

**EMOTIONAL LABOR, EMPLOYEES' AFFECTIVE STATES AND  
JOB SATISFACTION: ROLE OF SUPERVISORY SUPPORT**



BY

NOREEN AKHTER

*Dr Muhammad Ajmal*

NATIONAL INSTITUTE OF PSYCHOLOGY

*Centre of Excellence*

Quaid-i-Azam, University

Islamabad- Pakistan

**2019**

**EMOTIONAL LABOR EMPLOYEES' AFFECTIVE STATES AND  
JOB SATISFACTION: ROLE OF SUPERVISORY SUPPORT**

**BY**

**NOREEN AKHTER**

A dissertation submitted to

*Dr. Muhammad Ajmal*

NATIONAL INSTITUTE OF PSYCHOLOGY

Centre of Excellence

Quaid-i-Azam University, Islamabad

In Partial fulfillment of the requirement for the degree of

**DOCTOR OF PHILOSOPHY**

**IN**

**PSYCHOLOGY**

**2019**

### **Author's Declaration**

I hereby state that my PhD dissertation titled “Emotional Labor Employee’s Affective states and Job Satisfaction: Role of Supervisory Support” is my own work and has not been submitted elsewhere for taking any degree.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Plagiarism Undertaking

I solemnly declare that research work presented in the thesis titled "**Emotional Labor , Employees' Affective States and Job Satisfaction: Role of Supervisory Support**" is solely my research work with no significant contribution from any other person. Small contribution/help wherever taken has been duly acknowledged and that complete thesis has been written by me.

I understand the zero tolerance policy of the HEC and University (Quaid-i-Azam University, Islamabad) towards plagiarism. Therefore, I as an author of the above titled thesis declare that no portion of my thesis has been plagiarized and any material used as reference in properly referred/cited.

I undertake that if I am found guilty of any formal plagiarism in the above titled thesis even after the award of the Ph.D degree, the University reserve the rights to withdraw/revoke my Ph.D degree and that HEC and the University has right to publish my name on the HEC/University Website on which names of students are placed who submitted plagiarized thesis.

Student/Author's Signature: \_\_\_\_\_

Name: Noreen Akhter



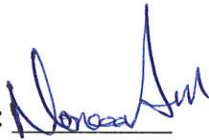
Certificate of Approval

This is to certify that the research work presented in this thesis, entitled “**Emotional Labor, Employee’s Affective States and Job Satisfaction: Role of Supervisory Support**” was conducted by **Ms. Noreen Akhter** under the supervision of **Prof. Dr. Muhammad Anis-ul-Haque**.

No part of this thesis has been submitted anywhere else for any other degree. This thesis is submitted to the **NIP** (Name of Department of the University)...**Quaid-i-Azam University** in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Field of **Psychology** (Subject Name) **Psychology**.

Department of **National Institute of Psychology**  
University: **Quaid-i-Azam University, Islamabad**

Student Name: **Noreen Akhter**

Signature: 

Examination Committee:

a) External Examiner 1: Name  
(Designation & Office Address)

Signature: \_\_\_\_\_

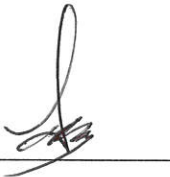
**Prof. Dr. Mumtaz F. Jaffary**

b) External Examiner 2: Name  
(Designation & Office Address)

Signature: 

**Prof. Dr. Muhammad Jahanzeb Khan**

c) Internal Examiner: Name  
(Designation & Office Address)

Signature: 

.....  
.....

Supervisor Name: **Prof. Dr. Muhammad Anis-ul-Haque**

Signature: 

Name of Dean/HOD: **Prof. Dr. Anila Kamal**

Signature: \_\_\_\_\_

## **FOREIGN EVALUATORS**

Prof. Dr. Irene Hanson Frieze,  
Kenneth P. Dietrich School of Arts and Sciences  
Department of Psychology  
Pittsburgh, Pennsylvania, USA  
e-mail: [frieze@pitt.edu](mailto:frieze@pitt.edu)

Prof, Dr. Lawrence H. Gerstein  
Professor of Psychology-Counseling Director,  
Ball State University, Indiana USA  
e-mail: [lgerstein@bsu.edu](mailto:lgerstein@bsu.edu)

**EMOTIONAL LABOR, EMPLOYEE'S AFFECTIVE  
STATES AND JOB SATISFACTION: ROLE OF  
SUPERVISORY SUPPORT**

By

**NOREEN AKHTER**

Approved by



---

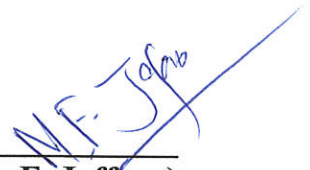
**(Prof. Dr. Muhammad Anis-ul-Haque)**  
Supervisor

External Examiners



---

**(Prof. Dr. Muhammad Jahanzeb Khan)**  
External Examiner



---

**(Dr. Mumtaz F. Jaffary)**  
External Examiner

---

**(Prof. Dr. Anila Kamal)**  
Director, NIP

## **CERTIFICATE**

Certified that Ph.D. Dissertation titled as **“Emotional Labor Employee’s Affective States and Job Satisfaction: Role of Supervisory Support”** submitted by **Noreen Akhter** has been approved for submission to Quaid-i-Azam University, Islamabad.

**(Prof. Dr. M. Anis ul Haque)**

*Supervisor*

<b>CONTENTS</b>	<b>Page No</b>
List of Tables	i
List of Figures	v
List of Appendices	vi
Acknowledgments	vii
Abstract	viii
<b>Chapter 1 : INTRODUCTION</b>	<b>1</b>
Theoretical Perspective of Emotional Labor	5
Hochschild theory of Emotional Labor	5
Ashforth and Humphrey's Theory of Emotional Labor	7
Morris and Feldman's Theory of Emotional Labor	9
Antecedent and Response Focused Emotional Regulation Theory	11
Conservation of Resources (COR) Theory	13
Control Theory of emotional labor	14
Action Theory of emotional labor	15
Dimensions of Emotional labor	17
Emotional Labor Across Cultures	18
Emotional Labor and Outcomes	20
Outcomes of Surface Acting	22
Outcomes of Deep Acting	22
Outcomes of naturally-felt emotions	23
Emotional labor and job satisfaction	24

Affective States	28
Affective states and its organizational outcomes	29
Mediating Role of Affect in relationship of Emotional Labor	30
Strategies and Outcomes	
Supervisory Support	31
Conditional Effect of Supervisory Support	33
Emotional labor and Gender	34
<b>Rationale of the Study</b>	35
<b>Conceptual Framework</b>	40
<b>CHAPTER 2 : METHOD</b>	42
Objectives	42
Research Design	42
<b>STUDY – I</b>	43
Objectives of study-I	43
Design of the study-I	43
Try Out of original Scales	44
Sample	44
Instruments	44
Procedure	46
Results	47
Translation of instruments	47
Committee approach	48

Empirical Evaluation of translated instruments	49
Sample	49
Instruments	49
Procedure	50
Results	51
Discussion	72
<b>STUDY-II ( Main Study)</b>	74
Objectives	74
Hypothesis	74
Operational Definitions	76
Instruments	78
Sample	80
Procedure	81
<b>RESULTS</b>	82
<b>DISCUSSION</b>	117
Limitations of the Present Research	128
Suggestions and Recommendations for future research	130
Implications of the present study	131
Conclusion	133
<b>REFERENCES</b>	135

<b>S. No</b>	<b>List of Tables</b>	<b>Page No</b>
<b>Table 1</b>	Kaiser-Meyer-Olkin Measure and Bartlett's test for factor extract in Translated Version of Emotional Labor Scale (N=145)	53
<b>Table 2</b>	Factor loadings for Exploratory Factor Analysis (EFA) of Translated Version of Emotional Labor Scale with varimax rotation (N=145)	55
<b>Table 3</b>	Variance explained by the factors of Translated Version of Emotional Labor Scale (N=145)	56
<b>Table 4</b>	Cronbach Alphas of Factors of Translated Version of Emotional Labor Scale (N=145)	57
<b>Table 5</b>	Descriptive statistics and Item-to-total Correlations for the sub-scales of Translated Version of Emotional Labor Scale (N=145)	58
<b>Table 6</b>	Inter factors correlations of Adapted Version of Emotional Labor scale (N=145)	59
<b>Table 7</b>	Kaiser-Meyer-Olkin Measure and Bartlett's test for factor extract in Translated Version of Supervisory Scale (N=145)	60
<b>Table 8</b>	Factor loadings for Exploratory Factor Analysis of Translated Version of Supervisory Support Scale (N=145)	60
<b>Table 9</b>	Variances explained by the factor of Translated Version of Supervisory Support Scale (N=145)	63



<b>Table 10</b>	Descriptive statistics and item-to-total correlations for Translated Version of Supervisory Support Scale (N =145)	63
<b>Table 11</b>	Factor loadings for Exploratory Factor Analysis with direct oblimin rotation of the Translated Version of Job Related Affective Well-being Scale(JAWS) (N=145)	66
<b>Table 12</b>	Variances explained by the factors of Translated Version of JAWS (N=145)	67
<b>Table 13</b>	Descriptive Statistics and Item-to- total correlations of Positive Emotions of Job Affective Well-being Scale (N=145)	68
<b>Table 14</b>	Descriptive Statistics and Item-to-total correlations of Negative Emotions of Job Affective Well-being Scale (N=145)	69
<b>Table 15</b>	Descriptive statistics and item-to-total correlation for Adapted Version of Job Satisfaction Scale (N=145)	70
<b>Table 16</b>	Correlation Matrix	71
<b>Table 17</b>	Standardized Factor loadings by confirmatory factor analysis of Adapted Version of Emotional Labor Scale (N =493)	84
<b>Table 18</b>	Model fit indices of confirmatory factor analysis for Adapted Version of Emotional Labor Scale (N=493)	85
<b>Table 19</b>	Factor loadings for confirmatory factor analysis Adapted Version of Job Related Affective Well-being Scale (JAWS) (N=493)	87

<b>Table 20</b>	Model Fit indices of confirmatory factor analysis for Adapted Version of Job related affective well-being scale (JAWS) (N=493)	89
<b>Table 21</b>	Factor loadings for confirmatory factor analysis of Adapted Version of Supervisory Support Scale (N=493)	91
<b>Table 22</b>	Model fit indices of confirmatory factor analysis for Adapted Version of Supervisory Support Scale (N=493)	92
<b>Table 23</b>	Descriptive statistics and Alpha Reliabilities Coefficients of all the scales (N=493)	94
<b>Table 24</b>	Correlation matrix (N=493)	95
<b>Table 25</b>	Multiple regression analysis predicting job satisfaction from hree components of emotional labor (i.e. surface acting, deep acting, & genuine expressions of emotions) (N=493)	96
<b>Table 26</b>	Multiple Regression Analysis Predicting Negative Affective State from surface acting and genuine expressions of emotions) (N=493)	97
<b>Table 27</b>	Multiple Regression Analysis Predicting Positive Affective State from deep acting and genuine expressions of emotions) (N=493)	98
<b>Table 28</b>	Indirect effect of surface acting on job satisfaction through negative affective state (N =493)	100
<b>Table 29</b>	Indirect effect of deep acting on job satisfaction through positive affective state (N =493)	102

<b>Table 30</b>	Indirect effect of genuine expression of emotions on job satisfaction through positive affective state (N =493)	104
<b>Table 31</b>	Indirect effect of genuine expression of emotions on job satisfaction through negative affective state (N =493)	106
<b>Table 32</b>	Conditional Indirect effect of surface acting on job satisfaction (N= 493)	108
<b>Table 33</b>	Conditional Indirect effect of deep acting on job satisfaction. (N=493)	110
<b>Table 34</b>	Conditional Indirect effect of genuine expression of emotions on job satisfaction. (N=493)	112
<b>Table 35</b>	Conditional Indirect effect of genuine expression of emotions on job satisfaction. (N=493)	113
<b>Table 36</b>	Gender Differences	115

<b>Sr No</b>	<b>List of Figures</b>	<b>Page No</b>
1.	Conceptual Framework	41
2.	Scree plot for factor analysis of Translated Version of Emotional Labor Scale	54
3.	Scree plot factor analysis for Translated Version of Supervisory Support Scale	61
4.	Scree plot of factor analysis for Translated Version of JAWS	65
5.	Measurement Model of Adapted Version of Emotional Labor Scale (17 items)	86
6.	Measurement model of Adapted Version of JAWS	90
7.	Measurement model of Adapted Version of Supervisory Support Scale	93
8.	Indirect effect of surface acting on job satisfaction through negative affective state.	101
9.	Indirect effect of deep acting on job satisfaction through positive affective state.	103
10.	Indirect effect of genuine expression of emotions on job satisfaction through positive affective state.	105
11.	Indirect effect of genuine expression of emotions on job satisfaction through negative affective state.	107

## List of Appendices

Appendix A	Demographic Sheet
Appendix B	General Instructions
Appendix C	Emotional labor Scale
Appendix D	Job Related Affective Well-being Scale
Appendix E	Job Satisfaction Scale
Appendix F	Supervisory Support Scale
Appendix G	Instructions
Appendix H	Demographic Sheet
Appendix I	Translated Version of Emotional Labor Scale
Appendix J	Translated Version of Job Related Affective Well-being Scale
Appendix K	Translated Version of Supervisory Support Scale
Appendix L	Translated Version of Job Satisfaction Scale
Appendix M	Consent and Instructions
Appendix N	Demographic Sheet
Appendix O	Adapted Version of Emotional Labor Scale
Appendix P	Adapted Version of Job Related Affective Well-being Scale
Appendix Q	Adapted Version of Supervisory Support Scale
Appendix R	Adapted Version of Job Satisfaction Scale
Appendix S	AS&RB approval form

## **ACKNOWLEDGMENT**

I am enormously indebted to Allah Almighty, who gave me courage and strength to complete this project successfully. I am thankful to my supervisor Dr. Anis-ul-Haque whose constant support, enables me to complete this work. I gratefully acknowledge the support of banks and their employees who participated in this research. I am thankful to the Director and the faculty of National Institute of Psychology (NIP) for their support and encouragement in hour of need during the project.

I would also like to extend my gratitude to my boss Brig Ubric Marvin Cornelious for encouraging me to take initiative for this degree. He always supported and allowed to complete this task. I am also thankful to my friends and fellows for providing me support and boosting my morale whenever i was down. Last, but not least I would acknowledge the emotional support of my husband, my mother, and my two little princess daughters.

Noreen Akhter

## ABSTRACT

*The present research was carried out to study the emotional labor strategies and its association with job satisfaction and employees' affective states among customer services employees. The primary objective of the study was to find out the relationship between three strategies of emotional labor i.e., surface acting, deep acting, and genuine expression of emotions with job satisfaction and affective states of employees. It was also aimed at addressing the dimensionality of emotional labor construct through establishing its validity in local settings. It further investigated the mechanism by exploring role of affective states as a mediator between the relationship of emotional labor and job satisfaction as well as the moderating effects of supervisory support on these mediated relationships. The present research was completed in two independent studies i.e., study-I and study-II. The study-I was related to the adaptation and validation of instruments. Forward translation method was used to translate the scales into Urdu language and committee approach was conducted to select the best translation. These scales were then administered to 145 customer services employees from banking sector with the aim of establishing their psychometric properties. Only those employees were selected who had at least 14 years of education and six month of job experience on current job. The results of the empirical evaluation establish the initial validity of these scales through exploratory factor analysis (EFA) and with item-to-total correlations. Psychometric properties of these translated scales indicated that these scales are internally consistent and valid instruments to administer on a sample of Pakistani customer services employees. Study-II (Main study) was conducted on the sample of 493 bank employees with a minimum of 14 years of education and at least six month of job experience on the present job. Firstly, Confirmatory Factor Analysis (CFA) was used to further assess the initial factor*

structure of instruments being adapted in study-I. Multiple regression analysis, and conditional process analysis were used to test the study hypotheses. The results indicated that emotional labor strategies i.e, surface acting, deep acting, and genuine expression of emotions have significant association with job satisfaction and affective states. Results further highlighted that surface acting is negatively associated with job satisfaction and negative affective state whereas genuine expression of emotions is positively associated with job satisfaction and positive affective state. However, deep acting is positively associated with positive affective state but showed a non-significant association with job satisfaction. Results further depicted that affect (positive/ negative) significantly mediated the relationships of emotional labor strategies with job satisfaction. To be more specific, negative affective state significantly mediated the negative relationship of surface acting and job satisfaction. Whereas, positive affective state significantly mediated the relationships of deep acting and job satisfaction. Similarly, both the positive and negative affective states were found to be the significant mediators between the relationships of genuine expression of emotions and job satisfaction. The results of the moderated mediation models suggested that strength of mediated relationship of genuine expression of emotions with job satisfaction increases with the presence of supervisory support. However, reverse buffering effect of supervisory support was found in the moderated mediated models of surface acting and job satisfaction. Whereas, supervisory support did not turn out to be a significant moderator between the indirect relationship of deep acting and job satisfaction. Findings of the study are discussed in light of deducing implications for improving emotional management of bank employees.



**EMOTIONAL LABOR, EMPLOYEES' AFFECTIVE STATES AND  
JOB SATISFACTION: ROLE OF SUPERVISORY SUPPORT**

## Chapter I

### INTRODUCTION

In past, the importance and role of emotions in the field of occupational psychology have been widely neglected (Briner, 1999; Muchinsky, 2000), however, it has been changed over the years. For most of the scholars (Putnam & Mumby, 1993) emotions were primarily irrational, negative and destructive in nature therefore good performance could only be achieved through freezing organizations from feelings (Simon,1979). However, numerous studies have confronted this assumption by constantly displaying the importance of workplace emotions equally for organizational and individual outcomes (Erez & Isen, 2002; Isen, 2001; Lee & Allen, 2002; Liao & Chuang, 2004; Sy, Coté, Saavedra, & Kwun 2000). Organizations are beginning to take notice of the importance of emotions in the workplace (Ashforth & Humphrey, 1993; Fisher & Ashkaanasy, 2000).

Service sector is one of the domain which received relatively more attention in the area of emotion research. To increase the profit and have a mark able position in the realm of competitive business; organizations are putting a great emphasis on service quality and delivery to achieve the long term organizational goals. In service sector, the quality of service is predominantly determined by the way employees deal their clients which requires employees to constantly monitor and regulate their emotions and behavior. Hochschild termed this emotional regulation as “emotional labor (EL)” which is done for remuneration and defined it as, “the regulation of emotions/ feeling to create a publicly observable facial and bodily display” (Hochschild, 1983, p.7). EL is sold for a wage and therefore has exchange value. Putting it in another way, ‘EL’, is “work

required in managing other individual's feelings, a core component of which is the regulation of emotions" (James, 1989, p. 15), whose value lies in its contribution to the social reproduction of labor power and the social relations of production. For example, it is frequently important to grin/smile at work despite the fact that it may not be genuine and one may not have any desire to. The grin constitutes an imperative piece of many administration specialists. This feeling management requires a coordination of the self and of one's feelings with the goal that work seems to be completed easily (Hochschild, 1983).

Hochschild (1983) recognizes two types of emotion work, wherein employee stimulate or suppress feeling as a feature of the work procedure – surface acting (SA) and deep acting (DA). Central theme of all the theories of EL is expression and regulation of emotions for a wage. Organizations implicitly or explicitly designates this concept which explains that what kind of emotions are required during service interaction with client. An employee can perform EL by deep acting (DA), surface acting (SA) or genuinely expressing emotions (Ashforth & Humphrey, 1993).

**Surface acting (SA).** It refers to express the organizationally desired emotions without feeling it (Hochschild, 1983). It refers to displaying the required emotions without feeling those emotions. Such as, an employee may 'smile on the phone'. In this example the employee may act to express the required emotions which are not actually felt or experienced. Using SA actually involves alteration of outward expression of emotions by suppressing the naturally felt emotions. SA result in difference between expressed and felt emotions (Ashforth & Humphrey, 1993). SA is similar to the Gross's

response-focused of emotional regulation strategy which involves manipulations of facial and emotional reactions during employee-customer interaction through suppression.

**Deep acting (DA).** DA involves individual's conscious efforts to modify the inner emotions for his/her job role, eventually he/she would truly feel the required emotions. Hochschild (1983) states that this emotion management (deep acting) requires a lot of effort, and can be very taxing on the individual. However, DA is considered to be a positive strategy resulting in more positive outcomes in terms of increased job satisfaction decreased burnout. DA is similar to the Gross's antecedent-focused of emotion regulation strategy in which individual's conscious efforts to change internal feelings and emotions which ultimately change the emotional response through different strategies such as reappraisal and attention deployment etc.

**Genuine expression of emotions.** Hochschild (1983) based her paradigm of EL on the propositions stating that services workers make great effort to naturally feel those emotions which are being displayed. However, some scholar's criticized for ignoring the instances where one's spontaneously and genuinely experienced emotions matches the desired emotions of organization, and employees expresses these genuine emotions without any effort to change (Ashforth & Humphrey,1993) . Therefore, genuine expression of emotion is opted when employees spontaneously express and experiences same emotions. By opting this strategy, employees express emotions without any effort. Though, Kruml and Geddes (2000) claimed that these statements about acting paradigm

of Hochschild (1983) are not correct because she considered the expression of employee's genuine "as passive DA or genuine acting".

EL have double-edged impacts on individual and organization level. It increases organizational success meanwhile it is harmful for employees in term of well-being. At the organization level, EL has been connected with organizational productivity specifically deep and SA help service workers to accomplish their organizational goals (Johnson, 2004; Zeithaml, Parasuraman, & Berry, 1990). Precisely, literature has reported that EL effects quality of service, customer's loyalty, financial gains, customer's satisfaction and organizational productivity (Bowen, Siehl, & Schneider, 1989; Heskett, Schlesinger, & Sasser, 1997; Meier, Mastracci, & Wilson, 2006). However, further research explored that EL has negative consequences for job satisfaction, emotional exhaustion, organizational commitment, turnover intentions, turn over, and work-family conflict (Abraham, 1999; Ang, Rostinah, Japang, & Nasah, 2010 ; Johnson & Spector, 2007; Kim, 2008; Meier et al., 2006; Seery, Corrigan, & Harpel, 2008). Generally, EL is considered to have negative effects on employee's physical health, and job satisfaction etc. This research is aimed to study the relationship between EL and job satisfaction. Furthermore, this research is also aimed to investigate the mechanism of EL through affective states and its effects on job satisfaction.

It is extremely important to study EL in Pakistani society keeping in view the importance of emotions and feelings at workplace and its effects on employees' health and organizational level. Usually emotions are not considered important in Pakistani organizational culture which could effects employees' well-being in specific and organizational outcomes in general. This study has been designed to study the process

and mechanism of EL as performed by bank employees. Specifically, this research would investigate some of the hypothesized effects of EL on employee's overall job satisfaction and affective states at workplace. This study would further investigate the mediating role of affective states on these relationships and the contingent role of supervisory support in these relationships.

### **Theoretical Perspectives on Emotional Labor (EL)**

Numerous theoretical perspectives have been proposed since the conception of EL. These theories depict different views; while acknowledging that domain of EL is in theoretical dilemma, having multiple conceptualizations. The following literature provides different theoretical perspectives on how employees constraint and express certain emotions as a part of their work role. These theoretical perspectives specifically focus on impacts of EL on its outcomes.

**Hochschild theory of emotional labor (EL).** Expressing emotions as part of job requirement in various professions was firstly identified by Hochschild (1979; 1983). She named this emotional management as "Emotional Labor" which is the descriptor for her work. Originally, Hochschild defined EL as management of emotions/ feelings to create observable facial and bodily display. Originally, her focus of research was on flight attendants and their emotional expression and management while interacting with passengers. She primarily investigated the ways these flight attendants fulfill organizational expectation of managing and expressing their emotions during service interaction with passengers. For instance, flight attendants are supposed to treat passengers with greeting smile, and calm passenger's fear of flying by displaying a calm gesture. They are also expected to have same emotional expressions

while interacting with tough or rude passengers. Hochschild's view of EL is a multifaceted degree of emotion management which involves the requirement of suppressing or expressing certain emotions. Hochschild (1979; 1983) utilized a dramaturgical view in which organizationally desired emotions are observed as analogous to the written script.

Hochschild (1983) proposed that performing EL for a longer time could have serious and deleterious effects on employees' wellbeing and other related outcomes. She explained that EL negatively effect well-being through emotive dissonance which is actually a discrepancy between expressed and felt emotions. Emotive dissonance (emotional dissonance) refers to the state in which individual express those emotions which are not felt (Zapf & Holz, 2006). She further proposed that feelings or emotions are entirely private. To express them in return of wage would inherently be unpleasant and damaging for employees. Hochschild also reported the negative effect of EL on sleep related problems, sexual problems among flight attendants. In Hochschild's theory, EL is considered to be more employer driven and directed towards employees in which they are expected to express organizationally desired emotion regardless of what actually they are feeling.

Although, Hochschild's (1983) bleak perspective of EL has been challenged by other theorists (Ashforth & Humphrey, 1993) but there is general acknowledgement among theorist about the Hochschild's original theory. Particularly, main doctrines of DA, SA and emotional dissonance have been reported in both qualitative and quantitative (Brotheridge & Lee, 2003; Martínez-Iñigo, Totterdell, Alcover, & Holman, 2007; Näring, Briët, & Brouwers, 2006) and qualitative studies (Mann, 2005). The

advance research on this area has extensively built on Hochschild's conceptualization. It provided a robust basis for researchers to further investigate the construct of EL.

**Ashforth and Humphrey's theory of emotional labor (EL).** This theory defined EL as an act of expression and display of organizationally appropriate emotions (Ashforth & Humphrey, 1993). It emphasizes the importance of observable behavioral expression in order to understand the phenomena. The basic postulate of this theory is that, only observable and behavior expression of employees' is perceived by the customers whereas employee's internal emotions and feelings are difficult to assess. They further proposed that "display rules" is a more appropriate term for organizational emotional requirements as compared to feeling rules proposed by Hochschild (1983).

This theory contradicted with the bleak perspective of EL proposed by Hochschild (1983). They claimed that EL has both negative as well as positive outcomes in terms of well-being. It is most likely to occur when employees identify themselves with their service role and also has some freedom for expression. It leads to a better emotional performance which facilitates a smooth interaction between client and employee, resulting in customer and employee satisfaction.

They acknowledged Hochschild's view, that deep and SA are basic constituents of EL. However, in addition, Ashforth and Humphrey considered expression of natural emotions as a separate strategy of EL. They explained the circumstances in which employee's naturally felt emotions are aligned with organizational display rules. This position makes the difference with Hochschild's view about natural expression of emotion. She has considered the genuine expression as a part of DA. To defend the genuine expression of emotions as third component,



Ashforth and Humphrey (1993) provided an exemplary situation in which a nurse naturally feels sympathetic for child patient, which precisely correspond to the organizational display rules prescribed by organization. In this example, nurse did not put any effort to show sympathy as in the case with DA. This example clearly distinguish genuine expression of emotions from surface and DA as the employees is not pretending or putting any effort to express certain emotional display.

It was proposed that EL have both negative and positive consequences (Ashforth & Humphrey, 1993). However, negative or positive effects largely depend on employee's personal and social identity and the way it is aligned with their job. They utilized social identity theory by Ashforth and Mael (1989) in order to explain the EL process. They claimed that employees having close identification with their service roles, can easily and joyfully achieve the emotional demands of the organization. Such type of identification helps employees to create a more natural performance with minimum effort. Ashforth and Humphrey (1993), therefore, observed that effects of EL either negative or positive depends on the level of employee's identification with their service roles.

To explain the determinants of organizational display rules, Hochschild (1983) emphasized the importance of organizations, as the principal determining factor of display requirements. However, Ashforth and Humphrey (1993) highlighted the role of occupation and social norms in determining the organizational display rules. For instance, doctors are expected to be concerned for their patients (Mann, 1997), while nurses are expected to be more nurturing and caring (Smith, 1992) which essentially involve more expression of emotions. Additionally, these social and professional

requirements would be utilized across various organizations. It was further claimed that consequences (either positive or negative) of EL also depends on the amount of freedom that employees have for self-expression (emotional autonomy). This emotional autonomy would develop a close association with customers in service interactions, which leads to a greater level of job satisfaction ultimately resulting in more positive well-being. Emotional dissonance is a key issue which creates a number of problems for the peoples engaged in emotional practices. The emotional dissonance can lead to inauthentic self-esteem which may result in low self-esteem, cynicism, depression and alienation. Hence, SA is considered as basic problem for employees in service industry. Although, they claimed DA as less challenging as compared to SA. However, they further claimed that DA could also result in self-alienation, and inauthenticity, particularly if the organizational requirements are not flexible, which subsequently result in extensive efforts (Ashforth & Humphrey, 1993).

This theory highlighted the importance of observable expression and found the task effectiveness is the only objective of emotional management. Therefore, emotional expression which is applicable in interaction is expected to have positive impacts on performance, self-efficacy. They also highlighted the importance and usage of natural emotions at workplace. However, their perspective is limited to only those situations in which employees' naturally felt emotions are aligned with display rules. This is very restrictive view about using natural emotions as part of EL to align with display rules of organizations.

**Morris and Feldman's theory of emotional labor (EL).** This theory explained EL as employee's conscious effort, their planning and required control in order to

display the organizationally required emotions during service transaction. They explained EL in terms of social perspective. They believed that social environment is predominantly important in determining emotional expressions. Morris and Feldman's (1997) theory of EL is comprised of three distinct components duration of interaction, frequency of interaction, and emotional dissonance.

This theory of EL is significantly different from other theories by excluding DA and SA as basic components of EL. It was proposed that all of the three components would have positive association with emotional exhaustion whereas emotional dissonance would be negative related with job satisfaction. They further claimed that EL would have less favorable outcomes. However, their research concluded that only emotional dissonance was negatively related to job satisfaction but positively related with emotional exhaustion. They identified four essential determining factors of display rules which includes clarity of display rules to employees, task routineness, power of role receiver, and job autonomy.

This theory have also been criticized (Diefendorff & Gosserand, 2003; Grandey, 2000). The fundamental reason for the criticism was that theory was unable to explain that how employee actually perform EL. Specifically, how employees suppress, express and regulate their emotions in certain situations. Furthermore, their emphasizes on frequency and duration of service interaction is considered important in performance of EL, but do not define it (Diefendorff & Gosserand, 2003; Grandey, 2000). Moreover, emotional dissonance is viewed as a basic precursor to EL (Rubin, Staebler-Tardino, Daus, & Munz, 2005), which is actually internal state which does not explain the real effort for managing or expressing emotions (Grandey, 2000). Consequently, the similar

theoretical and pragmatic relationship between SA and emotional dissonance indicates that considering emotional dissonance may describe the cognitive process under SA. Therefore, it's better not to consider it as element of EL.

**Antecedent and response focused emotional regulation theory.** A comprehensive model of EL was proposed by Grandey (2000). This model define EL as a process in which person regulates both his/her emotions and their expression in order to achieve their organizational goals. She emphasized equally on the importance of internal process of managing ones' emotions and expressions. Grandey developed a comprehensive model in which she incorporated situational factors recommended by Morris and Feldman (1996) as an antecedent of EL strategies; describing surface and DA as main strategies of performing EL to comply with organizational emotional demands.

Grandey was inspired by Gross's (1998) conceptual theory of emotion regulation. Gross proposed that emotional regulation take place at two points i.e., antecedent-focused and response-focused regulation. Antecedent-focused emotion regulation technique involves anticipation and preparation for any emotionally eliciting event before its occurrence. In contrast, response-focused emotional regulation requires individuals to suppress or modify their emotional response once the event or stimulus have been occurred.

Grandey believed that Gross's model of emotional regulation is much more relevant to the conceptualization of EL. For instance, antecedent- focus emotion regulation is theoretically akin to the concept of DA (requires to modify feelings before occurrence of any event) and, response-focused emotions regulation is conceptually

parallel to the concept of SA which involves modifying expression before and after exposure. Furthermore, it was revealed that increased in activation of sympathetic nervous system was related with response focused emotional regulation. These sympathetic nervous system reactions are associated with serious health issues (Gross, 1998). Therefore, SA may be more detrimental EL technique (Grandey, 2000).

In explanation of determinants of EL, she proposed that the EL strategies are being dependent on antecedent factors such as duration of interaction, frequency of interaction and variety of service interactions. Furthermore, Grandey claimed that simply complying with display rule depend on employee's previous personal or work related experience (e.g., abusive or critical customer). She recommended that such kind of negative experiences with customers could result in great difficulty for a subsequent positive appearance.

She further identified some personal and organizational factors which have impacts on strategies of EL. These personal factors involve gender, emotional expressivity, emotional intelligence, and affectivity. The organizational elements include social support and job autonomy. Organizations having high emotional demands and employee's past experience about the emotional events are negative; it is very much likely that employee remains preoccupied and remains in negative affect/emotional state, which results in more inclination for SA, specifically when positive emotional expression is required.

This theory excluded the genuine expression of emotions as EL strategy perhaps the genuine expression of emotion is not explained in Gross's (1998) theory of emotional regulation. Grandey (2000) have also excluded the personal and social

identity as moderating factor in conceptualization of EL. She further argued that including these identity factors would allow for considering the impacts of certain professions or roles. This exclusion is a limitation of Grandey's conceptualization. However, Grandey's conceptualization is comparatively comprehensive theory of EL explaining the process of performing EL as well as how various antecedent, personal and organizations effect employee's selection of using a particular EL strategy.

**Conservation of Resources (COR) theory.** Another theory of EL was proposed by Hobfoll's (1989). The most distinguish premise of this theory is that employees involved in EL utilizes their energy and other resources in order to meet the display rules. They ultimately try to regain their resource from social support. If the employee is unable to protect or restore his/her resources it could lead to disappointment and fatigue, ultimately negatively affecting employee's well-being (Wilk & Moynihan, 2005). Social support can be explained in terms of coworker support or supervisor (Brotheridge & Lee, 2002).

This theory explained that performance of EL is achieved either through SA or DA. However, there are certain situation requirements which decides the required effort in performing EL. These situational requirements are indistinguishable from these EL strategies. This theory acknowledge the utilization of genuine emotions at workplace. However, they did not include it as separate strategy of EL in their conceptualization. It critically argued that irrespective of the possibility that employee's natural emotions correspond to the display rules, the emotions still need to be monitored , this adds to the existing concept of genuine emotions as an aspect of EL. It further claimed that frequency, intensity, duration and variety of interaction

ought to be considered as a major aspect of the EL conceptualization presenting demands. Whereas surface and DA was considered as two techniques used to perform EL (Brotheridge & Lee, 2003).

**Control theory of emotional labor (EL).** Diefendorff and Gosserand (2003) presented the control theory in the explanation of emotional process. This proposed a four step model which explain that how individuals continually monitor, manage, and adapt their behaviors to achieve certain goals. Control theory explains that individual engaging in EL make self-perception of their emotional display, compare their emotional display with display rules of the organizations and try to reduce any discrepancy either by altering behavior to coordinate with rules or deserting the display rules as a set criteria for behavior ), and express emotions accordingly.

This theory presented multidimensional view of EL including natural expression of emotions as a separate and independent strategy. Though, the items which have been used to measure natural emotions focused more on expressing emotion as they naturally conform to organizational display rules and do not reflect any struggles to actively manage natural emotions

It further reflected that affective events can affect the efforts in displaying the desired emotions. For example, a negative experience with tough or abusive client or some other personal matter can effect employees to display the desired emotions. For instance, a physical illness of a family member can effect employee's ability to properly express the required emotions and conform to organizational display rules.

This theory further suggested that once the disparity between felt and expressed emotions is increased, more exertion and enthusiastic consumption is

required. This exertion in a long run may result in burnout. Also, if the representative can't comply with display rules, feelings of deficiency and low job satisfaction may take over.

**Action Theory of Emotional Labor (EL).** The fundamental principle of action theory is that individuals attempt to effectively participate in their condition in order to have some control over their surroundings as opposed to simply inactive respondents to their natural requests (Frese & Zapf, 1994). Components of action theory of EL include emotional regulation rules including organizational display requirements and some other precursors. Regulation possibilities involve how requirements are achieved. Regulation-related problems occur when prerequisites can't be satisfied inside the restricted assets of the employee or if there are limited regulation possibilities. In the same way, emotional dissonance is viewed as a regulatory problem in which an individual has low control in compliance with display rules. For instance, emotional dissonance is considered to be a regulation problem because the individual does not or has less control in complying with the display requirements (Zapf et al., 1999).

Action theory explained the construct of EL by utilizing the following six factors including, positive emotional display rules, negative emotional display rules, variety of emotional sensitivity requirements (every emotional regulation requirement); service interaction control (all emotional regulation possibilities), and finally emotional dissonance (emotion regulation problems). In further expansion of the theory Zapf (2002) categorized the natural emotional expression as automatic emotional regulation, surface and DA, sensing emotions and emotional deviance.



Zapf (1999) contended the perspective of emotional dissonance as reaction to organizational display rules in which employees willingly choose not to follow the display rules or he/she cannot because of emotional exhaustion. Zapf (1999) considered sensing emotions as a strategy of EL to direct reactions and formulate customer's behavior. According to this theory, the major problem of EL is emotional dissonance and its impact on burnout. Therefore, it was recommended that job autonomy and social support could reduce these negative outcomes of emotional dissonance. Job autonomy cannot simply be provided by permitting in emotional expressions, could likewise be accomplished by giving timeouts from circumstances in which display rules are keenly observed or where there are generally negative interactions.

All of the above mentioned theories of EL conceptualize and operationalize the construct in different aspects. However, all these theories have utilized the basic notions of Hoshchild's theory. There are strengths and weakness of each theory. For example, some theories have included some antecedent as an aspect of EL which do not explain the mechanism of EL (such as Morris & Fieldman; Brotheride & Lee). While others have incorporated some outcomes as an aspects of EL (Zopft et al., 1999) which again not explain that how an individual actually engage in process of EL. Grandey (2000) proposed a comprehensive theory by incorporating several factors proposed by Morris and Fieldman (1994) and Ashforth and Humphrey (1997). However, Grandey excluded the expression of genuine emotions as a part of EL conceptualization probably because Gross's theory (1998a; 1998b) did not explain it as a part of emotional regulation process. Abovementioned reasons justify the inclusion of genuine expression of emotions as an independent strategy of EL which is inherently different from SA and

DA. Literature also highlights the importance of genuine expression of emotions in the conceptualization of EL (Hülshager & Schewe, 2011). Keeping the importance of genuine expression of emotions as an important component of EL; present research utilizes the conceptualization of EL proposed by Diefendorff and Gosserand (2003) proposing three dimensions of EL i.e. SA, DA and genuine expressions of emotions.

### **Dimensions of Emotional Labor (EL)**

Most authors defined EL as act of appropriate display of emotional expression as components of work role. Generally, there is general agreement about the basic techniques of EL which is surface and DA. However, very few theories considered the utilization of natural emotions as a component of EL (Ashforth & Humphrey, 1993).

Utilizing natural emotions as a strategy of EL has just gotten exceptionally restricted empirical attention (Diefendorff et al., 2005; Näring & van Droffelaar, 2007). Including natural emotions as separate and independent strategy of EL would provide vigorous information about those employees who control their natural emotions in work role. As part of some conceptualization of EL incorporate factors other than methods for expressing or suppressing emotions to get align with display rules. As frequency of EL was included in conceptualization of Morris and Feldman (1996) duration and emotional dissonance in their conceptualization and Zapf (2002) incorporated sensing emotions an emotional deviance. As Grandey (2000) calls attention to the issue with utilizing predecessor prerequisites, for example, frequency of interaction, emotional dissonance as dimensions because these factors don't clarify what employees really need to do in order to perform EL.

These situational requirements and inner states would significantly affect employee's decision in choosing the strategy through which EL is performed. In clarifying the negative consequences, these factors can be best explained as outcome rather than EL itself (Grandey, 2002). Similarly, emotional deviance is not itself an EL strategy to express emotions in attempt to conform the feeling rules. Hence, the thought of what constitutes EL ought to be limited to techniques for compliance with organizational display rules.

Based on the above mentioned scenario, present research aimed to expand the literature by investigating and describing the EL construct and its dimensions precisely in the Pakistani setting precisely, by addressing the construct validity of EL.

### **Emotional Labor across Cultures**

Strategies of emotional regulation varies among different cultures. Generally, EL research have emphasized on most cited two strategies i.e., reappraisal (deep acting), and suppressing emotions (Gross & John, 2003; Gross & Thompson, 2007). Reappraisal involves adopting another perspective of the situation in order to alter inner feelings or emotions which is similar to DA. Whereas suppressing emotions involves modifying observable behavioral expression which does not involve altering inner emotions.

Literature on emotional regulation depicts varied cultural differences in various emotional regulation strategies. First, strong preference for reappraising emotions (deep acting) is reported in individualistic cultures as compared to peoples in collectivistic culture. In collectivistic cultures, people opt suppressing emotions more frequently as compared to DA (Novin, Banjeree, Dadhkah, & Rieffe, 2009; Soto, Perez, Kim, Lee &

Minnink, 2011). These cultural differences can be explained from the respective cultural models. SA might be considered as similar to hiding or suppressing one's true feelings which may be perceived as inauthenticity and loss of identity resulting in greater preference for using DA. On the contrary, collectivistic cultures perceive deep and SA both as just a possible strategies of emotional regulation in order maintain the harmony within group or organization. It can be easily understood by the reason that individualistic culture promotes expressions of emotions while collectivistic cultures promotes to be more helpful, courteous and express the emotions in relation to others (Hofstede , 1980). Consequently, research has shown different relationship patterns of emotional regulatory strategies (surface and deep acting) individualistic and collectivistic cultures. In collectivistic culture one may prefer to use these two regulatory techniques alternatively or in combination as compared to individualistic culture.

Matsumoto and colleagues (2008) studied the relationship of cultural values and use of emotional regulation strategies among 23 different countries. Results indicated that countries high on collectivistic cultures have a high preference for suppressing emotions as compared to countries high on individualistic cultures. In another study, Novin et al., (2009) compared the emotional regularity strategies opted by Dutch and Iranian among 10 to 11 years old children. Predominantly Iranian have collectivistic culture and Dutch have Individualistic culture. Iranian children reported higher preference for suppressing their emotions and compared to Ducth children. Moreover, they provided different reasons for utilizing these emotional regulation strategies. For instance, Iranian children have prosocial motive (e.g., I don't want my friend to feel

bad'), whereas Dutch children referred to self-protective motive, which is avoiding negative outcomes for the self (otherwise I will get punished) (Novin et al., 2009).

Similarly, cost of EL also varies from culture to culture. Evidence for the harmful effects of EL is limited to North American Samples (Grandey, Diefenroff, & Rupp, 2013). For example, a findings of the cross national survey showed higher deleterious effects of EL for American employees as compared to Chinese employees (Allen, Diefendorff & Ma, 2012). Similarly, Grandey and her colleagues (2005) reported cultural differences while studying the impacts of emotional on job satisfaction by comparing French and American customer services officers. Their findings revealed weak correlation of EL and job satisfaction among French employees as compared to American sample.

Putting it all together it can be safely concluded that phenomena of emotions in general and EL in particular is mainly affected by cultural context. Findings of one culture cannot be applied to another settings. Therefore, present study is planned to investigate the construct of EL in Pakistan

### **Emotional Labor and Outcomes**

A large portion of the research that has been done on EL has been centered on its outcomes. It is not that amazing, in light of the fact that much enthusiasm for the EL develop has been founded on its outcomes (Cote, 2005; Zopf & Holz, 2006).

In the findings of four meta-analysis, the impacts of EL particularly, SA is thought to be related with low individual well-being (Kammeyer-Mueller et al., 2013; Wang, Seibert, & Boles, 2011). Though, literature is developing quickly in the field of EL however is yet not efficient and organized. Brotheridge and Lee (2002) indicated

that research is attempting to get maximum evidence in support for relating EL with mental distress, yet the findings are conflicting. A few studies have reported differently (Adelman, 1995; Johnson, 2004; Wharton, 1993). Wharton (1993) found positive relationship of EL negative or positive impacts of EL on employees relies upon the execution and selection of technique which employee opt to use to perform EL. A few researchers revealed that suppression of negative feelings as in SA (Gross, 1998; Smith, 1992) over a time can cause an assortment of illnesses, for example, hypertension and in severe cases cancer. Alternately, expression of positive emotions through DA can positively effect employee's overall well-being and related outcomes (Zajonc, 1985).

The majority of the past research on EL synthesized that DA tend to have more ideal and positive outcomes as compared to SA (Kim, 2008). However, some theorists did not get any empirical evidence in support for the relationship of DA and emotional exhaustion. Reasons behind these inconsistent results regarding the outcomes of EL could be because of varied theoretical models of EL used in research. Some researchers have recommended that investigating EL in terms of its outcomes without fully understanding the construct could lead to producing more fragmented findings which can add more confusion in the area of study (Fisher & Ashkanasy, 2000). However, a few researchers believed that emotions and displaying emotions is an essential part of culture and these cultural discrepancies in work emotions are imperative to comprehend (Grandey, 2005). Hence, there is a desperate need to investigate the phenomena of EL in various cultural settings (Allen, Diefendorff, & Ma, 2014). Current research endeavors to reveal insight into the outcomes of EL by drawing empirical evidence from Pakistani sample. Addressing and comprehending the dimensionality of EL in

locale context would permit researcher to better understand the construct of EL and clarifies its correlates under various conditions in non-western culture.

Despite of lacking consensus on the conceptualization of EL, it is evident that EL has some importance personal and organization related outcomes such as job exhaustion and job satisfaction. However, literature is not certain about the direction of these relationships.

**Outcomes of surface acting (SA).** It is empirically evident that SA has unfavorable outcomes for those employees involved in EL. The findings of Grandey (2000) additionally affirmed that SA adversely affected the employee's job satisfaction. The findings established a positive relation between surface and emotional estrangement.

Similarly Erickson and Ritter (2001) also found positive association of feelings of unauthenticity and SA in employees from varied occupations.

A meta-analytical review by Hulsheger and Schewe (2011) revealed substantial relationship between SA with impaired well-being and burnout. There are two possible explanations; why SA effects the most deleterious effects on overall individual well-being firstly, expressing faked emotions creates a sense of inauthenticity which leads to the feeling of lying ultimately resulting in depersonalization and estrangement from one's job as originally explained by Hochschild (1983). Secondly, faking emotions is cognitively more exhausting because it involves further monitoring to keep facial expressions and words consistent. (Humphrey, Ashforth, & Diefendorff, 2015).

**Outcomes of deep acting (DA).** Literature suggest DA as less challenging and harmful as compared to SA. Similarly, it is associated with several positive outcomes.

Grandey (2000) explored a positive association between SA and job burnout while DA had not predicted any part of occupational burnout. Similarly, it was found that DA was negatively related with job satisfaction but positively related with emotional estrangement and turn over intentions.

Brotheridge and Grandey (2002) did not find any evidence in supporting the correlation of DA with negative consequences such as depersonalization or emotional exhaustion. However, they reported a positive relationship between DA and high personal accomplishment.

**Outcomes of naturally-felt emotions.** Expressing natural emotions have been identified as separate distinct strategy of EL despite the fact that individual may feel the expected emotions but they still need to effectively express the emotions in order to meet display rules (Ashforth & Humphrey, 1993). Therefore, this strategy of EL is theoretically and empirically different from surface and deep acting. Diefendorff et al. (2005) recommended that expression of naturally felt emotions assumes an imperative part in showing emotions in the working environment, as their supplementary analysis found that people report utilizing this methodology more frequently than SA and DA. Researchers have recently started devoting their attention to study the impacts of expression of genuine emotions at workplace (Diefendorff, Croyle, & Gisserane, 2005; Martinez-Inigo et al., 2007). As per meta-analysis (Hulsheger & Schewe, 2011) very limited studies have explored the relationship of genuine expression of emotions with employees' well-being and other related outcomes (Martinez-Inigo et al., 2007). Subsequently, the effects of expressing genuine emotions at working environment are not well researched. Therefore, present research has used the three dimensional



conceptualization of the construct of EL having three separate strategies i.e., surface, deep acting ,and genuine expression of emotions in order to comprehend the procedure and outcomes of expressing genuine emotions at work environment.

Literature suggested that job satisfaction and emotional exhaustion are essential indicators of work behaviors, for example, absenteeism, turnover and organizational citizenship (Cropanzano, Rupp, & Byrne, 2003; Grandey, Dickter., & Sin 2004; Wegge, Schimidt, Parkes, & van Dick, 2007). Therefore, current investigation will likewise concentrate on job satisfaction as an outcome of EL.

### **Emotional Labor (EL) and Job Satisfaction**

Job satisfaction is defined as “an evaluative judgment one makes about ones job and situation (Weiss, 2002). It involves both feelings and attitude of employees about their job. Positive and optimistic view and feelings about one’s job indicates higher job satisfaction whereas negative and unpleasant feelings indicate less or decreases job satisfaction (Kerschen, Armstrong, & Hillman, 2006). Job satisfaction represent a feeling that appears as a result of the perception that job supports the material and psychological needs (Aziri, 2011). Literature suggests that it is affected by a number of contextual, individual organizational factors which includes, age, nature and duration of job, qualifications, salary as well as emotional work (Yetim & Yetim, 2006; Zapf & Holz, 2006).

Job satisfaction is an important aspect in increasing organizational productivity and performance of employees (Chandrasekar, 2011). Therefore, it has been widely studies as an outcome of EL (Hulsheger & Schewe, 2001). Inherently, it was reported that EL is negatively associated with job satisfaction (Hochschild, 1983).

Gradually, research revealed both positive and negative relationship between EL and job satisfaction (Adelmann, 1995; Wharton, 1998). Specifically, emotive dissonance was positively related with emotional exhaustion and negatively related with job satisfaction (Morris & Feldman, 1997) Similarly, Abraham (1998) reported the same pattern of findings about emotive dissonance, emotional exertion and levels of job satisfaction in his research evidence.

On the contrary, the effects of EL on employee's job satisfaction is not always negative. The impact that EL would have on employees' job satisfaction depends on the strategy which employee adopt to perform EL. For instance, literature is consistent about the negative effects of SA on job satisfaction while DA positively effects job satisfaction (Grandey, 2005). Wharton (1993) described that workers involved in frequent use of EL have increased job satisfaction and decreased job burnout as compared to others employees. Adelman (1989) reported a same pattern of results for waiters.

Wharton's research was a major shift from qualitative to quantitative studies of EL at a time when research began to focus on how workers managed their emotions. Wharton (2009) states that when employees have little or no control over working conditions in terms of autonomy, they are much more likely to experience burn out and low job satisfaction.

The positive outcomes of EL may be explained by the strategy employed to perform EL. Such as SA negatively effect employee's sense of authenticity ultimately resulting in lower job satisfaction. On the other hand, DA is positively related with job satisfaction and personal accomplishment of employees (Kruml & Geddes, 2000).

Indeed, Wolcott-Burnam (2004) also reported that job satisfaction had negative relationship with SA but positively related with DA.

However, literature on EL is not conclusive about the impact of EL on job satisfaction. There are mixed findings. In a meta-analysis Bono and Vey (2005) concluded that DA strategy showed weak and non-significant relationship with job satisfaction and role internalization. It is important to highlight that not all of the available literature on EL agrees about the relationship of EL with these outcomes in terms of direction. In a more recent meta-analysis of Kammeyer-Mueller et al., (2013) DA was not found to be significantly related with job satisfaction and emotional exhaustion.

More recently, Gabriel and Lang (2015) reported that there was difference in profiles of the employees using surface and DA in different combinations (frequent use of both strategies, using one strategy more frequently, and low usage of both strategies). Comparing employee's EL profiles indicated that frequent use of DA was adverse for employee's well-being related consequences for instance job dissatisfaction, inauthenticity and emotional exhaustion. Therefore, inconsistent and conflicting findings about DA may be attributed to the combination of different EL profiles in the same analysis.

Another meta-analytical review by Hülshager and Schewe (2011) concluded that DA exhibited weak relationship with impaired well-being and job satisfaction but was positively correlated with customer positive feedback and satisfaction and emotional performance. Their findings further indicated that performing EL through DA improves employee's performance without negatively affecting their well-being.

Similarly, the findings further confirmed the positive impact of DA on customer satisfaction but showed a non-significant relationship with job satisfaction.

A very limited empirical evidence is available indicating that how genuine expression of emotions would be relating with outcomes of EL. Generally, as expression of genuine emotion doesn't involve any effort to change inner or displayed emotions therefore, not resulting in emotional dissonance consequently results in positive outcomes for employees (Grandey, Diefendorff, & Rupp, 2013). For example, Adelman (1995) reported that waiter staff, who expressed genuine emotions at workplace were more satisfied with their jobs as compared to those who faked emotions. Researchers however, continuously recommend to investigate the impact of genuine expression of emotions on employee's well-being and other outcomes (Hulsheger & Schewe, 2011). Literature on EL and job satisfaction indicates that SA is negatively associated with job satisfaction. However, there are inconsistent findings about the association of DA with job satisfaction (Grandey, 2005; Hulsheger & Schewe, 2011).

It is an important research area to address these inconsistencies in the literature of EL and job satisfaction. These inconsistent findings can be explained by many factors. Firstly, inconsistent and varied operationalization of EL could be a major reason for these conflicting findings. Literature strongly recommends to construct of EL in different cultures otherwise it would be producing fragmented finding. Secondly, emotional regulation process is highly influenced by cultures (Allen, Diefendorff, & Ma, 2014). Some theorists proposed EL to be a culture specific phenomena (Grandey, 2005; Safdar et al., 2008). Because the mechanism, process of EL and its impacts varies

from culture to culture (Grandey, 2005). For, example, collectivistic culture values groups over individual. These cultures promote harmony within group rather than individual assertiveness. Therefore, EL management in collectivistic culture tend to be more controlled and monitored as compared to individualistic cultures (Safdar et al., 2008). Therefore, present research is planned to investigate the effects of three dimensions of EL on job satisfaction at Pakistani workplace settings by establishing its construct validity. Then, would be investigating its process and mechanism.

Recently, scholars argued that genuine expression of emotions as most effective strategy to perform EL as it doesn't involve any effort so it is assumed to be associated with positive outcomes (Hulsheger & Schewe, 2011). However, very limited amount of literature is available on the impacts of genuine expression of emotions and outcomes are available. Therefore, the present study has selected these two variables as outcomes of EL strategies in collectivistic culture like Pakistan with operationalizing the EL as having three components i.e., SA, DA, and genuine expression of emotions.

**Affective states.** Recently, research on emotions and affect have faced contradiction in terms of terminologies. Some scholars considered affect as a broad construct including the mood, emotions and trait (Amabile et al., 2005). While some other theorists defined affective states which includes both mood and emotions and considered trait affect a different construct (Forgas & George, 2001). However, literature has used both terms i.e., mood and emotions alternatively and differentiated it from emotions and trait affect (Forgas, 2002; Russell, 2003; Watson, Clark, & Tellegen, 1988). Generally, affect refers to a broad construct which involves evaluative feelings, which leads a person to feel good or bad (Gray & Watson, 2002).

Furthermore, Watson and his colleagues described both negative and positive affective states. Positive affect is state in which person feel alert, enthusiastic and active (Watson, Clark & Tellegen, 1988). Whereas negative affect refers to state in which a person feels sad and subjective distress. An individual having high positive affect shows high energy, concentration, and pleasurable engagement, while an individual high on negative affective state would experience negative emotional states such as anger, anxiety, fear, nervousness etc. (Watson, Clark, & Tellegen, 1988). Literature has interchangeably used affective states and emotions frequently. Therefore, in present research, affective states and emotions (positive/ negative) would be used interchangeably.

### **Affective States and its Organizational Outcomes**

Employee's affective states is one of the most important variable specifically when investigating the consequences of emotional work on different performance related outcomes. Affective states of employee are considered to be an important antecedent of employee's performance subsequently results in organizational productivity (Ilies & Judge, 2002). Literature suggested that positive affective state have more beneficial outcomes for example, decreased turnover rate, and increased job satisfaction. It is also positively related and better performance and negative emotions related to more negative outcomes (Davis & Zhu, 2009; George & Brief, 1992; Thoresen, Kaplan, Barsky, Warren, & Chermont, 2003; Weiss ,2002 ) Moreover, workplace affect is pervasive in a way that it is not focused to any specific individual, event, behavior or object (George & Brief, 1992).

### **Mediating role of affect in relationship of emotional labor strategies and outcomes**

Impacts of EL on employee's affective states are important to understand because employee's positive or negative affective states leads to employee's different levels of job satisfaction (Ilies et al., 2007). Consequently, employee's affective state could be an essential mediator in studying the consequences of EL and employees' related outcomes. It can help to explain the process that how SA effects equally job satisfaction. Thoresen et al. (2003) concluded in their meta analytic review that negative affective state strongly effect job satisfaction as compared to positive affect.

All employees undergo the same procedure of selection and training, but not all experience the similar effects that display rules prescribed (Rafaeli & Sutton, 1987). Emotion-eliciting events can also occur at workplace (Weiss & Cropanzano, 1996), or they might have occurred at home and emotions can spill over in work (Judge & Ilies, 2004), or person may experience diffuse mood / affect which is not connected to any specific event (Watson, 2000). Irrespective of precipitating factors of affect, at times employees' emotions and feelings are not in line with the display rules. As discussed above, employees can try to bridge the gap between the felt and required emotions wither by faking emotions (surface acting) or through willingly modifying underlying emotions and moods to match the display rules ( deep acting) (Hochschild,1979; 1983).

From the perspective of affective display, all three strategies of EL can lead to the similar result. Specifically, positive emotions are required to express whereas negative emotions are discouraged in customer services (Beal et al., 2006; Hochschild, 1983). However, affective impacts of these three forms of EL differs among employees.

Employee's opting SA could have negative affective states where as employees using DA or genuine expression of emotions would result in positive affective states. Research depicted that suppressing negative emotions as in SA would ultimately strengthens those negative feelings. It is known to be ironic effect. (Wegner, 1994). On the other hand, DA produces a change in felt affective state.

According to Grandey's (2000) model, job is well researched outcome of EL. Bases on literature, it is assumed that all three strategies of EL would be related with employees' affective states. Specifically, it is assumed that SA would result in negative affective state which ultimately would have negative impact on job satisfaction. On the other hand, both dep acting and genuine expressions of emotions would result in experience more positive affective state which ultimately would have positive impact on job satisfaction.

**Supervisory support.** Kottke and Sharafinski (1998) defined as degree to which employee's contributions and commitment is valued and acknowledged by his/her immediate manager. Supervisory support refers to the extent to which employees acknowledge that their immediate supervisors provide support, help, inspiration and concern at work (Griffin, Patterson & West 2001). In contrast to overall organizational support, supervisor give more attention to subordinates by giving feedback about their job performance and providing prompt assistance on their daily tasks which results in establishing a close and healthy working relationship with their subordinates. According to Hobfoll (1989), rewarding social relationship is one of the important means to reduce the stress level by increasing the pool of personal resources available. For instance, when work related stress drains workers' self-regulation



resources which result in decreased well-being, decreased job satisfaction. They may possibly try to regain their resources from the workplace or their social circle (Athay & Darley, 1982).

Presence of supervisory support at workplace can help individuals to refill their regulator resources in these following ways. Firstly, by providing direct instrumental help explaining the nature and the procedure and providing assistance in completing certain tasks. Secondly, by providing social and moral support which ensures a rewarding relationship between managers and subordinates (Aspinwell & Taylor, 1997). This moral and social support from immediate supervisory can help employees to have sense of affiliation with organization (Ramaswami, 1996).

In service sector, employees are required to express positive emotions, less EL is required if the interpersonal relationships are supportive and positive, and these positive emotions are genuinely felt by employees (Grandey, 2000). Furthermore, opportunities and support from each other help them to learn the ways to deal with work situations (Moradi, Sepehrifar, & Khadiv, 2014) decrease the likelihood of feeling negative emotions.

House (1981) proposed two mechanisms through which social support has beneficial impacts on employees over all well-being. Firstly, social support directly effect employees' well-being irrespective of work related stress. Employees having high levels of support from their supervisors are supposed to have better health and high job satisfaction. The high supervisory support has direct effect on stress reduction. Secondly, social support possesses moderating and buffering mechanism through which it alleviate the stress (Cohen & Wills, 1985). The key mechanism of social

support effecting employee's well-being is its moderating effect on stress in which support provided by the support interacts with stress subsequently reducing the negative effects of stress. This social support from supervisor protects employees from the deleterious effects of workplace stress (Abraham, 1998).

Present study adopted the buffering mechanism through which supervisory support would moderate the indirect effect of EL strategies through affective states on job satisfaction. To be specific, it is assumed that impacts of EL strategies on job satisfaction through employee's affect would be moderated by perceived supervisory support. Perceived supervisory support would moderate the pathway of affective outcomes of EL (positive or negative affect) and job satisfaction. Rhoades and Eisenberger (2002) found a large effect size perceived organizational support and affective states of employees. This large effect can be explained through the buffering mechanism of supervisory support. For instance, leader's action and help provided to employees eventually effect their job related attitudes such as job satisfaction (Brief, 2001). In a recent study Bulutlar and Başkaya (2015) reported that supervisory support significant moderated the relationship of EL and its impact on job satisfaction. Similar findings were reported by Chen et al., (2012) that supervisory support significantly moderated the relationship of EL and job satisfaction and role performance.

### **Conditional Effect of Supervisory Support**

Emerging evidence in literature indicates that EL deplete the individual resources thus affecting the job satisfaction. These drained employees may opt different strategies to overcome this exertion and fatigue. Firstly, by taking a break as discussed

by Muraven and Baumeister (2000). Secondly, through providing supportive environment at workplace (Wan & Sternthal, 2008). For instance, stress induced by emotional work or overload may be buffered with the presence of support provided by the immediate supervisor. Similarly, applying in the health impairment process, chronic job demands or poorly designed jobs (work load, emotional demands) deplete employees' mental and physical health and therefore may lead to the exhaustion and to health issues (Demerouti et al., 2000).

### **Emotional Labor (EL) and Gender**

Gender differences on EL is often a topic of interest for the researchers. Hochschild's (1983) initial finding reported that female's workers were more in services sector as compared to male workers. As a result of this superiority of females in service industry, EL disproportionately affected women employees more negatively. However, gradually as research extended it revealed that women employees engaging in EL have high job satisfaction as compared to their male counter parts (Wharton, 1993). It recommends that females are more socialized to perform the social requirements of emotional management in customer services more effectively. It perhaps lead female employees to experience more positive emotions and feelings at workplace as compared to male workers. Ultimately it would help female employees to use DA in order to follow the display rules, which inherently is less damaging.

Grandey (2000) recommended that male employees in service sector would be needing more training in managing emotions as compared to females employees. Although literature has revealed relationship of gender with emotional dissonance. Such as female workers more frequently reported about the events in which their

expressed and felt emotions were different while interacting with clients (Kruml & Geddes, 1998). Although being more satisfied with their jobs, it may be possible that female's employees experience more stress because of continuously suppressing their feelings. This can be explained by the fact that it depends on the strategy they opt to perform EL. Using DA enables female's employees to experience more positive affect, which result in improved affective well-being. On the other hand, engaging in SA results in appropriate emotional expressions which is aligned with display rules but could lead to emotional dissonance due to the suppression of feelings.

It is recommended that both women and men have different intentions for emotional regulation. Specifically, women are more concerned about getting along with others, whereas men are more interested to be in state of control and express more powerful emotions such as pride or anger (Timmers, Fischer, & Manstead, 1998). Conversely, in service sector, this intention may not be in favor of men. Therefore, in service industry, men may require more training to manage their emotions while dealing with customers.

### **Rationale of the Study**

Emotions are one of the basic component of individual psyche that just not only determine one's affect or mood but also directly effects a person's thoughts, decision making and actions. It therefore, covers every aspect of our life. Knowing the important role which emotions play in our lives, it is very astonishing that this basic component of our lives has always been neglected area in work settings and organizational psychology. The exclusion of emotions from organizational life, therefore, was assumed to be one of the important milestones to be achieved in order

to ensure the maximum organizational output. This assumption was, however, shattered by the emergence of new occupational roles that have produced in response to the dynamic and ever demanding world of business. The ground breaking work of Hochschild (1983) has set a new arena for the researchers to view emotions in the work settings from a novel angle and consequently research on EL has produced in multiple directions in the past several years.

The primary intention behind the current investigation is to investigate the effect of EL on employee's affective states and job satisfaction. Generally, the impact of EL on employees in terms of physical health, employee's well-being, and job satisfaction has been described to be less favorable. Though, some studies have reported contradictory findings (Adelmann, 1995; Johnson, 2004; Wharton, 1993). Such as Wharton (1993) found a positive association of EL with job satisfaction instead of negative association. He further argued that consequences of EL either positive or negative entirely depends on the strategy which employees choose to use. Literature suggests that suppressing negative emotions (surface acting) for a longer time can lead to various physical and psychological ailments (Gross, 1989; King & Emmons, 1990). On the other hand, the expressing positive emotions (i.e., deep acting or expressing genuine emotions) bring physical changes which enhances employee's well-being (Zajonc, 1985).

Majorly, the available literature addressing the consequences of EL strategies has established that DA has more positive consequences as compared to the SA (Kim, 2008). However, findings are still inconsistent in other studies (Van Dijk & Kirk, 2006). Such as, Brotheridge and Lee (2003) and Grandey (2003) did not find any support for

the association of DA with emotional exhaustion. The current investigation is an attempt to investigate how EL affects employee's job satisfaction in order to better explain the EL process.

The present research also aimed to explain the mechanism through which it affects employees' job satisfaction. Although, affect had been studied as a determinant of EL strategies (Totterdell & Holman, 2003), still affective states can be considered as a possible outcomes of EL. It is empirically evident that emotional regulation actually affects emotional reactions/ affective states (Gross, 2003). It can be assumed that mood or affective state is a linking mechanism explaining the process of EL. The affective effects of EL are crucial to comprehend because affect can lead to day-to-day variations in level of job satisfaction of employees (Ilies et al., 2007). Hence, present research would contribute to the theory of EL by explaining its mechanism through affective states of the employees.

The current investigation also investigated that how EL mechanism operates differently for each employee. It further aimed to study the process through which indirect effects of EL on job satisfaction vary. To be more specific, indirect effects of EL through affective states is conditional on supervisory support. In this respect, perceived supervisory support would moderate the mediated relationships of EL and job satisfaction.

As mentioned earlier, existing literature holds diverse perspectives on the construct of 'EL' for example two-factor model or three-factor models. The current study would also address the dimensionality issue of the construct "EL" in local context. As stated earlier, the inconsistent findings of EL can be explained by the

differences in the conceptualizations of EL. Several researchers argued that studying the consequences of EL without understanding the structure of the construct would lead researchers to produce fragmented findings which would further add more confusion in the area of research (Fisher & Ashkanasy, 2000; Grandey, 2000). Therefore, present research attempts to address the issue of dimensionality of EL by collecting evidence from a Pakistani service industry. Understanding the dimensionality of the construct of EL would enable researchers to better define and differentiate its various strategies to explain their outcomes in different working conditions.

For establishing the construct validity of EL on Pakistani Sample, the study utilized Diefendorff and Grosserand (2003) conceptualization of EL having three components i.e., SA, DA, and genuine expression of emotions. There is dearth of research literature available on the genuine expression of emotions as a strategy of EL (Hülshager & Schewe, 2011). Literature suggests that automatic emotion regulation / genuine expression of emotion is distinct from the other acting i.e., DA and SA (Diefendorff, Croyle, & Gosserand, 2005; Martinez-Inigo et al., 2007). However, there is a handful of research investigating the effects of genuine expression of emotion on the outcomes (Martinez-Inigo et al., 2007). Therefore, the consequences of genuine expressions of EL is not yet clearly understood. To study genuine expression of emotions as strategy of EL have been emphasized by Hülshager and Schewe (2011).

Literature available on EL suggest that it has more negative outcomes as compared to positive outcomes (Hülshager and Schewe, 2011). This is because most of the research available on emotional regulation has focused samples from independent cultures (individualistic cultures) (Gross & Levenson, 1997; Gross & John, 2003;

Richards & Gross, 2000). In fact, some of the evidences from cross-cultural research suggest that EL is more costly and stressful for individualistic cultures as compared to collectivistic cultures (Grandey, Diefendorff, & Rupp, 2013). As previously mentioned, emotions are not only biologically determined but also determined by culture and environment (Ekman, 1972). Individualistic cultures consider emotions as individual's basic right and way of personal expressions. This cultures put a great emphasize on emotional expressions. In contrast, collectivistic cultures prefer group norms in order to maintain cooperation and harmony with in group. This culture promotes more courteous behavior as compared to individual emotional expression or assertive behavior (Noon & Leweis, 1992). In collectivistic cultures, emotions are generally considered as dangerous, irrelevant, or illness causing. Therefore, much emphasize is given on suppression or managing emotions in these cultures. Generally, in collectivistic cultures emotions are considered antithetical and irrelevant to express. Therefore, it is always suggested in this culture to suppress true emotions and manage emotions in order to maintain group harmony (Eid & Diener, 2001. This emotional management is a normative process of collectivistic culture. Therefore, emotional regulation in collectivistic cultures is mainly depend on societal norms as compared to display rules. On the other hand, the need of this emotional regulation specifically at workplace is more dependent on display rules (Mesquita 2000; Mesquita & Delvaux 2013).

Since, Pakistan is country rich in its traditions influenced by collectivism. People prefer to suppress their emotions and to be more courteous while interacting with others. However, the phenomena of EL is not that much researched in Pakistan.

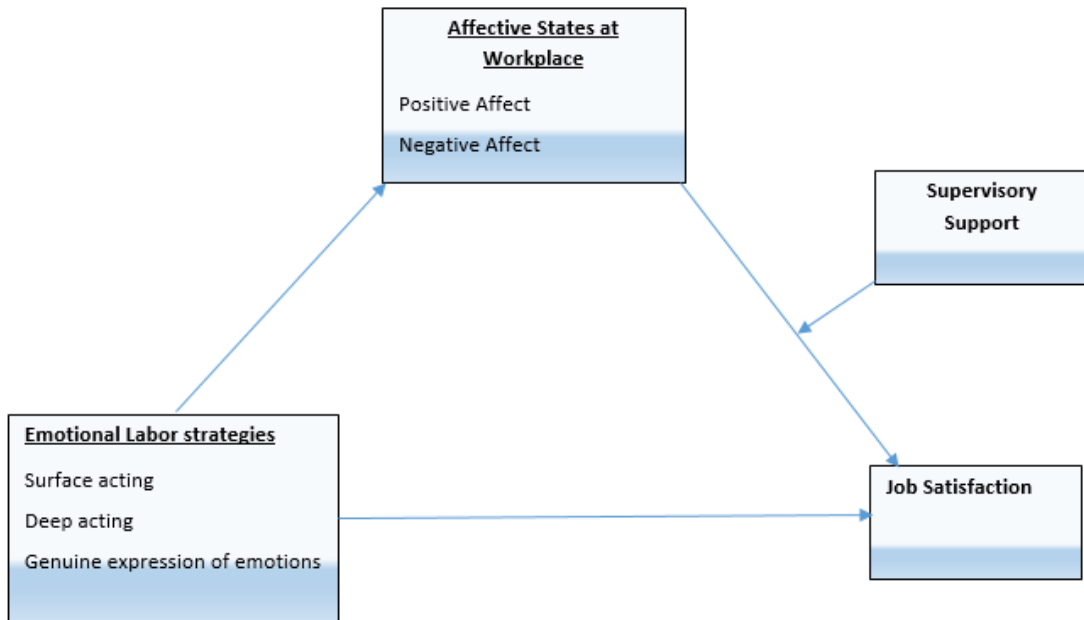


Since, the conception of term EL, a very limited number of published research is available. This scarcity of the published research limit to draw any inference about the nature of the construct of EL and what are its effects on employees in local context (Adil & Kamal, 2013; Mohsin & Ali, 2018; Syed & Ali, 2013). Therefore, it is being suggested that concept of EL should be studied across different cultures (Kumar, Shankar, & Singh, 2010).

### **Conceptual Framework**

As previously mentioned, the present research attempts to study the relationship of EL and job satisfaction. The present research would study the mediating effects of employee's affective states between the correlations of EL with job satisfaction. In proposed model, EL have been conceptualized as multi-dimensional construct having three sub-dimensions such as SA, DA, and genuine expression of emotions. It is expected that surface, DA and genuine expression of emotions would significantly predict job satisfaction and differentially influence employees. Furthermore, it is assumed that affective states would mediate the relationship between EL job satisfaction. To be more specific, negative affective state would negatively mediate the relationship of employee's SA and job satisfaction while positive affective state would positively mediate the relationship of DA, genuine expression of emotions and job satisfaction. Moreover, present study also aimed to address these indirect effect of EL on job satisfaction which is further conditional on perceived supervisory support. Specifically, perceived supervisory support would positively moderate the pathways of affective state (positive/negative) and job satisfaction which is further depicted in

following figure 1. Hence, EL may be less jeopardizing for those employees who have high supervisory support as compared to their counterparts.



*Figure 1.* Conditional indirect effect of Emotional Labor strategies on Job Satisfaction.

**Chapter II****METHOD****Objectives**

1. To examine the relationship between EL strategies and job satisfaction.
2. To examine the relationship between EL strategies and affective states.
3. To study the mediating role of affective states between the relationship of EL strategies and job satisfaction.
4. To investigate the moderating role of perceived supervisory support on the indirect effects of EL strategies on employee's job satisfaction.
5. To address the construct validity and dimensionality issue of EL in local context.
6. To study EL strategies with reference to gender differences

**Research Design**

Cross-sectional design method was used in current research. The current investigation was carried out in two parts i.e., study-I and study-II.

Study-I was focused on establishing and addressing the psychometric properties of the all scales with an objective of translation and adaptation of instruments. It was also aimed to check the appropriateness of instruments for the local culture. Some of the instruments (i.e., Emotional Labor Scale) have been used for the first time in Pakistan.

The study-II was aimed at testing the proposed conceptual model. Moreover, impact of gender was also studied with respect to EL strategies.

## **STUDY-I**

This chapter discuss the objectives, method, finding and discussion of the Study-I.

### **Objectives**

The main objective of the study-I was to measure the appropriateness and applicability of the selected research instruments being used in the present research on the local sample. Specifically, study-I was carried out with following objectives:

1. To assess the suitability and comprehension of the scales for Pakistani sample.
2. Adaptation of Emotional Labor Scale, Job Related Affective Well-being Scale (JAWS), Supervisory Support Scale, and Job Satisfaction Scale.
3. To address the dimensionality issue of emotional labor.
4. To establish the psychometric properties of the adapted scales.

In order to achieve the objectives of the study-I, it was planned systematically which includes following parts:

1. Try out of the original scales.
2. Translation of the instruments.
3. Empirical evaluation of translated instruments.

Following section described these parts in detail.

### **Try Out of Original Scales**

The objective of the try out was to identify the need to translate the original scales, to check the relevance of instruments and to assess the need of adding some new items. The participants were asked to identify any item which was difficult to understand and they were also briefed to add new information which might be relevant.

**Sample.** The tryout of the original scales were carried out on the sample of 30 employees from customer services of banks. It was a non- funded research therefore their participation was entirely on voluntarily basis. This sample included 19 male and 11 female employees. The age of the participants ranged from 23 to 48 years. Those employees were selected who have at least 14 years of education with a minimum of six month job experience on present job.

#### **Instrument selection.**

***Emotional labor.*** Ashforth & Humphrey (1998) defined it as act of expressing and displaying organizationally appropriate emotions. The review of relevant literature suggested that t scale developed by Diefendorff et al. (2005) covers the relevant theme used in present research. It is a multi-dimensional scale of t. It has three sub-scales namely SA, DA, and genuine expression of emotions. It has 14 items which includes, 7 items for SA, 4 items for DA, and 3 items for genuine expressions of emotions. It is rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The scale originally showed satisfactory alpha reliabilities ranging from .79 to .91. The author originally established validity through construct and content validity

(Diefendorff et al, 2005). The results confirmed the t as multi-dimensional construct having three sub-dimensions i.e., SA, DA and genuine expression of emotions as separate and distinct domain of t (Appendix C).

**Affective states.** In present study, affective states have been categorized as positive and negative affective states. Positive affective states refer to pleasure rendezvous in which person feels enthusiastic, alert and highly active about job. Negative affective states refers to state of subjective distress and unpleasable engagements which includes a variety of moods such as fear, disgust, anger at job). By reviewing the relevant literature, it was found that Job Related Affective Well-Being Scale (JAWS) shorter version by Van Katwyk et al., (2000) has covered the most of the construct. It is 20 items scale (alpha coefficient=.95) designed to assess people's emotional reactions to their job. Initially authors established its validity through construct and criterion related validity (Van Katwy et al., 2000). Four sub-scales of the scale include 'distress, excitement, depression, and contentment, containing five (5) items each. JAWS can be scores in three ways. Firstly, to compute total score by summing up all the 20 items. Before summation the negative emotion items are reversed. Secondly, to calculate separate scores on positive and negative emotions. Lastly, by creating four subscales by dividing positive and negative emotions (high versus low pleasurable) into high and low arousal. However, for the present study, employee's affective states were measured by utilizing scores on the two sub-scales of positive and negative emotions (Appendix D).

**Job satisfaction.** It refers to positive and pleasurable emotional state which results from evaluative appraisal on one's (Locke, 1976). By reviewing the relevant

literature it was found that job satisfaction scale developed by Hackman and Oldham (1975) was most widely used scale.

In the present study, Urdu translated version by Khan (2008) was used. It has 5 items scored on five point Likert scale. The scale was translated and adapted by using construct validity (Appendix E).

***Supervisory support.*** Supervisory support is generally defined as the degree to which immediate managers or supervisors value the contributions of subordinates and care about their wellbeing (Kottke & Sharafinski, 1988). Supervisory support scale developed by Greenhaus, Parasuraman and Wormely (1990) was used to measure supervisory support. The scale has nine items. The responses are rated on Likert scale ranging from 1 to 5 where 5 indicates strongly agree and 1 indicates strongly disagree. High total scores on the scale indicates high level of supervisory support. The scale originally showed alpha coefficient of 0.93 (Greenhaus et al., 1990) (Appendix F).

**Procedure.** After getting the formal permission form the respective organizations of employees. They were given brief introduction along with the objectives of the try out. They were ensured that their information would remain confidential and would only be used for research purpose. The participants were instructed to read each statement carefully, and indicate any statement, which was ambiguous. They were briefed to identify the need to translate the scales. They were also instructed to check the cultural relevance of the scales. They were also instructed to add any information which might be missing in the scale but relevant to the local work settings.

**Results.** Participants identified the items of t scale difficult to understand. They assessed the need to translate the t scale into Urdu language in order to make it more comprehensible. They also added some information regarding the t, which needs to be incorporated in the main scale. It was also reported to add local perspective on the t construct. Most of the participants pointed out “flattery” as an important aspect of SA. Therefore, it was decided to translate and adapt the scales in to Urdu language.

**Translation of the instruments.** For current study, the scales were translated into Urdu language by using forward translation method, and secondly, three new items were also developed to measure the construct of t in order to incorporate the local context of t. Forward translation method was preferred to use for translating the scales because it was not a cross-cultural research (Maneesriwongul, & Dixon, 2004). The focus of forward translation is on retaining the conceptual meaning of the item rather than on producing simply a literal, word-for-word translation, whereas capturing the literal meaning of the item is the focus of back or double translation (Eremenco et al., 2005; Ngai, Chan, & Holroyd, 2007). First of all, translation of the scales were completed by taking the help of four experts who had their M.Phil/ Ph.D degree psychology. They were expert in English and Urdu languages and also had some experience of psychological test development and process of adaptation. These experts were given instruction to translate the scales according to the criteria prescribed by Brislin (1983) i.e., (1) to maximize the content similarity, (2) maintain relatively simple language level, and (3) translating the text without substitution or elimination of any



item. These experts translated the questionnaires individually. Simultaneously, to add the local perspective of t, three new items were also developed to include the local perspective of emotional in the main scale. These three items were initially suggested by the participants of the try out. However, with the help of extensive literature search (Diefendorff et al., 2005; Ashforth & Humphrey, 1993), and review of existing t scales, three news items were developed. These items include two items for SA, and one item for genuine expressions of emotions.

**Committee approach.** After the completion of translation, a committee approach was selected to choose the best translated items in Urdu and critically review the newly developed items. The members of the committee included four psychologists and a researcher herself. These psychologists had their Ph.D degree in psychology and had relevant experience in psychometric testing and adaptation. These committee members were independent of the previous four experts. They were not exposed to the questionnaires. Each item was evaluated and discussed on its length and conceptual similarity with original item. Some items were rephrased in order to make them more comprehensible. Primary emphasize of the committee was to check the conceptual similarity of the items whether these translated items convey the same meaning as original items. They also critically reviewed the new items on their length and concept and finally they selected the best translated items for all scales. Lastly, the translated items were arranged according to the original scale.

### **Empirical Evaluation of Translated Instruments**

The last step of study-I was empirical evaluation of the translated scales which was imperative in order to provide the evidence for the factor structure of all translated scales. The main purpose of this step was to address and establish psychometrics of adapted scales and to explore the preliminary relationship pattern among study variables.

**Sample.** Sample comprised of 180 customer services employees from banking sector. Those employees were selected who had at least 14 years of education with at least six months of job experience at the present job. However, only 145 cases were found valid for data analysis. The age of the sample ranged from 21 to 50 years ( $M=29.33$ ,  $SD=5.98$ ). The sample included 102 male and 43 female employees.

**Instruments.** The detail information of the instruments is given below.

***Emotional Labor Scale.*** EL strategies were measured by using adapted version of EL scale originally developed by Diefendorff et al. (2005). Originally, this scale has 14 items. However, three more items were included in which two items measured SA and one for genuine expression of emotions. The adapted version of EL scale was scored on five point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). (Appendix G).

***Affective States.*** Affective states were measured by using translated short version of job related affective well-being scale. Originally developed by Katwyk et al.,

(2000). The translated version contained the original 20 items measuring two major domains of affective states i.e., positive emotion and negative emotions. The adapted version of JAWS was scored on five point Likert scale. (Appendix H).

***Job Satisfaction Scale.*** Job satisfaction was measured by using adapted version of job satisfaction scale by Khan (2008) originally developed by Hackman and Oldham (1975). The adapted scale consists of five items rated on five point Likert scale. The alpha reliability of the adapted scale was .67 (Khan, 2008). (Appendix I).

***Supervisory Support Scale.*** Translated version of supervisory support scale was used to assess the supervisory support of employees (Greenhouse, Parasuraman, & Wormely, 1990). The translated scale contains nine items scored on five point Likert scale. (Appendix J).

**Procedure.** After identifying the potential sample for the proposed study, the consent of individuals as well as their employing organizations was sought out to ensure their participation. The scales were arranged randomly in booklet. The questionnaire booklets were individually administered. Detailed information about the nature and purpose of the present research were shared with participants. They were also provided with the written instructions explaining the procedure to answer the questionnaires. Participants were ensured that their information would be kept confidential and would be used only for research purposes only.

**Results.** The data was statistically analyzed by using various statistical techniques. It was also aimed at providing the factor structure of the various constructs by using exploratory factor analysis. Psychometric properties of the translated scales were established by calculating alpha reliability, item total correlation and correlation matrix.

*Emotional Labor Scale.* Exploratory factor analysis (EFA) was conducted by using maximum likelihood method to examine the factor structure and validity (Kline, 2005). Theoretically, the sub-factors of emotional labor were found to be related yet independent. Therefore, direct oblique rotation was opted to extract the factors. Eigen values and scree plot showed three factor solution explaining the maximum variance. However, with oblique rotation, the extracted factors were found to be uncorrelated. Therefore, varimax rotation was used to extract factors. The decision was taken on the recommendations of Kline's (2005) that, if inter-factor correlations are low or not significant, then orthogonal solution would be easier to interpret. Therefore, factor analysis on the basis of varimax method were finalized. Number of factors to be retained was already specified by theory, However, it was further confirmed with eigenvalue and scree plot.

The analysis extracted 17 clustered on three factors from the data and explained almost 43 % of the variance. Items were assessed according to the criteria prescribed by Hair et al. (1998). Those items which loaded simultaneously on more than one factor and/or having factor loading less than .40 were removed. However, all 17 items have factor loadings  $\geq .4$  (see table no 2). Item no "8" was equally loading on the construct of SA strategy and DA. Originally this item was measuring SA. However, this item was

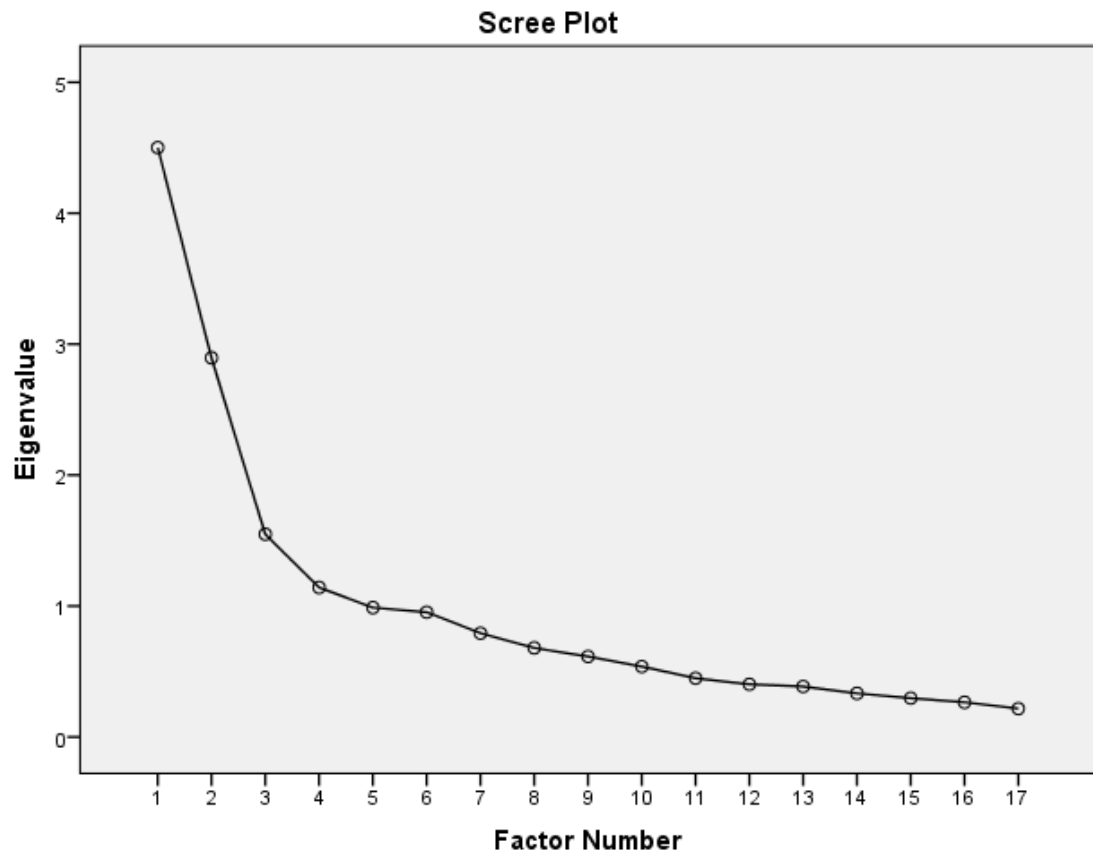
not removed from the main scale and was retained in order to further test this item on a larger sample of study-II.

**Table 1**

*KMO for factor extract on Translated Version of Emotional Labor Scale (N =145)*

Kaiser-Meyer-Olkin	Measure	(sample	.771
	adequacy)		
Bartlett's test of sphericity		Chi-Square	898.35
		df	136
		sig	<.001

The value of KMO in table 1 depicts the sample adequacy to perform EFA (Kline, 2005; Field, 2005). The significance of Bartlett Test is indicative of correlation among items.



*Figure 2.* Scree plot for factor analysis of Translated Version of Emotional Labor Scale

Scree plot showed the number of factors along with their Eigenvalues. Inflexion point was considered as the cut off point to extract and retain the number of factors. This scree plot depicts that the factor has three sub factors.

**Table 2**

*Factor loadings for exploratory factor analysis (EFA) of Translated Version of Emotional Labor Scale with varimax rotation (N=145)*

S.No	Variables	Factor I	Factor II	Factor III
		Surface acting	Genuine Expression of Emotions	Deep Acting
1	Item 14	<b>.42</b>	-.065	.047
2	Item 15	<b>.75</b>	-.23	-.063
3	Item 5	<b>.68</b>	-.05	-.02
4	Item 11	<b>.61</b>	.01	.094
5	Item 6	<b>.59</b>	-.11	.010
6	Item 7	<b>.58</b>	.08	.12
7	Item16	<b>.57</b>	-.11	-.059
8	Item 4	<b>.51</b>	.078	-.17
9	Item 8	<b>.40</b>	-.017	<b>.41</b>
10	Item 1	<b>.42</b>	-.065	.047
11	Item 12	.092	.070	<b>.62</b>
12	Item 9	-.16	.23	<b>.69</b>
13	Item 10	.032	.20	<b>.59</b>
14	Item 2	-.007	<b>.76</b>	-.10
15	Item 17	-.18	<b>.63</b>	.30
16	Item 3	-.034	<b>.58</b>	.22
17	Item 13	-.07	<b>.57</b>	.17



Table 2 provides information about items grouped into the factors on the basis of varimax method of factor analysis. Factor one has 9 items and all the items are related to the SA strategy. Factor 2 has 4 items, and each item was related to the deep acting strategy. Factor 3 has 4 items, all of these items are related to the genuine expression of emotions as EL strategy. Originally, EL scale has 14 items, three new items were developed (item no, 6, 16 and 17). However, all together these 17 items were retained in the translated emotional labor scale.

**Table 3**

*Variance explained by the factors of Translated Version of Emotional Labor Scale (N=145)*

Factors	Eigenvalues	% of variance	% of Cum- variance
Factor I	3.7	22.18	
Factor II	1.8	11.05	43%
Factor III	1.6	9.77	

Table 3 illustrates that three factors explained 43% variance in the emotional labor construct.

**Table 4***Cronbach Alphas of Subscales Translated Version of Emotional Labor Scale (N=145)*

Factors of EL	No. of items	$\alpha$
SA	9	.85
Deep Acting	4	.76
Genuine Expressions of Emotions	4	.74

Table 4 indicated the reliability coefficients for subscales of EL. It ranged from .74 to .85 which suggest that this scale is internally consistent. This was further supported by item total correlations of the sub scale of EL scale.

***Item-total Correlation of the subscales of Adapted Version of Emotional Labor.*** To establish further evidence of construct validity of EL scale, item total correlations were calculated separately on the sub scales of EL. In table 3 total score is the sum of scores on each factor as selected by exploratory factor analysis.

**Table 5**

*Descriptive statistics and item-to-total Correlations for the sub scales of Translated Version of Emotional Labor Scale (N=145)*

Sr.No	Item No	Factors	M	SD	Item-total Correlation	Corrected Item- total Correlation
<b>Surface Acting</b>						
1	Item 14		3.1	1.20	.79**	.71
2	Item 15		2.83	1.19	.76**	.67
3	Item 5		2.94	1.17	.74**	.65
4	Item 11		3.15	1.14	.64**	.53
5	Item6		3.01	1.13	.70**	.60
6	Item 7		2.69	1.08	.63**	.52
7	Item 16		3.22	1.21	.63**	.50
8	Item 4		2.88	1.14	.58**	.46
9	Item 1		2.61	1.14	.54**	.42
<b>Deep Acting</b>						
10	Item 12		3.52	1.11	.69**	.42
11	Item 9		3.46	1.16	.77**	.55
12	Item10		3.54	1.19	.73**	.51
13	Item 8		3.31	1.24	.62**	.30
<b>Genuine Expression of Emotions</b>						
14	Item 2		3.65	1.04	.71**	.55
15	Item 3		3.71	1.02	.73**	.51
16	Item13		3.61	1.07	.71**	.52
17	Item17		3.25	1.13	.79**	.59

\*\* $p < .01$

Table 5 indicated that all items of the EL scales have shown significant positive correlation with their subscales scores which indicates that sub-scales are internally consistent. All the items were contributing to the alpha reliability of the sub-scales.

**Table 6**

*Inter factors correlations of Translated Version of Emotional Labor scale (N=145)*

Factors	1	2	3
1. Surface Acting	-	.13	-.14
2. Deep Acting		-	.35**
3. Genuine Expression of Emotion			-

\*\* $p < .01$

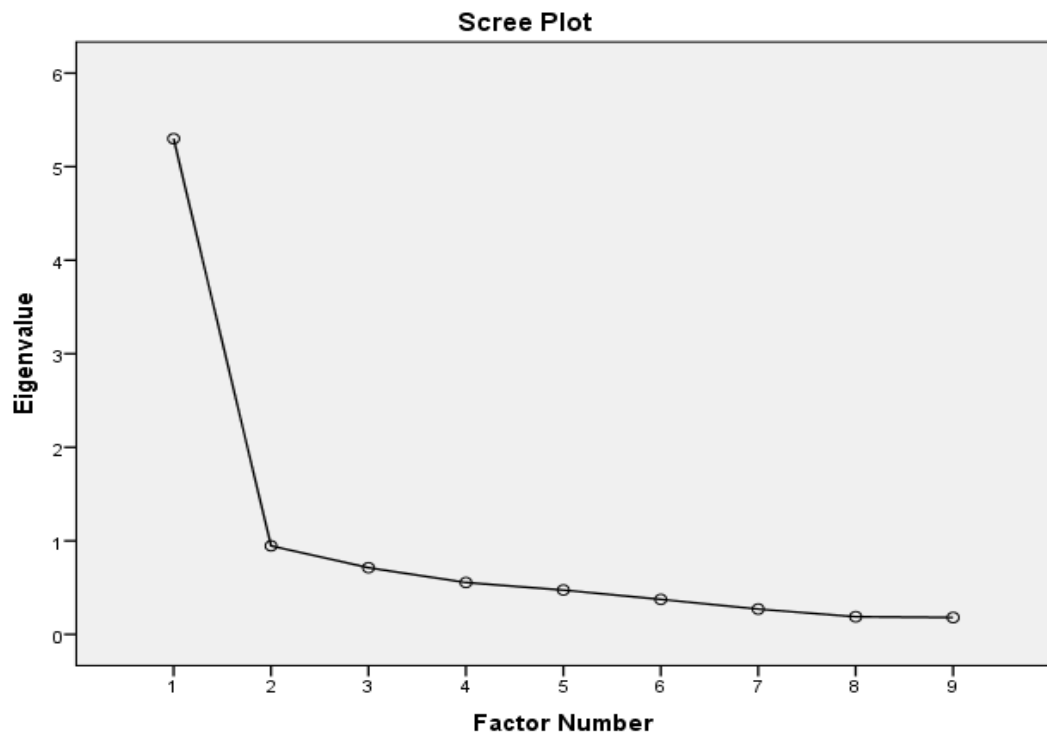
***Supervisory Support Scale.*** Exploratory factor analysis with maximum likelihood method was used to assess the factor structure of the scale. EFA was conducted on 9 items. First of all, the value of KMO .86 indicated the appropriateness of factor analysis. The results yielded one factor solution of supervisory support scale. This one factor explained 53.4% variance in the construct of supervisory support.

**Table 7**

*KMO test for factor extract of Translated Version of Supervisory Support Scale (N =145)*

Kaiser-Meyer-Olkin Measure (sample adequacy)		.86
Bartlett's test of sphericity	Chi-Square	809.83
	df	36
	sig	<.001

The value of KMO was suggesting the adequate sample for factor analysis. Furthermore, the value of the Bartlett's test also showed that variance – covariance matrix was proportional to an identity matrix.



*Figure 3.* Scree plot factor analysis of Translated Version of Supervisory Support Scale.

The above mentioned scree plot shows the eigenvalues and the number of factors to be retained in the supervisory support scale. The cut-off point for the factors was point of inflexion. Unidimensionality of the supervisory support scale is obvious in the scree plot. A significant drop is obvious after first factor explaining 53.4% variance in the domain of supervisory support.

**Table 8**

*Factor loadings for Exploratory Factor Analysis of Translated Version of Supervisory Support Scale (N=145)*

S. No	Item no	Factor loadings
1	1	.64
2	2	.77
3	3	.68
4	4	.83
5	5	.73
6	6	.81
7	7	.68
8	8	.73
9	9	.73

Results shows that all the nine items were significantly loaded on single dimension. All the nine items were retained in the translated scale because of their loadings greater than .4.

**Table 9**

*Variances explained by the Translated Version of Supervisory Support Scale (N=145)*

Factors	Eigenvalue	% of Variance	Cumulative variance
Supervisory Support	5.27	53.44	53.44

The results in table 9 shows that scale explained 53.44% of total variance in the construct of supervisory support.

**Table 10**

*Descriptive statistics and item-to-total correlations for Translated Version of Supervisory Support Scale (N =145)*

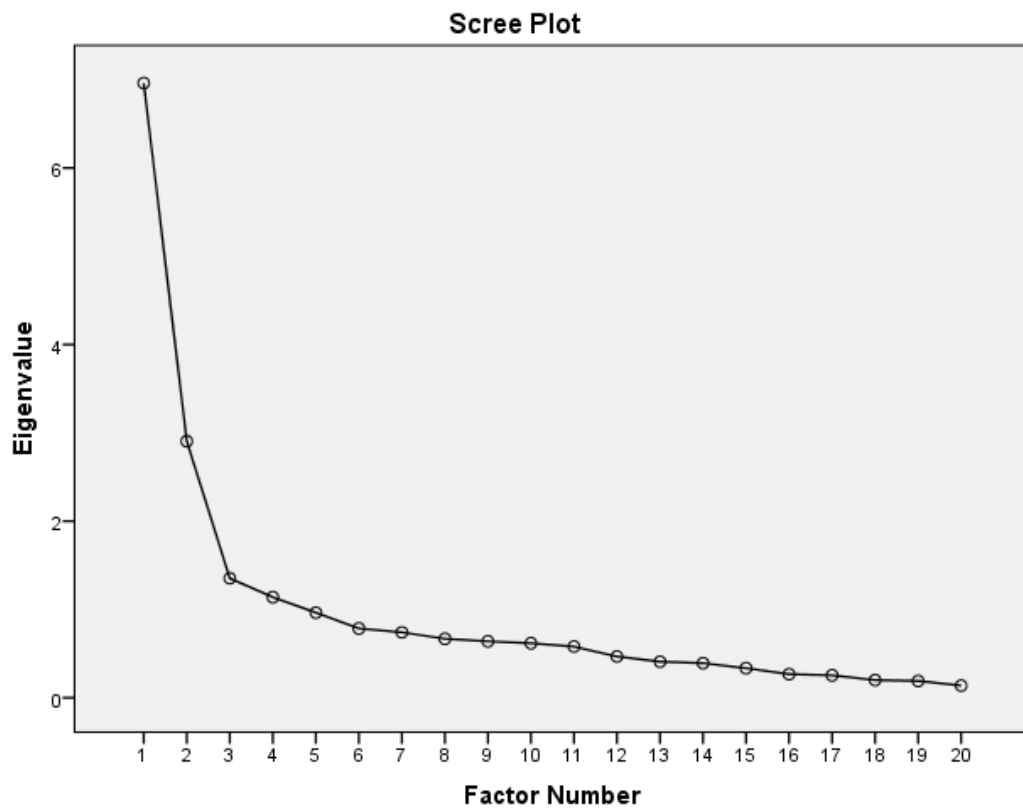
S.No	Item no	M	SD	Item-to-total correlation	Corrected item-to-total correlations
1	1	3.97	1.01	.71***	.62
2	2	3.94	1.04	.71***	.62
3	3	3.91	1.01	.75***	.657
4	4	3.75	1.06	.76***	.68
5	5	3.62	1.13	.74***	.65
6	6	3.60	1.09	.73**	.64
7	7	3.73	1.08	.81**	.59
8	8	4.00	.97	.69***	.64
9	9	3.58	1.09	.72***	.64

\*\*\* $p < .001$ , \*\* $p < .01$



Results shows that all the nine items were significantly loaded on single dimension. All the nine items were retained in the translated scale because of their loadings greater than .4.

*Job Related Affective Well-being Scale (JAWS)*. The factor structure of the JAWS was tested through exploratory factor analysis using maximum likelihood method with direct oblimin rotation. Firstly, the value of Kaiser-Meyer-Olkin measure was .84 indicating the adequacy of sample thus suggesting the appropriateness of the factor analysis. Secondly, value of Bartlett's test of sphericity ( $\chi^2$  (190) =1465.8  $p < .001$ ) suggesting that all the items have significant correlation. The results of factor analysis yielded two factors solution of the affective well-being of the employees. Together these two factors explain 43.96 % of the variance. The findings of the EFA are presented in below.



*Figure 4.* Scree plot of factor analysis for Translated Version of JAWS

Inflexion point was considered as limit to retain the number of factors. Inflexion point is clear after the two points depicting that it has two factors. The variance explained by these factors was 32.06 % and 11.90 % respectively with a total variance of 43.96.

**Table 11**

*Factor loadings for Exploratory Factor Analysis with direct oblimin rotation of Translated Version of Job Related Affective Well-being Scale (JAWS) (N=145)*

S. No	Item no	Factor I	Factor II
		Positive Emotions	Negative Emotions
1	1	-.10	<b>.61</b>
2	2	-.22	<b>.64</b>
3	3	<b>.61</b>	-.24
4	4	-.31	<b>.58</b>
5	5	<b>.82</b>	-.29
6	6	<b>.86</b>	-.26
7	7	-.34	<b>.77</b>
8	8	-.059	<b>.40</b>
9	9	-.28	<b>.68</b>
10	10	<b>.75</b>	-.28
11	11	<b>.64</b>	-.22
12	12	<b>.68</b>	-.22
13	13	-.15	<b>.41</b>
14	14	-.39	<b>.47</b>
15	15	-.43	<b>.65</b>
16	16	.58	-.22
17	17	-.14	<b>.50</b>

*Continued*

18	18	<b>.79</b>	-.27
19	19	<b>.75</b>	-.22
20	20	<b>.72</b>	-.28

Table 11 shows the factors loadings of the extracted two factors from EFA. Factor 1 has 10 items and related to the factors of positive emotions. Similarly, second factor has ten items and all these items are related to the factors of negative emotions. All these 20 items were retained in the adapted scale because of their factor loadings  $\geq .4$ .

**Table 12**

*Variances explained by the factors of Translated Version of JAWS (N=145)*

Factors	Eigenvalues	% of Variance	Cumulative variance
Positive Emotions	6.4	32.06	
Negative Emotions	2.3	11.90	43.96

Table 12 depicts two sub-dimensions of JAWS .i.e positive emotions and negative emotions that explained 43.96 % cumulative variance in the domain of job related affective wellbeing scale.

**Table 13**

*Descriptive Statistics and Item-to-total correlations of Positive Emotions of Job Affective Well-being Scale (N=145)*

Sr.No	Item no	M	SD	Item-to-total Correlation	Corrected item-to-total Correlation
1	3	3.41	1.03	.66*	.568
2	5	3.20	1.15	.75***	.773
3	6	3.27	1.18	.74***	.809
4	10	3.25	1.05	.73***	.746
5	11	3.51	1.14	.72***	.613
6	12	3.00	1.16	.68***	.640
7	16	2.94	1.10	.67***	.544
8	18	3.29	1.09	.80***	.763
9	19	3.50	1.13	.72***	.711
10	20	3.76	1.16	.71***	.698

\* $p < .05$ , \*\*\* $p < .001$

Results depicts that all the ten items are significantly related with the global score of the positive emotion sub scale depicting that scale is internally consistent.

**Table 14**

*Descriptive Statistics and Item-to-total correlations of Negative Emotions of Job Affective Well-being Scale (N=145)*

Sr.No	Item no	<i>M</i>	<i>SD</i>	Item-to-total Correlation	Corrected Item-to- total Correlation
1	1	2.66	1.01	.60***	.497
2	2	2.79	.96	.64***	.517
3	4	2.58	1.08	.58***	.498
4	7	2.59	1.06	.70***	.676
5	8	2.70	1.10	.501***	.351
6	9	2.44	1.12	.68***	.597
7	13	3.12	1.01	.54***	.402
8	14	2.13	1.14	.68***	.467
9	15	2.43	1.04	.72***	.660
10	17	2.26	1.18	.57***	.473

\*\*\* $p < .001$

Results in Table 14 are suggestive of the fact that every items is significantly related with the total scores of negative emotions depicting the internal consistency of the scale.

**Job Satisfaction Scale.** Descriptive statistics and item-total correlation was computed for the Adapted Version of Job Satisfaction scale.

**Table 15**

*Descriptive statistics and item-to-total correlation for Adapted Version of Job satisfaction scale (N=145)*

Sr. No	Item No	<i>M</i>	<i>SD</i>	Item-to-total correlation	Corrected item-to- total correlation
1	2	2.94	1.26	.69***	.47
2	13	2.99	1.12	.64***	.41
3	25	2.70	1.16	.60***	.35
4	29	3.60	1.10	.70***	.50
5	34	3.67	1.05	.65***	.43

\*\*\* $p < .001$

Results in table no 15 shows that all items have significant positive correlation with the total scores of the job satisfaction.

**Table 16***Correlation Matrix*

Variable	No of items	$\alpha$	1	2	3	4	5	6	7
<b>EL</b>									
1 Surface Acting	9	.85	-						
2 Deep Acting	4	.76	.13	-					
3 Genuine Expression of Emotions	4	.74	-.14	.35**	-				
<b>Job Related affective well-being Scale</b>									
4 Positive Emotions	4	.92	-.09	.31**	.52**	---			
5 Negative Emotions	5	.82	.49**	.009	-.10	-.38**	---		
6 <b>Supervisory Support</b>	9	.91	-.13	.085	.22*	.26*	-.43**	---	
7 <b>Job Satisfaction</b>	5	.65	-.08	-.01	.017	-.07	-.27**	.72**	----

\* $p < .05$ , \*\* $p < .01$



Table 16 depicts the correlation matrix of all the study variables and provide the initial insight about the proposed relationship. The correlation matrix indicate that SA and DA are negatively related with job satisfaction whereas genuine expression of emotions is positively associated with job satisfaction. These relationships patterns are in expected directions as prescribed by literature. However, all the three EL strategies have non-significant relationship with job satisfaction. The results also suggests that all the study variables are correlated with each other in theoretically determined direction.

**Discussion.** The main aim of the study-I was to assess the suitability and comprehensibility of the scales in the local context. It was achieved through translation and adaptation of the original scales in to Urdu language in order to make them more comprehensible and applicable. It was also aimed to establish the psychometric properties of the translated scales. All of these psychometric analysis helped in determining the suitability of the scales in local settings.

The findings of the study-I indicated that all the translated instruments achieved good reliability estimates ranged from .65 to .90. In addition, the results supported that all the scales were valid and internally consistent. Exploratory factor analysis was used to test the factor structure of the scales. Since all the measures had sound theoretical basis, factor analysis helped in extracting the factor structure of the measurement tools. However, the sample size for executing exploratory factor analysis was optimal. The sample was selected by using the ratio of three participants per one variable (MacCallum, Widaman, Zhang & Hong, 1999). However, this could be the limitation of the study-I.

Exploratory factor analysis of EL scales revealed it as multidimensional construct ensuring SA, DA and genuine expressions of emotions as separate and independent dimensions of EL supporting the theoretical assumptions of Ashforth and Humphrey (1993). Taking it together the three dimensions explain 43 % variance in EL construct.

Employee's affective states were measured by using short version of job related affective well-being scale. The translated scale was analyzed by using exploratory factor analysis. Results of EFA yielded two-factor solution of JAWS. These two factors include dimension of positive emotion and negative emotions and explained 43.96 % of variance in the construct of affective well-being of employees.

Exploratory factor analysis of supervisory support yielded unidimensionality of the scale retaining originally nine items in the adapted scale. This one factor scale explained 53.4% variance in the construct of supervisory support.

To sum up the results of study-I, it can be concluded that all measures are valid and reliable to use in the local context.

## Chapter III

### STUDY-II: MAIN STUDY

Study-II (main study) has the following objectives.

#### Objectives

1. To study the measurement models of initially translated and validated scales in study-I through confirmatory factor analysis.
2. To study the relationship of EL strategies and job satisfaction.
3. To examine the relationship between EL strategies and affective states.
4. To study the mediating role of affective states between the correlation of employee's EL strategies and job satisfaction.
5. To investigate the moderating role of perceived supervisory support on the indirect effect of EL strategies on job satisfaction.
6. To study gender difference on EL strategies.

#### Hypotheses

To test the objectives following hypotheses were formulated:

H1: EL Strategies are associated with job satisfaction, more specifically.

H1: a. SA will be associated with job satisfaction.

H1:b. DA will be associated with job satisfaction.

H1:c. Genuine expressions of emotions will be associated with job satisfaction.

H2: **Emotional labor Strategies are associated with affective states, more specifically:**

H2: a There will be positive relationship between **SA** and negative affective state.

H2: b There will be positive relationship between **DA** and positive affective state.

H2:c There will be positive relationship between genuine expression of emotions and positive affective state.

H2:d There will be negative relationship between genuine expression of emotions and negative affective state.

**H3: Affective states will mediate the relationship between emotional labor strategies and job satisfaction; more specifically:**

H3:a Negative affective state will mediate the relationship of SA and job satisfaction.

H3:b Positive affective state will mediate the relationship of DA and job satisfaction.

H3:c Positive affective state will mediate the relationship of genuine expression of emotions and job satisfaction.

H3:d Negative affective state will mediate the relationship of genuine expression of emotions and job satisfaction.

**H4 The indirect effect between emotional labor strategies and job satisfaction will be contingent on perceived supervisory support; more specifically:**

H4:a The indirect negative impact of SA on employee's job satisfaction through negative affective state will be positively moderated by supervisory support.

H4:b The indirect positive effect of DA on job satisfaction through positive affective state will be positively moderated by supervisory support.

H4:c The indirect positive effect of genuine expression of emotions on job satisfaction through positive affective state will be positively moderated by supervisory support.

H4:d The indirect positive effect of genuine expression of emotions on job satisfaction through negative affective state will be positively moderated by supervisory support.

#### **H5 Gender Differences**

H5:a Male employees would have higher mean scores on SA as compared to female employees.

H5:b Female employees would have higher means scores on DA and genuine expressions of emotions as compared to their male counterparts.

#### **Operational Definitions**

Operational definitions of the variables involved in this study are as follows:

**Emotional labor.** Ashforth & Humphrey (1998) defined it as act of expressing and displaying organizationally appropriate emotions. Emotional Labor scale (Diefendorff et al .,2005) was utilized to operationalize EL. The scale was translated and adapted in study-I. The adapted scale have three sub scales for measuring EL strategies (surface acting, deep acting, and genuine expression of emotions).

**Surface acting (SA).** SA is strategy of performing EL whereby one regulates and manages observable emotional expressions without changing the felt emotions (Grandey, 2000). In current investigation, operational definition of SA is the scores of sub-scales of EL scale. High level of SA is depicting through high scores on the scale of SA or vice versa.

**Deep acting.** It refers to consciously modifying inner feelings in order to express the desired emotions (Grandey, 2000). Present study operationalize DA as

scores on the DA subscale of adapted version of EL scale originally developed by Diefendorff et al. (2005). High scores shows high level of DA and low scores shows low level of DA of respondents.

**Genuine expression of emotions.** It refers to the, emotion that naturally corresponds with display rules (Ashforth & Humphrey, 1993). In present study, it was operationalized as scores on the sub-scale of genuine expression of emotions of EL scale (Diefendorff et al., 2005). High scores shows high level of genuine expression of emotions and low scores shows low level of genuine expression of emotions opted by respondents.

**Affective states.** Affective state was categorized into positive affective state and negative affective state. Positive affective states refer to pleasure rendezvous in which person feels enthusiastic, alert and highly active about job. Negative affective states refers to state of unpleasable engagements and subjective distress that incorporates a variety of assertive moods such as fear, disgust, anger at job (Van Katwyk, Fox, Spector, & Kelloway, 2000). The present study operationalized affective states in terms of positive and negative affective states which are measured by using adapted shorter version of job related affective well-being scale (Van Katwyk et al., 2000). The positive affective state and negative affective state is operationalized by the scores on the subscales of positive emotions and negative emotions.

**Job satisfaction.** It refers to positive and pleasurable emotional state which result from evaluative appraisal of one's job (Locke, 1976). Present study

operationalized job satisfaction as scores on job satisfaction scale. High level of job satisfaction is depicted through high scores on this scale or vice versa.

**Supervisory support.** Supervisory support is generally defined as, the degree to which immediate managers or supervisors value the contributions of subordinates and care about their wellbeing (Kottke & Sharafinski, 1988). In the present study supervisory support is operationally defined as scores on adapted version of supervisory support scale originally developed by Greenhaus, Parasuraman, and Wormely (1990). High scores indicates high level of perceived supervisory support and low scores indicates low level of perceived supervisory support by respondents.

### **Instruments**

The adapted versions of instruments i.e., EL scale, shorter version of JAWS, job satisfaction scale, and supervisory support scale were used in main study. Below are the details of each scales.

**Emotional Labor Scale.** EL strategies i.e., SA, DA and genuine expressions of emotions was assessed through EL scale originally developed by Dienfendroff and colleagues (2005). The scales were adapted in study-I. Originally, this scale has 14 items. However, three more items were developed in which two items measured SA and one for genuine expression. The adapted version have 17 items which includes, 9 items for SA, 4 items for DA and 4 items for genuine expression of emotions. It is five-point Likert scale which ranged from 1 to 5 where 1 depicts strongly disagree to 5 indicates strongly agree. The Urdu adapted version of EL scale showed satisfactory

level of alpha reliabilities ranging from .73 to .85 for the three strategies. (Appendix K).

**Job related Affective Well-being scale (JAWS).** Adapted short version of job related affective well-being scale (Katwyk et al., 2000) was used to measure the positive and negative affective states of the employees. The scale was adapted in study-1. The adapted version of JAWS contains 20 items measuring two major domains i.e., positive emotions which is further divided into four sub scales. Four sub-scales include, distress, excitement, depression and contentment. The scale was scored on five point Likert scale ranging from 1 (never) to 5 (always). The adapted version of JAWS can be computed in three ways 1) by computing separate scores on dimensions 2) by computing separate scores on the sub-scales of positive and negative emotional arousal and 3) by computing total scores on well-being by reversing the items of negative emotional arousal. However, in present study, the scores on the sub scales of positive and negative emotions is utilized to assess the employee's affective states. The alpha reliability of the adapted scales of JAWS ranged from .90 for positive emotions and .80 for negative emotions scales indicating that both scales are internally consistent. (Appendix L).

**Job Satisfaction Scale.** Job satisfaction was measured by using Urdu adapted version of job satisfaction scale (Khan, 2008) originally developed by Hackman & Oldham (1975). It is a five point Likert scale containing 5 items. The scoring range from 1 to 5 in which 1 represent strongly disagree and 5 indicates strongly agree. Two items are negatively reversed scored. The reliability of the adapted version of job satisfaction was .69. (Appendix M).



**Supervisory Support Scale.** Supervisory support was measured by using supervisory support developed by Greenhaus, Parasuraman, and Wormely (1990). This scale was adapted in study-I. The adapted version of supervisory scale did not have any modification as it has sound psychometric properties. It is five point Likert scale containing 9 items. These items are scored from 1 to 5 in which 1 depicts strongly disagree and 5 represent strongly agree. The adapted scale showed .90 alpha reliability indicating that adapted scale is internally consistent. (Appendix N).

### **Sample**

The sample of the main study comprised of customer services employees from banking sector (N=493) from the two cities of Islamabad and Rawalpindi. Initially, 690 questionnaire booklets were distributed to the employees. A total of 526 questionnaires were returned. This represented a response rate of 76 %. Finally, only 493 cases completed in all respect were considered for data analysis. The age of the participants ranged from 21 to 52 years (M= 30.16, SD= 6.6). The sample included 358 male and 135 female employees. The average qualification of the sample was 16 years of education with minimum of 14 years. The sample was selected with the inclusion criteria of having at least 14 years of education and six month of experience on the current job. The job designation of the sample mainly included customer services representatives, relationship managers, complaint officers, sales officers and tellers.

### **Procedure**

After identifying the potential sample for the study, the consent of individuals as well as their employing organizations was sought out to ensure their participation.

The participants were approached individually. The participants were introduced about the nature and the purpose of the study. Detail instructions form was also attached with the questionnaire booklet. Participants were ensured that their information would be kept confidential and would be used only for research purposes. Follow up procedure was adopted via telephonic contact. Detail written instructions were provided on the questionnaire booklet. The questionnaires were collected back personally by the researcher.

## Chapter IV

### RESULTS

The main study aimed to examine the effects of EL strategies on job satisfaction and employee's affective states. Moreover, it also investigated the mediating role of employees' affective state between the relationship of EL strategies and job satisfaction. The moderating role of supervisory support was also investigated on these mediated models through conditional process analysis.

Confirmatory factor analysis (CFA) using Analysis of Movement Structures (AMOS) was used to further address the factorial validity of the adapted version of instruments, EL scale, job related affective well-being scale, supervisory support scale in local context.

#### **Examining the Measurement model of Constructs**

The objective of measurement model's evaluation is to define the degree to which proposed model is consistent with the empirical data. Model's overall fitness can be calculated through a number of available statistical tests. Each test have different assumptions in terms of sample, estimate procedure, complexity of model, normality of the data, or combination of these (Diamantopoulos & Siguaw, 2000). The present study have selected these fit indices to evaluate model fit including the chi-square test ( $\chi^2$ ), goodness of-fit index (GIF), Compative Fit Index (CFI), Normed Fit Index (NFI). And Root Mean Squire Error of Approximation (RMSEA) with lower and higher limits of the 90 % confidence interval. The criteria used for assessing model fit are with multiple indicators. Chi-square ratio is sensitive to small differences, therefore it can be

misleading for large samples. It is therefore recommended that suggested that chi-square should not be interpreted as test statistics, it should be interpreted as good or bad fit of model in which small chi-square value indicates good fit and vice versa. RMSEA is considered as most informative and descriptive fit indices (Diamantopoulos & Siguaw, 2000). In current study, cut-limit of CFI ( $\geq .95$ ) and RMSEA ( $\leq .06$ ) was applied which was recommended by Cabera-Nguyen (2010). Another most commonly used fit indices is known as goodness of fit (GFI) which is based on residuals. GFI value range from 0 to 1. If the value of GFI is negative or greater than 1 it indicated that probably data don't fit the model. In current study, the value of GFI  $> .90$  is considered as acceptable fit (Hu & Bentler, 1995). Another group of indices include comparative fit indices (CFI) and Normed Fit Index (NFI). The value of these indices range from 0 to 1 which indicate a good fit. However, the value of NFI can exceed 1. According to Hu and Bentler (1995), values above than .95 is considered as acceptable for CFI and  $> .90$  for NFI.

**Confirmatory Factor Analysis of Emotional Labor Scale.** The initial factor structure of EL scale extracted in exploratory factor analysis (study-I) was tested through confirmatory factor analysis. Following table is indicating the factor loadings of emotional labor scale items on their relative sub-scales.

**Table 17**

*Standardized Factor loadings by Confirmatory Factor Analysis of Adapted Version of Emotional Labor Scale (N =493)*

S.No	Items	Factor I Surface Acting	Factor II Genuine Expression of Emotions	Factor III Deep Acting
1	Item 1	.63		
2	Item4	.44		
3	Item5	.70		
4	Item6	.54		
5	Item7	.65		
6	Item11	.64		
7	Item14	.66		
8	Item15	.78		
9	Item16	.55		
10	Item2		.59	
11	Item3		.61	
12	Item13		.69	
13	Item17		.73	
14	Item8			.53
15	Item9			.69
16	Item10			.72
17	Item12			.61

Table 17 depicts the standardized factor loadings for adapted version of Emotional Labor Scale. All items were retained in the model because of their loadings which is  $\geq .40$ . The factor loadings of newly developed items ranged from .54 to .78 (for item no 16 = .54, item no 15 = .78 and for item no 17 = .72 respectively). Moreover, model fit statistics showed a best model fit suggesting that the model is supporting the theoretical model of EL without any modification (table 18 ).

**Table 18**

*Model Fit Statistics of confirmatory factor analysis for Adapted Version of Emotional Labor Scale (N=493)*

Model (17 items)	Fit Indices							Fit/Not fit
	$\chi^2$	<i>df</i>	<i>p</i>	GFI	CFI	NFI	RMSEA	
	364	116	.000	.920	.901	.863	.066	Fit

*Note.* GFI-goodness of fit index, CFI- Comparative Fit Index, NFI-Normative Fit Index, RMSEA- Root Mean Square Error of Approximation.

Fit indices in table no 18 showed best model fit for adapted emotional labor scale without any modification.

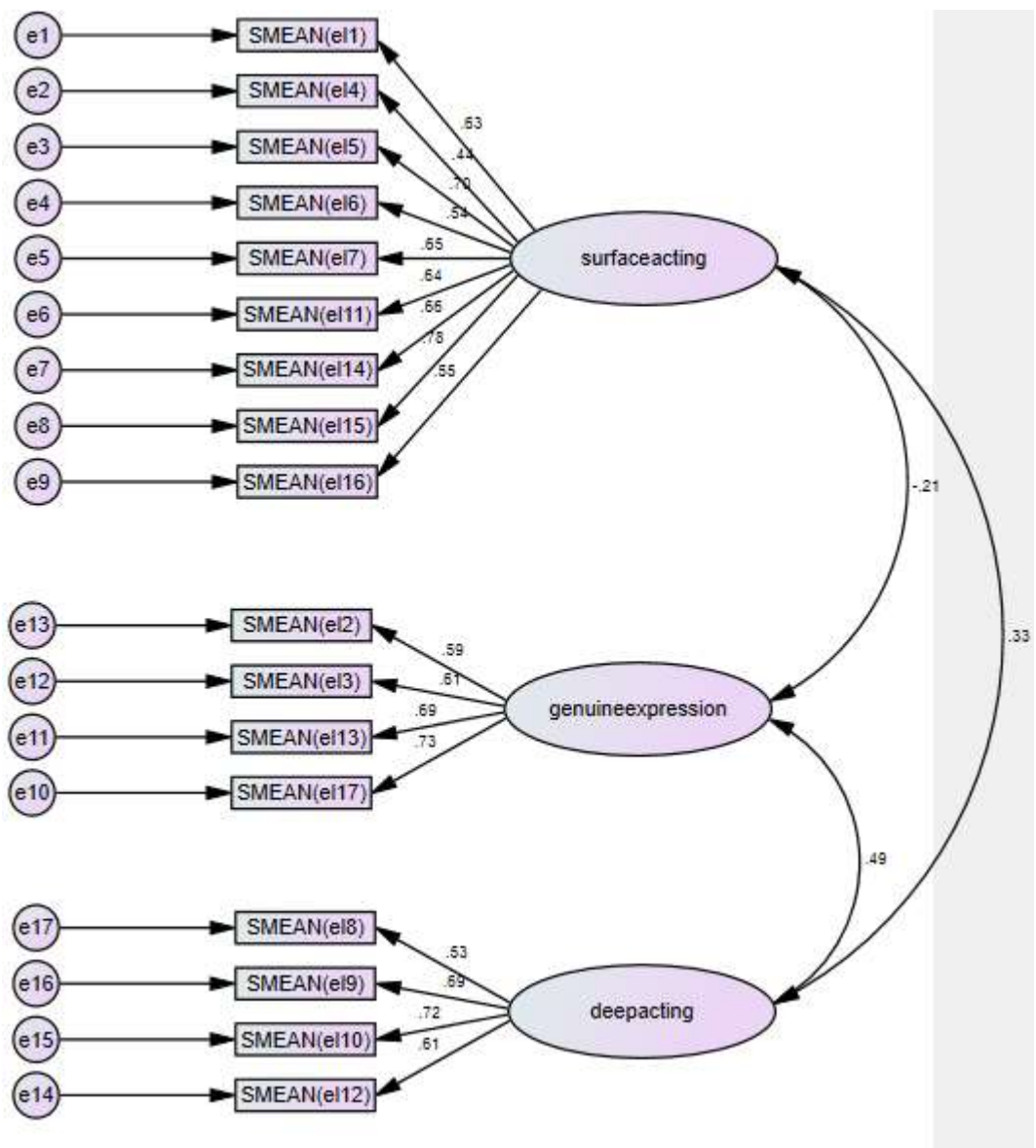


Figure 5. Measurement Model of Adapted Version of Emotional Labor Scale (17 items)

***Confirmatory Factor Analysis (CFA) of Job Related Affective Well-Being Scale (JAWS).***

**Table 19**

*Factor loadings by CFA of Adapted Version of Job Related Affective Well-being Scale (N=493)*

S.No	Items No	Factor I Negative Emotions	Factor II Positive Emotions
1	1	.52	
2	2	.60	
3	4	.51	
4	7	.66	
5	8	.41	
6	9	.63	
7	13	.46	
8	14	.65	
9	15	.72	
10	17	.49	
11	3		.62
12	5		.72
13	6		.71
14	10		.70
15	11		.68

*Continued*



16	12	.60
17	16	.63
18	18	.79
19	19	.69
20	20	.68

---

Table 19 indicated all items of JAWS have loadings  $\geq .4$  which is in acceptable range.

**Table 20**

*Model Fit Statistics of confirmatory factor analysis for Adapted Version of Job Related Affective Well-being Scale JAWS (N=493)*

	Fit Indices							Fit/no fit
	$\chi^2$	<i>df</i>	<i>p</i>	GFI	CFI	NFI	RMSEA	
Initial Model (20 items)	584.5	169	.000	.889	.888	.850	.071	Not fit
Refined Model (20 items)	520.15	168	.000	.902	.905	.866	.065	Fit

Table 20 indicated the model fit indices of JAWS. As results depicted, the initial model was unacceptable with the ( $\chi^2=584.5$  ( $df=169$ ),  $p<.001$ ; RMSEA=.071; CFI=.888). However, all items have factor loadings greater than .4. In refined model, all items were retained but model was modified with one modification with the help of modification indices. In modified model, CFA showed a good fit for adapted version of JAWS.



Figure 6. Measurement model of Adapted Version of JAWS

*Confirmatory factor analysis of Supervisory Support.*

**Table 21**

*Standardized Factor loadings for confirmatory Factor Analysis of Adapted Version of Supervisory Support Scale (N=493)*

S.No	Items no	Factor loadings
1	1	.68
2	2	.64
3	3	.65
4	4	.71
5	5	.70
6	6	.70
7	7	.65
8	8	.70
9	9	.71

Table 21 indicated that all items of supervisory support have factor loadings greater than .40 therefore, all items were retained. Following table presented the values of fit indices.

**Table 22**

*Model Fit Statistics of confirmatory factor analysis for Adapted Version of Supervisory Support Scale (N=493)*

	Fit Indices							Fit/no fit
	$\chi^2$	<i>df</i>	<i>p</i>	GFI	CFI	NFI	RMSEA	
Initial Model (9 items)	180.8	27	.000	.944	.944	.931	.088	Not fit
Refined Model (9 items)	64.0	23	.000	.975	.978	.966	.060	Fit

*Note.* GFI= goodness of fit index, CFI= Comparative Fit Index, RMSEA= Root Mean Square Error of Approximation,

Table 22 indicated the model fit indices of supervisory support scale. As results depicted, the initial model was unacceptable with the ( $\chi^2=180.87$  ( $df=27$ ),  $p<.001$ ; RMSEA=.088; CFI=.944). However, all items have factor loadings greater than .4. In refined mode, all items were retained but model was modified with the help of modification indices. In modified model, CFA showed a good fit for adapted version of Supervisory Support Scale.

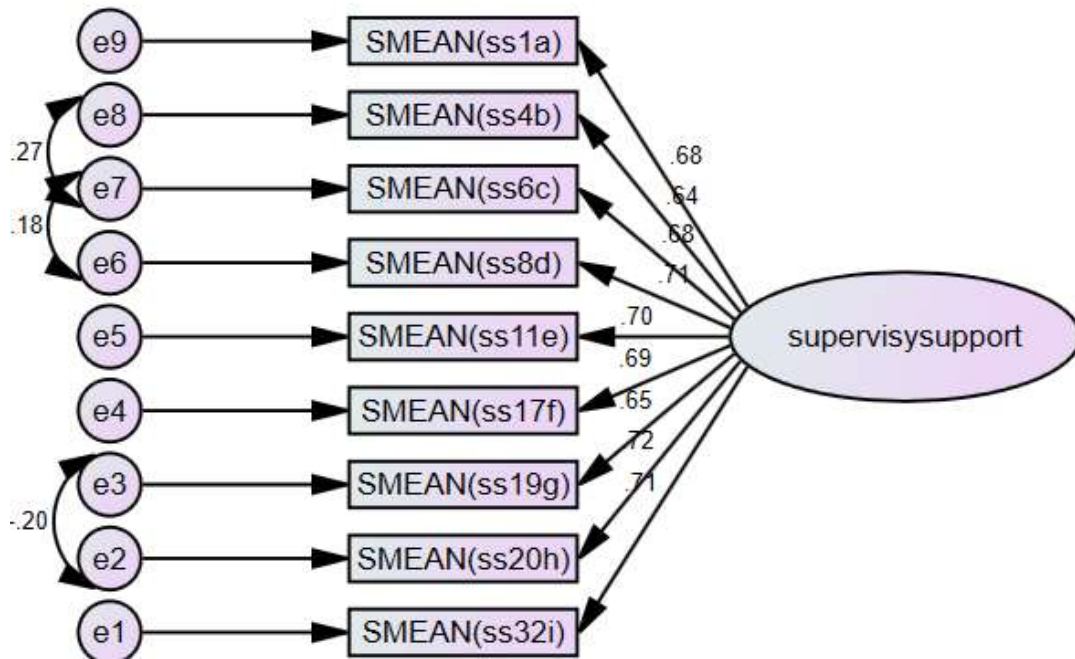


Figure 7. Measurement model of Adapted Version of Supervisory Support Scale

**Table 23**

*Descriptive Statistics and Alpha Reliabilities Coefficients of the scores for all the scales (N=493)*

Scale	No of Items	Mean	SD	Skewness	Kurtosis	$\alpha$	$\alpha$	
							Female (n =135)	Male (n =358)
<b>EL Scale</b>								
SA	9	19.4	6.11	.08	-.40	.85	.83	.86
GE	4	13.64	3.48	-.21	-.63	.75	.75	.75
DA	4	13.8	3.50	-.33	-.47	.73	.69	.74
<b>Job Related Affective Well-being Scale</b>								
PE	10	33.17	8.12	-.34	-.35	.90	.80	.83
NE	10	25.74	6.70	.36	.35	.80	.89	.90
SS	9	34.13	6.94	-.73	.59	.90	.88	.91
JS	5	15.91	3.76	-.31	.18	.67	.68	.71

*Note.* SA = surface acting; DA = Deep Acting; GE = Genuine Expression of Emotions; PE = Positive Emotions; NE = Negative Emotions; SS = Supervisory Support; and JS = Job Satisfaction.

The alpha coefficients of all scales ranged from .67 to .90 indicating that all instruments are internally consistent. Alpha reliabilities were also computed separately for males and females indicating that all the scales are reliable for both male and female employees. The skewness and kurtosis values for all variables are <1 indicating that all variables are normally distributed.

**Table 24***Correlation matrix of all variables of the main study (N=493)*

S.No	Variable	1	2	3	4	5	6	7
<b>Adapted Emotional Labor Scale</b>								
1	Surface Acting		.29**	-.11*	-.04	.32**	-.15**	-.16**
2	Deep Acting			.33**	.24**	-.04	.11**	.069
3	Genuine Expression of Emotions				.39**	-.17**	.19**	.22**
<b>Adapted Job Related Affective well-being Scale</b>								
4	Positive Emotions					-.46**	.37**	.50**
5	Negative Emotions						-.41**	-.52**
6	<b>Adapted Supervisory Support</b>							.48**
7	<b>Adapted Job Satisfaction</b>							

\* $p < .05$ , \*\* $p < .01$ .



Table 24 shows correlation of all the variables. The degree of correlation ranged from -.04 to -.52. It is evident from the correlation matrix SA was significantly related with job satisfaction (-.16) whereas genuine expression of emotions was significantly positively related with job satisfaction (.22). On the other hand, DA showed non-significant relationship with job satisfaction.

**Table 25**

*Multiple regression analysis predicting job satisfaction from three components of emotional labor (i.e. surface acting, deep acting, and genuine expressions of emotions) (N=493)*

Job satisfaction		
Predictors	$\beta$	95% CI
Constant	14.22***	[12.4, 16.05]
Surface Acting	-.16**	[-.153, -.040]
Deep Acting	.051	[-.049, .159]
Genuine Expressions	.19***	[.104, .306]
$R^2$		.072
$F$		12.61***
$\Delta R^2$		.06

Note. CI= confidence interval

\*\* $p < .01$ , \*\*\* $p < .001$

EL strategies (surface acting, deep acting and genuine expression of emotions) accounted for significant increase in explained variance ( $F = 12.61$ ). Surface acting significantly negatively predicted job satisfaction ( $\beta = -.16, t = -3.3, p < .01$ ) resulting in acceptance of H1:a. Results also showed significant positive association between genuine expression of emotions and job satisfaction thus supporting H1:c ( $\beta = .19, t = 3.9, p < .001$ ). However, deep acting showed non-significant association job satisfaction ( $\beta = .05, t = 1.03, p \geq .05$ ) resulted in non-acceptance of H1:b.

**Table 26**

*Multiple regression analysis predicting negative affective state from surface acting and genuine expressions of emotions) (N=493)*

Negative Affective State		
Predictors	$\beta$	95% CI
Constant	22.75***	[19.71, 28.78]
Surface Acting	.31***	[-.24, .42]
Genuine Expressions	-.13**	[-.41, -.096]
$R^2$	.12	
$F$	33.68***	
$\Delta R^2$	.117	

Note. CI= confidence interval

\*\* $p < .01$ , \*\*\* $p < .001$

EL strategies (surface acting, and genuine expression of emotions) accounted for significantly predicted negative affective state/emotions explaining 33.68% of the variance. SA appeared to be a significant positive predictor of negative emotions at workplace ( $\beta = .31, t = 7.1, p < .001$ ) resulting in acceptance of H: 2a. Negative association was found between genuine expression of emotions and negative emotions ( $\beta = -.13, t = -3.1, p < .01$ ). Therefore, H: 2d was supported.

**Table 27**

*Multiple regression analysis predicting positive affective state from deep acting and genuine expressions of emotions) (N=493)*

Positive Affective state		
Predictors	$\beta$	95% CI
Constant	18.05***	[14.82, 21.29]
Deep Acting	.12**	[.076, .47]
Genuine Expressions	.36***	[.63, 1.02]
$R^2$	.17	
$F$	49.79***	
$\Delta R^2$	.16	

*Note.* CI= confidence interval

\*\* $p < .01$ , \*\*\* $p < .001$

Results in table 27 showed that EL strategies (deep acting, and genuine expression of emotions) significantly predicted positive emotions at workplace and explained 17 % of the variance in the construct. H: 2b was supported because DA appeared to be a significant positive predictor of positive emotions at workplace ( $\beta = .12, t = 2.7, p < .01$ ). Similarly, positive association was found between genuine expression of emotions and positive emotions ( $\beta = .36, t = 8.1, p < .001$ ) resulting in acceptance of H: 2c.

**Mediation analysis.** PROCESS macro (Hayes, 2012) was used to test the mediation of employees' affective states on the relationship of EL and job satisfaction. Model 4 was used to assess these mediated models. The detail description of these models are given below.

**Table 28**

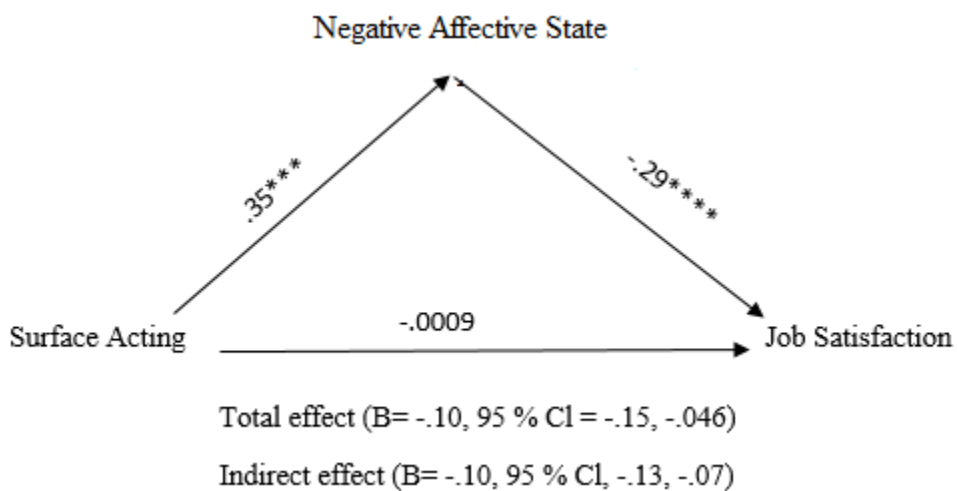
*Indirect relationship of surface acting and job satisfaction through negative affective state (N =493)*

Variables	Job Satisfaction			
	Model 1	Model 2		
	<i>B</i>	<i>B</i>	95%CI	
			<i>LL</i>	<i>UL</i>
Constant	17.86***	23.30***	22.02	24.58
Surface Acting	-.10***	.0009	-.048	.050
Negative Affective State		-.29***	-.332	-.242
<i>R</i> <sup>2</sup>	.026	.26		
$\Delta R^2$		.23		
<i>F</i>	13.42***	87.01***		
$\Delta F$		73.59		

\*\*\**p*<.001

Negative affective state was examined as a mediator between SA and job satisfaction. Results indicated that total effect of SA on job satisfaction is significant as described in model 1. However, direct impact of SA on employee's job satisfaction becomes non-significant after controlling for the effects of negative affective state (*B* = .0009, 95% CI= -.04, .050). Furthermore, results indicates that negative affective state at

work significantly mediated the relationship of SA and job satisfaction ( $B = -.10$ , 95% CI =  $-.13, -.071$ ) resulting in acceptance of H; 3a. This mediated model explained 26 % of the variance in the domain of job satisfaction. This mediated model is presented in following figure.



*Figure 8.* Indirect impact of SA on employees' job satisfaction through negative affective state

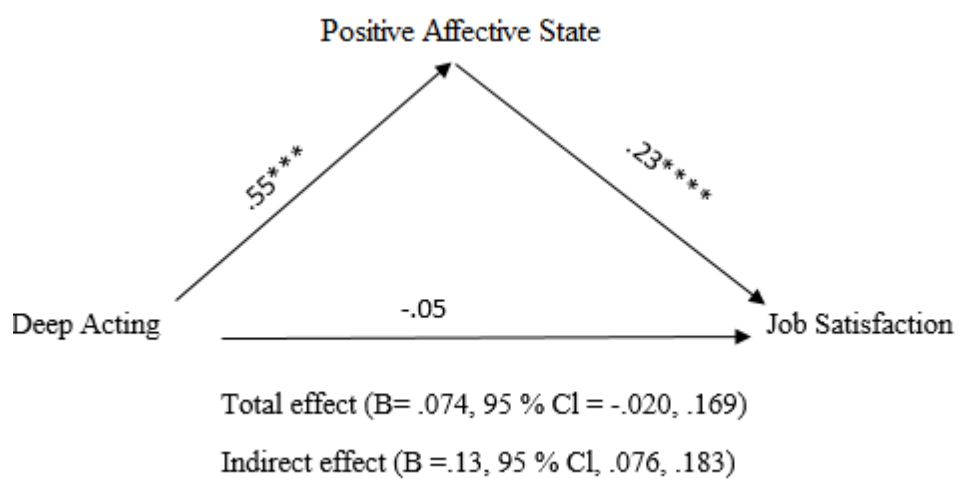
**Table 29***Indirect effect of deep acting on job satisfaction through positive affective state (N =493)*

Variables	Job Satisfaction			
	Model 1		Model 2	
	<i>B</i>	<i>B</i>	95%CI	
			<i>LL</i>	<i>UL</i>
Constant	14.88***	8.87***	7.36	10.38
Deep Acting	.07	-.05	-.140	.029
Positive Affective State		.24***	.198	.272
$R^2$	.004	.24		
$\Delta R^2$		.23		
$F$	2.37	81.13***		
$\Delta F$		78.76		

\*\*\* $p < .001$ 

Results in table no 29 shows the acceptance of H: 3b in which positive affective state experienced at work significantly mediated the association of employees' DA with job satisfaction. The results in model 1 indicates that total effect of DA on job satisfaction is not significant. Similarly, in model 2, direct effect of DA on job satisfaction remained non-significant while controlling for the effect of positive affective state. However, positive affective state significantly mediated the correlation of employee's DA with level

of job satisfaction ( $B = .13$ , 95% CI = .076, .183) and explaining 24 % variance in level of job satisfaction as presented in following figure.



*Figure 9.* Indirect effect of deep acting on job satisfaction through positive affective state.



**Table 30**

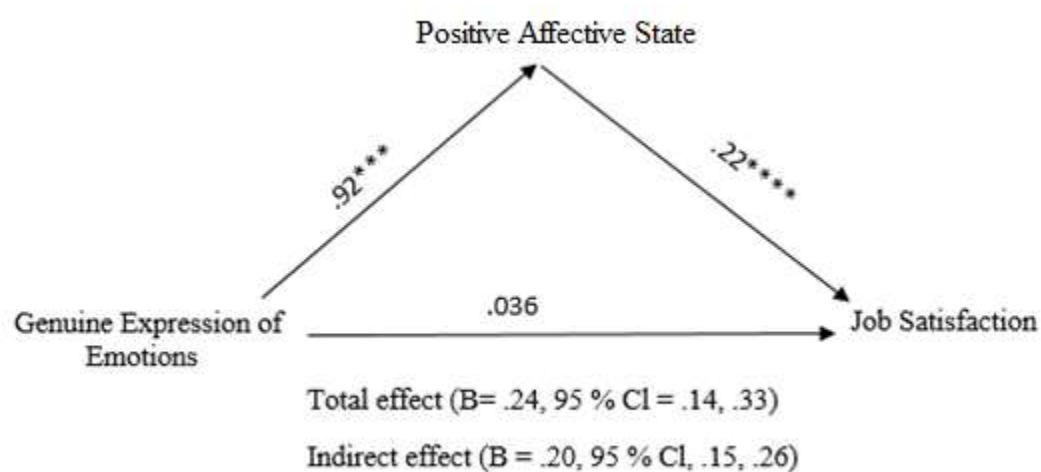
*Indirect effect of genuine expression of emotions on job satisfaction through positive affective state (N =493)*

Variables	Job Satisfaction			
	Model 1	Model 2		
	<i>B</i>	<i>B</i>	95%CI	
			<i>LL</i>	<i>UL</i>
Constant	12.60***	8.00***	6.58	9.42
Genuine expression of emotions	.24***	.036	-.053	.127
Positive Affective State		.22***	.184	.262
$R^2$	.050	.24		
$\Delta R^2$		.19		
$F$	26.18***	80.47***		
$\Delta F$		54.29		

\*\*\* $p < .001$

Results in table no 30 presented the effects of genuine expression of emotions on job satisfaction through positive affective state. As described in model 1, total effect of genuine expression of emotions on job satisfaction is statistically significant. However, in model 2, direct effect of genuine expression of emotions becomes non-significant after controlling the effects of mediating variable of positive affective state. Furthermore, results

showed that positive affective state significantly mediated the relationship of genuine expression of emotions and job satisfaction ( $B = .20$ , 95% CI = .15, .26) resulting in acceptance of H3: c. This mediated model explained 24 % of the variance in job satisfaction. This mediated model is presented in following figure.



*Figure 10.* Indirect effect of genuine expression of emotions on job satisfaction through positive affective state.

**Table 31**

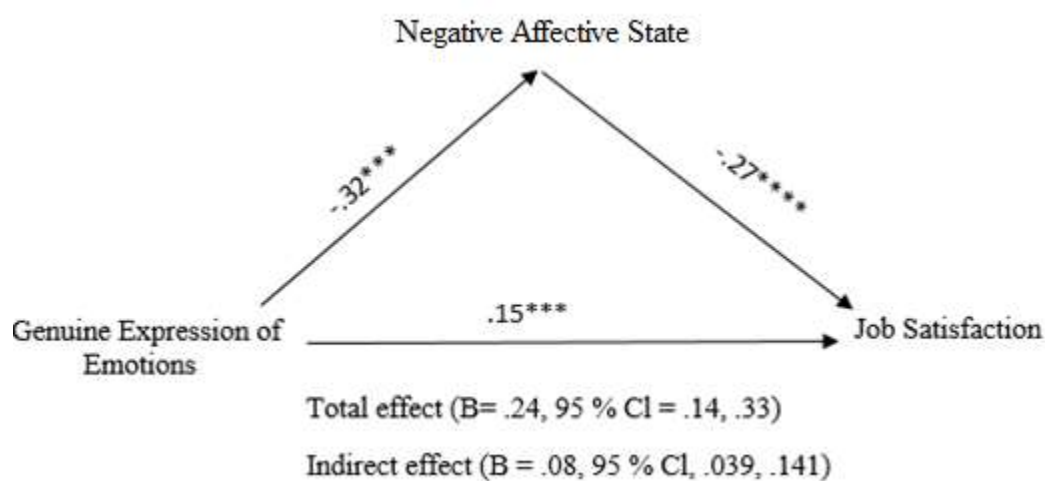
*Indirect effect of genuine expression of emotions on job satisfaction through negative affective state (N =493)*

Variables	Job Satisfaction			
	Model 1	Model 2		
	<i>B</i>	<i>B</i>	95%CI	
			<i>LL</i>	<i>UL</i>
Constant	12.6***	20.86***	19.14	22.59
Genuine Expression of Emotions	.24***	.15***	.071	.236
Negative Affective State		-.27***	-.316	-.231
$R^2$	.050	.28		
$\Delta R^2$		.23		
$F$	26.1***	96.1***		
$\Delta F$		70		

\*\*\* $p < .001$

Results in table no 31 shows in support of H3: d resulting in acceptance of hypothesis testing mediating effects of negative affective state between the relationship of genuine expression of emotions and job satisfaction. The results indicated that negative affective state significantly mediated the relationship of genuine expression of emotion and

job satisfaction. Total effect of genuine expression of emotions appeared to be significant ( $B = .24, p < .001$ ). The detail analysis of total effect showed that both direct and indirect effects were significant. Specifically, direct effect of genuine emotions on job satisfaction is significant ( $B = .15, 95\% \text{ CI} = .07, .23$ ). The indirect effect of genuine expression of emotions through negative affective state appeared to be significant ( $B = .08, 95\% \text{ CI} = .03, .14$ ) and explained 28% variance in job satisfaction as presented in following figure.



*Figure 11.* Indirect effect of genuine expression of emotions on job satisfaction through negative affective state.

**Conditional indirect effect.** Conditional process analysis was used to test conditional indirect effect. PROCESS macro with model no 14 was used to test these moderated mediation models. Following are the details description of these models.

**Table 32**

*Conditional indirect effect of surface acting on job satisfaction. Negative affective states and supervisory support are mean centered (N= 493)*

Predictors	Negative Affective State		Job satisfaction	
	Coeff.	95 % CI	Coeff.	95 % CI
Surface Acting	.35***	.25, .44	-.002	-.048, .043
Negative Affective State			.052	-.11, .216
Supervisory Support			.40***	.25, .52
NA X SS			-.008**	-.012, -.003
Constant	18.91***	.26, .44	7.96**	3.04, 12.88
$R^2$	.10		.36	
$F$	56.46***		69.76***	

*Note.* NA X SS = Interaction term for negative affective state and supervisory support.

\*\* $p < .01$ , \*\*\* $p < .001$

Table no 32 presents the conditional indirect effect of SA on job satisfaction through negative affective state and this indirect effects was moderated by supervisory

support at second stage. The bootstrapping method was used to assess the moderated mediated model. The overall model was significant and explaining 36 % of the variance ( $R^2 = .36$ ,  $F = 69.76$ ,  $p < .001$ ). The direct impact of SA on employees' job satisfaction becomes non-significant ( $B = -.002$ , 95 % CI,  $-.048$  to  $.043$ ). Furthermore, effects of negative affective state on job satisfaction was conditional on supervisory support showing the interacting effects of negative affective state and supervisory support. This moderation effect is significant ( $B = -.008$ , 95 % CI,  $-.012$  to  $-.003$ ) indicating that indirect relationship between SA and employee's job satisfaction through negative affective state varies across different level of supervisory support. Results also indicates that magnitude of the indirect relationship between SA and job satisfaction varies according to the level of supervisory support. Specifically, when level of supervisory support is low it has significant effect on the magnitude of the relationship ( $B = -.06$ , CI 95 %,  $-.059$ ,  $-.031$ ) whereas, at moderate ( $B = -.076$ , CI 95 %,  $-.10$ ,  $-.052$ ) and high level of supervisory support it has significantly increased the magnitude of the relationship ( $B = -.096$ , CI 95 %,  $-.13$ ,  $-.065$ ). It can be said that supervisory support has strengthen the negative indirect effect of SA on job satisfaction through negative affective state. Therefore, H4:a was not supported.

The significance of this moderated mediation was tested through a bootstrap confidence interval. The index of moderated mediation that does not include zero in class interval provides more direct and definitive evidence of moderation of indirect effect. The PROCESS constructs this bootstrap confidence interval based on 10,000 bootstrap samples. The index of moderation mediation is (index=  $-.0029$ , CL 95 %  $-.005$ ,  $-.0006$ )

indicating that indirect effect of SA on job satisfaction through negative affective state is negatively moderated by supervisory support.

**Table 33**

*Conditional indirect effect of deep acting on job satisfaction. Positive affective state and supervisory support are mean centered. (N=493)*

Predictors	Positive Affective State		Job satisfaction	
	Coeff.	95 % CI	Coeff.	95 % CI
Deep Acting	.55***	.35, .75	-.06	-.14, .012
Positive Affective State			.19***	.14, .21
Supervisory Support			.19***	.14, .23
PA X SS			.001	-.002, .005
Constant	-7.6***	-10.48, -4.7	16.82***	15.69, 17.96
$R^2$		.050	.35	
$F$		29.3***	66.15***	

*Note.* PA X SS = Interaction term for positive affective state and supervisory support.

, \*\*\* $p < .001$

Results in Table 33 analyzed the model in which supervisory support moderated the mediational impact of SA on job satisfaction through positive affective state. Overall, model was significant and explained 35 % of the variance ( $R^2 = .35$ ,  $F = 66.15$ ,  $p < .001$ ). Results shows that direct effect of DA on job satisfaction is non-significant ( $B = -.06$ , CI 95 %  $-.14$  .012). However, positive affective state significantly predicted the job satisfaction

( $B = .19$ , 95 % CI, .14, .21). Furthermore, the mediational effects of DA on job satisfaction depends on supervisory support showing the interacting effects of positive affective state and supervisory support. This interacting effect is non-significant ( $B = .001$ , 95 % CI, -.002, .005) resulting in non-acceptance of H4: b.

Overall, the significance of this moderated mediation was tested through a bootstrap confidence interval. The index of moderated mediation indicated the non-significance of the model (index = .0007, CI 95 %, -.002, .036). Therefore, it may be inferred that mediational impacts of DA on employees' job satisfaction through positive emotions remain same across different levels of supervisory support.



**Table 34**

*Conditional indirect effect of genuine expression of emotions on job satisfaction. Positive affective state and supervisory support are mean centered. (N=493)*

Predictors	Positive Affective State		Job satisfaction	
	Coeff.	95 % CI	Coeff.	95 % CI
Genuine expression of emotions	.92***	.731, 1.11	.022	-.06, .107
Positive Emotions			.17***	.128, .206
Supervisory Support			.19***	.143, .227
PE X SS			.0006	-.003, .004
Constant	-12.57***	-15.24, - 9.90	15.60***	14.42, 16.78
$R^2$		.15	.34	
$F$		91.03***	65.19***	

*Note.* PA X SS. Interaction term for positive affective state and supervisory support.

\*\*\* $p < .001$

Results in Table 34 present the results of conditional indirect effect of genuine expression of emotions on job satisfaction through positive affective state. This indirect effect is conditional on supervisory support. Overall model explained 34 % of total variance ( $R^2 = .34$ ,  $F = 65.19$ ,  $p < .001$ ).

However, overall significance of this moderated mediation was tested through a bootstrap confidence interval. The index of moderated mediation indicated the non-significance of the model (index= .006, CI 95 %, -.003, .005) which is not in support for acceptance of H4:c. Therefore, it can be interpreted that mediational effects of genuine expression of emotions on job satisfaction through positive affective state remain same across different levels of supervisory support.

**Table 35**

*Conditional indirect effect of genuine expression of emotions on job satisfaction. Negative affective state and supervisory support are mean centered. (N=493)*

Predictors	Negative Affective State		Job satisfaction	
	Coeff.	95 % CI	Coeff.	95 % CI
Genuine expression of emotions	-.32***	-.49, -.15	.10**	.026, .182
Negative Affective State			-.21***	-.25, -.16
Supervisory Support			.18***	.139, .225
NA X SS			-.007**	-.001, -.002
Constant	4.42***	2.06, 6.79	14.35***	13.26, 15.45
$R^2$	.028		.37	
$F$	14.39***		72.46***	

*Note.* NA X SS = Interaction term for negative affective state and supervisory support.

\*\* $p < .01$ , \*\*\* $p < .001$

Results in table 35 present the results of conditional indirect effect of genuine expression of emotions on job satisfaction through negative affective state. This indirect effect is conditional on supervisory support. The findings showed support for the acceptance of H4: d. The model was significant and explained 37 % variance ( $R^2 = .37$ ,  $F = 72.46$ ,  $p < .001$ ). Results shows that genuine expression of emotions positively predicted job satisfaction ( $B = .10$ , 95 % CI, .02, .18). Furthermore, indirect effects of genuine expressions of emotions on job satisfaction through negative affective state is conditional on supervisory support ( $B = -.007$ , 95 % CI, -.001, -.002). Results also indicates that indirect relationship between genuine expression of emotions and job satisfaction varies according to the level of supervisory support. Specifically, when level of supervisory support is low it has low but significant effect on the magnitude of the relationship ( $B = .52$ , CI 95 %, .023, .093) whereas, moderate ( $B = .068$ , CI 95%, .030, .11) and high level of supervisory support has positively moderated the relationship ( $B = .08$ , CI 95 %, .038, .142).

The index of this moderated mediation was significant (index = .0023, CI 95% .0006, .005) and was tested through a bootstrap confidence interval. It can be inferred that indirect effect of genuine expression of emotions on job satisfaction through negative affective state is positively moderated by supervisory support.

### Gender Differences on Emotional Labor

**Table 36**

*Gender differences on EL Strategies (N =493)*

Variable	Male (358)		Female (135)		<i>t</i>	<i>p</i>	95 % CI		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
SA	19.97	6.11	17.96	6.01	3.2	.001	.77	3.23	0.33
DA	14	3.51	13.32	3.45	1.9	.058	-.022	1.38	0.22
GE	13.66	3.54	13.46	3.29	.58	.56	-.49	.91	0.05

*Note.* Please read SA as surface acting, DA deep acting and GE as genuine expression of emotions, CI as Confidence intervals.

Independent t-test was conducted in order to test the gender differences on EL strategies. Results in table 36 indicated that male employees tend to opt more for SA as compared to their female counterparts resulting in acceptance of H5:a. This differences is significant. Whereas no gender differences was found for deep acting, and genuine expression of emotions resulting in non-acceptance of H5:b.

### Results Summary

Hypothesis No	Accepted/ Not Accepted
H1:a	Accepted
H1:b	Not Accepted
H1:c	Accepted
H2:a	Accepted
H2:b	Accepted
H2:c	Accepted
H2:d	Accepted
H3:a	Accepted
H3:b	Accepted
H3:c	Accepted
H3:d	Accepted
H4:a	Not Accepted
H4:b	Not Accepted
H4:c	Not Accepted
H4:d	Accepted
H5:a	Accepted
H5:b	Not Accepted

**Chapter V****DISCUSSION**

This research was design to examine the relationship between EL strategies, affective states at workplace and job satisfaction among customer services employees. This study investigated the indirect effect of EL strategies on job satisfaction through employees' affective states. It further investigated the interactive role of supervisory support as a second stage moderator in these relationships. Moreover, another core objective was to address the dimensionality of EL construct. The findings revealed EL as multidimensional factor. The results suggested that all of the EL strategies were significantly related with job satisfaction except deep acting. Results also supported the mediating role of affective states between the relationship of EL strategies and job satisfaction. However, supervisory support showed a negative reversed buffering effects on the indirect relationship of EL and job satisfaction. Overall, the findings of the present research supported the hypothesized relationships.

The present research was completed in two independent studies. Study-I was related to the adaptation and initial validation of the instruments in the local context. Whereas study-II was conducted to test the hypotheses. All the adapted instruments in study-I were also subjected to confirmatory factor analysis (CFA) in study-II. The findings offer support to the validity of the test scores of the instruments in local context.

### **Dimensionality of Emotional Labor**

As one of the objective of the present research was to address the dimensionality of EL construct. EL scale was translated and adapted in study-I. Initially, exploratory factor analysis (EFA) in study-I extracted three factors (i.e., SA, deep acting and genuine expression of emotions) of EL which were further assessed in main study. These three factors were found to be distinct yet correlated. The results of study expand the nomological network of SA and DA while suggesting that the expression of naturally felt emotions is a distinct strategy for displaying emotions at work and should be included in research on EL. The extracted factor structure in present study was found to be consistent with the existing literature (Diefendorff et al., 2005). The findings of the current study are also important because they are against the ideas that expressing naturally felt emotions is just a proxy for low level of SA, or that it is redundant with DA because both involves expressing felt emotions (Diefendroff et al., 2005).

### **Emotional Labor Strategies and Job Satisfaction**

It was assumed that EL strategies would be significantly associated with job satisfaction. Results support the assumption by showing that SA is significantly negatively associated with job satisfaction. The results are consistent with previous research evidence (Abraham, 1998; Bono & Vey, 2005; Grandey, 2003; Grandey et al., 2005; Hochschild, 1983; Morris & Feldman, 1996; Rafaeli & Sutton, 1987; Zhang & Zhu, 2008).

This negative association of SA with job satisfaction recommends that employees opting SA are more likely to experience high emotional exhaustion and low job satisfaction (Grandey, 2005). SA involves suppressing true emotions which leads to emotional dissonance. Ultimately, this dissonance would leave employees emotionally drained and depleted thus leading to the dissatisfaction with one's job (Grandey, 2000). However, in present research, relatively weak association was found between SA and job satisfaction. This weak association can be interpreted with reference to cultural differences as suggested by Grandey et al. (2005), that impact of EL varies from culture to culture. They found weak relationship between EL and job satisfaction among French as compared to U.S employees. Since, collectivistic culture (like Pakistani) socialize its residents to be more courteous and suppress their emotions (Mesquita & Frijda, 1992). Therefore, in collectivistic culture SA is considered as a part of job (role identity) which does not produce intense negative outcomes on employees (Grandey, Diefendorff, & Rupp, 2013).

On the other hand, results show a non-significant relationship between DA and job satisfaction. This non-significant association is opposite to the findings of Grandey (2005)



and Hochschild (1983) reporting the significant positive association between DA and job satisfaction. However, literature on EL is not conclusive about the relationship of DA and job satisfaction (Kammeyer-Mueller et al., 2013). Similar non-significant findings were also reported by Totterdell and Holman (2003) about the relationship of DA and job satisfaction.

These inconsistent findings can be explained with references to differences in emotional regulation. For example, Grandey et al. (2005) investigated the cross-cultural differences in EL. It was found that effects of EL differed across cultures. Literature also suggested that emotional regulation would be highly influenced by the culture (Allen, Diefendorff, & Ma, 2014). Collectivist culture give importance to group preferences as compared to individuals. These cultures promote harmony within group rather than individual assertiveness, therefore, EL management in collectivistic culture tend to be more controlled and monitored as compared to individualistic cultures (Safdar et al., 2008).

Findings further reveal a positive association between genuine expression of emotions and job satisfaction which is in support of hypothesized relationship. This positive association indicates that employees who genuinely express their emotions at work have high level of job satisfaction. There is limited empirical evidence available regarding genuine expression of emotions and its relationship with certain outcomes (Hulsheger & Schewe, 2011). Generally, expression of genuine emotions doesn't involve any effort to change inner or displayed emotions, hence absence of emotional dissonance consequently results in positive outcomes for employees (Grandey, Diefendorff, & Rupp, 2013). For

instance, Adelman (1995) found that waiter staff, who displayed genuine emotions at workplace were more satisfied with their jobs as compared to those who expressed fake emotions. Researchers however, continuously recommend to study the impact of employees' genuine expression of emotions on their well-being and other similar outcomes (Hulsheger & Schewe, 2011).

The findings of present study about the association of EL strategies and job satisfaction should be interpreted with caution. As the stated relations between EL strategies with job satisfaction are significant but very low in its magnitude. This weak association can be interpreted in terms of cultural differences. As it is already discussed that SA appears to be more problematic in individualistic cultures as compared to collectivistic cultures (Novin et al., 2009). Because people from collectivistic cultures prefer to suppress their emotions in order to maintain harmony within group or in relationship.

### **Emotional Labor Strategies and Affective States at Workplace**

EL strategies were assumed to be predicting employee's affective states at workplace. Results show that SA negatively predicts employee's negative affective states/emotions. These findings are consistent with the findings of Judge et al. (2009), Scott and Barness (2011). This negative association can be explained by the phenomena of ironic effect (Wegner, 1994) which occurs after suppressing negative emotions. The suppression of negative emotions intensify these negative emotions and feelings. Since SA actually

involves suppressing negative emotions which intensify those negative emotions and feelings and ultimately resulting in worsening these negative emotions.

The findings also depict that DA positively predicts positive affective state/emotions at workplace. The results support the hypothesis indicating that DA is connected with an alteration in emotions for better. These results are consistent with the findings of Judge et al., (2009). One of the possible explanation for these findings is that DA actually involves altering the felt emotion to make it align with emotional display of organization. This alteration of felt emotions results in experiencing positive emotions (Grandey, 2000). In DA, employees are not supposed to suppress or pretend emotions thus resulting in positive affect.

Results also show that genuine expression of emotions significantly predict positive and negative affective state. The findings support both hypothesis that genuine expression of emotions is both positively related to positive affective state and negative related to negative affective state. These association can be explained in a way that when employee genuinely express their emotions at workplace; they are more likely to experience both positive and negative emotions which is supported in our study. However, there is a scarcity of literature explaining these relationships.

### **Affective states as mediator between the relationships of emotional labor strategies and its outcomes**

Another important objective of the present research was to investigate the mediating role of employee's affective state/ emotions (positive and negative) between the relationship of EL and job satisfaction. Results indicate that negative affective state mediated the relationship of SA and job satisfaction. These results are consistent with the findings of Judge et al. (2009) and Scott and Barnes (2011). These findings explain the mechanism through which SA affects the job satisfaction. It explained that SA results in negative emotions thus negatively effecting job satisfaction (Scott & Barnes, 2011; Judge et al., 2009).

The findings can be described by ironic effect which involves suppressing negative emotions as in surface acting (Wager, 1994). Ultimately, these negative emotions remain unresolved beneath the masked face and thus continuing to negatively affecting job satisfaction (Gross & John, 2003; Judge & Ilies, 2006). Cacioppo, Gardner, and Bernston (1999) claimed that employees experiencing more negative emotions would have lower level of job satisfaction and well-being. Indeed, negative emotions are inherently antithetical to employees' productivity. As George and Brief (1996) described that employees who experience more negative emotions/mood are less satisfied with their jobs.

The results further show that positive affective state significantly mediated the positive relationship of DA and job satisfaction. It explained 24 % variance in job satisfaction. DA significantly affected job satisfaction indirectly through positive affective

state/ emotions. These results are in line with the findings of Judge et al., (2009) explaining that individuals engaging in DA experience less emotional exertion and negative emotions which results in increased job satisfaction. A possible explanation for these findings is that DA actually involves changing the felt emotion which is naturally experiencing positive emotions (Grandey, 2000). The process of DA usually take place through reappraisal of the situation (Ashforth & Humphrey, 1997). Ultimately, performing EL through DA increases positive affective states/emotion. Subsequently, these positive emotions increases the level of job satisfaction (Judge et al., 2009). Similar pattern of findings was also reported by Judge and Ilies (2004) who found that state positive affect positively predicted job satisfaction and state negative affect negatively predicted job satisfaction. Similarly, Fuller, Stanton, Fisher, Spitzmuller, Russell, and Smith (2003) also found that positive mood of employees was associated with job satisfaction. Another possible explanation for these results may be that positive emotions perhaps facilitates optimism, generally resulting in more positive outcomes (Isen & Baron, 1991) such as increased level of job satisfaction (Connolly & Viswesvaran, 2000).

It was hypothesized that both positive and negative affective states would mediate the positive relationship between genuine expression of emotions and job satisfaction. Findings reveal that genuine expression of emotions reduces negative affect while increasing the positive affect/ emotions thus positively affecting job satisfaction. A possible explanation for these results may be that, performing EL with genuinely expressing emotions at work creates sense of alliance between felt and displayed emotions

(Diefendorff et al., 2005) therefore, increasing positive emotional experience results in higher level of job satisfaction.

### **Conditional Indirect Effect**

Fifth objective of the present research was to investigate the conditional indirect effect of EL strategies on job satisfaction through employee's affective state which is further moderated by supervisory support. The results showed that supervisory support significantly negatively moderated the indirect relationship between SA and job satisfaction explaining 29% variance. However, these findings are not in support of the buffering role of supervisory support. Furthermore, unanticipated opposite buffering effects of supervisory support were found. Results indicated that magnitude of the indirect inverse relationship of SA and job satisfaction becomes more negative in presence of supervisory support which is reverse buffering effect of supervisory support. Therefore, statistical evidence was not in support of the stated hypothesis.

There are possible explanations for these contrary findings. If employee perceive high supervisory support, surface actors' job satisfaction declines; and if perceived supervisory support is low, surface actors' job satisfaction get better. The interactive effect of supervisory support appeared to be reversed buffering effect between the relationship of negative affective state/ emotions and job satisfaction. Similarly, Kim, Hur, moon, and Jun (2017) reported that supervisory support has reverse buffering effect between the relationships of SA and job performance.

Literature has periodically revealed contradictory findings about the buffering effects of supervisory support on job related outcomes (job stress, job satisfaction, and individual well-being) ( Kickul & Posig, 2001). To synthesize the mix findings about the moderating role of social support, scholars has highlighted the significance of categorizing the adequacy, amount of support and the contents of communication (i.e., positive or negative) from supervisors for stressed employees. Excessive support from supervisor might not certainly foster positive work-related consequences (McIntosh, 1991). Similarly, the negatively worded communication of supervisor may also cause opposite buffering effects of support provided by supervisor (Fenlason & Beehr, 1994). It can be speculated that supervisors in customer service may perceive surface actors' performance as shallow, thereby providing them support to make service quality better for customers. Supervisors might offer extra support to those employees engaging in SA as compared to those using DA due to their poor performance. Supervisors give more emphasizes to the organizational display rules and it might be possible that they may not communicate these display rules to their employees in a more positive manner. Supervisors' support to surface actors could be viewed as mistrust on employees and this interpretation may cause perceived supervisor support to have opposite buffering effect subsequently worsening surface actors' service behavior.

Additionally, reverse buffering effect of supervisory support can also be explained by the findings of Wilk and Moynihan's (2005) . They reported that supervisors giving more attention and importance to display rules can be more exhausting for employees

having low career identity, they are more likely to be surface actors. In this scenario, scholars suggested supervisory support as a source of stress for employees using SA more frequently which ultimately results in the opposite buffering effect of supervisory support on employee's stress.

Results further revealed conditional indirect effect of DA on job satisfaction were not significant indicating that supervisory support did not moderate the indirect effect of DA on job satisfaction. Similar non-significant findings were also reported by Haung and Dai (2010).

The findings also suggest that indirect effect of genuine expression of emotions through negative affective state significantly positively moderated the magnitude of relationship which is in line with stated hypothesis. However, supervisory support did not moderate the indirect relationship of genuine expression of emotions through positive affective state, which is contrary to the hypothesis. However, there is a scarcity of literature available on the impacts and process of genuine expression of emotions. Therefore, these findings provide basis for future researchers to explore the phenomena of genuine expression of emotions at workplace and its impacts.

### **Gender wise differences on emotional labor**

Results of the present study revealed that male employees opt SA more often as compared to their female counterparts which is in support of hypothesis. These findings are broadly in line with the available literature (Gross & John, 2003; Blanchard-fields,



Stein, & Watson, 2004). One possible explanation for these results is that boys are culturally taught to inhibit their emotional expressions whereas girls are supposed to be more expressive and caring (Underwood, Coie, & Herbsman, 1992). These cultural differences in emotional experiences among gender create cultural emotion norms in which females are discouraged to express anger and males from expressing sadness and extreme feelings (Simon & Nath, 2004). These culturally learned norms eventually transfer beliefs that state that women are more emotional responsive and expressive as compared to their male counterpart. For instance, sympathy and kindness and understand may only be expected from female workers.

On the other hand, no significant gender differences were found between the genuine expressions of emotions and DA. These results did not support the hypothesis. However, these contrary findings are in line with the findings of Cheung and Tang (2010). They did not report any support for the gender effects on the use of EL strategies. It was very likely that the gender effect on the use of EL was affected by other external factors such as organizational display rules (Diefendorff, Richard, & Croyle, 2006).

### **Limitations of the Present Research**

Present research has some limitations which are discussed below.

1. Cross-sectional nature of study did not allow to be sure about the temporal order and direction of causality between the observed variables. Time is an important parameter when examining affective state/ emotions and job satisfaction, since

affect levels at work fluctuate over time (Bono & Vey, 2005; Weiss & Cropanzano, 1996).

2. The sample of the present study was only selected from banking sector of Rawalpindi and Islamabad. Banks from other cities might have difference in organizational cultures. The clientele of the banks which could be one of the major differences in the banks of other cities as compared to the cities of Islamabad and Rawalpindi. Therefore, the results cannot be generalized to those banks.
3. The sample of the present research was limited to only customer services from banking sector only. This might have affected the external validity of the results. Therefore, the results of the present research should be used very cautiously while applying in other settings.
4. The present research used situational moderator (supervisory support). It would be beneficial for future researchers to test some dispositional moderators.
5. The present study just focused on general job satisfaction. The future studies should study the other domains of job satisfaction.
6. Relatively low but acceptable alpha reliability of General job satisfaction scale is another limitation of the present study.

### **Suggestions and Recommendations for future research**

Following suggestions are recommended for future research on the basis of limitations of the present research.

1. To address the concern related to the cross sectional research design, future research should use longitudinal research design in order to establish the causal relationship between variables.
2. To address the problem of self-report measures, future research should use multiple methods to collect data. Experience sampling methodology is proposed to be a solution to the study of affective state at work, since it enables the analysis of within-person fluctuations over time (Larson & Csikszentmihalyi, 1983).
3. The sample of the present research was limited to the banking sector. Future researchers on this area should replicate the present study on various other occupational settings not only to generalize the results but it may yield insight into the dynamics of EL across various occupational settings.
4. Future research should address the other facets of job satisfaction as an outcomes of EL.

### **Implications of the Present Study**

The present research has several implications for theory and practice. Theoretically, the present study contributed to evaluate the validity and psychometric properties of instruments for the local settings. This study adds to the theory of EL by establishing the construct validity of EL as multidimensional construct having three sub-dimensions. The findings of the current study added the importance of genuine expression of emotions as an important aspect of EL having positive outcomes on job satisfaction. This study highlighted the importance of affective states of employees as mediational variables between the relationship of EL and job satisfaction.

Several implications of the current study are applicable for service-related organizations and departments. Since research has established a positive relationship between employees' job satisfaction with customer satisfaction and organizational productivity (Colihan, 2001; 2002). Therefore, the results of the current study can be of interest to those organizations which intend to increase their business productivity.

Firstly, the current investigation would have a direct effect on certain human resource management practices like recruitment, selection, compensation, training and development by choosing and selecting the personnel with appropriate program to train and develop in the service industry. Unlike SA and deep, genuine expression of emotions positively affect employee's job satisfaction and affective states. However, DA have positive influence on employee's job satisfaction indirectly through positive affective state of employees. Therefore, human resource should emphasize the using of DA and genuine

expression of emotions at workplace more frequently this could be helpful to maintain a high level of job satisfaction. Training programs should be conducted in order to learn the skills necessary for emotional management to perform EL effectively. It might require concentrated efforts of organizations rather than just relying on selection. If organizations could arrange appropriate trainings it would be helpful for employees to learn how to use DA and smartly express their genuine emotions to perform EL. They would also gain a sense of satisfaction from their ability to act out EL (Chu, 2002). This emphasis on DA, and genuine expression of emotions then, could help to retain services employees in the organization.

Secondly, the findings of the study further highlighted the importance of affective states of employees at workplace as a result of EL strategies and their impact on job satisfaction. The organizations should provide some support in form of employees counseling and training in order to train employees to manage their emotions. This awareness of the process of EL and its consequences may help the employees in developing better coping strategies for the negative corollaries and maximizing the positive ones.

Finally, the present study showed that presence of supervisory support strengthens the positive effects of DA and genuine expression of emotions on job satisfaction. However, the supervisor should be aware about the type of support their employees need in order to get maximum output.

## **Conclusion**

Primarily this research was focused to investigate the relationship of EL with job satisfaction and affective states of employees. The findings of the present research contribute in the existing literature of EL by adding new perspectives on EL. The findings of the present study provided empirical support for the existing measures of the study variables. EL ascertained to be a multidimensional construct having three sub-dimensions i.e., SA, DA and genuine expression of emotions. The findings of the current study confirmed the cultural sensitivity of the construct of EL by showing relatively weak association with job satisfaction. The findings of the current research highlighted the importance of these EL strategies and their influences on job satisfaction and affective states of the employees at workplace. The present study emphasized that DA and genuine expression of emotions have favorable outcomes for employees' as compared to SA. The study further revealed that employee's affective states significantly mediated the relationship of EL strategies and job satisfaction. The moderated mediation models recommended that positive impacts of DA and genuine expression of emotions through positive affective states would be more positive in presence of supervisory support.

The findings of the present research are important in many ways. This research addressed the basic questions that how EL is associated with affective states and job satisfaction. How they are related and how this process is conditional on supervisory support. More specifically, it also tried to address the dimensionality of EL. Secondly, it

addressed the inconsistent findings about the effects of EL on job satisfaction. However, due to the limitation of the research design of the present study causality cannot be established. Future researchers should replicate the current research with longitudinal research design in order to get the better understanding of the mechanism of EL. Overall, the current research provides more useful and practical information to service related organizations as well as to the researchers. Because EL may have massive individual and organizational costs. Therefore, it important to understand the nature and mechanism of the construct in order to alleviate the negative consequences for employees and organizations.

## REFERENCES

- Abraham, R. (1998). Emotional dissonance in organizations: Antecedents, consequences, and moderators. *Genetic, Social, and General Psychology Monographs, 124*(2), 229.
- Abraham, R. (1999). Emotional intelligence in organizations: A conceptualization. *Genetic, Social, and General Psychology Monographs, 125*(2), 209.
- Adelmann, P. K. (1995). Emotional labor as a potential source of job stress. Murphy, Lawrence R. (Ed.), *Organizational risk factors for job stress* (pp. 371-381). Washington, DC, US: American Psychological Association, xii, 400 pp.
- Adil, A., & Kamal, A. (2013). Moderating role of affectivity in emotional labor and emotional exhaustion among customer services representatives. *Psychological Studies, 58*(1), 89-98.
- Adil, A., & Kamal, A. (2013). Moderating role of affectivity in emotional labor and emotional exhaustion among customer services representatives. *Psychological Studies, 58*(1), 89-98.
- Allen, J. A., Diefendorff, J. M., & Ma, Y. (2014). Differences in emotional labor across cultures: A comparison of Chinese and US service workers. *Journal of Business and Psychology, 29*(1), 21-35.
- Amabile, T. M., Barsade, S. G., Mueller, J. S., & Staw, B. M. (2005). Affect and creativity at work. *Administrative Science Quarterly, 50*(3), 367-403.



- Ang, M. C. H., Supinah, R., Japang, M., & Nasah, C. R. J. (2010). Service with a smile: a human resources perspective of emotional labor. *Labuan e-Journal of Muamalat and Society*, 4, 26-33.
- Ashforth, B. E., & Humphrey, R. H. (1993). Emotional labor in service roles: The influence of identity. *Academy of Management Review*, 18(1), 88-115.
- Ashforth, B. E., & Mael, F. (1989). Social identity theory and the organization. *Academy of Management Review*, 14(1), 20-39.
- Aspinwall, L. G., & Taylor, S. E. (1989). A stitch in time: self-regulation and proactive coping. *Psychological Bulletin*, 121(3), 417.
- Athay, M., & Darley, J. (1982). Social roles as interaction competencies. In W. Ickes & E. S. Knowles (Eds.), *Personality, roles, and social behavior* (pp. 55-83). Springer New York.
- Aziri, B. (2011). Job satisfaction: A literature review. *Management Research and Practice*, 3(4), 77-86.
- Beal, D. J., Trougakos, J. P., Weiss, H. M., & Green, S. G. (2006). Episodic processes in emotional labor: perceptions of affective delivery and regulation strategies. *Journal of Applied Psychology*, 91(5), 1053.
- Blanchard-Fields, F., Stein, R., & Watson, T. L. (2004). Age differences in emotion-regulation strategies in handling everyday problems. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 59(6), P261-P269.

- Bono, J. E., & Vey, M. A. (2005). Toward understanding emotional management at work: A quantitative review of emotional labor research. In C. E. Hartel, W. J. Zerbe, & N. M. Ashkanasy (Eds.), *Emotion in organizational behavior* (pp. 213-233). Mahwah, NJ: Lawrence Erlbaum.
- Bowen, D. E., Siehl, C., & Schneider, B. (1989). A framework for analyzing customer service orientations in manufacturing. *Academy of Management Review*, *14*(1), 75-95.
- Brief, A. P. (2001). Organizational behavior and the study of affect: Keep your eyes on the organization. *Organizational Behavior and Human Decision Processes*, *86*(1), 131-139.
- Briner, R. B. (1999). The neglect and importance of emotion at work. *European Journal of Work and Organizational Psychology*, *8*(3), 323-346.
- Brislin, R. W. (1983). Cross-cultural research in psychology. *Annual Review of Psychology*, *34*(1), 363-400.
- Brotheridge, C. M., & Grandey, A. A. (2002). Emotional labor and burnout: Comparing two perspectives of “people work”. *Journal of Vocational Behavior*, *60*(1), 17-39.
- Brotheridge, C. M., & Lee, R. T. (2002). Testing a conservation of resources model of the dynamics of emotional labor. *Journal of Occupational Health Psychology*, *7*(1), 57.

- Brotheridge, C. M., & Lee, R. T. (2003). Development and validation of the emotional labour scale. *Journal of Occupational and Organizational Psychology*, 76(3), 365-379.
- Bulutlar, F., & Başkaya, Z. (2015). The role of supervisor support in relationship between emotional labour and job satisfaction and burnout. *The Journal of Industrial Relations & Human Resources*, 17(4).
- Bulutlar, F., & Başkaya, Z. (2015). The Role of Supervisor Support In Relationship Between Emotional Labour And Job Satisfaction And Burnout. Is, Guc: The Journal of Industrial Relations & Human Resources, 17(4).
- Cacioppo, J. T., Gardner, W. L., & Berntson, G. G. (1999). The affect system has parallel and integrative processing components: Form follows function. *Journal of Personality and Social Psychology*, 76(5), 839.
- Chandrasekar, K. (2011). Workplace environment and its impact on organisational performance in public sector organisations. *International Journal of Enterprise Computing and Business Systems*, 1(1), 1-16.
- Chen, Z., Sun, H., Lam, W., Hu, Q., Huo, Y., & Zhong, J. A. (2012). Chinese hotel employees in the smiling masks: Roles of job satisfaction, burnout, and supervisory support in relationships between emotional labor and performance. *The International Journal of Human Resource Management*, 23(4), 826-845.

- Cheung, F. Y. L., & Tang, C. S. K. (2010). Effects of age, gender, and emotional labor strategies on job outcomes: Moderated mediation analyses. *Applied Psychology: Health and Well-Being*, 2(3), 323-339.
- Chu, K. H. L. (2002). The effects of emotional labor on employee work outcomes (Doctoral dissertation, Virginia Tech).
- Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 98(2), 310.
- Colihan, J. (2001). Customer satisfaction relative to competition: Superior criterion in linkage research. Paper presented at the 16<sup>th</sup> Annual Conference of the Society for Industrial and Organizational Psychology. San Diego, CA
- Colihan, J. (2002). Well-being, Effectiveness and Job type: Differential effects in linkage research. Paper presented at the 18<sup>th</sup> Annual Conference of the Society for Industrial and Organizational Psychology. Orlando, FL.
- Connolly, J. J., & Viswesvaran, C. (2000). The role of affectivity in job satisfaction: A meta-analysis. *Personality and Individual Differences*, 29(2), 265-281.
- Coté, S. (2005). A social interaction model of the effects of emotion regulation on work strain. *Academy of Management Review*, 30(3), 509-530.
- Cropanzano, R., Rupp, D. E., & Byrne, Z. S. (2003). The relationship of emotional exhaustion to work attitudes, job performance, and organizational citizenship behaviors. *Journal of Applied Psychology*, 88(1), 160.

- Davis, E. P., & Zhu, H. (2009). Commercial property prices and bank performance. *The Quarterly Review of Economics and Finance*, 49(4), 1341-1359.
- Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2000). A model of burnout and life satisfaction amongst nurses. *Journal of Advanced Nursing*, 32(2), 454-464.
- Diamantopoulos, A., Siguaw, J. A., & Cadogan, J. W. (2000, January). Export performance: The impact of cross-country export market orientation. In American Marketing Association. Conference Proceedings (Vol. 11, p. 177). American Marketing Association.
- Diefendorff, J. M., & Gosserand, R. H. (2003). Understanding the emotional labor process: A control theory perspective. *Journal of Organizational Behavior*, 24(8), 945-959.
- Diefendorff, J. M., Croyle, M. H., & Gosserand, R. H. (2005). The dimensionality and antecedents of emotional labor strategies. *Journal of Vocational Behavior*, 66(2), 339-357.
- Diefendorff, J. M., Richard, E. M., & Croyle, M. H. (2006). Are emotional display rules formal job requirements? Examination of employee and supervisor perceptions. *Journal of Occupational and Organizational Psychology*, 79(2), 273-298.
- Ekman, P., Friesen, W. V., O'sullivan, M., Chan, A., Diacoyanni-Tarlatzis, I., Heider, K., ... & Scherer, K. (1987). Universals and cultural differences in the judgments of

- facial expressions of emotion. *Journal of personality and social psychology*, 53(4), 712.
- Eremenco, S. L., Cella, D., & Arnold, B. J. (2005). A comprehensive method for the translation and cross-cultural validation of health status questionnaires. *Evaluation & the health professions*, 28(2), 212-232.
- Erez, A., & Isen, A. M. (2002). The influence of positive affect on the components of expectancy motivation. *Journal of Applied Psychology*, 87(6), 1055.
- Erickson, R. J., & Ritter, C. (2001). Emotional labor, burnout, and inauthenticity: Does gender matter?. *Social Psychology Quarterly*, 146-163.
- Fenlason, K. J., & Beehr, T. A. (1994). Social support and occupational stress: Effects of talking to others. *Journal of organizational behavior*, 15(2), 157-175.
- Field, A. (2005). *Discovering statistics with SPSS*. London: Sage.
- Fisher, C. D., & Ashkanasy, N. M. (2000). The emerging role of emotions in work life: An introduction. *Journal of organizational Behavior*, 21(2), 123-129.
- Forgas, J. P. (2002). Feeling and doing: Affective influences on interpersonal behavior. *Psychological Inquiry*, 13(1), 1-28.
- Forgas, J. P., & George, J. M. (2001). Affective influences on judgments and behavior in organizations: An information processing perspective. *Organizational Behavior and Human Decision Processes*, 86(1), 3-34.
- Frese, M., & Zapf, D. (1994). Action as the core of work psychology: A German approach. In H. C. Triandis, M. D. Dunnette, & L. M. Hough (Eds.), *Handbook of industrial*

*and organizational psychology* (Vol. 4, pp.271-340). Palo Alto, CA: Consulting Psychologists Press.

Fuller, J. A., Stanton, J. M., Fisher, G. G., Spitzmüller, C., Russell, S. S., & Smith, P. C. (2003). A lengthy look at the daily grind: time series analysis of events, mood, stress, and satisfaction. *Journal of Applied Psychology*, 88(6), 1019.

Gabriel, Y., & Lang, T. (2015). *The unmanageable consumer*. London: Sage.

George, J. M., & Brief, A. P. (1992). Feeling good-doing good: a conceptual analysis of the mood at work-organizational spontaneity relationship. *Psychological Bulletin*, 112(2), 310.

Grandey A. A., Diefendorff J. M., Rupp D. E. 2013. Bringing emotional labor into focus: A review and integration of three research lenses. In Grandey A. A., Diefendorff J. M., Rupp D. E. (Eds.), *Emotional labor in the 21st century: Diverse perspectives on emotion regulation at work*: 3-27. New York: Psychology Press/Routledge.

Grandey, A. A. (2000). Emotional regulation in the workplace: A new way to conceptualize emotional labor. *Journal of Occupational Health Psychology*, 5(1), 95.

Grandey, A. A. (2003). When “the show must go on”: Surface acting and deep acting as determinants of emotional exhaustion and peer-rated service delivery. *Academy of Management Journal*, 46(1), 86-96.

Grandey, A. A., Dickter, D. N., & Sin, H. P. (2004). The customer is not always right: Customer aggression and emotion regulation of service employees. *Journal of Organizational Behavior*, 25(3), 397-418.

- Grandey, A., Diefendorff, J., & Rupp, D. E. (Eds.). (2013). *Emotional labor in the 21st century: Diverse perspectives on emotion regulation at work*. New York: Psychology Press.
- Greenhaus, J. H., Parasuraman, S., & Wormley, W. M. (1990). Effects of race on organizational experiences, job performance evaluations, and career outcomes. *Academy of Management Journal*, 33(1), 64-86.
- Griffin, M. A., Patterson, M. G., & West, M. A. (2001). Job satisfaction and teamwork: The role of supervisor support. *Journal of Organizational Behavior*, 22(5), 537-550.
- Gross, J. J. (1998). Antecedent-and response-focused emotion regulation: divergent consequences for experience, expression, and physiology. *Journal of Personality and Social Psychology*, 74(1), 224.
- Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85(2), 348.
- Gross, J. J., & Thompson, R. A. (2007). Emotion Regulation: Conceptual Foundations. In J. J. Gross (Ed.), *Handbook of Emotion Regulation* (pp. 3-24). New York: Guilford Press.
- Grossman, M., and Wood, W. (1993) Sex differences in intensity of emotional experience: A social role interpretation. *Journal of Personality and Social Psychology*, 65:5, 1010-1022



- Hackman, J. R., & Oldham, G. R. (1975). Development of job diagnostic survey. *Journal of Applied Psychology*, 60, 259-270.
- Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis*. NY: Prentice Hall International.
- Hayes, A. F. (2012). PROCESS: A versatile computational tool for observed variable mediation, moderation, and conditional process modeling [White paper]. Retrieved from <http://www.afhayes.com/public/process2012.pdf>
- Heskett, J. L., Sasser, W. E. Jr., & Schlesinger, L. A. (1997). *The service profit chain: How leading companies link profit to loyalty, satisfaction, and value*. New York: The Free Press.
- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, 44(3), 513.
- Hochschild, A. R. (1979). Emotion work, feeling rules, and social structure. *American Journal of Sociology*, 551-575.
- Hochschild, A. R. (1983). *The managed heart*. Berkeley.
- Hofstede, G. (1980). *Culture's consequences: International differences in work-related values*. London: Sage.
- House, J. S. (1981). *Work stress and social support*. Addison-Wesley Pub. Co..  
<http://dx.doi.org/10.1037/a0023340>

- Hu, L. & Bentler, P. (1999). Cutoff criteria for fit indices in covariance structure analysis: conventional criteria versus new alternatives. *Structural Equation Modeling*, 6, 1-55.
- Huang, P. F., & Dai, C. W. (2010). The impacts of emotional contagion and emotional labor perception on employees 'service performance. *International Journal of Electronic Business Management*, 8(1).
- Hülsheger, U. R., & Schewe, A. F. (2011). On the costs and benefits of emotional labor: a meta-analysis of three decades of research. *Journal of Occupational Health Psychology*, 16(3), 361.
- Humphrey, R. H., Ashforth, B. E., & Diefendorff, J. M. (2015). The bright side of emotional labor. *Journal of Organizational Behavior*, 36(6), 749-769.
- Ilies, R., Wagner, D. T., & Morgeson, F. P. (2007). Explaining affective linkages in teams: individual differences in susceptibility to contagion and individualism-collectivism. *Journal of Applied Psychology*, 92(4), 1140.
- Isen, A. M., & Baron, R. A. (1991). Positive affect as a factor in organizational-behavior. *Research in Organizational Behavior*, 13, 1-53.
- James, N. (1989). Emotional labour: skill and work in the social regulation of feelings. *The Sociological Review*, 37(1), 15-42.
- Johnson, H. A. M. (2004). *The story behind service with a smile: The effects of emotional labor on job satisfaction, emotional exhaustion, and affective well-being*. (Unpublished Graduate Theses). University of South Florida.

- Johnson, H. A. M., & Spector, P. E. (2007). Service with a smile: do emotional intelligence, gender, and autonomy moderate the emotional labor process?. *Journal of Occupational Health Psychology, 12*(4), 319.
- Judge, T. A., & Ilies, R. (2002). Relationship of personality to performance motivation: A meta-analytic review. *Journal of Applied Psychology, 87*(4), 797-807.  
<http://dx.doi.org/10.1037/0021-9010.87.4.797>
- Judge, T. A., & Ilies, R. (2002). Relationship of personality to performance motivation: a meta-analytic review. *Journal of Applied Psychology, 87*(4), 797.
- Judge, T. A., Woolf, E. F., & Hurst, C. (2009). Is emotional labor more difficult for some than for others? A multilevel, experience-sampling study. *Personnel Psychology, 62*(1), 57-88.
- Kammeyer-Mueller, J. D., Rubenstein, A. L., Long, D. M., Odio, M. A., Buckman, B. R., Zhang, Y., & Halvorsen-Ganepola, M. D. (2013). A Meta-Analytic Structural Model of Dispositional Affectivity and Emotional Labor. *Personnel Psychology, 66*(1), 47-90.
- Kerschen, A. M., Armstrong, E. P., & Hillman, T. N. (2006). Job satisfaction among staff, clinical, and integrated hospital pharmacists. *Journal of Pharmacy Practice, 19*(5), 306-312.
- Khan, A. (2008). Conflict Management Styles of Managers: Personal Conflicts Supervisor and Colleagues and its outcomes. Unpublished M.Phil. Dissertation. National Institute of Psychology. Quaid-i-Azam, University, Islamabad.

- Kickul, J., & Posig, M. (2001). Supervisory emotional support and burnout: An explanation of reverse buffering effects. *Journal of Managerial Issues*, 328-344.
- Kickul, J., & Posig, M. (2001). Supervisory emotional support and burnout: An explanation of reverse buffering effects. *Journal of Managerial Issues*, 328-344.
- Kim, H. J. (2008). Hotel service providers' emotional labor: The antecedents and effects on burnout. *International Journal of Hospitality Management*, 27(2), 151-161
- Kim, H. J., Hur, W. M., Moon, T. W., & Jun, J. K. (2017). Is all support equal? The moderating effects of supervisor, coworker, and organizational support on the link between emotional labor and job performance. *BRQ Business Research Quarterly*, 20(2), 124-136.
- Kline, T. J. (2005). *Psychological testing: A practical approach to design and evaluation*. Sage Publications.
- Kottke, J. L., & Sharafinski, C. E. (1988). Measuring perceived supervisory and organizational support. *Educational and Psychological Measurement*, 48(4), 1075-1079.
- Kruml, S. M., & Geddes, D. (2000). Exploring the dimensions of emotional labor the heart of Hochschild's work. *Management Communication Quarterly*, 14(1), 8-49.
- Kumar, S., Shankar, B., & Singh, A. P. (2010). Emotional labor and health outcomes: An overview of literature and preliminary empirical evidences. *Indian Journal of Social Science Researches*, 7(1), 83-89.

- Larson, R., & Csikszentmihalyi, M. (1983). The experience sampling method. *New Directions for Methodology of Social & Behavioral Science*, 15, 41-56.
- Lee, K., & Allen, N. J. (2002). Organizational citizenship behavior and workplace deviance: the role of affect and cognitions. *Journal of Applied Psychology*, 87(1), 131.
- Liao, H., & Chuang, A. (2004). A multilevel investigation of factors influencing employee service performance and customer outcomes. *Academy of Management Journal*, 47(1), 41-58.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In Dunnette, M.D., (Ed.), *Handbook of Industrial and Organizational Psychology* (Vol. 1, pp.1297-1343). McGraw Hill.
- MacCallum, R. C., Widaman, K. F., Zhang, S., & Hong, S. (1999). Sample size in factor analysis. *Psychological methods*, 4(1), 84.
- Maneesriwongul, W., & Dixon, J. K. (2004). Instrument translation process: a methods review. *Journal of Advanced Nursing*, 48(2), 175-186.
- Mann, S. (1997). Emotional labour in organizations. *Leadership & Organization Development Journal*, 18(1), 4-12.
- Mann, S. (2005). A health-care model of emotional labour: an evaluation of the literature and development of a model. *Journal of Health Organization and Management*, 19(4/5), 304-317.

- Martínez-Iñigo, D., Totterdell, P., Alcover, C. M., & Holman, D. (2007). Emotional labour and emotional exhaustion: Interpersonal and intrapersonal mechanisms. *Work & Stress, 21*(1), 30-47.
- Matsumoto, D., Yoo, S. H., & Nakagawa, S. (2008). Culture, emotion regulation, and adjustment. *Journal of Personality and Social Psychology, 94*(6), 925–937. doi:10.1037/0022-3514.94.6.92.
- McIntosh, N. J. (1991). Identification and investigation of properties of social support. *Journal of Organizational Behavior, 12*(3), 201-217.
- McIntosh, N. J. (1991). Identification and investigation of properties of social support. *Journal of Organizational Behavior, 12*(3), 201-217.
- Meier, K. J., Mastracci, S. H., & Wilson, K. (2006). Gender and emotional labor in public organizations: An empirical examination of the link to performance. *Public Administration Review, 66*(6), 899-909.
- Mesquita, B. (2000). Emotions in collectivist and individualist contexts. *Journal of Personality and Social Psychology, 80*, 68–74. doi:10.1037/0022-3514.80.1.68.
- Mesquita, B., & Delvaux, E. (2013). *A cultural perspective on emotion labor*. Psychology Press/Routledge.
- Mesquita, B., & Frijda, N. H. (1992). Cultural variations in emotions: A review. *Psychological Bulletin, 112*, 179-204. doi:10.1037/0033-2909.112.2.179
- Mesquita, B., & Frijda, N. H. (1992). Cultural variations in emotions: A review. *Psychological Bulletin, 112*(2), 179–204. doi:10.1037/0033-2909.112.2.179.

- Moradi, K., Sepehrifar, S., & Khadiv, T. P. (2014). Exploring Iranian EFL teachers' perceptions on supervision. *Procedia-Social and Behavioral Sciences*, 98, 1214-1223.
- Morris, J. A., & Feldman, D. C. (1996). The dimensions, antecedents, and consequences of emotional labor. *Academy of Management Review*, 21(4), 986-1010.
- Morris, J. A., & Feldman, D. C. (1997). Managing emotions in the workplace. *Journal of Managerial Issues*, 257-274.
- Muchinsky, P. M. (2000). Emotions in the workplace: The neglect of organizational behavior. *Journal of Organizational Behavior*, 801-805.
- Muraven, M., & Baumeister, R. F. (2000). Self-regulation and depletion of limited resources: Does self-control resemble a muscle?. *Psychological Bulletin*, 126(2), 247.
- Näring, G. W. B., & Droffelaar, A. V. (2007). Incorporation of emotional labor in the demand-control-support model: The relation with emotional exhaustion and personal accomplishment in nurses. In N. Ashkanasy, C. Härtel & W.J. Zerbe (Eds.), *Research on emotion in organizations: Functionality, intentionality and morality* (pp. 223-238). Amsterdam: Elsevier.
- Näring, G., Briët, M., & Brouwers, A. (2006). Beyond demand-control: Emotional labour and symptoms of burnout in teachers. *Work & Stress*, 20(4), 303-315.

- Ngai, F. W., Chan, S. W. C., & Holroyd, E. (2007). Translation and validation of a Chinese version of the Parenting Sense of Competence Scale in Chinese mothers. *Nursing Research, 56*(5), 348-354.
- Novin, S., Banjeree, R., Dadkhah, A., & Rieffe, C. (2009). Selfreported use of display rules in the Netherlands and Iran: Evidence for sociocultural influence. *Social Development, 18*, 397-411.
- Putnam, L. L., & Mumby, D. K. (1993). Organizations, emotion and the myth of rationality. *Emotion in Organizations, 1*, 36-57.
- Rafaeli, A., & Sutton, R. I. (1987). Expression of emotion as part of the work role. *Academy of Management Review, 12*(1), 23-37.
- Rafaeli, A., & Sutton, R. I. (1987). Expression of emotion as part of the work role. *Academy of management review, 12*(1), 23-37.
- Ramaswami, S. N. (1996). Marketing controls and dysfunctional employee behaviors: a test of traditional and contingency theory postulates. *The Journal of Marketing, 105*-120.
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: a review of the literature. *Journal of Applied Psychology, 87*, 698-714
- Rubin, R. S., Tardino, V. M. S., Daus, C. S., & Munz, D. C. (2005). A reconceptualization of the emotional labor construct: On the development of an integrated theory of perceived emotional dissonance and emotional labor. In *Annual Conference of the Society for Industrial and Organizational Psychology, 17th, Toronto, ON, Canada;*



*A version of this chapter was presented at the aforementioned conference..*

Lawrence Erlbaum Associates Publishers.

Russell, J. A. (2003). Core affect and the psychological construction of emotion. *Psychological Review*, *110*(1), 145.

Safdar, S., Friedlmeier, W., Matsumoto, D., Yoo, S. H., Kwantes, C. T., Kakai, H., et al. (2008). Variations of emotional display rules within and across cultures: A comparison between Canada, USA, and Japan. *Canadian Journal of Psychology*, *41*(1), 1–10. doi:10.1037/a0014387.

Scott, B. A., & Barnes, C. M. (2011). A multilevel field investigation of emotional labor, affect, work withdrawal, and gender. *Academy of Management Journal*, *54*(1), 116-136.

Seery, B. L., Corrigan, E. A., & Harpel, T. (2008). Job-related emotional labor and its relationship to work-family conflict and facilitation. *Journal of Family and Economic Issues*, *29*(3), 461-477.

Simon, H. A. (1979). Rational decision making in business organizations. *The American Economic Review*, *69*(4), 493-513.

Simon, R. W., & Nath, L. E. (2004). Gender and emotion in the United States: Do men and women differ in self-reports of feelings and expressive behavior?. *American journal of sociology*, *109*(5), 1137-1176.

Smith, P. (1992). *The emotional labour of nursing: its impact on interpersonal relations, management and the educational environment in nursing*. New York: Macmillan.

- Soto, J. A., Perez, C. R., Kim, H., Lee, E. A., & Minnick, M. R. (2011). Is expressive suppression always associated with poorer psychological functioning? A cross-cultural comparison between European Americans and Hong Kong Chinese. *Emotion, 11*(6), 1450-1455.
- Sy, T., Côté, S., & Saavedra, R. (2005). The contagious leader: impact of the leader's mood on the mood of group members, group affective tone, and group processes. *Journal of Applied Psychology, 90*(2), 295.
- Syed, J., & Ali, F. (2013). Contextual emotional labor: an exploratory of Muslim female employees in Pakistan. *Gender in Management: An International Journal, 28*(4), 228-246.
- Thoresen, C. J., Kaplan, S. A., Barsky, A. P., Warren, C. R., & Chermont, K. (2003, November). The affective underpinnings of job perceptions and attitudes: a meta-analytic review and integration. In *17th Annual Conference of the Society for Industrial and Organizational Psychology, Toronto, ON, Canada; An earlier version of this study was presented at the aforementioned conference.* (Vol. 129, No. 6, p. 914). USA: American Psychological Association.
- Timmers, M., Fischer, A. H., & Manstead, A. S. (1998). Gender differences in motives for regulating emotions. *Personality and Social Psychology Bulletin, 24*(9), 974-985.
- Totterdell, P., & Holman, D. (2003). Emotion regulation in customer service roles: testing a model of emotional labor. *Journal of Occupational Health Psychology, 8*(1), 55.

- Totterdell, P., & Holman, D. (2003). Emotion regulation in customer service roles: Testing a model of emotional labor. *Journal of occupational health psychology, 8*(1), 55.
- Underwood, M. K., Coie, J. D., & Herbsman, C. R. (1992). Display rules for anger and aggression in school-age children. *Child Development, 366-380*.
- Van Dijk, P. A., & Brown, A. K. (2006). Emotional labour and negative job outcomes: An evaluation of the mediating role of emotional dissonance. *Journal of Management & Organization, 12*(02), 101-115.
- Van Katwyk, P. T., Fox, S., Spector, P. E., & Kelloway, E. K. (2000). Using the Job-Related Affective Well-Being Scale (JAWS) to investigate affective responses to work stressors. *Journal of Occupational Health Psychology, 5*(2), 219.
- Wan, E. W., & Sternthal, B. (2008). Regulating the effects of depletion through monitoring. *Personality and Social Psychology Bulletin, 34*(1), 32-46.
- Watson, D. (2000). *Mood and temperament*. New York: Guilford Press.
- Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of Muraven measures of positive and negative affect: the PANAS scales. *Journal of Personality and Social Psychology, 54*(6), 1063.
- Wegge, J., Schmidt, K. H., Parkes, C., & Dick, R. (2007). Taking a sickie: Job satisfaction and job involvement as interactive predictors of absenteeism in a public organization. *Journal of Occupational and Organizational Psychology, 80*(1), 77-89.

- Wegner, D. M. (1994). Ironic processes of mental control. *Psychological Review*, *101*(1), 34.
- Weiss, H. M. (2002). Deconstructing job satisfaction: Separating evaluations, beliefs and affective experiences. *Human Resource Management Review*, *12*(2), 173-194.
- Weiss, H. M., & Cropanzano, R. (1996). Affective events theory: A theoretical discussion of the structure, causes and consequences of affective experiences at work. In B. M. Staw & L. L. Cummings (Eds.), *Research in organizational behavior: An annual series of analytical essays and critical reviews* (Vol. 18, pp. 1-74). Elsevier Science/JAI Press.
- Wharton, A. S. (1993). The affective consequences of service work managing emotions on the job. *Work and Occupations*, *20*(2), 205-232.
- Wharton, A. S. (2009). The sociology of emotional labor. *Annual Review of Sociology*, 147-165.
- Wilk, S. L., & Moynihan, L. M. (2005). Display rule "regulators": the relationship between supervisors and worker emotional exhaustion. *Journal of Applied Psychology*, *90*(5), 917.
- Wolcott-Burnam, S. B. (2004). *Examining emotional labor from an interactionist perspective: The impact of work conditions on the relationship between emotional labor and outcomes* (Unpublished Doctoral dissertation). Central Michigan University.

- Yetim, N., & Yetim, U. (2006). The cultural orientations of entrepreneurs and employees' job satisfaction: The Turkish small and medium sized enterprises (SMEs) case. *Social Indicators Research*, 77(2), 257-286.
- Zajonc, R. B. (1985). Emotion and facial efference: A theory reclaimed. *Science*, 228(4695), 15-21.
- Zapf, D. (2002). Emotion work and psychological well-being: A review of the literature and some conceptual considerations. *Human Resource Management Review*, 12(2), 237-268.
- Zapf, D., & Holz, M. (2006). On the positive and negative effects of emotion work in organizations. *European Journal of Work and Organizational Psychology*, 15(1), 1-28.
- Zapf, D., Vogt, C., Seifert, C., Mertini, H., & Isic, A. (1999). Emotion work as a source of stress: The concept and development of an instrument. *European Journal of Work and Organizational Psychology*, 8(3), 371-400.
- Zeithaml, V. A., Parasuraman, A., & Berry, L. L. (1990). *Delivering quality service: Balancing customer perceptions and expectations*. Simon and Schuster.
- Zhang, Q., & Zhu, W. (2008). Exploring emotion in teaching: Emotional labor, burnout, and satisfaction in Chinese higher education. *Communication Education*, 57(1), 105-122.

Consent and Instructions

Dear Participant,

I am a Ph.D. student at National Institute of Psychology, Quaid-i-Azam University, Islamabad, I am carrying out research work on Emotional Labor, Affective states and Job Satisfaction: Moderating Role of Supervisory Support. This being closely related with your work related emotional management. I need your cooperation and help. I assure you that your information will remain confidential and will only be used for research purpose only. In a following para details instructions have been mentioned about filling the questionnaire booklet.

The booklet contains a number of questions related to your emotional management strategy and some of the work related behaviors. Please read the instructions carefully before filling each questionnaire. The primary aim of this try out is to check the cultural appropriateness of these questionnaires in local context and to identify any item which you think is difficult to understand or not related to our culture. Please encircle those items which are difficult to understand or not related to our culture. Additionally, you are also request to add any information which you think is missing in these questionnaires but better explain our workplace settings at the end of the booklet.

Regards

Noreen Akhter

### Demographic Sheet

Age: \_\_\_\_\_

Gender: \_\_\_\_\_

Qualification: \_\_\_\_\_

Job Designation: \_\_\_\_\_

Organization: \_\_\_\_\_

Experience on present job: \_\_\_\_\_

Total working experience: \_\_\_\_\_

## Emotional Labor Scale

No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I put on an act in order to deal with customers in an appropriate way.	5	4	3	2	1
2	I fake a good mood when interacting with customers.					
3	I put on a "show" or "performance" when interacting with customers.					
4	I just pretend to have the emotions I need to display for my job.					
5	I put on a "mask" in order to display the emotions I need for the job.					
6	I show feelings to customers that are different from what I feel inside.					
7	I fake the emotions I show when dealing with customers.					
8	I try to actually experience the emotions I must show to customers.					
9	I make an effort to actually feel the emotions that I need to display toward others.					
10	I work hard to feel the emotions that I need to show to customers.					
11	I work at developing the feelings inside of me that I need to show to customers.					
12	The emotions I express to customers are genuine.					
13	The emotions I show customers come naturally.					
14	The emotions I show customers match what I spontaneously feel.					



## Job Related Affective Well-being Scale

Below are a number of statements that describe different emotions that a job can make a person feel. Please indicate the amount to which any part of your job (e.g., the work, coworkers, supervisor, clients, pay) has made you feel that emotion in the past 30 days.

Please check one response for each item that best indicates how often you've experienced each emotion at work over the past 30 days.	Never	Rarely	Sometimes	Quite often	Extremely often
1. My job made me feel angry.	1	2	3	4	5
2. My job made me feel anxious.	1	2	3	4	5
3. My job made me feel at ease.	1	2	3	4	5
4. My job made me feel bored.	1	2	3	4	5
5. My job made me feel calm.	1	2	3	4	5
6. My job made me feel content.	1	2	3	4	5
7. My job made me feel depressed.	1	2	3	4	5
8. My job made me feel discouraged.	1	2	3	4	5
9. My job made me feel disgusted.	1	2	3	4	5
10. My job made me feel ecstatic.	1	2	3	4	5
11. My job made me feel energetic.	1	2	3	4	5
12. My job made me feel enthusiastic.	1	2	3	4	5

13. My job made me feel excited.	1	2	3	4	5
14. My job made me feel fatigued.	1	2	3	4	5
15. My job made me feel frightened.	1	2	3	4	5
16. My job made me feel furious.	1	2	3	4	5
17. My job made me feel gloomy.	1	2	3	4	5
18. My job made me feel inspired.	1	2	3	4	5
19. My job made me feel relaxed.	1	2	3	4	5
20. My job made me feel satisfied.	1	2	3	4	5

## Job Satisfaction Scale

Please indicate that how you personally feel about your job. Each of the below statement is something that a person might say about his/her job. Please indicate your personal feeling about your job by marking how much you agree with each of the statements.

Sr.no	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Generally speaking, I am satisfied with this job.	5	4	3	2	1
2	I frequently think of quitting this job.	5	4	3	2	1
3	I am generally satisfied with the kind of work I do in this job.	5	4	3	2	1
4	People on this job often think of quitting.	5	4	3	2	1
5	Mostly people on this job are satisfied with the job.	5	4	3	2	1

## Supervisory Support Scale

The following statements describe the support you receive from your supervisor and co-workers and the amount of control you have over your work. Please indicate how strongly you agree or disagree with each statement by circling the number on the scale where 1 is strongly disagree, and 5 is strongly agree.

S.n	Statements	Strongly Agree	Agree to some extent	Uncertain	Disagree to some extent	Strongly disagree
1	My supervisor takes the time to learn about my career goals and aspirations	5	4	3	2	1
2	My supervisor cares about whether or not I achieve my goals	5	4	3	2	1
3	My supervisor keeps me informed about different career opportunities for me in the organization	5	4	3	2	1
4	My supervisor makes sure I get the credit when I accomplish something substantial on the job	5	4	3	2	1
5	My supervisor gives me helpful feedback about my performance	5	4	3	2	1
6	My supervisor gives me helpful advice about improving my performance when I need it.	5	4	3	2	1
7	My supervisor supports my attempts to acquire additional training or education to further my career	5	4	3	2	1
8	My supervisor provides assignments that give me the opportunity to develop and strengthen new skills	5	4	3	2	1
9	My supervisor assigns me special projects that increase my visibility in the organization	5	4	3	2	1

## ہدایات

میں قائد اعظم یونیورسٹی اسلام آباد میں پی ایچ ڈی کی طالبہ ہوں۔ موجودہ تحقیق میری ڈگری کا ایک حصہ ہے، اس کا مقصد کے کام اور اس سے منسلک مختلف پہلوؤں کے بارے میں آپ کا نقطہ نظر معلوم کرنا ہے۔ آپ کی دی گئی تمام معلومات کو صیغہ راز بنا جائے گا اور ان معلومات کو صرف اور صرف تحقیقاتی مقاصد کے لیے استعمال کیا جائے گا۔

مندرجہ ذیل دیے گئے سوالناموں کا تعلق آپ اور آپ کے کام سے ہے۔ ہر ادارے میں کام کرنے والوں کی سوچ اور رائے دوسرے سے مختلف ہوتی ہے۔ مجھے خاص طور پر آپ کے خیالات معلوم کرنے میں دلچسپی ہے۔

برائے کرم یہ ضرور یاد رکھیے کہ کوئی جواب صحیح یا غلط نہیں ہے۔ یہ صرف آپ کی رائے کا اظہار ہے۔ آپ سے اُمید کی جاتی ہے کہ آپ رائے کا صحیح اظہار کریں گے۔ برائے مہربانی مندرجہ ذیل بیانات کو غور سے پڑھئے اور ساتھ میں دیے گئے پیمانے کے مطابق اپنی رائے کا اظہار کیجئے۔

شکریہ

سپروائزر

پروفیسر ڈاکٹر انیس الحق

قومی ادارہ نفسیات قائد اعظم یونیورسٹی اسلام آباد

ریسرچر

نورین اختر

پی۔ ایچ۔ ڈی، سکالر قومی ادارہ نفسیات قائد اعظم یونیورسٹی اسلام آباد

### Demographic Sheet

Age:

-----

Gender:

-----

Qualification:

-----

Job Designation:

-----

Organization:

-----

Experience on present job:

-----

Total working experience:

-----

## Translated Version of Emotional Labor Scale

اس میں کام کے دوران آپکو صارفین / کسٹمر سے رابطہ کرتے وقت مندرجہ ذیل کا کس حد تک سامنا کرنا پڑتا ہے۔

(1)

نمبر شمار	بیانات	کبھی نہیں	بہت کم	کبھی کبھار	اکثر	ہمیشہ
1-	صارفین (Customer) سے مناسب انداز میں پیش آنے کیلئے میں بناوٹی رویہ اپناتا/ اپناتی ہوں۔					
2-	جن جذبات کا میں صارفین سے اظہار کرتا/ کرتی ہوں میں بے ساختہ طور پر وہی محسوس کر رہا ہوتا/ ہوتی ہوں۔					
3-	میں صارفین سے جن جذبات کا اظہار کرتا/ کرتی ہوں وہ بالکل فطری ہوتے ہیں۔					
4-	میں صارفین کے سامنے جن احساسات کا اظہار کرتا/ کرتی ہوں وہ میرے حقیقی احساسات سے مختلف ہوتے ہیں۔					
5-	صارفین سے گفتگو کے دوران میں اپنے اوپر مصنوعی خوش مزاجی طاری کر لیتا/ لیتی ہوں۔					
6-	صارفین سے رابطے کے دوران مجھے اپنے حقیقی جذبات کو چھپانا پڑتا ہے۔					
7-	اس جاب میں کسٹمر سے رابطے کے دوران اداکاری سے کام لینا پڑتا ہے۔					
8-	میں محنت کرتا/ کرتی ہوں تاکہ ان جذبات کو محسوس کر سکوں جنہیں صارفین کو دکھانے کی ضرورت ہوتی ہے۔					
9-	میری کوشش ہوتی ہے کہ میں ان جذبات کو محسوس کر سکوں جن کا صارفین سے اظہار ضروری ہے۔					
10-	میری عملی کوشش ہوتی ہے کہ میں ان جذبات کو محسوس کر سکوں جو دوسرے کو دکھانے کے لیے ضروری ہیں					
11-	میں مصنوعی انداز میں ان جذبات کا اظہار کرتا/ کرتی ہوں جو کہ اس جاب کی ضرورت ہے۔					
12-	میں اپنے اندر وہ احساس پیدا کرنے کی کوشش کرتا/ کرتی ہوں جس کا اظہار میرے لیے ضروری ہے۔					
13-	جن جذبات کا اظہار میں صارفین سے کرتا/ کرتی ہوں وہ میرے حقیقی جذبات ہوتے ہیں۔					
14-	میں مصنوعی انداز میں اپنے جذبات دکھاتا/ دکھاتی ہوں جو کہ میری جاب کی ضرورت ہے۔					

نمبر شمار	بیانات	کبھی نہیں	بہت کم	کبھی اکبھار	اکثر	ہمیشہ
15-	میں صارفین سے رابطے کے دوران بناوٹی جذبات کا اظہار کرتا کرتی ہوں۔					
16	صارفین کو مطمئن کرنے کے لیے خوشامد کرنی پڑتی ہے۔					
17-	صارفین سے رابطے کے وقت میں اپنے حقیقی جذبات کا اظہار کرتا کرتی ہوں۔					



## Translated Version of Job Related Affective Well-being Scale

درج ذیل بیانات میں کچھ ایسے جذبات دیئے گئے ہیں جو کہ کوئی بھی شخص اپنی جاب پر محسوس کر سکتا ہے۔ برائے مہربانی اس بات کی نشاندہی کیجیے کہ پچھلے 30 دنوں میں آپ نے اپنی جاب کی وجہ سے ان جذبات کو کس حد تک محسوس کیا۔ ہر سوال کے لئے صرف ایک جواب کی نشان دہی کیجیے، جو آپ کے جذبات کی صحیح عکاسی کرتا ہو۔

نمبر شمار	مجھے اپنی جاب کی وجہ سے	کبھی نہیں	بہت کم	کبھی کبھی	اکثر	ہمیشہ
1-	غصہ آیا۔					
2-	پریشانی ہوئی۔					
3-	آسانی ہوئی۔					
4-	بوریت ہوئی۔					
5-	سکون ملا۔					
6-	اطمینان ملا۔					
7-	افسردگی ہوئی۔					
8-	حوصلہ شکنی ہوئی۔					
9-	بہت غصہ آیا۔					
	میں نے اپنی جاب کی وجہ سے					
10-	بہت خوشی محسوس کی۔					
11-	خود کو چست و توانا محسوس کیا۔					
12-	دلولہ محسوس کیا۔					
13-	تھکاؤٹ محسوس کی۔					
14-	شدید نفرت محسوس کی۔					
15-	اداسی محسوس کی۔					
16-	آرام محسوس کیا۔					
17-	خوف محسوس کیا۔					
18-	اطمینان محسوس کیا۔					
19-	میں اپنی جاب کی وجہ سے پر جوش رہی / رہا۔					
20-	میری جاب نے مجھ پر اچھا اثر ڈالا۔					

## Translated Version of Supervisory Support

بالکل غلط	غلط	معلوم نہیں	صحیح	بالکل صحیح	بیانات
					1- میرا باس (Immediate Boss) میرے پیشہ ورانہ مقاصد اور خواہشات کو اہمیت دیتا ہے۔
					2- میرا باس میرے مقاصد کے حصول کو اہمیت دیتا ہے۔
					3- میرا باس دفتر میں مختلف پیشہ دارانہ موانعوں سے مجھے باخبر رکھتا ہے۔
					4- میری کسی بھی اہم کامیابی پر میرا باس مجھے ضرور سراہتا ہے۔
					5- میرا باس مجھے میری کارکردگی کے بارے میں مفید رائے دیتا ہے۔
					6- جب بھی مجھے اپنی کارکردگی کو بہتر کرنے کی ضرورت پڑے تو میرا باس مجھے مفید مشورے دیتا ہے۔
					7- میرا باس میرے کیریئر کے لیے اضافی تعلیم و تربیت کے لیے میری کوششوں کی حمایت کرتا ہے۔
					8- میرا باس مجھے وہ کام دیتا ہے جس سے مجھے نئے ہنر سیکھنے اور اسے بہتر بنانے کا موقع ملے۔
					9- میرا باس مجھے ایسے خاص کام بخش کرتا ہے جو ادارے میں میری اہمیت بڑھانے میں مدد کرتے ہیں۔

## Adapted Version of Job Satisfaction Scale

نیچے کچھ بیانات دیئے گئے ہیں جن کے سامنے پانچ کالم بنائے گئے ہیں۔ آپ ہر بیان کو غور سے پڑھئے اور اپنی رائے کے مطابق درجہ بندی کیجئے۔

نمبر شمار	بیانات	بالکل صحیح	صحیح	معلوم نہیں	غلط	بالکل غلط
1-	میں عمومی طور پر اپنی ملازمت سے مطمئن ہوں۔					
2-	میں اکثر یہی ملازمت چھوڑنے کے بارے میں سوچتی ہوں۔					
3-	میں عمومی طور پر اپنی ملازمت میں اپنے کام کی نوعیت سے مطمئن ہوں۔					
4-	اس جاب پر کام کرنے والے زیادہ تر لوگ اپنی ملازمت سے مطمئن ہیں۔					
5-	اس جاب پر کام کرنے والے زیادہ تر لوگ اسے چھوڑنے کے بارے میں سوچتے ہیں۔					

## ہدایات

میں قائد اعظم یونیورسٹی اسلام آباد میں پی ایچ ڈی کی طالبہ ہوں۔ موجودہ تحقیق میری ڈگری کا ایک حصہ ہے، اس کا مقصد آپ کے کام اور اس سے منسلک مختلف پہلوؤں کے بارے میں آپ کا نقطہ نظر معلوم کرنا ہے۔ آپ کی دی گئی تمام معلومات کو صیغہ راز میں جائے گا اور ان معلومات کو صرف اور صرف تحقیقاتی مقاصد کے لیے استعمال کیا جائے گا۔

مندرجہ ذیل دیے گئے سوالناموں کا تعلق آپ اور آپ کے کام سے ہے۔ ہر ادارے میں کام کرنے والوں کی سوچ اور رائے ان کے دوسرے سے مختلف ہوتی ہے۔ مجھے خاص طور پر آپ کے خیالات معلوم کرنے میں دلچسپی ہے۔

برائے کرم یہ ضرور یاد رکھیے کہ کوئی جواب صحیح یا غلط نہیں ہے۔ یہ صرف آپ کی رائے کا اظہار ہے۔ آپ سے اُمید کی جاتی ہے کہ آپ اپنے رائے کا صحیح اظہار کریں گے۔ برائے مہربانی مندرجہ ذیل بیانات کو غور سے پڑھئے اور ساتھ میں دیے گئے پیمانے کے مطابق اپنی رائے اظہار کیجئے۔

شکریہ

سپر وائزر

پروفیسر ڈاکٹر انیس الحق

قومی ادارہ نفسیات قائد اعظم یونیورسٹی اسلام آباد

ریسرچر

نورین اختر

پی۔ ایچ۔ ڈی، سکالر قومی ادارہ نفسیات قائد اعظم یونیورسٹی اسلام آباد

### Demographic Sheet

Age:

-----

Gender:

-----

Qualification:

-----

Job Designation:

-----

Organization:

-----

Experience on present job:

-----

Total working experience:

-----

## Adapted Version of Emotional Labor Scale

اس میں کام کے دوران آپ کو صارفین / کسٹمر سے رابطہ کرتے وقت مندرجہ ذیل کا کس حد تک سامنا کرنا پڑتا ہے۔

(1)

نمبر شمار	بیانات	کبھی نہیں	بہت کم	کبھی کبھار	اکثر	ہمیشہ
1-	صارفین (Customer) سے مناسب انداز میں پیش آنے کیلئے میں بناوٹی رویہ اپناتا/ اپناتی ہوں۔					
2-	جن جذبات کا میں صارفین سے اظہار کرتا/ کرتی ہوں میں نے ساختہ طور پر وہی محسوس کر رہا ہوتا/ ہوتی ہوں۔					
3-	میں صارفین سے جن جذبات کا اظہار کرتا/ کرتی ہوں وہ بالکل فطری ہوتے ہیں۔					
4-	میں صارفین کے سامنے جن احساسات کا اظہار کرتا/ کرتی ہوں وہ میرے حقیقی احساسات سے مختلف ہوتے ہیں۔					
5-	صارفین سے گفتگو کے دوران میں اپنے اوپر مصنوعی خوش مزاجی طاری کر لیتا/ لیتی ہوں۔					
6-	صارفین سے رابطے کے دوران مجھے اپنے حقیقی جذبات کو چھپانا پڑتا ہے۔					
7-	اس جاب میں کسٹمر سے رابطے کے دوران اداکاری سے کام لینا پڑتا ہے۔					
8-	میں محنت کرتا/ کرتی ہوں تاکہ ان جذبات کو محسوس کر سکوں جنہیں صارفین کو دکھانے کی ضرورت ہوتی ہے۔					
9-	میری کوشش ہوتی ہے کہ میں ان جذبات کو محسوس کر سکوں جن کا صارفین سے اظہار ضروری ہے۔					
10-	میری عملیہ کوشش ہوتی ہے کہ میں ان جذبات کو محسوس کر سکوں جو دوسرے کو دکھانے کے لیے ضروری ہیں					
11-	میں مصنوعی انداز میں ان جذبات کا اظہار کرتا/ کرتی ہوں جو کہ اس جاب کی ضرورت ہے۔					
12-	میں اپنے اندر وہ احساس پیدا کرنے کی کوشش کرتا/ کرتی ہوں جس کا اظہار میرے لیے ضروری ہے۔					
13-	جن جذبات کا اظہار میں صارفین سے کرتا/ کرتی ہوں وہ میرے حقیقی جذبات ہوتے ہیں۔					
14-	میں مصنوعی انداز میں اپنے جذبات دکھاتا/ دکھاتی ہوں جو کہ میری جاب کی ضرورت ہے۔					

نمبر شمار	بیانات	کبھی نہیں	بہت کم	کبھی بکھار	اکثر	ہمیشہ
15-	میں صارفین سے رابطے کے دوران بناوٹی جذبات کا اظہار کرتا کرتی ہوں۔					
16	صارفین کو مطمئن کرنے کے لیے خوشامد کرنی پڑتی ہے۔					
17-	صارفین سے رابطے کے وقت میں اپنے حقیقی جذبات کا اظہار کرتا کرتی ہوں۔					



## Adapted Version of Job Related Affective Well-being Scale

درج ذیل بیانات میں کچھ ایسے جذبات دیئے گئے ہیں جو کہ کوئی بھی شخص اپنی جاب پر محسوس کر سکتا ہے۔ برائے مہربانی اس بات کی نشاندہی کیجیے کہ پچھلے 30 دنوں میں آپ نے اپنی جاب کی وجہ سے ان جذبات کو کس حد تک محسوس کیا۔ ہر سوال کے لئے صرف ایک جواب کی نشان دہی کیجیے، جو آپ کے جذبات کی صحیح عکاسی کرتا ہو۔

نمبر شمار	مجھے اپنی جاب کی وجہ سے	کبھی نہیں	بہت کم	کبھی کبھی	اکثر	ہمیشہ
-1	غصہ آیا۔					
-2	پریشانی ہوئی۔					
-3	آسانی ہوئی۔					
-4	بوریت ہوئی۔					
-5	سکون ملا۔					
-6	اطمینان ملا۔					
-7	افسردگی ہوئی۔					
-8	حوصلہ شکنی ہوئی۔					
-9	بہت غصہ آیا۔					
	میں نے اپنی جاب کی وجہ سے					
-10	بہت خوشی محسوس کی۔					
-11	خود کو چست و توانا محسوس کیا۔					
-12	دلدادہ محسوس کیا۔					
-13	تھکاوٹ محسوس کی۔					
-14	شدید نفرت محسوس کی۔					
-15	اداسی محسوس کی۔					
-16	آرام محسوس کیا۔					
-17	خوف محسوس کیا۔					
-18	اطمینان محسوس کیا۔					
-19	میں اپنی جاب کی وجہ سے پر جوش رہی/رہا					
-20	میری جاب نے مجھ پر اچھا اثر ڈالا۔					



## Adapted Version of Supervisory Support Scale

بیانات	بالکل صحیح	صحیح	معلوم نہیں	غلط	بالکل غلط
1- میرا باس (Immediate Boss) میرے پیشہ وارانہ مقاصد اور خواہشات کو اہمیت دیتا ہے۔					
2- میرا باس میرے مقاصد کے حصول کو اہمیت دیتا ہے۔					
3- میرا باس دفتر میں مختلف پیشہ وارانہ مواقعوں سے مجھے باخبر رکھتا ہے۔					
4- میری کسی بھی اہم کامیابی پر میرا باس مجھے ضرور سراہتا ہے۔					
5- میرا باس مجھے میری کارکردگی کے بارے میں مفید رائے دیتا ہے۔					
6- جب بھی مجھے اپنی کارکردگی کو بہتر کرنے کی ضرورت پڑے تو میرا باس مجھے مفید مشورے دیتا ہے۔					
7- میرا باس میرے کیریئر کے لیے اضافی تعلیم و تربیت کے لیے میری کوششوں کی حمایت کرتا ہے۔					
8- میرا باس مجھے وہ کام دیتا ہے جس سے مجھے نئے ہنر سیکھنے اور اسے بہتر بنانے کا موقع ملے۔					
9- میرا باس مجھے ایسے خاص کام بخش کرتا ہے جو ادارے میں میری اہمیت بڑھانے میں مدد کرتے ہیں۔					

## Adapted Version of Job Satisfaction Scale

نیچے کچھ بیانات دیئے گئے ہیں جن کے سامنے پانچ کالم بنائے گئے ہیں۔ آپ ہر بیان کو غور سے پڑھئے اور اپنی رائے کے مطابق درجہ بندی کیجئے۔

نمبر شمار	بیانات	بالکل صحیح	صحیح	معلوم نہیں	غلط	بالکل غلط
1-	میں عمومی طور پر اپنی ملازمت سے مطمئن ہوں۔					
2-	میں اکثر یہی ملازمت چھوڑنے کے بارے میں سوچتی ہوں۔					
3-	میں عمومی طور پر اپنی ملازمت میں اپنے کام کی نوعیت سے مطمئن ہوں۔					
4-	اس جاب پر کام کرنے والے زیادہ تر لوگ اپنی ملازمت سے مطمئن ہیں۔					
5-	اس جاب پر کام کرنے والے زیادہ تر لوگ اسے چھوڑنے کے بارے میں سوچتے ہیں۔					

Quaid-i-Azam University  
(Meetings Section)

Extract copy of Item No 20 from the proceedings of the 273<sup>rd</sup> Meeting of the Advanced Studies and Research Board held on 10<sup>th</sup> January, 2013.

Item No. 20. Report of the action of the Dean, Faculty of Social Sciences regarding approval of title of theses in respect of six PhD students in Psychology

The Board resolved to approve the action of the Dean, Faculty of Social Sciences regarding approval of title of theses in respect of following six PhD students in Psychology.

S#	Name of student	Title of theses
1.	Aisha Zubair	Authentic Leadership and Employee Creativity: Intervening Role of Psychological Capital and Flow
2.	Naeem Aslam Chughtai	Identifying contributing factors of post traumatic growth after experiencing a natural disaster
3.	Aneeza Bashir	Antecedents and Outcomes of Workplace Bullying in Pakistani Organisations
4.	Tasnim Rehna	Adverse Life Events and Adolescents Emotional and Behavioral Problems: Cognitive and Personal Factors as Moderators
5.	Fazaila Sabih	Impact of Parental Psychopathology and Parenting Behaviors on Adolescents' Maladjustment: Moderating Role of Adolescents' Coping Behavior
6.	Noreen Akhtar	Relating Emotional Labor with Individual Well-being and Job Performance: Moderating Role of Self-regulation

Copy forwarded to Director, NIP

for information and necessary action.



*[Handwritten signatures and initials]*  
18/1/13

*[Handwritten signature]*  
Assistant Registrar

*[Handwritten notes and signatures]*  
17/1