environment will prevail in universities and students may learn better.'

Section III:

4.2.3 Convergence or Divergence of the Transcript Data

Table 4.128 *Convergence or Divergence of the Transcript Data (Utilization of Emotional labor Strategies by the university teachers)*

Quantitative Results(Mean)	Qualitative Transcript Quotes	Convergent/ Divergent
SA. 1.62	<i>'Sometimes, when extra workload is assigned, without informing a head of time or taking willingness, it becomes very difficult to deal with the inner self and with the work as well. I think in this way the quality of work taken form the employees is also decreases.'</i>	Convergent
DA. 3.77	<i>'It happens many times when i deal with students like I'm in class for teaching and someone misbehaving and my inner emotions compel me to react but my training as my job requires me to hold back my emotions. Sometimes, I'm teaching and students in the class are not ready for learning same happens that i have to control my inner emotions.'</i>	
GA. 4.02	<i>'Yes off course, most of the time, I'm emotionally involved with my job. Getting tired or drained creates no impact on my work efficiency but I love my job and it helps me to easily overcome every issue I encountered with.'</i>	

Note. SA= Surface acting; DA= Deep acting; GA= Genuine expression of emotions.

Table 4.129 *Convergence or Divergence of the Transcript Data (Level of job satisfaction of university teachers)*

Quantitative Results(Mean)	Qualitative Transcript Quotes	Convergent/ Divergent
AU.4.29	<i>'Yes, I am satisfied with university policies, environment, facilities, workload and salary provided to me as university teacher.'</i>	Convergent
SU.4.30	<i>'Yes, I'm satisfied with all the facets of job satisfaction and willing to continue this job.'</i>	Convergent
PO.4.32	<i>'Yes, I am satisfied with university policies, environment, facilities, workload and salary provided to me as university teacher.'</i>	Divergent
MY.4.30	<i>'One teacher shared that she is also satisfied excluding salary.'</i>	Divergent
IN .4.30	<i>'Yes, overall I'm satisfied but sometimes matters regarding workload creates anxiety.'</i>	
CO.4.31		
SAL.4.34		
WO. 3.62		

Note. AU= Authority; SU= Supervision ; PO= Policies and facilities; MY=My work itself; IN=Interpersonal relations; CO=commitment; SAL=Salary; WO = Work load.

Table 4.130 Convergence or Divergence of the Transcript Data (Relationship between emotional labor job satisfaction)

Quantitative Results(r & p value)	Qualitative Transcript Quotes	Convergent/ Divergent
r= .766** p=0.00	<i>'Most of the time, I feel emotions naturally and genuinely with my students and with other people, for example, with my all students from the very first day through orientation sessions, I develop a strong teacher- student bond which help me to handle all the relevant matters of students in natural way with care. Same is the case with other people at work place. Although, sometimes, I do not bother, what I feel and focused what is required because it is more important regarding job at work place.'</i>	Convergent
	<i>'I feel excited and feel accomplishment internally in such situations.'</i>	Convergent
	<i>Yes, off course, most of the time, I'm emotionally involved with my job. Getting tired or drained creates no impact on my work efficiency but I love myjob and it helps me to easily overcome every issue I encountered with.'</i>	
	<i>'Sense of accomplishment and satisfaction as a result, I easily start my next day with energy and having positive mind set.'</i>	

Table 4.131 *Convergence or Divergence of the Transcript Data (Relationship of emotional labor strategy (surface acting) with job satisfaction)*

Quantitative Results(r &P value)	Qualitative Transcript Quotes	Convergent/ Divergent
SA&AU .984**.000	<i>'Sometimes, when extra workload is assigned,</i>	Divergent
SA&SU-.968**.000	<i>without informing a head of time or taking</i>	
SA&PO-.983**.000	<i>willingness, it becomes very difficult to deal</i>	
	<i>with the inner self and with the work as well. I</i>	
	<i>think in this way the quality of work taken form</i>	
	<i>the employees is also decreases.'</i>	
	<i>'However, it is difficult to manage such</i>	
SA&MY.972**.000	<i>situation, but it really hard to give bad</i>	Divergent
SA&IN-.960**.000	<i>impression even if it was a bad day, at the end</i>	
SA&CO-.960**.000	<i>I become much tired , but it gives me feeling of</i>	
	<i>success that I have tried my level best to</i>	
	<i>complete all the tasks given in appropriate</i>	
	<i>way.'</i>	
	<i>'Yes, it happens with me, specifically in every</i>	
SA&SAL.954**.000	<i>new semester, I have more challenges, as the</i>	
SA&WO.814**.000	<i>students enter into new environment, they have</i>	
	<i>different sorts of issues, adjustment with</i>	
	<i>teachers and classmates, academic matters,</i>	Divergent
	<i>behavioral issues etc.'</i>	
	<i>However, it is difficult but</i>	
	<i>I manage with them, as it is part of my job and</i>	
	<i>I do it devotedly.'</i>	

Note. SA= Surface acting; AU= Authority; SU= Supervision; PO= Policies and facilities; MY= My work itself; IN= Interpersonal relations; CO=commitment; SAL= Salary; WO = Work load.

Table 4.132 *Convergence or Divergence of the Transcript Data (Relationship of emotional labor strategy (deep acting) with job satisfaction)*

Quantitative Results (P value, Sig.)	Qualitative Transcript Quotes	Convergent/ Divergent
DA&AU.395**.000	<i>'I have faced with such situations, the students who lack in learning readiness encountered me with irrelevant questioning, they try to divert my attention form the lesson, at those times, responsibilities and role of a teacher comes in my mind and as a teacher, I show simple a big heart to manage the situation. 'It is really a sign of self-satisfaction when you have achieved the objectives of the day.'</i>	Convergent
DA&SU.377**.000		
DA&PO-.373**.000		
DA&MY .381**.000		
DA&IN .385**.000		
DA&CO.390**.000	<i>'It is really a sign of self-satisfaction when you have achieved the objectives of the day.'</i>	Convergent
DA&SAL.390**.000		
DA&WO.297**.000	<i>Yes, there are many times, when I have to discuss with the students about moral values and appropriate way of communication as they are acting in opposite direction it is challengeable for me to react in decent manner, but my job requirement enables me to handle such situations.' It makes me feel proud and gives me internal satisfaction that I am trying to do my job in better way.'</i>	Convergent

Note. DA= Deep acting; AU= Authority; SU= Supervision ; PO= Policies and facilities; MY= My work itself; IN= Interpersonal relations; CO=commitment; SAL; Salary; WO = Work load.

Table 4.133 *Convergence or Divergence of the Transcript Data (Relationship of emotional labor strategy (genuine expression of emotion) with job satisfaction)*

Quantitative Results (P value, Sig.)	Qualitative Transcript Quotes	Convergent/ Divergent
GA&AU.395**.000	<i>'Yes off course, most of the time, I'm emotionally</i>	Convergent
GA&SU.377**.000	<i>involved with my job. Getting tired or drained</i>	
GA&PO.373**.000	<i>creates no impact on my work efficiency but I</i>	
GA&MY.381**.000	<i>love my job and it helps me to easily overcome</i>	
	<i>every issue I encountered with.'</i>	
GA&IN.385**.000	<i>'Sense of accomplishment and satisfaction as a</i>	Convergent
	<i>result, I easily start my next day with energy and</i>	
GA&CO.383**.000	<i>having positive mind set.'</i>	
GA&SAL.390**.000	<i>'Most of the time, I feel emotions naturally and</i>	Convergent
	<i>genuinely with my students and with other</i>	
GA&WO.297**.000	<i>people, for example , with my all students from</i>	
	<i>the very first day through orientation sessions, I</i>	
	<i>develop a strong teacher- student bond which</i>	
	<i>help me to handle all the relevant matters of</i>	
	<i>students in natural way with care. Same is the</i>	
	<i>case with other people at work place. Although,</i>	
	<i>sometimes, I do not bother, what I feel and</i>	
	<i>focused what is required because it is more</i>	
	<i>important regarding job at work place.'</i>	
	<i>'I feel excited and feel accomplishment</i>	
	<i>internally in such situations.'</i>	

Note. GA= Genuine expression of emotions; AU= Authority; SU= Supervision; PO= Policies and facilities; MY = My work itself; IN= Interpersonal relations; CO=commitment; SAL=Salary; WO = Work load.

Table 4.134 *Convergence or Divergence of the Transcript Data (Relationship of gender with emotional labor strategies).*

Quantitative Results (Mean, t value)	Qualitative Transcript Quotes	Convergent/ Divergent
SA(Female,1.55)	<i>'All these factors play a role, there is gender</i>	Convergent
SA(Male,1.69)	<i>difference as female teachers are more caring,</i>	
T-value -2.59	<i>marital status is related with composed and</i>	
DA(Female, 4.13)	<i>satisfied life which will be a reflection at work</i>	
DA(Male,3.41)	<i>place, obviously improvement on qualification</i>	
T-value 6.49	<i>and job experience is helpful in appropriate use</i>	Convergent
	<i>of emotional labor strategies.'</i>	
	<i>Yes, some demographic features matters a lot, at</i>	
GA(Female, 4.13)	<i>university level, gender matter as at this level</i>	
GA(Male, 3.41)	<i>students are mature enough, marital status may</i>	
T-value 6.49	<i>also matter, as it may be personal matter,</i>	
	<i>however, qualification and job experience are</i>	
	<i>related with utilization of emotional labor</i>	
	<i>strategies, as the improvement increases in these</i>	
	<i>two factors, better use</i>	
	<i>of emotional labor strategies increases.'</i>	

Note. SA= Surface acting; DA= Deep acting; GE= Genuine expression of emotions; t-value= Mean difference between two data sets.

Table 4.135 *Convergence or Divergence of the Transcript Data (Relationship of gender with job satisfaction).*

Quantitative Results (Mean, t value)	Qualitative Transcript Quotes	Convergent/ Divergent
AU(Female, 4.36)	<i>'All these factors like marital status, age, qualifications, teaching tenure job experience, and gender has an impact ,Depending on how these factors enable me to contribute and this contribution give me sense of satisfaction, it may vary time to time.'</i>	Convergent
AU(Male, 4.22)		
T-value 2.432		
SU(Female, 4.37)		
SU(Male, 4.23)		
T-value 2.33	<i>'Gender and experience make me able to control my emotions in better way and i have a satisfied married life at home it also make me strong and composed person and as I become experienced i will be having more control as i faced many situations before. These factors play their part to make me job satisfied as well.'</i>	Convergent
PO(Female, 4.38)		
PO(Male, 4.26)		
T-value 2.21		
MY(Female, 4.37)		
MY(Male, 4.24)		
T-value 2.38		
IN(Female, 4.38)		
IN(Male, 4.23)		
T-value 2.59		
CO(Female, 4.38)		
CO(Male, 4.24)		
T-value 2.40		
SAL(Female, 4.41)		
SAL(Male, 4.27)		
T-value 2.45		
WO(Female, 3.66)		
WO(Male, 3.59)		
T-value 1.95		

Note. AU= Authority; SU= Supervision; PO= Policies and facilities; MY=My work itself; IN= Interpersonal relations; CO=commitment; SAL=Salary; W=Work load ; t-value=Mean difference between two data sets.

Table 4.136 *Convergence or Divergence of the Transcript Data (Relationship of age with emotional labor strategies)*

Quantitative Results Age (Sig., F value)	Qualitative Transcript Quotes	Convergent/ Divergent
SA, Sig .002 F, 6.35	<i>'All these factors like marital status, age, qualifications, teaching tenure job experience, and gender has an impact ,Depending on how these factors enable me to contribute and this contribution give me sense of satisfaction, it may vary time to time.'</i>	Convergent
DA, Sig.024 F, 3.78	<i>'Gender wise obviously as females can't get rid of some emotions quickly. Age is also a factor as one gets old, tolerance or temper gets short. Marital status also matters as I'm satisfied with my personal life, then at work place I may interact in better way. Teaching tenure matters sometimes, it gives me more flexibility but sometimes it doesn't.'</i>	Convergent

Note. SA=Surface acting; DA= Deep acting; GA= Genuine expression of emotions; F=

Variation between mean difference.

Table 4.137 *Convergence or Divergence of the Transcript Data (Relationship of age with job satisfaction)*

Quantitative Results Age (Sig., F value)	Qualitative Transcript Quotes	Convergent/Divergent
AU, Sig.001, F7.56	<i>'All these factors like marital status, age, qualifications,</i>	Convergent
SU, Sig.005, F 5.39	<i>teaching tenure job experience, and gender has an impact ,Depending on how these factors enable me to contribute and this contribution</i>	
PO, Sig.002, F6.41	<i>give me sense of satisfaction, it may vary time to time.'</i>	
MY, Sig .001 F, 7.30		
IN, Sig .001, F6.90		
CO, Sig .000, F7.98		
SAL, Sig .000, F7.88		
WO, Sig .000, F7.32		

Note. AU= Authority; SU= Supervision; PO= Policies and facilities; MY=My work itself; IN= Interpersonal relations; CO=commitment; SAL=Salary; WO = Work load; F=Variation between mean difference.

Table 4.138 *Convergence or Divergence of the Transcript Data (Relationship of qualification with emotional labor strategies)*

Quantitative Results qualification(Sig., F value)	Qualitative Transcript Quotes	Convergent/Divergent
SA, Sig.028, F3.60	<i>'I think that use of strategy may not due to difference in gender, age, marital status at work place. But may be due to qualification and teaching tenure work place.'</i>	Convergent
DA, Sig .002, F 6.09		
GA, Sig.002, F 6.09		

Note. SA=Surface acting; DA= Deep acting; GA= Genuine expression of emotions;

Sig= Significance level.

Table 4.139 *Convergence or Divergence of the Transcript Data (Relationship of qualification with job satisfaction)*

Quantitative Results qualification(Sig., F value)	Qualitative Transcript Quotes	Convergent/ Divergent
AU, Sig .025,F3.73 SU, Sig,061,F2.82 PO, Sig.049,F3.03 MY, Sig .014,F4.30 IN, Sig.048,F3.06 CO, Sig .029,F3.56 SAL,Sig.006,F5. 21 WO, Sig.039,F3.27	<i>'All these factors like marital status, age, qualifications, teaching tenure job experience, and gender has an impact ,Depending on how these factors enable me to contribute and this contribution give me sense of satisfaction, it may vary time to time.'</i> <i>'In my point of view qualification does not related with qualification.'</i>	Convergent Divergent

Note. AU= Authority; SU= Supervision; PO= Policies and facilities; MY=My work itself; IN=Interpersonal relations; CO=commitment; SAL= Salary; WO = Work load; Sig=Significance level.

Table 4.140 *Convergence or Divergence of the Transcript Data (Relationship of marital status with emotional labor strategies)*

Quantitative Results Marital status(Sig., F value)	Qualitative Transcript Quotes	Convergent/ Divergent
SA,Sig.002,F6.32 DA, Sig.000, F8.10 GA, Sig .000,F8.10	<i>'All these factors play a role, there is gender difference as female teachers are more caring, marital status is related with composed and satisfied life which will be a reflection at work place, obviously improvement on qualification and job experience is helpful in appropriate use of emotional labor strategies.'</i>	Convergent

Note. SA=Surface acting; DA= Deep acting; GA= Genuine expression of emotions; Sig= Significance level.

Table 4.141 *Convergence or Divergence of the Transcript Data (Relationship of marital status with job satisfaction)*

Quantitative Results Marital status(Sig., F value)	Qualitative Transcript Quotes	Convergent/ Divergent
AU, Sig .003,F5.80 SU,Sig.001,F7.35 PO, Sig.005,F5.35 MY, Sig.015, 4.22 IN, Sig.006,F5.20 CO,Sig.003,F5.86 SAL, Sig.003,F6.06 WO, Sig.008,F4.93	<i>'All these factors like marital status, age, qualifications, teaching tenure job experience, and gender has an impact ,Depending on how these factors enable me to contribute and this contribution give me sense of satisfaction, it may vary time to time.'</i>	Convergent

Note. AU= Authority; SU= Supervision; PO= Policies and facilities; MY=My work itself; IN= Interpersonal relations; CO=commitment; SAL=Salary; WO = Work load; Sig=Significance level.

Table 4.142 *Convergence or Divergence of the Transcript Data (Relationship of job experience with emotional labor strategies)*

Quantitative Results job experience (Sig. , F. value)	Qualitative Transcript Quotes	Convergent/ Divergent
SA, Sig .000,F8.55 DA,Sig.038,F 2.83 GA, Sig.038,F 2.83	<i>'I think that use of strategy may not due to difference in gender, age, marital status at work place. But may be due to qualification and teaching tenure work place.'</i>	Convergent

Note. SA=Surface acting; DA= Deep acting; GA= Genuine expression of emotions; Sig= Significance level.

Table 4.143 *Convergence or Divergence of the Transcript Data (Relationship of job experience with job satisfaction)*

Quantitative Results job experience (Sig. , F value)	Qualitative Transcript Quotes	Convergent/ Divergent
AU,Sig.000,F8.53 SU, Sig .000,F6.77 PO, Sig .000,F8.78 MY, Sig.000,F8.70 IN, Sig.000,F7.95 CO, Sig.000, F7.45 SAL,Sig.000,F8.48 WO,Sig.000,F10.36	<i>'In my point of view, job experience play a role towards job satisfaction.'</i>	Convergent

Note. AU= Authority; SU= Supervision; PO= Policies and facilities; MY=My work itself; IN= Interpersonal relations; CO=commitment; SAL=Salary; WO = Work load; Sig=Significance level.

4.3 Triangulation of Results

When quantitative and qualitative data sets are merged, this process is called triangulation. Triangulation helps the researcher to get deeper understanding of research study findings. Merging of two data set results allows to predict, how these two data sets are similar or fit with each other as convergence or contradict each other as divergence. If two data sets complement each other, it is referred as convergence. On the other hand, if two data sets contradict each other or show differences, it is referred as divergence (Creswell & Creswell, 2018).

Quantitative results revealed that university teachers used emotional labor strategies at work place. Mostly, teachers used emotional labor strategy called genuine expression of emotions (GE), some teachers get involved in deep acting strategy (DA) and few teachers used surface acting strategy (SA). For this data set, same qualitative

results are being collected by the researcher. For utilization of genuine expression of emotion one respondent said, ‘Yes off course, most of the time, I’m emotionally involved with my job. Getting tired or drained creates no impact on my work efficiency but I love my job and it helps me to easily overcome every issue I encountered with.’

For utilization of deep acting strategy another respondent said, ‘It happens many times when i deal with students like I’m in class for teaching and someone misbehaving and my inner emotions compel me to react but my training as my job requires me to hold back my emotions. Sometimes, I’m teaching and students in the class are not ready for learning same happens that i have to control my inner emotions.’

For utilization of surfaceacting, one respondent said, ‘Yes, it happens with me, specifically in every new semester, I have more challenges, as the students enter into new environment, they have different sorts of issues, adjustment with teachers and classmates, academic matters, behavioral issues etc.’ ‘However, it is difficult but I manage with them, as it is part of my job and I do it devotedly. Another quantitative result regarding job satisfaction is aligned with its qualitative data set, quantitative results revealed that most of the university teachers are satisfied with their job, for qualitative study, mostly teachers are satisfied, few teachers showed their low job satisfaction regarding salary and assigned work load as one teacher shared that, ‘Not totally but partially yes I am satisfied with many policies but not satisfied with many policies. University environment is overall good and congenial.

Work load and salary both are the factors impact the efficiency of teaching staff more than anything so it need more discussion by involving teachers in that. As they need more improvement.’ Quantitative result revealed positive relationship between emotional labor and job satisfaction of university teachers. Quantitative results are aligned with qualitative results. As one university teacher shared that, ‘One of my

students was habitual to submit the given assignment late, even after my repeated reminders, I want to do an effort to teach him about the value of time management, so I involve head of the department with me, I denied to accept his assignment by saying that he, may contact head of the department for this serious concern. At my face, I showed him my angry attitude, but at heart, I want to give him some lesson.'

'It made me feeling successful, as I played my role in personality formation of my student.'

Another teacher shared that, 'Most of the time, I feel emotions naturally and genuinely with my students and with other people, for example, with my all students from the very first day through orientation sessions, I develop a strong teacher- student bond which help me to handle all the relevant matters of students in natural way with care. Same is the case with other people at work place. Although, sometimes, I do not bother, what I feel and focused what is required because it is more important regarding job at work place.'

'I feel excited and feel accomplishment internally in such situations.'

Another quantitative result revealed that negative affiliation is present between surface acting and job satisfaction, and deep acting and genuine expression has positive affiliation. Qualitative data set showed different results as one university teacher shared that, 'Sometimes, when extra workload is assigned, without informing a head of time or taking willingness, it becomes very difficult to deal with the inner self and with the work as well. I think in this way the quality of work taken form the employees is also decreases.' 'However, it is difficult to manage such situation, but it really hard to give bad impression even if it was a bad day, at the end I become much tired, but it gives me feeling of success that I have tried my level best to complete all

the tasks given in appropriate way.’ Regarding gender, quantitative and qualitative data sets are aligned with each other, female teachers are involved in ‘deep acting and genuine expression of emotions strategy’ more than male teaching faculty. And male teaching faculty is involved more in surface acting strategy as compare to female teaching faculty. For job satisfaction, female teachers are more job satisfied as compare to male teaching faculty these results are also similar for both quantitative and qualitative data sets as one male teacher shared that, ‘I think initially I struggle with my inner emotions of anger and grief while interacting with students having disciplinary issues and I try my level best to hide my emotions but sometimes I failed to do so.’ ‘It made me feel drained.’ Another quantitative data set revealed that there is relationship between demographics i.e age, marital status, qualification, job experience and emotional labor strategies. Quantitative results showed significant relationship and. Qualitative results complement quantitative results as one teacher shared that, ‘It happens sometimes based on my responsibilities towards job, me and my family.

All these factors like marital status, age, qualifications, and gender have an impact on my involvement with my job and ultimately creates an opportunity for employer to use it emotionally.’ Another teacher shared that, ‘Yes, I think they all have a close connection with emotional labor strategies. For instance, talking about gender, women are considered more emotional than men. Then, people change their emotions after getting married because they learn to control their emotions when they face problems. Similarly, they change drastically with the passage of time when they grow older or when they improve their education and experience as many things are learnt when people get experience.’ Last quantitative results show demographics relationship i.e age, marital status, qualification, job experience and job satisfaction of university teachers. Most of the qualitative results also similar with quantitative results as one

teacher shared that, 'All these factors like marital status, age, qualifications, teaching tenure job experience, and gender has an impact, depending on how these factors enable me to contribute and this contribution give me sense of satisfaction, it may vary time to time.' Another teacher shared that qualification is not related with job satisfaction. One teacher shared dissimilar opinion, according to her, 'All these factors like marital status, age, qualifications, teaching tenure job experience, and gender has an impact, depending on how these factors enable me to contribute and this contribution give me sense of satisfaction.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSIONS, CONCLUSIONS RECOMMENDATIONS, LIMITATIONS

Research study summary is being provided at first, in this chapter. After that the findings are given. Findings are followed by comparison of quantitative and qualitative results as convergence or divergence. After that triangulation of results is provided. Discussion in comparison with previous research studies and current research study is being done. On the next step, conclusions of the research study are given by the researcher. At the end, very precisely and minutely recommendations, future recommendations and limitations are provided.

5.1 Summary

According to Hochschild, emotional labor is regarded as employer driven in which employees are expected to display emotions which are desired by the organization irrespective of what the employees actually feel. The author has explored its two types. Surface Acting is related with display of emotions according to the expectations of the organization. Surface acting is the change of external display of emotions by hiding the naturally felt emotions. Deep Acting includes conscious efforts of employees to do modification of internal emotions for their job role, and finally they are truly able to feel the mandatory emotions.

Although deep acting is said to be positive strategy which gives more positive results with reference to decreased stress and increased job satisfaction. Genuine Expression of Emotions category is given by (Ashforth & Humphrey, 1993). Employees display genuine emotions, these emotions are naturally felt and experienced by employees without any effort. These emotions arose in them

naturally to complete their tasks at workplace. Job satisfaction is the range of favorableness or un-favorableness which is employed by the employees towards their work. It is considered as general behavior of employees towards their job. Herzberg two factor theory is related with job satisfaction at work place. He discussed two types of factors which influence employees job satisfaction. Hygiene factors are related with external factors like, supervision, policies, benefits etc. Absence of these factors decreases job satisfaction. Motivating factors are internal factors like, interpersonal relationships, commitment, workload etc. increases job satisfaction of employees. Generally, emotions are not given much importance in Pakistani culture and organizations which as a result effect well- being of employees and organizational productivity and outcomes.

Purpose of current research was to measure the relationship between emotional labor strategies and job satisfaction of teachers at university level. Furthermore, relationship of both variables with regards to demographic characteristics i.e gender, qualification, age, teaching tenure and marital status was explored. Emotional labor is the ability to manage personal emotions for the display of emotions as per organizational rules during interpersonal communications. During utilization of emotional labor instead of real and natural emotions, employees pretend fake emotions as per their duty which may affect their state of mind.

Utilization of emotional labor has both positive and negative results according to its use at the work place. Four research objectives were developed by the researcher regarding variables. Four research objectives and two null hypotheses were developed. For qualitative part, five research questions were developed. Two theories, Ashforth and Humphrey Emotional Labor Theory (1993) for the variable , emotional labor strategies and Theory of Herzberg (1968) for the variable, job satisfaction was utilized

by the researcher as theoretical frame work. Thematic map was developed manually for qualitative study this research study was explorative study in which convergent parallel mixed-method research design by Creswell, 2015 was used. In the current research study, researcher conducted quantitative and qualitative elements at the similar time but separately throughout the research process, applied the both methods equally, both components were analyzed independently, their results were merged, compared and interpretation of the results was done at the end. So, two data sets were obtained, conducted analysis separately and their results were compared to give interpretation. The target population of this current research study was teaching faculty (lecturers, assistant professors and associate professors).

This teaching faculty is selected from public sector universities of Islamabad and Rawalpindi only. Furthermore, only faculties of social sciences and Humanities were selected. Teaching faculty in both faculties is 852. This data was taken from the Higher education commission (HEC) official website and every university website. The researcher had delimited the population i-e teaching faculty of social sciences and humanities. For qualitative research design, target population was 11 members from teaching faculty. Three kinds of quantitative scales were employed in the current research study.

The first scale was related with the demographic information of the teaching faculty which was collected by asking closed ended questions. Second scale used for this study was standardized research tool which was emotional labor scale and it was developed by Kiral, E. (2016). It has 16 items. Third scale used for this research study was another standardized research tool which was job satisfaction tool of Abdullah M. Al-Rubaish et al. It has 45 items and 8 categories. 5 options Likert-type scale was used to take responses, “Strongly Agree”, “Agree”, “Neutral”, “Disagree”, “Strongly

Disagree”, for both standardized questionnaires, i-e emotional labor scale and job satisfaction scale. Quantitative Data was analyzed in SPSS version 21. Data was analyzed through Pearson correlation coefficient, Independent samples t- test and ANOVA. Thematic analysis was used to analyze qualitative data. Findings revealed that there is significant relationship between emotional labor strategies and jobsatisfaction. Surface acting is related with job satisfaction negatively. Teaching faculty when uses surface acting, it decreases their job satisfaction. Deep acting and genuine expression of emotions is also related with job satisfaction but in positive affiliation. Use of both these strategies increases satisfaction level of teaching faculty.

It is found that male teaching faculty is utilizing surface acting strategy more than female teaching faculty on the other hand, female teaching faculty is utilizing deep acting strategy more than male teaching faculty. It is also found that female teaching faculty is utilizing genuine expression of emotions strategy more than male teaching faculty. Female teaching faculty is more satisfied with their job. Age group 1-5 years is utilizing surface acting more at the work place and they are less satisfied. 11-15 years age group is utilizing deep acting strategy and genuine expression of emotion strategy and they are more jobsatisfied.

PhD faculty is using deep acting strategy and genuine expression of emotion strategy and they are more job satisfied. Married teaching faculty is using deep acting strategy and genuine expression of emotion strategy and they are more job satisfied. Teaching faculty having 11-15 years job experience is using deep acting strategy and genuine expression of emotion strategy and they are more job satisfied. For qualitative part seven themes were developed. First three themes were related emotional labor strategies. About these three themes it is found that when teachers encountered with surface acting strategy, they compete with internal emotions

successfully and feel satisfied until, these situations are not prolonged enough. Use of deep acting made them feel successful and satisfied as they felt that, they have played their role as a university teacher and while utilizing genuine expression of emotions strategy besides feeling successful and satisfied, they made themselves able to boost their energies to start a new day with commitment and happiness. Forth theme was related with level of job satisfaction, about this theme it is found that almost all the university teachers are satisfied with their job, few teachers are not satisfied with salary and workload.

From seven themes, two themes were developed regarding relationship between demographics and emotional labor strategies. Other theme was developed regarding relationship between demographics and job satisfaction. For first theme, findings indicated that most of the teachers are not agree that difference of gender is involved in the utilization of strategies, however, there are some teachers who agrees that, there is effect of gender. Findings regarding age and marital status shown the same results as that of gender, however mostly teachers agree that qualification and job experience has its influence on utilization of specific emotional labor strategy and some teachers shows disagreement regarding these two components.

Findings for the second theme indicated that, gender, age and marital status played a significant role to make some teachers' job satisfied. Most of the teachers also agree that qualification and job experience is associated with job satisfaction at work place in certain situations on the other hand some teachers were also not agree with them. First theme was related with demographics and its relationship with emotional labor strategies, second theme was related with demographics and its relationship with job satisfaction.

On the basis of the findings, recommendations are being done. There may be relevant and need based sessions and focused group discussions for the teaching faculty using surface acting strategy at work place. Regarding job satisfaction, there may be discussion with the teachers regarding workload and salary matters. Therefore, there may be sessions for the teachers specifically for male teachers regarding emotional regulation and self-awareness. There may be relevant guidance, discussions and essential steps by the university authorities to cope with this matter. Age difference regarding use of emotional labor strategies, there is difference between age group (35-40) and job experience (1-5) years. There may be sessions regarding team building for them. Therefore, relevant sessions may be planned for this age group.

The present research study has taken public sector universities only, future research studies may conduct research study with regard to these variables in private sector universities and then results of the public and private universities may also be compared to check the difference. Such type of comparison will be helpful to make realistic and authentic recommendations for improvement of teaching faculty. In Qualitative research design, E-mail interviews were taken due to COVID-19 in which the element of observation which is only done in face-to-face interviews was missing. So, future studies may ponder triangulated data measures in which observation and interviews both may be conducted to get more realistic and accurate data to represent emotional labor.

5.2 Findings

5.2.1 Findings of Quantitative Analysis

Finding 1

According to the objective No. 1 the received data was analyzed by conducting mean and standard deviation, it was found that most of the university teachers mostly

utilize genuine expression of emotions strategy (4.02). Some teachers are involved in deep acting (3.77) and few teachers utilize surface acting (1.62) strategy at work place.

Finding 2

According to the objective No. 2 the received data was analyzed by conducting mean and standard deviation. The university teachers are satisfied with their job at work place. Categories of job satisfaction includes authority (4.29), supervision (4.30), policies and facilities (4.32), my work itself (4.30), interpersonal relationships (4.30), commitment (4.31), salary (4.34) and workload (3.62).

Finding 3

The received data was analyzed by conducting Pearson correlation coefficient and significant positive relationship (.766^{**}) was found between emotional labor strategies and job satisfaction of university teachers. Alongside , significant relationship was found between emotional labor strategies and job satisfaction of university teachers. Emotional labor strategies are surface acting, deep acting and genuine expression of emotions. Negative relationship was found between surface acting and all sub categories of job satisfaction.

Job satisfaction categories includes authority (-.984^{**}) , supervision (-.970^{**}) , policies and facilities (-.983^{**}), my work itself (-.972^{**}), interpersonal relationships (-.962^{**}), commitment (-.961^{**}) , salary (-.955^{**}) and workload (-.820^{**}). Deep acting and genuine expression of emotions strategies have positive relationship with all job satisfaction categories. Job satisfaction categories includes authority (.395^{**}), supervision (.377^{**}), policies and facilities (.373^{**}), my work itself (.381^{**}),

interpersonal relationships (.385**), commitment (.383**), salary (.390**) and workload (.297**). Null hypothesis for this objective is rejected.

Finding 4 a

The received data was analyzed by conducting independent samples T.test weak significant difference (-2.593) was found regarding surface acting among male and female teaching faculty. Male (1.69) teaching faculty is utilizing surface acting strategy more than female (1.55) teaching faculty. So, the hypothesis is rejected. Significant difference (6.496) was also found regarding deep acting among male and female teaching faculty. Female (4.13) teaching faculty is utilizing deep acting strategy more than male (3.41) teaching faculty. So, the null hypothesis is rejected. Besides this, significant difference (6.496) was found regarding genuine expression of emotions among male and female teaching faculty. Female (4.13) teaching faculty is utilizing genuine expression of emotions strategy more than male (3.41) teaching faculty. So, the null hypothesis is rejected. The received data was analyzed by conducting independent samples T. test and significant difference (2.432) was found regarding job satisfaction among male and female teaching faculty. Female teaching faculty showed more inclination towards Job satisfaction categories i-e authority (2.432) (4.22M,4.38F), supervision (2.339) (4.23M,4.37F), policies and facilities (2.21) (4.26M, 4.38F), my work itself (2.387) (4.24M,4.37F), interpersonal relationships (2.595) (4.23M,4.38F), commitment (2.406) (4.24M,4.38F), salary (2.457) (4.27M,4.41F), workload (1.950) (3.59M,3.60F) than male teaching faculty. So, the null hypothesis is rejected.

Finding 4 b

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.001) was found between the age

groups (35-40) and (41-45) regarding surface acting. Besides this, statistically significant difference (.033) was found between age groups (35-40) and (46-above). Statistically significant difference (.926) was not found between age groups (41-45) and (46-above). So, the results rejected the null hypothesis regarding age groups (35-40) and (41-45), (35-40) and (46-above) and failed to reject the null hypothesis for (41-45) and (46-above) groups.

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.018) was found between age groups (35-40) and (41-45) regarding deep acting. Besides this, statistically significant difference (.340) was not found between age groups (35-40) and (46-above). Statistically significant difference (.612) was not found between age groups (41-45) and (46-above). So, the results rejected the null hypothesis regarding age groups (35-40) and (41-45) and failed to reject the null hypothesis for (41-45) and (46-above) and (35-40) and (46-above) groups.

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.018) was found between age groups (35-40) and (41-45) regarding genuine expression of emotions. Besides this, statistically significant difference (.340) was not found between the age groups (35-40) and (46-above). Statistically significant difference (.612) was not found between age groups (41-45) and (46-above). So, the results rejected the null hypothesis regarding age groups (35-40) and (41-45) and failed to reject the null hypothesis for (41-45) and (46-above) and (35-40) and (46-above) groups. The received data was analyzed by conducting One way ANOVA and According to Tukey post hoc statistically significant difference (.000) was found between age groups (35-40) and (41-45) regarding authority. Besides this, statistically significant difference (.013) was found between

age groups (35-40) and (46-above). Statistically significant difference(.960) was not found between age groups (41-45) and (46-above). So, the results rejected the null hypothesis regarding age groups (35-40) and (41-45) and (35-40) and (46-above). Besides this, failed to reject the null hypothesis for (41-45) and (46-above) groups. The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.003) was found between age groups (35-40)and (41-45) regarding supervision. Besides this, statistically significant difference (.061) was not found between age groups (35-40) and (46-above). Statistically significant difference (.913) was not found between age groups (41-45) and (46-above). So, the results rejected the null hypothesis regarding age groups (35-40) and (41-45) and failed to reject the null hypothesis for (41-45) and (46-above), (35-40) and (46-above) groups.

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc results statistically significant difference (.001) was found between age groups(35-40) and (41-45) regarding policies and facilities. Statistically significant difference (.021) was found between age groups (35-40) and (46-above). Statistically significant difference (.988) was not found between age groups (41-45) and (46-above). So, the results rejected the null hypothesis regarding age groups (35-40) and (41-45), (35-40) and(46-above) and failed to reject the null hypothesis for (41-45) and (46-above) groups.

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc results statistically significant difference (.001) was found between the age groups (35-40) and (41-45) regarding my work itself. Besides this, statistically significant difference (.013) was found between the age groups (35-40) and (46-above). Statistically significant difference (.979) was not found between age groups (41-45) and

(46-above). So, the results rejected the null hypothesis regarding age groups (35-40) and (41-45), (35-40) and (46-above) and failed to reject the null hypothesis for (41-45) and (46-above) groups. The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.001) was found between the age groups (35-40) and (41-45) regarding interpersonal relationships. Besides this, statistically significant difference (.022) was found between the age groups (35-40) and (46-above). Statistically significant difference (.941) was not found between age groups (41-45) and (46-above). So, the results rejected the null hypothesis regarding age groups (35-40) and (41-45), (35-40) and (46-above). On the other hand, failed to reject the null hypothesis for (41-45) and (46-above) groups.

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.000) was found between age groups (35-40) and (41-45) regarding commitment. Besides this, statistically significant difference (.019) was found between the age groups (35-40) and (46-above). Statistically significant difference (.837) was not found between age groups (41-45) and (46-above). So, the results rejected the null hypothesis regarding age groups (35-40) and (41-45), (35-40) and (46-above). And failed to reject the null hypothesis for (41-45) and (46-above) groups.

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.000) was found between age groups (35-40) and (41-45) regarding salary. Besides this, statistically significant difference (.012) was found between age groups (35-40) and (46-above). Statistically significant difference (.950) was not found between age groups (41-45) and (46-above). So, the results rejected the null hypothesis regarding age groups (35-40) and (41-45), (35-40) and (46-above) and failed to reject the null hypothesis for (41-45) and (46-

above) groups. The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.000) was found between age groups (35-40) and (41-45) regarding workload. Besides this, statistically significant difference (.028) was found between age groups (35-40) and (46-above). Statistically significant difference (.837) was not found between age groups (41-45) and (46-above). So, the results rejected the null Hypothesis regarding age groups (35-40) and (41-45), (35-40) and (46- above) and failed to reject the null hypothesis for (41-45) and (46-above) groups.

Finding 4 c

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.034) was found between M.Phil. and PhD teaching faculty regarding surface acting. Statistically significant difference (.808) was not found between M.Phil. and Postdoc teaching faculty. Statistically significant difference (.410) was not found between PhD and Postdoc teaching faculty. So, the results rejected the null hypothesis for difference between the M.Phil. and PhD and failed to reject the null hypothesis for difference between PhD and Post doc teaching faculty, and M.Phil. and Postdoc teaching faculty.

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.002) was found between M.Phil. and PhD teaching faculty regarding deep acting. But statistically significant difference (.948) was not found between M.Phil. and Postdoc teaching faculty. Statistically significant difference (.822) was not found between PhD and Postdoc teaching faculty. So, the results rejected the null hypothesis for difference between the M.Phil. and PhD and failed to reject the null hypothesis for difference between PhD and Post doc teaching faculty, and M.Phil. and Postdoc teaching faculty. The received

data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.002) was found between M.Phil. and PhD teaching faculty regarding genuine expression of emotions. But statistically significant difference (.948) was not found between M.Phil. and Postdoc teaching faculty. Statistically significant difference (.822) was not found between PhD and Postdoc teaching faculty. So, the results rejected the null hypothesis for difference between the M.Phil. and PhD and failed to reject the null hypothesis for difference between PhD and Post doc teaching faculty, and M.Phil. and Postdoc teaching faculty.

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc results there is statistically significant difference (.029) between M.Phil. and PhD teaching faculty regarding authority. On the other hand, there is no statistically significant difference (.821) between M.Phil. and Postdoc teaching faculty. The results also revealed that there is no statistically significant difference (.415) between PhD and Postdoc teaching faculty.

So, the results rejected the null hypothesis for difference between the M.Phil. and PhD, On the other hand failed to reject the null hypothesis for difference between PhD and Post doc teaching faculty, and M.Phil. and Postdoc teaching faculty. The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.087) was not found between M.Phil. and PhD teaching faculty regarding supervision.

Besides this, statistically significant difference (.719) was not found between M.Phil. and Postdoc teaching faculties. Statistically significant difference (.381) was not found between PhD and Postdoc teaching faculty. So, the results failed to reject the null hypothesis for difference between the M.Phil. and PhD, besides this, failed to reject the null hypothesis for difference between PhD and Post doc teaching faculty, and

M.Phil. and Postdoc teaching faculty. The received data was analyzed by conducting one way ANOVA and according to Tukey post hoc statistically significant difference (.075) was not found between M.Phil. and PhD teaching faculty regarding policies and facilities. Besides this, statistically significant difference (.684) was not found between M.Phil. and Postdoc teaching faculty. Statistically significant difference (.342) was not found between PhD and Postdoc teaching faculty. So, the results failed to reject the null hypothesis for difference between the M.Phil. and PhD, besides this, failed to reject the null hypothesis for difference between PhD and Post doc teaching faculty, and M.Phil. and Postdoc teaching faculty.

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.024) was found between M.Phil. and PhD teaching faculty regarding my work itself. The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.024) was found between M.Phil. and PhD teaching faculty regarding my work itself. But statistically significant difference (.611) was not found between M.Phil. and Postdoc teaching faculty. Statistically significant difference (.234) was also not found between PhD and Postdoc teaching faculty.

So, the results rejected the null hypothesis for difference between the M.Phil. and PhD and failed to reject the null hypothesis for difference between PhD and Post doc teaching faculty, and M.Phil. and Postdoc teaching faculty. The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.048) was found between M.Phil. and PhD teaching faculty regarding interpersonal relationships. Statistically significant difference (.917) was not found between M.Phil. and Postdoc teaching faculty. Statistically significant difference (.569) was also not found between PhD and Postdoc teaching faculty. So, the results

rejected the null hypothesis for difference between the M.Phil. and PhD, On the other hand failed to reject the null hypothesis for difference between PhD and Post doc teaching faculty, and M.Phil. and Postdoc teaching faculty. The received data was analyzed by conducting One way ANOVA and according to Tukey post Hoc statistically significant difference (.038) was found between M.Phil. and PhD teaching faculty regarding commitment. Statistically significant difference (.760) was not found between M.Phil. and Postdoc teaching faculty. Statistically significant difference (.371) was also not found between PhD and Postdoc teaching faculty. So, the results rejected the null hypothesis for difference between the M.Phil. and PhD, and failed to reject the null hypothesis for difference between PhD and Post doc teaching faculty, and M.Phil. and Postdoc teaching faculty.

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.008) was found between M.Phil. and PhD teaching faculty regarding salary. Statistically significant difference (.747) was not found between M.Phil. and Postdoc teaching faculty. Statistically significant difference (.285) was also not found between PhD and Postdoc teaching faculty. So, the results rejected the null hypothesis for difference between the M.Phil. and PhD and failed to reject the null hypothesis for difference between PhD and Post doc teaching faculty, and M.Phil. and Postdoc teaching faculty.

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.050) was found between M.Phil. and PhD teaching faculty regarding workload. But statistically significant difference (.771) was not found between M.Phil. and Postdoc teaching faculty. Statistically significant difference (.396) was also not found between PhD and Postdoc teaching faculty. So, the results rejected the null hypothesis for difference between the M.Phil.

and PhD, and failed to reject the null hypothesis for difference between PhD and Post doc teaching faculty, and M.Phil. and Postdoc teaching faculty.

Finding 4 d

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.006) was found between unmarried and married teaching faculty regarding surface acting. But statistically significant difference (.377) was not found between unmarried and divorced teaching faculty. Statistically significant difference (.110) was also not found between married and divorced teaching faculty. So, the results rejected the null hypothesis for difference between the unmarried and married teaching faculty. And failed to reject the null hypothesis for difference between unmarried and divorced teaching faculty, and married and divorced teaching faculty.

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.000) was found between unmarried and married teaching faculty regarding deep acting. But statistically significant difference (.927) was not found between unmarried and divorced teaching faculty. Statistically significant difference (.439) was not found between married and divorced teaching faculty. So, the results rejected the null hypothesis for difference between the unmarried and married teaching faculty and failed to reject the null hypothesis for difference between unmarried and divorced teaching faculty, and married and divorced teaching faculty.

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.000) was found between unmarried and married teaching faculty regarding genuine expression of emotions. But

statistically significant difference (.927) was not found between unmarried and divorced teaching faculty. Statistically significant difference (.439) was not found between married and divorced teaching faculty. So, the results rejected the null hypothesis for difference between the unmarried and married teaching faculty and failed to reject the null hypothesis for difference between unmarried and divorced teaching faculty, and married and divorced teaching faculty.

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.008) was found between unmarried and married teaching faculty regarding authority. But statistically significant difference (.466) was not found between unmarried and divorced teaching faculty. Statistically significant difference (.158) was not found between married and divorced teaching faculty. So, the results rejected the null hypothesis for difference between the unmarried and married teaching faculty. But failed to reject the null hypothesis for difference between unmarried and divorced teaching faculty, and married and divorced teaching faculty.

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.003) was found between unmarried and married teaching faculty regarding supervision. But statistically significant difference (.355) was not found between unmarried and divorced teaching faculty. Statistically significant difference (.088) was not found between married and divorced teaching faculty. So, the results rejected the null hypothesis for difference between the unmarried and married teaching faculty and failed to reject the null hypothesis for difference between unmarried and divorced teaching faculty, and married and divorced teaching faculty.

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.015) was found between unmarried and married teaching faculty regarding policies and facilities. But statistically significant difference (.400) was not found between unmarried and divorced teaching faculty. Statistically significant difference (.137) was not found between married and divorced teaching faculty. So, the results rejected the null hypothesis for difference between . The unmarried and married teaching faculty and failed to reject the null hypothesis for difference between unmarried and divorced teaching faculty, and married and divorced teaching faculty.

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.031) was found between unmarried and married teaching faculty regarding my work itself. But statistically significant difference (.553) was not found between unmarried and divorced teaching faculty. Statistically significant difference (.247) was not found between married and divorced teaching faculty. So, the results rejected the null hypothesis for difference between the unmarried and married teaching faculty and failed to reject the null hypothesis for difference between unmarried and divorced teaching faculty, and married and divorced teaching faculty.

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.013) was found between unmarried and married teaching faculty regarding interpersonal relationships. But statistically significant difference (.506) was not found between unmarried and divorced teaching faculty. Statistically significant difference (.192) was also not found between married and divorced teaching faculty. So, the results rejected the null hypothesis for difference between the unmarried and married teaching faculty and

failed to reject the null hypothesis for difference between unmarried and divorced teaching faculty, and married and divorced teaching faculty. The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.007) was found between unmarried and married teaching faculty regarding commitment. But statistically significant difference (.516) was not found between unmarried and divorced teaching faculty. Statistically significant difference (.181) was not found between married and divorced teaching faculty. So, the results rejected the null hypothesis for difference between the unmarried and married teaching faculty.

On the other hand, failed to reject the null hypothesis for difference between unmarried and divorced teaching faculty, and married and divorced teaching faculty. The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.006) was found between unmarried and married teaching faculty regarding salary. But statistically significant difference (.483) was not found between unmarried and divorced teaching faculty. Statistically significant difference (.161) was also not found between married and divorced teaching faculty.

So the results rejected the null hypothesis for difference between the unmarried and married teaching faculty and failed to reject the null hypothesis for difference between unmarried and divorced teaching faculty, and married and divorced teaching faculty. The received data was analyzed by conducting one way ANOVA and according to Tukey post hoc statistically significant difference (.015) was found between unmarried and married teaching faculty regarding workload. But statistically significant difference (.567) was not found between unmarried and divorced teaching faculty. Statistically significant difference (.234) was also not found between married and

divorced teaching faculty. So, the results rejected the null hypothesis for difference between the unmarried and married teaching faculty and failed to reject the null hypothesis for difference between unmarried and divorced teaching faculty, and married and divorced teaching faculty.

Finding 4 e

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.000) was found among 1-5 years and 6-10 years, 1- 5 years and 11-15 years regarding surface acting. Besides this, statistically significant difference (.006) was found between 1-5 and 16- above years. Statistically significant difference (.991) was not found between 6-10 years and 11-15 years. Statistically significant difference (1.000) was also not found between 6-10 years and 16- above years. So, the results rejected the null hypothesis for difference among 1-5 years and 6-10 years, 1-5 years and 11-15 years and 1-5 and 16-above years.

Besides this, the results failed to reject the null hypothesis for difference between 11-15 years and 16- above, 6-10 years and 11-15 years and 6-10 years and 16-above years of job experience. The received data was analyzed by conducting One way ANOVA and according to Tukeypost hoc statistically significant difference (.060) was not found among 1-5 years and 6-10 years, regarding deep acting. Besides this, statistically significant difference (.166) was not found between 1-5 and 11-15 years. Significant difference (.043) was found between 1-5 and 16- above years. Statistically significant difference was not present between 6-10 years and 11-15 years.

Statistically significant difference (.918) was not found between 6-10 years and 11-15 years. Statistically significant difference (.669) was not found between 6-10 years and 16-above years. So, the results failed to reject the null hypothesis for difference among 1-5 years and 6-10 years and for 1-5 years and 11-15years. The null hypothesis

is rejected among 1-5 and 16- above years. Besides this, the results failed to reject the null hypothesis between 6-10 and 11-15 years and 6-10 years and 16-above years of job experience. The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.060) was not found among 1-5 years and 6-10 years, regarding genuine expression of emotions. Besides this, statistically significant difference (.166) was not found between 1-5 and 11-15 years. Significant difference (.043) was found between 1-5 and 16-above years. Statistically significant difference was not present between 6-10 years and 11-15 years. Statistically significant difference (.918) was not found between 6-10 years and 11-15years. Statistically significant difference (.669) was not found between 6-10 years and 16-above years.

So, the results failed to reject the null hypothesis for difference among 1-5 years and 6-10 years and for 1-5 years and 11- 15years. The null hypothesis is rejected among 1-5 and 16- above years. Besides this, the results failed to reject the null hypothesis between 6-10 and 11-15 years and 6-10 years and 16-above years of job experience. The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.000) was found among 1-5 and 6-10 years and, 1-5 and 11-15years regarding authority.

Besides this, statistically significant difference (.010) was found between 1-5 and 16-above years. Significant difference (.980) was not found between 6-10 and 11-15 years. The results also revealed that there is no statistically significant difference (.999) between 6-10 years and 16-above years. So, the results rejected the null hypothesis for difference among 1-5 years and 6-10 years. Besides this, rejected the null hypothesis for 1-5 years and 11-15 years and 1-5 and 16- above years and failed to reject the null hypothesis for difference between 6-10 years and 11-15, 6-10 years and

16-above years of job experience. The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.000) was found between 1-5 and 6-10 years and, 1-5 and 11-15 years regarding supervision. Besides this, statistically significant difference (.026) was found between 1-5 and 16-above years. Significant difference (.917) was not found between 6-10 and 11-15 years. Statistically significant difference (1.000) was not found between 6-10 years and 16-above years.

So, the results rejected the null hypothesis for difference among 1-5 years and 6-10 years. Besides this, rejected the null hypothesis for 1-5 years and 11-15 years and 1-5 and 16-above years and failed to reject the null hypothesis for difference between 6-10 and 11-15, 6-10 and 16-above years of job experience and 1-5 and 16-above years and failed to reject the null hypothesis for difference between 6-10 and 11-15, 6-10 and 16-above years of job experience. The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc statistically significant difference (.000) was found among 1-5 and 6-10 years and, 1-5 and 11-15 years regarding policies and facilities.

Besides this, statistically significant difference (.007) was found between 1-5 and 16-above years. Significant difference (.920) was not found between 6-10 and 11-15 years. Statistically significant difference (1.000) was not found between 6-10 years and 16-above years. Statistically significant difference (.994) was not found between 16-above years and 11-15 years of job experience. So, the results rejected the null hypothesis for difference among 1-5 years and 6-10 years. Besides this, rejected the null hypothesis for 1-5 years and 11-15 years and 1-5 and 16-above years and failed to reject the null hypothesis for difference between 6-10 and 11-15, 6-10 and 16-above years and 11-15 years and 16-above years of job experience.

The received data was analyzed by conducting One way ANOVA and according to Tukey post hoc, statistically significant difference .000 was found among 1-5 and 6-10 years and, 1-5 and 11-15years, 1-5 and 16-above years regarding My work itself. There is no significant difference (.914) between 6-10 and 11-15 years. The results also revealed that there is no statistically significant difference (1.000) between 6-10 years and 16-above years. Results also revealed that there is no statistically significant difference (.980) between 16-above years and 11-15 years of job experience. So, the results rejected the null hypothesis for difference among 1-5 years and 6-10 years.

Besides this, rejected the null hypothesis for 1-5 years and 11-15 years and 1-5 and 16- above years. On the other hand, failed to reject the null hypothesis for difference between 6-10 and 11-15, 6-10 and 16-above years and 11-15 years and 16-above years of job experience. The received data was analyzed by conducting, one way ANOVA and according to Tukey post hoc, statistically significant difference (.000) was found among 1-5 and 6-10 years and, 1-5 and 11-15years, 1-5 and 16-above years regarding interpersonal relationships. Significant difference (.967) was not found between 6-10 and 11-15 years.

Statistically significant difference (.996) was not found between 6-10 years and 16-above years. Statistically significant difference (.971) was not found between 16-above years and 11- 15 years of job experience. So, the results rejected the null hypothesis for difference among 1-5 years and 6-10 years. Besides this, rejected the null hypothesis for 1-5 years and 11-15years and 1-5 and 16- above years and failed to reject the null hypothesis for difference between 6-10 and 11-15, 6-10 and 16-above years and 11-15 years and 16-above years of job experience. The received data was analyzed by conducting, One way ANOVA and according to Tukey post hoc, statistically significant

difference (.000) was found among 1-5 and 6-10 years and, 1-5 and 11-15years, 1-5 and 16-above years regarding commitment. Significant difference (.981) was not found between 6-10 and 11-15 years. Statistically significant difference (.985) was not found between 6-10 years and 16-above years. Statistically significant difference (.952) was also not found between 16-above years and 11-15 years of job experience. So, the results rejected the null hypothesis for difference among 1-5 years and 6-10 years. Besides this, rejected the null hypothesis for 1-5 years and 11- 15years and 1-5 and 16-above years and failed to reject the null hypothesis for difference between 6-10 and 11-15, 6-10 and 16-above years and 11-15 years and 16-above years of job experience.

The received data was analyzed by conducting, One way ANOVA and according to Tukey post hoc, statistically significant difference (.000) was found among 1-5 and 6-10 years and, 1-5 and 11-15years, 1-5 and 16-above years regarding salary. Significant difference (.964) was not found between 6-10 and 11-15 years. Statistically significant difference (1.000) was not found between 6-10 years and 16-above years. Statistically significant difference (.989) was also not found between 16-above years and 11-15 years of job experience.

So, the resultsrejected the null hypothesis for difference among 1-5 years and 6-10 years. Besides this, rejected the null hypothesis for 1-5 years and 11-15years and 1-5 and 16- above years. On theother hand, failed to reject the null hypothesis for difference between 6-10 and 11-15, 6-10 and 16-above years and 11-15 years and 16-above years of job experience. The received data was analyzed by conducting, One way ANOVA and according to Tukey post hoc, statistically significant difference (.000) was found among 1-5 and 6-10 years and, 1-5 and 11-15years, 1-5 and 16-above years regarding workload. Significant difference (.707) was not found between 6-10 and 11-15 years. Statistically significant difference (.996) was not found between 6-10 years

and 16-above years. Statistically significant difference. (.880) was not found between 16-above years and 11- 15 years of job experience. So, the results rejected the null hypothesis for difference among 1-5 years and 6-10 years. Besides this, rejected the null hypothesis for 1-5 years and 11-15years and 1-5 and 16- above years and failed to reject the null hypothesis for difference between 6-10 and 11-15, 6-10 and 16-above years and 11-15 years and 16-above years of job experience.

5.2.2 Findings of Qualitative Analysis

Finding 1. (Theme 1, 2, 3)

Finding for the research question one indicated that emotional labor is very important element which is being used at university level. University teachers are utilizing emotional labor strategies at the work place according to the different situations.

Theme 1: Surface acting strategy use is comparatively low, sometimes, university teachers are using it, usually teachers are involved in deep acting during their interactions on the other hand, most of the time they are using genuine expression of emotions strategy. About utilization of surface acting one teacher shared that when she is assigned with extra workload before informing a head of time, she feels difficulty to cope with her inner self, and is unable to perform good. She also shared that, even such days are very hard, but it looks inappropriate to give bad impression, she becomes much tired when working hours are ended at the work place but she became happy that she successfully completed her assigned tasks. Another teacher said that, she suffered at heart and feels much critical when she is disagree with the senior teachers in some academic matters, but she has to be agreed with them. Some teachers also shared that, students with behavioral issues and adjustment issues (Novice Students) encountered them with difficult situations, mostly teachers said that after solving their

issues, they feel successful and satisfied, two teachers said that they become exhausted and drained.

Theme 2: About, Theme second which is deep acting, one teacher shared that during the class, many times dealing with problematic students, she is able to control herself from reacting as she has taken relevant trainings. She felt satisfied after handling the situations, but if, sometimes students with learning readiness issues becomes long, it creates stress. Other teacher shared that, sometimes she feels uncomfortable with people, but she always understands her role as a teacher which gives her strength internally to cope with the situation. It gives her satisfaction towards her job. Other teachers shared that, they faced with the critical situation with misbehaved students, lack of learning readiness students, students with communication issues, students with disciplinary problems, they manage their emotions, instead of reacting or showing aggressive behavior, they play their role as a teacher, which gives them internal delight and satisfaction.

Theme 3: Regarding third theme which is genuine expression of emotions, one teacher shared that most of the time he got involved with his job, he just loves his job, due to it, he overcomes every issue easily and it give him sense of accomplishment and satisfaction. Other teachers shared that they develop strong bond with the students in the orientation week, which gives them help to know about their problems and solve them in natural way. They feel excited and satisfied after solving students' issues. Other teachers shared that, they interact with students in pleasant way, they get involved with them, which help them to solve their issues. Mostly teachers also shared that that, due to their love towards their profession as a teacher, they always remember professionalism at workplace which help them to internally motivated, happy and satisfied.

Finding 2. (Theme 4)

Findings for research question 2 revealed that most of the university teachers are satisfied with their job, however few teachers shared that they are not satisfied with salary and workload assigned to them, there may be some need-based improvements in salary and work load provided. Some teachers shared that, they are partially satisfied with their job, they shared that many policies are good but still some policies need improvement, salary and workload improves work efficiency, so needs to be reviewed by the relevant authorities. Other teachers shared that they are satisfied with facilities provided, with salary, workload, and environment and with the supervision as well. Some teachers shared that, when they joined this job, they were not satisfied but gradually when they understand university environment they become satisfied, they also gave suggestion that, there may be induction trainings for the newly hired faculty, which make them understand more, their responsibilities as a university teacher inside specific university.

Finding 3. (Theme 5)

Findings indicated that use of surface acting strategy for some teachers is negatively related with job satisfaction, as one teacher while talking about this matter shared that, when she is assigned with some extra workload without taking my willingness, these are the times, when thinking like this is not better place for me to work arose in me. Other teacher also shared that during utilization of surface acting, satisfaction with job becomes low. Most of teachers agree that there is negative affiliation between surface acting and job satisfaction. Though, if the use of surface acting strategy is not prolonged, they feel successful and satisfied, dissatisfaction aroused with prolonged situation. Usually, teachers are involved in deep acting which has positive association with satisfaction. As one teacher said that, if there will be a

balance between personal and professional life, it may lead towards utilization of deep acting at work place which further leads towards job satisfaction. Mostly, teachers are involved in genuine expression of emotions strategy, which has positive association with job satisfaction, the reason is as, most of the teachers love their job as a university teacher and they are doing it with full devotion. As one teacher shared that, he develops a healthy teacher-student relationship which help him to understand problems of the students and is able to help them accordingly. Teachers also shared that as they are internally attached with this profession, they do not feel stress rather a sense of happiness and satisfaction, however they also point out that there may be relevant trainings for the teachers to utilize appropriately emotional labor strategies at work place and makethemselves job satisfied.

Finding 4 . (Theme 6)

Findings indicated that female teachers are involved more in the utilization of emotional labor strategies as compare to male teachers. As female teachers shared that all these factors like marital status, age, qualifications, and gender has an impact on display of both these emotional labor strategies. Female teachers shared that, naturally women are more emotional than men, so they can handle the issues of students more softly and with care, they can understand students well, as they are doing the same thing at home, Healthy married life makes people more internally peaceful, as a result they perform well at work place by using strategy of deep acting and genuine expression of emotions.

Qualification and job experience also matters according to female teachers with the passage of time as they improve qualification and job experience and display of emotional labor strategies improves. Besides this, male teachers are involved in surface acting more as compare to female teachers. As male teacher shared that, dealing with

students who have behavioral or learning issues develops internal stress in him. Another male teacher shared that a situation when he is disagreeing internally with the senior teachers but he has to agree with them develops very critical time for him. One male teacher also shared that workload and salary are also factors which develops stress in him. Mostly, male teachers agree that, gender, marital status, qualification and job experience are related with display of emotional labor strategies. Few teachers also shared that display of certain emotional labor strategy is not related with demographics, however qualification and job experience are related with these strategies.

Finding 5. (Theme 7)

Female teachers were found more job satisfied as compare to male teachers. Findings regarding age and marital status mostly teachers shared that these are not associated with job satisfaction, few teachers said that age and marital status are related with job satisfaction. Mostly teachers agree that qualification and job experience has relationship with job satisfaction and some teacher's shows disagreement. Findings also indicated that, gender, age and marital status played a significant role to make teachers' job satisfied. However, one teacher shared that these facets of demographics do not matters, to understand role as a teacher at work place matter more. Most of the teachers also agree that qualification and job experience is associated with job satisfaction at work place in certain situations on the other hand some teachers were also not agree with them. Few female teachers shared that gender and experience make her more job satisfied. According to male teacher, qualification does not matter, however teaching tenure play its role to make people more job satisfied.

5.2.3 Triangulation of Quantitative and Qualitative Findings

Findings of quantitative and qualitative data set complement each other. Positive relationship between emotional labor and job satisfaction was found among

university teachers after analyzing both quantitative and qualitative data sets. University teachers are utilizing emotional labor at work place and at the same time they are satisfied with their job. Regarding utilization of emotional labor strategies quantitative data revealed that most of the university teachers are utilizing genuine expression of emotions strategy at work place during their communication. Qualitative data is aligned with this finding as mostly university teachers are utilizing genuine expression of emotions strategy as they had opinion that, they love their profession and so, doing working at the workplace devotedly.

Regarding utilization of deep acting strategy quantitative and qualitative data gave same findings. There are some teachers who are utilizing deep acting strategy. During interview university teachers shared that there are situations for example, dealing with students at the start of new semester, gave them tough time but they manage their emotions and utilize deep acting strategy. Quantitative and qualitative data set also revealed that there are few teachers who utilize surface acting strategy at work place. University teachers during interview shared that when some tasks are assigned without informing ahead of time, made them drained inside.

Regarding job satisfaction, university teachers are satisfied with their job, however teachers showed dissatisfaction towards salary and workload. Relationship between demographics and study variables revealed similar results for quantitative and qualitative data sets. Male teachers are involved in surface acting strategy more than female teachers. Female teachers are involved in deep acting and genuine expression of emotions more than male teachers. Teaching faculty with age group (35-40) are utilizing surface acting strategy more than other age groups. Teaching faculty with age groups (41-45) and (46-above) are involved in deep acting and genuine expression of emotions strategies more than (35-40) group. Comparison of quantitative and

qualitative data regarding qualification gave similar findings. Teaching faculty with M.Phil. qualification are involved more in surface acting strategy than other groups. Teaching faculty with qualification PhD and Post doc are involved more in deep acting and genuine expression of emotions strategies than teaching faculty with M.Phil. qualification. Teaching faculty with unmarried status for both quantitative and qualitative findings are involved in surface acting strategy on the other hand married teaching faculty are utilizing deep acting and genuine expression of emotions strategies more than surface acting strategy.

Teaching faculty with job experiences (1-5) years are involved in surface acting strategy more than deep acting or genuine expression of emotions strategies according to both quantitative and qualitative findings. Other groups (6-10), (11-15), (16-above) are involved in deep acting and genuine expression of emotions strategies. Quantitative and qualitative findings for demographics and job satisfactions revealed similar results. Female teachers are more satisfied than male teachers. Teaching faculty with age groups (41-45) and (46-above) are more job satisfied than age group (35-40). Teaching faculty with qualification PhD and Postdoc are more satisfied with their job than teaching faculty having M.Phil. qualification. Teaching faculty with married status are more job satisfied than unmarried teaching faculty. Teaching faculty with (6-10) and (16-above) years job experience are more satisfied with their job as compare to teaching faculty having (1-5) years job experience.

5.3 Discussion

5.3.1 Emotional Labor Strategies used by University Teachers

This claim is clear from the literature that teaching is an emotional activity which is significant element of current research study. Almost, all the participants admitted the value of emotions in their professional life and agreed that they experience

different levels of emotional labor at workplace. Research study findings reveals that university teachers involve more in deep acting as compare to surface acting. Research has revealed that emotional labor differently effects workers' professional and personal lives (Brotheridge & Grandey, 2002). Generally, surface acting has negative association with employees (Brotheridge & Lee, 2002; Totterdel & Holman, 2003) and on the other hand deep acting may not lead towards stress and anxiety but has positive effects and increases job satisfaction of teachers (Hochschild, 1983).

Wharton (1993) has explored that emotional labor positively effects, improve and increase employees' level of job satisfaction. This finding was much similar in the present study. The results showed that university teachers involve in strategies when they interact at the work place with students, colleagues and university management. Teachers may be called emotional workers and play a very sensitive role as educators, mentors and counselors. Most of the time teachers involve in strategy of genuine expression of emotions and deep acting and sometimes, they utilize strategy of surface acting.

Surface acting effects negatively and increases stress in university teachers. Same outcomes were found from quantitative and qualitative data set. The general view about teaching profession is that it is related with well-being and growth of students (Hargreaves, 1998; Isenbargera & Zembylas, 2006). And this view is true as teachers under current research study revealed that they work devotedly for the well-being of students and feels optimistic feelings towards them. The findings also displayed that almost all the people had ability of emotional regulation which help them to use coping strategies i-e surface and deep acting. This research finding is also aligned with current research study.

5.3.2 Emotional Labor Strategies and Job Satisfaction

It was supposed that strategies of emotional labor were related with job satisfaction. Findings supported these assumptions by revealing such association with job satisfaction (Zhang&Zhu, 2008). This negative association displays that worker who use this strategy suffer more from emotional exhaustion and they are not satisfied with their job (Grandey,2005). Surface acting suppress natural emotions which further leads towards emotional dissonance, at last this dissonance makes workers disturbed and drained which develops low job satisfaction in them (Grandey, 2000).

In the current research study, surface acting is related with job satisfaction in weak association. Weak association is found in the work of Grandey et al. (2005), according to them effect of emotional labor is different for different cultures. They explored relationship between surface acting and job satisfaction in French and U.S workers and found difference in the relationship. In collectivistic culture like in Pakistani culture, people are more kind and in habit to hide their emotions (Mesquita&Frijda, 1992).

That's why, in collectivistic culture surface acting is supposed to be the part of job and does not give negative result (Grandey, Diefendorff, & Rupp, 2013). Results of the current study revealed that there are some teachers for whom surface acting is negatively associated with their job satisfaction. Grandey (2005) have explored that there is positive association between deep acting and job satisfaction. Available literature on emotional labor is not definite about the deep acting and job satisfaction affiliation (Kammeyer-Muller et al., 2013). Negative affiliation exists between deep acting and job satisfaction according to Totterdell and Holman (2003).

It was explored that emotional labor impact differently different cultures. Literature also recommended that culture has deep effects on emotional regulation process (Allen, Diefendorff, & Ma, 2014). Collectivist culture prefers groups. Such cultures encourage coherence within the groups, that's why emotional labor and its management seems to be more controlled in collectivistic cultures (Safdar et al., 2008). Findings of the current study also revealed positive affiliation between genuine expression of emotions and job satisfaction. This positive relationship exposed that employee who naturally display their emotions are more job satisfaction. There is little evidence exists with regard to genuine expression of emotions and its association with job satisfaction (Hulsheger & Schewe, 2011). Mostly, to indulge in genuine expression of emotions does not create any inner change, so absence of emotional dissonance gives positive outcomes or high job satisfaction for employees (Grandey, Diefendorff, & Rupp, 2013). Attendant staff displayed genuine expression of emotions during interaction with the customers were satisfied with their job more as compared to employees who pretend emotions to complete their assigned tasks (Adelman, 1995).

Researchers continually recommend to conduct researches on the relationship between genuine expression of emotions and welfare of employees (Hulsheger & Schewe, 2011). Surface acting produced negative emotions, so negatively associated with job satisfaction, in other words it decreases the job satisfaction (Scott & Barnes, 2011). Surface acting suppress positive emotions and produce stress and anxiety. Finally, such type of negative emotions remains unsolved or unresolved and continue to effect job satisfaction negatively (Gross & John, 2003; Judge & Ilies, 2006. (Cacioppo, Gardner, Bernston 1999). No doubt, negative emotions decrease employee's productivity. George and Brief (1996) also explored in their research study that employees who suffered internally with their emotions and keep negative emotions

with them for a long time, they become job dissatisfied gradually. Same results were found by Judge et al., (2009), they elaborated that employee who engage in deep acting suffer less from negative emotions and encountered with high job satisfaction. Its reason is that deep acting is actually change the felt emotions which is almost natural experience with positive outcome (Grandey, 2000). The whole process of deep acting happens by reappraisal of the situation or event (Ashforth & Humphrey, 1997). Finally, use of deep acting increases job satisfaction of employees (Judge et al., 2009).

No doubt, there is difference between the employees who made their smile with efforts which is socially required and the teachers who genuinely invest their efforts to interact with the students to solve their problems (Isenbargera & Zembylas, 2006). Mostly teachers in the current research study have point of view that emotional labor or emotional communications whether pleasant or unpleasant are essential part of their job, some acknowledged that to deal with students, colleagues and management at the university needs extra efforts to implement. Qualitative results showed divergence with quantitative results. University teachers shared that, at work place, they encountered with surface acting, for the time being it looks difficult for them to manage the situation but at the end, when they successfully manage the situation, it gives them sense of satisfaction. Teachers suppress their emotions during interactions at work place (Becker, et al., 2014).

It was found that almost all teachers agreed that they have to fake emotions during interactions at least some of the time as one teacher said that, “during lesson presentation and discussion, she hides natural emotions and display emotions which are suitable for the class to understand the concept accurately”. Number of researchers argue that hiding natural emotions creates negative impacts such as stress, emotional exhaustion and burnout and also decreases employees’ job satisfaction (Grandey, 2005).

In the current research study, mostly university teachers were happy to be a teacher. This may be due to the reason that teaching profession is lifelong ambition for teachers. Others who came in teaching profession coincidentally were also happy and satisfied with their job and want to stay in this profession.

This may be due to the reason that teachers involve in emotional management by considering it part of professional identity (Sutton, 2004). Professional identity is the element which affects job satisfaction and teachers feel proud in the form of student's success in different tasks, they feel more satisfaction with their job (Sabanciogullari & Dogan, 2015).

Deep care and love towards their profession emerged due to the reason that they are happy and satisfied with their job as one teacher argue that 'she feels ecstatic being a teacher'. Another teacher claimed that, 'teaching profession is the joy of her life'. Even dealing with students who have different sorts of problems does not affect job negatively. Some participants elaborated the challenges of communicating with difficult students and described that how they modify their emotions to deal successfully and effectively. Their involvement in deep acting caused effective classroom environment and play a vital role for the development of positive emotions (Hochschild, 1983).

Although, it is possible that such type of participants gets help from their previous experience to sustain positive classroom environment and make themselves job satisfied persons. Besides this, caring role of teachers gives them sense of job satisfaction and sustain their well-being (Isenbargera & Zembylas, 2006). Sense of self is also essential element and play a role for job satisfaction of teachers (Kelchtermans & Vandenberghe, 1994). Although, inexperienced teachers admit that due to lack of experience, sometimes they feel difficulty in performance of emotional labor strategies during interactions at workplace. Overall university teachers in this research study are

satisfied and this satisfaction is not decreased due to emotional component. 'To be professional' is the characteristic which is expected from the teachers more than other groups of employees.

Researchers said that this professionalism is associated with having technical culture/knowledge base, service ethics, professional devotion and professional autonomy which includes control over class (Etzioni, Talbert and McLaughlin, 1996). This professionalism helps teachers to stay happy and satisfied with their work. They also add that teachers decide to teach as they believe in themselves and they have positive perception of good society. However, it is explored by (Travers and Cooper, 1993) that teaching profession is a stressful profession but it did not reflect in this research study.

Mostly, teachers in the current research study admit that teaching profession is not difficult but involves emotional element. And even if it involves emotional element but they do not take them personal and forget their personal issues during interaction at workplace. Two of the teachers' remarked that teaching is stress reliever for them rather stress inducer due to their deep attachment and devotion with their profession. Usually, teachers are not paid according to their work, so they are unable to get sufficient economic benefit but ethical and humanistic dimensions become a source of intrinsic motivation for teachers and motivate them to be devoted towards their profession (Forrester, 2005).

Some teachers in the current research study also want improvement in their salaries. Most of the teachers in this research study had received teacher training. They had point of view that this training is very helpful for them to deal with emotional labor matters. This finding was much similar to the research study findings of (Torland, 2013). He said that workers get help from the trainings to deal with emotional labor

issues. Although, other teachers in this research study said that trainings were helpful at the start of the career after that their experience helped them to perform appropriately emotional labor and stay job satisfied. Diefendorff, Croyle and Gosserand (2005) have found that expression of natural emotions at work place are very common. In their research study, they found that workers display genuine emotions at the work place, they do not utilize any effort or fake emotions during interaction with the customers, they do not apply extra effort to display appropriate emotions expected or required by the organization. This is similar to the research finding of Rutter and Fielding(1998) who have found positive relation between job satisfaction and naturally felt emotions in their research study.

In qualitative research (Chu, Baker, & Murrmann, 2012)has explored when the employees are able to achieve job compatibility, higher jobsatisfaction and emotional adjustment happens. So, when employees act superficially at the workplace their job satisfaction is decreased. Lee, K.J & Lee, E. (2011) explored that employee who have higher job satisfaction experience positive job situations and positive organizational behavior like display rules. Judge, Woofand Hurst (2009) in their study explored that negative relationship between surface acting and job satisfaction. Grandey (2003) explored negative relationship between job satisfaction and surface and deep acting.

5.3.3 Demographic Differences

With regard to gender, mostly service jobs are executed by women (Hochschild, 1983). Women are found to display more pleasant or positive emotions then men. Wharton and Erickson (1995) also argue that women can manage emotions at work place and at home in better way. Freund (1990) in his study found that social groups who are not powerful in hierarchical schemes unable to achieve ones' goals, feels insecure, fails to speak by using their own mind and mostly they are blamed for

disappointed feelings they are experiencing. So extremely powerless social status increases the experience of unpleasant or negative emotions. Present research study displayed that surface acting strategy is used by male more than the female teachers. Same findings are represented by (Gross & John; 2003 Blanchard-field, Stein, & Watson, 2004). In their research study, one possible explanation is that males are advised to hide their emotions on the other hand females are thought to be more caring and emotional (Underwood, Coie, & Herbsman, 1992). Simon & Nath, 2004 in their research study found that females are not encouraged to express feelings of anger and males to express sadness (Simon & Nath, 2004).

With regard to the use of genuine expression of emotions there was no gender difference found in the current research study. Cheung and Tang (2010) have explored in their research study that there is no difference of gender with regard to strategies of emotional labor. Gender affects emotional labor strategies which were affected by other outer factors (Diefendorff, Richard, & Croyle, 2006). The results of the present research study exhibited that job satisfaction has a negative relationship with surface acting and positive relationship with deep acting.

It is also explored that there is positive association between job satisfaction and expression of naturally fit emotions regarding gender. Male teachers are involved in surface acting more than female teachers and female teachers are involved in deep acting and genuine expression of emotions more than male teachers. With respect to job satisfaction, female teachers are more job satisfied than male teachers. Same results are found through quantitative and qualitative data analysis. There is also significant relationship between age, qualification, marital status, job experience and emotional labor strategies. These demographics also show significant relationship with job satisfaction. However, some teachers shared that salary and workload are the domains in

job satisfaction, which needs improvement. Besides this, when employees become conscious of the difference between their genuine emotions and the emotions they wished to feel, they try to cover this gap by using strategy of deep acting. By adopting this process, employees involve themselves in successful social interactions which leads towards positive outcomes same as they feel and act in genuine expression of emotions and achieve positive outcomes (Walsh & Bartikowski, 2013).

5.3.4 How Does This Current Research Study Extend Emotional Labor Research?

Mostly, the research studies are conducted on teachers to discover the relationship between labor strategies and burnout (Carlyle&Woods, 2004; Zhang&Zhu, 2008). However, these researches offer information regarding effect of emotional labor on job consequences. Besides this, mostly researches conducted in the following areas. Firstly, Small samples of teachers and those teachers as well who are not regular teachers, they are doing only part time teaching. Secondly, researches conducted on teachers with prime focus on emotional regulation rather emotional labor. Thirdly, generalization of the findings is inappropriate. In the present research study, full-time and regular teachers who are teaching at university level were selected. Appropriate sample size was selected to collect relevant information which was helpful to generalize the findings of the research study in the best possible manner.

5.3.5 Research Implications

According to the available literature, it is clear that emotional labor exists in almost all the professions and organizations. To conduct research studies on relationship of such variables, researchers have taken employees from different professions, collect data on homogeneous samples then try to generalize the findings. Research studies on emotional labor includes teachers with small samples and their role was not clearly

defined and explained (Brotheridge & Grandey, 2002). Besides this, Research studies on teachers with regard to the role of these strategies in their daily work has been conducted by using qualitative method only (Isenbarger & Zembylas, 2006; Zembylas, 2004, 2005, 2007). The present research study addressed such gaps in the literature by developing mixed method research study. Instruments with 5-point Likert scale were used to collect the data. Data was also collected through E-mail interviews and asking open ended questions from the teachers. In this way, triangulation of data gave more valid findings. Furthermore, large and heterogeneous sample was taken for this research study. By using such parameters with regard to sample and research design enhance the validity of the findings displayed here.

Besides the sample concerns, instruments which are used to assess the role of emotional labor in teaching profession are very limited. During the review of previous studies, researcher has explored that, predominantly, qualitative research studies with regard to emotional labor and teaching were conducted as compared to quantitative research studies (Cuker, 2009). In addition, parts of emotional labor instruments were not elaborated enough to assess emotional labor of teachers.

While role of emotional labor in the teaching and education field is quite new explored phenomenon, so there was need to define and describe the constructs of emotional labor clearly so that teacher may give their responses about how the emotional labor exists and effect their professional life. Before selecting the instrument of emotional labor, researcher showed a deep concern that constructs of the instrument were well defined and under each construct items were relevant to that construct. Although the instruments used for the current research study showed strong reliability scores.

In short, current research study fill the former gaps about role of emotional labor exists in the literatures. Most important, how the current research study introduced a new methodology with heterogeneous group of teachers and produced more reliable findings. On the basis of current research, contribution to practice may be more trustworthy than those presented before in the research studies. Further section presents how the current research may affect practice.

5.4 Conclusions

5.4.1 Quantitative Survey

The study concluded that emotional labor is positively related with job satisfaction of university teachers. The study further concluded that emotional labor is multidimensional concept which has three sub-categories. These categories are used by the university teachers during communication at work place. Most of the teachers, utilize genuine expression of emotions strategy at work place. Some teachers use deep acting strategy, while few teachers use surface acting strategy. The study further concluded that, emotional labor strategies have statistically significant relationship with job satisfaction.

Surface acting have negative association with job satisfaction, deep acting and genuine expression of emotions are positively related with job satisfaction. Deep acting and genuine expression of emotions increases job satisfaction of university teachers as compare to surface acting. So, there may be relevant, sessions having healthy discussions for the teachers specifically, for those who are using surface acting strategy. after receiving such sessions, they may be able to use emotional labor strategies in appropriate way. Use of these strategies, may improve their job satisfaction as well. The study also concluded that female teaching faculty is using deep acting and genuine expression of emotions more than male teaching faculty. Besides this, male teachers

are using surface acting strategy more than female teaching faculty. So, there may be discussions at department level by the departmental administration for appropriate use of emotional labor strategies specifically for male teaching faculty. The study further concluded that, there is significant difference among age groups (35-40), (41-45) and (46-above) regarding emotional labor strategies and job satisfaction. There is no significant difference between (41-45) and (46-above) groups regarding emotional labor strategies and job satisfaction. Teaching faculty with age group (35-40) involved more in surface acting strategy than other groups. Other groups except (35-40) involved more in deep acting and genuine expression of emotions and are more satisfied.

There is also significant difference between MPhil and PhD teaching faculty regarding use of emotional labor strategies and job satisfaction. On the other hand, no difference was found between PhD and Postdoc, MPhil and postdoc regarding emotional labor strategies and job satisfaction. MPhil teaching faculty is using surface acting strategy more than groups. Other groups except M.Phil. teaching faculty are involved in deep acting and genuine expression of emotions and are more job satisfied. The study further concluded that there is significant difference between unmarried and married teaching faculty regarding emotional labor strategies and job satisfaction.

Besides this, there is no significant difference between married and divorced, unmarried and divorced teaching faculty regarding emotional labor strategies and job satisfaction. Unmarried and divorced teaching faculty is utilizing surface acting strategy more than other groups. Married teaching faculty is involved in deep acting and genuine expression of emotions strategy and are more job satisfied. There is also significant difference between teaching faculty having (1-5) and (6- 10), (11-15), (16-above) year's job experience regarding emotional labor strategies and job satisfaction. There is no significant difference between (11-15) and (16-above) year's job experience regarding

emotional labor strategies and job satisfaction. Teaching faculty having (1-5) year's job experience are involved more in surface acting strategy than other groups. Other groups except (1-5) year's job experience is involved more in deep acting and genuine expression of emotions and are more job satisfied. Male teaching faculty with age group (35-40), with unmarried marital status, having M.Phil. Qualification and (1-5) year's job experience is more involved in surface acting strategy as compare to other strategies. All these groups are also less job satisfied.

So, there may be relevant and need based discussion programs for male teaching faculty, age group (35-40), with unmarried marital status, having M.Phil. Qualification and (1-5) year's job experience regarding appropriate use of emotional labor strategies. It may also, helpful to improve their job satisfaction. This study also concluded that, there may be future research studies with the same research topic in private sector universities and also in other provinces as well. How use of emotional labor strategies by the teaching faculty effects students' mental health and academic performance may be to explore.

Relationship of emotional labor strategies and job satisfaction regarding admin faculty and domestic staff may also be explored in future to bring more improvement in these domains. Generally, current research gave more effective and practical information which may be useful for the service organizations and for the other researchers as well. As emotional labor is very closely related with all the employees specifically with university teachers at the work place, so that it is significant to comprehend emotional labor with all its aspects to eliminate the negative outcomes for employees and organizations.

5.4.2 Qualitative Survey

It was concluded that university teachers are utilizing emotional labor strategies at work place. There are situations, when they are using surface acting strategy for example they shared, that during dealing with students having behavioral issues, academic and adjustment matters in new environment, they are using this strategy. Such situations are critical and stressful for them, but after accomplish their tasks, mostly people feelsuccessful as they have successfully completed their task but few teachers shared that they feel much tired and drained.

So, there may be relevant discussions for university teachers for appropriate use of emotional labor strategies. The study further concludes that usually, teachers are using deep acting strategy, as they have received proper training or guidance to manage different students' problems inside the classroom. And after completing their tasks, at the end of the day, they feel delightful and successful. There was one participant said that, prolonged situation of deepacting makes exhausted. Regarding job satisfaction study concluded that above 80 percentteachers are found satisfied.

They shared that they love their profession and they worked with full devotion. However, some percent teachers were not satisfied with workload and salary, they suggested improvement regarding these categories. One teacher also shared that, it becomes much tiring when extra workload is being given without informing a head of time. The study also concluded that, almost all the teachers shared that emotional labor strategies are associated with job satisfaction. It was found that utilization of deep acting and genuine expression of emotions strategy make them job satisfied but surface acting make themless satisfied comparatively. So, relevant sessions are needed . The study further concluded that university teaching faculty use emotional labor strategies with regard to their demographic characteristics. Teachers agreed that there

is a relationship between these two factors, female teachers are using deep acting and genuine expression of emotions strategy more than male teaching faculty. With age group 35-40 and with 1-5 years job experience are using surface acting strategy more than other groups. With MPhil qualification, teachers are utilizing surface acting strategy more than PhD and post doc teachers. So, there may be relevant sessions at department level for male teachers and with age group 35-40 and with 1-5 years job experience. The study further concluded that Regarding job satisfaction, female teachers with age groups above 40 years, with job experience more than 5 years, having PhD qualification and married marital status are more satisfied with their job. So, there may be need based discussions at departmental level for male teachers and with age group 35-40 and with 1-5 years job experience.

5.4.3 Triangulation of Quantitative and Qualitative Data sets

The study concluded that teaching faculty at university level is involved in emotional labor strategies during their communication at work place. They are utilizing emotional labor strategies according to different situations they are dealing with. Most of the teachers are involved in genuine expression of emotions strategy, some teachers are utilizing deep acting strategy and there are few teachers who are involved in surface acting strategy. Regarding job satisfaction teachers are satisfied with job, however some teachers showed dissatisfaction towards salary and workload. There may be guidance sessions at department level for the teachers who are utilizing surface acting strategy, so that they may manage to utilize deep acting and genuine expression of emotions strategies. The study further concluded that female teachers are involved more in deep acting and genuine expression of emotions strategies than male teachers. Male teachers are utilizing surface acting strategy more than female teaching faculty. Female teachers are more job satisfied than male teachers. There is a need of guidance sessions

or discussions at departmental level for male teaching faculty regarding appropriate utilization of emotional labor strategies and job satisfaction. The study also concluded that teaching faculty with age group (35-40) are involved more in surface acting strategy than other age groups. Age groups (41-45) and (46-above) are involved in deep acting strategy and genuine expression of emotions strategies more than age group (35-40). Age groups (41-45) and (46-above) are more job satisfied than age group (35-40). So, there may be discussions and guidance sessions for age group (35-40). regarding appropriate utilization of emotional labor strategies and job satisfaction The study further concluded that teachers having M.Phil., qualification are involved more in surface acting strategy as compare to other groups.

Teaching faculty with PhD and Post doc qualification are involved in deep acting and genuine expression of emotions strategies more than teaching faculty having M.Phil. qualification. Teaching faculty with PhD and Post doc qualification are more job satisfied than teachers having M.Phil. qualification. So, there may be guidance sessions at departmental level for teachers having M.Phil. qualification regarding appropriate utilization of emotional labor strategies and job satisfaction. The study concluded that unmarried teaching faculty is involved in surface acting strategy more than other groups.

Married and divorced teaching faculty is utilizing deep acting and genuine expression of emotions strategies more than unmarried teaching faculty. Married and divorced teaching faculty is more job satisfied than unmarried teaching faculty. So, there may be guidance sessions at departmental level for unmarried teaching faculty regarding appropriate utilization of emotional labor strategies and job satisfaction. The study concluded that teaching faculty with job experience(1-5) years is involved in surface acting strategy more than other groups. Teaching faculty with (6-10),(11-16)

and (16-above) years job experience is involved in deep acting and genuine expression of emotions strategies more than (1-5) years job experience. Teaching faculty with (6-10),(11-16) and (16-above) years job experience is more job satisfied than teaching faculty with job experience(1-5) years. So, there may be guidance sessions at departmental level for teaching faculty with job experience(1-5) years regarding appropriate utilization of emotional labor strategies and job satisfaction.

5.5 Recommendations

1. There may be sessions regarding use of deep acting and genuine expression of emotions strategies for the teaching faculty who are involved in surface acting strategy at work place. These sessions may be organized before the start of every semester at the department level by the departmental administration. These sessions may be helpful to focus on strengths, develop positive thinking, modify their emotions according to the expectations of universities and ensure interest and compassion among teaching faculty towards their profession. These sessions may be made them job satisfied as well.

2. Emotional awareness and regulation sessions or focused group discussions may be organized at the department level by the departmental administration for male teaching faculty. As per research findings, male teaching faculty is involved in surface acting strategy. These sessions may be helpful for them to use deep acting and genuine expressions of emotions strategy and made them job satisfied. Activities during these sessions may include breathing training, self-talk and emotional trigger management. This will help them rethink challenging situations and coping mechanisms in the workplace.

3. Team-building sessions that encourage collaboration, trust, and open communication among teaching faculty with age group (35-40) years and (1-5) years of job experience

may be plan and conducted at the department level by departmental administration. Teaching faculty with these age and job experience group are involved in surface acting strategy. These sessions may be helpful for them to utilize deep acting and genuine expressions of emotions strategy and made them more job satisfied. These sessions may include activities like positive feedback, brainstorming, team lunches , truth and dare activities to develop use of deep acting and genuine expression of emotions strategy among teaching faculty etc.

4. There may be sessions regarding self-awareness, empathy, and effective emotional management skills for teaching faculty with unmarried marital status and MPhil qualification at the department level by the departmental administration. Teaching faculty with this marital status and qualification group are involved in surface acting strategy at work place. These sessions may be helpful for them to use deep acting and genuine expressions of emotions strategy and made them job satisfied. These sessions may include activities like scenario analysis, active listening exercises , 360-degree feedback , visiting/revisiting organizational values etc.

5.5.1 Recommendations for Future Research

On the basis of the above-mentioned findings and limitations following points are recommended for future research.

1. In Qualitative research design, E-mail interviews were taken due to COVID-19 in which the element of observation which is only done through personal visits was missing. So, future studies may ponder triangulated data measures in which interviews may be conducted through personal visits to get more realistic and accurate data.

2. There is need to conduct research study to discover that whether performance of emotional labor strategies effects teachers' daily interactions at the work place, their instructional strategies, academic outcomes of the students and their personallife styles.
3. In current research study public sector universities of Rawalpindi and Islamabad were taken in which researcher tried to cover federal area universities and one Province i-e Punjab Province due to the time and financial constraints. Future research studies may consider the universities of other provinces to know about the situation with regard to these variables. Future research studies may be conducted in private sector universities and then results of the public and private universities may also be compared to check the difference. Such type of comparison will be helpful to make realistic and authentic recommendations.
4. In the present research study, researcher has taken social sciences and humanities departments, in future studies other departments may also be included. Difference of relationship between emotional labor strategies and job satisfaction may be checked by conducting comparisons across teaching faculty of different departments to present the useful findings in the context of departments.
5. In the present research study researcher has taken only teaching faculty which included Associate professors, Assistant professors and lecturers. Future researches may conduct research with regard to these variables on admin staff (HR faculty, Finance faculty) of public and private sector universities and then the comparison between admin faculty of public and private sector universities may be conducted for the improvement of admin faculty with regard to the relationship between emotional labor strategies and job satisfaction. Comparisons may be conducted across different departments of admin faculty inside the universities.

6. Present research study has focused on the relationship between emotional labor strategies and job satisfaction. Future research studies may consider effect of emotional labor strategies on physical and mental health, personal and everyday life of teaching faculty or admin faculty.

5.6 Limitations of the Research Study

1. E-mail interviews were conducted with the respondents due to COVID 19 pandemic. Although, 80 percent respondents have given their detailed point of views about asked questions, there was advantage for them that they had choice of time to adjust or manage to record their opinions, even they could complete e- mail interviews in intervals as convenient for them with regard to their spare time. This was also a strength for researcher that more precise and valid information was collected which was not possible to be submitted in hurry. But still, the element of observation which is only done face to face through personal visits was missing. During face-to-face interaction, verbal and nonverbal both communications are involved, besides this the researcher record responses during presence of respondents. More accurate data may be collected. So, use of email interview method may affect authenticity of results and findings.

2. Pandemic -COVID-19 was the major challenge for data collection. Most of the activities shifted online for first time, researcher have to suffered with delay in completion of data collection process.

3. For searching and compiling literature review, challenge was also faced regarding emotional labor strategies vs job satisfaction specifically at university level about teaching faculty. Background was provided when work on emotional labor was started and then further material was organized in order.

4. As shortage of researches ,development of relevant interview questions was challenge. Researches in other areas were read, and personal experience and on the discussion with other teachers interview questions were developed.

5. Self-report measures are being used in current research study. Schwarz (1999) said that self-reports are related with the perceptions of respondents of the research study and the way respondents understand and gives responses of the asked questions. Examples of self-report measures are surveys and questionnaires. Two standardized questionnaires were used to conduct quantitative part of the research study. Besides this, these instruments used five-point Likert scales, so researcher used same five-point Likert scales as used in original scales. Likert scales supposed that participants explain the words used in survey items and produced results, display opinions and beliefs of participants about each item (Miller, 2007). Although by asking respondents to answer on the basis of 5-point Likert scale, it remains a doubt that whether the respondents are agree with their answers fully. For example, there is a doubt that respondents had shortage of enough time that they used option “Neutral” given in Likert scales to give answer. Due to the shortage of time, they could not understand the question and used the option “Neutral”. If they had enough time to think carefully and decide, they may use some other option instead of using the option “Neutral”. Such type of limitation with regard to self-report measures may affect the validity and explanations of the findings.

6. Two standardized questionnaires were adopted to collect quantitative data. Although reliability and factor analysis of research tools were conducted a head of time. But still self-developed questionnaires may be more reliable as they may be developed while keeping in mind specific culture, thinking patterns of people and

organizational environment. Self-developed research tools may make research study practically more effective for beneficiaries.

7. Public sector universities of twin cities-Islamabad and Rawalpindi, were the target population for current study, So, it is not possibly better to generalize the results on private sector universities and even on public sector universities of others cities as organizational environment is different in public sector universities of different cities.

8. The present study was limited to the teaching faculty of social sciences and humanities, that's why the results of the research study may not be apply to the other departments of the universities, as organizational environment may also vary from department to department.

9. The sample of the current study was included only teaching faculty (Associate professors, Assistant professors and lecturer). Visiting teaching faculty, HR faculty and admin Faculty at this level was exclude.

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APPENDICES

Appendix A

COVER LETTER OF VALIDITY



Dear Sir

Subject: Expert Opinion on Questionnaires

I am pursuing Ph.D. degree with Thesis topic, “Exploring the Relationship between Emotional Labor Strategies and Teachers’ job satisfaction at University Level” under the supervision of Dr. Aisha Bibi. Mixed method research design is used to conduct this research study. The aim of the study is to measure the relationship between emotional labor strategies and job satisfaction of university teachers. Besides this, it aims to determine this relationship in terms of gender, age, qualification, marital status and job experience.

An attached standardized questionnaires has been selected to collect data. Considering your personal profile and extensive experience in this area, you are among one of the experts identified for the said purpose. I am aware of your busy schedule, but your valuable input will be appreciated. You are requested to comment on the quality of contents, language, sequence and appropriateness. Your comments and opinions will help in improving the instrument validity.

I will be highly obliged for your precious time and valuable feedback/comments.

Regards, Romal Qadir PhD scholar

National University of Modern Language, Islamabad

E-mail: romalqadir16@yahoo.com

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COVER LETTER OF VALIDITY

Dear Sir

Subject: Expert Opinion on Interview Questions

I am pursuing Ph.D. degree with Thesis topic “Exploring the Relationship between Emotional Labor Strategies and Teachers’ job satisfaction at University Level” under the supervision of Dr. Aisha Bibi. Mixed method research design is used to conduct this research study. The aim of the study is to measure the relationship between emotional labor strategies and job satisfaction of university teachers. Besides this, it aims to determine this relationship in terms of gender, age, qualification, marital status and job experience.

An attached interview questions has been developed to collect interview data. Considering your personal profile and extensive experience in this area, you are among one of the experts identified for the said purpose. I am aware of your busy schedule, but your valuable input will be appreciated. You are requested to comment on the quality of contents, language, sequence and appropriateness. Your comments and opinions will help in improving the instrument validity.

I will be highly obliged for your precious time and valuable feedback/comments.

Regards, Romal Qadir PhD scholar

National University of Modern Language, Islamabad.

E-mail: romalqadir16@yahoo.com

Mobile: 0341-5494426

Appendix B**CERTIFICATE OF VALIDITY**

EXPLORING THE RELATIONSHIP BETWEEN EOTIONAL LABOR
STRATEGIES AND TEACHERS' JOB SATISFACTION AT UNIVERSITY
LEVEL

BY

ROMAL QADIR

PhD scholar, National University of Modern Languages, Islamabad, Pakistan.

It is certify that research instruments selected by the researcher for above mentioned variables in the title are found appropriate regarding language, content and sequence of items. Developed items are also aligned with the research objectives and hypotheses. All these factors assures the validity of the instruments and can be used by the research for data collection with confidence.

Thanks.

Name _____

Designation_____

Institute _____

Signature_____

CERTIFICATE OF VALIDITY**EXPLORING THE RELATIONSHIP BETWEEN EOTIONAL LABOR
STRATEGIES AND TEACHERS' JOB SATISFACTION AT UNIVERSITY
LEVEL****BY****ROMAL QADIR**

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TEACHERS' JOB SATISFACTION AT UNIVERSITY LEVEL

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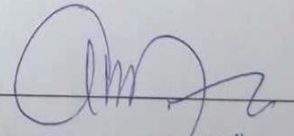
Thanks.

Name

Designation

Institute

Signature


Dr. Azhar Mumtaz Saadi
Assistant Professor
Department of EPPSL
AIQU, Islamabad

CERTIFICATE OF VALIDITY



EXPLORING THE RELATIONSHIP BETWEEN EOTIONAL LABOR STRATEGIES AND
TEACHERS' JOB SATISFACTION AT UNIVERSITY LEVEL

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Thanks.

Name DR. HAMID ALI NADEEN

Designation Lecturer

Institute AIU Islamabad

Signature [Signature]

CERTIFICATE OF VALIDITY

**EXPLORING THE RELATIONSHIP BETWEEN EOTIONAL LABOR
STRATEGIES AND
TEACHERS' JOB SATISFACTION AT UNIVERSITY LEVEL**

**BY
ROMAL QADIR**

PhD scholar, National University of Modern Languages, Islamabad, Pakistan

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Thanks.

Name: **Dr. Safi Ullah**

Designation: **Assistant Professor**

Institute: **QUSIT,**

Peshawar

Signature:

CERTIFICATE OF VALIDITY



EXPLORING THE RELATIONSHIP BETWEEN EOTIONAL LABOR STRATEGIES AND
TEACHERS' JOB SATISFACTION AT UNIVERSITY LEVEL

BY

ROMAL QADIR

PhD scholar, National University of Modern Languages, Islamabad, Pakistan

It is certify that research instruments selected by the researcher for above mentioned variables in the title are found appropriate regarding language, content and sequence of items. Developed items are also aligned with the research objectives and hypotheses. All these factors assures the validity of the instruments and can be used by the research for data collection with confidence.

Thanks.

Name DR. HAMID ALI NADEEM

Designation Lecturer

Institute AIOU Islamabad

Signature [Signature]

CERTIFICATE OF VALIDITY

**EXPLORING THE RELATIONSHIP BETWEEN EOTIONAL LABOR
STRATEGIES AND
TEACHERS' JOB SATISFACTION AT UNIVERSITY LEVEL**

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Thanks.

Name: **Dr. Safi Ullah**

Designation: **Assistant Professor**

Institute: **QUSIT,**

Peshawar

Signature:

CERTIFICATE OF VALIDITY



EXPLORING THE RELATIONSHIP BETWEEN EOTIONAL LABOR STRATEGIES AND
TEACHERS' JOB SATISFACTION AT UNIVERSITY LEVEL

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Thanks.

Name _____

Designation _____

Institute _____

Signature _____

Dr. Azhar Mumtaz Saadi
Assistant Professor
Department of EPPSL
AIOU, Islamabad

Appendix C

pubmed.ncbi.nlm.nih.gov/21694952/

 **National Library of Medicine**
National Center for Biotechnology Information



Advanced

Save Email S

> J Family Community Med. 2011 Jan;18(1):1-7. doi: 10.4103/1319-1683.78630.

Academic job satisfaction questionnaire: Construction and validation in Saudi Arabia

Abdullah M Al-Rubaish ¹, Sheikh Idris A Rahim, Mahdi S Abumadini, Lade Wosornu

Affiliations + expand

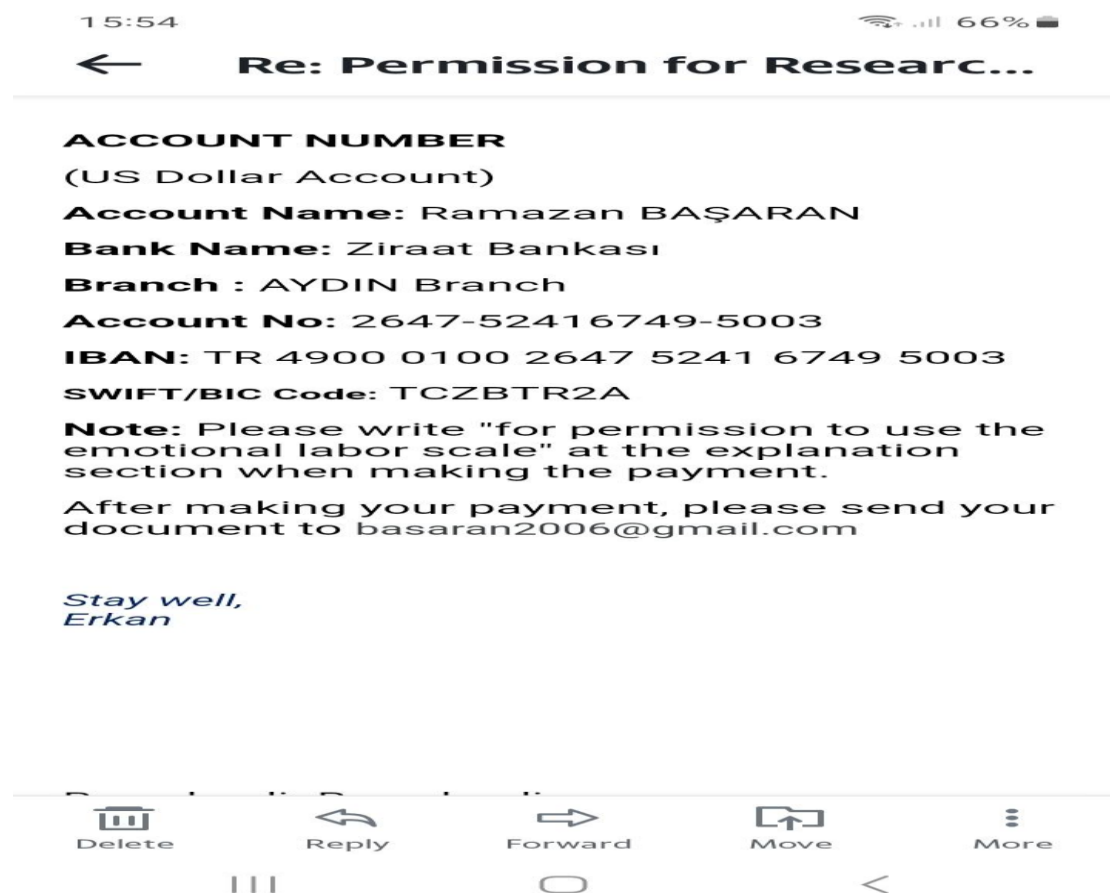
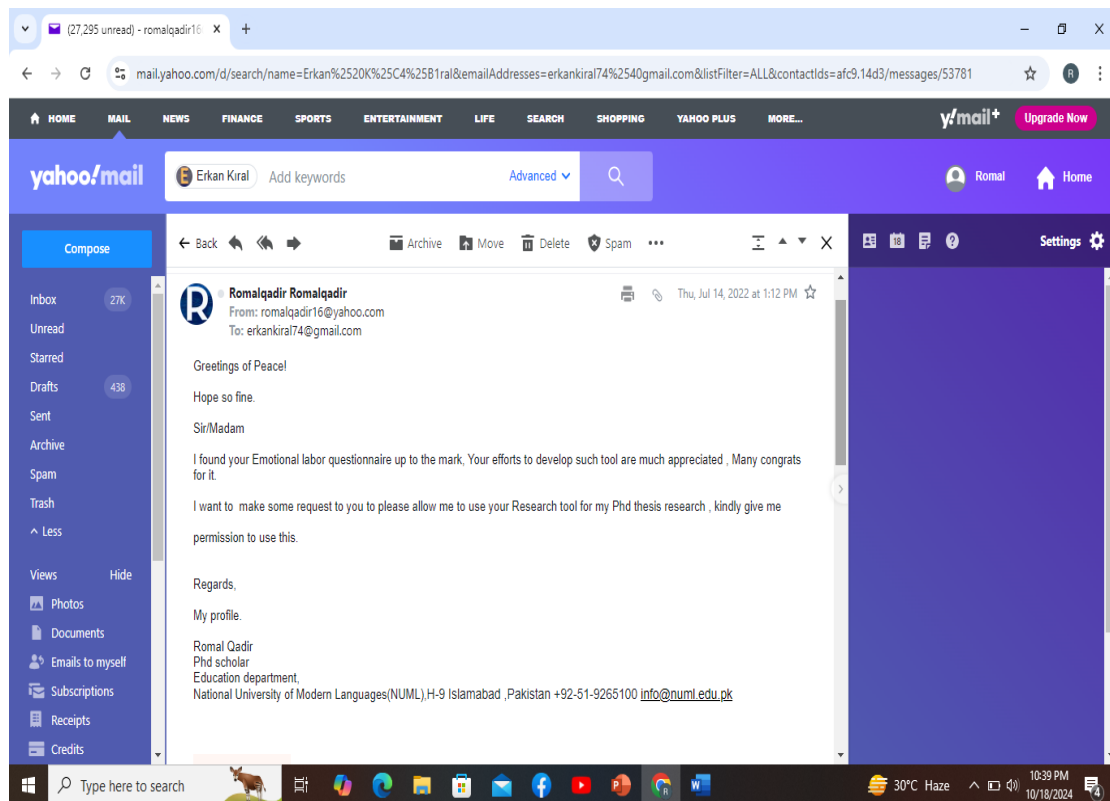
PMID: 21694952 PMCID: PMC3114607 DOI: 10.4103/1319-1683.78630

Free PMC article

Abstract

Background: Colleges and universities are becoming increasingly accountable for teaching outcomes

Appendix D



The screenshot displays a web browser window with the address bar showing a search result for 'Erkan Kiral' on Yahoo Mail. The page header includes navigation links like HOME, MAIL, NEWS, FINANCE, SPORTS, ENTERTAINMENT, LIFE, SEARCH, SHOPPING, YAHOO PLUS, and MORE... The main content area shows an email inbox with two messages:

- Message 1:** From: Romalqadir Romalqadir (romalqadir16@yahoo.com) To: Erkan Kiral. Subject: Good Evening Sir. Hope so fine. Payment of 50 dollars is done in your account. Kindly reply me. I'm waiting .. Best. Includes a link: [Yahoo Mail Search organise conquer](#).
- Message 2:** From: Erkan Kiral (erkankiral74@gmail.com) To: Romalqadir Romalqadir. Subject: Thanks, I have received it. Enjoy your day. Best, Erkan. Includes a link: [Romalqadir Romalqadir <romalqadir16@yahoo.com>, 5 Tem 2024 Cum, 22:32 tarihinde şunu yazdı:](#)

The right sidebar contains 'Ads by Google' with 'Send feedback' and 'Why this ad?' buttons. The Windows taskbar at the bottom shows the search bar, application icons, and system status (30°C Haze, 10:41 PM, 10/18/2024).

Appendix E

‘Target Population of Islamabad and Rawalpindi Universities (Social Sciences and Humanities’ faculties)’

Universities	Faculty of Social Sciences	Faculty of Humanities	Total
Islamabad Universities https://www.iiu.edu.pk/ https://www.numl.edu.pk/ https://qau.edu.pk/ https://www.aiou.edu.pk/ https://fuuastisb.edu.pk/ https://www.comsats.edu.pk/ https://www.ist.edu.pk/ https://www.au.edu.pk/ https://pide.org.pk/	424(216M , 208F)	268(114M , 154F)	692(330M , 362F)
Rawalpindi Universities https://www.fjwu.edu.pk/ https://www.uaar.edu.pk/index.php https://www.uettaxila.edu.pk/	138(42M , 96F)	22(3M , 19F)	160(45M , 115F)
Grand Total	562(258M , 304F)	290(117M , 173F)	852(375M , 477 F)

Data Collection Tools

Section A

(Demographics)

1:Name	(Optional)	5: Job Experience:	
2: Gender:	☐	a) 1-5 years	☐
a) Male	☐	b) 6-10 years	☐
b) Female	☐	c) 11-15 years	☐
3: Qualification:	☐	d) 16-above years	☐
a) M.Phil. / MS	☐	6: Age:	☐
b) Ph.D.	☐	a) 35-40 years	☐
c) Post Doc.	☐	b) 41-45 years	☐
4: Designation:	☐	c) 46-above years	
a) Lecturer	☐	7: Marital Status:	☐
b) Assistant Professor	☐	a)Unmarried	☐
c) Associate Professor	☐	b) Married	☐
		c) Divorced	☐

Section B

Emotional Labor Tool

Given below are the statements, please ✓ to the appropriate level of your agreement.

(5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree and 1=Strongly Disagree)

S#	Surface Acting	SA	A	N	D	SD
1	I fake a good mood when interacting with people around me at work place.	☐	☐	☐	☐	☐
2	I fake the emotions when dealing with people around me at workplace.	☐	☐	☐	☐	☐
3	I put on a mask to express the right emotions at work place.	☐	☐	☐	☐	☐
4	I behave in a way that differs from how I really feel at workplace.	☐	☐	☐	☐	☐
5	I put on an act in order to deal with people around me in an appropriate way at workplace.	☐	☐	☐	☐	☐
6	I do not include my emotions in my relationships with those around me at workplace.	☐	☐	☐	☐	☐
7	I display emotions I am not actually feeling at workplace.	☐	☐	☐	☐	☐
8	I have to cover up my true feelings when dealing with people around me at workplace.	☐	☐	☐	☐	☐
	Deep Acting	SA	A	N	D	SA
1	When dealing with people around me at workplace, I attempt to create certain emotions in myself that present the image required by my job.	☐	☐	☐	☐	☐
2	I try to talk myself out of negative feelings that I have while helping people around me at work place.	☐	☐	☐	☐	☐
3	When getting ready to go to university, I tell myself that I am going to have a good day.	☐	☐	☐	☐	☐
4	I try to actually experience the emotions that I must show when interacting with people around me at work place.	☐	☐	☐	☐	☐
5	I have to concentrate more on my behavior when I display an emotion that I don't actually feel to people around me at work place.	☐	☐	☐	☐	☐
	Genuine Expression of Emotions	SA	A	N	D	SA
1	The emotions I show at work place match what I truly feel.	☐	☐	☐	☐	☐
2	Emotions I need to show to do my job at work place are what I actually feel.	☐	☐	☐	☐	☐
3	I show the same emotions I feel at work place also to people around me.	☐	☐	☐	☐	☐

Section C
Job Satisfaction Tool

Given below are the statements, please ✓ to the appropriate level of your agreement.

(5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree and 1=Strongly Disagree)

S#	Authority	SA	A	N	D	SD
1	My present job provides good opportunities for promotion	☐	☐	☐	☐	☐
2	I have been rewarded for my good performance	☐	☐	☐	☐	☐
3	My opportunity for promotion is unlimited	☐	☐	☐	☐	☐
4	The University helps me to pursue my professional growth	☐	☐	☐	☐	☐
5	Job promotion is based on job performance and achievement	☐	☐	☐	☐	☐
6	I have been recognized for my accomplishments	☐	☐	☐	☐	☐
7	My job encourages competitive spirit	☐	☐	☐	☐	☐
8	My job is compatible with my experience	☐	☐	☐	☐	☐
9	I feel that University has a high degree of loyalty to me	☐	☐	☐	☐	☐
	Supervision	SA	A	N	D	SD
1	My immediate supervisor treats staff fairly	☐	☐	☐	☐	☐
2	I can trust my immediate supervisor	☐	☐	☐	☐	☐
3	My immediate supervisor does a good and efficient job	☐	☐	☐	☐	☐
4	My immediate supervisor uses positive feedback with staff	☐	☐	☐	☐	☐
5	No administrative tension with my immediate supervisor	☐	☐	☐	☐	☐
	Policies and facilities	SA	A	SA	D	SD
1	The University /area of work is comfortable and safe	☐	☐	☐	☐	☐
2	Amenities (closets, etc) are clean	☐	☐	☐	☐	☐
3	There is no shortness in financial resources	☐	☐	☐	☐	☐
4	The available equipment works properly	☐	☐	☐	☐	☐

5	Number of personnel is sufficient to run the work	☐	☐	☐	☐	☐
6	Fair university policies	☐	☐	☐	☐	☐
7	My department has a policy manual	☐	☐	☐	☐	☐
8	Capable administration in college/university	☐	☐	☐	☐	☐
9	I receive regular and timely feedback on my performance	☐	☐	☐	☐	☐
	My work itself	SA	A	SA	D	SD
1	I have freedom of decision how to accomplish my assigned tasks	☐	☐	☐	☐	☐
2	I have freedom of choice when performing my duties	☐	☐	☐	☐	☐
3	Flexible work procedures	☐	☐	☐	☐	☐
4	Clear job position, scope and responsibilities	☐	☐	☐	☐	☐
5	I have sufficient professional authority and autonomy at work	☐	☐	☐	☐	☐
	Interpersonal relationships	SA	A	SA	D	SD
1	Sense of friendship and team spirit with colleagues	☐	☐	☐	☐	☐
2	Work relations are satisfactory	☐	☐	☐	☐	☐
3	Good interpersonal communication and cooperation	☐	☐	☐	☐	☐
4	Coordinated and integrated activities	☐	☐	☐	☐	☐
5	Chances for socialization with colleagues during work	☐	☐	☐	☐	☐
	Commitment	SA	A	SA	D	SD
1	I am ready to put extra efforts to accomplish my work	☐	☐	☐	☐	☐
2	I am aware of quality concepts while performing my duties	☐	☐	☐	☐	☐
3	I have a high degree of loyalty to this University	☐	☐	☐	☐	☐
4	I have clear achievable goals and standards for my position	☐	☐	☐	☐	☐
	Salary	SA	A	SA	D	SD
1	My salary is fair and sufficient	☐	☐	☐	☐	☐
2	In general I am satisfied with my job	☐	☐	☐	☐	☐

3	University has clear policies regarding salaries and allowances	☐	☐	☐	☐	☐
4	My salary is higher than in other universities	☐	☐	☐	☐	☐
	Workload	SA	A	N	D	SD
1	My required workload reduces the quality of performance	☐	☐	☐	☐	☐
2	My work does not make me stressed	☐	☐	☐	☐	☐
3	I can accomplish my assigned workload	☐	☐	☐	☐	☐
4	I get the necessary information to accomplish my work	☐	☐	☐	☐	☐

‘COVER LETTER FOR INTERVIEW QUESTIONS’

My name is Romal Qadir. I am PhD scholar at National University of Modern Languages, H-9 Islamabad.

The title of my Research study/thesis is:

Exploring the Relationship between Emotional Labor Strategies and Teachers’ Job Satisfaction at University Level

In brief, my study looks at the use of your emotional labor strategies and its relationship with job satisfaction at work place. Many thanks to give your consent to participate in Email interview/asynchronous (when interviewer and interviewee are not present at the same time online) online interview. I would be interested in asking you some questions with regard to these variables. I assure you the confidentiality of the information you will share. Conducting Email interviews is an emerging data collection method in qualitative method (Gibson, 2010; Walker, 2013). Data collection method is being selected by the researcher in qualitative research on the basis of some assessment factors.

As Sometimes bridge or hurdle of travel cost and time make research studies ineffective, so among major advantages of email interviews are that they provide alternative to all such barriers (Walker, 2013). It encourages and increases access of respondents and they record their responses in their available time in appropriate manner as well (Fritz & Vandermause, 2017). I know how busy you are with work and other commitments, however, I would be extremely Grateful if you could spare some of your valuable time to record your responses against the interview questions. You are requested to write the answers below given questions and send me back this file.

Other essential details of my research study is also attached.

- Introduction of Email Interview

In your teaching profession, you are required to interact with students, colleagues and your supervisor (Head of the department, Dean), while interacting, you have to deal with your own emotions as well, so that you can handle given tasks related to your job successfully. This management of emotions effects your job satisfaction positively or negatively. This regulation, management and display of emotions according to the expectations of the organization at work place is called emotional labor. Here are some questions for you to respond with regard two areas i-e Emotional labor strategies and job satisfaction at work place.

‘INTERVIEW QUESTIONS’

1- a) : When your genuine emotions do not spontaneously match up with the ones required by your job as university teacher, You may struggle with your inner emotions and try to pretend fake emotions in form of facial expression, gestures, or voice tone as required at the work place. May you give some examples of specific situations in your job as university teacher where this might happen? (For example: One of your students misbehave with you, you are required to be patient and calm, you struggle with your inner emotions of anger and display a feeling of calmness instead, in the form of fake facial expression, May be you continue to struggle with your inner emotions as you do not receive any training or guidance to manage with required emotions).

1-b): At the end of the day, how does suppressing real emotions and displaying fake emotions in this way make you feel? (For example: It gives you a feeling of success; or it makes you feel drained)

2-a): Sometimes, your genuine emotions may not spontaneously match up with the ones required by your job as university teacher. May you give some examples of specific situations in your job as university teacher where you would manage your true emotions to make them align with the required emotions? (For example: you are required to be empathetic towards a difficult person, you initially feel annoyed, but you manage your feeling of annoyance with empathy as may you have received training or guidance to manage with required emotions – which means that you develop balance between inner and outer emotions and do not feel annoyed with that person anymore)

2- b) : At the end of the day, how does managing your emotions in this way make you Feel? (For example: it gives you a sense of accomplishment; it makes you feel exhausted; or it makes you feel proud of yourself)

3-a): Are there situations where you display the appropriate emotions as per your job requirement naturally and genuinely without any effort of faking emotions during interactions in the university? (For example, taking evening class after completing your day time classes, in spite of feeling tired and stressed you get involved himself/herself with the students and teach them efficiently)

3-b): At the end of the day, how does use of genuine or natural emotions in this way make you feel? (For example: it gives you a sense of accomplishment; it makes you feel exhausted; or it makes you feel proud of yourself).

4): Are you satisfied with the university policies, environment, facilities workload and salary provided to you as university teacher? Elaborate with regard to each category?

5): Do you think that specific emotional labor strategy (i.e. surface acting, deep acting, and naturally felt emotions) you may use at work place is associated with your job satisfaction?

6): Do you think use of specific emotional labor strategy at work place is may be due to your gender, age, marital status, qualification and teaching tenure? Elaborate with regard to each category?

7): Do you think your gender, age, marital status, qualification and teaching tenure effect your job satisfaction at work place? Elaborate with regard to each category?

If you have any other comments with regards to the emotions you invest into your job and your job satisfaction as university teacher, please feel free to write them down below.

Thank You,
Regards
Romal Qadir
PhD Scholar.

