

EMOTIONAL LABOR: A PSYCHOLOGICAL MANIPULATION FOR ORGANIZATIONAL SUCCESS

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Abstract Services or the “tertiary sector” of the nation covers a wide range of activities like transportation, distribution, trading, banking & finance, infotainment, real estate, and among several others. Its importance in the world economy has been continuously increasing and providing services to customer is the uppermost responsibility of any organizations.

Emotional labor is important to perform in the jobs that involve direct interaction with customers or clients. In order to achieve business objectives in such jobs, the employees have to adapt as per the content of the profession and further articulate certain degree of emotions to optimize customer satisfaction.

This study is an attempt to study the extent of emotional pressures experienced by the employees while interacting with the clients. This would be done by:

1. Identifying the antecedents and consequences of emotional labor.
2. Investigating the relationship between the emotional labor and the long-term consequences of emotional exhaustion, job satisfaction and affective well-being at work.

Keywords: Emotional Labor, Service Sector

Emergence of service sector in the global business arena has made it a strong indicator of business performance in the recent years.

Services may involve transport, distribution and sale of goods from producer to a consumer (as may happen in wholesaling and retailing) or may involve the provision of a service (such as in the shopping malls or in stationery shops). The focus is on people interacting with people for serving and retaining the customers through utmost customer satisfaction.

There are certain service arenas where it becomes practically impossible for the customer to isolate the service quality provided to him from the quality of service interactions he has with the service provider while being offered that service (e.g. waiter serving food in a restaurant). Consequently, customer's evaluation of the nature of the service interaction, rather than just of the separate product (service) being delivered, becomes integral part of the evaluation of the overall service experience.

In their endeavor to achieve business objectives, the employees have to adapt as per the content of the profession and further articulate certain degree of emotions to optimize customer satisfaction. However, there are numerous factors which are antecedent to the quality of service provided by an employee in the organization by way of his interaction skills

and his behavior towards his customers'. Some of them are given below:

- Unpleasant working environment
- Relations with the subordinates, peers and bosses
- Monotonous job
- Job Security
- Working Anti-social hours
- Limited working time flexibility
- No additional benefits
- Work related health problems

These factors have a direct impact on the emotional balance of an employee, which further affects his efficiency at the workplace, more so if he is a front desk employee, having direct customer interaction. Thus, a successful management of the service interactions between the frontline employees and their customers becomes an integral part of the organizations success. It is so desired by the organizations that service providers present only desired emotions while at work. As the emotions actually being felt by the service provider may not be similar to the organizationally desired emotions it requires a huge effort on the part of the employee to display appropriate emotions at workplace. This type of labor is called emotional labor which is the baseline for the organizational success in a service industry.

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Emotional labor can be referred to as, “the degree of manipulation of one’s inner feelings or outward behavior to display the appropriate emotion in response to display rules or occupational norms.”

Hochschild coined the term emotional labor as, “the management of feeling to create a publicly observable facial and bodily display.” According to him, “the work stemmed from the dramaturgical perspective of customer interactions, where the customer is the audience, the employee is the actor, and the work setting is the stage.”

As per Hochschild’s (1983) dramaturgical perspective the two main ways through which actors manage their emotions states that “these acting, where one regulates the emotional expressions, and through deep acting, where one consciously modifies feelings in order to express the desired emotion.”

However Kruml and Geddes (2000a) giving his viewpoint says that, “these assertions about Hochschild’s acting classification are incorrect because she described the genuinely expressed emotions of service employees as passive deep acting or genuine acting”.

Mumby and Putnam (1992) conceptualized emotional labor as, “the way individuals change or manage emotions to make them appropriate or consistent with a situation, a role, or an expected organizational behavior.” According to this view, “expression of wider range of emotions at work is desirable, not to enhance productivity but to foster subjective well-being of the organizational members and their families.”

According to Morris and Feldman (1996), “emotional labor is the effort, planning, and control needed to express organizationally desired emotion during interpersonal transactions”.

THE SERVICE SECTOR AND THE EMOTIONAL LABOR

According to the services management literature, there are several reasons why the concept of emotional labor has a particular relevance to service encounters.

First, front-line service personnel are situated at the organization-customer interface and, thus, represent the organization to customers. (The generic term customers are meant to encompass specific types such as patients, clients, and students.) Second, service transactions often involve face-to-face interactions between service agents and customers. Third, given the uncertainty created by customer participation in the service encounter, such encounters often have a dynamic and emergent quality. Fourth, the services rendered during an encounter are relatively intangible, thus making it difficult for customers to evaluate service quality. These four factors place a premium on the behavior of the service agent during the encounter.

The service providers, whatever be their internal emotions, are expected to emote and behave in a ‘specific desired manner’ during their customer interactions, which may take a heavy toll on their psychological being. Given the rapid growth of the service sector across the globe, this phenomenon clearly warrants attention.

Wharton (1999) had said that, “there are two reasons why the regulation of service providers’ emotional displays is challenging.

First, to ensure service quality, employers often implement behavior scripts (such as smile, eye contact, body position, tone of voice) for service providers to follow. This restrictive script prevents service providers from interacting with customers based on spontaneous intuition, but on a script drawn up by employers.

Second, service providers may have different interests’ vis-à-vis the outcome of the interaction. That is, employers believe that service providers’ emotional displays are instruments of service excellence. While front line employees may sometimes share those objectives, they do not always do so.” In these instances, workers’ interests may be sacrificed.

Hochschild claimed that, “the most of the negative consequences of performing emotional labor have its roots in this estrangement.” The estrangement is the division between oneself and the work role.

Emotive dissonance takes place when there is variation between the felt emotions and expressed emotions. Taking an example of an employee sitting on front desk, may greet a client in a cheerful and enthusiastic manner but indeed, she or he feels down and unhappy. The contradiction between articulated emotions (cheerful and enthusiastic) and actually felt emotions (down and unhappy) is emotional dissonance.

This kind of experience may cause the individual to feel false and hypocritical. A regular practice of emotive dissonance may have an adverse effect on the employees’ well being by creating alienation between his personal and work-related adjustment. Very common consequences can be in the form of low self-esteem, depression, cynicism, and absenteeism from workplace

Although most of the literature available on emotional labor emphasizes its negative consequences, however some researchers have indicated positive consequences for both organizations and individuals.

Adelman (1989) concluded that, “performing emotional labor does not adversely impact employees’ psychological well-being, but enhances their job satisfaction.”

Wharton (1993) found that, “the workers employed in jobs requiring substantial amounts of emotional labor experience higher job satisfaction and lower emotional exhaustion than other workers.”

Both Shuler and Sypher and Rose's case studies offer some support for the argument that, "performing emotional labor is not always psychologically damaging. The interaction with the public, being at the center of attention or a sense of joy when knowing one's work is altruistic in nature all brings some intrinsic rewards to one's job when performing emotional labor."

Thus, at organizational level, designing and regulating employees' emotional display can not only ensure effective task performance but may also lead to increased profitability through increased sales

At individual level, the positive characteristics of emotional labor comprises of:

1. Financial rewards (i.e., tips or salaries);
2. Increased satisfaction, security, and self-esteem;
3. Increased self-efficacy and psychological wellbeing; and
4. Decreased stress.

Thus it can be concluded as, "not all emotional labor is bad....for. some employees it may extend some positive implications and as such they get drawn towards such jobs that require emotional challenges

However the literature reviewed in preparation for the study suggested that research in this area is still in its infancy. There is no universal conclusion about the consequences of emotional labor. One of the reasons for the contradictory conclusions about emotional labor's consequences is that researchers have failed to consider the significance of individual factors.

SCOPE OF THE STUDY

The primary purpose of this study is to analyze the relationship between individual characteristics, emotional labor and its associated consequences.

It is predictable that, by recognizing which categories of individuals can endure and enjoy performing emotional labor, the conclusions of this study can contribute not only to the existing body of literature on emotional labor, but to business practitioners in terms of refining the present employee selection procedure. In addition, this study seeks to identify strategies the service industry can utilize to buffer the negative effects of performing emotional labor

In order to achieve this purpose the following objectives are highlighted:

- To understand the impact of job related variables on emotional labor
- To understand the impact of emotional labor and other variables on job satisfaction.

- To find the correlation between emotional exhaustion and emotional labor.
- To understand the impact of individual emotions at work on emotional labor and other job characteristic

HYPOTHESIS OF THE STUDY

On the basis of literature survey and keeping in view the objectives of present study following hypothesis emerge:

1. There is positive relationship between Emotional Labor and Job Satisfaction.
2. There is positive relationship between Job Satisfaction and Emotional Exhaustion.
3. There is positive relationship between Emotional Exhaustion and Emotional Intelligence
4. Individuals with positive affectivity face less exhaustion at work.

RESEARCH METHODOLOGY

The Present study is concerned with different customer oriented shops, restaurants, shopping plaza situated in Ludhiana district of Punjab. Ludhiana, also known as Manchester of India being the main industrial hub of Punjab, provides a rich data base in terms of different customer oriented shops, restaurants, shopping malls etc

Efforts have been made through random sampling to ensure a wide sample size covering different age groups, education qualification, and gender. The current study concentrates on front line executives who are exposed to customer more often than not. The research investigates the individual and organizational factors that affect the emotion regulation process and its consequences in these customer service workers. Individual factors such as emotional intelligence, self-monitoring, affectivity and gender have been considered to estimate their outcome on the emotional labor process and its consequences. Job autonomy, co-worker and supervisor support are the organizational factors that have also been considered to resolve their effect on the emotional labor process. The study is primarily based on the primary data collected through the structured questionnaire.

QUESTIONNAIRE

The questionnaire was constructed on the basis of an extensive literature review. The questionnaire was divided in to sub-sections keeping in view the different job profiles of the selected sample, working environment, market segment, operating hours, Self Monitoring / Control and the type of people they are dealing with in their day to day activities

Earlier recognized scales on job satisfaction, emotional exhaustion, job autonomy, job related affective well being, coworker support and social support were employed in the questionnaire to determine the study's constructs. Demographic information for the sample was collected on the questionnaire. This information integrated: education level, occupancy, ethnicity, as well as, age and gender (control variables).

SAMPLE DESIGN

A sample of 100 individuals from 15 different customer oriented shops, restaurants, shopping plaza etc participated in this study. Selections of respondents at random have also been done on the basis of accessibility & co-operation of employees.

RESEARCH METHODOLOGY

The following steps will help understand the interpretation and analysis of data.

Step A: Null and Alternative Hypotheses

The first step is to convert the research question into null and alternative hypotheses. The null hypothesis (H_0) claim of "no difference" While the alternative hypothesis (H_1).

Step B: Test Statistic

The z statistic was used to compare the observed sample mean to an expected population mean μ_0 . Large test statistics indicate data are far from expected, providing evidence against the null hypothesis and in favor of the alternative hypothesis.

Step C: P Value and Conclusion

The test statistic is converted to a conditional probability called a P-value. The P-value responses the question "If the null hypothesis were accurate, what is the probability of examining the current data or data that is more extreme?"

Small p values provide evidence against the null hypothesis because they say the observed data are unlikely when the null hypothesis is true. We apply the following conventions:

- When p value $> .10 \rightarrow$ the observed difference is "not significant"
- When p value $\leq .10 \rightarrow$ the observed difference is "marginally significant"

- When p value $\leq .05 \rightarrow$ the observed difference is "significant"
- When p value $\leq .01 \rightarrow$ the observed difference is "highly significant"

Use of "significance" in this circumstance means that, "the observed dissimilarity is not likely due to chance." It does not mean of "important" or "meaningful."

The 'P' stands for probability and measures how likely it is that any observed difference between groups is due to chance. In other words, the P value is the probability of seeing the observed difference, or greater, just by chance if the null hypothesis is true. Being a probability, P can take any value between 0 and 1. Values close to 0 indicate that the observed difference is unlikely to be due to chance, whereas a P value close to 1 suggests there is no difference between groups other than that due to random variation. The interpretation of a P value is not always straightforward and several important factors must be taken into account, as outlined below. Put simply, however, the P value measures the strength of evidence against the null hypothesis.

In other words, p value indicates:

What is the probability (p) that the association seen in the data (in this case the correlation) would have been seen by chance (i.e. if in fact there is no relationship between the variables)?

Step D: Decision (Optional)

Alpha (α) is a probability threshold for a decision. If $P \leq \alpha$, we will reject the null hypothesis. Otherwise it will be retained for want of evidence.

Step E Evaluation Techniques

Correlation Analysis has been used to study the significance the relationship between emotional behavior and other behavior.

DISCUSSION AND ANALYSIS

Data was collected through questionnaires carried out at the key destinations where the buyer/seller interactions were considered to be higher. On the basis of collected information the response of all the questions of each questionnaire filled by individuals were tabulated and their results in the form of percentage has been shown below:

SCALE NO. 1 Emotional Labor Scale

1. Never 2. Rarely 3. Sometimes 4. Often 5. Always

On an average day at work, how frequently do you do each of the following when interacting with customers?

Emotional Labor Scale		In %age					Total
	Parameter	1	2	3	4	5	
1	Interact with customers.	0	19	25	19	37	3.74
2	Adopt certain emotions as part of your job.	0	13	50	25	12	3.35
3	Express particular emotions needed for your job.	13	12	44	31	0	2.93
4	Express intense emotions.	13	25	31	12	19	2.99
5	Show some strong emotions.	25	25	19	25	6	2.62
6	Display many different kinds of emotions.	13	19	37	12	19	3.05
7	Express many different emotions.	0	31	19	31	19	3.38
8	Display many different emotions when interacting with others	0	13	44	31	12	3.42
9	Make an effort to actually feel the emotions that I need to display to others	13	19	31	25	12	3.04
10	Try to actually experience the emotions that I must show.	13	25	37	12	13	2.87
11	Really try to feel the emotions I have to show as part of my job.	13	31	19	18	19	2.99
12	Resist expressing my true feelings.	13	31	37	13	6	2.68
13	Pretend to have emotions that I don't really have.	0	12	44	31	13	3.45
14	Hide my true feelings about a situation	0	25	44	25	6	3.12

SCALE NO. 2 Job Satisfaction Scale

1. Strongly Disagree 2. Disagree 3. Slightly Disagree 4. Slightly Agree 5. Agree
6. Strongly Agree

Job Satisfaction Scale		In %age					Total
	Parameter	1	2	3	4	5	
1	In general, I do not like my job.	12	50	13	12	13	2.64
2	All in all, I am satisfied with my job.	0	6	25	25	25	4.26
3	In general, I like working here.	0	13	19	19	37	4.16

SCALE NO. 3 Emotional Exhaustion Scale

1. Never 2. Few times a year or less 3. once a month or less 4. few times a month 5. Once a week 6. few times a week

Emotional Exhaustion Scale		In %age					Total
	Parameter	1	2	3	4	5	
1	I feel emotionally drained at work.	19	13	25	31	6	3.10
2	I feel used up at the end of the day.	19	19	25	25	6	2.98
3	I feel fatigued when I get up in the morning and have to face another day on the job	13	19	19	25	18	3.34
4	Working with people is really a strain on me.	13	19	31	32	19	4.03
5	I feel burned out from my work.	19	43	13	19	6	2.50
6	I feel frustrated on my job.	25	19	31	19	0	2.68
7	I feel I am working too hard on my job.	19	18	19	31	0	3.14
8	Working with people directly puts too much stress on me	13	25	19	25	18	3.10
9	I feel like I am at the end of my rope.	19	31	25	19	0	2.68

SCALE NO. 4 Emotional Intelligence Scale

1. Strongly Disagree 2. Disagree 3. Slightly Disagree 4. Slightly Agree 5. Agree 6. Strongly Agree

Emotional Intelligence Scale		In %age						Total
Parameter		1	2	3	4	5	6	
1	I have a good sense of why I have certain feelings most of the time	6	6	31	32	25	0	3.64
2	I have good understanding of my own emotions	0	6	13	25	37	19	4.50
3	I really understand what I feel	0	0	19	37	25	19	4.44
4	I always know whether or not I am happy	0	6	6	31	38	19	4.58
5	I am a good observer of others' emotions	0	19	19	37	19	6	3.74
6	I am sensitive to the feelings and emotions of others	13	0	25	19	37	6	3.85
7	I have good understanding of the emotions of people around me	0	19	6	44	25	6	3.93
8	I always set goals for myself and then try my best to achieve them	0	13	19	31	25	12	4.04
9	I always tell myself I am a competent person	0	0	25	31	31	13	4.32
10	I am a self-motivated person	0	6	13	12	31	38	4.82
11	I am able to control my temper and handle difficulties rationally	13	0	19	18	38	12	4.04
12	I am quite capable of controlling my own emotions	6	13	13	25	31	12	3.98
13	I can always calm down quickly when I am very angry	6	13	13	25	37	6	3.92

SCALE NO. 5 Job related Affective Well-Being Scale

1. Never 2. Rarely 3. Sometimes 4. Often 5. Always

Job related Affective Well-Being Scale		In %age					Total
Parameter		1	2	3	4	5	
1	My job made me feel at ease.	0	25	50	13	12	3.12
2	My job made me feel angry	13	25	37	25	0	2.74
3	My job made me feel anxious	0	13	19	50	18	3.73
4	My job made me feel bored	6	31	31	13	19	3.08
5	My job made me feel calm	6	6	44	31	13	3.39
6	My job made me feel content	6	19	25	31	19	3.38
7	My job made me feel depressed	19	31	44	6	0	2.37
8	My job made me feel discouraged	13	62	19	6	0	2.18
9	My job made me feel energetic	0	6	25	56	13	3.76
10	My job made me feel excited	0	19	25	19	37	3.74
11	My job made me feel enthusiastic	6	19	6	37	32	3.70
12	My job made me feel frightened	13	44	31	12	0	2.42
13	My job made me feel furious	19	13	50	18	0	2.67
14	My job made me feel gloomy	0	19	19	56	6	3.49
15	My job made me feel fatigued	31	13	31	25	0	2.50
16	My job made me feel inspired	13	0	12	44	31	3.80
17	My job made me feel satisfied	0	6	37	38	19	3.70

SCALE NO. 6 Job Autonomy

1. Very inaccurate 2. Mostly inaccurate 3. Slightly inaccurate 4. Uncertain 5. Slightly accurate 6. Mostly accurate 7. Very accurate

Job Autonomy		In %age							
	Parameter	1	2	3	4	5	6	7	Total
1	I decide on my own how to go about doing the work.	0	19	13	13	18	12	25	2.19
2	The job gives me a chance to use my personal initiative or judgment in carrying out the work.	6	13	6	31	13	25	6	2.39
3	The job gives me considerable opportunity for independence and freedom in how I do the work.	6	0	13	6	31	31	13	2.24

SCALE NO. 7 Supervisory Support

1. Strongly agree 2. Agree to some extent 3. Uncertain 4. Agree to some extent 5. Strongly Disagree

Supervisory Support		In %age					
	Parameter	1	2	3	4	5	Total
1	My supervisor takes the time to learn about my career goals and aspirations	0	62	6	25	7	2.77
2	My supervisor cares about whether or not I achieve my goals	6	25	37	19	13	3.08
3	My supervisor keeps me informed about different career opportunities for me in the organization	0	25	37	32	6	3.19
4	My supervisor makes sure I get the credit when I accomplish something substantial on the job	25	31	38	6	0	2.25
5	My supervisor gives me helpful feedback about my performance	0	25	44	25	6	3.12
6	My supervisor gives me helpful advice about improving my performance when I need it	13	50	19	12	6	2.48
7	My supervisor supports my attempts to acquire additional training or education to further my career	18	19	44	19	0	2.64
8	My supervisor provides assignments that give me the opportunity to develop and strengthen new skills	19	31	31	6	13	2.63
9	My supervisor assigns me special projects that increase my visibility in the organization	25	31	19	19	6	2.5

SCALE NO. 8 Coworker Support

1. Not at all 2. A Little 3. Somewhat 4. Very Much

Coworker Support		In %age				
	Parameter	1	2	3	4	Total
1	How much do your coworkers go out of their way to things to make your work life easier for you?	19	31	37	13	2.44
2	How easy is it to talk with your coworkers?	0	37	50	13	2.76
3	How much can your coworkers be relied on when things get tough at work?	0	37	44	19	2.82
4	How much are your coworkers willing to listen to your personal problems?	13	19	37	31	2.86

CORRELATION ANALYSIS

The data collected has been analyzed for deriving the correlation coefficient and the p-value between all the questionnaires. The methodology adopted for analyzing the likert scale has been explained below:

1. The response obtained from each individual was tabulated in the software.
2. Numeric score was obtained from response of each individual
3. The responses of all the questions of each questionnaire

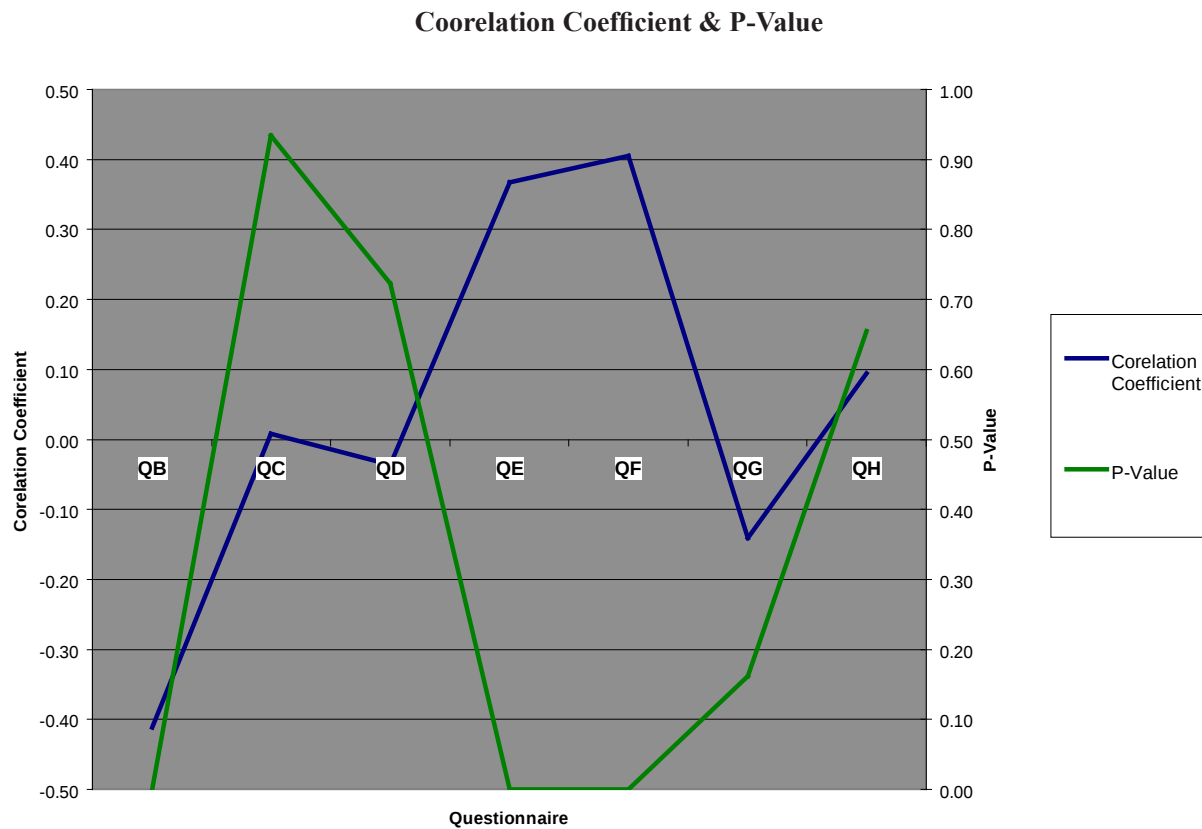
filled by each individual were summed up to get the net score filled by each person for each questionnaire

4. The correlation was obtained between two individual questionnaires and the graphs have been plotted as below.

QB (Relation between Emotional Labor and Job Satisfaction): From the graph it is apparent from the p-value (0.00 which is less than alpha level 0.05) that Emotional Labor (1st Scale) is very highly correlated with the Job Satisfaction of the employee. However the relation is on the negative side. This means that where the employee has to show different kind of

Table 1: Correlation between 1st Scale and all the other scales

	Scales							
	A	B	C	D	E	F	G	H
Pearson Correlation	1	-0.41	0.01	-0.04	0.37	0.40	-0.14	0.09
Sig. (2-tailed)		0.00	0.93	0.72	0.00	0.00	0.16	0.65
N	100	100	100	100	100	100	100	100

Figure 1: Coorelation between 1st Scale and all the other scales

emotions, which puts pressure on the employee and the job satisfaction decrease enormously, i.e. higher the emotional labor lesser will be the job satisfaction. The indication is that normally the employees don't want to exhibit the emotions while dealing with the customer. The fact of negative association between the EL and job satisfaction was accepted and proved by Rutter and Fielding (1988).

QC (Relation between Emotional Labor and Emotional Exhaustion): This relationship indicates that these two factors are not related to each other. The correlation coefficient is 0 in this case. This fact is strengthened by the fact that the p-value between these scales is 0.93 which is too high than the alpha level of 0.05. Hence, it can be concluded that we are 93% confident that there is no correlation between these variables. This may be probably because continuous displaying of emotion on surface level become so much part

of their adapted behavior (or gets converted into deep acting as defined by HOCHSCHILD) such that they have no longer negative impact on the emotional labor whereas in other studies it was not found psychologically. The respondents under the present study show neither any positive or negative relations between the two scales. Contrary to the hypothesis where it was presumed that EL and EE have positively correlated. Moreover the concept is also supported by Wharton 1993 who says that, "the workers employed in jobs requiring substantial amounts of emotional labor experience lower emotional exhaustion than other workers".

QD (Relation between Emotional Labor and Emotional Intelligence): Emotional Intelligence indicates how intelligently the person is controlling his/her emotions but the relationship between the two scales cannot be correlated. The correlation coefficient obtained is very low may be due

to displaying too much of emotions by the service providers. Further the p-value is 0.72 which is greater than the assumed alpha level of 0.05.

QE (Relation between Emotional Labor and Job related affected well being): This point indicates that the two scales are well correlated. The correlation coefficient obtained is 0.36 and the p-value is 0 in this case.

QF (Relation between Emotional Labor and Job Autonomy): This relation indicates that there is correlation between the two. The correlation coefficient obtained is 0.40 and the p-value is 0 in this case. This may be probably because the primary purpose of emotional labor is to create a positive impact on customers. The employee feels more responsible and indispensable if he is given full freedom as to how he creates a positive customer bonding. Hence, the emotional

labor influences the behavior of the employee towards their job. According to Wharton (1993)“the effect of job autonomy is significantly greater among employees who perform emotional labor.”

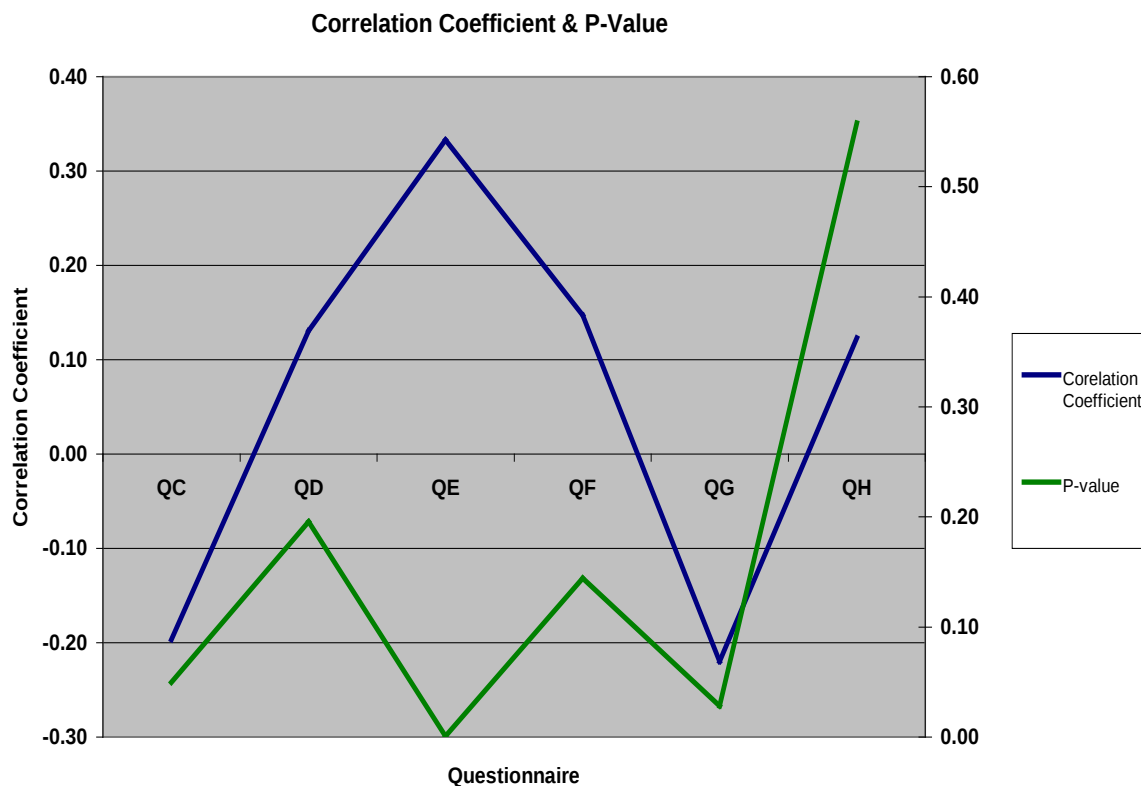
QG (Relation between Emotional Labor and Supervisory support): It indicates that there is no significant correlation within the Emotional Labor Scale and the supervisory support scale. Therefore it can be concluded that these 2 parameters doesn't influence each other and the employee displaying the emotional labor doesn't get influenced by the magnitude of support he/she gets from the supervisor.

QH (Relation between Emotional Labor and Coworker support): This trend point indicates that there is positive correlation between the co-worker support and the emotional labor which shows that with the help, appreciation and

Table 2: Correlation between Job Satisfaction Scale and other scales

	Scales							
	A	B	C	D	E	F	G	H
Pearson Correlation	-0.41	1	-0.20	0.13	0.33	0.15	-0.22	0.12
Sig. (2-tailed)	0.00		0.05	0.20	0.00	0.14	0.03	0.56
N	100	100	100	100	100	100	100	100

Figure 2: Comparison between Job Satisfaction Scale and other scales



assistance of co worker one will be able to manage his/her emotions by using their experiences. This correlation is not supported by the high p-value (0.655) . Practically, also, it can be concluded that display of emotional labor is not influenced by the support an employee gets from his/her co-workers working in the same organization.

QC (Relation between Job Satisfaction and Emotional Exhaustion): This point clearly demonstrates that Job Satisfaction is negatively correlated with emotional exhaustion. This is apparent from the p-value which is equal to alpha i.e. 0.05. Hence, it can be concluded that level of job satisfaction is low where the employee feels emotionally exhausted due to the display of emotions during his day to day activities while dealing with the customers.

QD (Relation between Job Satisfaction and Emotional Intelligence): Here, the correlation coefficient is 0.13 which indicates that Job Satisfaction and Emotional intelligence are slightly correlated. The p-value is 0.20 (> than alpha level) which does not supports the relation and demonstrates that

significant doubts are there in accepting this correlation.

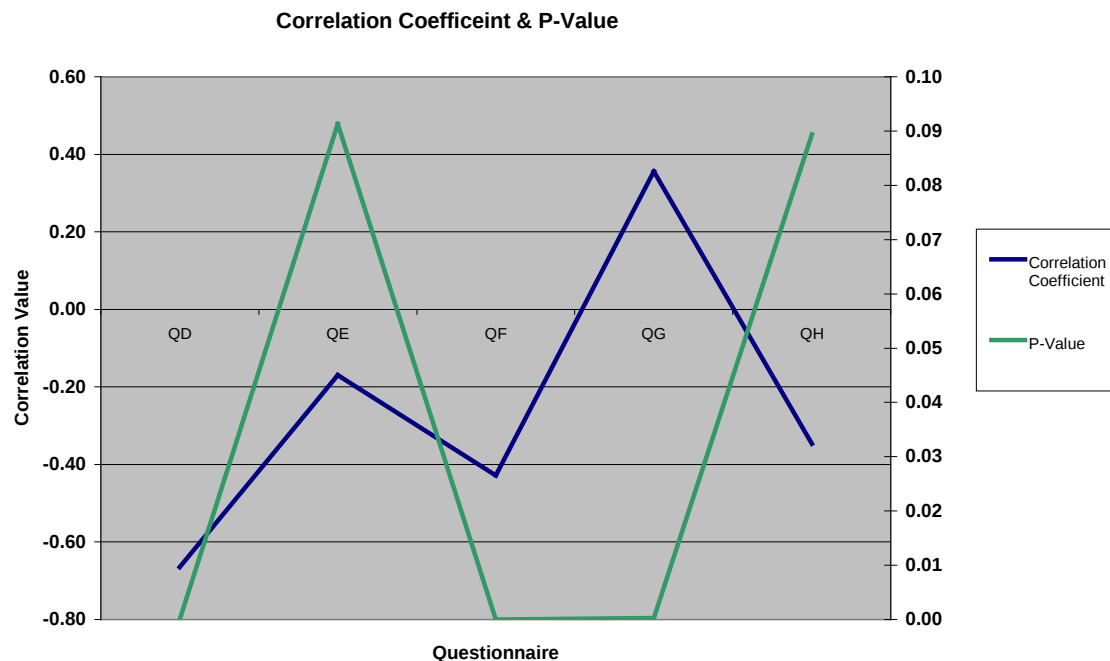
QE (Relation between Job Satisfaction and Job related affective well being): This point presents the high level of correlation between the Job Satisfaction and Job Related Affective Well Bing Scale. Low p-value (< than alpha level) confirms the acceptance of sample and high positive correlation coefficient indicates that Job Satisfaction is directly influenced by atmosphere prevailing in the organization. This shows that lesser the stress, anxiety etc. experience by the employees more will be the job satisfaction

QF (Relation between Job Satisfaction and Job Autonomy): Hackman & Oldman, 1975; Morris & Feldman, 1996 was of the view that the two scales are positively correlated and our results also states that the correlation coefficient is 0.15 indicating positive influence of Job Autonomy on the Job Satisfaction of an employee. It may be due to the fact that the employees respond positively to enrich their jobs. However, p-value of 0.14 (> than alpha level) indicates that the sample conclusion may not be prevent for the entire population.

Table 3: Correlation between Emotional Exhaustion Scale and other scales

	Scales							
	A	B	C	D	E	F	G	H
Pearson Correlation	0.01	-0.20	1	-0.66	-0.17	-0.43	0.36	-0.35
Sig. (2-tailed)	0.93	0.05		0.00	0.09	0.00	0.00	0.09
N	100	100	100	100	100	100	100	100

Figure 3: Comparison between Emotional Exhaustion Scale and other scales



QG (Relation between Job Satisfaction and Supervisor support): This point indicates that the scales are negatively related. Probably this can be explained by the fact that the places where the study was conducted were small workplaces and the influence of the supervisors could be hampering the working efficiency of the employee.

QH (Relation between Job Satisfaction and Coworker support): It shows the higher p-value and the conclusion can be drawn that there is no relation between these 2 variables.

QD (Relation between Emotional Exhaustion and Emotional Intelligence): This point indicates highly negative correlation between the Emotional Exhaustion and Emotional Intelligence Scale. P-value is zero and the variables are negatively related with each other. From this graph the inference can be drawn that the Emotional Exhaustion saturates the employee and affects his efficiency in dealing with the customer in front of whom the emotions are to be displayed. This indicates that displaying different kind of emotions in the day to day work takes a toll on the performance of the employee and causes a

mental fatigue wherein the employee may not be able to deal with his/her job requirements.

QE (Relation between Emotional Exhaustion and Job related affected well being): Slight negative correlation is apparent from the samples drawn but this cannot be accepted as the p-value is quite higher than alpha level of 0.05. Therefore this sample cannot be accepted as representation of the entire population.

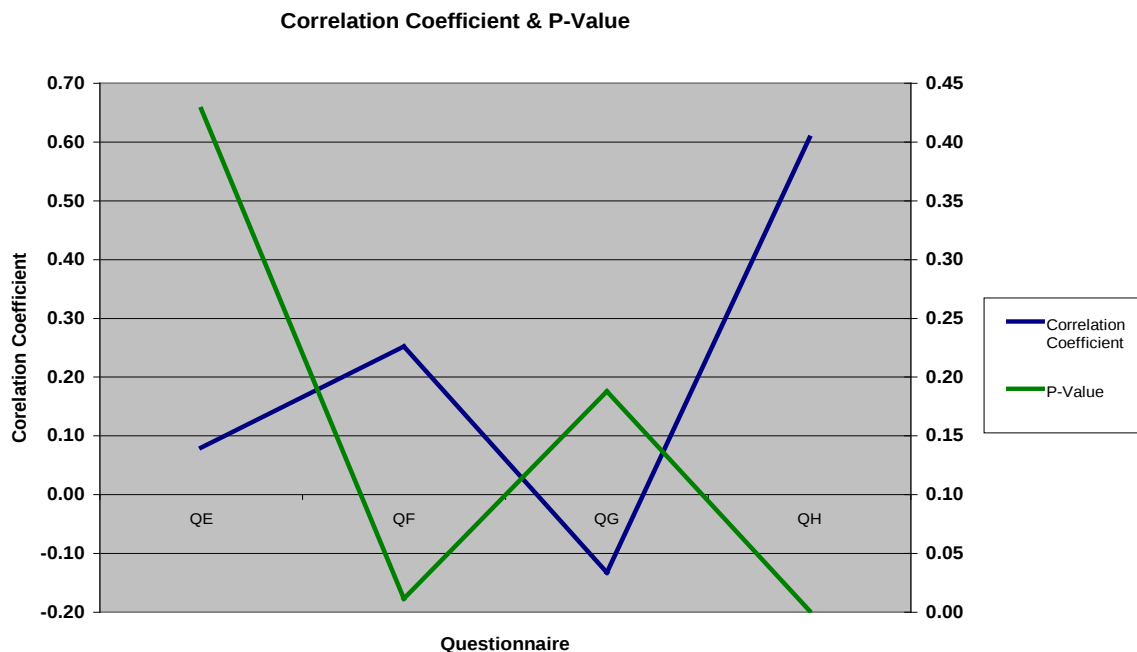
QF (Relation between Emotional Exhaustion and Job autonomy): Entirely negative correlation exists between these 2 variables. This can be attributed to the fact that if less freedom to perform the job is given to employees it has emotionally draining effect and leads to high emotional exhaustion. This concept is well supported by Wharton (1993) who found that "job autonomy decreases the likelihood of emotional exhaustion for all workers."

QG (Relation between Emotional Exhaustion and Supervisory support): High positive correlation with lower p-value can be observed while comparing these scales. As

Table 4: Correlation between Emotional Intelligence Scale and other scales

	Scales							
	A	B	C	D	E	F	G	H
Pearson Correlation	-0.04	0.13	-0.66	1	0.08	0.25	-0.13	0.61
Sig. (2-tailed)	0.72	0.20	0.00		0.43	0.01	0.19	0.00
N	100	100	100	100	100	100	100	100

Figure 4: Comparison between Emotional Intelligence Scale and other scales



explained earlier, this relation can be encountered in places where the supervisory support is seen as interference in the work and hence it augments the emotional exhaustion levels of an individual.

QH (Relation between Emotional Exhaustion and Coworker support): It indicates that due to the higher p-value the co-worker support cannot be related to the emotional exhaustion scale and any relation which is inferred from the above figure cannot be treated as the response of the entire population.

QE (Relation between Emotional Intelligence and Job related affective well being): Higher p-value of the sample indicates the difference from the entire population so any kind of relation between these 2 variables cannot be accepted in this study.

QF (Relation between Emotional Intelligence and Job autonomy): The graph indicates that there is positive

correlation between the two scales. This shows that where an employee is given more job autonomy he/she is more inclined in displaying the emotions in front of the customer in a better way. Low p-value indicates the acceptability of the sample

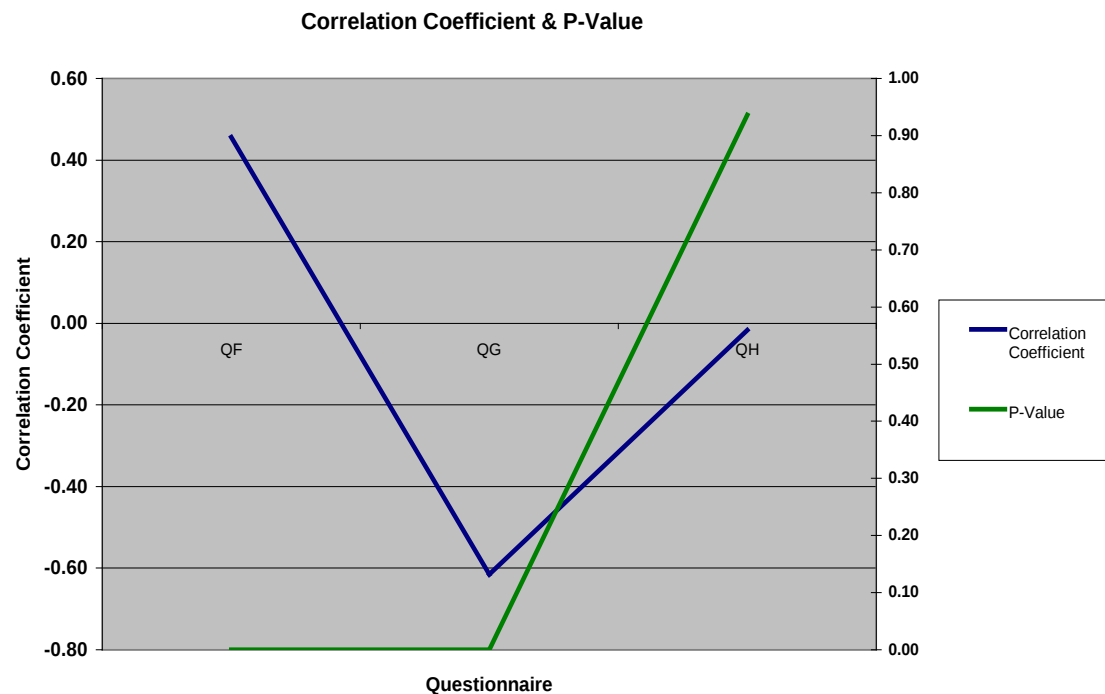
QG (Relation between Emotional Intelligence and Supervisory support): These two variables are positively correlated may be due to the reason that supervisors supports employees having the abilities to recognize and regulate emotions in ourselves and in others. However, these results cannot be accepted in totality due to high p-value.

QH (Relation between Emotional Intelligence and Coworker support): The higher value of correlation coefficient with low p-value verifies the strong relation between these 2 variables. The relation can be attributed to the fact that coworker support enhances interaction between the employees and increases his sociability and consciousness at work.

Table 5: Correlation between Jobs related affective well - being Scale and other scales

	Scales							
	A	B	C	D	E	F	G	H
Pearson Correlation	0.37	0.33	-0.17	0.08	1	0.46	-0.61	-0.02
Sig. (2-tailed)	0.00	0.00	0.09	0.43		0.00	0.00	0.94
N	100	100	100	100	100	100	100	100

Figure 5: Comparison between Jobs related affective well - being Scale and other scales



QF (Relation between Job related affective well being and Job autonomy): This point shows the relation between the Job Related Affective Well Being Scale and Job Autonomy Scale. High correlation coefficient and low p-value indicates that if more job autonomy is given then the employee feels satisfied and can perform his/her duties efficiently. This may takes place as the employees will be able to understand the expectations of the client and respond accordingly.

QG (Relation between Job related affective well being and supervisory support): It suggests that supervisory support hampers the job affective well being of an employee. With p-value of 0 and high negative correlation coefficient, the inverse relation is quite apparent. As discussed earlier, the supervisory support may be seen as interference in the job profile of an individual.

QH (Relation between Job related affective well being and Coworker support): It indicates that no relation can be drawn from this sample in the job autonomy and the co-worker support scales. This further supported by higher p-value.

QG (Relation between Job Autonomy and Supervisory support): This point shows that job autonomy is hampered strongly by the supervisory interference and this fact gets substantiated by low p-value and negative correlation.

QH (Relation between Job Autonomy and Coworker support): It indicates that no relation can be formed between job autonomy and co-worker support scale due to higher value of p.

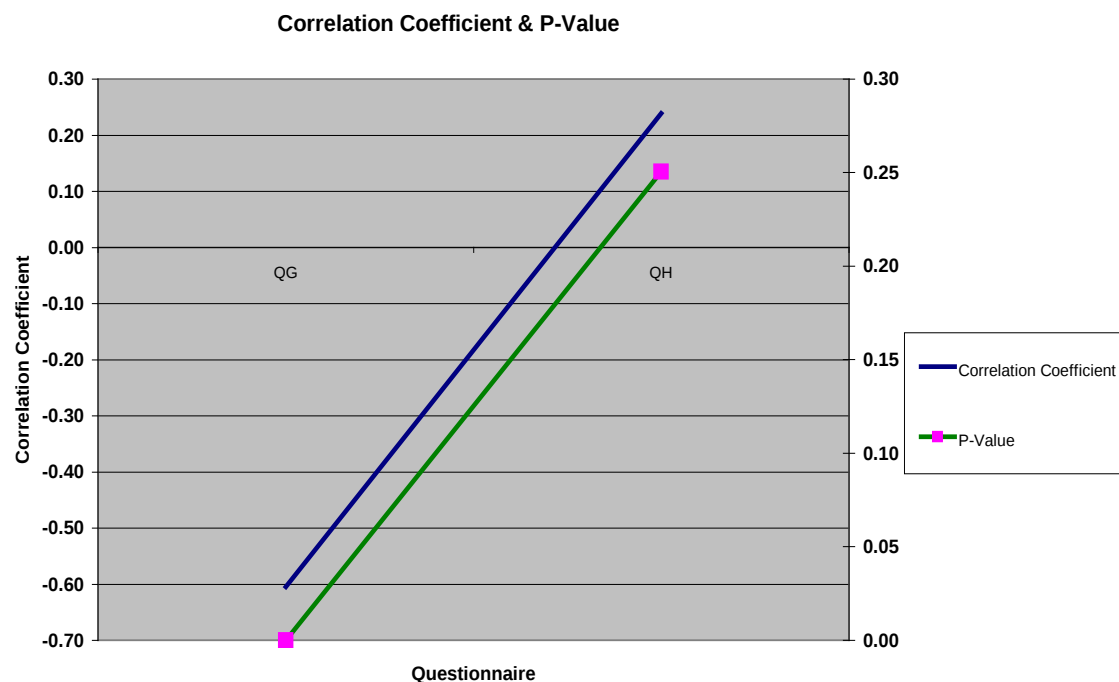
CONCLUSION

Thus, the results indicate that individuals with higher emotional quotient can bring about a better compatibility between their desired and the displayed emotions which results in lower emotional exhaustion and higher job satisfaction. This further make a positive contributions towards their affective well being

Table 6: Correlation between Job Autonomy Scale and other scales

	Scales							
	A	B	C	D	E	F	G	H
Pearson Correlation	0.40	0.15	-0.43	0.25	0.46	1	-0.60	0.24
Sig. (2-tailed)	0.00	0.14	0.00	0.01	0.00		0.00	0.25
N	100	100	100	100	100	100	100	100

Figure 6: Comparison between Job Autonomy Scale and other scales



Good interpersonal relationships with co-workers further complement positivity between emotional labor and job satisfaction.

Supervisor support, too has been found to have a correlation with the emotional exhaustion which shows that too much interference by the supervisor makes the employee emotionally exhausted and will create frustration in his mind which will leads to less job satisfaction and also hampered the job autonomy.

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