

To study Gender Differences in Emotional Labour among Teaching Faculty of Business Schools

ManjulaDhulipala^{#1}, Dr.VijayB.Dhole^{#2}
Asst.Professor^{#1}, Dean^{#2}
SKNSSBM^{#1}, SIBAR^{#2}

Pune

manjularudra@gmail.com^{#1}, vijay_dhole2000@yahoo.com^{#2}

Abstract- In general terms, it is said that women are more emotional and they are also better at expressing emotions than men. They naturally have an ability to express their emotions. These gender stereotypes of emotions may affect both men and women to enhance their abilities at work. Display of appropriate emotions in employees may help organisations in achieving greater productivity. The main aim of this study is to investigate gendered nature of emotional labour and how it influences the working behaviour of teaching faculty in Business schools. Simultaneously this study explores the differences in displaying emotions of male teaching faculty as well as female teaching faculty. It also emphasises to know which gender has high emotional labour at work. According to previous research, there are two main strategies to display emotional labour. They are 'surface acting' and 'deep acting'. This research tries to find out the strategies that help male and female teaching faculty while assigning tasks to students and solving their problems. This research is based on a survey method. Sample population of 84 teaching faculty were selected from various business schools, that are affiliated to Savitribai Phule Pune University in Pune city.

Keywords- Emotional labour, gendered nature, working behaviour, organisational productivity.

Introduction

Introduction-

Since emotions are everywhere, dealing with the employees' emotions is unavoidable task for the organisations. Emotions determine most of employees' behaviour. Giving preference to employee emotions became essential these days. Emotional labour is the work of a person to display his/her emotions according to the requirement of given position at work place. Though emotional labour helps in attaining good result to organisations, this process may lead to stress and burnout for many employees. Another key issue to be discussed is about its gendered nature. To discuss about gender stereotypes in emotional labour, women are considered to be displayed positive emotions at all times. If not, it is considered as their poor performance towards their work. But, it is different in the case of men. It is

common for men expressing lighter emotions though their job demands. We find wide research on women in male dominated occupations. But, there is little research on men in female dominated occupations. Therefore, this study mainly focuses on both male and female differences in emotional labour among teaching faculty of Business schools affiliated to Savitribai Phule Pune University in Pune city.

Research Objectives-

Objectives of this study are to find out the following, in teaching faculty of Business Schools.

1. To study the difference between male and female emotional labour.
2. To understand gender wise usage of emotional labour strategies.
3. To find the gender, which has high emotional labour at work.
4. To analyse the gender which faces more stress and burnout at work.

Literature review-

The research of Rebecca j. Erickson (2005) proves that the women usually see themselves as more feminine-expressive people than men, and men have perception towards themselves as more masculine-instrumental characteristics. As per the study of Patricia Chong(2009), 'Organizations are categorised in differing performances of gender; specifically, differing types of displayed sexuality. Therefore, an important element of workers involves in performing one's appropriate role based on interconnecting hierarchies of race, gender and class.' According to the study of Victoria L. Brescoll (2016), beliefs and thought processes of people about gender and emotion may harm the chances of women leaders for getting success. That would be harmful to the organisations too. This study suggests organisations to expand bias awareness training programmes which include the discussions to find the ways for holding back the abilities of women through gender emotion stereo types to become successful leaders. The findings of Erickson, Rebecca (2001)'s research discusses that

the feelings of inauthenticity increases depressed mood. According to their analyses; an experience of positive emotions reduces stress and burnout irrespective of gender difference. Belle Rose Ragins and Doan E Winkel (2011) studied on the combination of gender and emotion to influence the development of power in work relationships. They emphasize on the necessity to understand how gender role stereotypes influence emotions in the workplace. Their research suggests that the mentors need to understand the emotional grounds of work relationships while mentoring women to help them moving ahead in organisations. The study of Kenneth J Meier, Sharon H Mastracci & Kristin Wilson (2006) shows positive relationship between the percentage of female teachers and student attendance.

Increase in female teachers caused to increase attendance in class. According to their study, emotional labour in educational institutes existed and women would be more likely than men to provide it. They found that educational institutes with more women considered by higher student attendance, lower teacher turnover and also higher overall organizational performance. In Dr. Ruth Simpson study, 25 male nurses and primary teachers were interviewed. They were able to perform 'appropriate caring' in nursing and teaching, which are two female dominated caring occupations. The study of Douglas J. Norsby and LeishaDeHart-Davis (2007) has three emotional labour models. Out of their three models, gender places a main role to influence emotional labour in two models. In their first model, men signify higher emotional dissonance than women. Their second model indicates that men are more likely to regulate their emotions through surface acting than women. According to their third model, gender is not a major influence on emotional fatigue.

As per the study of Devasheesh P. Bhave, Theresa M. Glomb (2009), the experience with the type of Emotional Labour differ for men and women. When men move to occupations with higher emotional labour demands, they acquire wage penalties. In the case of women, it occurs in reverse. They do not experience any major wage effects when they move to an occupation with higher emotional labour demands. The study of Allison Scott Pruitt (2012) concerned beliefs about gender. The study focused on women working in a male-dominated occupation in the funeral industry. Women were able to perform their duties by connecting to their roles strongly though that is painful professional service to them.

Research Methodology-

Research has been conducted by taking sample of 84 teaching faculty from various business schools that are affiliated to Savitribai Phule Pune University in Pune city. Out of 84 teaching faculty,

49 are female and 35 are male contributed data for this study.

This study is a descriptive research. In this study, the research instrument that used was a structured questionnaire. Primary data was collected through a questionnaire. Questionnaire was developed with the support of 'Dutch Questionnaire on Emotional labour (D-QEL)'. In this study, Likert scale was used to frame responses. Total 100 questionnaires were distributed, 84 out of 100 were filled voluntarily and anonymously and returned within a stipulated time.

For this study, sample size was selected 84 teaching faculty from various business schools affiliated to Savitribai Phule Pune University in Pune city. They were selected by using Judgment sampling method.

Secondary data was collected through various research papers published in different journals, Electronic theses and dissertations. Data analysis has been done by using tabular formats and graphical presentations.

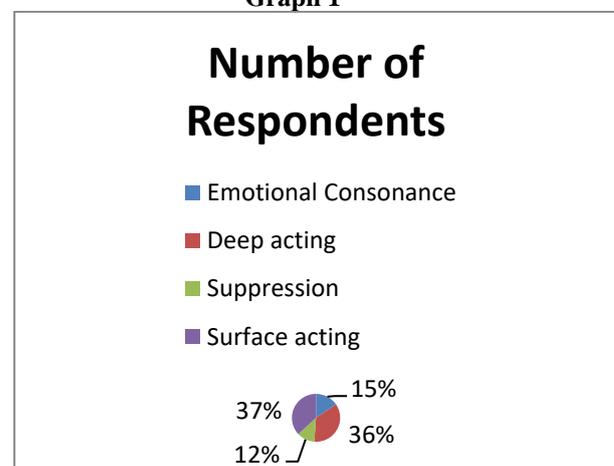
Data Analysis

In this study, analysis has been done to find out the gendered nature of emotional labour. Exclusively, it has been done to know the gender wise usage of emotional labour and its strategies by teaching faculty of business schools in Pune city.

Table:1 Shows the Dimensions and respondent details on Emotional Labour.

Dimensions	Total Number of Respondents	% of Respondents
Emotional Consonance	13	15
Deep acting	30	36
Suppression	10	12
Surface acting	31	37
Total	84	100

Graph 1



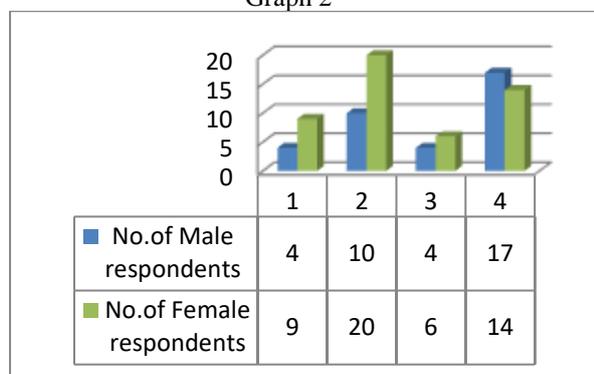
Interpretation

The above table and graph show the dimensions in emotional labour, and number of teachers responded for each dimension. According to this, 15% of the Business school teaching faculty display Emotional consonance at their work. 36% of the teachers display Deep acting. The teachers who had Suppression were 12% and also the teachers who display Surface acting were 37%.

Table.2 shows emotional labour dimensions and also total number of gender wise respondents.

Sr. No	Dimensions	No. of Male respondents	%	No. of Female respondents	%
1	Emotional Consonance	4	11.4	9	18.2
2	Deep acting	10	28.6	20	40.8
3	Suppression	4	11.4	6	12.2
4	Surface acting	17	48.6	14	28.2
	Total	35	100	49	100

Graph 2



Interpretation

The above table and graph show the dimensions in emotional labour, and also the total number of responded teachers, gender wise for each dimension. According to this, the total male respondents were 35. From this, 11% of the male teaching faculty display Emotional consonance at their work. 29% of the male teachers display Deep acting. The male teachers who had Suppression were 11% and also the male teachers who display Surface acting were 49%.

Similarly the total female respondents were 49 Business school teachers. From this, 18% of the female teaching faculty display Emotional consonance at their work. 41% of the female

teachers display Deep acting. The female teachers who had Suppression were 12% and also the female teachers who display Surface acting were 29%.

Results & Discussion

According to survey, female teachers were having more emotional dissonance than male teachers of 18%.

And also 41% of female teachers follow deep acting strategy in emotional labour which is again higher than male teachers' percentage.

There is no much difference between females' suppression and males' suppression. Both male and female teaching faculty were having this dimension nearly equal.

According to this survey, 49% of male teachers display surface acting by pretending required emotions at work. This percentage is higher than female teachers' percentage.

Survey indicates poor practice of emotional labour from male teaching faculty comparing female teaching faculty.

Female teaching faculty were practicing high emotional labour than male teaching faculty in their work.

According to previous research (2016), 'the display of fake emotions often leads to emotional dissonance or stress and burnout. Hence, widely accepted emotional labour strategy is 'deep acting' to avoid negative impact.' Therefore, it is to be accepted that surface acting leads to stress and burnout.

In this study, the percentage of male teaching faculty who display surface acting is more than female teaching faculty. Hence, male teachers were having the stress and burnout more than the female faculty.

Conclusion

This paper has examined on gender related issues of emotional labour. Though there was many researches done on this topic, still a deep search is required to know many issues clearly in emotional labour. It may not be possible to separate gender stereotypes from emotion labour. But, it may be possible to convert these gender stereotypes into opportunities to develop positive and healthy emotional atmosphere in the work place. Certain training programs may help to develop positive emotional labour.

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