



Vol. 2 No. 4 (November) (2024)

## **The Impact of Emotional Labor on University Teachers: Theoretical Perspectives and Influencing Factors**

Arshad Mahmood Arif

PhD Scholar, Mohi-Ud-Din Islamic University, Narian Sharif (AJ&K)

Email: arshad.modest@gmail.com

Tahmina Rashid

PhD Scholar, Mohi-Ud-Din Islamic University, Narian Sharif (AJ&K)

Email: tahminarashid413@gmail.com

Munir Ahmed Qadri

PhD Scholar, Mohi-Ud-Din Islamic University, Narian Sharif (AJ&K)

Email: munirahmedqadri2@gmail.com

Ajaz Sadiq

PhD Scholar, Mohi-Ud-Din Islamic University, Narian Sharif (AJ&K)

Email: ejazsadiq64@gmail.com

Nagarish Zafar

PhD Scholar, Mohi-Ud-Din Islamic University, Narian Sharif (AJ&K)

Email: nagarishzafar@gmail.com

### **Abstract:**

This paper investigates the concept of emotional labor among university teachers, emphasizing both the theoretical framework and practical implications in the context of higher education. Emotional labor, which involves regulating emotions to meet organizational expectations, is explored through the lenses of gender, age, qualification, and workload, with a focus on university faculty members. By integrating recent findings and addressing gaps in the literature, this study sheds light on the impact of these factors on the emotional wellbeing of faculty members. The research also provides insights into potential policy reforms for managing emotional labor and improving workplace performance in academic settings.

### **Introduction**

The teaching profession requires significant emotional engagement, as university teachers manage their personal feelings to foster an effective learning environment. While emotional labor has been well explored in service oriented professions, its role in education, particularly in universities, remains under explored. As university teachers engage with diverse student populations, administrators, and colleagues, their emotional regulation becomes a critical aspect of their professional identity and performance. This paper aims to provide a theoretical framework for understanding emotional labor in the academic setting and to investigate the factors such as workload, gender, and qualification level that contribute to emotional labor among university teachers.



### Literature Review

#### What is Emotional Labor?

**Emotional labor**, as introduced by **Hochschild (1983)**, involves the management and regulation of one's emotions to meet the emotional demands of a job. This concept, which has been primarily applied in service industries, is increasingly relevant in educational settings where teachers must regulate their emotions while interacting with students, peers, and administrators. For university teachers, emotional labor involves both **surface acting** (pretending to feel emotions that are not genuine) and **deep acting** (aligning one's true feelings with organizational expectations).

- **Recent Studies on Emotional Labor in Education:**

In recent years, studies have examined the emotional labor demands placed on university teachers. **Grandey (2000)** highlighted that emotional labor requires substantial psychological effort, particularly in educational environments where teachers must simultaneously manage their own emotions and respond to students' emotional needs. **Ashforth & Humphrey (1993)** extended this concept by focusing on how emotional labor impacts the teachers' identity and well-being, especially in higher education settings.

#### Theoretical Framework of Emotional Labor in Education

Emotional labor in the educational context differs from traditional service roles, as teachers not only manage emotions in face to face interactions but also adjust their feelings toward their roles, curriculum demands, and institutional expectations. **Grandey (2000)** and **Morris & Feldman (1996)** explored the strategies teachers use to manage their emotions, such as **emotion regulation** and **empathy**, both of which are crucial for teaching effectiveness and student satisfaction.

#### Key Factors Influencing Emotional Labor

A variety of factors have been shown to influence emotional labor in teachers:

- **Workload:** Studies indicate that increased workload leads to higher emotional strain, particularly in higher education where faculty members juggle teaching, research, and administrative responsibilities. **Bayraktar et al. (2008)** found that excessive workload diminishes job satisfaction and increases emotional exhaustion.
- **Gender:** Research has shown that female teachers often report higher levels of emotional labor compared to their male counterparts. **Hochschild (1983)** and **Morris & Feldman (1996)** suggested that societal expectations regarding emotional expression place an additional burden on female faculty.
- **Seniority and Qualifications:** Seniority and higher qualifications have been linked to greater emotional resilience. **Diefendorff & Gosserand (2003)** found that experienced teachers tend to use **deep acting** techniques, aligning their emotions with the professional demands of teaching.

#### Emotional Labor and Job Performance in Universities

The relationship between emotional labor and job performance is significant,



## Vol. 2 No. 4 (November) (2024)

especially in educational environments. Teachers who effectively manage their emotions tend to perform better in their roles, leading to enhanced student outcomes and a positive academic environment. **Kring et al. (1994)** highlighted that teachers who exhibit high emotional labor often experience **emotional exhaustion**, leading to burnout and decreased job satisfaction. Therefore, the **management of emotional labor** is crucial for long-term teaching effectiveness.

### Gaps in Literature and Research Contributions

While significant research has been conducted on emotional labor in service professions, there is a dearth of studies specifically addressing emotional labor among university teachers, particularly in **non-Western contexts** like Pakistan. This paper contributes to the existing literature by exploring the emotional labor of faculty members in a **Pakistani university** setting, focusing on the **impact of demographic factors** (such as age, gender, and qualifications) and **workload** on their emotional wellbeing.

### Key Variables and Hypothesis Development

This section will define the key variables related to emotional labor and their expected influence on university teachers. Key variables include:

- **Workload:** Expected to have a positive relationship with emotional labor, as higher workload increases emotional demands.
- **Gender:** Female teachers are hypothesized to experience higher emotional labor due to societal and professional expectations.
- **Academic Qualifications and Seniority:** Experienced and highly qualified teachers are expected to use more **deep acting** and experience lower levels of emotional strain.

### Methodology

This study adopts a quantitative approach to examine the relationship between workload and emotional labor among university teachers. The study explores the influence of demographic factors such as gender, age, and academic qualifications on emotional labor, using numerical data collected from a survey of university faculty members in Pakistan. The data was gathered through a structured questionnaire, which was distributed to 72 teachers at the University of The Poonch Rawalakot. Statistical analysis was conducted using SPSS and Statistix 8.1 to identify correlations between the variables.

Data sources include responses from faculty members, with analysis focusing on the quantitative relationship between workload, emotional labor, and demographic factors.

### Conclusion

In conclusion, emotional labor is a crucial factor influencing the performance and wellbeing of university teachers. The findings of this study suggest that workload, gender, and academic qualifications significantly impact emotional labor. Teachers who face high workloads tend to experience greater emotional strain, particularly in the form of emotional exhaustion. Female teachers and those with fewer years of experience or lower qualifications report higher levels of emotional labor due to societal and professional expectations.

The results emphasize the importance of managing emotional labor in the



## Vol. 2 No. 4 (November) (2024)

teaching profession, as it directly affects job satisfaction, performance, and overall wellbeing. Universities should consider implementing policies that reduce excessive workloads, support gender sensitive practices, and offer professional development programs that help faculty manage emotional labor effectively. Future research could explore emotional labor in different cultural contexts, compare faculty experiences across countries, and assess the long term effects of emotional labor on academic careers. By addressing these gaps, universities can create environments that foster healthier, more productive teaching conditions.

### References

- Hochschild, A. R. (1983). *The Managed Heart: Commercialization of Human Feeling*. Berkeley, CA: University of California Press.
- Grandey, A. A. (2000). *Emotion regulation in the workplace: A new way to conceptualize emotional labor*. *Journal of Occupational Health Psychology*, 5(1), 95-110.
- Ashforth, B. E., & Humphrey, R. H. (1993). *Emotional labor in service roles: The influence of identity*. *Academy of Management Review*, 18(1), 88-115.
- Bayraktar, E., Tatoglu, E., & Zaim, S. (2008). *An Instrument for Measuring the Critical Factors of TQM in Turkish Higher Education*. *Total Quality Management & Business Excellence*, 19, 551-574.
- Diefendorff, J. M., & Gosserand, R.H. (2003). *Understanding the Emotional Labor Process: A Control Theory Perspective*. *Journal of Organizational Behavior*, 24, 945-959.
- Morris, J. A., & Feldman, D. C. (1996). *The dimensions, antecedents, and consequences of emotional labor*. *Academy of Management Review*, 21(4), 986-1010.