

Stress, Emotional Labour and Cabin Crew

Does Emotional Labour Influence the Well-Being and Retention of Cabin Crew?

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Stress, Emotional Labour and Cabin Crew: Does Emotional Labour Influence the Well-Being and Retention of Cabin Crew?

The term 'Emotional labour (EL)' was coined by Hochschild (1983), and it was studied in her pioneering research on cabin crew. Two decades later, there are still gaps in research into the impact of emotional labour and the other stressors and strains of work. This thesis aims to explore new cabin crew's expectations and the reality of their role, the effects that EL and organisational variables have on them, whether personality influences EL as well as which coping strategies are used. In its opening chapters, the thesis examines the various measures of EL that are available, it explores in detail the studies conducted up to the present time investigating EL in the service industry. It was observed that no longitudinal studies have been conducted at the time of writing up this study. The later chapters consist of three main studies one of which was longitudinal in nature, measuring data at 2 waves.

The participants were cabin crew from an airline based in the Middle East. Studies 1 and 2 incorporated self-reported questionnaire measures of EL, organisational variables, well being, physical symptoms, and burnout. Study 3 used qualitative methodology (based on vignettes) to explore cabin crews' actual views of EL, stress and coping.

Study 1 was conducted in order to examine a broader sample of crew working in the airline (N=68), and examining if personality played a part in EL. In the longitudinal study (study 2), baseline measures were taken of cabin crew expectations at the start of their employment (N=330), their physical symptoms and mental well being. A follow up (N=35) assessed the reality of the role, and whether they were experiencing psychological &/or physical symptoms. Crews' resignation was recorded in order to explore if expectations of the role predicted attrition.

The overall results indicate that cabin crew from individualistic cultures have greater difficulties adapting to the role, as their expectations on peer support and autonomy and control do not match the reality of the job. The longer that an individual stayed in the role, the more likely they were going to experience physical problems and greater amounts of stress. Interestingly, cabin crews' expectations about EL matched their experience on the job, but the views on organisational variables changed, and played a larger role on an individual's view of the job, primarily job satisfaction, as it lessened over time. Personality did not yield significant results. The experience of EL influenced well being in cabin crew, but it did not play a role in retention.

In conclusion, this thesis has attempted establish norms for cabin crew with regards to EL, organisational variables, and stress, as well as examining the impact of these variables on each other. On a practical level, organisations may need to tackle crews' expectations about the job at an early stage, possibly during recruitment, portraying to them the reality of the role, and providing them support in being able to handle EL, stress and burnout, as this could be detrimental in the long run.

Preface

This project was inspired by cabin crew I had worked with in an Airline based in the Middle East, prior to attending the University of Leeds. I had worked for the airline for almost 2 years at the psychology department, a division of the Human Resources (HR) department. During that period, part of my responsibilities included interpreting personality profiles of applicants for cabin crew positions, and contributing to the interview process by providing interview questions for the recruitment officers. In addition, I was responsible for counselling cabin crew who were employed in the organisation. The recruitment and interview of applicants was held in different locations across the world, and as a result there were many nationalities working as cabin crew in the airline. It was observed that once applicants were successful, and they joined the organization, there was a high turnover rate, in that cabin crew would work for 1 year, and then they would resign. When the profiles of these individuals were examined, it was observed that at the time of recruitment they came across as being slightly more apprehensive personality wise, as they tended to have a worrying nature, than the cabin crew who were still working in the airline. Therefore I was interested in investigating why some crew continued working in their role as cabin crew and renewed their contract, while others would opt to resign and go back to their home country. I wanted to investigate whether personality would be a predictor, and whether certain personalities were less able to adapt to the role.

During my first term at the University of Leeds, I became aware of the literature on Emotional Labour and its affects on individuals performing it in the service industry

and a direct relevance of this concept was observed for a cabin crew population. At the time, it was observed that there were not many studies related to Emotional Labour, personality, stress and cabin crew, and hence I opted to pursue it further. In addition, from the literature, it seemed that Emotional Labour could influence attrition of staff.

The initial exploratory study, which was qualitative in nature, consisted of interviewing cabin crew who were working for the airline in order to find out specific concerns about relationships with both cabin crew and customers, and other aspects of the work. This was conducted during January 2003, in the home base of the airline, where the cabin crew are based. The cabin crew were very friendly, but there was some difficulty in recruiting participants, as in general the cabin crew were very sceptical about participating, and did not want to contribute to the study. A possible reason for this is that the organisation informs the cabin crew to be cautious in their interactions and with whom they speak to, in order to maintain and project a positive image of the company at all times. Nonetheless, the interviews conducted were very informative, and a lot of important information was yielded, which helped me refocus the study, and be able to put together a questionnaire.

The second study was conducted with cabin crew who were working in the airline. The aim of this study is to obtain baseline data on a cabin crew population, by investigating the level of Emotional Labour, Organisational Variables, Physical and Psychological Symptoms as well as examining their inter-relationships, and relationships with personality. At that time (around Easter 2003), I went to the accommodation venue of the cabin crew, hoping that they would be willing to take a

few moments to answer the questionnaire. Once more, there was a lot of resistance, and cabin crew straight forwardly declined to participate. Therefore, I had to request friends who had cabin crew friends to persuade them to participate in the study. Through this method, I was able to recruit 68 participants.

Data collection for the third study commenced in the Summer of 2003, which was designed to be longitudinal in nature. The aim of this study is to explore expectations of new cabin crew answered before they start their job, on Emotional Labour and Organisational variables and compare their responses 6 months later, when they are in the role of cabin crew. The Welfare Superintendents, who were employed at the Employee Assistance Centre of the airline, were able to help, and they handed out the questionnaires to the new crew, as I wanted to study if there was a change in their expectations before they started their role as cabin crew, and I wanted to compare the results every 6 months and have three waves to this longitudinal study. There were 2 batches of new cabin crew recruits every week.

Due to the unstable political situation in the area during that time (Iraq war, 2003), the number of new cabin crew joining the company was much less than anticipated. Also as a result of Severe Acute Respiratory Syndrome (SARS) (another crisis in the airline industry) many people declined to work abroad, and the airline went through a recruitment freeze until the situation in the region stabilised, as the passenger load for the airline decreased for some time. It was expected that commencing from September 2003, the total number of new recruits would have increased. Data collection lasted for about 9 months and approximately 330 participants answered the questionnaire.

Unfortunately, when data had to be collected 6 months after the 1st questionnaire was answered, there was again a lot of resistance. Cabin crew were not willing or were not interested to take part in the study, and there was a very poor response rate. I attempted to shorten the questionnaire, and sent the copies electronically to the participants, hoping to make it more user friendly, and accessible to everyone. Once more this method was not successful. The next step was to post the questionnaire on the net, and sending the link to the crew who participated in the 1st part of the study. The cabin crew were told that they would receive a gift voucher if they participated in this study. Approximately 1 year later, only 35 individuals answered the questionnaire. Reminders were sent to the rest of the participants, but there was no response from them. One individual replied that they could not remember taking part in a study, and they were surprised that I had contacted them through their personal e-mail and he 'could not recollect' giving it out to anyone. I replied stating the facts and the dates, and unfortunately, he did not respond.

During that period, a third questionnaire had been devised for the 3rd wave of the study, having incorporated a measure on coping. Unfortunately, only 1 person answered this questionnaire, so I decided to redirect my research and use qualitative data instead. For the qualitative study, I recruited 10 cabin crew, who volunteered to take part, and vignettes were administered to them. These vignettes were devised as a result of the first preliminary interview. The aim of the present study is to investigate coping strategies that cabin crew use, in order to continue working in their role in conjunction with Emotional Labour and Organisational variables.

In summary, from my overall sample population (cabin crew), there was a lot of resistance, and the cabin crew were not very helpful. There was a strong feeling of suspicion, and cabin crew were not sure about the study, even when told that it was research conducted for a University degree, and I reassured them that their identity would remain completely anonymous.

Nonetheless, with the hardships that I encountered during my data collection, I feel that interesting results have emerged from this research, and I hope the reader finds these as interesting as I found them. Chapter 1 provides the reader with a history of the research published in the past 20 years on Emotional Labour, and outlining the limitations and gaps of the literature. Whilst chapter 2 provides a summary of key areas of literature relating to work stress. Chapter 3 provides the reader with the exploratory qualitative study. Chapter 4 gives an overview of the measures used in the quantitative studies (Chapters 5 and 6). Chapter 7 is the qualitative study which explored the issues that cabin crew face in the flying industry, and vignettes were used. Chapter 8 discusses the aims, and recommendations and limitations of this thesis are stated in full.

Chapter 1

Overview of Emotional Labour Research

1.1. Introduction

“Now girls, I want you to go out there and really *smile*. Your smile is your biggest *asset*. I want you to go out there and use it. Smile. *Really* smile. Really *lay it on*”.

Instructions given to trainee cabin crew.

Hochschild (1983, pp. 4)

The above phrase has been quoted from Hochschild’s (1983) seminal work on Emotional Labour and cabin crew, “The Managed Heart”. Although the concept of regulating one’s emotions is not new, it has been neglected over the years, particularly in the field of psychology. A large majority of the work force around the world is employed in jobs that require a lot of customer service (Wharton, 1993), or attention to the public, and the main aim is to please the customers as ‘they are always right’ (Morris & Feldman, 1996). However, what are the effects on those who have to act out certain emotions like smiling or being polite, even when they do not feel like it, or when they have a personal problem? How does this behaviour impact on organisations in which employees are relied on to deliver services to the clients? This thesis will seek to understand Emotional Labour and examine how it can affect the wellbeing of the individual performing it. It will focus on a sample of airline cabin crew (also known as flight attendants).

Over the decades, emotions have been very much neglected (Briner, 1999a, b; Donald, 2001; Muchinsky, 2000; Zapf, Vogt, Seifert, Mertini & Isic, 1999) in the

field of occupational psychology, but this has been changing in recent years. For a long while cognition was a 'fashionable' topic, and many disciplines within psychology focused on that area. To give them credit, cognitive psychologists studied emotions, but emotions were viewed as the result of cognitive evaluation processes (Muchinsky, 2000). However, going back in time in the literature, emotions were a focus of psychological study. One of the first articles to be published on the area of emotions was by James (1884), who emphasised that emotions were part of the human physiology. Interestingly he also mentioned the mentally ill, and how they tended to feel their emotions more strongly than others did (James, 1884). More than 100 years later, after long neglect, the study of emotions has re-emerged as a topic of interest, particularly in the work setting (Ashforth & Humphrey, 1993; Ashkanasy & Daus, 2002; Briner, 1999b; Brotheridge & Lee, 1998; Fisher & Ashkanasy, 2000; Grandey, 2000; Kidd, 1998; Leidner, 1999; Morris & Feldman, 1997; Muchinsky, 2000; Payne & Cooper, 2001; Pugliesi, 1999; Zapf, 2002; Zapf *et al.* 1999).

However, there are a number of difficulties and complexities with measuring emotions (Briner, 1999a, c). One reason for this is that emotions are internal, and are difficult to access, as they contain components relating to "physiological responses, subjective experience and expressive behaviour" (Gross & Levenson, 1993, pp. 970).

There are many definitions of emotions (Briner, 1999b, c; Briner & Totterdell, 2002) which contain elements of "cognition, (e.g. appraisal, evaluation); internal reaction (e.g. heart rate); overt behaviour (e.g. approach, avoidance); facial expression (e.g. frown, smile) and goal structure (e.g. loss, anger)" (Briner, 1999b. pp. 326). Overt

behaviours, facial expression and goal structure are particularly relevant when employees are dealing with the public, for example the service industry. By these means, emotions become visible to the public, therefore the individual must learn to regulate them. This is important, because the more positive emotions are displayed, the more the public or rather the customers will be willing to return to that venue (Pugh, 2001; Tsai, 2001).

This chapter will explore the theoretical background underpinning work on Emotional Labour, as well as giving an overview of the existing measures of Emotional Labour, and describing studies conducted on the service industry.

1.2. Theoretical Background on Emotional Labour

The following section describes the different theoretical approaches to Emotional Labour, and will outline the theories commencing with Hochschild's theory (1983) and ending with the most recent model by Zapf (2002).

1.2.1. Hochschild's theory

In Hochschild's (1983) seminal work 'The Managed Heart', she coined the term Emotional Labour. By this she means "the management of feeling to create a publicly observable facial and bodily display; emotional labor is sold for a wage and therefore has *exchange value*" (Hochschild, 1983; pp. 7). She researched cabin crew and bill collectors. In this thesis, the author is going to concentrate on the research Hochschild (1983) conducted on cabin crew only. An example of Emotional Labour is where employees have to smile and be polite to the customers, even when they do not feel like it. Hochschild compared this to acting, and she identified two types;

Surface and Deep Acting, and this notion was developed from Goffman (1956). According to Hochschild (1983), Goffman (1956) states that there are rules and microacts that can be conceptualised in any situation, and the degree of these vary, for example “He will be *obliged to prevent* himself from *becoming* so swollen with feelings and a readiness to act that he threatens the bounds regarding affect that have been established for him in the interactions” (Hochschild, 1983; pp. 215). Therefore, as a result, Hochschild believed that the way emotions are expressed can be linked to acting. Surface Acting is when the individual acts out certain emotions without actually feeling or making an attempt to feel them, in other words, he is regulating the emotions expressed, and sees himself as “just an actor, not sincere” (Hochschild, 1983). However, Deep Acting is when the individual consciously modifies the feelings for the role that he is performing, and will truly feel the emotions that he is expressing. Hochschild (1983) states that this emotion management (Deep Acting) requires a lot of effort, and can be very taxing on the individual. Hochschild proposes that trying to deal with difficult customers, and yet expressing a smile towards them, and trying strongly to identify too much with the job, can be difficult and it could lead to job stress and burnout in the employee.

1.2.2. Ashforth & Humphrey's theory

A decade later, Ashforth and Humphrey (1993) took a somewhat different approach to Emotional Labour. They viewed Emotional Labour as an observable behaviour as opposed to the management of feelings. They also looked at the impact of Emotional Labour on task effectiveness, rather than on health. They stated that at the end of the day what is important is whether the customers see those emotions as genuine or not. Ashforth and Humphrey state that employees may see themselves and their identity

as part of the organisation they work for, therefore the employee is not required to act, as their emotions will be expressed naturally. Also routine plays an important role, as sales people may repeat the same phrase over and over again, including the expression of their emotions, that they will automatically shift into that role, without giving it a second thought while carrying on with their job requirements (Ashforth & Humphrey, 1993). Therefore, Ashforth and Humphrey defined Emotional Labour as “the act of displaying appropriate emotions” (pp. 90).

1.2.3. Morris & Feldman's theory

Morris and Feldman (1996) defined Emotional Labour as “the effort, planning, and control needed to express organizationally desired emotion during interpersonal transactions” (pp.987). Morris and Feldman (1996) suggested that Emotional Labour included both the effort required to display emotions and the extent of expectations. They propose four dimensions of Emotional Labour: (a) Frequency of interaction; (b) Intensity of interaction and duration of emotions; (c) Variety of emotions required and (d) Emotional Dissonance. Emotional Dissonance is when the emotions expressed contradict the emotions that are felt (Hochschild, 1983). Brotheridge and Lee (1998), Grandey (2000) and Zapf *et al.* (1999) support and follow this model. However, Grandey (2000) suggests that these proposed dimensions “do not completely define the emotion management process of the employee” (pp.97).

1.2.4. Gross's model

Gross's (1998) model states that Emotion Regulation might occur at two points. The first instance is called Antecedent-Focused, and this is when individuals regulate the precursors of emotions. While the second point, which is Response-Focused, states

that the individual modifies the physiological signs of emotions. Grandey (2000) compares these two points with Surface Acting and Deep Acting.

The second intervention point (Gross, 1998), the Response-Focused Emotion Regulation, or response modulation, is when the person manipulates how they express or show a specific emotional response. This process corresponds with Surface Acting. In this technique, employees work to display more emotions than they truly feel, or they suppress their true feelings, in favour of acceptable expressions.

1.2.5. Grandey's theory

Grandey (2000) stated that not many authors agree on what Emotional Labour means. Grandey tries to understand the mechanisms by which Emotional Labour may be stressful to the individuals, but can still benefit the organisation. She introduces the concept of Emotion Regulation, which is adapted from Gross (1998), and proposes that it is incorporated in understanding Emotional Labour. She defines emotion regulation as “the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions” (Gross, 1998, pp. 275). Grandey states that aspects of Emotion Regulation help one understand the reasons why Emotional Labour may lead to stress and burnout.

As a result, Grandey (2000) concentrates on two aspects of Antecedent-Focused Emotion Regulation, attentional deployment and cognitive change. Attentional deployment occurs when one thinks about events that bring up the emotions needed

in a particular situation, which again is very similar to Hochschild's (1983) Deep Acting. Cognitive change, is where one perceives the situation so that the emotional impact is lessened, which is another form of Deep Acting. The main difference between the two concepts, is that the former focuses on changing the focus of personal thoughts, while the latter focuses on changing appraisals of the external situations.

Grandey's (2000) model of Emotional Labour (Fig. 1 below) integrates both Emotional Labour and the general Emotion Regulation Theory in her model. She proposes that Emotional Labour is influenced by situational cues like interaction expectations, and by emotional events. The interaction expectations consist of

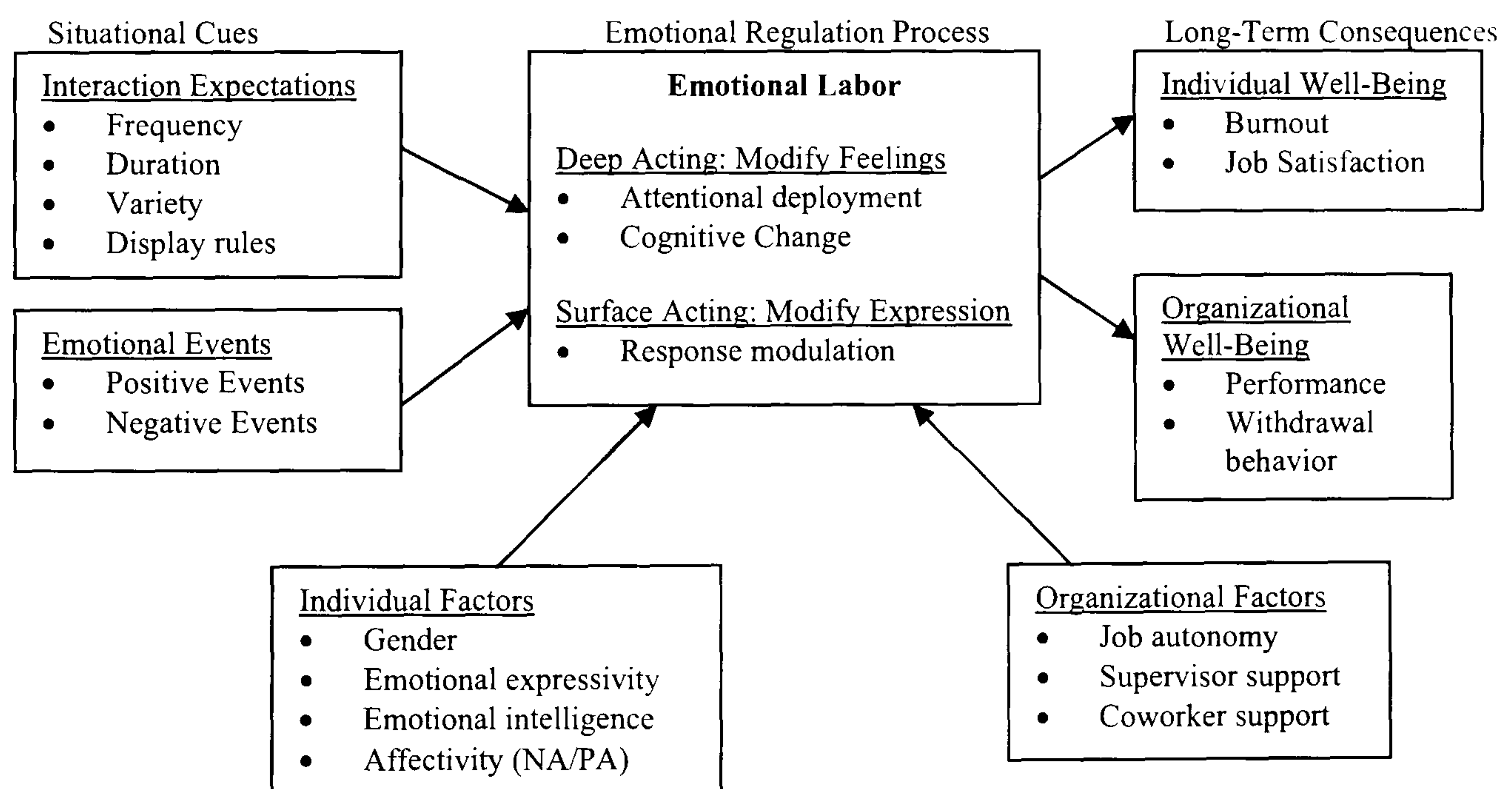


Figure 1: Conceptual model of Emotional Labour. NA= negative affect; PA= positive affect (Grandey, 2000; pp. 101).

frequency, duration, variety and display rules, while the emotional events consists of both positive and negative. In turn, this has an effect on the Emotion Regulation process which consists of the two types of acting: Deep acting and Surface acting.

Individual factors such as gender, emotional expressivity, emotional intelligence and affectivity, which can be negative or positive, can have an effect on Emotional Labour. Figure 1 clearly describes Grandey's model.

However, according to Grandey, organizational factors also play a role in the way Emotional Labour is performed, like job autonomy, supervisor and co-worker support. Therefore if autonomy is given, and individuals feel that they can rely on their colleagues or supervisors for support, then the impact Emotional Labour has on an individual is less.

In Grandey's (2000) model, she identified two long term consequences of Emotional Labour, individual and organizational well being. Individual well-being will have an effect on job satisfaction, and burnout, whereas organizational well-being will affect performance and withdrawal behaviour.

From the Emotion Regulation literature, it has been seen that the situation acts as a cue for the emotions. Grandey (2000) states that "this can be measures of both chronic expectations of the employee's interactions with customers and acute events that create an emotional response" (pp.102), this may have an impact on the Emotion Regulation needed, which will affect the employee.

1.2.6. Zapf's model

In contrast to other researchers, Zapf (2002) prefers to use the term Emotional Work instead of Emotional Labour, because to him, the word 'labour' is more of a sociological concept. He defines this concept as "the psychological processes

necessary to regulate organizationally desired emotions” (pp. 239). Nonetheless, throughout this thesis, the more commonly used term Emotional Labour will be used, and it will refer to emotions that are regulated to match the organizations as well as the customers’ requirements, i.e. it will encompass Zapf’s ‘Emotional Work’. Zapf’s (2002) perspective of Emotional Labour is derived from the action theory (Frese & Zapf, 1994; Zapf, 2002). The action theory states that people try to actively cope with the environment. Hacker (1973, 1998), cited by Zapf (2002), argues that work activity is the psychological component of work process, therefore it is the psychological regulation of work actions and cognitive processes which link the objective work environment to behaviour. Zapf (2002) provides a summary of the various levels of work actions.

The present author incorporated Zapf *et al.*’s (1999) concept of Emotional Labour in a model (Fig. 2), in order to make it easier for the reader to comprehend the structure.

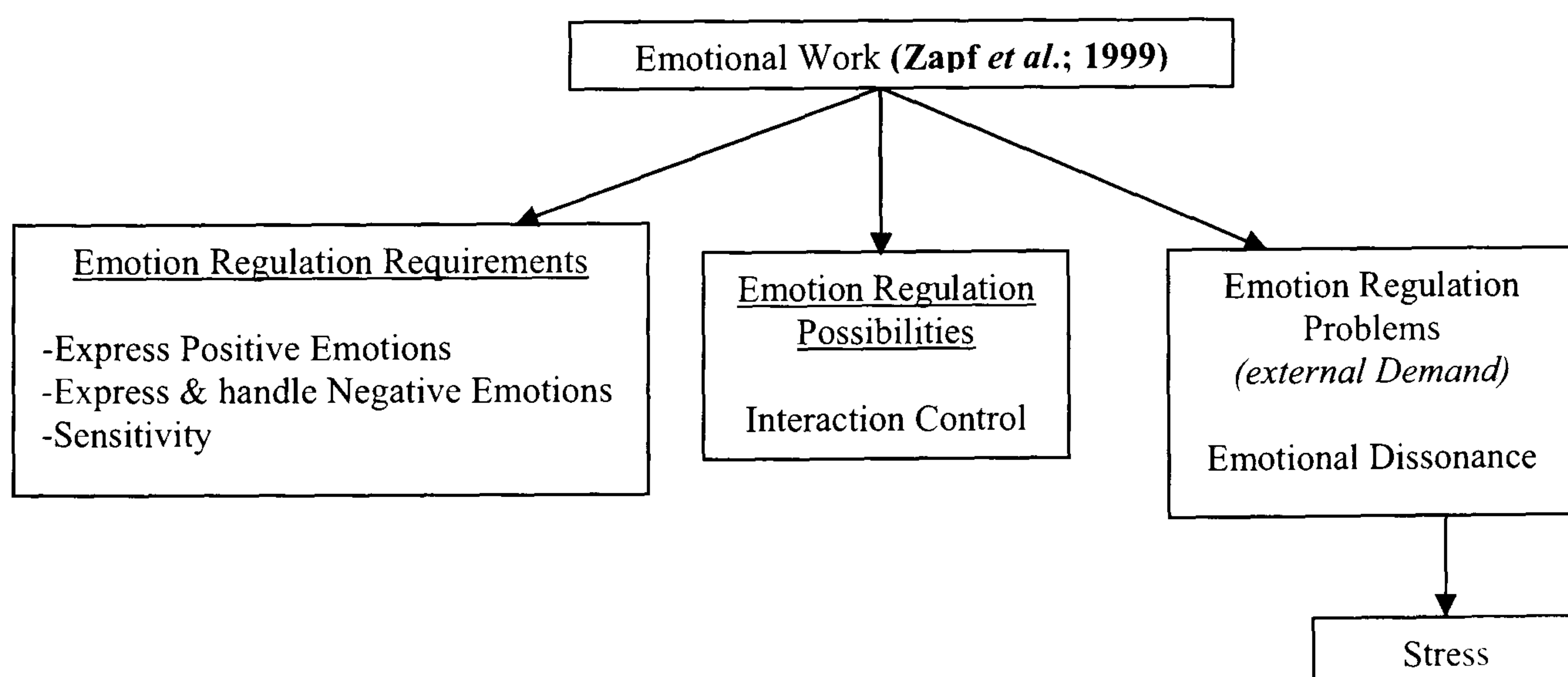


Figure 2: Emotional Work according to Zapf *et al.*’s (1999) concept.

1.2.7. Other approaches to Emotional Labour

1.2.7.1. Brotheridge and Lee's (1998) definition

Whilst Brotheridge and Lee (1998, pp.7) referred to Emotional Labour as “actions undertaken as a means of addressing role demands”. Brotheridge and Lee (1998) consider Surface Acting as a manifestation of Emotional Dissonance. It has been observed that Emotional Dissonance is an extensive topic in itself, which will be discussed later in this chapter.

1.2.7.2. Strazdins (2000) definition

Strazdins (2000) criticises the research that has been conducted on Emotional Labour, as he believes that it is role specific, and it has mostly been examined in service occupations which require the display of positive emotions (Hochschild, 1983; Rafaeli, 1989), and not much research has studied the display of negative emotions. However, one has to bear in mind that various roles require Emotional Labour, such as the interaction between and within family and work (Wharton & Erickson, 1993). Therefore Strazdins (2000) suggests that Emotional Labour is common in any interaction whether it be at work or at home with the family.

The previous paragraphs have given an overview of the various theories and definitions currently available in the literature around the concept of Emotional Labour. As it can be observed, the debate about the nature of Emotional Labour is still ongoing, and no one specific theory gives a full picture. The following sections of this chapter will discuss in detail 3 systematic reviews: 1- review articles on the topic of Emotional Labour, 2-measures of Emotional Labour and 3- current studies

available on Emotional Labour and the service industry as well as addressing the concept of Emotional Dissonance.

1.3. SYSTEMATIC REVIEWS

This section addresses three systematic reviews, consisting of (a) review articles (b) measures of Emotional Labour, and (c) studies conducted on Emotional Labour focusing on the service industry.

1.3.1.1. Methodology

Initially the aim of this section was to examine the effects of Emotional Labour in airline cabin crew population. However, upon reviewing the literature, only 9 relevant studies were found (Brotheridge & Taylor, 2004; Heuven & Bakker, 2003; Hochschild, 1983; Kinman & Gallagher, 2001; Taylor, 2003; Taylor & Tyler, 2000; Tyler & Taylor, 1998; Williams, 2003; and Zerbe, 2000) (See table 1.3). Therefore the aim was modified to investigate the effects of Emotional Labour in the service industry. A large amount of literature exists which examines Emotional Labour in the caring profession only, such as nursing. However, the author feels that this type of Emotional Labour is not ‘sold for a wage’ and it is related more to an empathetic role as individuals in the caring profession are expected to care for their patients for example, and they initially may be attracted to the role as a result of their empathetic nature, in addition, they do not have to attract more patients to their organisation. Therefore studies on Emotional Labour in the caring profession *per se* were not researched further. Nonetheless, it has to be noted that some of the studies mentioned may have incorporated other non service professions. Also studies which only had participants working in call centres were not included, as this sample did not

experience direct face to face interaction with the customer, which is different from direct service industry contact such as cabin crew and waitresses. The studies which were included consisted of staff in working in any service industry whereby there was some interaction with customers and a service had to be provided (for example cabin crew, Disney land employees, bankers, staff in military recruitment, office clerks and so on (table 1.3).

Through the literature review, even though 8 review articles were identified as providing overviews to the Emotional Labour field, they were found to be very useful in giving summaries of most of the research conducted, in addition, research studies based on the service industry job were identified.

1.3.1.2. Procedure of review on review articles and studies of Emotional Labour

Electronic search bases were used including PsycINFO (1974-2005), Medline, Altavista, Ingenta, Social Web and Web of Science, by crossing keywords such as Emotional Labour, stress, cabin crew and flight attendants, and alternating them when appropriate, also spelling was changed so as to include the American literature. In this way, the main articles on Emotional Labour were located. At the time of the literature search, through PsycINFO a total of 95 articles were found that contained research on Emotional Labour. To get the most recent up to date studies, the researcher found it beneficial to locate web pages of the main authors and examined their most recent publications, e.g. Tews and Glomb (2003). Certain researchers made their unpublished articles available on-line, at other times, when articles were needed, but there was some difficulty in obtaining them, or there was some lack of clarity with the reference, the authors were contacted via e-mail for more information. Another method used was

searching through particular journals on-line which would have relevant material in the reference search, and a number of articles (Briner, 1999a, b; Zapf *et al.* 1999), were located by this manner, for example from the European Journal of Work and Organizational Psychology, and Journal of Organisational Behaviour.

In some instances, brief summaries were mentioned about studies that were presented at conferences (Kinman & Gallagher, 2001). Consequently, the address of the author was obtained and they were contacted for further information. The researcher also subscribed to EMONET electronically, which is an e-mail discussion group, dedicated to encourage discussion on the study of emotion in organisational settings. The author was able to post questions to other members in order to obtain various opinions of current research in the field.

Upon writing up this review, the articles were split into 3 sections. The first part concentrates on 8 review articles (table 1.1). The authors of these articles mainly provide a summary of the existing studies, as well as explaining the theoretical background behind the study of emotions (table 1.1). The second part is a systematic review of the different devised measures on Emotional Labour (table 1.2). While the third section concentrates on studies conducted on the field of Emotional Labour and the service industry (table 1.3).

1.3.2. SUMMARY of REVIEW ARTICLES

The following table (table 1.1) gives a summary of the articles published which give an overview of Emotional Labour, as well stating the importance of studying it.

Table 1.1:

<i>Review Articles on Emotional Labour Published Recently</i>	
Date	Author
1999b	Briner
1999	Mann
2000	Fisher
2000	Fisher & Ashkanasy
2000	Grandey
2000	Muchinsky
2002	Ashkanasy & Daus
2002	Zapf

The above mentioned articles provided the researcher with a background on the current issues that surround Emotional Labour, and these articles were a starting point for the researcher to be able to identify current issues in the field.

Briner (1999b) states that emotions were neglected for a long time within psychology, and perhaps surprisingly, other disciplines such as sociology and management, took much more interest in the area. His review informs the reader of the importance of studying emotions at work, stating that one needs to look at emotions as part of work psychology and not as a separate entity. Muchinsky (2000) also emphasises the importance of studying emotions and incorporating it in organizational/ industrial psychology. He suggests it plays a vital role in understanding job satisfaction and job related stress, since a person tends to spend most of their day at work. In addition, Fisher (2000), Fisher and Ashkanasy (2000) and Muchinsky (2000), comment on the importance of studying emotions, in

particular in organisational psychology, as they felt it has been neglected in this discipline. They feel that this will help one understand more the role emotions plays in individual job satisfaction (Fisher, 2000).

To date, Zapf's (2002) article is the most comprehensive review in the field of Emotional Labour. He refers to the works of all the relevant authors such as Hochschild (1983), Briner (1999), Morris and Feldman (1996, 1997), Ashforth and Humphrey (1993), Zapf *et al.* (1999), van Maanen and Kunda (1989), Rafaeli and Sutton (1987), Brotheridge and Lee (1998) and Mann (1999). His review is very detailed and informative with relation to the field of Emotional Labour. The studies mentioned examined Emotional Labour in the service industry, and a wide array of professions were studied such as debt collectors (Sutton, 1991), supermarket cashiers (Rafaeli & Sutton, 1990), ride operators in Disneyland (van Maanen & Kunda, 1989), fast food (Leidner, 1999; Seymour, 2000) and traditional servers (Seymour, 2000), cabin crew (Taylor & Tyler, 2000), and university staff (Pugliesi, 1999) just to mention a few (table 1.3). This article served as a starting point in gathering the relevant articles and studies on Emotional Labour and the service industry.

From the summary of the measures used (see below, Section 1.3.2), it can be clearly noted that various definitions exist, and the present author is in agreement with Mann (1999), who suggests that there seems to be some confusion in exactly defining the constructs that form Emotional Labour. She identified 4 dimensions, and each dimension on its own would be sufficient to result in Emotional Labour (Rafaeli & Sutton, 1989). However, according to Morris and Feldman (1996), the more dimensions experienced, the more Emotional Labour is performed. Nevertheless,

they acknowledge that not all dimensions on their own will result in Emotional Labour, and that not necessarily all the dimensions are indicators of Emotional Labour either. In Mann's (1999) paper, she addresses the need of measuring Emotional Labour, as she felt that there were no studies that attempted to measure the degree to which Emotional Labour occurs in organizations.

Grandey (2000) in her review, gives a very comprehensive summary on the various perspectives on Emotional Labour (Hochschild, 1983; Ashforth & Humphrey, 1993; Gross, 1998), and as mentioned earlier, she proposes a new model on emotion regulation performed at work.

The next section of this chapter states the measures of Emotional Labour, and a detailed description of these is provided.

1.3.3. Measures of Emotional Labour

After examining the relevant literature on Emotional Labour (table 1.3), the author reviewed all known existing measures that were used to assess Emotional Labour.

The measures were compiled after the review was conducted of studies conducted on Emotional Labour. This resulted in the identification of 8 different measures of Emotional Labour, which are summarised in table 1. 2. In addition, details of the relevant studies such as sample size, and dependent variables have been included.

The measures in table 1.2 have been presented in order of publication, commencing from 1997 to 2004.

Table 1.2:

Summary of Existing Measures for Emotional Labour (EL) (1997-2004)

Authors	Devised Measure	Sample Size	Dependent Variables	Variables Measuring EL
Morris & Feldman (1997)	-Emotional Labor -Antecedents of Emotional Labor	75 (7 debt collection agencies) 75 (military recruiting battalion) 412 (members of state nursing association)	Psychological Well Being Routiness of task (Withey, Daft & Cooper, 1993) Emotional Exhaustion (Wharton, 1993) Job Satisfaction (Hackman & Oldham, 1975) Organizational Commitment (O'Reilly & Chatman, 1986)	-Frequency -Intensity of Interaction & duration of Emotions -Variety of Emotions -Emotional Dissonance
Kruml & Geddes (2000)	Emotional Labor	427 participants: customer service representatives, collection agent, stockbrokers, police officers and teachers.	Personal Variables Gender Age Experience Empathetic Ability 1- Empathetic concern, 2- Emotional Contagion (Miller, Birkholt, Scott & Stage, 1995); 3- Marlowe-Crowne Social Desirability Scale (Reynolds, 1982). Job Variables Display training Display latitude Customer affect Quality orientation	-Emotive Dissonance -Emotive Effort
Brotheridge & Lee (1998, 2003)	Emotional Labour Scale (ELS)	Study 1 296 students (Undergraduate & graduate level), who worked as restaurant servers (37), office clerks (59), professionals (38), outdoor workers (11), sales clerks (67) & other occupations (68). Study 2 238 workers (service/sales workers (143), managers or professionals (15), office workers (22), labourers (29) & human service professionals (29).	Validation of ELS ELS Maslach Burnout Inventory. ((MBI) Maslach & Jackson, 1996). Identification with work (Lodhal & Kejner, 1965) Emotional Work Requirements Scale (Best <i>et al.</i> 1998) Self Monitoring Scale (Snyder, 1974) PANAS (Watson, Clark & Tellegen, 1988)	-Frequency -Intensity -Variety of emotional display -Duration interaction -Surface Acting -Deep acting -Depersonalisation
Zapf <i>et al.</i> (1999)	Frankfurt Emotion Work Scale (FEWS)	Sample 1: Employees in home for handicapped children (83) Sample 2: Hotel business (175) Sample 3: call centres (250)	Job Satisfaction (Semmer & Baillod, 1991) Psychosomatic Complaints, Irritation & Self-esteem (Mohr, 1986, 1991) Burnout (MBI)- German version (Büssing & Perrar, 1992)	Display of: -Positive Emotions -Negative Emotions -Showing Sympathy -Sensitive Requirements -Emotional Dissonance -Routines -Interaction Control
Mann (1999)	Emotional Labour Inventory (ELI)	137 office based employees	Role Play Scale (Mann, 1999) Stress Scale (Mann, 1999)	External: Expectation about emotional display Internal: Emotional suppression Emotional faking

Authors	Devised Measure	Sample Size	Dependent Variables	Variables Measuring EL
Schaubroeck & Jones (2000)	Emotional Labor	227 employees of major survey research org.	Physical Symptoms: (Caplan <i>et al.</i> , 1975). Individual Difference Variables: Age Gender Trait Negative Affectivity: PANAS (Watson <i>et al.</i> , 1988) Education Other Dispositional Variables: Organizational identification (Mael, 1988). Michigan Organizational Assessment Questionnaire (Camman <i>et al.</i> , 1979)	Demands to express positive efference Requirements to suppress negative efference
Strazdins (2000)	Integrative Emotional Work Inventory (IEW).	<i>Study 1</i> 2 Australian Govt Org (Admin. & Public Service Staff- n=228) <i>Study 2</i> Health Care Organization (inpatient & outpatient services).	Social desirable response bias: Balanced Inventory of Desirable Responsibility (BIDR; Paulhus, 1991). Expressive & interpersonally oriented personality: Subscale from Personal Attributes Questionnaire. Observer report of emotional work.	Correlated with: Gender Age Educational attainment Income Ethnicity
Glomb & Tews (2004)	Discrete Emotions Emotional Labor Scale (DEELS)	Sample 1: 86 Students Sample 2: 19 (19%) hotel employees Sample 3: 44 (39%) Healthcare Organization Sample 4: 55 (30.6%) police force Sample 5: 217 Home assistants	Sample 1-4: Emotional Dissonance (Morris & Feldman, 1997 and Brotheridge & Lee, 1998) Surface Acting (Brotheridge & Lee, 1998) Duration (Morris & Feldman, 1997) Emotional Exhaustion (Wharton, 1993) DEELS (Glomb & Tews, 2004) Sample 5: DEELS (Glomb & Tews, 2004): Genuine Expression Faking Suppression	- Emotional Dissonance - Surface Acting - Duration - Emotional exhaustion

1.3.3.1. Description of each measure

As it can be observed in table 1.2, various measures for Emotional Labour were available at the time of writing up this thesis. The following paragraphs will describe each of the 8 measures, starting with the measure by Morris and Feldman (1997) and ending with Glomb and Tews (2004). It can be observed that other professions apart from the service industry were incorporated into the studies such as the police, call centre employees, sales clerks and so on.

1.3.3.1.1. Emotional Labour by Morris & Feldman (1997)

Morris and Feldman (1997), who are based in the United States of America (U.S.A), were the first known authors to attempt to measure Emotional Labour quantitatively. They measured Frequency, Intensity and Interaction of Emotions, Variety of Emotions and Emotional Dissonance. The dependent variables are Psychological Wellbeing, Routines of task, Emotional Exhaustion, Job Satisfaction and Organizational Commitment. Their sample consisted of 562 participants who were working as debt collectors, the military and members of nursing associations. The questionnaire had a Cronbach α of 0.80. Cronbach α indicates the extent to which a set of test items can be treated as measuring a single latent variable, and it should not have a reliability of less than 0.70.

The questionnaire consisted of 10 items, of which 3 items measured Emotional Labour, for example; “I spend most of my work time interacting with patients”. Three Emotional Dissonance measures were also included in this group, as it was considered to be part of Emotional Labour, for example; “Most of the time, the way I act and speak with patients matches how I feel anyway”. Four items measured Antecedents of Emotional Labour, for example; “The hospital I work at has specific rules about how nurses are supposed to treat patients”. The answer choices had a 5 point Likert scale with 1 = “display rules are not explicit or known” to 5 = “display rules are very explicit”.

Although Morris and Feldman (1997) made the first attempt to measure Emotional Labour through a questionnaire, some limitations are present. The sample could have been more diverse in terms of the occupations assessed, as the majority of the

participants were nurses, and individuals working in other service industries could have been used. The authors acknowledge the research was limited by the cross sectional sample, which meant that antecedents of Emotional Labour were not accurately assessed, therefore the need for a longitudinal study. However, one has to bear in mind that this study was a first attempt in measuring Emotional Labour.

1.3.3.1.2. The Emotional Labour Scale (ELS) by Brotheridge & Lee (1998 & 2003)

Brotheridge and Lee (2003 & 1998), who are based in Canada, developed and validated the Emotional Labour Scale (ELS). The concept underpinning this measure stems from a combination of the work of Hochschild (1983) and Morris and Feldman (1997). The authors of the ELS are in agreement with the literature in that Emotional Labour “should be viewed and measured as a multidimensional construct” (Brotheridge & Lee, 2003; pp. 375).

In the initial study, study 1, ELS contained 19 items. The ELS employs a 5 point Likert scale with 1 = ‘Never’ to 5 = ‘Always’. A sample of the questions are as follows: “resists expressing my true feelings”, “make an effort to actually feel the emotions that I need to display to others”, and “adopt certain emotions required as part of your job”.

However, Brotheridge and Lee used principal factor extraction with varimax rotation, for all the scales such as intensity, frequency, duration and variety of emotional display, Deep Acting and Surface Acting. They decided that “items with item-total correlation falling below 0.40 and cross-factor loadings above 0.20 were

either excluded or revised” (Brotheridge & Lee, 2003; pp. 369) in the study that followed it (Study 2). In the 2nd study, their sample consisted of 238 workers, of which the majority were service/sales workers, followed by human service professionals, labourers, office workers and managers or professionals.

Currently, the ELS consists of a 15-item self report questionnaire. It measures Emotional Display in the workplace, which includes the frequency, intensity and variety of emotional display, the duration of the interaction, Surface and Deep acting, as well as Depersonalisation. The subscales demonstrated internal consistency (Cronbach’s α values ranged from 0.58 to 0.85). However, the scale measuring intensity of emotions displayed ($\alpha=0.58$), and none were highly correlated with the overall scale. In Brotheridge and Lee’s (2003) study, they validated the ELS against the Maslach Burnout Inventory (MBI), identification with work, Emotional Work Requirements Scale, a self monitoring scale and the Positive and Negative Affect Schedule (PANAS) (Watson *et al.*, 1988). A limitation of this study is that Depersonalisation was already a variable measured by the Maslach Burnout Inventory (MBI).

1.3.3.1.3. Emotional Labour Inventory (ELI) by Mann (1999)

Mann (1999), who is based in the U.K, measured three dimensions of Emotional Labour, as her study was carried out prior to the publication of Morris and Feldman’s (1997), as Mann (1999) states “Because this study was undertaken prior to the publication of Morris and Feldman’s influential paper, the four-dimensional approach they suggest was not used as a basis for the development of the current scale” (Mann, 1999; pp. 353). The first dimension, an external component of

Emotional Labour, was the expectations or rules about emotional display, while the second and third dimensions, which were internal, consisted of Emotional Suppression and Emotional Faking.

The Emotional Labour Inventory (ELI) consists of 17 items, for example: “At some point I felt stressed or found it a strain because I could not show my true feelings”, with an answer choice of an 8 point Likert scale with 1 = ‘strongly agree’, and 8 = ‘strongly disagree’. Mann’s sample consisted of office based employees (N=137). The ELI has an α coefficient of 0.88, which suggests high internal consistency for the reliability of the scale for all the 17 items. Construct validity of the items was good for this inventory as there was a positive correlation of the factors with “role-play” and “stress scale” (Mann, 1999).

A limitation of this study, is that the sample consisted of office based employees only, and a more diverse sample would have been more appropriate such as individuals working in various service industries. Another limitation of the ELI is that it focused on Role Play, or rather Surface Acting, and it did not touch upon the concept of Deep Acting, therefore measuring emotions on a very superficial level. In addition, intensity and frequency of emotions were not discussed or incorporated into the measure.

1.3.3.1.4. Frankfurt Emotion Work Scale (FEWS) by Zapf *et al.* (1999)

Zapf *et al.* (1999), who are based in Germany, followed the Action-Theory based conception of job analysis. They differentiated between Emotional Regulation Requirements (The Display of Positive Emotions, The Display of Negative

Emotions, the requirement to be sensitive to client's emotions and to show sympathy), Emotional Regulation Possibilities (Emotional Control), and Emotional Regulation Problems (Emotional Dissonance) (Zapf *et al.* 1999). The authors state that the scales showed satisfactory reliability. The subscale demonstrated internal consistency (Cronbach's α values ranged from 0.69 to 0.92). They measured Emotional Labour as a job characteristic and a source of stress. The questionnaire contains 53 items.

Zapf *et al.* (1999) included all the sub-measures which make up Emotional Labour such as the display of Positive Emotions, Negative Emotions, Neutral Emotions and Certain Emotions, as well as the Demands for Sensitivity, Emotional Sympathy, Emotional Control, Interaction control, Emotional Dissonance, Norms Regarding Emotion and the extent of client contact.

The questions related to *Norms Regarding Emotions* (8 items) consisted of items such as "These rules were explained to me by my boss", "These rules are an unspoken part of the corporate culture in our company ("that is just the way it is done")", and "I imposed these rules upon myself", and the answer choices are on a 5 point Likert scale 1 = 'Completely true' to 5 = 'Not at all true'.

For *Emotional Control* (4 items), items included "How often can you decide for yourself on¹ as to which emotions to display towards the clients", and for *Interaction Control* (4 items), "how often is it necessary that you have to display your emotions in a very particular way in order to fulfil the company's demands". The 5 point Likert scale ranged from 1 = 'Very rarely/Never' to 5 = 'Very often (several times an hour)'.

¹ As presented in the questionnaire by Zapf *et al.* (2001a)

The *Display of Certain Emotions* (12 items) consisted of 12 emotions e.g. “gratitude”, “anger” and “sympathy”. The Likert scale consisted of 1 = ‘very rarely/Never’ to 5 = ‘Very often (several times an hour)’, and according to one of the authors, these emotions are added to the scale that correspond to it, for example “friendliness” would be added to the *Display of Positive Emotions* (Fischbach, 2006; Zapf, Mertini, Seifert, Vogt, Isic, Fischbach, & Meyer, 2005).

The *Extent of Client Control* (4 items) was measured by “How many hours do you work per day, on the average?” with a 5 point Likert scale ranging from 1 = ‘Less than 2 hours a day’ to 5 = ‘more than 8 hours a day’.

The *Display of Positive Emotions* (5 items) consisted of items such as “How often in your job do you have to display pleasant emotions towards clients (i.e. friendliness or kindness).”

The *Display of Negative Emotions* (7 items) consisted of items such as “How often in your job do you have to display unpleasant emotions towards clients (i.e. strictness or anger if rules are not followed)?”

The *Display of Neutral emotions* (4 items) consisted of items such as “How often are you required to display neither positive nor negative emotions towards clients (i.e. showing impartiality)?”

Emotional Sympathy (4 items) was measured by items like “How often do you have to show understanding towards clients?”

While *Demands for Sensitivity* (4 items) was measured by “How often is it necessary in your job to sympathise with the clients’ emotions?” and “How often is it necessary in your job to put yourself into your client’s place?”

Emotional Dissonance (5 items) was measured by items like “How often in your job do you have to display emotions that do not agree with your actual feelings towards the clients?”

Interaction Control (4 items) was measured by items like “How often does your job allow you to end conversations with clients if you consider it to be appropriate?”

All of the mentioned items were answered on a 5-point Likert scale with 1= ‘very rarely/ never’ to 5= ‘very often (several times an hour)’.

Originally, this questionnaire was available in German, and it has been translated into English and Spanish, as a result, it is widely used in European countries. In addition, this questionnaire has been applied to various job settings and employee groups, such as call centres, hotels, employees working with handicapped students (Zapf *et al.*, 1999), banks and kindergartens (Zapf *et al.*, 2001b), cabin crew, shoe store staff and travel agency staff (Dormann & Zapf, 2004), teachers and travel agents (Fischbach, Meyer-Gomes & Zapf, 2004). This further confirms its reliability and validity and its wide applicability to different service related job.

It was observed by the present author that a limitation of the FEWS, is that in some instances, the English version sounded a bit awkward, although grammatically the sentences were correct. This could be because the terms used in the original language, German, were perhaps ‘harsher’ than would normally be used by native English speakers; for example, in the original version of the FEWS, it states “How often do **you yourself** have to **come across as being in a positive mood** when dealing with clients (i.e. cheerful)?” (Zapf *et al.*, 2001a), and the present author

prefers to state “How often would you have to **come across as being in a positive mood** when dealing with clients (i.e. cheerful)?”

1.3.3.1.5. Emotional Labour by Kruml & Geddes (2000)

Kruml and Geddes (2000), who are based in the U.S.A, developed and validated a scale that measured Emotive Dissonance and Emotive Effort . They felt that Morris and Feldman (1997) had some limitations in their study. Kruml and Geddes (2000) felt that Morris and Feldman’s dimensions did not describe individual effort, planning and control, and that the content validity of their questionnaire was questionable, as “without content and construct validation, there is no certainty that the latent variable is actually the variable of interest” (Kruml & Geddes, 2000; pp. 14). Therefore Kruml and Geddes attempted to address these limitations in the measure they developed.

The measure of Emotive Effort (Cronbach $\alpha = 0.66$) consisted of 4 items, such as; “I try to talk myself out of feeling what I really feel when helping customers”. Emotive Dissonance (Cronbach $\alpha = 0.68$) consists of 2 items such as “I show the same feelings to customers that I feel inside’. The items employed a 5 point Likert scale, with 1= ‘never’; to 5= ‘always’.

The authors do admit that their study had a few limitations, such as the items measuring Emotive Dissonance and Emotive Effort were not sufficient, as there were 2 items present for the former, and 4 for the latter. Also the authors stated that the measures were self-reported, and for this study, this may “have led to common method variance” (Kruml & Geddes, 2000; pp. 41), a limitation shared by most

studies in the field. Method variance is “variance that is attributable to the measurement method rather than to the constructs the measures represent” (Podsakoff, Mackenzie, Lee & Podsakoff, 2003; pp. 879).

1.3.3.1.6. Emotional Labour by Schaubroeck & Jones (2000)

Schaubroeck and Jones (2000), who are based in the U.S.A, measured Emotional Labour by indexing the character of emotions that were to be perceived to be encouraged on the job. They formed a composite demand for Positive Efference ($\alpha=0.87$) (8 items) and suppression of Negative Efference ($\alpha=0.96$) (8 items) by using duration and frequency. Example questions asked for Demands for Expression of Positive Efference are: ‘To be effective in my job, I must try to act excited, enthusiastic, proud, or determined’, and ‘To make a good impression on others (e.g., bosses, co-workers, customers, etc.), I must try to act excited, enthusiastic, proud, or determined’. Examples for Demands for Suppression of Negative Efference would be: ‘To be effective in my job, I must try to suppress how upset or distressed I may feel’, and ‘To make a good impression on others (e.g., bosses, co-workers, customers, etc.), I must try to suppress how upset or distressed I may feel’.

For frequency, a choice of answers was available on a 5 point Likert scale 1= ‘Almost never occurs’, and 5= ‘occurs very frequently’. While for duration, a 5 point Likert scale was used, with 1= ‘is very brief (< 5 minute)’, 2= ‘is brief (> 5 min., < 15 min.)’ 3= ‘occurs for a lengthy interval (> 15 min., < 1 hour)’ 4= ‘is fairly continuous (> 1 hour, < full shift)’ and 5= ‘is continuous (lasts full shift)’.

The authors felt that the measure reflects the degree of Emotional Labour by combining the frequency and the overall amount of attention devoted to the demand. Their sample consisted of employees (N=227) from a major survey research organization. In their study, Schaubroeck and Jones also measured physical symptoms, individual differences, and other dispositional variables such as organizational identification.

A limitation of this measure is that participants for this study consisted of employees of a major research organisation, so it was not known to which service professions the participants belonged. Another important limitation is that the items are too complex, as there are too many parts attached to one question, for example, a person has to be excited, enthusiastic, proud or determined, and there is not an option available for the respondent to choose which emotion they feel at a certain time.

1.3.3.1.7. Integrative Emotional Work Inventory (IEWI) by Strazdins (2000)

Strazdins (2000), who is also based in the U.S.A, devised the Integrative Emotional Work Inventory (IEWI). This measures the frequency of Emotional Labour in family and work roles, as the author sees Emotional Labour as a role (Strazdins, 2000).

There are 3 subscales which reflect companionship, help and regulation dimensions.

The IEWI consists of 21 items (Strazdins, 2000), with 7 items for each dimension.

There was high internal consistency for both the combined scales (α ranges from 0.91 to 0.94) and subscales (α ranges from 0.73 to 0.94) of Emotional Labour.

Strazdins' sample consisted of employees from government and health care organizations. Strazdins suggests that future studies would need to replicate and validate the IEWI measure by using teachers, psychologists and childcare workers, as

it is thought that they experience high Emotional Labour demands. This point could be viewed as a limitation of the study, as the sample did not incorporate other service industry professionals. Strazdins (2000) also measured social desirable response bias, expressive and interpersonally oriented personality.

The author of this thesis attempted to obtain a copy of the questionnaire directly from the author, but was unsuccessful. Therefore a sample of the questions used in this measure is not available.

1.3.3.1.8. Discreet Emotions Emotional Labor Scale (DEELS) by Glomb & Tews (2004)

Most recently, Glomb and Tews (2004), who are based in the U.S.A, developed the Discrete Emotions Emotional Labor Scale (DEELS). The DEELS directly measures frequency, and indirectly assesses variety and intensity. The measure taps into Emotional Dissonance, Surface Acting, as well as Emotional Exhaustion.

The DEELS consists of 3 sub-scales, genuine expression, faking and suppression. The first part of the questionnaire asks about “expressing emotions you feel”, there are 14 emotions, for example; irritation, anxiety, disliking, fear, happiness, liking, anger and enthusiasm. For example, for the genuine subscale, participants are asked, “how often do you genuinely express (enthusiasm) when you feel that way?” (Glomb & Tews, 2004; pp.7). The response choices range from 1= “I never genuinely express this” to 5= “I genuinely express this many times a day”.

While for the fake subscale, participants are asked “How often do you express feelings of (enthusiasm) on the job when you really don’t feel that way?” (Glomb & Tews, 2004; pp.7). The response choices range from 1 = “I never express this when I do not feel like it” to 5 = “I express this many times a day when I do not feel like it”. As for the suppression scale, participants are asked “How often do you keep (enthusiasm) to yourself when you really feel that way?” (Glomb & Tews, 2004; pp.7). The response choices were similar to the other 2 sub-groups with an additional item: “I never feel this”.

The study supports the conceptualisation and validity of DEELS. The relationship of the DEELS with other measures suggested adequate convergent, discriminant and criterion-related validity. Internal consistency reliability ranged between 0.73 to 0.87. The faking positive ($r = 0.26$), faking negative ($r = 0.26$), suppressing positive ($r = 0.23$) and suppressing negative ($r = 0.31$) subscales were positively correlated with Morris and Feldman’s (1996) dissonance subscale. The subscales (faking positive ($r = 0.35$), faking negative ($r = 0.17$), suppressing positive ($r = 0.22$) and suppressing negative ($r = 0.40$)) were all significantly correlated with Emotional Exhaustion.

The data was collected from 5 samples: Graduate students ($N = 86$) and employee samples from 4 work places: a hotel ($N = 19$), a managed healthcare organisation ($N = 44$), an assisted living group home organisation ($N = 217$), and a metropolitan police force ($N = 55$). The authors selected the participants based on a convenience sample, and participation was voluntary.

A limitation that is also present in other studies is that a limited number of organisations and professions were used, in order to validate the questionnaire. Also the authors state that a convergent validity could have been conducted with other existing measures of Emotional Labour, specifically the measures by Mann (1999) and Kruml and Geddes (2000) (Glomb & Tews, 2003).

Conclusion

To summarise this section, a range of measures have been reviewed, taking into consideration their validity and reliability. The FEWS (Zapf *et al.*; 1999) is the most comprehensive measure for Emotional Labour to date, as it measures the Display of Positive Emotions, the Display of Negative Emotions, Showing Sympathy, Sensitive Requirements, Emotional Dissonance, Routines and Interaction Control. This measure was chosen by this author (Chapter 4) for studies mentioned in other chapters in this thesis (Chapter 5 and 6). As far as it is known, the FEWS, is the only measure that was created in German, and subsequently, translations have been made into English and Spanish. As a consequence, in Spain the FEWS is used extensively in the study of Emotional Labour (for example: Manassero, García-Baude, Ramis, Torrens & Roca, 2005 and Carrasco, Peiró, Martínez-Tur, Ramos & García-Baude, 2005). The FEWS has also been used by researchers in Holland (Heuven & Bakker, 2003). In addition, on average there are about 5 questions for each subscale, which cover all the aspects of Emotional Labour. Zapf *et al.* (1999) used this measure in 3 different settings all related to jobs that require Emotional Labour, whether face to face interaction or via the telephone such as employees in call centres. This is important as it can be observed that the FEWS is transferable to different work areas as well as across cultures (Fischbach *et al.*, 2004). In general, the wording of the

phrases is straight forward, and when it was necessary, some language modification was conducted, taking into consideration that the meaning of the items were not changed.

Interestingly, in a span of 7 years, 8 separate and different measures in the English language have been devised by different researchers in different countries and continents. Perhaps subsequent scholars will concentrate on the current measures, and be able to perfect the existing ones, unless it is deemed necessary to devise a new measure.

The next section will state the studies that have been conducted in the area of Emotional Labour.

1.3.4. Studies of Emotional Labour

The following section reviews studies that have been conducted concerning Emotional Labour and the service industry. The following table (1.3) provides a summary of the research carried out in the field, which spans over a period of two decades (1983 to 2005). Twenty eight studies were included, and the details of these are given in table 1.3 below.

Table 1.3

A Summary of Studies available on Emotional Labour (EL) & the Service Industry (1983-2005)

Study	Sample Size (Profession)	Response Rate	Measures used	Results
Hochschild (1983)	Cabin crew	Not Available	Observation Questionnaire Interview (20 Delta officials) Group interview (7 supervisors) Open ended interviews (35 cabin crew)	Surface and Deep acting occurs in cabin crew.
Van Maanen & Kunda (1989)	Disneyland Employees	Not Available	Observations	EL is performed.
Anderson (1993)	520 Cabin crew	Not Available	Questionnaire with open ended questions	EL performed.

Study	Sample Size (Profession)	Response Rate	Measures used	Results
Wharton (1993)	117 Bank 555 Teaching Hospital	87% 33%	<p><i>Dependent Variables:</i> Emotional Exhaustion Job Satisfaction (JS)</p> <p><i>Independent Variables:</i> EL Control at Work Job Involvement Self-Monitoring (Self-Monitoring Scale (Snyder, 1974)).</p>	<p>-EL does not directly affect JS.</p> <p>-Women who engage in EL more satisfied than men at work.</p> <p>-EL can be psychologically distressing.</p> <p>-EL could impact job autonomy, job involvement, & emotional exhaustion.</p>
Morris & Feldman (1997)	75 (7 debt collection agencies) 75 (military recruiting battalion) 412 (members of state nursing association)	50% 41% 36%	<p>Emotional Labor: EL (Morris & Feldman, 1997).</p> <p>Antecedents of EL: Explicitness of display rules (Morris & Feldman, 1997) Routiness of task (Withey, Daft & Cooper, 1993) Job Autonomy (Hackman & Oldham, 1975)</p> <p>Consequences of Emotional Labor: Psychological Well Being Emotional Exhaustion (Wharton, 1993) Job Satisfaction (Hackman & Oldham, 1975)</p>	<p>-Task routine, power of role recipients & job autonomy sig. antecedents of EL.</p> <p>-Emotional Dissonance (ED) equals most variance in consequence of EL.</p>
Brotheridge & Lee (1998, 2003)	<p>Study 1 296 students (Undergraduate & graduate level), who worked as restaurant servers (37), office clerks (59), professionals (38), outdoor workers (11), sales clerks (67) & other occupations (68)</p> <p>Study 2 238 workers (service/sales workers (143), managers or professionals (15), office workers (22), labourers (29) & human service professionals (29)</p>	<p>Not Available</p> <p>Not Available</p>	<p>ELS (Brotheridge & Lee, 1998). Maslach Burnout Inventory: ((MBI) Maslach & Jackson, 1986). Identification with work (Lodhal & Kejner, 1965) Emotional Work Requirements Scale (Best <i>et al.</i>, 1998) Self Monitoring Scale (Snyder, 1974) PANAS (Watson, Clark & Tellegen, 1988)</p>	<p>-Surface acting related to emotional exhaustion.</p> <p>-Surface acting may be a mediator for EL process.</p>
Mann (1999)	137 office based employees (12 companies: Banking & telecommunication)	45%	<p>Role Play Scale (Mann, 1999) Stress Scale (Mann, 1999)</p>	<p>-EL is performed in almost 2/3rd of the jobs studied.</p> <p>-No statistical difference with EL and gender.</p> <p>-Stress correlated with EL.</p>
Pugliesi (1999)	1114 (University Employees)= 50% Faculty, Academic Professionals & Faculty Admin. 54% Classified Staff. 16% Service Professionals & Admin. Staff.	54%	<p>Job Conditions (Pugliesi, 1999) Emotional Labour: Self-focused (Pugliesi, 1999) Other focused (Pugliesi, 1999) Job Reactions: Job Stress (Pugliesi, 1999) Job Satisfaction (Pugliesi, 1999) Psychological Distress (Langner, 1962) Demographics</p>	<p>-High levels of complexity, control & demands in job.</p> <p>-Low to moderate extrinsic JS</p> <p>-High Job Stress</p> <p>>¼ satisfied v. satisfied with jobs.</p> <p>-Almost all perform EL.</p>

Study	Sample Size (Profession)	Response Rate	Measures used	Results
Zapf <i>et al.</i> (1999)	Sample 1= Employees in home for handicapped children (83) Sample 2= Hotel business (175) Sample 3= Call centres (250)	Not Available 20.3% 50%	Job Satisfaction (Semmer & Baillod, 1991) Psychosomatic Complaints, irritation & Self-esteem (Mohr, 1986, 1991) Burnout (MBI)- German version (Büssing & Perrar, 1992) Frankfurt Emotion Work Scale (FEWS)	-It emerged that Emotional Dissonance (ED) is a stressor showing negative relationships with health. -EL is multidimensional.
Schaubroeck & Jones (2000)	227 employees of major survey research org.	Not Available	EL (Schaubroeck & Jones, 2000) Interpersonal interaction-occupation Physical Symptoms: Somatic Complaints Index (Caplan <i>et al.</i> , 1975). Individual Difference Variables: Age Gender Trait Negative Affectivity: (PANAS; Watson <i>et al.</i> , 1988) Education Quantitative measure of smoking & physical exercise Self reported Salary Job Complexity (Caplan <i>et al.</i> , 1975 & House, 1980). Emotional adaptability (Laird & Crosby, 1974). Other Dispositional Variables: Organizational identification (Mael, 1988). Michigan Organizational Assessment Questionnaire (Cammann <i>et al.</i> , 1979)	-Positive emotions on job= positively related to physical symptoms. -Emotion expression may depend on emotional predisposition and on objective characteristics of organizational role.
Seymour (2000)	-12 waiting staff traditional service -12 waiting staff fast food restaurant	All participated	Semi-structured interview.	-Both types of service work require EL, but there is difference between the 2 types.
Strazdins (2000)	Study 1= 2 Australian Govt Org (Admin. & Public Service Staff- n=228) Study 2= Health Care Organization (inpatient & outpatient services).	43% 34%	Integrative Emotional Work Inventory (IEW, Strazdins, 2000). Social desirable response bias: Balanced Inventory of Desirable Responsibility (BIDR; Paulhus, 1991). Expressive & interpersonally oriented personality: Subscale from Personal Attributes Questionnaire. Observer report of emotional work.	-No gender difference found. -Health care professionals perform high amounts of emotion work. -Emotional work extensively done by managers.
Taylor & Tyler (2000)	-Telephone Sales Agents -Cabin Crew	40 participants 25 participants	Semi-structured interviews.	-EL= women's work. -Surface acting can conceal deep resentment of quality improvement programmes.
Zerbe (2000)	452 Cabin Crew and Passenger Service Agents	23%	Emotional Experience, Expectations & Display (Russell & Mehrabian, 1977) Job Satisfaction (JS) [Satisfaction with Work Demands; Turnover Intentions; Job Commitment] (Dunham, Smith & Blackburn, 1977). Modified Maslach Burnout Inventory (Golembiewski & Muzenrider, 1987) Self-Monitoring (Luechauer & Katerberg, 1989) Passenger Contact Respondents Characteristics	-More pleasure is displayed & felt= greater JS, & lower feelings of Emotional Exhaustion, Depersonalisation or lack of Personal Accomplishment, and have lower turnover intentions.

Study	Sample Size (Profession)	Response Rate	Measures used	Results
Erickson & Ritter (2001)	522 (Females= 335 Males= 187)	67%	Burnout at work (Erickson & Ritter, 2001) Inauthenticity at work (Erickson & Ritter, 2001) Managing Emotions (Russell, 1989) Job Requiring Emotional Labour (Hochschild, 1983: Appendix C) Percentage of time spent interacting with people Control over work with people Decision Latitude (Karasek, 1979) Substantive complexity Time Demands Job Involvement Job tenure	-Experiencing positive emotions reduced feelings of burnout, while agitation increased such feelings. -Occupation characteristics on burnout & inauthenticity did not vary by gender.
Kinman & Gallagher (2001)	122 cabin crew	Not Available	Demographic & Work Related Data EL (Mann, 1999) Intrinsic & Extrinsic Job Satisfaction (Warr <i>et al.</i> , 1979). Psychological Well-Being : GHQ-12 Work/home spill-over (Greenhaus & Beutell, 1985).	-EL positively correlated with Psychological ill health & perceptions of work interfering with home life, & negatively correlated with JS.
Zapf <i>et al.</i> (2001b)	1241 (Service Industry) 1 Sample=83 x Special needs 2 Sample= 175 x Hotel Business 3 Sample=250 x Call Centres 4 Sample= 122 x Banks 5 Sample= 611 x Kindergartens	Not Available Not Available 29% 50% Not Available 67%	Organizational stressors and resources : Instrument for Stress-oriented Job Analysis (ISTA 6.0- Semmer <i>et al.</i> , (1995, 1999)). Social Stressors (Frese & Zapf, 1987) Social Support (Frese, 1989; House & Caplan, 1975) Emotion Work (EW=EL) : (FEWS; Zapf <i>et al.</i> , 1999) Burnout : MBI German version (Büssing & Perrar, 1992)	-EL variables overlapped with organizational stressors & resources. -Correlation found for EL variables & time pressure & concentration necessities. -EL predictive of all burnout variables. -EL shows that ED is predictor of emotional exhaustion & depersonalisation.
Brotheridge & Grandey (2002)	29 Human Service Workers 143 Service/ Sales employees 15 Managers 22 Clerical staff 29 Physical labourers.	238 Convenience Sample	Job Focused Emotional Labour : - <i>Interpersonal Work Demands</i> (Emotional Labor Scale (ELS- Brotheridge & Lee, 1998)). - <i>Perceived Display Rules</i> (The Emotion Work Requirements Scale- Best <i>et al.</i> , 1997). Employee-focused emotional labour : Surface & Deep Acting from ELS (Brotheridge & Lee, 1998). Negative Affectivity : PANAS Employee burnout : MBI (Maslach & Jackson, 1986).	-No significant occupation differences in emotional exhaustion levels.
Brotheridge & Lee (2002)	236 employees (sales clerks, restaurants servers, health professionals & office employees).	Not Available	Display rules, role characteristics & surface and deep acting : ELS (Brotheridge & Lee, 1998) Construct of Personal Authenticity (Sheldon <i>et al.</i> , 1997). Emotional Exhaustion : MBI (Maslach & Jackson, 1986). Contact Rating Scale (Leiter & Maslach, 1988). Role Identification (Lodhal & Kejner, 1965; & Brotheridge & Lee, 2002). Self-Monitoring (Snyder, 1974).	-Service workers cope with demands. they conserve resources by performing surface acting or deep acting -Surface acting stronger predictor of authenticity than deep acting. -Emotional exhaustion predicted turnover through deep acting.

Study	Sample Size (Profession)	Response Rate	Measures used	Results
Côté & Morgan (2002)	111 working college students (sales clerk, teacher's aide, waiter/waitress).	Not Available	Differential Emotions Scale (Izard, 1977) Job Satisfaction Survey (Spector, 1994) Intentions to quit (Spector <i>et al.</i> 1988) Emotional Expressivity Scale (Kring <i>et al.</i> , 1994) Quantitative Workload Inventory (Spector & Jex, 1998). Age Ethnic background	-Suppression of emotions leads to decreased job dissatisfaction, and increased intentions to quit. (Longitudinal- 4 weeks).
Diefendorff & Richard (2003)	152 full-time working adults: 24% Sales & Service 22% Clerical 15% Professional & Technical 11% Management 10% Education 6% Healthcare 5% Skilled labour 7% Other	460 sets of surveys distributed return rate: 49% employees 41% supervisors 41% co-workers	Job based interpersonal requirements. Perceived Display Rules (Schaubroeck & Jones, 2000). Extraversion & Neuroticism (Saucier, 1994). Job Satisfaction (Cammann, Fichman, Henkins & Klesh, 1979). Emotion Management Behaviours	-Evidence for a connection between job-based differences in interpersonal requirements and employee negative emotions. -Supervisor perceptions sig. predicted employee perceptions for demands to suppress negative emotions at work. -Sig. correlation between self & co-worker ratings of employee emotional display rules.
Taylor (2003) and Brotheridge & Taylor (2004)	158 Cabin crew	Not Available	Deep Acting (Mann, 1999) Emotional Labour (Brotheridge & Lee, 1998) Collectivist and Individualist Values (Singelis, Triandis, Bhawuk & Gelfand, 1995)	-Individual's from collectivist countries describes themselves as having stronger individualist values. - Sig. difference between cultures with Hiding Emotions & Deep Acting.
Tews & Glomb (2003)	216 employees (Large Midwestern University)	71 (33%)	EL (Glomb & Tews, 2004) Personality: NEO Five Factor Personality Inventory, Form S (Costa & McCrae, 1991). Emotional Exhaustion (Wharton, 1993) Controls:- Gender -Hours worked per week -Individual perception of display rules for emotional expression.	-Extraversion positively related to expressing felt positive emotions. -Neuroticism positively related to expressing genuinely felt negative emotions. -Extraverts likely to relate to fake positive emotions. -Neuroticism positively related to faking positive emotions & suppressing negative emotions.
Williams (2003)	2912 cabin crew	60%	Quantitative & Qualitative Survey (Williams, 2003)	A gender link is present between EL & sexual harassment. Some cabin crew find EL satisfying & enjoyable, & some cc find EL stressful. Organisational variables play a role in EL.

Study	Sample Size (Profession)	Response Rate	Measures used	Results
Totterdell & Holman (2003)	18 volunteers from financial bank call centre.	82%	Diary Measures: Pocket computer -Emotion Regulation -Situational Cues -Consequences -Expressed and experienced emotions Questionnaire Measures: -Emotional Intelligence (Schutte <i>et al.</i> , 1998). -Emotional Expressivity (Gross & John, 1997). -Autonomy (Jackson, Wall, Martin & David, 1993). -Supervisor Support (Parker, Jackson, Sprigg & Whybrow, 1998). -EL (Brotheridge & Lee, 1998)	-Participants felt happier when customers and co-workers were pleasant. -Surface acting positively associated with emotional exhaustion in employees than deep acting. -Female employees engaged in negative affect regulation & faking emotions.
Glomb & Tews (2004)	Sample 1: 86 Students Sample 2: 19 hotel employees Sample 3: 44 Healthcare Organization Sample 4: 55 police force Sample 5: 217 Home assistants	S1: Not Available S2: 19% S3: 39% S4: 30.6% S5: Not Available	Sample 1-4: Emotional Dissonance (Morris & Feldman, 1997 and Brotheridge & Lee, 1998) Surface Acting (Brotheridge & Lee, 1998) Duration (Morris & Feldman, 1997) Emotional Exhaustion (Wharton, 1993) DEELS (Glomb & Tews, 2004) Sample 5: DEELS (Glomb & Tews, 2004): Genuine Expression Faking Suppression	-Home assistant employees expressed positive emotions more frequently than police force. -Police reported expressing faking negative emotions more freq. than home assistants. -DEELS found valid as measure of EL.
Fischbach, Meyer-Gomer & Zapf (2004)	<i>USA:</i> Teachers (67) Travel agents (51) <i>Germany:</i> Teachers (209) Travel agents (202)	34% 20% 30% 58%	FEWS (Zapf <i>et al.</i> (2000a & b))	-Emotional demands in USA require less neutrality than Germany
Diefendorff, Croyle & Gosserand (2005)	Sample 1: 297 employed undergraduate students Sample 2: 179 (Sales, service, healthcare, childcare & clerical)	S1: Not Available S2: Not Available	Surface Acting (Grandey, 2003 & Kruml & Geddes, 2000). Deep Acting (Grandey, 2003 & Kruml & Geddes, 2000). Expression of Naturally Felt Emotions (Kruml & Geddes, 2000) Personality (Saucier, 1994) Self Monitoring Scale (Snyder, 1974) Emotional Expressivity (Kring <i>et al.</i> , 1994) Perceived display rule demands: -Positive display rules (Brotheridge & Grandey, 2002 and Schaubroeck & Jones, 2000) -Negative Display rules (Brotheridge & Grandey, 2002 and Schaubroeck & Jones, 2000) Frequency Duration of Interaction Task Routiness (Withey, Daft & Cooper, 1983)	-Individuals who experience negative emotions, may fake positive emotions in the role they are in. -The display of naturally felt emotions was predicted by extraversion & agreeableness. -Naturally felt emotions should be examined as an EL strategy.

Table 1.3 (above) provides the reader with a summary of all the studies conducted on the concept of Emotional Labour and the service industry since 1983. However, it has to be noted that the studies by Morris and Feldman (1997), Zapf *et al.* (1999, 2001) and Brotheridge and Lee (2002) used a wide sample and a caring profession was part of the sample. Nonetheless, these studies have been incorporated in the literature as the rest of their sample consisted of individuals working in the service industry (e.g. bank employees, debt collectors, cabin crew, sales clerks and so on).

In the early studies of Emotional Labour, the researchers chose to employ the method of observation (Hochschild, 1983; Van Maanen & Kunda, 1989), because, no measures relevant to the field had been devised. Other researchers opted for semi-structured interviews, as they helped to identify which variables were relevant, and the nature of the questions that required to be asked (Anderson, 1993; Seymour, 2000; Taylor & Tyler, 2000). In the initial studies conducted in the field of Emotional Labour, it was the authors' goal to establish that Emotional Labour occurred in the service industry field (Hochschild, 1983; van Maanen & Kunda, 1989 and Anderson, 1989).

In summary, it was observed that the majority of the studies employed various measures of Emotional Labour (table 1.3). Kinman and Gallagher (2001), Totterdell and Holman (2003), Diefendorff and Richard (2003), Taylor (2003) and Diefendorff, Croyle and Gosserand (2005) are among the few authors who opted to use existing measures of Emotional Labour (Mann, 1999; Brotheridge and Lee, 1998). While Glomb & Tews (2004), chose to create their own measure, and validated it by using

the measures of Morris & Feldman (1997), Brotheridge & Lee (1998), and Wharton (1993).

The studies stated in table 1.3 examined different variables, which were thought to have an effect on Emotional Labour such as; control at work, job involvement, job satisfaction, routine of task, inauthenticity, social support, autonomy, supervisor support, emotion management behaviours, psychological well being, emotional exhaustion, burnout, emotional intelligence, and personality such as extraversion and neuroticism. However, these variables were never measured in conjunction, but separately in separate studies. It would seem more appropriate to measure all of the variables together in the same sample, so that a clearer view will be obtained on which variable had a direct or greater effect on Emotional Labour. The most common variables that were examined in conjunction were Emotional Exhaustion and Job Satisfaction (Wharton, 1993; Morris & Feldman, 1997; Pugliesi, 1999), Emotional Labour and Burnout (Brotheridge & Lee, 1998, 2002), Job Satisfaction, Burnout and Physical Wellbeing (Zapf *et al.*, 1999; Zerbe, 2000; Schaubroeck & Jones, 2000; Kinman & Gallagher, 2001), Burnout, inauthenticity at work and Control over work (Erickson & Ritter, 2001), Stress, Social Support, Emotional Labour and Burnout (Zapf *et al.*, 2001), Job Satisfaction, Personality and Emotional Labour (Diefendorff & Richard, 2003), Emotional Labour, Personality and Emotional Exhaustion (Tews & Glomb, 2003).

It was observed from various studies that Emotional Labour was related to well being. For instance, Emotional Labour was positively correlated to stress (Mann, 1999) and psychological ill health (Kinman & Gallagher, 2001). Zapf *et al.* (2001)

state that Emotional Labour variables overlapped with organizational stressors and resources, and that a correlation was found for Emotional Labour variables and time pressure as well as concentration necessities. Zapf *et al.* (2001) also state that Emotional Labour is predictive of all burnout variables. While Schaubroeck and Jones (2000) state that the display of positive emotions on the job is positively related to physical symptoms. Zerbe (2000) found that when more pleasure is displayed, the greater the Job Satisfaction and the lower the feelings of Emotional Exhaustion, Depersonalisation or lack of Personal Accomplishment are present. As a result of this, there are lower turnover intentions (Zerbe, 2000). Also Erickson and Ritter (2001) observed that experiencing positive emotions reduced feelings of burnout, while agitation increased such feelings. While Brotheridge and Grandey (2002) state that there was no significant occupational difference in emotional exhaustion levels, as people in different occupations whether managers, labourers or sales employees experienced similar levels of Emotional Exhaustion.

Concerning Surface and Deep Acting, Seymour (2000) states that they both require Emotional Labour, and that there is a difference between the 2 types. Brotheridge and Lee (1998, 2003) state that Surface acting is related to emotional exhaustion, and in their point of view, Surface acting may be a mediator for the Emotional Labour process. Taylor and Tyler (2000) observed that Surface acting can conceal deep resentment of quality improvement programmes. Brotheridge and Lee (2002) observed that surface acting is a stronger predictor of authenticity than deep acting and that emotional exhaustion predicted turnover through deep acting. Totterdell and Holman (2003) observed that Surface acting is positively associated with emotional exhaustion in employees.

There was only 1 longitudinal study (Côté & Morgan, 2002) present and known by the author, concerned with the concept of Emotional Labour. Although it was noticed that the suppression of emotions leads to decreased job satisfaction, a period of 4 weeks may not have been sufficient to obtain valid and reliable results. There is a need for longitudinal studies in the field of Emotional Labour and Zapf, Dormann and Frese (1996), suggest that it is appropriate to study participants at the beginning of their job, before they have the opportunity to adapt to their work environment.

It was also observed from the studies (table 1.3) that there were no gender differences present (Mann, 1999; Strazdins, 2000; Erickson & Ritter, 2001).

However, Taylor and Tyler (2000) argue that most work done by women involves Emotional Labour. One needs to employ some caution in this area, as it will vary from role to role, and it cannot be generalised that Emotional Labour is women's work. Some fields may be male dominated which may also require men to perform Emotional Labour, for example, a study by Rafaeli and Sutton (1991), demonstrated that individuals in the police force performed Emotional Labour and Sutton (1991) also reported Emotional Labour in bill collectors. On the other hand Totterdell and Holman (2003) observed that female employees engaged in negative affect regulation and faking emotions.

In addition, it has been observed that only 2 studies examined culture and Emotional Labour (Taylor; 2003 and Fischbach *et al.*, 2004). This area is of interest as there is a scarcity in the literature, and Emotional Labour may be experienced differently in different cultural contexts. Seymour (2000) suggests that some cultures may be more adapt to performing Emotional Labour than others, and she uses the Japanese Geisha

as an example as “The Japanese concept of *honne* versus *tatemae* (the truly felt rather than the socially required) allows them to see this dichotomy as a necessity of civilised life. ‘The Japanese know that certain kinds of social situations demand *tatemae*. There is nothing insincere about facades’” (Dalby, 1983: 157) (Scymour, 2002; pp. 169).

It is observed that Taylor (2002) used Hofstede’s classification in his study.

According to Hofstede (1983), Individualistic cultures (e.g. US, Great Britain and the Netherlands) find importance in personal time, freedom, prefer to challenge others and need extrinsic motivators at work. There is a focus on rights over duties, emphasis on personal autonomy, identity and personal accomplishment (Hofstede, 1980). Collectivistic cultures (e.g. Columbia, Pakistan and Taiwan) place emphasis on training, physical conditions, skills, are internally motivated at work and prefer to have harmony around them (Hofstede, 1980). Researchers regard the concept of individualism as the opposite of collectivism (Hui, 1998). For a comprehensive overview on the topic, refer to Oyserman, Coon and Kimmelmeier (2002).

The majority of authors consider frequency, variety, duration and attentiveness of emotions as dimensions of Emotional Labour. However, Emotional Dissonance is different, and it is defined as a result of the determinants of emotion work (Adelmann, 1995), and dependent variables (Ashforth & Humphrey, 1993). There is an agreement that Emotional Dissonance is the discrepancy between felt and expressed emotions (Brotheridge & Lee, 1998; Morris & Feldman, 1996, 1997), and is the main predictor of Emotional Exhaustion. This concept will be explored further in the next section of this chapter.

Morris and Feldman (1997) found that Emotional Dissonance accounts for most variance in the consequence of Emotional Labour. In addition, Zapf *et al.* observed that Emotional Dissonance is a predictor of Emotional Exhaustion and depersonalisation (Zapf *et al.*; 2001), and it is a stressor showing negative relationships with health (Zapf *et al.*; 1999).

The next section of this chapter will deal with studies concerning Emotional Dissonance and the service industry only.

1.4. EMOTIONAL DISSONANCE

The concept of Emotional Dissonance has been included in various studies (Brotheridge & Lee, 1998; Morris & Feldman, 1996, 1997; Zapf, Seifert, Schmutte, Mertini & Holz, 2001b; Zapf *et al.*, 1999). However, it is treated differently, as some authors see it as a dimension of Emotional Labour (Morris & Feldman, 1996 & 1997), others see it as a dependent variable (Ashforth & Humphrey, 1993), while a third group of authors perceive it as a stressor that is present in the environment (Zapf *et al.* 1999).

1.4.1 Definitions

The basic idea underpinning all definitions, as observed in table 1.4 is that it involves employees to express emotions that are required for the role, and are not genuinely felt. This can be viewed as a conflict between the person's response and the role expectations of their job (Rafaeli & Sutton, 1987). Hochschild (1983) regarded this as problematic, because when one is unable to feel their true emotions, it can cause

an alienation from one's emotions, and in the long run it results in having poor self-esteem and experiencing depression (Brotheridge & Lee, 1998; Zapf, 2002).

Table 1.4 :

<i>Definitions of Emotional Dissonance (ED)</i>	
<i>Authors</i>	<i>Definitions</i>
Hochschild (1983)	"Maintaining a difference between feeling and feigning over the long run leads to strain" (pp. 90).
Morris & Feldman (1996)	"Researchers typically have considered dissonance a consequence of emotional labor (Adelmann, 1989). However, rather than being a consequence, ED can and should be considered as the fourth dimension of the emotional labor construct" (pp. 992).
Morris & Feldman (1997)	"Previous examinations of emotional dissonance have always considered dissonance a consequence of emotional labor (Adelmann, 1989). However, rather than being a consequence, emotional dissonance can and should be considered as the third component of the emotional labor construct itself" (pp. 258).
Abraham (1998)	"ED occurs when an employee's expressed emotions are in conformity with organizational norms but do not represent his or her true feelings (Rafaeli & Sutton, 1987)" (pp. 231)
Zapf <i>et al.</i> (1999)	"It is defined as the mismatch between felt emotions and the organizationally desired expression of these emotions" (pp. 379). ED is an "external demand rather than a reaction to emotions display or a behavioural strategy" (pp. 379).
Kruml & Geddes (2000)	"defined as the difference between felt and feigned emotions (Hoschchild, 1983)" (pp. 19)
Zapf <i>et al.</i> (2001b)	"ED occurs when an employee is required to express emotions which are not genuinely felt in the particular situation" (pp. 530).
Brotheridge & Lee (2003)	"Hence, in our formulation, we do not consider emotional dissonance to be a component of EL, although it may be associated with either surface or deep acting, which we believe are the component of EL" (pp. 365).

Zapf *et al.* (1999), define Emotional Dissonance as a "mismatch between felt emotions and the organizationally desired expression of these emotions" (Zapf, 2002; p. 245). Here, it is seen as an external demand instead of a reaction to emotional display. Zapf (2002), states that there are differences in social situations which are not described by the boundaries of display rules, nor by the frequency or duration of Emotional Labour. Also, he reasons that "this is because the display rules describe the desired state of emotion display, but they do not comprise anything about how

often individuals are exposed to situations where they have to show the required emotions” (Zapf, 2002; p. 245).

Brotheridge and Lee (1998) state that Emotional Labour does not always lead to Emotional Dissonance, so they do not consider Emotional Dissonance to be part of Emotional Labour, although there may be an association with Surface or Deep acting, which are both components of Emotional Labour.

To date, there are 5 known studies which have specifically studied Emotional Dissonance (table 1.5) in isolation, and as a separate entity from Emotional Labour.

1.4.2. Studies on Emotional Dissonance

The table below (Table 1.5) gives the reader a review of studies which deal with Emotional Dissonance only. The next paragraphs will discuss these studies in greater detail.

Table 1.5
A Review of Studies on Emotional Dissonance(ED) in the Service Industry (1998-2004)

Study	Sample Size (Profession)	Response Rate	Measures used	Results
Abraham (1998)	106 (Telecommunications, entertainment, food service & clothing retail industries).	96%	Job Autonomy Scale (Hackman & Oldham, 1975) Affect Scale (Holbrook, 1981) ED (Adelmann, 1989) Burnout (MBI) Job Satisfaction (JS) (Hackman & Oldham, 1975) Self-Monitoring Scale (Snyder, 1974) Social Support Scale (Caplan, 1976)	-ED is independent construct, distinct from freq & variety of EL. -Results consistent with Morris & Feldman (1997). -Self monitoring failed to explain sig. amount of JS. -Social support played an important role in JS.

Study	Sample Size (Profession)	Response Rate	Measures used	Results
Abraham (1999)	79 customers service in telecommunications, entertainment, food service & clothing retail industry	Not mentioned	Emotional Dissonance (ELS: Adelman, 1989) Job Satisfaction (Hackman & Oldham, 1975) Organisation Commitment Questionnaire (Porter, Steers, Mowday & Boulian, 1974) Intention to Turnover: Michigan Organisational Assessment Questionnaire (Cammann <i>et al.</i> , 1979) Ability to modify Self Presentation: Self Monitoring Scale (Lenox & Wolfe, 1984) Social Support (Caplan, 1976)	-ED resulted in Job Dissatisfaction & reduced organizational commitment in high self-monitors. -Social support lessened negative impact of ED on work commitment, therefore reducing intentions to turnover.
Glomb, Miner & Tews (2002)	72 university admin. Support staff	68%	<u>3 week survey</u> Morning Survey: Palmtop: 12 emotion items from 6 emotion category (Shaver <i>et al.</i> 1987) Workday Survey: Palmtop: 4 randomly scheduled times: Felt & Expressed Emotions (Shaver <i>et al.</i> , 1987) Customer Interaction Emotional Exhaustion (Wharton, 1993)	-Employees did experience ED, -Emotions felt & not expressed. -Negative & positive emotions suppressed. -More negative feelings, more emotional exhaustion.
Heuven & Bakker (2003)	220 cabin crew	31%	Demand & Control Variables: <i>Job Demands</i> (De Jonge & Kompier, 1997) <i>Job Control</i> (Bakker <i>et al.</i> - in press) ED (Zapf <i>et al.</i> , 1998) Burnout (MBI- (Dutch version- Schaufeli & Van Dierendonck, 2000)	-Emotional exhaustion found to play important mediating role between work characteristic & depersonalisation. -No support was found for predicted interaction between job demand & job control, & between these 2 variables & ED.
Dormann & Zapf (2004)	Sample 1: 312 cabin crew Sample 2: 88 Shoe Stores staff Sample 3: 191 Travel agency staff	55%	Customer Related Social Stressors (CSS) (Dormann & Zapf, 2004) ED (FEWS; Zapf <i>et al.</i> , 1999) Job Stressors & Resources (ISTA; Semmer <i>et al.</i> , 1995) Social Stressors in interaction with supervisors & colleagues (Frese & Zapf, 1987) Social Support by supervisors & social support by colleagues (Frese, 1989) Burnout (MBI; Büssing & Perrar, 1992)	-ED significantly predicted burnout. -ED explained variance beyond CSS in the prediction of depersonalisation, but it does not have a contribution to exhaustion & reduced accomplishment.

As observed from table 1.5, the studies selected in this section concentrate on Emotional Dissonance and the service industry. Studies that included the caring profession and employees working in call centres only, were deliberately excluded, the former because, in the caring profession, emotions are not sold for a wage, and as

long as an individual cares for their patients but does not place extra emphasis on smiling they can still be considered as good professionals, while the latter do not have a direct face to face interaction with their customers. These 5 studies were quantitative in nature.

The studies examined different variables, which were thought to have an effect on Emotional Dissonance such as; Burnout, Emotional Exhaustion, Social Support, Autonomy, Job Satisfaction and Social Stressors (table 1.5). Similar to the Emotional Labour studies, these measures were not measured in conjunction, but separately in separate studies. It would seem more appropriate to measure all of the variables together in the same sample. It has been observed that almost all of the studies examined Emotional Dissonance in conjunction to Burnout (Abraham, 1998; Heuven & Bakker, 2003; Dormann & Zapf, 2004), or Emotional Exhaustion (Glomb, Miner & Tews, 2002) which is a component of Burnout. Some of the organisational variables were examined such as Job Autonomy (Abraham, 1998), Job Satisfaction (Abraham, 1999), Customer Interaction (Glomb *et al.*, 2002), Demand and Control Variables (Heuven & Bakker, 2003), Stressor at work (Dormann & Zapf, 2004), Social Support (Abraham, 1998 & 1999, and Dormann & Zapf, 2004) and Intentions to leave the organisation (Abraham, 1999).

It was observed that Emotional Dissonance predicted Burnout (Dormann & Zapf, 2004), but no support was found for the interaction of job demand, job control and Emotional Dissonance (Heuven & Bakker, 2003). When Emotional Exhaustion was specifically examined, it was observed that when more negative feelings were felt and not expressed, the higher the levels of Emotional Exhaustion (Glomb *et al.*,

2002). Also, it was observed that Emotional Exhaustion played a mediating role between work characteristic as well as depersonalisation (Heuven & Bakker, 2003), and Dormann and Zapf's (2004) study, found that Emotional Dissonance explained the variance in predicting depersonalisation, but not for emotional exhaustion and reduced personal accomplishment (Dormann & Zapf, 2004).

The effect of Emotional Dissonance on the intentions to leave was examined (Abraham, 1999), and it was observed that if Emotional Dissonance was experienced, but social support was present, then job satisfaction increased, and intentions to leave decreased (Abraham, 1999).

In conclusion, the above studies indicate that Emotional Dissonance was experienced by participants working in various industries such as telecommunication, entertainment, food service, retailing industries (clothes and shoe store staff), cabin crew, travel agency staff and university administration staff. Emotional Dissonance was found to be an independent construct, which differed from Emotional Labour (Abraham 1998). It was also observed that both negative and positive emotions were suppressed, and that suppressing negative emotions lead to more emotional exhaustion (Glomb *et al.*, 2002).

1.5. DIRECTION OF RESEARCH FOR FUTURE STUDIES

Various gaps in the literature can be identified from this review. For example, the lack of longitudinal studies, and the dearth of studies looking at personality. In terms of longitudinal studies, Briner (2005) states that one of his conclusions in the study of Emotions and Organisations is that “there is, perhaps unsurprisingly, actually hardly any longitudinal stuff out there at all”. Therefore, a longitudinal study will be attempted in this thesis, in order to contribute more information in the field of Emotions.

Only 2 studies have examined personality in conjunction to Emotional Labour. In a working paper by Tews and Glomb (2003), the Five Factor model of personality and Emotional Labour (Table 1.3) was examined. As far as the researcher is aware, there are 2 studies to date that have combined both Emotional Labour and personality, the other one being by Diefendorff *et al.*, (2005). Tews & Glomb (2003) were able to support the hypotheses that extraversion is positively related to genuinely felt emotions, and that neuroticism is positively related to expressing genuinely felt negative emotions. Also neuroticism is positively related to faking Positive Emotions and suppressing Negative Emotions. In addition, it is important to observe if there are any underlying abilities and perhaps predispositions that may relate to the performance of Emotional Labour, and this will be tackled further in this thesis.

In addition, the study of Emotional Labour on different cultures needs to be explored further, as there is scarcity in the literature. Apart from Europe, North America and Australia, only a few known studies on Emotional Labour have been published in Japan (Ogino, Takigasaki & Inaki, 2004) and China (Shulei & Miner, 2006 and Wu

& Cheng, 2006), as the abstracts were available in English. It is not known to this author whether other articles have been published in these countries. Also one should not forget the research carried out in Israel by Anat Rafaeli (Rafaeli, 1989; Rafaeli & Sutton, 1987; Rafaeli & Sutton, 1990; Rafaeli & Sutton, 1991). It is not known to this author whether other studies exist in non Western countries. Therefore for future researchers and scholars, it would be beneficial to understand the concept of Emotional Labour in a multicultural context, as well as its implications in an organisational setting.

As far as this author is aware, only 2 studies examined intentions to quit with relation to the experience of Emotional Labour (Côté & Morgan, 2002) and Emotional Dissonance (Abraham, 1999). The studies observed that even though Emotional Dissonance resulted in job dissatisfaction, peer support lessened the impact of Emotional Dissonance, which improved the commitment towards the organisation. Nonetheless, these studies did not examine the actual turnover of the staff at a later stage, which would help confirm the results, not just by examining their commitment at the time of answering the questionnaire. Therefore, this would need to be addressed in future studies. This is of interest in order to observe whether there are factors or certain perceptions that could contribute to leaving or quitting the role.

From the studies of Emotional Labour and Emotional Dissonance, burnout is an outcome in conjunction to the organisational variables. In order to understand how burnout is linked to Emotional Labour, studies concerning work stress need to be highlighted. Therefore, the next chapter (Chapter 2) will give an overview of work stress and Emotional Labour.

Chapter 2

Work Stress, Cabin Crew and Future Research Taking Into Account Emotional Labour

“Shhhhh, a considerate cabin crew keeps their voice low while working”

A sticker observed in the galley of an aircraft, with a picture of a sleeping passenger in the background (Airline studied, 2006)

Burnout is an outcome of stress and Emotional Labour (Chapter 1). However, before the concept of burnout is examined, an overview of work stress and its relationship with Emotional Labour and cabin crew will be discussed. Lastly, study limitations and directions for future studies will be presented.

2.1. WORK STRESS

An in-depth discussion of the concept of stress is beyond the scope of this thesis. Nonetheless, a brief summary will be given, in which the definitions and measures relevant to this thesis will be summarised. However, for a more detailed review of stress, it is recommended that the reader focuses on the work by Jones and Bright (2001) and Cooper and Dewe (2004), as they provide to interested individuals a concise overview of stress, as well as current debates in the field.

2.1.1. Definitions

Lazarus and Folkman (1984) define stress as “a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being” (pp.19). Cox’s (1993)

definition is that “stress can be defined as a psychological state which is part of and reflects a wider process of interaction between individuals and their work environment” (pp. 29). For Lazarus (1991) “Stress is not a property of the person, or of the environment, but arises when there is a conjunction between a particular kind of environment and a particular kind of person that leads to a threat appraisal” (Lazarus, 1991; pp. 3). These approaches are transactional in nature. Beehr and Franz (1987) state that stress ‘has commonly been defined in one of the three ways: an environmental stimulus often described as a force applied to the individual, as an individual’s psychological or physical response to such an environmental force, or as the interaction between these two events (pp. 6). In the next section, an outline of the Demand-Control model by Karasek (1979) will be described briefly, in order to understand the direction this author will be taking for her research.

2.1.2. Karasek’s model

Karasek’s Demand-Control model focuses on 2 aspects of work; 1- Job demand and 2- Job control (Karasek, 1979). Job demand refers to the work load, while job control refers to decision latitude, which is the extent of control over important decisions at work. Initially, these two components were combined in one measure (Doef & Maes, 1999). Having decision latitude is likely to reduce a worker’s stress and increase learning, while psychological demands will increase learning and stress (Doef & Maes, 1999). The model states that having high job demand and low levels of job control leads to high levels of psychological and physical strain, therefore a ‘high strain’ job. While a ‘low strain’ job would have low levels of demand and high levels of control. An ‘active job’ would be regarded as having high job demands combined with high levels of control. This model has ‘been used to predict the more immediate

impact on psychological wellbeing and job satisfaction' (Jones & Bright, 2001; pp. 183).

This model has been extended to add other variables, such as the lack of peer support, which has been found to be a contributor to stress at work (Johnson & Hall, 1988), as well as job insecurity and physical demands (Karasek & Theorell, 1990). In addition, individual differences have been examined (Judge & Locke, 1993; Firth-Cozens, 1992; Parkes, 1991).

The next section deals with different organisational variables that have played a role in the Emotional Labour literature (Chapter 1).

2.1.3. Work Environment

The impact organisational variables has on Emotional Labour has been studied. The majority of studies (Chapter 1; table 1.3) measured Job Satisfaction (outcome), Work involvement (moderator/ mediator), autonomy (moderator/ mediator), job complexity (moderator/ mediator), turnover intentions (outcome), job commitment (moderator/ mediator) and social and supervisor support (moderator). Social and Supervisory Support (moderator), control and Job Autonomy (moderator & mediator) and Job Satisfaction (outcome) will be discussed in greater detail below.

2.1.3.1. Social and Supervisory Support (Moderator)

From research, it has been observed that not having support from colleagues or supervisors, and experiencing a negative interaction in interpersonal relations, can cause significant stress for employees (O'Driscoll & Beehr, 1994; Marcelissen,

Winnubst, Buunk & Wolff, 1988). On the other hand, it was observed that social support from the organisation reduces psychological strain (Beehr & McGrath, 1992) and reduces emotional exhaustion (Greenglass, Burke & Konarski, 1998; Lee & Ashforth, 1996). Emotional exhaustion is one of the elements of burnout.

2.1.3.2. Control/ Job Autonomy (Moderator/ Mediator)

Morris and Feldman (1996) state that Erickson (1991) found that the relationship between Emotional Labour and well being is straight forward. Erickson showed that the effect of Emotional Labour on well being depended on job autonomy, as individuals with high autonomy experienced less negative effects than people with low job autonomy (Hochschild, 1983; Morris & Feldman, 1996).

2.1.3.3. Job Satisfaction (Outcome)

Job satisfaction examines people's satisfaction at work. Job satisfaction contains various aspects such as satisfaction with the pay, colleagues, superiors, work conditions, job security, promotion opportunities, training, and the job itself (Warr, 2002).

Job Satisfaction can be studied in terms of Intrinsic and Extrinsic Job Satisfaction (Warr, Cook & Wall, 1979). "Intrinsic Job Satisfaction covers people's affective reaction to job features that are integral to the work itself (variety, opportunity to use one's skills); whereas Extrinsic Job Satisfaction covers features external to the work itself (e.g. pay, opportunities for promotion)" (Mullarkey, Wall, Warr, Clegg & Stride, 1999).

Studies have analysed the relation between Emotional Labour and job satisfaction. It was found that there was a negative relationship between Emotional Dissonance and job satisfaction (Morris & Feldman, 1997; Zapf *et al.*, 1999). On the other hand, Wharton (1993) found a positive relation between Emotional Labour and job satisfaction. Morris and Feldman (1997) also found a positive correlation between frequency of Emotional Labour and job satisfaction. This could be because if the employee is happy and satisfied with their job, then they will not regard Emotional Labour as a burden on them. However, employees may not be happy when they perform Emotional Dissonance, as there is a discrepancy with what they feel and the emotions they display, therefore making them unhappy and dissatisfied at work.

2.2. Burnout

The term burnout emerged in the U.S.A in the 1970s (Maslach, Schaufeli & Leiter, 2001), and it was studied in care giving and service jobs, using techniques of observation and interviews, where the essential part of the job was the relationship between “provider and recipient” (Maslach *et al.*, 2001). The 3 key elements are (a) feelings of Emotional Exhaustion, which is the most important aspect of burnout, (b) Depersonalisation, and (c) Lack of Personal Accomplishment. “The Emotional Exhaustion subscale assesses feelings of being emotionally overextended and exhausted by one’s work. The Depersonalisation subscale measures an unfeeling and impersonal response toward recipients of one’s service, care, treatment, or instruction. The Personal Accomplishment subscale assesses feelings of competence and successful achievement in one’s work with people” (Maslach, Jackson & Leiter, 1996, pp. 4).

In the 1980s research on burnout became more systematic with the use of questionnaires as well as surveys. A well known scale that measures burnout is the Maslach Burnout Inventory (MBI) (Maslach & Jackson, 1981). This scale was originally used in the service profession, but over the years it has been developed for educational professions. In the 1990s the concept of burnout was spread to other professions such as computer technology, the military, managers and so forth (Maslach *et al.*, 2001). During this period, longitudinal studies started emerging to assess individuals at different periods of time (Leiter & Durup, 1994). However, recently Maslach (2003) stated that due to the difficulties of longitudinal studies, there is limited research to show how burnout develops over time.

2.2.1. Burnout and Emotional Labour

It has been observed that burnout is a stress outcome which is found in the helping industries (Grandey, 2000; Maslach & Leiter, 1981). This happens when employees become very involved with customer interaction, but are not able to regenerate the emotional resource being spent. This can be shown by emotional exhaustion, depersonalization, and a decrease in personal accomplishments (Cordes & Dougherty, 1993). When emotional responses are repeated, which the employees must regulate, the employee may experience emotional exhaustion, or energy depletion and fatigue. Also if the employee has to keep controlling these feelings, then they might start having negative feelings about themselves and their work, and will start having a low self-esteem (Cordes & Dougherty, 1993). When more effort is needed to express and suppress emotions, as when Emotional Dissonance is experienced, the more customer depersonalization will occur (Grandey, 2000). Therefore Emotional Dissonance has been particularly related to emotional

exhaustion in the literature (Brotheridge & Lee, 1998; Morris & Feldman, 1997; Dollard, Dormann, Boyd, Winefield & Winefield, 2003).

It was observed in the previous chapter that burnout was used as an outcome of Emotional Labour. Almost all the studies (table 1.3) measured emotional exhaustion, which is one of the elements of burnout, and the majority of the authors incorporated the Maslach Burnout Inventory in their studies (Abraham, 1998; Brotheridge & Lee, 1998, 2003; Zapf *et al.*, 1999& 2001; Zerbe, 2000; Brotheridge & Grandey, 2002; Brotheridge & Lee, 2002; Heuven & Bakker, 2003; Dormann & Zapf, 2004). Most of the studies found that Emotional Labour predicted some aspect of burnout. The next section is going to give an overview of some studies conducted on cabin crew with relation to their health and their work environment.

2.3. CABIN CREW WORK ENVIRONMENT

Male cabin crew were found to have higher scores on health issues, work overload, and poor nutrition in comparison to pilots.

Barnes, 1992

Research has been conducted with relation to cabin crew health issues that may arise as a result of their profession (Nagda & Koontz, 2003; Barnes, 1992), and cognitive deficits have been observed over time in this profession (Cho, Ennaceur, Cole & Suh, 2000; Cho, 2001). Cabin crew in general reported respiratory symptoms, dryness of skin, eyes and throat, earache, nausea, abdominal pain, backache, headache, dizziness, fatigue and sleep disorders (Nagda & Koontz, 2003). Also the effect circadian rhythms has on cabin crew have been studied (Bassett & Spillane,

1987; Suvanto, 1996; Grajewski, Nguyen, Whelan, Cole & Hein, 2003; Nagda & Koontz, 2003), as well as sleep patterns (Kecklaund, Akerstedt & Lowden, 1997; Harma, Suvanto, Pertinen, 1994), and post- traumatic stress (Marks, Yule & De Silva, 1999).

Work recovery processes in cabin crew were examined, and it was found that staying in hotels did not impair sleep, but when crew spent time at home, well-being was decreased if work related activities were conducted during their time off, while physical activities improved wellbeing (Sonnentag & Natter, 2004).

In addition, the menstrual cycle of cabin crew has been studied and after one year of the initial study, cabin crew who were flying long haul, had irregular menstrual cycles, suggesting that standing for long periods of time, as well as having irregular work hours, did have an effect on the menstruation cycle (Tajima, Tsujimoto, Maruyama, Takeuchi, Nakata & Osada, 2000). Also, this study found that adapting to the work environment and human relation was viewed to be more important than the work itself (Tajima *et al.*, 2000).

Furthermore, career development and Job burnout have been studied in cabin crew. It has been shown that career choice satisfaction and confidence in career future were significantly predictive of all three dimensions of job burnout (Liang & Hsieh, 2005).

From the literature search (Chapter 1), no known questionnaire measuring stress was designed specifically for a cabin crew population, but it was observed that the Occupational Stress Questionnaire was a measure devised for use in a pilot

population (Evans, 1986). This questionnaire contained 38 different variables such as ‘Cabin Lighting’, ‘Hunger and Thirst’, ‘Noise’, and ‘Temperature Regulation’, all of which are present in a pilot’s environment. Participants were asked to indicate on a scale how stressful a particular situation was for them. To a certain extent the work environment of pilots is similar to cabin crew, so this measure was of interest to the researcher, so it could be used for future research (Chapter 3).

2.4. Cabin crew and Emotional Labour

“Their (cabin crew) duty schedule as well as the responsibility to keep the passengers happy and enhance the image and prestige of the organisation for which they are working is also psychologically strenuous to them”

(Barnes, 1992, pp. 5)

As observed from the literature review in Chapter 1, scarce quantitative research is available concerning both Emotional Labour and Emotional Dissonance in a cabin crew population, and only 5 known studies are available where cabin crew were studied with relation to this topic (Dormann & Zapf, 2004; Heuven & Bakker, 2003; Kinman & Gallagher, 2001; Taylor, 2003; Zerbe, 2000)

Heuven and Bakker (2003) observed that emotional exhaustion played an important mediating role between work and depersonalisation. In addition, no support was found for predicted interaction between job demands and job control, and between these variables and Emotional Dissonance.

Dormann and Zapf's (2004) study had a mixed sample, the majority were cabin crew, and they (Dormann & Zapf, 2004) found that Emotional Dissonance significantly predicted burnout, but it did not contribute to exhaustion and reduced accomplishment. In a study by Kinman and Gallagher (2001), it was observed that Emotional Labour was positively correlated with Psychological ill health, and there were perceptions that work was interfering with home life. In addition, Emotional Labour was negatively correlated to Job Satisfaction (Kinman & Gallagher, 2001).

While Zerbe (2000) observed that when more pleasure is displayed and felt, the greater the job satisfaction, and the lower the feelings of emotional exhaustion, depersonalisation or lack of personal accomplishment, therefore the intentions to leave the job were lower. While Taylor (2003) observed that there was a significant difference between culture with hiding emotions and deep acting.

2.5. LIMITATIONS OF RESEARCH TO DATE

Current research has considered a wide range of occupations e.g. debt collectors, university staff, cabin crew, waitresses and sales agents just to mention a few. One needs to bear in mind that the work setting of these groups are diverse, and certain jobs may allow an individual to take time away from emotional demands. Cabin crew will not be able to do that, as they have very limited space in their work environment, and therefore might experience Emotional Labour more often. Furthermore, diverse measures were used in different studies, and it is difficult therefore to compare findings across studies. This has created some confusion to what is exactly being measured as different definitions have been used, and there is a lack of agreement about the definitions of Emotional Labour.

Except for the study conducted by Côté and Morgan (2002), no study in the service industry has attempted a longitudinal design. Longitudinal studies will contribute greatly to the field of Emotional Labour, in order to explore whether any changes can affect the individual performing it, or how it can impact individuals' well-being.

Most of the studies mentioned in Chapter 1 have dealt with participants who are based in 'Western' countries, and it has been observed that there is a scarcity of studies based in the 'East' or involving participants from various nationalities and backgrounds. The concept of Emotional Labour needs to be explored in a wider cultural context.

In none of the studies mentioned throughout Chapter 1, were all the organisational variables incorporated together, and typically, the studies may have explored job satisfaction, control and burnout, but the aspect of decision making at work was overlooked. It would be beneficial for future research to address this area, as influence over decision making at work plays an important part with Emotional Labour, and the impact it may have on individuals experiencing it. The next section of this chapter will address suggested future research in the area of Emotional Labour.

2.6. FUTURE RESEARCH

Brotheridge and Lee (1998) suggest that future research could follow the workers' work roles at the beginning (when they are first employed), and later on as they become accustomed to the role and develop their experience in their role with regards to Emotional Labour. However, as stated above, only one longitudinal study

has been conducted which examined the association between emotion regulation, job satisfaction and intention to quit (Côté & Morgan, 2002). However, it did not look at new recruits, furthermore, there were some limitations, specifically the study only followed up participants after 4 weeks, which may have been an insufficient time to see a change in the group.

Mann (1999) states that longitudinal research would help validate the measures used in Emotional Labour. She also suggests that individual coping mechanisms as well as personality might regulate Emotional Labour and stress, as there might be a difference in how extraverted and introverted people cope in different situations. So far, only a few studies have addressed the issues of personality (Tews & Glomb, 2003, Diefendorff & Richard, 2003 and Diefendorff *et al.*, 2005) (see Chapter 1).

According to the literature, there are still issues that need to be addressed such as measurement and definitions of Emotional Labour (Fisher & Ashkanasy, 2000; Zapf, 2002), as it has been noted, not all authors agree on the definition of Emotional Labour (Grandey, 2000; Zapf, 2002). For example, would using one emotion like expressing friendliness imply that Emotional Labour has occurred? Or perhaps it is only Emotional Labour when the person has to force themselves to feel friendly even when they did not want to (Deep Acting), or perhaps they acted friendly without meaning it (Surface Acting)?

Grandey (2000) discusses the negative outcomes of emotion regulation, which may effect withdrawal behaviours, such as leaving the work area, absenteeism and turnover. These points have a drastic effect on customer service oriented jobs.

Grandey (2000), therefore sees the need to understand the impact of Emotional Labour. She suggests that individual differences and organizational factors need to be taken into account for future research. Also, according to Brotheridge and Lee (1988), future research needs to explore potential explanations for Surface Acting and emotional exhaustion.

In addition, Briner and Totterdell (2002) have stated that there are no descriptive data present “about who experiences which emotions and in which jobs and roles” (pp. 246). So, if a data base was available on which emotions are experienced in various types of jobs, it would help researchers in the field have a better understanding of the degree in which Emotional Labour occurs in a particular profession. At present, there are bench marking data available to measure Job Satisfaction, Mental Health and Job Related Well-Being (Mullarkey *et al.*, 1999), which aide researchers in being able to classify their data and be able to compare the results to other samples.

From the previous chapter, it was observed that the role of culture in Emotional Labour has not been explored extensively. Therefore, the role of culture should be taken into account in future studies, in order to explore the impact Emotional Labour has on individuals from different cultural backgrounds.

From Chapter 1, it was observed by this author that various variables such as control at work, job involvement, job satisfaction, routine of task, social support, autonomy, turnover, personality and psychological well being, just to mention a few, were never studied in conjunction. It would be beneficial for future research to measure all of

these variables in the same sample, in order to obtain a clearer view of which variable has an effect on Emotional Labour.

2.7. CONCLUSION

In conclusion, this chapter has presented an overview of Work stress and its relationship with Emotional Labour and cabin crew, in addition to study limitations and directions for future studies will be presented. There are still many areas in the literature that have not been addressed, but research is still on going in the field, and there is a lot of scope for research, in particular concerning cabin crew, as this profession seems to be neglected, even though research strongly indicates that this group seems to be experiencing health issues (Hochschild, 1983; Kinman & Gallagher, 2001).

After reviewing the literature, it was observed that a gap in the literature is present, more specifically with longitudinal studies, personality differences, organisational variables, as well as the impact that culture may have in performing Emotional Labour, and examining all of these variables in conjunction.

As observed from the literature review, there was no one study that incorporated all the issues mentioned in the literature combining Emotional Labour with Job Satisfaction, Job Control and Autonomy, the amount of Feedback received, or Peer Support, as well as measuring psychological well-being (burnout) and physical symptoms. After conducting an exploratory study (Chapter 3), the relevant variables to be studied were identified. Recently, personality has been taken into account after

much neglect (Tews & Glomb, 2003; Diefendorff & Richard, 2003; Diefendorff *et al.*, 2005), therefore this will also be incorporated into the present research.

In addition, it has been stated in the literature, that the topic of Emotional Labour has lacked longitudinal studies (Brotheridge & Lee, 1998; Mann, 1999; Briner, 2005), with the exception of Côte and Morgan (2002). Therefore the researcher has planned and conducted a longitudinal study running over a period of 2 years, expecting this research will yield important information in the field of Emotional Labour.

2.8. AIMS OF RESEARCH

The aim of the studies in this thesis is to explore Emotional Labour in cabin crew, following them up from their appointment in a company, over a period of 2 years.

This will enable the following research questions to be addressed:

- 1- To investigate the impact of gender, culture and personality on the experience of Emotional Labour and other work stressors (Chapters 5 and 6)
- 2- To investigate if Emotional Labour and other work strains impact on physical and mental health (Chapters 5 and 6)
- 3- To investigate whether cabin crew have expectations of Emotional Labour and organisational variables at the beginning of the job, and whether these match 18 months later, and if these expectations predict outcomes like burnout and Physical and Psychological well being (Chapter 6)

- 4- To examine differences in perceptions between those who have been employed more or less than eighteen months (Chapter 5)
- 5- To investigate if Emotional Labour and Organisational variables predict tenure (Chapters 5 and 6)
- 6- To investigate the coping strategies that cabin crew use, in order to continue working in their role (Chapter 7)

The study has implications for recruitment and retention. If individuals succeed or rather feel comfortable with Emotional Labour, then they will stay longer on the job (Côté & Morgan, 2002; Abraham, 1999). Also the study will aid trainers identify whether crew de-motivation occurs if their expectations are not met over time.

The next chapter (Chapter 3), gives an overview of the airline studied as well as the results of an exploratory study conducted among cabin crew. Through the next chapter, the important variables will be identified for future studies.

Chapter 3

Overview of the Airline Studied and an Exploratory Study

As observed in Chapter 1, studies have shown that Emotional Labour can affect well-being and performance in employees working in various service settings such as hospital workers (Wharton, 1993), bill collectors (Sutton, 1991), cashiers (Rafaeli, 1989; Rafaeli & Sutton, 1990), Disney employees (van Maanen & Kunda, 1989) and cabin crew (Hochschild, 1983) just to mention a few. Most jobs require a certain amount of customer service or some client contact, and many businesses and organisations rely on their staff to attract or retain their customers, therefore it is important to understand the employees and their issues. If an employee is stressed when interacting with the customers, then this would go against the organisation, and the individual may not want to cooperate or go out of their way to be successful in their role, even if they have received extensive training (Dollard, Dormann, Boyd, Winefield & Winefield, 2003). Therefore it is of interest to this author to examine Emotional Labour in a cabin crew population, as it has been neglected in the literature, and cabin crew are the front line of any airline, whereby the customers will rely on their personal experience as it may impact on whether they decide to fly with the same airline or not.

This chapter is divided into 2 parts. Part 1 will give an overview, of the airline from which the study sample is drawn. Cabin crew from this airline took part in all the studies stated in this thesis. In order to maintain the airline's anonymity, the organisational background is very brief, but it provides relevant information concerning the structure and the workforce of the organisation. Part 2 of this chapter

gives the details of a qualitative exploratory study as well as the results of the occupational stress questionnaire, which aimed to identify areas which needed to be addressed further for future studies.

Part I

3.1. Organisational Background

“Our professional, friendly, multilingual cabin crew are drawn from more than 95 nationalities and will do everything they can to make you feel at home.”

The Airline's Web Page, August 2005

At the time of the research, many airlines were expanding at a rapid pace, and the industry was highly profitable. According to this organisation, the most important asset of the airline is its employees. The airline is proud of its quality of services, and it has to be better than everyone else. This airline wants the experience the passenger receives to be unique.

In 2003 this airline had 18,000 employees employed in all fields of the industry such as pilots, cabin crew, engineering, trainers, support staff such as finance, IT, HR professionals and so on. In 2005, the headcount reached 24,761 employees (Special Annual Report of this Airline, 27th April, 2005). In 2002, the total workforce for cabin crew was 3,968 and at the time of writing this research, it had passed 5,000. At the time of data collection (2003-2005), this airline recruited on average 30 new recruits on a weekly basis. However during a short period a recruitment freeze was

observed due to Severe Acute Respiratory Syndrome (SARS), which created some instability in the travel industry.

Despite the large size of the organisation, the management encourages the employee to treat it as a family business, by doing this, it is hoped that loyalty to the organisation is enhanced, this is done by giving each and every employee a bonus at the end of the financial year when the profits of the organisation is announced. This airline in particular beliefs to be very dynamic and positive in their approach, and is very open to change and new opportunities (as claimed by the airline's web page).

However, it was observed by the author (who worked for this organisation), that there was a high turnover rate. Cabin crew would stay on average 1 year, and then they would leave. The cause for this was unclear, but the author felt that the majority of cases were suffering from some psychological issues. This was of interest to the author, as she worked in the Psychology department, and part of her role was to interpret the personality profiles from the psychometric testing.

The cabin crew that voluntarily participated in all the studies in this thesis (Chapters 4, 5, 6 & 7) were from the International Airline briefly described above. The majority were female, and they came from different cultural backgrounds. The participants were recruited through acquaintances of the researcher, as they were interested in taking part in studies 5 and 7. Participants from study 6 were newly joined cabin crew.

This International Airline currently flies to over 60 destinations world wide, to cities in North America, Europe, Africa, the Middle East, Asia, the Far East and Australasia. The country, in which the airline is based, is rooted in tradition, and working as cabin crew is viewed as inappropriate for women from that country. Women are mainly employed for this role, therefore, at present, cabin crew are recruited from almost all over the world, with a minority from the home country, in order to meet the needs of the growing airline. At the time of writing this thesis, approximately 110 different nationalities are working as cabin crew in the airline. A requirement for cabin crew recruited is that a good level of English is spoken. Cabin crew should have the high school diploma (equivalent of A-levels, or completed grade 12), and should not be less than 21 years old. Cabin crew come from different backgrounds, and in the majority of cases, they will not be working as cabin crew before joining the airline. The work experience of the cabin crew of this airline is very varied, as some have work experience as cabin crew, in the service industry such as in hotels or the tourism sector, while others are trained school teachers, or hold university degrees in various fields such as psychology, dentistry, history, business and so on.

Before individuals get selected for the position, they are required to undergo personality psychometric testing, making it easier for the recruitment officers to probe into any areas of concern. After joining the organisation, cabin crew have a rigorous training which lasts for approximately 5 weeks. Once they have completed and passed the training, they will immediately start in their new role as cabin crew.

The workforce's structure is hierarchical, "Cabin crew join as grade 2 (G2) and work in the economy cabin before progressing through various grades from grade 1 (G1), working in business class, to first class grade 1 (FG1), working in first class and finally to the supervisory grades of senior flight steward(ess) (SFS), in charge of a specific cabin section" (Taylor, 2003; p. 14). Cabin crew have a work contract of 3 years.

The previous paragraphs have provided a brief overview of the organisational structure and growth. As the cabin crew population is multicultural, the sample studied is unique as observed from the research literature in this area (Chapter 1). This thesis will give an insight on Emotional Labour in a multicultural organisation.

The next section of this chapter describes an exploratory study, which was designed in order to enable the researcher to understand the issues that cabin crew are facing in their job.

Part II

3.2. EXPLORATORY INTERVIEWS

3.2.1. AIM

The aim of the exploratory study is to find out specific concerns about relationships with both cabin crew and customers, and other aspects of the work. In addition, the following aims will be examined:

- (a) To ensure that the sample was appropriate for the study of Emotional Labour
- (b) To explore other key issues which need to be considered alongside Emotional Labour
- (c) To help in the design of the measures

3.2.2 METHODOLOGY

3.2.2.1 Participants and Procedures:

During December 2002 and January 2003, 7 cabin crew were approached or personally volunteered to be interviewed, in order to help the researcher understand the issues they were facing with their jobs in relation to stress (Appendix 2). They were administered a consent form at the start of the interview (Appendix 1). The sample consisted of 6 females and 1 male cabin crew. They had been employed in the company from 9 months to about 5 years. Their ages ranged from 22 to approximately 40 years. The semi-structured interviews varied in length, and ranged from 30 to 90 minutes.

During the interviews, the author made notes. Cabin crew were asked if the interviews could be recorded, but they were hesitant and were reluctant to participate. This method was used because crew stated that they felt more comfortable, and felt that they could express themselves freely. The fact that crew were concerned about their conversation being recorded was reinforced by the fact that the majority made comments like “off the record...”, even though the volunteers were reassured that it was all confidential, and their identities would not be disclosed. After the semi-structured interviews, the crew were given a short questionnaire to answer (the Occupational Stress Questionnaire- see below; Appendix 3).

3.2.2.2. Materials

Interviews and Questionnaire:

A semi-structured interview was conducted (Appendix 2), and the following questions were utilised as a guidance for the interviewer, in order to ensure that the aims were addressed:

- ‘What would you describe to be the hardest part of your job?’
- ‘How would you describe your interaction with your colleagues?’
- ‘Does your personal life get affected? How?’
- ‘How would you describe your flying experience?’
- ‘What would you describe to be the hardest part of your job?’
- ‘What would you describe to be the easiest part of your job?’
- ‘How do you find your interaction with the customers?’
- ‘What attracted you to the job?’

In addition to the above questions, a modified version of the Occupational Stress Questionnaire (Appendix 3), adapted from Evans (1986), was administered. This questionnaire was used in order to explore if there were any variables in a cabin environment that would be stressful for cabin crew. In the original questionnaire, 38 situations were given, and the respondents had to rate the extent of stress based on items such as ‘amount of noise present’, or ‘aircraft vibration’, while the adapted version used here consisted of 19 such statements, of which 9 were taken from the original questionnaire, which consisted of Aircraft Vibration, Landing, Take-off, Cabin Lighting, Hunger and Thirst, Noise, Temperature Regulation, (Lack of) Sleep, Fatigue and Emergency (on board) (Appendix 3), as they were pertinent to a cabin crew role. An additional 10 situations were devised as a result of the literature review on the possible situations (variables) that could be stressful to cabin crew as they are in a service oriented job. These consisted of lay-over interactions, fatigue, passenger interaction, controlling emotions, coping with personal problems at work, pre-flight preparations, frustration with company limitations and problematic/ emergency landing (Appendix 3). The participants had to rate the stress of these situations by placing an ‘X’ on a scale ranging from 1 to 5, with 1= ‘very low stress’ and 5 = ‘very high stress’.

3.2.2.3 Data Analysis:

3.2.2.3.1 Content Analysis and Interviews

Content analysis, also known as textual analysis was used to analyse the qualitative data obtained from the 7 interviews. It “may be briefly defined as the systematic, objective, quantitative analysis of message characteristics” (Neuendorf, 2002; p.1). Content Analysis is a technique used to analyse the content of text, such as words,

meanings, themes and so on, that are discussed surrounding a particular topic (Neuman, 2003). According to Neuman (2003), there are four main coding types:

1. Frequency is how often a particular subject occurs.
2. Direction is whether a situation is positive or negative.
3. Intensity is the strength of a message.
4. Space is the amount of space allocated to a particular topic.

For this current study, frequency and direction were used, this is because on initial analysis there seemed little variation in intensity. Similarly, the space allocated to each topic varied little, therefore these 2 coding techniques were deemed as unnecessary by the present author.

By using Content Analysis, the author was able to set categories and then count the number of items or rather certain phrases which fell into the categories (Millward, 1995; Silverman, 2001). This style of analysing qualitative data is neutral, as the researcher attempts not to bias the results in any way, and the results are reported as objectively as possible. Through this method, various texts can be analysed in the same way, even if different participants are involved (Neuman, 2003). After the initial coding, the author rechecked the coding of the qualitative data, and the results were consistent.

At first, all of the interviews were transcribed, and various topics were identified for each interview separately. Afterwards these interview topics were amalgamated, and 17 categories emerged which were found to be important to the 7 crew. These are

Job Satisfaction and Dissatisfaction, Peer Support, Role Conflict, Emotional Labour, Control, Role Clarity, Feedback, Decision Making, Home sickness, Adaptability, Coping, Stress, Routine, Personality, Reasons for becoming crew, and Relaxation.

3.2.3 Results

Emotional Labour

All interviewed crew stated that controlling emotions was very stressful and sometimes it felt that “they were acting”. One member of Cabin Crew gave an example of being deliberately rude to the passenger, because they felt the demands placed on them were unrealistically high. When a passenger demanded a particular meal, the crew replied, “Sorry, this is not a supermarket”. One cabin crew in particular mentioned that she “felt that it was all a stage”, and a “theatre”, and stated that they are “careful that the public does not realize that we are having a bad day”. This statement clearly shows that Emotional Labour was experienced. Crew members gave examples of Emotional Labour, one person in particular mentioned that “at times passengers only saw the nice smile, but they had no idea what personal issues were going through my mind”.

Job Satisfaction

Sixteen sub groups were included in the category ‘Job Satisfaction’, showing that this was very important for all 7 cabin crew. These statements were further analysed, and various sub-categories emerged, falling under 2 headings; Internal and External Job Satisfaction (Mullarkey, Wall, Warr, Clegg & Stride; 1999), which can be clearly observed from figure 3. The figure provides the reader with a clearer perspective of Internal and External Job Satisfaction.

Various forms of Job Satisfaction were mentioned in 42 phrases. As can be observed from the figure (Fig.3), Extrinsic Job Satisfaction consisted of 2 main topics related to 'travel' and 'monetary', while Intrinsic Job Satisfaction consisted of 'promotion', 'recognition', and 'job enjoyment'. Job Enjoyment was further divided into 4 sub-categories; 'enjoyment of flying', 'getting away', 'free time' and 'meeting people'. With regards to the sub-group 'enjoyment of flying', it was further divided into two categories, 'short haul' and 'long haul' flights. Short haul flights normally involve a turn around, and crew go to a destination and return to home base on the same day, while long haul flights involve being away from home from 24 hours or more.

Summary of Identified Themes from the Interviews Relating to Job Satisfaction

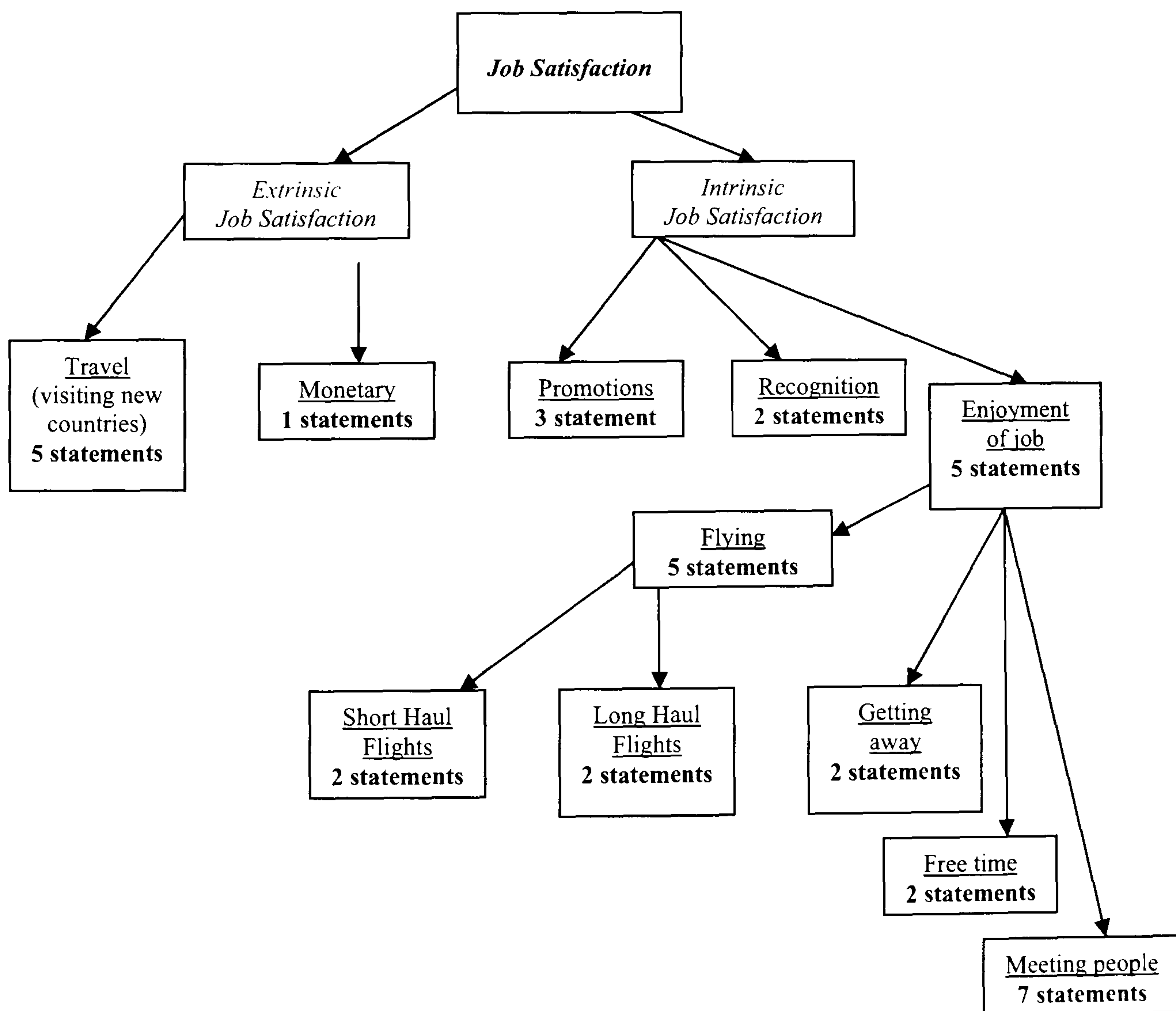


Fig. 3

The following paragraphs address the answers given by the cabin crew to the questions asked during the interviews.

There were 13 separate statements in total in response to this question. There were aspects of the job that crew did not like and were dissatisfied like ‘cleaning the toilets’, ‘taking care of difficult passengers’, ‘complaints from passengers’, and ‘technical delays’ which crew had no control over. However, 6 cabin crew members agreed that unfortunately these incidences ‘came’ with the job, and they found other parts of the job much more satisfying which compensated for these.

Peer Support

Sixteen statements were made by 6 cabin crew regarding peer support or lack of it. “Good interaction with colleagues” was a phrase that was repeated 3 times by different individuals, indicating that crew found this necessary and an essential part of their role, and this was the positive aspect of it. Unfortunately the other statements were related to lack of peer support such as the team being different in different journeys, and that in the past, “crew used to know each other more, and at present everyone’s busy, and are not keeping in touch”. Team harmony is important to cabin crew, as it is “very important to have a good team interaction, as I need to work with them for 7 hours or more”. This phrase was repeated by all 7 cabin crew.

On the other hand, one participant had an issue with Adaptability, in particular adapting to a new environment, and being away from home. This cabin crew complained that “hygiene levels didn’t meet my standards”, and she was “not used to so many cultures”. She was referring to her colleagues, as well as her flat mate (who

was a cabin crew working in the same organisation). This could imply that this crew member had difficulty adjusting to and adapting to her peers, or that she may have had some unusually unhygienic colleagues.

Six statements, made by 6 separate crew, stated that they did not feel the job affecting their personal life and they enjoyed their life away from the family.

However, homesickness was an issue that was mentioned by 1 cabin crew member, who missed her family and friends, while she was away from her home country. This crew in particular did not know if she would stay in the organisation or resign.

It was suggested by 3 cabin crew members in 3 statements that the first year was the most difficult in terms of adjustment, as this depended on the individual's aims for their career and future. Four cabin crew stated that crew who had been more than 2 years in the field, had a calmer approach, and would concentrate on getting their promotions and upgrade, while the newer cabin crew regarded their job more as an adventure, and had to get used to working in a new environment and company.

Role Conflict

All 7 cabin crew felt that the hardest part of the job was the unrealistic expectations and demands of passengers and the management and lack of information was found to be “frustrating” for cabin crew. This clearly indicates that there is Role Conflict present in the job.

Role Clarity

All cabin crew felt that their job was similar to their expectations and they tended to get what they wanted. This indicates that there is Role Clarity present, and the job meets the expectations of the cabin crew. This could be linked to the next point which deals with decision making, so one will always ensure that “the customer is always right, and will do our best to deliver what needs to be done” and “support them in every way”.

Control

Another point that was identified was Control and at times perhaps lack of it, as crew stated that “at times this may appear limited”. It all depended on how ‘informed’ crew kept themselves regarding an emergency situation. One cabin crew member mentioned that at times during their lay over, they “have to be within a particular distance from the airport, and I should not be more than ½ an hour away from it”. Cabin crew found this regulation frustrating, but they learned to get used to it.

Personality

It appears that personality plays an important role when one becomes cabin crew. One person stated that they are “a sociable person” and at times their personal background; e.g.: in psychology or physiotherapy may help them in their role in dealing with passengers.

Reasons for becoming cabin crew

All of the cabin crew interviewed are expatriates living in the home town of the airline, and their main reason for becoming crew is that they wanted a “change from

the home country”, and were “encouraged by the good prospects”, as well as to “try a new challenge”, and the opportunity to “visit new countries”. Six similar statements were given by 6 participants.

No Job Routine

Not having a routine type job encouraged 1 participant to become cabin crew. She stated that her job did not entail a routine, as she feels that it is always different, in particular she “does not see the same people or crew at all”. For her, this was an attraction for becoming cabin crew.

Other topics that emerged during the interviews

As the interviews were semi-structured, other topics emerged and the author of this thesis felt that it was important to state what they were. Almost all cabin crew spoke about stress and coping strategies that were used. The following paragraphs give the phrases that crew stated.

Stress was an area that was featured in all 7 interviews. One crew member “thrived under stressful situations”, and he/she stated that it is interesting to note that one needs to “know ones’ limits as I can burn myself out” and it is important to have a “high threshold to take in what passengers say and demand”.

Coping methods were mentioned 3 times. Two cabin crew members stated that they “want(ed) to be left alone on a bad day”. One crew member mentioned that “humour would help me in my job as it is necessary to have a laugh”. While feedback was

important to one cabin crew, as through this way, the “senior (supervisor on board) will notice me”, and she would know if she did a good job or not.

Cabin crew were able to find different ways to relax, and this is a topic that was mentioned by all cabin crew which were interviewed. Two cabin crew members visited family or friends, one enjoyed cooking, and all of them mentioned that entertaining friends or flat mates was very relaxing to them. At times, they felt that they did not have time for anything or go to the gym, but it all “depends on which kind of lifestyle one prefers to lead”.

3.2.3.1. Occupational Stress Questionnaire Results

Table 3.6 provides a summary of the results obtained from cabin crew who answered the Occupational Stress Questionnaire (Evans, 1986). The variables that caused high, medium and low stress will be discussed below in further detail.

It was observed that all of the interviewed cabin crew agreed that controlling emotions, emergencies on board, being frustrated with company limitations and being away from home gave them high stress. Four felt that lack of sleep caused them high stress. Whilst only 3 crew members felt that coping with personal problems, and the monotony of the job caused them stress, and only 2 crew members felt that relationships outside work was stressful for them.

Table 3.6:

<i>Summary of the Results of the Occupational Stress Questionnaire</i>					
High Stress (4-5)	Response No.	Medium Stress (3)	Response No.	Low Stress (1-2)	Response No.
Controlling Emotions	7	Hunger and Thirst	7	Temperature Regulation	-
Being away from home	7	Fatigue	7	Landing	-
Frustration with company limitations	7	Coping with Personal Problems at Work	3	Take-off	-
Emergencies on Board	7	Cabin Lighting	1	Passenger Interaction	7
Pre-flight Preparation	6			Lay Over interaction	7
Lack of Sleep	4			Aircraft Vibration	7
Coping with Personal Problems at Work	3			Problematic/ Emergency Landing	7
Monotony of Job	3			Noise	7
Relationships outside work	2			Cabin Lighting	6
				Relationships outside work	5
				Monotony of Job	4
				Lack of Sleep	3
				Coping with Personal Problems at Work	1
				Pre-flight Preparation	1

As can be observed from table 3.6, all the respondents perceived fatigue, hunger and thirst as medium stressors, while 3 respondents felt that coping with personal problems caused them medium stress. On the other hand, all respondents felt that noise, landing, problematic/ emergency landing, lay over interaction, temperature regulation in the plane, passenger interaction and aircraft vibration were the least stressful for them. However, only 1 respondent felt that coping with personal problems was a low stressor. Over half of the respondents felt that monotony of job and lack of sleep caused them minimum stress. Five respondents felt that their relationships outside work was also a low stressor.

Controlling emotions, frustration with company limitations and coping with personal problems were perceived as high stressors, therefore these will be examined further

in subsequent chapters. From the interviews, it was clearly observed that Emotional Labour was a stressor for crew as it was confirmed by the Occupational Stress Questionnaire results, which is in accordance to the results obtained in the qualitative study. As for fatigue, though being a medium stressor, it will also be explored further as all cabin crew experienced it.

Even though emergencies on board, pre-flight preparation as well as being away from home were perceived as causing high stress. It was opted not to pursue these issues further in this research, as they are all related to the nature of the job, and an individual does not have any control on these external factors. The focus of this thesis is on Emotional Labour, as it is widely performed in a cabin crew role, and there is limited research conducted in this area, especially with relation to a multicultural population.

3.2.4. Discussion

From the content analysis, it can be deduced that Job Satisfaction, Stress, Role Clarity, Role Conflict, Interpersonal Relationships, Emotional Labour, Control and Feedback are very important for the crew with regards to their job.

The points highlighted were taken into account, and this formed a basis for future studies that followed. It was observed that some of the areas mentioned above have confirmed findings in the existing literature. From the literature review (Chapter 1), it was noted that Emotional Labour is performed by cabin crew (Hochschild, 1983; Anderson, 1993; Heuven & Bakker, 2003; Dormann & Zapf, 2004; Taylor, 2003), and this was confirmed from the interviews. The concept of Autonomy and Control

emerged from the interviews, which once more is in accordance to the literature in that Emotional Labour has a likelihood of impacting Autonomy and Emotional Exhaustion (Wharton, 1993; Morris & Feldman, 1997). Cabin crew spoke a lot about being satisfied in their role and being content with the job, therefore the author labelled this as Job Satisfaction, and it was the main concept discussed during the interviews, in addition, it emerged from the literature that there is a strong linkage between such factor and Emotional Labour (Pugliesi, 1999; Zerbe, 2000; Kinman & Gallagher, 2001).

It was mentioned that personality type has an impact on how one views their role as cabin crew. This is in accordance to the literature in which 2 studies explored the role that personality played with relation to Emotional Labour (Tews & Glomb, 2003; Diefendorff *et al.*, 2005).

Although cabin crew did not directly mention any situation related to well-being, the concept of stress emerged a few times. Once more, these concepts have arisen in the literature but more in relation to psychological well-being (Wharton, 1993; Schaubroek & Jones, 2000; Erickson & Ritter, 2001; Kinman & Gallagher, 2001).

The notion of routine was a concept that emerged from one of the interviews, and it is in accordance with the literature review, as Morris and Feldman (1997) felt that routine of task did have an impact on being able to perform Emotional Labour or not. It was opted not to explore this concept further, as the author faced resistance from the management to explore 'sensitive' issues, and they were not willing to encourage the cabin crew to talk openly about the negativities of their role.

Upon examining the low stress statements closely, it was observed that these statements dealt with noise, landing, monotony of the job, relationships outside work, problematic and emergency landings, lay-over interactions, temperature regulation, passenger interaction, aircraft vibration and cabin lighting. Therefore, these variables will not be explored further in the subsequent studies, as they were perceived not to be stressors within the cabin crew environment.

3.2.5. Conclusion

Information gained from the interviews in conjunction with information derived from the literature review formed the basis for selection of variables investigated in subsequent studies. These were primarily Emotional Labour, Job Satisfaction, Control, Role Conflict, Role Clarity and Peer Support. These variables are in accordance with the literature in Chapter 1, which stated that cabin crew experienced high degrees of Emotional Labour (Hochschild, 1983 and Kinman & Gallagher, 2001). Also, Organisational variables have not been studied extensively in conjunction with Emotional Labour, therefore there is a need to investigate the relationship of these as well as incorporating the aspect of physical and psychological well-being. After a thorough literature search, the appropriate measures were identified, in order to be used in future studies (Chapter 4).

Chapter 4 identifies all the measures used in future studies. In addition, it discusses the outcome of a Pilot study that was conducted once the variables to be measured were identified. An overview is given of the issues encountered when the questionnaire was administered, and what was corrected or amended.

Chapter 4

A Description of Measures Used in Future Studies

The following chapter is divided into 2 parts. Part 1 will examine in greater detail the measures that have been selected to be used in the thesis. These variables have been drawn from both the literature review (Chapter 1) and the qualitative study described in Chapter 3. The variables that were identified were Emotional Labour, Organisational Variables such as Job Satisfaction, Role Clarity, Role Control, Decision Making and Peer Support, as well as Physical and Psychological Well-being, Burnout and Personality. These measures of psychological constructs will also be used alongside information on cultural background and tenure in the organisation, to answer central questions in the subsequent studies. Part 2 describes in detail the methodology used in the pilot study which was conducted, in order to pilot the questionnaire that had been composed as a result of the qualitative study (Chapter 3).

Part I

4.1. Measures

As discussed in Chapter 1, various measures have been used in the past two decades measuring emotions and the psychological constructs in organisations, including interviews (Hochschild, 1983; Seymour, 2000; Taylor & Tyler, 2000), questionnaires (Anderson, 1993; Wharton, 1993; Morris & Feldman, 1997; Brotheridge & Lee, 1998 & 2003; Mann, 1999; Pugliesi, 1999; Zapf *et al.*, 1999; Schaubroeck & Jones, 2000; Strazdins, 2000; Zerbe, 2000; Erickson & Ritter, 2001; Kinman & Gallagher, 2001; Zapf *et al.*, 2001; Brotheridge & Grandey, 2002; Brotheridge & Lee, 2002; Côté & Morgan, 2002; Diefendorff & Richard, 2003; Taylor, 2003; Tews & Glomb,

2003; Fischbach et al., 2004; Glomb & Tews, 2004; Diefendorff *et al.*, 2005; Abraham, 1998; Heuven & Bakker, 2003; Dormann & Zapf, 2004), experience-sampling methodology (Fisher, 2000), and *in vivo* measures such as diary recording (Hahn, 2000; Totterdell & Holman, 2003; Glomb *et al.*, 2002).

In this thesis, two types of data collection were used, interviews (Chapters 3 and 7) and self-report questionnaires (Chapters 5 and 6). For this sample of cabin crew, diary or *in vivo* measures were not feasible, because crew are very busy when they are flying, and when they have the time to rest, they are unlikely to be able to complete diaries or for that matter, insert data into palm diaries.

From table 1.3 (Chapter 1), it can be noted that almost all the authors used questionnaire measures to measure the organisational variables, as well as psychological well-being (Brotheridge & Grandey, 2002; Brotheridge & Lee, 2002 & 2003; Côté & Morgan, 2002; Dormann & Zapf, 2004; Erickson & Ritter, 2001; Glomb & Tews, 2004; Heuven & Bakker, 2003; Kinman & Gallagher, 2001; Morris & Feldman, 1997; Pugliesi, 1999; Schaubroek & Jones, 2000; Tews & Glomb, 2003; Wharton, 1993; Zapf *et al.*, 2001b; Zapf *et al.*, 1999; Zerbe, 2000).

The first part of the questionnaire (Appendix 4) consists of demographic questions, followed by Emotional Labour, Organisational Variables, physical and psychological well-being as well as personality. These are all outlined in the following sections.

4.1.1. Demographics and background information

Demographic questions were placed at the beginning of the questionnaire (Appendix 4). Questions included name, age, gender, nationality and ethnic origin. Further questions relating to the job included whether the individual had cabin crew experience before joining the present company, how long they were in the country, if they had any family members living there, and if the answer was yes, then how often did they see them. An e-mail address was requested so that interested participants could be contacted in the future for follow up studies, and to allow the provision of additional information regarding the study. Although the data collected was completely confidential, names were required, so that the researcher would be able to match the results of the future responses. Also it was hoped that by having the name of the individual, the researcher would be able to track down any participants who left the organisation. However, it was noted that at times, participants only used their first name, or omitted it totally, perhaps so that they remained completely anonymous.

4.1.2. Emotional Labour

After a thorough and detailed research on the existing measures of Emotional Labour (Chapter 1), the Frankfurt Emotions Work Scale (FEWS – English version 4.0; Zapf, Mertini, Seifert, Vogt, Isic, Fischbach & Meyer, 2001a) (Appendix 4) was selected. The FEWS consists of 6 subscales. The response categories of almost all of the FEWS subscales implement the 5 point Likert scale with 1= ‘very rarely/ never’ to 5= ‘very often’, except for Norms Regarding Emotions as the scale was 1 = ‘completely true’ and 5 = ‘Not at all true’. The overall score for all the subscales was obtained by calculating the mean score.

Eight items dealt with *Norms Regarding Emotions* (Appendix 4; Qs: 1-8). These items refer to meeting the demands and expectations of dealing with clients, for example 'these rules will be explained to me by my boss'. For this measure, Cronbach's α was not available.

Emotional Control (Appendix 4; Qs: 17, 18, 54 & 58) examines the strictness in regulating how one is to deal with one's own emotions and those of the clients. This measure consisted of 4 items like 'Person A has strict instructions from the company on how to deal with his/her own feelings and those of the clients- Person B has hardly any instructions from the company on how to deal with either his/her own feelings nor those of the clients. Which of these two jobs would you expect to be most similar to yours?' For this measure, Cronbach's α was not available.

Display of Positive Emotions ($\alpha=0.51$) (Appendix 4; Qs: 19, 22, 42, 49 & 55) 'refers to the requirement to show pleasant emotions' (Zapf, Seifert, Schmutte, Mertini & Holz, 2001b) which comprised of 5 items, for example 'How often in your job do you think you will have to display pleasant emotions towards clients (i.e. friendliness or kindness)?'

On the other hand, the *Display of Negative Emotions* ($\alpha=0.69$) (Appendix 4; Qs: 20, 21, 23, 43, 44, 56 & 57) refers 'to the display and treatment of unpleasant emotions' (Zapf *et al.*, 2001b), which consisted of 7 items, like 'How often in your job do you think you will have to display unpleasant emotions towards clients (i.e. strictness or anger if rules are not followed).

Five items were used to measure *Emotional Dissonance* (Appendix 4; Qs: 45, 56, 47, 48 & 59) ($\alpha=0.79$). As stated earlier, it refers 'to the display of unfelt emotions and to the suppression of felt but organisationally undesired emotions' (Zapf *et al.*,

2001b). An example of an item is ‘How often in your job do you think you will have to display emotions that do not agree with your true feelings?’

While the *Display of Certain Emotions* (Appendix 4; Qs:30-41) consisted of a 12 word list, and participants were asked ‘In order to meet the demands and expectations about how to deal with clients, it is often necessary to display very specific feelings towards the clients. For each of the feelings listed below, please mark how often do you think that you will be required to display them when working with clients’, words consisted of affection, friendliness, anger, hope and so on. The Positive Emotion items are added to the Display of Positive Emotions, as well as the relevant ones to the display of Negative Emotions.

4.1.3. Job Satisfaction

The Job Satisfaction measure by Warr *et al.* (1979) was used in the quantitative studies of this thesis (Appendix 4; Qs: 64-74). This measure consisted of 15 items ($\alpha = 0.90$). The measure consists of subscales for intrinsic job satisfaction, which contains seven items ($\alpha = 0.86$) and extrinsic job satisfaction, which consists of eight items ($\alpha = 0.80$). However, the last question which stated “Now, taking everything into consideration, how do you feel about your job as a whole?” was omitted, because it was felt that the question was unnecessary, and that the respondents would not answer it truthfully. In recent years, the scales’ authors also removed this question from the Job Satisfaction measure (Mullarkey *et al.*, 1999). The Job Satisfaction questionnaire employed a 7 point scale, with 1= ‘extremely dissatisfied’ and 7= ‘extremely satisfied’. Questions dealt with how satisfied participants were with the ‘physical work conditions’, ‘the recognition’ they got for their work and ‘the hours of work’, just to mention a few. The overall score was obtained by calculating the mean score across items.

4.1.4. Organisational Variables

Concerning the organisational variables measures, the questionnaire by Haynes, Wall, Bolden, Stride and Rick (1999) was found to be the most appropriate, as it contained subscales of Autonomy and Control, Feedback, Influence over Decision Making, Role Clarity, Role Conflict and Peer Support (described in the following paragraphs). These measures stem from a project which investigated the mental health of the NHS workforce (Borrill, Wall, West, Hardy, Shapiro, Carter, Golya & Haynes, 1996). The workforce consisted of nurses, doctors, administrative staff, managers, professions involved with medicine, professional and technical staff as well as secondary staff. As the sample consisted of many professions, which also overlapped in the service industry, this questionnaire was used to measure these variables in the cabin crew profession. All of these questionnaires employed a 5 point Likert scale, with 1 = 'not at all' to 5 = 'a great deal', with the exception of 'Feedback' as it had a 5 point Likert scale with 1 = 'strongly agree' to 5 = 'strongly disagree'. For all the items, the overall score was obtained by calculating the mean score across items used in each subscale.

Autonomy & Control

The measurement of Autonomy and Control (Haynes *et al.*, 1999) focused on the extent individuals choose to carry out their work ($\alpha = 0.83-0.89$). It contained 6 items (Appendix 4; Qs: 24-29). Items included the extent the individual would 'To what extent do you determine the methods and procedures they use in their job'. The higher a participant scored in this scale, they felt they had a greater deal of autonomy and control.

Feedback

Four items (Appendix 4; Qs: 13-16) measured expectations on work performance feedback that participants receive (Haynes *et al.*, 1999) ($\alpha = 0.70-0.87$). An example of the items used is 'I usually know whether or not my work is satisfactory in this job'. A person who scored high on this scale would disagree that they received feedback.

Influence Over Decision Making

This scale measured the contribution that individuals could make to decision making at work (Haynes *et al.*, 1999) ($\alpha = 0.82-0.87$). It contains 4 items (Appendix 4; Qs: 60-63). An example of the items is 'to what extent can you influence what goes on in your work area as a whole'? A person who scored high on this scale would feel that a great deal of role decision making was present.

Role Clarity

This measured the extent to which individuals were clear about their work role (Haynes *et al.*, 1999) ($\alpha = 0.83-0.85$). It consisted of 5 items (Appendix 4; Qs: 79-83). An example of the items is 'I have clear planned goals and objectives for my job'. A person who scored high on this scale would feel that a great deal of role clarity was present.

Role Conflict

Role Conflict measured the extent to which individuals received conflicting instructions from others regarding their work (Haynes *et al.*, 1999) ($\alpha = 0.78-0.90$). It contained 4 items (Appendix 4; Qs: 9-12), such as; 'I receive conflicting instructions

from two or more people'. A person who scored high on this scale would feel that a great deal of role conflict was present.

Peer Support

This scale measured the extent to which individuals received practical and emotional support from their peers (Haynes *et al.*, 1999) ($\alpha = 0.90-0.92$). It contained 4 items (Appendix 4; Qs: 50-53), with a 5 point Likert scale, with 1 being 'not at all' to 5 'completely'. For example; 'To what extent do you: Count on your colleagues to listen to you when you need to talk about problems at work?' A person who scored high on this scale would feel that complete peer support was present.

4.1.5. Physical and Psychological Well-Being

The Physical Symptoms Inventory, General Health Questionnaire and the Maslach Burnout Inventory were used to measure well being outcomes. Details of these are given below.

The Physical Symptom Index (PSI; Spector & Jex, 1998) assesses physical, somatic health symptoms (Appendix 4; Qs: 84-101). Participants are asked to respond to items asking about the experience of symptoms over the past 30 days, such as experiencing headache or stomach upset. It consists of 3 choice answers, 0 representing 'No', 1 'Yes, but did not see a doctor' and 2 'Yes, and saw a doctor'.

The final score was the total sum of all 18 symptoms. Therefore the total score ranged from 0-36, with 0 indicating the absence of any physical symptoms and 36 the presence of symptoms.

Spector and Jex (1998) considered this measure as “a causal indicator scale, meaning the items are considered to be indicators of separate, albeit related, constructs. They can be summed, but internal consistency is not a meaningful measure of scale reliability” (Spector & Jex, 1998, p. 360).

The General Health Questionnaire-12 (GHQ) (Goldberg, 1972) was used, a measure of psychological wellbeing (Appendix 4; Qs: 102-113). The GHQ is reliable and valid as a measure and internal consistency has been measured as 0.82-0.90, split half reliability as 0.83 and test-retest reliability as 0.73 (McDowell and Newell, 1987). The GHQ is a self-administered screening instrument designed to detect current, diagnosable psychiatric disorders, and is commonly used in studies of stress in the caring profession (McGrath, Reid & Boore, 1989). There are several forms of the GHQ, for example; GHQ 60, 30, 28, 20 and 12. The GHQ-12 was used in all studies in this thesis, because it is short and reliable at the same time, and it has been validated for occupational samples (Banks, Clegg, Jackson, Kemp, Stafford & Wall, 1980). Studies have shown that the GHQ works equally well in developing countries and developed ones, therefore there is no bias towards different nations (Goldberg, Gater, Sartorius, Ustun, Piccinelli, Gureje & Rutter, 1997).

The GHQ-12 requires answers on a 4 point Likert scale. For example it would ask “Have you recently..... (item 1): Been able to concentrate on whatever you’re doing?” and the answers would range from “Better than usual (0), Same as usual (1), Less than usual (2), and Much less than usual (3)”. The response choices vary from item to item.

There are two methods in which the GHQ can be scored, the GHQ Method and the Likert Method respectively. The GHQ Method scores each item for the absence or presence of the symptoms, therefore if there is a presence of the symptom, then it is scored '1', whereas if no symptoms exists, then it is scored by '0'. The score is the sum of the total responses, the possible scores would range from 0-12. On the other hand the Likert Method scores responses ranging from 0-3 and the overall score is the mean, with results ranging from 0-3 (Mullarkey *et al.* 1999). Mullarkey *et al.* (1999) state that the Likert Method has a less skewed distribution than the GHQ method, therefore it is more appropriate to be used in studies which employ parametric statistics. Depending in which country the GHQ-12 is administered, various mean thresholds are used, which is a cut off point for the mean scores (Goldberg, Oldehinkel & Ormel, 1998). Therefore for the studies mentioned in this thesis, a mean threshold of 3 will be used, and it is described as being mid-threshold (Goldberg *et al.*, 1998), unless stated otherwise.

Even though the GHQ is used worldwide, in a recent study, it was suggested that the use of this measure in Australia "is a less useful instrument for detecting mental illness than in many other countries" (Donath, 2001; p. 234).

The GHQ is available in the Arabic language, and it is known as the Arabic General Health Questionnaire (AGHQ, Daradkeh, Ghubash, El-Rufaie & Abou-Saleh; 1999. El-Rufaie & Daradkeh; 1996 and Ghubash, Daradkeh, El Rufaie & Abou-Saleh, 2001). The author investigated whether it would have been beneficial to provide an Arabic version of all the measures that were being considered to be used for the studies, but it was opted not to follow that route, as none of the other questionnaires

were available, and due to the limited time frame, the translations would have taken time. Also, the airline used English as a universal language, it was considered that staff would not have difficulty with presentation of measures in English.

In addition, the MBI- Human Services Survey (Maslach & Jackson, 1996), a measure of burnout, was selected to be used in the questionnaire. The MBI will only be used in the 2nd wave of study 2 (Chapter 6), in order to investigate if Emotional Labour and other work strains impact on mental health. In the initial wave, the MBI will not be used, as the individuals are starting a new job, and they are unlikely to be suffering from burnout. The MBI assesses three dimensions of burnout: 1- Emotional Exhaustion ($\alpha=0.90$) (9 statements), which “assesses feelings of being emotionally overextended and exhausted by one’s work” (Maslach, Jackson & Leiter, 1996). 2- Depersonalisation ($\alpha=0.79$) (4 statements), which ‘measures an unfeeling and impersonal response toward recipients of one’s service, care, treatment, or instruction’ (Maslach *et al.* 1996). 3- Lack of Personal Accomplishment ($\alpha=0.71$) (8 statements), which “assesses feelings of competence and successful achievement in one’s work with people” (Maslach *et al.* 1996). In total, the questionnaire consists of a total of 22 statements, and participants are asked for example, how often they “feel depressed” with 7 responses, ‘0’ being Never and ‘6’ Every Day. The overall score is calculated by adding the responses for each individual dimension. For Emotional Exhaustion, a high score would be 27 and above, while 17-26 would be classified as a moderate score, and 0-16 low. For Depersonalisation, a high score would be 13 and above, 7-12 would be moderate, and 0-6 low. On the other hand, for Personal Accomplishment, a high score would be 0-31, while moderate 32-38, and 39 and above would be classified as low.

4.1.6 Personality

The personality questionnaire chosen for the research is the Big Seven by Saucier (1997). It stems from the five factor model (McCrae & Costa, 1987). In total it consists of 70 items, with 10 items for each factor (Appendix 4; Qs: 114-192). The respondent has to answer 'Yes' or 'No' for each item. The seven factors assessed are *Extraversion* ($\alpha=0.82$), for example "I am open about my feelings". *Agreeableness* ($\alpha=0.77$), for example "I feel other's emotions". *Conscientiousness* ($\alpha=0.75$), for example "I do things by the book". *Emotional Stability* ($\alpha=0.86$), for example, "I seldom feel blue". *Intellect* ($\alpha=0.84$), for example "I have excellent ideas". *Attractiveness* ($\alpha=0.66$), for example "I keep myself well groomed", and *Negative Valence* ($\alpha=0.72$) for example "I demand attention". The choice of answers are either 'Yes' or 'No', with some items being reverse scored. This measure can be found at the International Personality Item Pool (IPIP; 2001) web page. "The IPIP Website remains agnostic about the development of the "validity" for IPIP scales" (Goldberg, Johnson, Eber, Hogan, Ashton, Cloninger & Gough, 2006; p.89), therefore there is no validity or reliability data available for this measure. Nonetheless, Goldberg *et al.* (2006) provide a description of methods for the construction of validity indices once the data has been collated.

The Big Seven has been researched in cross-cultural research with British, Israeli and Spanish (Almagor, Tellegen, & Waller, 1995) as well as American participants (Durrett & Trull, 2005).

All the measures mentioned, are core measures which will be used in all studies in this thesis. If any of the measures described in this chapter were altered in any way,

this will also be mentioned (Chapter 6). Table 4.7 gives a summary of the measures used, stating what the high scores denote, as well as the possible range of scores.

Table 4.7:

<i>Summary of Measures Used, Stating the Possible Range and Denotation of Each Score</i>			
Measure (& date published)	Cronbach α	High Scores Denote	Possible Score Range
<u>FEWS (2001)</u>			
Norms Regarding Emotions	-----	There are no norms present with regards to emotions expressed at work	1-5
Emotional Control	-----	Emotional Control is experienced	1-5
Display of Positive Emotions	0.52-0.90	Positive Emotions are displayed	1-5
Display of Negative Emotions	0.56-0.81	Negative emotions are displayed	1-5
Emotional Dissonance	0.78-0.90	Own feelings have to be controlled and not shown	1-5
Display of Certain Emotions	-----	Certain emotions are displayed and are added to the Display of Positive and Negative Emotions (Zapf <i>et al.</i> , 2005)	1-5
<u>Organisational Variable</u>			
Job Satisfaction (Internal & External) (1979)	0.80-0.86	High Job Satisfaction	1-7
Autonomy & Control (1999)	0.83-0.89	A great deal of Autonomy & Control is present	1-5
Feedback (1999)	0.70-0.87	Strongly Disagree that Feedback is given	1-5
Influence Over Decisions (1999)	0.82-0.87	A great deal of Decision Making is present	1-5
Role Clarity (1999)	0.83-0.85	A great deal of Role Clarity is present	1-5
Role Conflict (1999)	0.78-0.90	A great deal of Role Conflict is present	1-5
Peer Support (1999)	0.90-0.92	Complete Peer Support is present	1-5
<u>Well Being</u>			
PSI (1998)	-----	Presence of physical symptoms	0-18
GHQ (1972)	0.82-0.90	Minor psychiatric disorders	Likert Method: 0-3 GHQ Method: 0-12
<u>Maslach Burnout Inventory (1996)</u>			
Emotional Exhaustion	0.90	Feelings of being emotionally exhausted at work	0-27+
Depersonalisation	0.79	Impersonal response towards clients	0-13+
Personal Accomplishment	0.71	Feelings of competence and successful achievement at work with people	0-39+
<u>Personality (1997)</u>			
Extraversion	0.82	A highly outgoing and extraverted individual	0-9
Agreeableness	0.77	An individual who wants to please others	0-10
Conscientiousness	0.75	A highly meticulous person	0-10
Emotional Stability	0.80	A highly emotionally stable individual	0-10
Intellect	0.84	Individual perceives him/herself to be highly intellectual	0-10
Attractiveness	0.66	Highly attractive person	0-9
Negative Valence	0.72	Undesirable attributes	0-10

Part II

4.2 Pilot Study

4.2.1. Aim

A pilot study was conducted in which the questionnaire was tested on a small sample of people whose first language was not English. This examined if any issues arose from the language used, and whether the questionnaire was user friendly.

4.2.2. METHODOLOGY

2.2.2.1. Participants and Procedure

Once the variables were identified, the relevant measures decided upon, a draft questionnaire was prepared (Appendix 5). It was expected that the new recruits would have different backgrounds, and their first language would not be English.

Ten copies of the questionnaire were handed out to acquaintances of the researcher, and also distributed via e-mail. A mixed participant background was obtained, in order to see if the language used would be understood by everyone, especially if English was not their mother tongue. The participants ranged from their mid 20s to mid 30s, 9 women answered the questionnaire, and came from different countries such as Greece, India, Italy, Malaysia, Spain and UAE. It was thought that these participants might be able to give an honest opinion of the questionnaire, and they could imagine what the role of a cabin crew would demand. These participants were working as secretaries, receptionists, personal assistants, University students, waitresses and researchers. As can be observed, the range of professions was diverse, which is very similar to the cabin crew population group of the airline studied, as they have similar backgrounds to these.

4.2.3. *OUTCOME*

There was a mixed response, with the majority of the participants (N=8) stating that the questions dealing with Emotional Labour were a bit lengthy, repetitive and monotonous. The participants (N=10) enjoyed the questions relating to health, as they felt that they could easily relate to them.

As a result of the feedback given, the questionnaire was modified to make it user friendly (Appendix 4). The questions related to health issues were placed at the end of the questionnaire as they were perceived to be easier to answer, while the more complex questions related to Emotional Labour (the FEWS; Zapf *et al.*, 1999), were placed at the beginning. This was done because the concentration level of the participants completing the questionnaire would be expected to be higher at the beginning when answering the questionnaire, than at the end. Initially all of the questions in the FEWS (Zapf *et al.*, 1999) were included, but after the feedback, it was decided to remove two scales dealing with demands for sensitivity and emotional sympathy, as it was deemed unnecessary for future studies. Also, the questions which had a similar rating scale were grouped together so as to make it easier for the participants to comprehend. In addition, the language structure of some questions were slightly modified as in some instances, it sounded slightly awkward. A possible explanation is that the questionnaire had been translated from German into English.

4.2.4. FUTURE STUDIES

Various measures have been outlined above primarily concerning Emotional Labour, organisational variables, physical and mental wellbeing, as well as personality. These measures (with some adaptation) will be used to examine expectations of new cabin crew before joining their job, as well as measuring their actual experience about 15-18 months later (Chapter 6). This questionnaire will also be used to assess crew who are presently working in the organisation (Chapter 5).

The next chapter, Chapter 5 consists of a cross sectional study of cabin crew working in an airline. It explores whether personality types play a role with regards to Emotional Labour, Organisational Variables, Stress, and tenure in the organisation. Through this study, data baseline will be obtained for future studies.

Chapter 5

A Cross Sectional Study of Cabin Crew Currently Working in the Airline

5.1. Study 1

The aim of this study is to obtain baseline data on a cabin crew population, by investigating the level of Emotional Labour, Organisational Variables, Physical and Psychological Symptoms as well as examining their inter-relationships, and relationships with personality. Through this investigation, it is hoped to understand which factors contribute to poor psychological wellbeing in cabin crew, and the relationships these have on Emotional Labour.

5.2. Introduction

As stated in Chapter 3, the airline studied consists of a multicultural cabin crew workforce. This airline was very successful in recruiting individuals from almost all over the world. But it was observed that there was a high rate of attrition. The author felt that the experience of Emotional Labour was a possibility for this occurrence in cabin crew, since it is the nature of the job, as discussed in various studies in Chapter 1 (Hochschild, 1983; Anderson, 1993; Taylor & Tyler, 2000; Zerbe, 2000; Kinman & Gallagher, 2001; Taylor, 2003; Heuven & Bakker, 2003; Dormann & Zapf, 2004), and its performance can be a strain to individuals.

There have been numerous studies which have examined Emotional Labour and Job Satisfaction which have already been discussed in detail in Chapter 1. As a reminder to the reader, Wharton (1993) stated that Emotional Labour does not directly affect Job Satisfaction. However, according to Kinman and Gallagher (2001), Emotional

Labour is negatively correlated with Job Satisfaction. In addition, suppressing emotions leads to Job Dissatisfaction (Côté & Morgan, 2002). While Zerbe (2002) states that greater Job Satisfaction is present when more pleasure is felt and displayed. Overall, research has demonstrated that Emotional Labour can be distressing (Wharton, 1993), and it has been correlated with stress (Mann, 1999). In addition, it has been observed that there was not any gender difference experienced (Erickson & Ritter, 2001).

As mentioned earlier (Chapter 1), in recent studies, personality has been shown to be related to Emotional Labour. Diefendorff *et al.* (2005) observed that individuals who experienced negative emotions, were likely to fake positive emotions in the role that they were in and that the display of naturally felt emotions was predicted by extraversion and agreeableness (Diefendorff *et al.*; 2005). In addition, the display of positive emotions was positively related to extraversion, and individuals were more likely to fake these emotions (Tews & Glomb, 2003). While Neuroticism is positively related to expressing genuinely felt negative emotions (Tews & Glomb, 2003). The cabin crew who volunteered for this study are employed in an airline which used psychometric testing in their selection process for the cabin crew role (Chapter 3), this will enable the researcher to explore if any trends emerge in the cabin crew population.

As it is expected that various nationalities will take part in this study (Chapter 3), participants will be classified into two groups, those stemming from Collectivistic cultures, and those from Individualistic ones (Hofstede, 1991). Taylor (2003) (Chapter 1, Table 1.3) used this classification in his study with cabin crew.

The classification devised by Hofstede (1983) was used in this and subsequent studies (Chapter 6), in order to make a distinction between cultural identity, and observe if there are any significant differences in performing Emotional Labour between cultures. As stated in Chapter 1, Individualistic cultures find importance in personal time, freedom, prefer to challenge others and need extrinsic motivators at work. While Collectivistic cultures place emphasis on training, physical conditions, skills, are internally motivated and prefer to have harmony around them (Hofstede, 1983)

From Chapters 1 and 2, it was observed that there is a gap in the literature with reference to the relationship between gender, work stressors and organisational variables in a cabin crew population, as they have not been studied in conjunction, in addition to the effect culture has on these variables. The aim of this study is to examine whether Emotional Labour is the main cause for cabin crew attrition, and to explore whether organisational variables as well as personality play a role, and the effect culture has on all of these variables.

5.3. RESEARCH QUESTIONS

In Chapter 2 the specific research questions for the studies were stated in full. This is a cross sectional study, and the main aim is to explore whether personality types play a role with regards to Emotional Labour, Organisational Variables, Stress, and tenure in the organisation. Through this study, data baseline will be obtained for future studies. In addition, the following research questions were explored, which are as follows:

- 1- To investigate the impact of gender, culture and personality on the experience of Emotional Labour and other work stressors (Part I)
- 2- To investigate if Emotional Labour and other work strains impact on physical and mental health (Part I)
- 3- To examine differences in perceptions between those who have been employed more or less than eighteen months (Part I)
- 4- To investigate if Emotional Labour and Organisational variables predict tenure (Part II)

Part I**5.4. METHODOLOGY*****5.4.1. PARTICIPANTS AND PROCEDURES:***

A cross-section of cabin crew volunteers were given questionnaires (Appendix 4).

These participants are based in the home town of the airline. Various methods were used to obtain volunteers to take part in the study. As can be seen below there was some resistance to participation:

1- The researcher collected data in the staff travel department of the venue where crew collected their flight tickets (based in the home town of the airline). As crew or airline staff walked in, they were required to obtain a number, and wait for their turn. On a busy day, there would be about 20 people present per hour, of which more than 75% were crew. The researcher briefed the waiting crew, and requested them to answer the questionnaire. The majority of the crew that were approached refused, as they commented that 'they could not be bothered'.

2- The researcher went to the accommodation venue of the crew, and randomly asked crew if they could participate. There was a mixed response rate. The majority refused (N=30), but the few (N=5) that accepted welcomed the idea of research very openly. It was observed that the crew who agreed to take part, were from Britain, perhaps indicating that culturally they were more open to the idea of participation in studies.

3- A purser (a senior cabin crew on board, who is in charge of the rest of the crew members) volunteered to help. Forty questionnaires were returned by him with a response rate of 60%. He approached crew during their lay over in a trip. Lay over is when the crew are required to spend approximately 24 hours rest in the destination they flew to, before being able to fly back again to their home base.

4- Three of the participants who agreed to participate, asked if they could help. The researcher gave them the questionnaires to pass on to their colleagues. However, the researcher had to give the crew who were collecting the questionnaire sufficient time to get the answered questionnaires back, because the participants were busy flying or resting. Eight questionnaires distributed by this means were returned to the researcher, with a 5% response rate.

5- Two security guards based in two different buildings of cabin crew accommodation agreed to help, and they approached crew who were willing to participate in the study (N= 11), with a response rate of 22%.

As can be seen, it was difficult obtaining participants for the current study. In this sample, there was suspicion and resistance. It could be deduced that cultural background influenced the participation rate. Nevertheless, by recruiting intermediaries, who were from different cultural backgrounds, it was hoped to overcome this bias.

Through this method, a total of 68 questionnaires were obtained. The average age of crew was 27.53 years (SD 3.42), ranging from 20 to 37 years old. Eight participants

did not state their age. Seventy nine percent of the participants were women, while 3 participants did not state their gender. Thirty one nationalities took part in this study (see table 5.8). Three participants opted not to state their nationality.

Table 5.8:

<i>Nationality of Participants (N=68)</i>	
Nationality	N
British	8
Filipino, Korean	6 each
Lebanese, Singaporean	4 each
Serbian, Malaysian, S. African, Sri Lankan	3 each
Irish, Moroccan, Thai	2 each
Canadian, Chinese, Czech, Egyptian, French, Hungarian, Indian, Italian, Japanese, Kenyan, Polish, Romanian, Spanish, Swedish, Tunisian, Turkish, UAE, USA and Zimbabwean	1 individual each

Thirty three percent of the participants had cabin crew experience before joining the present airline, ranging from 6 months to 11 years, with a mean of 12 months (SD 26.85). The present respondents were in the company on average for 33 months (SD 42.85), with a median of 18 months. The respondents were classified into 2 groups; those who had been in the company for more than 18 months (50.8%), and those less than 18 months (49.2%), as it was the median, in addition, it takes about 18 months to get used to the role of cabin crew, and it is expected that after 18 months crew are settled in their job. Only 10.6% had family living in the home base of the airline.

The results section contains two parts. Part 1 will examine the results across the cabin crew populations, while part 2 will attempt to trace crew who left the company, and observe if any trends arise.

5.4.2. MEASURES

The questionnaire (Appendix 4) used in this study, incorporated Emotional Labour variables, Organisational Variables, the PSI, GHQ-12 and personality. These measures have already been described in detail in Chapter 4, and are listed in the following table (table 5.9) which will aid the reader in understanding the scoring range obtained for each section that will be discussed in the Results section.

Table 5.9:

<i>Summary of Measures</i>		
Measure (& date published)	High Scores Denote	Possible Score Range
<u>FEWS (2001)</u>		
Norms Regarding Emotions	There are no norms present with regards to emotions expressed at work	1-5
Emotional Control	Emotional Control is experienced	1-5
Display of Positive Emotions	Positive Emotions are displayed	1-5
Display of Negative Emotions	Negative emotions are displayed	1-5
Emotional Dissonance	Own feelings have to be controlled and not shown	1-5
<u>Organisational Variable</u>		
Job Satisfaction (Internal & External) (1979)	High Job Satisfaction	1-7
Autonomy & Control (1999)	A great deal of Autonomy & Control is present	1-5
Feedback (1999)	Strongly Disagree that feedback is given	1-5
Influence Over Decisions (1999)	A great deal of decision making is present	1-5
Role Clarity (1999)	A great deal of Role Clarity is present	1-5
Role Conflict (1999)	A great deal of Role Conflict is present	1-5
Peer Support (1999)	Complete Peer Support is present	1-5
<u>Well Being</u>		
PSI (1998)	Presence of physical symptoms	0-18
GHQ (1972)	Minor psychiatric disorders	Likert Method: 0-3 GHQ Method: 0-12
<u>Personality (1997)</u>		
Extraversion	A highly outgoing and extraverted individual	0-9
Agreeableness	An individual who wants to please others	0-10
Conscientiousness	A highly meticulous person	0-10
Emotional Stability	A highly emotionally stable individual	0-10
Intellect	Individual perceives him/herself to be highly intellectual	0-10
Attractiveness	Highly attractive person	0-9
Negative Valence	An individual has high negative valence	0-10

5.5. RESULTS

Baseline Descriptive data and correlation between core variables for the whole sample

The mean and standard deviation (SD) for all variables were obtained for all participants (N=68) (table 5.10). Crew were grouped into 2 groups, crew who had been working in the company for more than 18 months (N=32), and crew who had been with the company 18 months or less (N=33). Unfortunately, 3 participants were missing in this classification, as they did not state their tenure in the company.

The Emotional Labour scales were examined (table 5.10), and it was observed that crews' responses on Norms Regarding Emotions was that they mostly agreed that

Table 5.10:
Descriptive statistics for all Cabin Crew(N=68), Crew who were employed >18 months (N=32) & crew who were employed ≤ 18 months (N=33) in the organisation

Variables	All Crew (N=68)	≤ 18 months (N=33)	> 18 months (N=32)	F	Sig.
	Mean Score (SD)	Mean Score (SD)	Mean Score (SD)		
Norms Regarding Emotions**	2.16 (.48)	1.99 (.54)	2.30 (.37)	7.36	.008
Display of Positive Emotions	4.34 (.47)	4.28 (.52)	4.41 (.42)	.44	.262
Emotional Control	3.23 (.64)	3.20 (.56)	3.26 (.75)	.17	.683
Display of Negative Emotions	1.70 (.49)	1.61 (.45)	1.81 (.53)	1.08	.093
Emotional Dissonance	2.94 (.62)	2.84 (.62)	3.03 (.63)	1.60	.210
Role Conflict	1.00 (.40)	0.97 (.38)	1.05 (.44)	.66	.421
Role Clarity	4.15 (.52)	4.21 (.52)	4.10 (.54)	.60	.440
Feedback	2.86 (.37)	2.84 (.32)	2.91 (.40)	.53	.468
Autonomy & Control	3.04 (.71)	2.93 (.64)	3.25 (.72)	3.62	.062
Peer Support	3.58 (.73)	3.70 (.76)	3.47 (.70)	1.62	.198
Decision Making	2.90 (.73)	2.89 (.75)	2.91 (.74)	.01	.914
Job Satisfaction*	4.97 (.87)	5.23 (.94)	4.69 (.74)	6.52	.013
Intrinsic Job Satisfaction	4.89 (1.00)	5.10 (1.09)	4.66 (.90)	3.11	.083
Extrinsic Job Satisfaction**	5.04 (.85)	5.35 (.90)	4.72 (.71)	9.64	.003
Physical Symptoms*	6.05 (4.20)	4.75 (3.54)	7.19 (4.64)	5.71	.020
GHQ (Likert scoring)***	.80 (.41)	.63 (.32)	.99(.44)	14.47	.000

*p≤ 0.05; **p≤ 0.01; *** p≤ 0.001

Norms are present in the organisation (this scale in the FEWS is different from the rest, as it is the only one that low scores indicates the presence of norms, and the higher the score, the less norms are present). On average, crew often (4.18) displayed Positive Emotions, sometimes (3.23) they experienced Emotional Control, while they rarely (1.95) Displayed Negative Emotions. Emotional Dissonance sometimes (2.94) occurs.

Concerning the Organisational Variables (table 5.10), according to the cabin crew, Role Conflict rarely or never occurs (1.00), and there is the perception that there is quite a lot of Role Clarity (4.18) present on the job. The participants agreed (2.86) that they received Feedback concerning their job, and that there is a moderate amount (3.04) of Autonomy and Control present. Participants neither agreed nor disagreed that they had Support from their peers (3.58). On the other hand, it was felt that a moderate amount of Decision Making (2.90) was present in the job. Generally, participants were moderately (4.97) Satisfied with their job¹. Crew were very satisfied when it came to Extrinsic Job Satisfaction (Mean= 5.04, SD 0.85)², and were moderately Intrinsically Satisfied with their job (mean= 4.89, SD 1.00)³.

Participants scored high on the PSI (Mean= 6.05, SD 4.20) indicating that they experienced psychosomatic symptoms in the past 30 days. These results are higher than the norms presented by Spector (1998), as according to him the norm mean is

¹ The results are very similar to the responses given by a UK Manufacturing Company (Mean= 4.93, SD .73) & a Water Authority (Mean= 4.90, SD .64) & similar to individuals working in Sales (Mean= 4.84, SD .93) (Mullarkey *et al.*, 1999).

² The results are similar to a UK Manufacturing Company (Mean= 5.00, SD .70) (Mullarkey *et al.*, 1999).

³ These results are similar to a UK Manufacturing Company (Mean= 4.85, SD 0.88), UK Managers & Administrators (Mean= 4.85, SD 1.09) & UK Sales (Mean= 4.83, SD 1.08) (Mullarkey *et al.*, 1999).

4.8 (SD 3.50). In addition, GHQ scores were high (mean= 0.80, SD 0.41), once more, indicating that crew experienced some form of psychological morbidity. Caseness on the GHQ was examined (table 5.12), and the GHQ method of scoring was used (0-0-1-1). By GHQ cases it is meant ‘whether or not the individual would be classified as suffering from minor psychiatric disorder on the basis of psychiatric assessment’ (Mullarkey *et al.*, 1999; p. 36). A threshold of 3 was used to define caseness, as it is the most common used (Mullarkey *et al.*, 1999) and it is considered to be a high threshold (Goldberg *et al.* 1997).

Table 5.11:

<i>GHQ Cases in Cabin Crew (N=68)</i>	
Total GHQ Case Scores	Percentage of participants
0-2	75
3+	25

The results (table 5.11) indicate that 25% of all the participants presented some form of psychological morbidity⁴.

In order to observe if any relationship existed between the variables, Pearson’s Correlations was conducted, and the results are displayed in the following table 5.12.

It can be observed that lower levels of Satisfaction were correlated with less Norms Regarding Emotions, more Emotional Dissonance and more Role Conflict. While higher levels of satisfaction were correlated with more Role Clarity, more Peer Support and more Decision Making (table 5.12).

⁴ This is similar to the case rate of individuals from a UK Chemical Process Plant (26.7% & 24.1%), a UK Manufacturing Company (26.6%) & a UK Manufacturing SMEs (26.3%) (Mullarkey *et al.*, 1999).

Higher levels of Physical Symptoms were correlated with higher levels in Display of Negative Emotions, and more Emotional Dissonance. Higher scores on the GHQ were correlated with lower rates in the Display of Positive Emotions, less Role Clarity, a higher Display of Negative Emotions, higher amounts of Emotional Dissonance and more Physical Symptoms.

Table 5.12:

Correlations of All Emotional Labour Variables, Organisational Variables, and Well Being amongst Cabin Crew (N=68)

<i>Variables</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>
1.Norms Regarding Emotions	-												
2.Display of Positive Emotions	-.39**	-											
3. Emotional Control	-.00	.22	-										
4. Display of Negative Emotions	.12	-.47**	-.01	-									
5. Emotional Dissonance	.14	-.02	.21	.35**	-								
6. Role Conflict	-.00	-.13	.01	.19	.37**	-							
7. Role Clarity	-.37**	.55**	.26*	-.33**	.00	-.18	-						
8. Feedback	-.08	-.15	.01	-.10	-.10	-.00	.03	-					
9. Autonomy & Control	-.13	-.04	.18	.25*	-.02	.11	.14	.14	-				
10. Peer Support	-.32**	.35**	.07	-.13	.02	-.10	.31*	-.26*	.06	-			
11. Decision Making	-.05	-.03	.21	.07	-.05	.07	.18	-.17	.26*	.15	-		
12. Job Satisfaction	-.38**	.24	-.17	-.18	-.36**	-.28*	.31*	-.10	.22	.25*	.41**	-	
13. Physical Symptoms	.14	-.22	-.06	.34*	.34**	.11	-.15	.06	.06	.00	.04	-.21	-
14. GHQ	.22	-.30*	-.04	.35*	.27*	.13	-.38**	.11	-.08	-.09	-.16	-.51	.32*

*p≤ 0.05; **p≤ 0.01

It is also observed, that those with more Emotional Dissonance reported higher levels of Displaying Negative Emotions, more Role Conflict as well as experiencing more Physical Symptoms and poorer psychological wellbeing.

1- To investigate the impact of gender, personality and culture on the experience of Emotional Labour and other work stressors

Gender

Results for gender are shown in Table 5.13. It can be observed that significant gender differences were found in levels of Norms Regarding Emotions, in that men agreed more strongly than women that these Norms were present in the organization.

Table 5.13:

<i>Gender Differences and All Variables</i>					
Variables	GENDER (N)	Mean (SD)	t	df	Sig. (2-tailed)
Norms Regarding Emotions*	Female (51)	2.23 (.47)	2.36	63	.02
	Male (14)	1.88 (.53)			
Emotional Control	Female (51)	3.24 (.67)	.21	63	.84
	Male (14)	3.20 (.64)			
Display of Positive Emotions	Female (51)	4.33 (.43)	-.71	63	.48
	Male (14)	4.42 (.61)			
Display of Negative Emotions	Female (51)	1.73 (.47)	1.04	63	.30
	Male (14)	1.53 (.60)			
Emotional Dissonance	Female (51)	3.03 (.55)	1.86	63	.07
	Male (14)	2.69 (.82)			
Peer Support	Female (51)	3.54 (.72)	-.54	63	.59
	Male (14)	3.66 (.85)			
Decision Making*	Female (51)	2.80 (.67)	-2.46	63	.02
	Male (14)	3.32 (.81)			
Role Conflict	Female (51)	1.03 (.42)	.59	63	.56
	Male (14)	.96 (.38)			
Feedback	Female (51)	2.87 (.38)	-.02	63	.98
	Male (14)	2.88 (.29)			
Autonomy & Control	Female (51)	3.05 (.67)	-.35	63	.73
	Male (14)	3.12 (.86)			
Role Clarity*	Female (51)	4.08 (.49)	-2.45	63	.02
	Male (14)	4.46 (.56)			
Job Satisfaction*	Female (51)	4.83 (.82)	-2.32	63	.02
	Male (14)	5.43 (.99)			
Extrinsic Job Satisfaction*	Female (51)	4.90 (.83)	-2.46	63	.02
	Male (14)	5.52 (.87)			
Intrinsic Job Satisfaction	Female (51)	4.75 (.95)	-1.91	63	.06
	Male (14)	5.33 (1.16)			
Physical Symptoms	Female (51)	6.21 (3.68)	.58	15.76	.57
	Male (14)	5.23 (6.02)			

*p≤ 0.05; **p≤ 0.01

Men felt that there was a moderate amount of Decision Making present, while women disagreed and felt that there was some present. Also men experienced slightly higher levels of Job Satisfaction, consisting specifically of Extrinsic factors. Men felt that they had more Role Clarity than women did. No other significant difference was observed for the rest of the variables (table 5.13).

Culture

As stated earlier, the different nationalities were classified into Individualistic and Collectivistic cultures. It was observed (table 5.14) that Individualistic cultures displayed more Positive Emotions than cabin crew who came from Collectivistic cultures [$t(63)=2.60$; $p \leq 0.05$]. In addition, it can be observed that there was an almost significant difference [$t(63)=1.00$; $p=0.051$] with regards to Emotional Dissonance, in that Individualistic cultures experienced it more than Collectivistic cultures did. No other significant difference was observed for the rest of the Emotional and Organisational variables, nor for physical symptoms.

Table 5.14:

<i>Differences between Collectivist and Individualist Culture and All Variables</i>					
Variables	Norms (N)	Mean (SD)	t	df	Sig. (2-tailed)
Display of Positive Emotions*	Individualist (19)	4.54 (.33)	2.59	50.07	.012
	Collectivist (46)	4.27 (.50)			
Emotional Dissonance	Individualist (19)	3.19 (.45)	1.99	63	.051
	Collectivist (46)	2.86 (.67)			

* $p \leq 0.05$

There was an almost significant difference [$t(49.06)=-2.00$, $p=0.052$] with regards to Individualist (mean= 1.11, SD 0.32) and Collectivist cultures (mean= 1.30, SD 0.47) on the GHQ scores, as Collectivistic cultures scored higher. Overall, Collectivist participants reported higher scores on the GHQ, as 30% were classified as ‘cases’.

Personality

The means for all the personality factors were obtained. It was observed that crew scored highly on Intellect and Attractiveness, followed by Extraversion, Agreeableness, Emotional Stability, Conscientious, and less on Negative Valence. No significant correlations were observed (5.15).

Table 5.15:

<i>Correlation of Cabin Crew Personality (N= 68)</i>								
Factor	Mean (SD)	1	2	3	4	5	6	7
1. Negative Valance	3.10 (1.86)	-						
2. Intellect	5.22 (1.13)	-.11	-					
3. Attractiveness	5.31 (1.07)	.10	-.07	-				
4. Emotional Stability	3.91 (1.08)	.05	-.06	.02	-			
5. Extraversion	4.99 (1.40)	.21	.15	.11	.01	-		
6. Agreeableness	4.06 (0.91)	.19	.00	.10	-.04	.14	-	
7. Conscientiousness	3.75 (1.51)	.11	-.06	-.00	.04	-.12	.08	-

There were no significant differences in personality between gender, nor between those who had served longer or shorter periods in the company.

Table 5.16:

<i>Correlation of Personality and Emotional Labour Variables (N=68)</i>					
Variables	Norms Regarding Emotions	Emotional Control	Display of Positive Emotions	Display of Negative Emotions	Emotional Dissonance
Negative Valence	.11	-.22	-.14	.15	.06
Intellect	-.04	.08	-.03	-.14	-.08
Attractiveness	-.02	.14	-.07	-.03	-.06
Emotional Stability	.19	.02	-.18	-.05	.09
Extraversion	-.22	-.12	-.14	.22	-.22
Agreeableness	.03	.13	.08	.05	.10
Conscientiousness	.08	-.05	-.12	-.04	.04

*p≤ 0.05

A Pearson's correlation was performed (table 5.16) with relation to the personality factors and the Emotional Labour variables, in order to investigate if any relationships existed. No significant results were found.

A Pearson's correlation was performed (table 5.17) with relation to the personality factors and the Organisational variables, in order to investigate if any relationships existed. It was observed that Conscientiousness was positively related to Peer Support and Decision Making. The more conscientious a person was, more peer support and decision making was present.

Table 5.17:

Correlation of Personality and Organisational Variables (N=68)

Variables	Role Conflict	Feedback	Autonomy & Control	Peer Support	Decision Making	Job Satisfaction	Role Clarity
Negative Valence	.13	.08	-.02	-.08	.03	-.14	-.19
Intellect	-.15	.10	.20	.01	-.01	.01	.15
Attractiveness	-.11	.15	-.00	.07	.24	.10	.15
Emotional Stability	.04	-.04	-.14	.06	.09	.04	-.09
Extraversion	-.14	.05	.13	-.03	.17	.07	-.07
Agreeableness	-.02	.08	-.13	-.05	-.01	-.18	-.15
Conscientiousness	-.04	-.07	.02	.24*	.28*	-.01	-.08

*p≤ 0.05

2- To investigate if Emotional Labour and other work strains impact on physical and mental health

Job Satisfaction as a dependent variable

With Job Satisfaction as the dependent variable (table 5.18), linear regression analysis was used. In step 1, all the Emotional Variables were entered, and in step 2, all the organisational variables were entered. From step 1, it was observed that if there are less Norms Regarding Emotions and less Emotional Dissonance, then there is more Job Satisfaction. While in step 2 it was observed that Norms Regarding Emotions, Emotional Control, Role Conflict and Decision Making predict Job Satisfaction. Therefore if Norms Regarding Emotions are present, there is less Emotional Control, less Role Conflict, and more Decision Making is present, then

the participant has more Job Satisfaction. Hence the organisational variables are more influential than the Emotional Labour variables in Job Satisfaction.

Table 5.18:
Regression Analysis and Job Satisfaction

Predictor	Job Satisfaction	
	R ²	B
Step 1	.26**	
Norms Regarding Emotions		-.32**
Emotional Control		-.13
Display of Positive Emotions		.09
Display of Negative Emotions		-.03
Emotional Dissonance		-.27*
Step 2	.51***	
Norms Regarding Emotions		-.26*
Emotional Control		-.24*
Display of Positive Emotions		.10
Display of Negative Emotions		-.08
Emotional Dissonance		-.13
Role Conflict		-.24*
Feedback		-.09
Autonomy & Control		.20
Peer Support		.02
Decision Making		.35***
Role Clarity		.08

*p≤ 0.05; **p≤ 0.01; ***p≤ 0.001

General Health Questionnaire as a dependent variable:

Table 5.19:
Regression Analysis and GHQ

Predictor	GHQ	
	R ²	B
Step 1	.12**	
Display of Negative Emotions		.35**
Step 2	.20**	
Role Clarity		-.31**

*p≤ 0.05; **p≤ 0.01

Two variables, the Display of Negative Emotions and Role Clarity predicted GHQ (table 5.19), suggesting that expressing Negative Emotions and not having Role Clarity were predictors for lower psychological wellbeing.

Physical Symptoms as a dependent variable:

Table 5.20:

Regression Analysis and Physical Symptoms

	Predictor	Physical Symptoms	
		R ²	B
Step 1		.12**	
	Emotional Dissonance		.34*
Step 2		.17**	
	Display of Negative Emotions		.25*

*p ≤ 0.05; **p ≤ 0.01

Stepwise regression was used, and Physical Symptoms was the dependent variable (table 5.20). Once more, all the dependent variables were entered into the analysis. It was observed that experiencing Emotional Dissonance, Displaying Negative Emotions predicts a greater experience of Physical Symptoms.

Through the regression analysis, it was observed that Emotional Dissonance was a variable that played a role in predicting both Job Satisfaction and Physical Symptoms. Therefore regression analysis was conducted to investigate the predictors for Emotional Dissonance, and its role as a potential mediator was investigated.

To investigate the predictors of Emotional Dissonance

In order to investigate what predicts Emotional Dissonance, a regression analysis was performed. In step one, all the Emotional Labour variables were entered, and in step 2, all the Organisational variables were entered (table 5.21). Therefore, it was observed that the Display of Negative Emotions and Role Conflict predict Emotional Dissonance. If one experienced high levels of Displaying Negative Emotions and experiences Role Conflict then they would be more likely to experience Emotional Dissonance.

Table 5.21:

<i>Regression Analysis and Emotional Dissonance</i>		
Predictor	Emotional Dissonance	
	R ²	B
<i>Step 1</i>	.23*	
Norms Regarding Emotions		.19
Emotional Control		.16
Display of Positive Emotions		.28
Display of Negative Emotions		.46**
<i>Step 2</i>	.39**	
Role Conflict		.37**
Feedback		.02
Autonomy & Control		-.17
Peer Support		.08
Decision Making		-.11
Role Clarity		.16

*p ≤ 0.05; **p ≤ 0.001

Emotional Dissonance as a mediator between Role Conflict and Job Satisfaction

Mediation was tested as suggested by Baron and Kenny (1986). Hierarchical regression was used in order to determine whether Emotional Dissonance was a mediator between Role Conflict and Job Satisfaction. In the first step, Role Conflict (Independent Variable) is a predictor of Emotional Dissonance (Table 5.22)

Table 5.22:

<i>Emotional Dissonance and Role Conflict</i>		
Predictor	Emotional Dissonance	
	R ²	B
<i>Step 1</i>	.14**	
Role Conflict		.37**

*p ≤ 0.05; **p ≤ 0.01

In the second step (table 5.23), Role Conflict (Independent Variable) is a predictor of Job Satisfaction (Dependent Variable).

Table 5.23:

<i>Job Satisfaction and Role Conflict</i>		
Predictor	Job Satisfaction	
	R ²	B
<i>Step 1</i>	.08*	
Role Conflict		-.28*

*p ≤ 0.05; **p ≤ 0.01

The third step (table 5.24) shows that Emotional Dissonance (mediator) is a predictor of Job Satisfaction (Dependent variable) and that Role Conflict (independent variable) was not significant. Furthermore, the effect of Role Conflict on Job Satisfaction is less in this step (table 5.24), than in the second step (table 5.23), therefore there is a total mediation, as Role Conflict has no effect when Emotional Dissonance is controlled for. Hence, Emotional Dissonance is a mediator for Job Satisfaction.

Table 5.24:
Job Satisfaction, Emotional Dissonance and Role Conflict

Predictor	Job Satisfaction	
	R ²	B
<i>Step 1</i>	.15**	
Role Conflict		-.18
Emotional Dissonance		-.29*

*p ≤ 0.05; **p ≤ 0.01

3- To examine differences in perceptions between those who have been employed more or less than eighteen months

In order to explore if there was a difference between those who were employed more than 18 months (N=32) and those who were employed 18 months or less (N=33) in the experience of Emotional Labour and Organisational Variables, a MANOVA was performed (Table 5.10). Crew who were longer in the organization felt that there were Norms Regarding Emotions present [$F(1, 63) = 7.36, p \leq 0.01$], and no other significant difference was found between Emotional Labour and the two groups.

For the Organisational variables, it was observed that crew who were longer on the job were less satisfied than newer crew [$F(1, 63) = 6.53, p \leq 0.01$]. Also, the longer

crew stayed in their role, the less Extrinsic Job Satisfaction they experienced [$F(1, 63) = 9.64$; $p \leq 0.01$]. Although results are non-significant, it was observed that cabin crews' Intrinsic Job Satisfaction decreased over time. No other significant difference was observed with the remaining organisational variables.

It was observed that there was a significant difference for cabin crew who stayed longer in the organization in that higher scores on Physical Symptoms [$F(1, 63) = 5.71$; $p \leq 0.05$] were experienced. A t-test was conducted to investigate if there was a significant difference between the individual symptoms and length of stay in the company. Significant results are given in table 5.25. It was found that there was a significant difference in the experience of headaches [$t(63) = -2.39$; $p \leq 0.05$], constipation [$t(45.37) = -2.58$; $p \leq 0.05$] and tiredness or fatigue [$t(58.97) = -2.48$; $p \leq 0.05$] such that those employed longer experienced more symptoms. This finding is important as tiredness and fatigue are symptoms for burnout.

Table 5.25:

<i>Symptoms and Length in Company</i>					
	Length in Months (N)	Mean (SD)	t	df	Sig.
Headache*	≤ 18 months (N=33)	.36 (.49)	-2.39	63	.023
	> 18 months (N= 32)	.66 (.53)			
Constipation*	≤ 18 months (N=33)	.12 (.33)	-2.58	45.37	.013
	> 18 months (N= 32)	.46 (.66)			
Tiredness or Fatigue*	≤ 18 months (N=33)	.67 (.48)	-2.48	58.97	.016
	> 18 months (N= 32)	.93 (.36)			

* $p \leq 0.05$

Individuals who stayed longer in the company reported significantly higher scores on the GHQ [$F(1, 63) = 14.47$; $p \leq 0.01$].

Table 5.26:

<i>Cross tabulation of length of stay in the organisation and GHQ Cases</i>							
		Length in Months			Pearson χ^2	df	Sig.
		≤ 18 months	> 18 months	Total			
GHQ CASES	No Case	N	27	21	48	2.21	1
		% age	82%	66%	74%		
	Case	N	6	11	17		
		%age	18%	34%	26%		
	Total	N	33	32	65		
		% age	100%	100%	100%		

Caseness on the GHQ scores were further analysed taking into account the length of stay in the organisation. It was observed that 34% of participants, who were in the company more than 18 months, were classified as cases, in comparison to 18% of participants who were there less than 18 months (table 5.26). However, chi square analysis suggests no statistical significant relationship was observed.

Tenure as a dependent variable

With length of stay as the dependent variable (table 5.27), regression analysis was used. In step 1, GHQ and Physical Symptoms were entered. It was observed from the results that tenure played a role in higher GHQ scores, and it did not effect Physical Symptoms.

Table 5.27:

<i>Regression Analysis and Job Satisfaction</i>		
Predictor	Tenure	
	R^2	β
<i>Step 1</i>	.21**	
PSI		.17
GHQ		.38*

* $p \leq 0.05$; ** $p \leq 0.001$

5.6. DISCUSSION

The following paragraphs will discuss in detail each aim that was stated at the beginning of this chapter, in conjunction with the results obtained from this study.

Baseline Descriptive data for the whole sample

From the baseline data obtained for this sample of cabin crew, overall, crew agreed that Norms Regarding Emotions were present in the organization, they did display Positive Emotions, sometimes they experienced Emotional Dissonance and Emotional Control, while they rarely displayed Negative Emotions.

It was also observed that the more Emotional Dissonance was reported by cabin crew, the higher the levels of Displaying Negative Emotions, more Role Conflict as well as experiencing more Physical Symptoms and poorer psychological wellbeing was present.

With regards to the Organisational variables, cabin crew felt that Role Clarity was present, they received feedback concerning their job, moderate amounts of Control and Decision making were present, and Role conflict rarely occurred. Participants neither agreed nor disagreed that they had Support from their peers. It was observed that cabin crew were moderately satisfied with their job, in specific intrinsic job satisfaction.

From the results, it was observed that lower levels of Satisfaction were correlated with less Norms Regarding Emotions, more Emotional Dissonance and more Role Conflict. While higher levels of satisfaction were correlated with more Role Clarity.

more Peer Support and more Decision Making. Overall, the results of this study do not support the findings by Wharton (1993), as in his sample, Emotional Labour did not directly affect Job Satisfaction.

Participants experienced psychosomatic symptoms in the past 30 days as well as some form of psychological morbidity. Higher levels of Physical Symptoms were correlated with higher levels in Display of Negative Emotions, and more Emotional Dissonance. Higher scores on the GHQ were correlated with lower rates in the Display of Positive Emotions, less Role Clarity, a higher Display of Negative Emotions, higher amounts of Emotional Dissonance and more Physical Symptoms, similar to Kinman and Gallagher (2001), as they observed that Emotional Labour was positively correlated to psychological ill health.

1- To investigate the impact of gender, personality and culture on the experience of Emotional Labour and other work stressors.

Gender

It can be observed that gender differences were found concerning Norms Regarding Emotions, in that men agreed more strongly than women that Norms were present in the organization concerning emotions, and no other significant difference emerged with regards to the Emotional Labour results. The general lack of gender differences is in accordance with the findings of Mann (1999), Strazdins (2000) and Erickson and Ritter (2001). Concerning the Organisational variables, men felt there was a moderate amount of Decision Making present, while women disagreed and felt that there was just a little of it present, suggesting perhaps that men may be allowed a

greater role in decisions than women. Also men experienced slightly higher levels of Job Satisfaction, consisting specifically of Extrinsic factors. This finding contradicts the results by Wharton (1993), as in his study, women tended to be more satisfied at work. Men in the current sample felt that they had more Role Clarity than women did.

Even though no other significant results emerged, it was observed that women reported experiencing more physical symptoms than men, and they experienced more Emotional Dissonance. It has to be noted that the sample size may have had an effect on the results as the sample size for men was low ($N=14$), and possibly the statistical tests did not have the statistical power to detect differences that may exist.

Personality

From the results, it was observed that cabin crew perceived themselves as having intellect, being attractive, extraverted, agreeable, emotionally stable, being conscientious and having less negative valence. No relationship was found between personality and Emotional Labour. Nonetheless, a positive relationship was observed between conscientiousness and peer support, as well as decision making.

In addition, the results indicated that there were no significant gender differences in personality differences or in length of stay in the organisation. One limitation of these findings stems from the fact that the sample used had already been screened by the use of a personality test when they were recruited. Hence, personality type had been selected by the airline, which contributed to the sample of this study, thus the

group were likely to be relatively homogenous in terms of personality compared to the general population. This study did not yield results similar to Tews and Glomb (2003).

Culture

The sample of this study consisted of 31 nationalities, therefore the author felt it was important to reduce this diverse group a smaller number of the types of culture and the most appropriate for this study was Hofstede's classification of Individualistic and Collectivistic cultures. It was observed that Individualistic cultures displayed more Positive Emotions than cabin crew who came from Collectivistic cultures. This could be because Individualist cultures place emphasis on personal freedom and being able to express themselves, while collectivist cultures prefer to have harmony and not display their true sentiments. Although results were non-significant, Individualist cultures seemed to experience higher levels of Emotional Dissonance than Collectivistic cultures did. Once more, the results may have lacked power due to the small sample size.

2- To investigate if Emotional Labour and other work strains impact on physical and mental health

From the results obtained, it was observed that Norms Regarding Emotions, Emotional Control, Role Conflict and Decision Making predict Job Satisfaction. Therefore if Norms Regarding Emotions are present, if there is less Emotional Control, less Role Conflict, and the presence of more Decision Making, then the

participant has more Job Satisfaction. However, this research does not support Zerbe's (2000) finding that the more pleasure is displayed and felt the greater the Job Satisfaction.

The present study clearly indicates Displaying Negative Emotions was a predictor for lower psychological wellbeing. This is similar to the findings of Schaubroeck and Jones (2000), as they state that the display of positive emotions on the job is positively related to physical symptoms. It was also observed that experiencing Emotional Dissonance, and the display of Negative Emotions, predicts a greater experience of Physical Symptoms. These findings are consistent with Mann (1999) and Kinman and Gallagher (2001), who found that Emotional Labour has an effect on well being, as Emotional Labour is positively correlated to stress and psychological ill health.

From the results, it was observed that Role Conflict and Displaying Negative Emotions predict Emotional Dissonance. If cabin crew Displayed Negative Emotions, experienced Role Conflict then they would be more likely to experience Emotional Dissonance. These results are important, as significant results emerged in conjunction to the organisational variables, and its effect it has on Emotional Dissonance. When Emotional Dissonance was used as a mediator for Job Satisfaction and Role Conflict, results were significant, as the results clearly indicate that Emotional Dissonance is a mediator between Job Satisfaction and Role conflict. This needs to be explored further in future studies, in relation to burnout (Heuven & Bakker, 2003).

From the results, it was observed that the Display of Negative Emotions and Role Clarity predict lower psychological well being and that the experience of Emotional Dissonance and the Display of Negative Emotions predict a greater experience of Physical Symptoms. This could indicate that well being is a consequence in cabin crew Displaying more Negative Emotions.

3- To examine whether perceptions are different between those who have been employed more or less than eighteen months

The results clearly indicate that crew who were working longer in the organisation felt that Norms Regarding Emotions was present. And that the longer crew stayed in their job, the less satisfied they were in comparison to the group who worked less months in the organisation.

Crew were very satisfied when it came to Extrinsic Job Satisfaction and once more, the results are similar to a UK Manufacturing Company. The longer crew stayed in their role, the less Extrinsic Job Satisfaction they experienced. In addition, the longer crew stayed in the organisation, the more physical symptoms were experienced, mainly an increase in the experience of headaches, constipation and tiredness and fatigue. No gender or cultural differences in GHQ scores were found in this study. These results are of interest, as they indicate that the longer a person stays in their role, the likelier they are to experience a form of job dissatisfaction, as well as experiencing some physical symptoms. It has to be noted that the experience of tiredness and fatigue is a symptom of burnout. It would be necessary to investigate this aspect further, as there could be an indication that burnout develops over time

with this particular sample. Research has suggested that cabin crew may develop psychological ill health (Kinman & Gallagher, 2001; Heuven & Bakker, 2003; Dormann & Zapf, 2004). It has to be noted that at this present date, no previous research exists showing if there is a difference in perceptions with relation to the amount of time one has worked an organisation.

Part 2 of this chapter reports a follow up study in which staff were tracked to see who resigned after 2 years. The current data was then reanalysed to compare baseline measures to those who remained in the company with those who resigned.

Part II

5.7. Follow Up

5.7.1. Introduction

From the literature review (Chapter 1), it was observed that retention of employees was not examined in relation to Emotional Labour. In addition, a high number of cabin crew resignation was observed prior to this study, hence it would be beneficial to observe if any trends emerge with participants who left the organisation (Chapter 3). Therefore, in an attempt, this study followed up the participants in order to see if any of the participants had left the organisation.

5.7.2. Results

Two years later, the crew from this study were traced in order to examine if any of the participants left the organization. It was found that 23% of the participants had resigned from the traceable sample (N=52), 33% of whom were labelled as cases on

the GHQ. Their ages ranged from 24 to 31 years, with a mean age of 28 (SD 2.59), and all were female, 92% of whom did not have any cabin crew experience before joining the current role. Crew who were still working in the role of cabin crew had a mean age of 27 (SD 3.79), ranging from 20 to 37 years old at the time of data collection, and 45% of whom had some cabin crew experience before joining the organization.

Twenty five percent of the participants who resigned were British, while the remaining were from Lebanon, USA, Italy, Korea, France, Singapore, Japan, Sweden and Morocco, 58% were classified as belonging to Individualist cultures. Through Chi square analysis, table 5.28 shows that there is a significant relationship between culture and status in the company.

Table 5.28:

<i>Difference in Status in Company and Culture</i>						
Description	Status in Company			Pearson χ^2	df	Sig.
	In Company	Resigned	Total			
Individualistic	11	7	18	3.88	1	.049
Collectivistic	29	5	34			
All	40	12	52			

From table 5.29, it can be observed that cabin crew who resigned had typically spent more than 18 months in the organisation.

Table 5.29:

Cross tabulation of length of stay and Status in the organisation								
		Length in Months				Pearson χ^2	df	Sig.
		≤ 18 months	> 18 months	Total				
Status	In Company	N	24	16	40	4.53	1	.035
		%age	89%	64%	77%			
	Resigned	N	3	9	12			
		%age	11%	36%	23%			
Total		N	27	25	52			
		%age	100%	100%	100%			

Scores for Emotional Labour, Job Satisfaction, Organisational Variables, Physical Symptoms and GHQ results taken during employment were compared between those who resigned and those who remained in the company (table 5.30). The only significant difference observed was that crew who were still in the company felt that they received more feedback than the ones who resigned.

Table 5.30:

Difference in Status of Cabin Crew in Company and All Variables

VARIABLES	Status (N)	Mean (SD)	t	df	Sig. (2 tailed)
Norms Regarding Emotions	In Company (40)	2.11 (.52)	-.30	50	.764
	Resigned (12)	2.16 (.35)			
Emotional Control	In Company (40)	3.16 (.72)	-.69	50	.496
	Resigned (12)	3.31 (.46)			
Display of Positive Emotions	In Company (40)	4.33 (.52)	-1.09	50	.453
	Resigned (12)	4.45 (.38)			
Display of Negative Emotions	In Company (40)	1.65 (.51)	-1.42	50	.239
	Resigned (12)	1.86 (.63)			
Emotional Dissonance	In Company (40)	2.84 (.69)	-1.28	50	.206
	Resigned (12)	3.11 (.44)			
Role Conflict	In Company (40)	.97 (.39)	-1.86	50	.069
	Resigned (12)	1.23 (.51)			
Feedback*	In Company (40)	2.90 (.33)	2.12	50	.039
	Resigned (12)	2.65 (.46)			
Autonomy & Control	In Company (40)	3.07 (.70)	-.37	50	.714
	Resigned (12)	3.15 (.78)			
Peer Support	In Company (40)	3.53 (.70)	-.56	50	.576
	Resigned (12)	3.67 (.82)			
Decision Making	In Company (40)	2.82 (.84)	-1.42	50	.161
	Resigned (12)	3.19 (.53)			
Job Satisfaction	In Company (40)	5.06 (.87)	.99	50	.327
	Resigned (12)	4.78 (.81)			
Intrinsic Job Satisfaction	In Company (40)	5.20 (.80)	.13	50	.899
	Resigned (12)	4.72 (.78)			
Extrinsic Job Satisfaction	In Company (40)	4.89 (1.06)	1.86	50	.069
	Resigned (12)	4.85 (.94)			
Role Clarity	In Company (40)	4.24 (.49)	1.23	50	.226
	Resigned (12)	4.03 (.57)			
PSI	In Company (40)	4.94 (4.10)	-1.79	50	.080
	Resigned (12)	7.50 (5.16)			
GHQ (Likert Scoring)	In Company (40)	.76 (.45)	-1.31	50	.468
	Resigned (12)	.95 (.40)			

*p≤ 0.05

From the results (table 5.30) it can be observed that there was some difference with regards to Extrinsic Job Satisfaction and the experience of Physical Symptoms, but the results did not reach the significant level of $p \leq 0.05$. Nonetheless, on closer inspection, the crew who resigned, were experiencing higher Emotional Control, were Displaying more Positive and Negative Emotions and were experiencing more Emotional Dissonance. Unfortunately the results were non-significant, as the results lacked power. This is a result of a limited number of participants, and the numbers were unequal as there were only 12 participants who resigned from this sample.

This was similarly found for the organizational variables in which the individuals who resigned were experiencing more Role Conflict, more Peer Support, less Job Satisfaction, which was Intrinsic in nature, as well as less Role Clarity (table 5.30).

From the PSI and GHQ results, the group who resigned scored higher on these two variables, but once more, the results lacked power, due to the small sample size.

No significant difference was found with the personality factors, nor with physical symptoms experienced. A logistic regression on resignation was conducted and no significant results emerged.

5.7.3. Discussion

Part 2 of this study has attempted to explore if any differences emerged in the responses of the participants with relation to tenure. Although no known studies exist with relation to this concept, the present study has yielded some significant findings. Individuals who perceived themselves as having higher levels of feedback were still

in the company. Once more, sample size may have had an effect on the results, as the sample size was small, and perhaps the power to detect any differences was not present. Nonetheless, it has been observed that participants who resigned were experiencing more role conflict, and more Physical Symptoms.

Also, culture may play a role, as a significantly higher amount of participants from Individualist cultures resigned from their job, and this could be because the role of cabin crew requires team interaction, or the experience of Emotional Dissonance. This needs to be addressed further in future research.

5.8. CONCLUSION AND FUTURE STUDIES

In conclusion, this study has attempted to obtain baseline measures for all the Emotional Labour variables, Organisational variables, Physical and Psychological well being, as well as personality factors of individuals working as cabin crew. It is hoped that this data will aid the researcher and future scholars to have a benchmark of the expected results in a cabin crew profession.

In addition, this present study clearly indicates that Emotional Dissonance plays an important role in cabin crew with regards to Job Satisfaction. The results seem to imply that the longer crew stay in their role, the more likely they are to be stressed or develop physical symptoms, in particular tiredness and fatigue, which is a symptom of burnout. Future research would need to incorporate a measure of burnout.

As personality did not yield important results, it was opted not to pursue this path further, as individuals are administered a personality questionnaire at the recruitment

stage of the organisation they were working in, and generally speaking, crew are selected with a specific personality profile.

With the exception of the small follow up, the design of this present study was cross-sectional, and it has been already stated in Chapter 1, there is a scarcity in longitudinal studies. Therefore the next study discussed in Chapter 6 will be longitudinal in nature, in which cabin crews' expectation of their future role will be examined.

Chapter 6

A Longitudinal Study Exploring the Expectations and the Reality of Cabin Crew working in an Airline

Part I

6.1. Study 2

The aim of this study is to explore expectations of new cabin crew answered before they start their job, on Emotional Labour and Organisational variables and compare their responses 18 months later, when they are in the role of cabin crew. In addition, physical and psychological wellbeing will be monitored at both times. It is hoped that this investigation will contribute to the literature of Emotional Labour, providing an understanding of how cabin crew's perception of the job changes over time. Furthermore, it will extend the literature on burnout by examining the predictor amongst this sample.

6.1.1. Introduction

The previous chapter (Chapter 5) explored cabin crew's views concerning Emotional Labour, Organisational variables, Physical and Psychological well-being as well as personality. The results indicate that across a cabin crew population, those who had remained longer in their role as cabin crew, had a higher likelihood of developing stress as well as displaying some form of physical symptoms such as tiredness and fatigue. In addition, Emotional Dissonance is a predictor in a cabin crew role with regards to Job Satisfaction. This was observed from the result from the previous chapter (Chapter 5) which clearly indicated that Emotional Dissonance is a mediator to Job Satisfaction.

As mentioned in Chapter 1, it has been observed in the literature that there is a scarcity of longitudinal studies of Emotional Labour (Morris & Feldman, 1997), and it was suggested by scholars (Brotheridge & Lee, 1998) in the field that it would be beneficial to examine individuals' expectations before they start their job, and later matching the expectations with the reality. Therefore, this chapter will seek to explore cabin crews' expectation of their role just before they start their training as cabin crew, and compare their results approximately 18 months later. In addition, based on the results of the last chapter (Chapter 5), which indicated the importance of culture for predicting tenure in the role as cabin crew, as more cabin crew from individualistic cultures resigned from their job, therefore, the multicultural aspect of the population will be taken into account, in order to explore whether this impacts in expectation and experience of the job. The aim of this study is to examine whether individual expectations of the role matches the reality of the job, and to explore which expectations change over time, as well as examine the impact that this may have on individuals and their tenure on the job.

To date, no known published study has explored expectations of Emotional Labour and Organisational variables before employees started their job. Nonetheless, one longitudinal study (which spanned over a period of 4 weeks) was conducted by Côté and Morgan (2002), which demonstrated that over time, there was less job satisfaction and the intentions to quit increased. However, 4 weeks is a limited time span. A longer period is likely to be more appropriate to give individuals time to acclimatise to the job or form intentions to quit.

6.1.2. RESEARCH QUESTIONS

In Chapter 2 the specific research questions for the studies were stated in full. The main aim of this study is to examine the responses of new cabin crew over a 2 time period, therefore making this study longitudinal in nature. The aim of this study is to explore the following:

- 1- *To investigate the impact of gender and culture on the expectations of Emotional Labour, work stressors, psychological and physical wellbeing (Part I)*
- 2- *To investigate the impact of gender and culture on the experience of Emotional Labour, work stressors, psychological and physical wellbeing (Part III)*
- 3- *To investigate if expectations of Emotional Labour and Organisational variables predict tenure (Part II)*
- 4- *To investigate if Emotional Labour and other work strains impact on physical and mental health (Part III)*
- 5- *To investigate cabin crew expectations of Emotional Labour and organisational variables at the beginning of the job, and whether these match 18 months later, and if these expectations predict outcomes like burnout and Physical & Psychological well being (Part I & III)*

This chapter has been divided into 3 parts, part I explores the expectations new cabin crew (N=330) have of their future role, as well as examine if any gender and cultural differences exists. After which, part II focuses purely on attrition and examines the

same data, but the results will only include cabin crew (N= 293) who were traceable 15-18 months later (individuals whose identity were provided). This part will compare those who left with those who are still employed to see if there are differences in expectations, and it will further examine gender and cultural differences and attrition. Part III explores the results of cabin crew (N=35) who participated in the follow up study, and examining if there are any differences present with their current perceptions of the present job, and their previous expectation, in addition, exploring whether there are any gender and cultural differences concerning all the Emotional Labour and Organisational variables.

6.1.3. PARTICIPANTS AND PROCEDURE

The participants of this sample consisted of new recruits. The questionnaire (Appendix 4) was distributed to new cabin crew on their first day of training at the Training College based in the home city of the airline (June 2003-April 2004). Participants were recruited to the study by the welfare officers of the organisation. The questionnaires were collected two days later. There were on average 2 groups (consisting of 15 cabin crew) per week. The same procedure was repeated on a weekly basis for 6 months. The participants expressed a mixed feeling towards the questionnaire, as some of the participants complained that the questionnaire was too long and found it tedious, while others were happy to be part of a study, and 'felt special'. In total 330 questionnaires were returned, with a response rate of 66%.

The average age of new crew was 24 (SD 2.72) years old. Sixty seven percent of the participants were female, and 5% did not state their gender. Seventy seven percent of the respondents had been in the airline's home base city for less than 1 month at the

time of testing. As can be observed from table 6.31 below, participants from 50 different countries responded. However, 22 individuals opted not to state their nationality or country of origin.

Table 6.31:

<i>Nationality of Participants</i>	
Nationality	Percentage*
Australia	11%
Lebanon	10%
Britain, S. Africa, India, Philippines	7% each
France, Singapore, Thailand	6% each
Ireland, New Zealand	3% each
Japan	2%
Bangladesh, Brazil, Bulgaria, Canada, Denmark, Egypt, Finland, Germany, Holland, Iran, Italy, Jordan, Kenya, Korea, Malaysia, Morocco, Pakistan, Poland, Portugal, Romania, Russia, Serbia, Spain, Sri Lanka, Sweden, Syria, UAE, USA	1% each
Bahrain, Belgium, China, Czech Republic, Namibia, Peru, Seychelles, Switzerland, Tunisia, Uzbekistan	1 individual each

* unless stated otherwise

In addition to Hofstede’s (1983) classification (Refer to Chapter 5 for more details), the nationalities were categorised into 7 different groups, Arab (N= 47), Asian Sub-Continent (N= 31), East Asian (N= 22), Australasian (N= 45), African (N= 28), European (N= 80) and Other (N= 8). This classification is slightly different from the Collectivistic and Individualistic categories. It was devised by the author and geographical areas were used to amalgamate different nationalities, focusing on continents. Individuals from UK, Spain, France, Italy, Portugal and so on were classified as coming from Europe, individuals from Australia and New Zealand were classified as Australasian. Arabs consisted of individuals from Lebanon, Bahrain, UAE, Jordan and Syria. The Asian Sub-continent consisted of individuals from India, Pakistan, Sri Lanka and Seychelles. East Asia consisted of individuals from the Philippines, Singapore, Korea, Malaysia, China and Japan. Africa consisted of

individuals from S Africa, Egypt, Kenya, Morocco, Tunisia and Namibia. An 'other' category consisted of isolated nationalities such as Brazil, Canada, Peru, USA and Uzbekistan.

6.1.3.1. QUESTIONNAIRE (*Appendix 4*)

The questionnaire asked about cabin crew's future expectations of their job and role. The questionnaire was based on the following measures (which are described in detail in chapter 4): Emotional Labour measures (Norms Regarding Emotion, Emotional Control, Display of Positive Emotions, Display of Negative Emotions and Emotional Dissonance), Organisational variables (Job Satisfaction, Role Clarity, Role Conflict, Peer Support, Influence over Decision Making, and Autonomy and Control), physical (PSI) and psychological well-being (GHQ). The only change was grammatical in nature, as the statements were modified to include the future tense. For example, in a question pertaining to Emotional Control (FEWS), the statement states "How often can you decide for yourself on as to which emotions to display towards the client?" whereas in the current study, the statement reads "How often would you expect to decide for yourself on which emotions to display towards the client?" For a summary of a breakdown of the different measures and the score range refer to Chapter 4 (table 4.7).

6.1.4. DATA ANALYSIS

The data was collated by using the Statistical Package for the Social Science (SPSS 11.5 for windows). Some participants had missing data. The missing data was analysed and it was observed that random questions were not answered, and less than 5% of data was missing for some variables, therefore the recommendation by

Tabachnick and Fidell (2001) was taken into account, and the mean substitution method was used.

6.1.5. RESULTS

Exploratory Data (Baseline)

A summary of the scores of the mean scores, Standard Deviations (SDs) and correlations for variables can be observed in table 6.32. New crew expect high levels of Norms Regarding Emotions to exist (mean= 1.96) in the organizations, while a moderate amount of Emotional Control (mean= 3.13) is expected to be present. Furthermore, high amounts of Positive Emotions (mean= 4.57) are expected to be shown, and less Display of Negative Emotions (mean= 1.48), as well as a moderate amount of Emotional Dissonance (mean= 2.86) is expected for the role.

Pearson's product correlation (table 6.32) shows that the expectation of experiencing Emotional Dissonance was positively correlated with Emotional Control, the Display of Positive Emotions, the Display of Negative Emotions, Role Conflict, PSI and GHQ, while it was negatively correlated with Job Satisfaction.

Concerning the Organizational Variables, new crew expect that there will be high amounts (mean= 5.77) of Job Satisfaction¹. Also, cabin crew expect to experience high amounts of both Intrinsic (mean = 5.73) and Extrinsic (mean = 5.80) Job Satisfaction². New cabin crew expected Decision Making to be moderate (mean =

¹ This is higher than the norms for individuals working in a UK Manufacturing Company (mean= 4.93), the UK Water Authority (mean= 4.90) and UK Managers & Administrators (mean= 4.61) would experience (Mullarkey *et al.*, 1999).

² These results are higher than the norms obtained from the UK Water Authority (Mean= 5.14) & a UK Manufacturing Company (Mean= 5.00) respectively (Mullarkey *et al.*, 1999).

Table 6.32:

Means and correlations of all the variables (N=330) (Wave 1)

Variables	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Norms Regarding Emotions	1.96	.56	-													
2. Emotional Control	3.13	.61	-.01	-												
3. Positive Emotions	4.57	.43	-.14*	.18**	-											
4. Negative Emotions	1.48	.46	.03	.00	-.48***	-										
5. Emotional Dissonance	2.86	.69	-.06	.17**	.09	.22***	-									
6. Role Conflict	2.07	.75	.01	.06	-.10	.22***	.14*	-								
7. Feedback	2.79	.38	.03	-.04	.08	-.10	-.05	-.07	-							
8. Autonomy & Control	2.54	.92	.11	.11*	-.09	.06	-.05	.18**	-.18**	-						
9. Peer Support	3.48	.82	-.10	.05	.17**	-.09	.01	.01	.03	-.16**	-					
10. Job Satisfaction	5.77	.71	-.16**	.02	.29***	-.21***	-.15**	-.13*	.06	.11	-.01	-				
11. Role Clarity	4.47	.47	-.26***	.07	.22***	-.19***	-.09	-.14**	.00	.03	.01	.37***	-			
12. Decision Making	3.09	.74	-.02	.09	.05	-.05	-.06	.03	-.10	.36***	-.11*	.21***	.18**	-		
13. Likert GHQ	.69	.44	.03	-.04	-.08	.16**	.11*	.04	.05	-.12*	-.02	-.24***	-.15**	-.19**	-	
14. PSI	1.71	2.15	-.08	-.03	.04	.07	.15**	.13*	-.05	.14*	.00	.00	.00	.01	.13*	-

*p≤ 0.05; ** p≤ 0.01; *** p≤ 0.001

3.09) for their role, while a moderate amount (mean = 3.48) of Peer Support was expected to be present. Participants are expecting to have high amounts (mean = 4.47) of Role Clarity at work. It is expected that a moderate amount of Feedback will be present (mean = 2.79) and given to them on the job, while crew expected comparatively low amounts of Role Conflict (mean = 2.07) and a moderate amount of Autonomy and Control (mean = 2.54) will be experienced. From the correlations conducted (table 6.32), it was observed that higher levels of Emotional Dissonance correlates with having less job satisfaction on the job.

The PSI and GHQ measured the actual physical and psychological well being of the participants at the time of joining the organisation. It was observed that the scores on both the GHQ (Likert scoring; mean = 0.69) and PSI (mean = 1.71) were low, indicating that on average, individuals were experiencing low physical or psychological symptoms at the time of joining the organization.

In order to analyse these results further, and explore if there were any 'cases' in the sample, it was opted to use the GHQ Method scoring. The mean was 1.69 (SD 2.71).

In this study if an individual scored ≥ 3 , then they were considered to be a case (Mullarkey *et al.*, 1999). By case it is meant when an individual is classified as suffering from minor psychiatric disorders. The results are observed in table 6.33.

The results indicate that 22% of the participants were classified as cases, of which 13% of the participants scored between 3-6, 7% scored between 7-9 and 2 % scored 10 or more.

Table 6.33:

<i>GHQ Cases</i>			
Score	N	Percentage	Cases Percentage
0-2	256	78	0
3-6	44	13	22
7-9	23	7	
≥10	7	2	

The results were further analysed in order to compare if there was a difference in the expectations of the job concerning ‘cases’ and ‘non-cases’ against all of the Emotional Labour and Organisational variables. Through a MANOVA, no significant difference was obtained for the Emotional Labour and Organisational variables.

To investigate the impact of gender and culture on the expectations of Emotional Labour, work stressors, psychological and physical wellbeing

Gender

In total 221 females and 91 males responded to the questionnaire. The remaining 20 did not state their gender, therefore they were excluded from the subsequent analysis.

A MANOVA was performed in order to observe whether there were any gender differences in responses to all the variables measured (Emotional Labour and Organisational variables) including the experience of physical and psychological symptoms. With the use of Pillai’s Trace criterion, significant results emerged for both gender [$F(16, 267) = 2.54$; $p \leq 0.001$] and culture [$F(16, 267) = 6.11$; $p \leq 0.001$]. It is observed that there are differences in expectations of Emotional Control [$F(1) = 5.84$, $p \leq 0.05$], Peer Support [$F(1) = 6.07$, $p \leq 0.05$], Role Clarity [$F(1) = 6.24$, $p \leq 0.05$] and Physical Wellbeing [$F(1) = 12.94$, $p \leq 0.001$]. Men expect to have more

Emotional Control, more Role Clarity and more Peer Support in their future job, than women do. Women were experiencing more Physical Symptoms than men did at the time of joining the organisation [$F(1) = 9.31, p \leq 0.01$].

Culture

Table 6.34 examines if any differences existed concerning the expectations of cabin crew's future role and culture they come from.

Table 6.34:

Comparison between Culture & Significant Variables by using a MANOVA

Variables	Culture (N)	Mean (SD)	F	Sig.
Norms Regarding Emotions***	Individualistic (136)	1.84 (.56)	13.13	.001
	Collectivistic (172)	2.06 (.53)		
Role Conflict*	Individualistic (136)	1.96 (.75)	5.52	.019
	Collectivistic (172)	2.16 (.76)		
Autonomy & Control***	Individualistic (136)	2.20 (.80)	33.95	.000
	Collectivistic (172)	2.80 (.92)		
Peer Support***	Individualistic (136)	3.80 (.72)	30.90	.000
	Collectivistic (172)	3.22 (.82)		
Decision Making***	Individualistic (136)	2.86 (.70)	19.13	.000
	Collectivistic (172)	3.28 (.71)		
GHQ (Likert Scoring)***	Individualistic (136)	.79 (.47)	4.48	.035
	Collectivistic (172)	.61 (.40)		

* $p \leq 0.05$; *** $p \leq 0.001$

The results (table 6.34) indicate that individuals from Individualistic cultures expected to have more Norms regarding the organisation present than individuals from Collectivistic cultures. Also Individualistic cultures expect to have less Role Conflict, less Autonomy and Control, and less amounts of Decision Making than their Collectivistic colleagues. On the other hand, Collectivistic individuals expected less Peer Support than their Individualistic colleagues. In addition, Individualistic cultures reported a higher significant score on the GHQ, indicating that they were

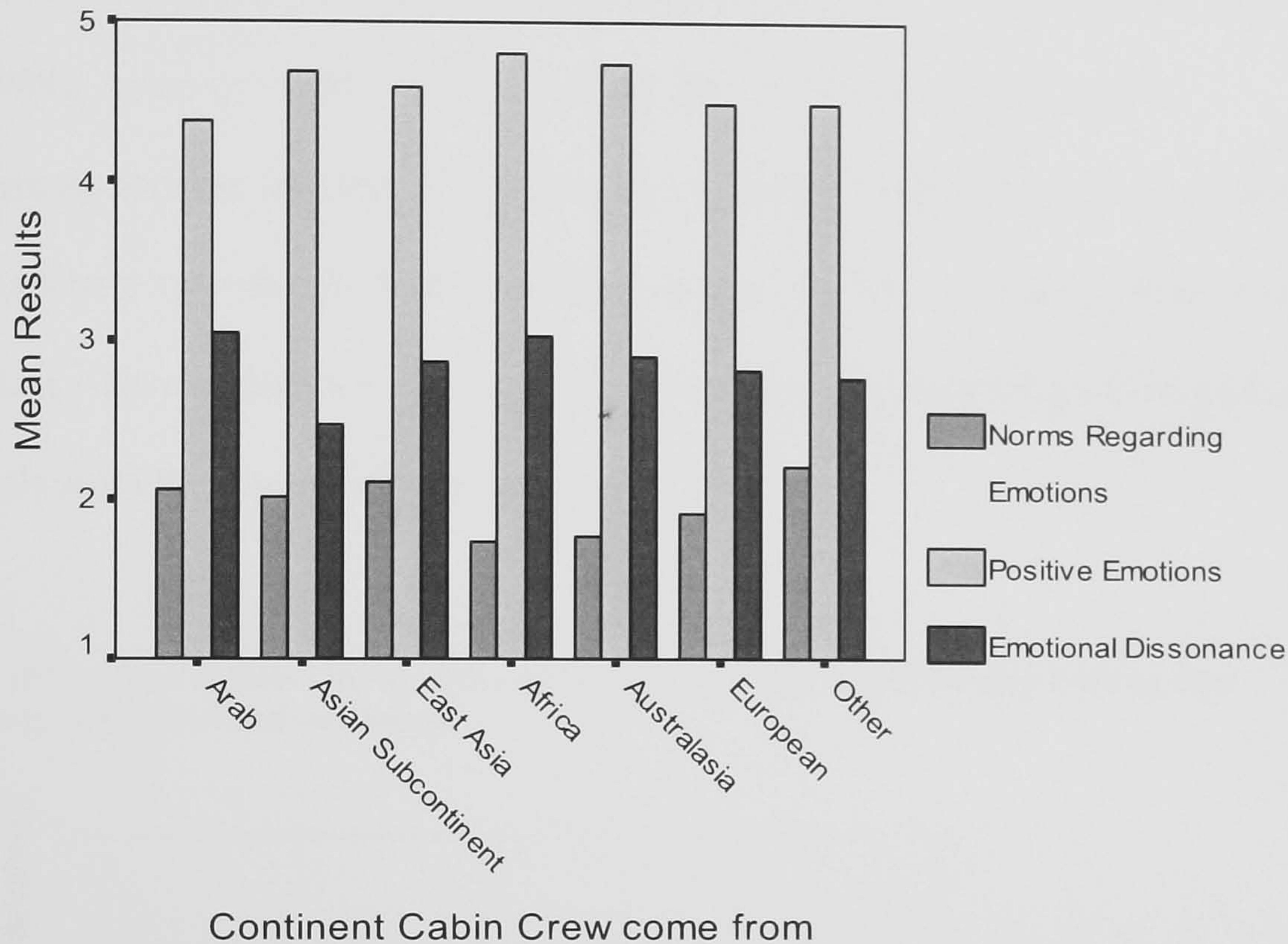
experiencing poor psychological well being in comparison to Collectivistic individuals.

An ANOVA was performed in order to investigate if there were any Gender and cultural differences with relation to the GHQ (Method scoring). No significant difference was found with gender. However, by using the Likert scale scoring for the GHQ, there was a significant difference between Individualistic and Collectivist cultures [$F(1, 306) = 14.25, p \leq 0.01$]. Individualistic cultures scored slightly higher than Collectivistic (table 6.34) cultures, indicating that at the time of joining the organisation, individuals from Individualistic cultures experienced higher psychological morbidity.

An ANOVA was performed in order to examine if there was a significant effect concerning the variables and the continents cabin crew came from. With the Emotional Labour variables, there was a significant effect of nationality on the expectations of Emotional Dissonance [$F(6,301) = 2.55, p \leq 0.05$], Display of Positive Emotions [$F(6,301) = 5.44, p \leq 0.001$] and Norms Regarding Emotions [$F(6,301) = 3.31, p \leq 0.01$]. Bonferroni Post hoc results indicate that for Norms Regarding Emotions, there was a difference in the expectation between East Asians and Australasians ($p=0.02$). As for the Display of Positive Emotions, there was a significant difference between Arabs and the Asian Subcontinent ($p= 0.018$), African ($p= 0.000$) and Australasian ($p= 0.001$). In addition there was a difference between African and European cabin crew ($p=0.013$), as well as between Australasian and European ($p= 0.05$). With Emotional Dissonance, there was a significant difference

between Arabs and cabin crew from the Asian Sub continent ($p= 0.008$). These results can be clearly observed in Figure 4.

Fig. 4: Differences in Emotional Dissonance, Norms Regarding Emotions and the Display of Positive Emotions and continents.



Concerning the organizational variables, there was a significant effect of nationality on the expectations of Role Clarity [$F(6,301)= 3.53, p\leq 0.01$], Job Satisfaction [$F(6,301)= 2.40, p\leq 0.05$], Peer Support [$F(6,301)= 7.86, p\leq 0.001$], Decision Making [$F(6,301)= 4.08, p\leq 0.001$], and Autonomy and Control [$F(6,301)= 11.61, p\leq 0.001$].

Figure 5 clearly demonstrates that individuals from Australasia expected more Peer Support, less Autonomy and Control as well as less Decision Making in their job than the rest of the group. This was confirmed by Bonferroni post- hoc test.

Australians had a significant different score than Arab ($p= 0.011$), Asian subcontinent ($p=0.003$), East Asian ($p =0.000$) and African ($p= 0.009$) participants,

on their expectations on Role Conflict. Also Australians had a significant difference score from Arabs ($p= 0.011$), Asian subcontinent ($p= 0.003$), East Asian ($p= 0.000$) and African ($p= 0.009$) with Autonomy and Control. In addition, similar results were found for Peer Support, as Australians had significant different responses to Arabs ($p= 0.009$), Asian ($p= 0.001$) and East Asian ($p= 0.000$) with Peer Support. Concerning decision Making, Australians had significant differences in their scores in comparison to Arabs ($p= 0.000$) and East Asians ($p= 0.003$). While participants from East Asia expected less Job Satisfaction in their role, especially in comparison to people from the Asian Sub Continent ($p= 0.011$).

Fig. 5: Differences in Role Clarity, Job Satisfaction, Peer Support, Decision Making and Autonomy & Control and continents.

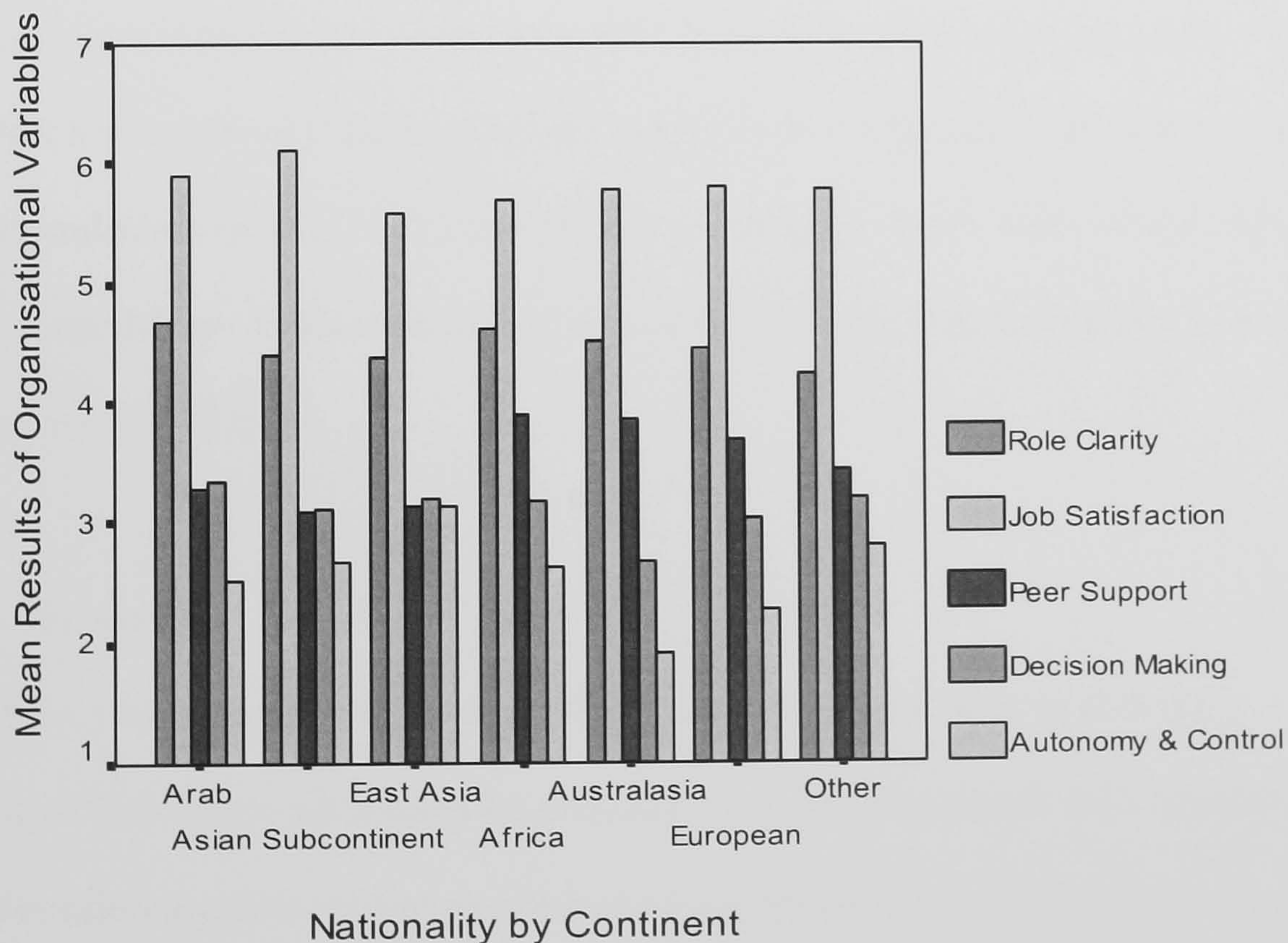
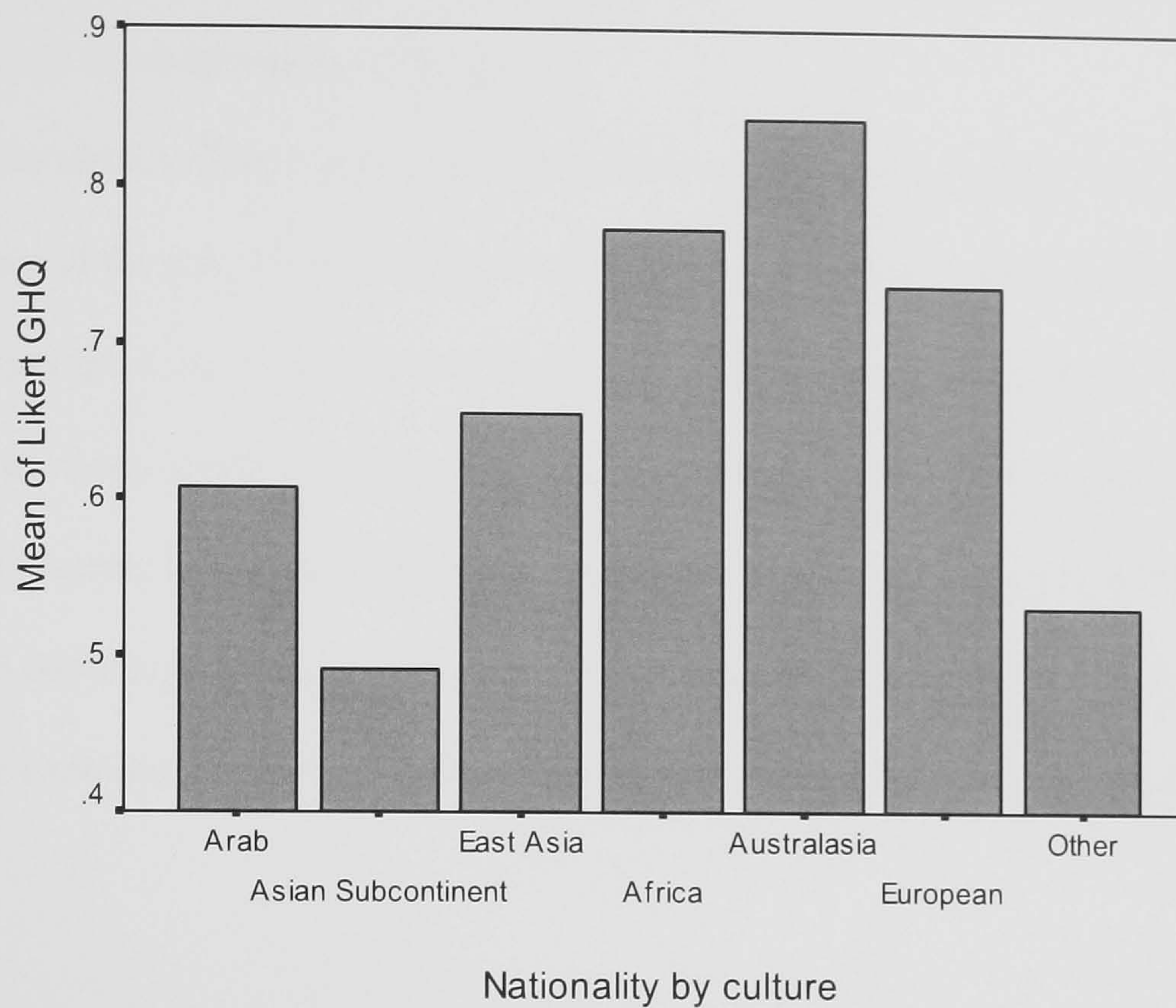


Fig. 6: Differences in Continent and GHQ (Likert score) results

A significant difference was observed in the GHQ results [$F(6,301)= 2.92, p \leq 0.01$].

The Post hoc test clearly shows that there is a difference between Asian Subcontinent and Australasians ($p=0.012$). The Bar chart above (Fig. 6) clearly demonstrates that Australians (Mean= 0.84) reported higher scores on the GHQ in comparison to Asian Subcontinent ($p=0.012$).

6.1.6. Discussion

The above results examined the expectations of newly joined crew on different aspects of their future job such as Emotional Labour and Organisational Variables, as well as examining their current physical and psychological state. The following paragraphs will discuss in detail each aim that was stated at the beginning of this chapter, in conjunction with the results obtained from this study.

To investigate cabin crew expectations of Emotional Labour and organisational variables at the beginning of the job

The results obtained from new cabin crew form a baseline for comparison with later experience of the job. Thus the impact of discrepancy between expectations and actual experience can be explored. Overall, the current results indicate that new cabin crew expect high levels of Norms regarding Emotions present in their future job, as well as expecting moderate amounts of Emotional Control. In addition, cabin crew expect to show high amounts of Positive Emotions, and expect to display less Negative Emotions. A moderate amount of Emotional Dissonance is expected on the job.

For the Organisational Variables, cabin crew expect to have high amounts of Job Satisfaction in their future job, as they expect to have both internal and external job satisfaction, and the scores are higher than norms for UK managers and administrators (this norm group was used, because cabin crew results were similar to that group). Moderate scores on Decision Making, Role Clarity and Decision Making are expected from the cabin crew role.

Physical symptoms scores indicated that the new cabin crew did not suffer significant amounts of physical symptoms at the time of starting their job.

Nonetheless, the GHQ results showed that 22% of the participants suffered a form of psychological morbidity.

To investigate the impact of gender and culture on the experience of Emotional Labour, other work stressors and psychological and physical well being

Gender differences in the expectations of Emotional Labour were analysed, and it was observed that there are differences present in the expectations of experiencing Emotional Control, with men expecting to have more of it than women did. This finding is of interest, as the literature states that no gender differences are present where Emotional Labour experience are concerned (Mann, 1999; Strazdins, 2000; Erickson & Ritter, 2001). In addition, men expect to have more Role Clarity in the job than women did. When it came to the experience of Physical Symptoms, women were experiencing higher scores at the time of joining the organisation.

The present research has shown that job expectations were different between Collectivistic and Individualistic cultures. Individualistic cultures expected to have more Norms regarding the organisation present than individuals from Collectivistic cultures. The current research has shown that individuals from Africa and Australasia expected to have more Norms present with regards to the organization, in comparison to the other groups. While individuals from the Asian Sub-continent expected to experience less Emotional Dissonance in comparison to other cultures.

Also Individualistic cultures expect to have less Role Conflict, less Autonomy and Control, and less amounts of Decision Making than their Collectivistic colleagues. On the other hand, Collectivistic individuals expected less Peer Support than their Individualistic colleagues. Concerning the organizational variables, individuals from

Australasia expected more Peer Support, less Autonomy and Control as well as less Decision Making in their job than the rest of the group. It was also observed that participants from East Asia expected to have less Job Satisfaction in their role. At this present time, the reasons for the outcome of these results are not known, but expectations of organisational variables would need to be addressed further in future research.

In additionn, Individualistic cultures reported a higher significant score on the GHQ, indicating that they were experiencing slightly poor psychological well being in comparison to Collectivist individuals. These findings indicate that it may be important for organisations to address the issues of well being before they start their new job, especially if they are working in a different cultural context.

It was observed that nationality of the participants did play a role in the scores. Australians reported higher scores on the GHQ in comparison to Arabs, Asians (both from the Subcontinent and East Asia). And individuals from Africa scored slightly higher than individuals from East Asia. These results contradict Donath (2001) as it was stated that the GHQ did not detect mental illness in an Australian population, but the results of this sample show otherwise.

At this stage, no normative data for cabin crew exists concerning the Emotional Labour and Organisational variables, as well as the PSI and GHQ scores. Therefore these results could be used as expected norms for new cabin crew. To summarise,

men expect to have more Emotional Control on the job than women. Women experience more physical symptoms. Also some of the participants experienced poor psychological wellbeing, and these individuals had lower expectations of the satisfaction the job would bring to them. Also individuals from Australia scored higher on the GHQ than the rest of the nationalities. This information will form a basis for the longitudinal study (Part 3).

Part I of this chapter has explored in detail the expectations that new cabin crew have about their job before commencing their training and role as cabin crew. The next part of this chapter (Part II) follows up this sample over 30 months. Those who left the organisation are compared to those who remained in order to examine the impact of expectations on attrition.

Part II

6.2. Participants who Resigned

6.2.1. Results

Between 15 and 30 months after joining the organisation, the author traced the cabin crew (N=293) to investigate if any of the participants had left the organisation. Not all of the cabin crew (N=330) were traceable because they omitted to give details of their identity. For those who were traced, the average age was 24.88 years old (SD 2.75). Seventy two percent were female. The age group was similar to the results in the first part, but a slightly higher percentage of female were represented in this part of the study, as Part I consisted of 67%.

Table 6.35:*Nationality of Individuals who were traceable (N= 290) **

Nationality (N= 290)*	Amount
Australia	32
Lebanon	30
Britain	21
S Africa, India	20 each
Philippines	19
Singapore	17
Thailand	16
France	15
New Zealand	9
Ireland	8
Kenya	6
Japan, Portugal, Egypt	5 each
Pakistan	4
Malaysia, Serbia, Denmark, Finland	3 each
Bangladesh, UAE , Poland, Syria, Sweden, USA, Holland, Brazil, Canada, Germany, Russia, Romania, Iran, Morocco, Sri Lanka, Korea, Bulgaria	2 each
Spain, Jordan, Czech Republic, Italy, Peru, Tunis, Seychelles, Namibia, Belgium, Uzbekistan, China, Switzerland	1 each

* 3 participants did not state their nationality

The majority of participants came from European countries (27%), followed by East Asia (22%), Arabs (15%), Australasia (Australia and New Zealand) (14%), Asian Sub Continent (10%), Africa (9%) and Other (3%), which consisted of participants from Brazil, Canada, Peru, USA and Uzbekistan (table 6.35). The participants were classified into Individualistic (44%) and Collectivistic cultures (56%). It was observed that 15% of the participants (N=44) had resigned from their role as cabin crew over a span of 2 ½ years.

Table 6.36:

<i>Nationality of Individuals who Resigned (N=44)</i>	
Nationality	Amount
Australia, Britain	8 each
Ireland, Portugal, Singapore,	3 each
Finland, India, Lebanon, New Zealand	2 each
Brazil, Canada, Denmark, France, Germany, Namibia, S. Africa, Switzerland, UAE.	1 each

The group who resigned had a mean age of 25.36 years (SD 2.87) ranging from 21 to 31 years old. Eighty four percent of the resigned group were women. The majority of the cabin crew who resigned were from Britain (8 out of 21) and Australia (8 out of 32) (Table 6.36). The nationalities were then classified into continents, and the following was observed: Europeans consisted of 48%, Australasia 23%, Africa 5%, Other 7%, Asian Sub Continent 5% and Arab 3%. The 'Other' category consisted of nationalities that did not fall into any of the classification. Therefore it was opted to follow Hofstede's classification of Collectivistic and Individualistic cultures, and it was observed that 77% of individuals who resigned came from Individualistic cultures, and 23% from Collectivistic cultures, and the difference was significant (Table 6.37).

Table 6.37:

Table 6.57.

<i>Cross tabulation of Culture and tenure in the Organisation</i>						Pearson χ^2	df	Sig.
Status	Resigned	N (Percentage)	Culture		Total			
			Individualistic	Collectivistic				
			34(77%)	10 (23%)	44 (100%)			
	Still in Company	N (Percentage)	93 (38%)	153 (62%)	246 (100%)	23.62	1	.000***
Total		N	127	163	290			

***p≤ 0.001

It was observed that 18% of the crew had resigned between 0- 6 months on the job, followed by 39% who resigned between 7 to 12 months on the job. Thirteen to

eighteen months later, 18% resigned, between 19 to 24 months later, 11 % resigned, and between 25-30 months, 14 % resigned. Therefore the majority of crew resigned between 7-12 months after starting their job.

To investigate if expectations of Emotional Labour and Organisational variables predict tenure

Table 6.38:
Comparison of Results between crew who resigned and still work in the organisation and all the Variables

Variables	Status (N)	Mean (SD)	t	df	Sig. (2-tailed)
Norms Regarding Emotions	Still in company (249)	1.96 (.56)	.41	291	.683
	Resigned (44)	1.93 (.55)			
Emotional Control	Still in company (249)	3.12 (.60)	-.38	291	.704
	Resigned (44)	3.16 (.62)			
Display of Positive Emotions	Still in company (249)	4.58 (.41)	-.29	291	.232
	Resigned (44)	4.66 (.29)			
Display of Negative Emotions	Still in company (249)	1.46 (.45)	-.78	291	.745
	Resigned (44)	1.48 (.39)			
Emotional Dissonance	Still in company (249)	2.83 (.71)	-1.10	291	.272
	Resigned (44)	2.96 (.66)			
Role Conflict	Still in company (249)	2.06 (.75)	-.89	291	.375
	Resigned (44)	2.18 (.85)			
Feedback*	Still in company (249)	2.77 (.40)	-2.15	75.90	.035
	Resigned (44)	2.88 (.29)			
Autonomy & Control**	Still in company (249)	2.61 (.95)	2.76	68.02	.008
	Resigned (44)	2.25 (.78)			
Peer Support	Still in company (249)	3.44 (.83)	-1.50	291	.136
	Resigned (44)	3.64 (.87)			
Job Satisfaction	Still in company (249)	5.80 (.69)	-.41	291	.681
	Resigned (44)	5.84 (.72)			
Intrinsic Job Satisfaction	Still in company (249)	5.76 (.71)	-.24	291	.814
	Resigned (44)	5.79 (.77)			
Extrinsic Job Satisfaction	Still in company (249)	5.83 (.72)	-.54	291	.589
	Resigned (44)	5.89 (.71)			
Role Clarity	Still in company (249)	4.48 (.45)	-.46	291	.648
	Resigned (44)	4.52 (.47)			
Decision Making	Still in company (249)	3.12 (.75)	1.17	291	.244
	Resigned (44)	2.98 (.68)			
PSI	Still in company (249)	1.74 (2.16)	.17	291	.920
	Resigned (44)	1.68 (2.03)			
GHQ Likert Scoring	Still in company (249)	.68 (.44)	-1.61	291	.422
	Resigned (44)	.80 (.50)			

*p≤ 0.05; **p≤ 0.01

In order to explore if there was a difference between the sample who left ($N= 44$) and those who remained ($N= 249$) in expectations of Emotional Labour and Organisational Variables, a MANOVA was performed (table 6.38). No significant difference was found between Emotional Labour and the two groups. However, there was a difference with regards to two of the Organisational Variables. Crew who resigned had expected to experience less Autonomy and Control [$F(1,291)= 5.72$, $p \leq 0.05$] and less Feedback [$F(1,291)= 4.29$, $p \leq 0.05$] than the group who were still working in the company.

A logistic regression analysis was performed with resignation being the dependent variable. In step 1 culture was entered, and in step 2, Feedback and Autonomy and Control (table 6.39). The results clearly indicate that the culture a participant comes from plays some role in attrition.

Table 6.39:
Regression Analysis and the Resignation as the Dependent Variable

Steps	Predictor	Resignation	
		R ²	B
<i>Step 1</i>		.08**	
	Culture		.29**
<i>Step 2</i>		.08**	
	Feedback		.08
	Autonomy & Control		.04

* $p \leq 0.05$; ** $p \leq 0.01$

In order to investigate if GHQ was a factor in the cultural difference observed, GHQ results were further analysed for caseness, to examine if any of the participants could be classified as suffering from a form of psychological morbidity. A mean threshold of 3 was implemented. It was observed that 34% of the individuals who resigned were classified as cases, and 80% were from Individualist cultures. Nonetheless, the results were non significant.

6.2.2. Conclusion

To date, no known studies have examined job expectations and attrition. Therefore, this part of Chapter 6 has attempted to examine possible causes for cabin crew to leave their role. In conclusion, the main significant difference between the group who is still working for the organization, and the one who resigned, is that there were lower expectations of experiencing Autonomy and Control and lower expectations on receiving Feedback. It should be noted that the participants left the organization after 7 to 12 months on the job. This indicates that perhaps the reality of the job was clearer to the crew, and that this time frame may have been a deciding factor for them to leave the job. In addition, it has to be noted that the majority who resigned were from Individualistic cultures, which suggest that this group may have felt it was easier for them to leave the job in comparison to Collectivistic cultures. The regression analysis did show that the culture an individual came from played a role in predicting tenure. Nonetheless, at this point it is not known what other factors, apart from the background an individual came from, may have contributed to attrition. This would need to be addressed further in future studies. However, this topic will not be explored further in this thesis as it is beyond the scope of the research.

The next section of this chapter (part III) is going to explore the follow up study conducted on 299 crew members who were traceable, as a questionnaire was sent to them 15-18 months after completing the 1st questionnaire.

Part III

6.3. Follow up: 15-18 Months Later

6.3.1. Procedure

The second wave of the study was conducted 15-18 months after the initial questionnaire was completed. An e-mail was sent out to the participants who were traceable (N= 299¹) (i.e.; the e-mail addresses were available) and were still working in the organisation as cabin crew. This included information on how to access the web based questionnaire. A gift voucher was offered to the participants as an incentive to complete the questionnaire. Participants were required to state their name, therefore ensuring that the results matched time 1 responses, and for individuals who omitted their identity, the results were matched through their e-mail addresses where possible.

A span of about 1 year will be used for the 2nd wave of data collection, as the majority of resignations occur during this period (see 6.2, part II, p. 157).

6.3.2. Questionnaire

The questionnaire consisted of the same measures that were used in the initial stage of this study (see 5.1.4; Appendix 4). In addition the Maslach Burnout Inventory (MBI) was incorporated, and further information of this questionnaire can be found in Chapter 4. To increase compliance, the overall questionnaire was shortened by

¹ Note that in Part 2 there were 293 participants, as the names of the participants were required in order to know whether they had resigned or not. Here, 299 participants provided their e-mail address, therefore they could be contacted for the longitudinal study. Hence, 6 participants did not provide their name (and were not available for the Part 2 study), but were traceable through their personal e-mail.

removing 2 variables, the Display of Positive Emotions and the Display of Negative Emotions, as after conducting extensive research (chapter 5), it was found that they were unnecessary for the present study, as no significant results emerged, and no important information was yielded (Chapter 6, Part 1).

The remaining Emotional Labour variables of Emotional Dissonance, Emotional Control, Norms Regarding Emotions and the Display of Certain Emotions were measured. All of the Organisational variables were also incorporated, as well as the PSI and the GHQ. This questionnaire dealt with the experience cabin crew were going through at the time of answering the questionnaire. All of the participants were cabin crew who were still working in the airline as cabin crew, and they had answered the questionnaire in phase 1.

6.3.3 Demographics

Thirty five participants answered the follow up questionnaire, therefore the response rate was 13%. They were all still employed in the organisation. The average age was 24 years old (SD 2.40), and 20% of the participants were male. Participants from 18 different nationalities participated (table 6.40), and the majority were from France (17%). Seventy seven percent of the participants had been promoted to Grade I (for more details refer to Chapter 3.1). The participants were further classified into 2 groups, those who were from Individualistic (46%) and Collectivistic cultures (54%) (Chapter 1 gives a detailed description of this classification).

Table 6.40:

<i>Nationality of Participants in Wave 2 (N=35)</i>	
Nationality	N
France	6
S Africa	5
Singapore	4
Bangladesh, Lebanon, Thailand, New Zealand,	2 each
Australia, Britain, Finland, Iran, Ireland, Japan, Kenya, Poland, Serbia, India, Philippines	1 each

6.3.4. Results

To investigate cabin crew expectations of Emotional Labour and organisational variables at the beginning of the job, and whether these match 18 months later

A paired sample t-test was performed on the follow up results for the 35 participants who participated in the follow up study, and were still working for the organisation, in order to compare if there was a difference between people's expectations and their experience (table 6.41).

The results clearly indicate that over time, expectations at time 1 were different from their experience at time 2 (table 6.41). Cabin crew had higher expectations on certain dimensions, such as Role Clarity, Decision Making and Job Satisfaction (JS)², than the rated experience. In addition, an increase in physical and psychological symptoms was observed. No difference in the Emotional Labour variables was observed.

² The JS results were compared to other occupations (Mullarkey *et al.* 1999). At time 1, crew had high expectations concerning JS (mean= 5.84; SD= 0.69), both intrinsically (mean= 5.85; SD= 0.69), or extrinsically (mean= 5.87; SD= 0.74). At time 2, the results were similar to norms from a UK Manufacturing Company (mean= 4.65; SD= 0.82). The Extrinsic JS (mean= 4.81; SD= 0.90) were similar to norms in UK Sales (mean= 4.85; SD= 0.94). The Intrinsic JS (mean= 4.67; SD= 0.98) matched the norms of UK Manufacturing Company (mean= 4.70; SD= 0.95).

Table 6.41:

Paired Sample Statistics and all the Variables (wave 1 & 2)(N=35)

Variable	Time	Mean (SD)	t	df	Sig. (2 tailed)
Emotional Dissonance	Time 1	2.90 (.74)	.02	34	.987
	Time 2	2.89 (1.05)			
Norms Regarding Emotions	Time 1	1.94 (.54)	-1.54	34	.134
	Time 2	2.10 (.42)			
Emotional Control	Time 1	3.13 (.66)	-1.00	34	.324
	Time 2	3.34 (1.05)			
Role Conflict	Time 1	2.16 (.94)	.17	34	.863
	Time 2	2.13 (.97)			
Role Clarity*	Time 1	4.43 (.46)	2.38	34	.023
	Time 2	4.19 (.52)			
Decision Making ***	Time 1	3.10 (.70)	4.18	34	.000
	Time 2	2.56 (.86)			
Autonomy & Control	Time 1	2.51 (.91)	-1.10	34	.281
	Time 2	2.66 (.91)			
Peer Support	Time 1	3.44 (.92)	1.33	34	.194
	Time 2	3.24 (1.03)			
Feedback	Time 1	2.88 (.35)	-.63	34	.534
	Time 2	2.94 (.39)			
Job Satisfaction***	Time 1	5.84 (.69)	11.50	34	.000
	Time 2	4.74 (.91)			
Extrinsic Job Satisfaction***	Time 1	5.87 (.74)	10.71	31	.000
	Time 2	4.81 (.90)			
Intrinsic Job Satisfaction***	Time 1	5.85 (.71)	10.67	34	.000
	Time 2	4.67 (.98)			
Physical Symptoms***	Time 1	2.15 (2.00)	-5.74	34	.000
	Time 2	6.26 (3.66)			
GHQ***	Time 1	.64 (.32)	-12.75	34	.000
	Time 2	1.74 (.40)			

*p≤ 0.05; **p≤ 0.01; ***p≤ 0.001

In order to observe if any relationship existed between the variables, Pearson's Correlation was conducted, and the results are displayed in the following table 6.42.

It can be observed that expecting peer support (Time 1) was positively correlated with the experience of Emotional Control (time 2) and having peer support (time 2). Experiencing decision making (time 2) was positively correlated with expecting more feedback (time 1), expecting more autonomy and control (time 1), expecting

Table 6.42: Descriptive Statistics and Correlation between the Variables (N=35)

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
Time 1																										
1. ED	2.90	.74	-																							
2. EK	3.13	.66	.27	-																						
3. EN	1.94	.54	.00	-.08	-																					
4. RCF	2.16	.94	.13	.22	-.04	-																				
5. PS	3.44	.92	-.17	.01	-.17	-.04	-																			
6. FBK	2.88	.35	.24	-.09	.18	.15	-.23	-																		
7. AC	2.51	.91	.18	.20	.03	.24	-.23	-.21	-																	
8. DM	3.10	.70	-.17	.25	-.01	.04	-.14	-.16	.39*	-																
9. RCL	4.43	.46	-.06	-.24	-.06	-.35*	.01	.09	-.13	.24	-															
10. JS	5.84	.69	-.28	-.24	-.35*	-.04	-.16	-.12	.17	.40*	.41*	-														
11. PSI	2.15	2.00	-.01	-.04	-.13	-.01	.19	-.03	-.12	-.30	.08	.08	-													
12. GHQ	.64	.32	-.03	.04	-.10	.08	-.49*	.13	.14	.06	.02	.40*	.24	-												
Time 2																										
13. ED	2.89	1.05	.24	-.01	.16	.00	.18	-.09	-.15	-.23	-.19	-.29	-.01	-.15	-											
14. EK	3.34	1.05	.22	.11	.07	-.24	.36*	-.33	-.22	-.13	-.06	-.17	-.03	-.15	.60***	-										
15. EN	2.10	.42	.09	-.26	.16	-.03	.18	.30	-.15	-.36*	.03	-.15	-.28	-.26	.34*	.18	-									
16. RCF	2.13	.97	.10	-.06	.02	.26	-.20	-.12	.16	-.03	-.09	.05	-.23	.05	.37*	.05	.28	-								
17. PS	3.24	1.03	-.33	.05	-.31	.19	.58***	-.12	-.13	.07	-.13	.06	.10	-.29	.10	.23	.06	-.32	-							
18. FBK	2.94	.39	-.04	-.15	.21	-.23	.18	.09	-.21	-.34*	.16	.11	.07	.01	.06	-.02	.27	.14	-.21	-						
19. AC	2.66	.91	.13	.22	.00	.14	-.27	-.25	.61**	.55**	-.13	.13	-.32	-.23	.06	.12	-.18	.01	.10	-.45**	-					
20. DMI	2.56	.86	-.06	.31	-.24	.16	-.08	-.37*	.35*	.53**	.13	.40*	-.25	-.08	-.19	-.02	-.24	-.02	.22	-.23	.60**	-				
21. RCL	4.19	.52	-.20	.10	-.21	-.17	-.05	.08	-.13	.32	.26	.22	-.13	.18	-.40*	-.02	-.152	-.50**	.27	-.28	.08	.19	-			
22. JS	4.74	.91	-.30	-.06	-.28	.02	-.25	-.06	.10	.50**	.31	.78***	.00	.36	-.37*	-.30	-.230	-.14	.16	-.04	.25	.43**	.44**	-		
23. PSI	6.26	3.66	-.01	.08	.31	.14	.29	.17	-.13	.05	-.25	-.26	.05	-.14	-.07	.07	-.085	-.28	.22	.15	-.21	-.40*	.00	-.29	-	
24. GHQ	1.74	.40	-.06	.03	.30	.06	-.21	.08	-.15	-.07	-.03	.02	.31	.82**	.04	.02	-.325	-.13	-.18	.17	-.35*	-.31	.11	.05	.296	

* p < 0.05; ** p < 0.01; *** p < 0.001. ED = Emotional Distress; EK = Emotional Knowledge; EN = Emotional Norms; RCF = Role Conflict; PS = Peer Support; FBK = Feedback; AC = Autonomy & Control; DMI = Decision Making; RCL = Role Clarity; JS = Job Satisfaction; PSI = Physical Symptoms; GHQ = General Health; GHQ = General Health.

more decision making (time 1), and expecting more job satisfaction (time 1). While the experience of Job Satisfaction (time 2) was positively correlated with expecting decision making (time 1) and the expectation of job satisfaction (time 1) (table 6.42).

To investigate the impact of gender and culture on the experience of Emotional Labour, other work stressors and physical and psychological well being

A MANOVA was conducted in order to observe if there was a significant difference in the actual results concerning gender and all of the variables, and no significant difference was observed [$F(1, 15)= 2.33$; $p\geq 0.05$]. In addition, the same test was repeated for the culture the participants were from, and no significant difference was obtained [$F(1, 17)= 2.33$; $p= 0.059$]. However, it emerged that there was a significant difference with GHQ scores (table 6.43). Individualistic cultures reported higher GHQ scores than Collectivistic cultures.

Table 6.43:

MANOVA with Culture and GHQ					
Variables	Culture (N)	Mean (SD)	df	F	Sig.
GHQ (Likert Scoring)	Individualistic (16)	1.88 (.48)	1	4.59	.040*
	Collectivistic (19)	1.61 (.28)			

* $p\leq 0.05$

To investigate if Emotional Labour and other work strains impact on physical and mental health

The MBI results were analysed, and the results were compared against published norms (Maslach *et al.*; 1996). Moderate levels of Emotional Exhaustion (mean= 22.51; SD= 9.06)¹ and Depersonalisation (mean= 11.91; SD= 5.15)² were experienced. The Personal Accomplishment results of the cabin crew (mean= 41.96; SD= 6.87) were low³. Hence, this sample of cabin crew were experiencing moderate levels of Emotional Exhaustion and Depersonalisation, and had low Personal Accomplishment.

A MANOVA was performed on culture and gender, and no significant results emerged with the MBI variables.

Pearson product correlation was used to analyse the relationships between burnout variables (Emotional Exhaustion, Depersonalisation and Personal Accomplishment) with relation to Emotional Labour (time 2), Organisational Variables (time 2), and with physical and psychological well being (time 2) (table 6.43). The results clearly indicate that Emotional Exhaustion was positively correlated with the experience of Emotional Dissonance, receiving feedback, and negatively correlated with role clarity and job satisfaction. Depersonalisation was positively correlated to the experience of Emotional Dissonance, and higher scores on the GHQ. While Personal accomplishment was positively correlated to the experience of Role clarity and job satisfaction.

¹ Results are similar to individuals working in Medicine (US) (mean= 22.19; SD= 9.35).

² Results are similar to scores from a US teaching sample (mean= 11; SD= 6.19).

³ Results found to be higher to results obtained from individuals working in US postsecondary education (mean= 39.17; SD=7.92).

Table 6.43:
Correlation of Emotional Exhaustion, Depersonalisation and Personal Accomplishment (Time 2) and the Emotional Labour (Time 2), Organisational (Time 2) and Well being Variables (time 2) (N=35)

Variables	Mean	SD	1	2	5	6	7	8	9	10	11	12	13	14
Emotional Exhaustion	22.51	9.06	.06	.12	.46**	.06	.34*	-.17	-.02	-.53**	-.26	-.55**	.33	-.03
Depersonalisation	11.91	5.15	-.04	.28	.35*	-.06	.07	-.17	.13	-.25	-.24	-.23	.26	.36*
Personal Accomplishment	41.96	6.87	-.05	.14	-.31	-.14	.06	.07	.06	.47**	.33	.42*	-.04	.03

*p≤ 0.05; ** p≤ 0.01

Table 6.44:
Correlation of Emotional Exhaustion, Depersonalisation and Personal Accomplishment (Time 2) and the Emotional Labour (Time 1), Organisational (Time 1) and Well being Variables (Time 1) (N=35)

Variables	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Emotional Exhaustion	22.51	9.06	.14	.14	-.02	-.04	.41*	.01	.16	-.06	.21	-.20	-.34*	-.43*	.22	-.31
Depersonalisation	11.91	5.15	.04	.20	.04	-.10	.08	.27	-.11	-.36*	.20	-.35*	-.30	-.26	.33	-.07
Personal Accomplishment	41.96	6.87	-.33	.28	.41*	.09	.18	-.08	.04	.10	-.02	.22	.34*	.46**	-.18	.33

*p≤ 0.05; ** p≤ 0.01

1- Norms Regarding Emotions, 2- Emotional Control, 3- Display of Positive Emotions, 4- Display of Negative Emotions, 5- Emotional Dissonance, 6- Role Conflict, 7- Feedback, 8- Autonomy & Control, 9- Peer Support, 10- Role Clarity, 11- Decision Making, 12- Job Satisfaction, 13- Physical Symptoms, 14- GIIQ

Regression analysis was conducted on all the Emotional Labour and Organisational variables, and the results were obtained as observed from table 6.45. This shows that experiencing less Role Clarity was a predictor of Emotional Exhaustion. As for Depersonalisation, Emotional Dissonance was a predictor. Interestingly, through regression analysis, having Role Clarity was a predictor for Personal Accomplishment (table 6.45).

Table 6.45:
Regression Analysis and Emotional Exhaustion, Depersonalisation and Personal Accomplishment (time 2) (N=35)

Steps	Predictor	Emotional Exhaustion (T2)		Depersonalisation (T2)		Personal Accomplishment (T2)	
		R ²	β	R ²	β	R ²	β
Step 1		.28**				.22***	
	Role Clarity (T2)		-.53**				.47***
Step 2				.13*			
	Emotional Dissonance (T2)				.35*		

*p≤ 0.05; **p≤ 0.01; *** p≤ 0.005

It has also been observed that not having Influence over Decision Making and no Peer Support were predictors for higher scores on the PSI (table 6.46) at time 2. While it was also observed that not having Role Clarity was a predictor for higher scores on the GHQ at time 2 (table 6.47).

Table 6.46
Regression Analysis and PSI (time 2)

Steps	Predictor	PSI (T2)	
		R ²	β
Step 1		.16*	
	Influence Over Decision Making (T2)		-.40*
Step 2		.26**	
	Peer Support (T2)		-.33*

*p≤ 0.05; **p≤ 0.01

Table 6.47

Regression Analysis and GHQ (time 2)			
Steps	Predictor	GHQ (T2)	
		R ²	β
Step 1		.11*	
	Role Clarity (T2)		-.33*
*p≤ 0.05			

*p ≤ 0.05

To investigate if Emotional Labour and Organisational expectations predict outcomes like burnout, physical and psychological wellbeing

Pearson product correlation was used to analyse the relationship between burnout (time 2) and expectations of Emotional Labour (time 1) and organisational variables (time 1) (Table 6.44). The experience of Emotional Exhaustion is positively correlated with expecting Emotional Dissonance, expecting less decision making and expecting less Job Satisfaction at time 1. While expecting less Autonomy and Control and less role clarity at time 1 are correlated with experiencing Depersonalisation at time 2. In addition, Personal Accomplishment is positively correlated with expecting to Display Positive Emotions, having Role Clarity as well as expecting job satisfaction.

A regression analysis was conducted on the well-being measures and the results obtained can be observed from tables 6.48, table 6.49, and table 6.50. The predictors for the wellbeing measures were used on the basis of the correlations mentioned above. In addition, these results are supported by the literature (Zapf et al., 1999) (Chapter 1), as Emotional Dissonance predicted stress, or burnout (Dormann & Zapf, 2004) which in the present study would be Emotional Exhaustion. In addition the study by Zerbe (2000) should be taken into account as he stated that the more positive emotions were felt, the greater the job satisfaction and more personal

accomplishment is experienced. In addition to the correlations, these results formed a basis for the regression analysis performed below.

In table 6.48, a regression analysis was used and Emotional Exhaustion (Time 2) was the dependent variable. In this analysis, Emotional Dissonance (Time 1) was entered in step 1, Emotional Dissonance (Time 2) was entered in step 2. Job Satisfaction (Time 1) was entered in step 3, and Job Satisfaction (Time 2) was entered in step 4. The results clearly indicate that having less Job Satisfaction (Time 2) was a predictor for Emotional Exhaustion.

Table 6.48

Regression Analysis and Emotional Exhaustion (time 2)

Steps	Predictor	Emotional Exhaustion (T2)	
		R ²	ß
Step 1		.12*	
	Emotional Dissonance (T1)		.35*
Step 2		.26**	
	Emotional Dissonance (T1)		.24
	Emotional Dissonance (T2)		.40*
Step 3		.40**	
	Emotional Dissonance (T1)		.21
	Emotional Dissonance (T2)		.32
	Job Satisfaction (T1)		-.20
Step 4		.41**	
	Emotional Dissonance (T1)		.17
	Emotional Dissonance (T2)		.27
	Job Satisfaction (T1)		.13
	Job Satisfaction (T2)		-.49*

*p≤ 0.05; **p≤ 0.01

A regression analysis was performed and Depersonalisation (Time 2) was the dependent variable (table 6.49). In this analysis, Autonomy and Control (Time 1) was entered in step 1, Autonomy and Control (Time 2) was entered in step 2, Role Clarity (Time 1) was entered in step 3, and Role Clarity (Time 2) was entered in step

4. The results clearly indicate that expecting to have less Autonomy and Control (Time 1) was a predictor for Depersonalisation.

Table 6.49

Regression Analysis and Depersonalisation (time 2)

Steps	Predictor	Depersonalisation (T2)	
		R ²	B
Step 1		.13*	
	Autonomy & Control (T1)		-.36**
Step 2		.13	
	Autonomy & Control (T1)		-.37
	Autonomy & Control (T2)		.03
Step 3		.17	
	Autonomy & Control (T1)		-.35
	Autonomy & Control (T2)		-.07
	Role Clarity (T1)		-.22
Step 4		.25	
	Autonomy & Control (T1)		-.45**
	Autonomy & Control (T2)		.08
	Role Clarity (T1)		-.11
	Role Clarity (T2)		-.31

*p≤ 0.05; **p≤ 0.01

A regression analysis was performed and Personal Accomplishment (Time 2) was the dependent variable (table 6.49). In this analysis, Display of Positive Emotions (Time 1) was entered in step 1, Job Satisfaction (Time 1) was entered in step 2 and Job Satisfaction (Time 2) was entered in step 3. The results clearly indicate that expecting to Display Positive Emotions (Time 1) was a predictor for Personal Accomplishment.

Table 6.50
Regression Analysis and Personal Accomplishment (time 2)

Steps	Predictor	Personal Accomplishment (T2)	
		R ²	β
<i>Step 1</i>		.22**	
	Display of Positive Emotions (T1)		.47**
<i>Step 2</i>		.34**	
	Display of Positive Emotions (T1)		.36*
	Job Satisfaction (T1)		.34*
<i>Step 3</i>		.30**	
	Display of Positive Emotions (T1)		.40*
	Job Satisfaction (T1)		.09
	Job Satisfaction (T2)		.33

* $p \leq 0.05$; ** $p \leq 0.01$

The predictors for these symptoms varied. It was observed that expecting to experience Emotional Dissonance and expecting less Job Satisfaction were separate predictors for experiencing Emotional Exhaustion at time 2. In addition, expecting not to have Autonomy and Control were predictors for experiencing Depersonalisation. While expecting to display Positive Emotions and expecting Job Satisfaction were predictors for experiencing Personal Accomplishment at time 2.

6.3.5. Discussion

To investigate cabin crew expectations of Emotional Labour and organisational variables at the beginning of the job, and whether these match 18 months later, and if these expectations predict outcomes like burnout and physical and psychological well being.

From the results, the only difference observed between time 1 results and time 2 results were for Organisational Variables such as Role Clarity, Decision Making, and Job Satisfaction (Both intrinsic and extrinsic), as they decreased over time. This suggests that the expectation of Emotional Labour did not change over time, but the

expectation of the Organisational variables were expected to be higher than was their actual experience. A possibility for this is that the participants may have been given a more positive image of the job at the time of joining the organisation. It should also be noted, that the experience of Physical Symptoms and GHQ results did change over time, and that higher scores were obtained 15-18 months later, indicating that cabin crew did develop health issues as time progressed. This further supports the findings obtained in Chapter 5 whereby individuals who worked more than 18 months on the job obtained higher scores on the GHQ and PSI, which is in accordance to the findings of Kinman and Gallagher (2001), as the longer cabin crew stayed in their role, lower levels of psychological health were reported. As there is no published literature to date on the change of expectations over time, it is hoped that these results can add value to future research in the field.

As observed in the results section, expecting to experience emotional dissonance as well as less job satisfaction were predictors for experiencing emotional dissonance at a later stage. While the expectation of having less autonomy and control, and the expectation of not having role clarity were predictors of Depersonalisation. On the other hand, expecting job satisfaction as well as displaying positive emotions were predictors for Personal Accomplishment, which is in accordance to the findings by Zerbe (2000), however, it should be noted that expectations prior to starting the job have not been researched in the past.

In addition, it was observed from this longitudinal study that experiencing less Job Satisfaction at time 2 was a predictor for Emotional Exhaustion, even though expecting Emotional Dissonance at time 1 was a predictor for Emotional Exhaustion,

this is similar to the findings by Zapf *et al.*, (2001b) as they observed that Emotional Dissonance was a predictor for Emotional Exhaustion. Also, it was observed that expecting to receive less Autonomy and Control at time 1 was a predictor for Depersonalisation, and no other variables were present. These findings are contrary to the results obtained by Zapf *et al.*, (2001b) as in their sample, Emotional Dissonance was a predictor for depersonalization, but it needs to be noted that organisational variables were not considered in their study. While expecting to Display Positive Emotions (time 1), was a predictor for Personal Accomplishment. At present, no other literature supports these findings, as no longitudinal research has been conducted in the field of Emotional Labour.

To investigate the impact of gender and culture on the experience of Emotional Labour, other work stressors and physical and psychological well being

From this study, no significant results emerged for gender, nonetheless, one has to bear in mind that the sample size was limited, and the majority of the participants were female. Wharton (1993) states that women who perform Emotional Labour come across as being more satisfied than men. This is not the case with the present study, as there was no difference between gender and the performance of Emotional Dissonance or being Satisfied with the job. This supports the findings by Mann (1999) and Strazdins (2000), as they stated that there were no gender differences present concerning Emotional Labour. Hence, these results did not support Taylor and Tyler (2000), as they stated that Emotional Labour is a women's job, nor it supports Wharton's (1993) study that women who perform Emotional Labour are more satisfied than men, as this present study, did not support this notion.

In addition, the culture a participant came from contributed to whether they had high scores on the GHQ. Individualistic cultures reported higher GHQ scores than Collectivist cultures. This is important as the majority of cabin crew who resigned come from Individualist cultures, and they may feel more stressed on the job, and may not be able to cope with their job demands.

According to Fischbach *et al.* (2004)'s study, they observed that there was some difference in the emotional demands between American and German cultures. While Taylor (2003) found that there was a difference between Individualistic and Collectivistic cultures in the way emotions were expressed. In this current study the results indicated otherwise. Although a difference was found with participants at the beginning of their job with concerns to the expectations towards Norms Regarding Emotions in that Individualistic cultures had to modify their expectations, while Collectivistic cultures were similar over time. Organisational expectations were different between cultures, in terms of Role Conflict, Feedback, Autonomy and Control, Peer Support and Decision Making. In the longitudinal study, no difference emerged with the Emotional Labour variables, nor with the Organisational ones. However, a significant difference was observed concerning psychological wellbeing as Individualistic cultures reported higher GHQ scores.

To investigate if Emotional Labour and other work strains impact on physical and mental health

This study clearly indicates that though cabin crew were experiencing moderate levels of Emotional Exhaustion and Depersonalisation, they were experiencing low Personal Accomplishment, and seemed to be unhappy about their role and vice versa,

as the results demonstrated that Personal Accomplishment is positively correlated to high scores on Role Clarity and Job Satisfaction (both intrinsic and extrinsic), therefore, the more personal accomplishment is experienced, more role clarity and more job satisfaction are present.

Also, the results indicate that the more Emotional Exhaustion is experienced, the higher the experience of Emotional Dissonance, as well as more Feedback is received and less Job Satisfaction is experienced, while Depersonalisation was positively correlated to high scores on both Emotional Dissonance and the GHQ. In addition, the more role clarity and job satisfaction is experienced, more Personal Accomplishment is present.

In accordance to the results obtained, experiencing less Role Clarity was a predictor of Emotional Exhaustion. As for Depersonalisation, Emotional Dissonance was a predictor, and this is similar to the results obtained by Dormann & Zapf (2004) and who observed that Emotional Dissonance was a predictor for Burnout and similar to Zapf *et al.* (2001b) who observed that Emotional Dissonance was a predictor for Emotional Exhaustion. Interestingly, through regression analysis, having Role Clarity was a predictor for Personal Accomplishment.

From the overall results, it can be observed that there was a correlation between Emotional Exhaustion and Emotional Dissonance, Feedback, not having Role Clarity and not being satisfied with the job. While Depersonalisation was positively correlated to Emotional Dissonance, which is in accordance to Zapf *et al.* (2002) who stated that Emotional Dissonance is a predictor of Emotional Exhaustion and

Depersonalisation, as it is a stressor in the environment and it impacts health in a negative way (Zapf *et al.* 1999).

Overall, this study has shown that over time, the expectations of Emotional Labour variables did not differ significantly, but a difference was observed concerning the Organisational variables. In addition, scores on the GHQ were higher as well as the experience of Physical Symptoms as time progressed. The predictors for these symptoms varied, but were organisational in nature. Therefore if less decision making, less peer support and less role clarity were present, then the individual was more likely to experience a form of psychological strain. Also the results clearly indicated that Emotional Exhaustion and Depersonalisation were present at time 2, as Emotional Dissonance and Job Satisfaction were contributors. The results indicated that Emotional Labour did not play a role in staff retention. At the time of writing up this thesis, this is the first longitudinal study, and although the sample size was small, the results can add value to the literature, in specific to cabin crew.

Initially, a follow up to study 2 (the present study) had been designed, in order to explore the coping strategies that cabin crew used. Measures used were the same ones as in Chapter 5 and the present chapter; all of the Emotional Labour Variables were incorporated as well as the Organisational Variables, the physical and psychological symptoms, in addition to the COPE measure (Carver, Scheier & Weintraub, 1989; Lyne & Roger, 2000), which assesses both situational and dispositional coping, and it consisted of 15 different dimensions of coping, which are: Active coping, Planning, Suppression of competing activities, Restraint coping, Seeking social support for Instrumental reasons and for Emotional reasons, Focusing

on and venting emotions, Behavioural disengagement, Mental disengagement, Positive reinterpretation and growth, Denial, Acceptance, Turning to religion, Alcohol/drug abuse and Humour. This questionnaire would have been web based.

At the time of data collection for wave 2 of this study, a 3rd wave of data collection was planned, and the cabin crew would have been monitored 24 months after the initial data collection. Unfortunately, due to the low response rate of part III of the present study 2, the direction of the research changed, and a qualitative study was conducted. Through this study, the author expected to gain valuable on the job examples, and explore what coping strategies cabin crew used, with relation to Emotional Labour, team interactions and on the job demands, as well as know their feelings towards these variables. The next chapter (chapter 7) will explore the coping strategies that cabin crew use in their work environment, and the data will be qualitative in nature.

Chapter 7

Interviews of Cabin Crew Working in the Organisation

7.1. Study 3

The previous chapters have demonstrated that Emotional Labour is present in the cabin crew population, and that the longer an individual stays on the job, the more likely they are to develop physical symptoms and burnout. It has also been observed that crew from Individualistic cultures have a higher rate of resignation than Collectivistic cultures early in their tenure in the organisation. The previous chapters have established that although cabin crew's expectations matched their actual experience of Emotional Labour, other issues contributed to the development of physical and psychological symptoms, most importantly the experience of burnout. As stated in Chapter 2, Burnout is composed of 3 elements: Emotional Exhaustion, Depersonalisation and Personal Accomplishment. In study 2 (Chapter 6), cabin crew experienced moderate levels of Emotional Exhaustion and Depersonalisation, and had low Personal Accomplishment. Experiencing less Role Clarity was a predictor of Emotional Exhaustion. However, other factors may have contributed to this, possibly different coping strategies used. Therefore, the aim of the present study is to investigate coping strategies that cabin crew use, in order to continue working in their role in conjunction with Emotional Labour and Organisational variables.

7.2. Introduction

Table 1.3 in Chapter 1, gives an overview of 6 qualitative studies of Emotional Labour, in which the methods included semi-structured interviews and open ended questionnaires (Hochschild, 1983; Van Maanen & Kunda, 1989; Anderson, 1989; Seymour, 2000; Taylor & Tyler, 2000; Williams, 2003). Out of these studies, 4 were conducted with a cabin crew sample (Hochschild, 1983; Anderson, 1989; Taylor & Tyler, 2000; Williams, 2003).

From these qualitative studies conducted in the field, it was confirmed that Emotional Labour was performed in the service industry (Hochschild, 1983; Van Maanen & Kunda, 1989; Anderson, 1993), but Seymour (2002) observed that there was a difference in the degrees of Emotional Labour performed between fast food and traditional service waiters, in that the degree of intensity varied in Emotional Labour. Also Taylor and Tyler (2000) stated that Emotional Labour was a woman's job, as they believed that women were more adept to performing Emotional Labour and the majority of the jobs they were in, required this.

The studies on cabin crew did confirm that Emotional Labour was performed (Hochschild, 1983; Anderson, 1993; Taylor & Tyler, 2000; Williams, 2003), and that Emotional Labour was present in women's work (Taylor & Tyler, 2000), as they observed that it was mainly performed by women who were working as cabin crew. It was also found that surface acting concealed deep resentment towards quality improvement programmes (Taylor & Tyler, 2000). In a large study of cabin crew conducted by Williams (2003), she observed that there was a link between Emotional Labour and sexual harassment. In addition, Williams (2003) found that some cabin

crew found Emotional Labour to be enjoyable and satisfying, others in the same crew found it stressful. Only one qualitative study in cabin crew found that Organisational variables play a role in Emotional Labour (Williams, 2003), as the “airline management is highly influential in determining how Emotional Labour will be experienced” (Williams, 2003; pp. 544).

From the previous studies in this thesis it was observed that when tenure was examined in cabin crew, the experience (Chapter 5) and Emotional Dissonance was a predictor for Depersonalisation (Chapter 6), as well as the experience of Physical Symptoms (Chapter 5). Therefore the current study will aim to explore whether any coping strategies play a role in the experience of Emotional Labour. It can be clearly observed from table 1.3 in Chapter 1 that coping strategies have not been explored in conjunction with Emotional Labour and the Organisational variables in the service industry. However, it has to be noted that there is one study (Korczynski, 2003) which studied Emotional Labour and community coping in call centres. From this study it was observed that informal groups were formed in order to assist the workforce in coping with the customers, and this was associated with resistance towards any management change (Korczynski, 2003).

For this study, a qualitative approach will be used to give a deeper insight into coping than can be gained from current questionnaire measures (Jones & Bright, 2001). Previous studies have shown the advantage of using both qualitative and quantitative approaches (e.g. Pearlin & Schooler, 1978), but due to the restraints encountered with the present sample (Part III, Chapter 6), this was not possible for this study, and hence only qualitative data was obtained. In addition, Spector (2005)

stated that qualitative data can help in understanding further what is really happening in organisational settings and as Gavin (2005) states “The analysis of narrative is best used for exploratory purposes” (Gavin, 2005; pp. 395). For the present study vignettes will be used, as this will ensure that the information given to the respondents is standardised, and all respondents will respond to the same stimuli (Hughes & Huby, 2002).

7.3 METHODOLOGY

7.3.1. Participants:

A convenience sample of 10 cabin crew were used for this study, who came from different backgrounds and cultures, including Italian, Lebanese, Maltese, Australian, Korean, British and UAE. They had been working for the company between 2 to 8 years. Eight crew members were women. The researcher preferred to have a mix of nationalities, but she did not seek out any particular background. This group of cabin crew has been more than 2 years in the cabin crew role, and they had no intention of leaving the organisation any time in the near future, hence it was expected that they would have developed certain coping strategies in order to continue in their role as cabin crew. None of the participants had children.

7.3.2. MATERIALS

7.3.2.1. Vignettes

According to Hughes and Huby (2004), “vignettes refer to text, images or other forms of stimuli which research participants are asked to respond to” (p. 37), which can be presented to the participants in short written prompts (Hughes & Huby, 2002).

The vignettes used in this study were derived from the exploratory interview that was presented in Chapter 3. Fifteen different vignettes were formed, as a range of themes were selected which consisted of Emotional Labour, Job Satisfaction, Peer Support, Role Conflict, Coping and Stress. Therefore each vignette represented a different theme that emerged as a result of the interviews. The researcher considers these vignettes to be valid, as the original source of this data were cabin crew working for the same airline. In this study, the vignettes used are textual in nature. Fourteen vignettes were constructed, and the author incorporated both the positive and negative aspects of the job, as can be observed from table 7.51. However, Vignette 11 was derived from a study by Williams (2003; p.533), as the statement made by the interviewed cabin crew was relevant to customer interaction. In addition, different questions were prepared for each vignette, in order to probe for more information. The questions are stated in full in table 7.51 below.

Table 7.51:

Topic	Vignette	Questions
Interest of Job	“The best aspect of being cabin crew is visiting new places and seeing new cultures, as well as getting away from everything and feeling free”. (<i>Vignette 1</i>)	Do you agree with the above statement? What else do you like about being cabin crew?
Emotional Labour	“At times I feel that I am playing a role on stage. I have to put on a smiling face and pretend that nothing is going on in my personal life. I feel that this is like a ‘theatre’”. (<i>Vignette 2</i>)	With regards to the above scenario, do you feel that you can identify with it? If yes, can you give me examples when you felt that you were ‘acting’. If you cannot identify with this scenario, please state the reason(s) why.
	“Smiling is a big effort on one of my bad days (which does not happen often), but I am careful and make sure that the public (customers) do not see that”. (<i>Vignette 5</i>)	Can you identify with this statement? If yes, how do you cope in these situations?
Unrealistic expectations	“The worst aspect of the job is the unrealistic expectations and demands of the passengers and the management. What is very important to the company is the passengers and their needs. An example of this was when a passenger demanded a certain meal, and I could not offer it”. (<i>Vignette 3</i>)	Does this type of scenario occur often to you on board? Can you think of other unreasonable demands? How do you deal with these kind of situations, when the demands of the passengers cannot be met. How do you cope with their demands? Give examples.

Topic	Vignette	Questions
Customer Demands/ Emotional Control	“Generally, one needs to be very tolerant to respond politely to what the passengers say and demand. The emphasis on customer service and the idea that the customer is always correct can get on my nerves as crew are not taken into account”. (Vignette 4)	Have you ever felt like the crew above? How do you cope with the above scenario? Give examples.
Coping with passengers	“There are many times when I have reported sick for a particular sector, as I feel that I can’t cope being with some passengers, and the thought of flying with them makes me depressed”. (Vignette 6)	With regards to the above scenario, how greatly can you identify with it? Have you been through similar situations? Have you used the same coping style? How often have you used it? If not, how would you deal when confronted with a sector that you did not want to work in?
Coping strategies	“I cope with the frustration by sometimes sending letters to the company on my views and on how I would like things changed. It is a way to get things off my chest. At times I feel that I am a bit extreme, but it is important to me”. (Vignette 7)	How do you cope? or what do you do to get things off your chest? If not, what do you do? How do you express your frustration, or maybe you don’t?
Negative aspect of job (Frustrations)	“The worst part of the job is when there are air traffic delays, just hanging around and doing nothing. The lack of information can be frustrating for both us and the passengers”. (Vignette 8)	How do you generally cope in these situations?
Coping with personal issues at work	“When I have a bad day, I tend to keep quiet, and withdrawn. I will interact the minimum with the rest of the team, and expect that they will respect and understand me. I will generally tell them when I am in one of these moods and will tell them that I want to be left alone. There are times when I need to ‘shut myself’ off, and need my time out. People are different in the ways they cope and deal with personal and work issues, and I respect that”. (Vignette 9)	What do you do when you have a ‘bad day’? Do you deal with the situation in the same way as this crew member? If not, how do you cope when you have a ‘bad day’?
Job Demands/ customer needs [Worst aspect of the job]	“The worst aspect of the job would be when certain injuries occur on board, and no one apologises or looks into the matter. Now I have learned to avoid doing things like helping passengers with their heavy luggage. Once a passenger ordered me to put his luggage for him in the cabin, and I refused, but stated that I did not mind helping him with it. The passenger got very furious and sulked”. (Vignette 10)	Can you identify with this scenario? Have you experienced injuries on board? Have you had to take action like this member of crew to avoid injury? How do you cope when confronted with situations like this one?

Topic	Vignette	Questions
Passenger demands	“Passengers, especially in business class, expect to be served immediately (e.g. they march in the forward door of the aircraft & say ‘Hang my jacket will you?’ rather than wait for the flight attendants to carry out their necessary duties in a pleasant friendly manner)”. (<i>Vignette 11</i>)	Does this type of scenario happen often to you? How do you cope when passengers are overly demanding?
Colleague interaction	“My interaction with my colleagues is good, although at times I may exchange numbers, but now I realise that everyone goes their own way, and doesn’t have time to meet up. So I rarely get to see the team again”. (<i>Vignette 12</i>)	Do you identify with this scenario? If so, how do you feel about it? How do you cope not seeing the same people at work on a daily basis?
Peer Support	“I will try to have a good interaction with the crew members. If time permits I will try to make an effort to chit chat; for example asking them where they are from. It all depends on how open they are, or want to be. I understand that everyone can have a bad day”. (<i>Vignette 13</i>)	Do you make an effort like the above crew member to get to know their colleagues? Why is it important? If not, then why not?
Job Frustrations	“I find it frustrating that I can’t complain to anyone about injustices & mistreatment that happen to me”. (<i>Vignette 14</i>)	Do you agree with this statement? Who would you talk to? Do you think there should be opportunities/ services available to enable you to complain about mistreatment?
Balancing home/ work responsibilities [Future tendencies?]	“Being a mum I am aware of the dangers of my job, and find it hard to be away from home for the day, especially when my son is sick, and I feel that he needs me. I am thinking of shifting to a regular ground job”. (<i>Vignette 15</i>)	Although you may not be a parent, do you think that your job would create difficulties if you had a family? Do you feel it is difficult for you balancing your personal life and work? How do you cope with this?

7.3.2.2. Procedure:

The participants were given a consent form to fill in, which stated the reasons for the study, and asked if they wanted information about its outcome (Appendix 6). A booklet with all the vignettes (Appendix 7) was given to the cabin crew and the study procedure was explained to them. The participants were told that they would be asked to read a vignette, and the researcher would ask them questions related to that particular scenario. The researcher had another copy of the vignettes together with

the relevant questions they could ask about that particular scenario (Appendix 8).

Two options were given to the participants; either they were willing to have the interviews recorded or if they preferred, notes would be taken. The latter option was used by 4 cabin crew. For the cabin crew who were recorded, the tapes have been retained by the author, but will be destroyed after 1 year of submitting her thesis.

The author opted to use open ended questioning after having presented the vignettes, as it adds value to the vignette studies (Hughes & Huby, 2004) (Appendix 8). For this data collection, participants were encouraged to answer from their personal experiences with relation to the vignette.

7.3.3. *Data Analysis*

All the interviews were transcribed into a word document and no editing was done at this stage. The interviews were analysed using content analysis. For this data, the author used qualitative content analysis. According to Millward (1995) the meaning of the data is emphasised, instead of quantity.

In order to aide the researcher further before using content analysis, each vignette was analysed separately by using thematic data analysis, and the important phrases were inserted into an Excel sheet, with each sheet representing a vignette, and therefore making it easier for the researcher to clearly see which issues re-emerged in order to be able to formulate a pattern (Taylor-Powell & Renner, 2003).

Thematic data analysis is when data is analysed by using themes. Through thematic analysis, combining and cataloguing related patterns into sub-themes. “Themes that

emerge from the informants' stories are pieced together to form a comprehensive picture of their collective experience” (Aronson, 1994). At the end of this stage, a detailed index of the data is available, “which labels the data into manageable chunks for subsequent retrieval and exploration” (Pope, Ziebland & Mays, 2000).

At first, the system of classification stemmed from the research question and the topic guide, which is the topics which each vignette falls under such as Interest of Job, Emotional Labour, Job Satisfaction and so on (table 7.51). After closer inspection, codes were allocated, as the transcripts were sorted out through categories (Millward, 1995); for example for vignette 14, which outlined the frustrations which cabin crew may have, the results indicated crew should be listened to, or that communication was important, which would be classified into 2 different codes, but they fall under the subgroup for solutions, as crew gave their views on different areas as to their opinion on how managers should treat them.

Vignettes 2 and 5 will be analysed and presented together as they are both related to the topic of Emotional Labour.

7.4. RESULTS AND DISCUSSION

This section is composed of 4 subheadings. After transcribing and analysing the data, it was observed that the data from the vignettes could be classified under 4 different headings:

- 1- Emotional Labour
- 2- Coping
- 3- Relationship with Peers
- 4- Aspects of the job.

7.4.1. EMOTIONAL LABOUR

7.4.1.1. Emotional Labour (Vignette 2 & 5 (Appendix7))

Cabin crew were asked if they could identify with the scenarios relating to Emotional Labour (vignettes 2 & 5; table 7.51), and if the answer was yes, if they could give examples when they felt that they were ‘acting’, and if they could not identify with it, to state the reasons why not. All of the 9 cabin crew but 1 stated that they identified with the scenario totally. The cabin crew who disagreed, acknowledged that she could not pretend and that *“I show what I feel as cabin crew, so I cannot hide things”*.

Concerning the scenario 2, 8 comments were made by 4 cabin crew, whereby they felt they did not have a choice but face the situation. One person stated that they may go to work, and fight with someone, but at the end of the day it is not the passenger’s fault. Another cabin crew stated that *“somebody who did not get his request, so he can call you, slam you, slash you with all the words, like ‘I’m more educated and I’m better than you, I’m giving you money and...why you did not answer my call*

back?''¹, so the cabin crew feel that they do not have much of a choice but “*you have to take all that, not like you’re going to agree with it, but, you have to take the show. Even if somebody, let’s say is Black, will tell you ‘you are treating me like this because I am black’. Many issues come up*”. This example shows that cabin crew are faced with difficult passengers, and they have learned to accept the situation trying to control themselves. Also another crew stated that “*you don’t have a choice but to do it*”. These cabin crew felt that they had to face the situation and deal with it. They would just accept the abuse, and control their feelings.

Interestingly, one participant was a psychology graduate, who was familiar with the concept of Emotional Labour, so he stated “*Yes, since I have exposure to this issue, about deep acting and stuff like that, so, you’re there, you give from yourself, but you don’t have to take in anything. It is the job, you have to smile*”. In addition, one cabin crew reached a compromise with her passengers, especially if they were angry, “*as most of the time when the passenger is complaining to you, and the customer is always right. So you act like, you give them the full right, even if he does not have it. So you are like a kind of friend*”. These are some of the ways that cabin crew deal with performing Emotional Labour, as they just learn to deal with the customer, and meet their demands, in a way they learn to make the passenger believe that he/she is getting what they want from the situation, but this may not be the case.

However, 1 participant felt “*exhausted and tired*” after facing a bomb threat on board. This crew felt that he went out of his way to ensure that the procedures were

¹ Note that any grammatical errors in the quotes are made by the interviewed cabin crew, and the mistakes have not been corrected as they are direct quotes.

followed, the passengers did not realise what was occurring, and after being off loaded from the flight for 5 ½ hours, and in total being on duty for 12 ½ hours, no one asked if the crew were fine and “*none of the colleagues (ground staff) asked if the crew wanted a glass of water. I felt ignored. We were told to leave everything behind, like the money. You can imagine how upset we were and excuse the language ‘pissed off’*”, but nonetheless, he still had to “*smile in front of passengers. I was so exhausted, and so tired*”. This cabin crew felt annoyed as “*all that I got was a ‘thank you very much’ from the passengers*” and his superiors did not acknowledge the work, and stress the crew experienced that day. Interestingly, even though this incident occurred 8 years ago, it was still very fresh in the cabin crew’s mind, and the anger was very strong. This shows that although the cabin crew try to keep a composed image in front of the customers, they feel upset that their work or performance is not appreciated by the management. This could probably cause job dissatisfaction, and the effort to perform Emotional Labour may be too much, and staff may reveal their true feelings. For example; 1 cabin crew responded to a passenger in a sarcastic way, after a passenger became upset because of delays as a result of a bomb threat on board, “*the passenger screamed at me, and I said sarcastically “Why, do you have anything better to do?”*” This cabin crew got into trouble for this statement, but she did not regret it as “*I was able to vent my stress out*”. This statement is important, because this cabin crew chose to express her feelings towards a passenger, as she felt that she was doing everything possible to ensure the safety and comfort of the passengers, and the passenger still shouted at her for the delays, even though they were beyond anyone’s control.

Another cabin crew took her job very seriously, and ensured she would be well rested before a flight, as she felt; *"I have to pretend nothing is going on in my personal life. It is hard, but still if you chose to do this job, you have to know where the boundaries are, you have to know you have to be professional"*. This same cabin crew stated that *"it takes strength to smile when you are not in the mood"* at 5 in the morning if the flight is delayed. However, she stated that delays did not happen often. Even though cabin crew may take their job seriously, and enjoy their job, depending on the circumstances, they do find it hard.

The positive attitude may help them in being efficient in their role, and cope with Emotional Labour. One cabin crew stated in 3 statements about the cabin crew smile, as that *"even when I do not want to smile, it comes naturally"* and that when she is with her friends they *"laugh when we sit with other cabin crew, as we keep smiling"*. Sometimes the crew (N= 2) go as far as saying that they want to see a genuine smile. These statements show that even when crew are unguarded, or not on the job, they still perform emotional labour even when they do not have to, perhaps indicating that they are 'surface acting' at an unconscious level.

From vignette 5, 8 statements were made by 5 cabin crew that smiling was important and passengers can get affected if the cabin crew do not smile *"If it is a bad day, it does effect, but I try to do my best. I try as much as I can to smile. It can affect passengers. It can become serious"*, while 1 cabin crew stated that *"It is a service and you have to smile"*. Four cabin crew stated that the best way to deal with the issue that they may be facing is by leaving their problems behind as *"I always say that the 1st impression is the last impression. They'll (the passengers) do whatever*

you want them to do. I try to joke with the crew, leave problems back and not think much". In addition, 4 cabin crew stated that it is their responsibility towards their role in the way they deal with the passengers, so *"Before going to work you need to be in the right frame of mind, and you go and do it"*, and the type of personality one has is important as 1 cabin crew said that *"I am a high personality, so I don't have any problems being nice to people"*, by this statement, this cabin crew seemed to mean that she was an extravert and naturally enjoyed being around people. But, 2 cabin crew felt that when acting was involved a big effort was required in smiling, as *"The moment when they are not nice to me, that is where I have to start to play the role. So then it is a bit difficult, and of course, there are always 2 or 3 passengers that don't make your day"*. Also, 2 cabin crew state that they try to think of something else which would make their job more manageable such as thinking of something nice *"Something that happened in my life, or something that made me happy, and this really changes my mood straight away"*.

The majority of the cabin crew interviewed agreed that Emotional Labour was part of the job and were able to identify with the scenario presented to them, in accordance to the qualitative studies in the field (Hochschild, 1983; Anderson, 1989; Taylor & Tyler, 2000; Williams, 2003). The crew stated that they did not have a choice but to face the situation, and that is how they dealt with Emotional Labour, just to accept the reality of the situation as it cannot be avoided, since the job involves interacting with difficult passengers.

Even though cabin crew may feel tired or exhausted after performing Emotional Labour, they were upset if their efforts were not appreciated by the management of

the organisation. These results are similar to the findings by Williams (2003) as she observed that the same crew who enjoyed performing Emotional Labour also found it stressful. As a result, some cabin crew would learn to express their feelings and vent their emotions as a result of feeling frustrated, therefore they would stop performing Emotional Labour under stressful circumstances for example when faced with a bomb threat. At times, individuals may vent their feelings by using sarcasm in the job and that is how they would cope in dealing with Emotional Labour.

Other individuals implement active coping, as they preferred to be well rested before a flight so that they would be prepared to perform Emotional Labour. As far as this author is aware, no research at present has incorporated or measured coping strategies with the performance of Emotional Labour. Therefore, this needs to be addressed further in future.

In addition, a form of mental disengagement is used while performing Emotional Labour as crew stated that they would try and think of something nice when they are upset. Even though cabin crew may be going through some personal difficulty, they prefer to focus on the job, and perhaps disconnect from the situation that is bothering them. Some cabin crew try to joke around and pretend as if nothing is worrying them. This seems to enable the crew to cope better with the job demands, even though at times, a big effort was required.

Interestingly cabin crew seem to perform Emotional Labour even when they are not working, as it comes to them automatically. Perhaps this area would need to be explored in future studies, as it could explain why scores on the GHQ were high, as

crew may forget to express themselves even when they are allowed to (i.e. in their personal life), this could indicate that there is work/ home spill over, which is in accordance to Kinman and Gallagher's (2001) study in which the results indicated that there were perceptions of work interfering with home life. This issue would need to be examined further, once more with relation to coping strategies in the field of Emotional Labour.

7.4.1.2. Unrealistic Expectations (*Vignette 3 (Appendix 7)*)

Cabin crew were asked if the scenario concerning unrealistic expectations occurred often to them on board, and if they thought the demands were unreasonable, and how they dealt with these kind of situations (table 7.51). Five statements were made by 2 cabin crew who felt that they had learned to handle passengers, and the examples all revolved around the type of meal the passenger received. Always cabin crew are able to provide different options, as generally there are 3 classes on board; First, Business and Economy. For example 1 cabin crew stated *"There are options. Now some of them (passengers) are co-operative, some of them they do their tantrum. They are upset, but at the end, if you have the proper approach, to engage the issue, you always can diffuse them, and work out a solution, because at the end, they want to eat"*. In addition, this response was consistent with what other cabin crew stated (N=5), so most likely the solutions have been discussed during the training. In addition, cabin crew (N=3) stated that the best way is to listen to the passenger and then provide a solution, so through this way, the passenger feels taken care off and becomes less of a problem, as one cabin crew stated *"1st of all I try to see what I can do for them, a passenger happy with the crew means less problems"*. The attention that cabin crew provide to the passenger is very important, and from the interviews,

it was observed that one of the best ways to do that was to listen to the passenger and give a logical explanation (N=2) of why something is not possible, as one cabin crew stated *“If I talk about my personal approach, I go in a diffusing approach. So I go and listen, as in take all the crap, I just take, take and take, and then provide an alternative”*. To a certain extent, this is related to Emotional Labour, as the cabin crew have to not just offer a service, but also listen to the complaints, accept the criticism and regulate their emotions, so that they can convey a solution.

This topic leads us into the issue of sarcasm. Once cabin crew stated that a colleague of theirs was sarcastic in her reply to the passenger, as *“Once a business class passenger asked for chicken, and there was no chicken on board, but the passenger wanted it, so a crew, which she got in trouble for what she did, said “tough luck”, but the passenger insisted, so she started opening the baggage compartments and started calling out “Chicken, chicken, is there any chicken!!!”*

Six statements were made by 3 cabin crew stating that the type of passenger they had to deal with varied a lot, as cabin crew encountered *‘angry’, ‘racist’, ‘violent’, ‘upset’* and *‘complaining’* passengers, and they all have different needs. Nonetheless, cabin crew felt that some passengers have the right to behave as they do, especially if a vegetarian ordered a special meal, and it is not available on board for example *“people who got really stiff and upset, from a meal, is the people who has let’s say are diabetic, allergic, they request the meal and did not get it. These people will go out of hand. And basically it is a miscommunication of catering, or booking agency”*.

In this case, the cabin crew receives the stored up anger from the passenger as they are at the receiving end, without realizing that the crew are not aware of these issues

in the first place. As a result of this outcome from passengers, one cabin crew feels that giving solutions is not enough, but to add a human touch to the whole situation, for example *“Some people are like, I’m claustrophobic and I can’t sit down on the airplane. A few people have that problem, and they need to have that emotional touch, the human touch. So we stay with them, try to comfort them... some people say there is too much light, so we give them shades, you know what I mean...”*. While one cabin crew stated that *“I always look at it from the passenger’s point of view, and if I was a passenger, then I would probably react in the same way”*, so she will try her best to provide a good service, therefore this cabin crew did not feel that passengers had unexpected demands of her role. Although the question asked here was about unrealistic expectations, this example clearly demonstrates that Emotional Labour was performed by this cabin crew.

With the exception of one cabin crew, no one emphasised the demands of the management placed on cabin crew. However, the statement made by one cabin crew reflects the frustration that cabin crew go through in the job as *“The other part is the pressure, and in this job I can feel the pressure, from management. And really they are unrealistic. They ask so much and they don’t give much, the management approach is becoming very stiff² lately, basically, with the crew itself. So any minute problems or mistake occur, you dread it. So this is affecting the service issue all over”*. This cabin crew implies that the management style may be changing, and possibly this could be as a result of an increase in staff and aircraft numbers, and they feel that management are becoming strict and cabin crew feel that the management may not realize the pressure crew are going through. This is in accordance to

² In this sentence, the word ‘stiff’ implies strict.

Williams (2003), as she stated that management plays a role in the way cabin crew view their role or perform Emotional Labour as it could be a factor in how crew deal with the unrealistic expectations placed by their seniors.

When cabin crew had to deal with the unrealistic expectations that they faced, they seemed to be prepared to handle the situation. Cabin crew would plan ahead, and seemed to have an answer for the passenger, especially if there were issues concerning the meals, if they were drunk, aggressive, and so on.

In addition, giving their full attention to the passenger was felt to be important as crew believed that the passenger needed to be listened to, even though they may not be able to give in to their requests. In addition they reported they needed to provide a personal touch, in order to make the passenger as comfortable as possible. In this area, Emotional Labour was also performed by the cabin crew. However, at times passengers may not be able to listen to the responses given by cabin crew. Some cabin crew would vent out their frustrations by making sarcastic comments to the passenger.

7.4.1.3. Customer Demands/ Emotional Control (Vignette 4 (Appendix7))

Crew were asked about the customer demands placed on them, and how they would cope when faced with a similar scenario (table 7.51). Six cabin crew stated that they had encountered various passenger issues in board, and as a result 11 statements were made. Overall passengers were disruptive because they had drunk excessively, were harassing the cabin crew, or would be very demanding for example, by insisting they had to see a particular film in the flight, even if it was not available. One cabin

crew preferred to ignore the rude passenger, who did not want to fasten his seat belt when instructed. Two crew stated that they have to cope with these demands as “*any unreasonable demands, you can always have a back up to deal with it*’. Therefore these crew prepare themselves for what passengers may ask. Nonetheless, 6 cabin crew stated that the customer is always right, and 1 cabin crew said that “*I believe that the customer is always king for me. Because at the end, customer satisfaction is the end in mind for the job, for the people who work, for the company, but in this company they have another problem, is the customer is always correct even if they are not?*”, this reflects ambivalence about whether the customers is always right, and at the end of the day, “*they pay money for the service. So the customer is always right, they can ask for it*”. As a result 2 cabin crew feel that they cannot make mistakes, and when the flight is full that is the worst, because then they feel they have both the pressure of the customers and the management, because an unsatisfied passenger will complain, and the issue could escalate.

Cabin crew tended to control their emotions a lot when dealing with passengers. It was mentioned that at times cabin crew would ignore their passengers if they were rude. At times, seeking support from the superiors was important especially if cabin crew were harassed by the passengers. The issue of sexual harassment did not emerge from these vignettes, even though Williams (2003) observed a gender link between Emotional Labour and sexual harassment in her cabin crew sample.

In addition, cabin crew always have a back up plan in case any unreasonable demands occur, as they are prepared by colleagues or their seniors on what solutions to give to the passengers in case this occurs. The majority of the crew stated that the

customer is always right, so once more, they accept the situation, and dealt with it in an ambivalent way.

However, it seems that some crew may feel that the managers of the organisation are equally demanding, so there is added pressure, and they once more, learn to accept the situation, supporting William's (2003) results.

7.4.1.4. Passenger Demands (*Vignette 11 (Appendix7)*)

All participants agreed that this scenario involving business class passengers occurred (table 7.51), but 3 cabin crew exclaimed "*of course*" after reading the vignette. Six cabin crew stated in 8 statements they tended to prioritise their job and they did not mind telling the passenger that they were busy with other chores, and they would attend to them as soon as they were free. One cabin crew stated that they "*would just prioritise and smile a lot!*" Also, how long a crew has been on the job helps them prioritise, as they know what the passenger wants, so if it is not crucial, they will attend to their needs afterwards. For example "*But that is when you have to prioritise, and try to, try to anticipate what they want. You know what I mean. Like by now, I mean everybody should know, even after 6 months flying, you should know what your passengers prefer*".

The cabin crew felt that the demands of the passengers were very high (N=3), and 1 cabin crew said that they would think "*So you (passenger) are demanding, and I am going to show you that I can override that demanding by being extremely nice. But if you go off limit, and you become abusive, or something like that, then my approach changes*". Therefore, some cabin crew would set some parameters for themselves.

and if the passenger abused them or was rude, then the attitude will change (N=2).

On the other hand, 1 cabin crew stated that she expected the passenger to be demanding, but sometimes crew are too busy with other things like serving drinks, so they do not listen to what the passenger wants, and she suggested that was wrong. Another crew stated that she would try to 'accommodate' to their needs.

All cabin crew agreed that passengers did have their demands. Therefore, the majority of cabin crew stated that they preferred to focus on their tasks, finish all the job requirements and then focus on the needs of the passenger. So instead of giving in to the demands of the passengers, they would focus on their job routine, therefore avoid being distracted, until all their job requirements was complete, and then the focus would be directed to the passenger. Another strategy used was to be nice to the passenger and meet their demands. Perhaps a reason crew did this because they wanted to display positive emotions, as previous research has demonstrated that when pleasure is displayed and felt, the greater the job satisfaction (Zerbe, 2000) and as a result feelings of burnout may be reduced (Erickson & Ritter, 2001).

7.4.2. COPING

7.4.2.1. Coping with passengers (Vignette 6 (Appendix7))

In response to the vignette about calling in sick for work (table 7.51), 4 cabin crew admitted that they would call in sick depending on the sector they had to fly. This was because they did not have control of which sectors and how often they would fly in certain sectors, as well as the mood they had at the time, as 1 crew stated *"Lots of people call in sick, as the schedule is not good, like a couple of London Heathrow and Bombay and then I'll call in sick. I used it a lot (in the old days a lot), especially*

for Bombay". The cabin crew were not proud of calling in sick, and they all justified it in some way or another, as 1 crew stated that she would only do it if she felt she needed time off, while another cabin crew stated "*Me personally I prefer to stay at home. Not go to work. Which normally does not really happen much, only in the case if there is some dilemma in my head*" as they felt that their personal issues could effect the job performance, which would affect the passengers. Two crew members stated that the type of passengers did contribute to whether crew wanted to fly or not, as passengers from certain sectors were more problematic than others.

On the other hand, 6 cabin crew stated in 11 statements that self motivation was important, as regardless of the flight, they would still go to work, and 1 cabin crew stated it was important to "*Go back to your initial statement in life; alright, from my side, I go back to my principles. Alright you are here for this job, this is your job... coaching myself...*", in addition, hard work, job integrity and being in a good mood was important to the crew.

One cabin crew stated in 6 statements that management was not happy with cabin crew calling in sick, therefore "*Management, they get too stiff³ on sick days, which they should not do, on such a job*", and this individual feels that management should approach the cabin crew and ask why they are not happy.

On another note, 3 cabin crew would only call in sick if they genuinely did not feel well, for example this could happen 2-3 times a year if they had flu. But they would not use this excuse if they did not want to fly.

³ In this sentence, the word 'stiff' implies strict.

Cabin crew felt that the best way was to remove themselves from the stressful situation if they did not feel that they could cope with it, such as dealing with passengers from particular sectors. As crew felt that they did not have a choice in the sectors they worked in, they would resist by not going on that flight. Crew were not proud to admit that they resorted to this method, but some felt if they could not cope with the situation 100% then the best way was not to face the situation, as their job would suffer. One has to bear in mind that it is likely that a combination of stress, physical and psychological issues as well as some job dissatisfaction that may contribute to this decision, as stated by Warr (2002) the experience of job dissatisfaction may contribute to absenteeism.

Nonetheless, crew did mention that generally they try to motivate themselves and having a positive attitude is important. Cabin crew in general seem to remind themselves of the reasons to why they opted to work in this field. These individuals came across as hard workers, who enjoyed what they did. However, at times certain frustrations got in the way, such as not being appreciated by their managers. Perhaps some positive reinforcement from management would be beneficial for cabin crew to feel valued.

7.4.2.2. Coping Strategies (Vignette 7 (Appendix7))

Cabin crew were asked about how they would cope when they encountered on the job frustrations (table 7.51). One cabin crew stated that he would talk to other crew about any issues that were going on, either on board, but generally the cabin crew would meet up at the training college, and they would chat. Another cabin crew would vent her frustration out by acting out her anger. This cabin crew in particular

would either *“Go home, kick a door, and go into the toilet and cry my eyes out”*, or for her the *“Best is to blow off my steam, but never in front of the passengers”* as she (cabin crew) felt that she would never see the other cabin crew again. This statement is of interest as in the Emotional Labour section, 1 cabin crew felt that she had to be careful for her reputation, yet others do not see this as important.

Despite the style the cabin crew above use, 6 participants favoured sending letters to management, so that the area of concern is out in the open, and 17 statements emerged in this area. All 6 mentioned that there was a process whereby cabin crew could write letters to the management and inform them if any issues occurred on board, either related to passengers or other cabin crew, and one *“can write between 50 to 200 words, and say what incident happened on the flight”*. Two cabin crew stated that cabin crew are happier when they can express themselves as *“You can be more efficient and be more happy at work if you express yourself. In fact I always write down letters”*. Similarly, one cabin crew felt that he had been mistreated, by being refused a promotion, as a result of genuine sickness absence. He stated that he: *“Wouldn’t do it unless it is totally extreme. I was sick, so I was removed from the senior promotion. I wrote letters, and how could I work if my back was hurting me? So I was put back on the seniority”* this example shows that his efforts worked. Another cabin crew member stated that she preferred to convey the message to her superiors, instead of sending letters, as *“I am not complaining normally, but I complain to myself, I may send a message to my Cabin Crew Manager in the night. I deal with him, but I am not really a big complainer”*. Another cabin crew stated that even though letters are sent, and the management may not respond, she feels better as *“Sometime you should put your foot down. I feel I am a number as well. Maybe there*

are 5,000 complaining. So I put my comments down and say I am not the only one, so that I feel better at least”.

One cabin crew went a step further by trying to set up meetings with the managers, and he felt he was providing constructive criticism, and he believed it is taken positively by the management, *“I do a lot of initiative, more than the writing, I talk to them. I set up whole presentations. I go to them”.*

Another point stated is that the cabin crew felt that it did not matter if crew tried to complain as *“A lot of management they are like managers, who graduated from I don't know where, they come, they sit in the office, and they don't really understand the demands on our job, because our job is completely different from any other job. It is high risk, different, confined, poor light, and you have to deal with man: 500 people, 400 people”.* This cabin crew felt that decisions were taken for cabin crew, and they were not consulted about their role, or the impact it can have on them.

Three cabin crew felt that sending letters was a waste of time, as no one would read their comments, e.g. *“There is no point to write 'letters' because at the end of the day nobody cares. You are just a number”.* While 2 other cabin crew stated that it was a waste of time, but they would still sent the letters even if they *“don't get any comments back from management”.* This is another way that cabin crew would cope with the situation, in that they would still write and complain about a situation knowing that no feedback would be given to them. On the other hand, two cabin crew stated that they would only send letters to be constructive and be able to improve the situation for other cabin crew, e.g. *“sometimes when a crew has an idea,*

because they are the ones who are working, you know, so sometimes the idea can be very helpful and effective”.

In response to this vignette, 1 cabin crew stated that the management needed to change their attitude to the cabin crew as *“they still have the mentality of a small company management”* and due to the rapid expansion of the airline, cabin crew numbers have increased and not much communication was occurring between the 2 groups.

Cabin crew in general stated that they would seek social support as they would discuss the issues they face with other cabin crew, friends, partners and supervisors, this is similar to the findings by Korcsynski (2003) in that individuals tried to gain support from their colleagues, but it is not known from the present study whether different communities or groups were in the organisation. Certain individuals would vent their emotions by expressing their anger, which could happen on board as well, although ensuring that the passengers do not know. In addition, the majority of cabin crew would try to use their anger in a positive and constructive way, and that is by writing letters either of complaints or suggestions to the management, even if they felt that they would not be listened to. By writing letters, cabin crew felt that they could release their anger and be able to express themselves to their superiors.

However, it has to be noted that some cabin crew interviewed were frustrated, and the management did listen to their case and the problem got addressed. These results indicate that there are mixed feelings present with cabin crew, and perhaps if there was better communication, then crew would be able to see that perhaps it depended

on the case and the severity of the issue, in addition, it supports William's (2003) study in that management plays a role in how various organisational issues are addressed.

7.4.2.3. Coping with personal issues at work (Vignette 9 (Appendix7))

When cabin crew have a 'bad day' (table 7.51), 8 stated that they would go to work, and 2 said that they would prefer to call in sick as they, for example, "*would rather not go to work than go with the same mood, and make it worst*".

Three cabin crew stated that they would cope with this situation by leaving it at home, or behind. As 1 respondent stated "*I would never ever bring it to my work because it would just... it would just kill me*". Three cabin crew made 5 statements stating that once they fly, they forget the issues either by focusing on the passengers, using humour, by chatting or keeping busy. One of these cabin crew stated "*I always try to not think of my personal problems. I try to focus and provide the best service, you know, and get along with other colleagues. But sometimes it is a bit difficult ... in that case I try not to talk. Maybe I try to be more quiet than I usually am*". Job professionalism is very important for 1 cabin crew as he stated "*Because I have 6 years of experience, and I am open to a lot of like techniques, mechanisms which deals with these issues, it is my job, so basically I have like no1: I'm on work, forget my problem and let's work for 10 hours.*"

In response to this scenario, 2 cabin crew stated that they had to lead by example, and by being quiet or withdrawn, this was not the best option as "*you have to be very careful in what you do, as the rest of the crew do what you do*". The sense of self

image is very important for some crew and 1 other cabin crew stated in 2 different statements that this is not the best approach as “ *I don't see it adequate. Because if you want to be 'shut off' and you don't want to communicate, it is better not to come to the flight*”.

One cabin crew stated that if they noticed a cabin crew to be unusually quiet, they would “*have to interact, not report, but I have to approach, coach, give advice, you know what I mean. Because this is not the place where you can be withdrawn*”. But if a cabin crew was sick, then the support would be there by the rest of the team, and the superior on board would allow them to rest, and vice versa, the support of the team may be required such as “*You are on board, and you have a headache, because now we have 15 hrs flight. You have a headache or you have a stomach pain, that is where I feel like I am stuck a little bit and I need the support of the team*”. This response depends therefore on the length of the flight and probably, if it is a busy sector or not.

From the answers that emerged, personality type seemed to be an important part in the way cabin crew dealt with their ‘bad day’. Most importantly, it seemed that conscientiousness played a role in the way behaviours were expressed. A common theme was not to let the team down by showing ones true feelings, and that the job was very important as “*what makes the flight is the crew and not the passengers*”. This theme once more overlaps with Emotional Labour, as a front is put on for both the colleagues and passengers and these cabin crew interviewed seemed to lead by example. Perhaps this is related to the concept of Norms Regarding Emotions, but

even if the organisation does not instruct crew how to behave, it comes automatically to them.

When cabin crew felt that they were going through some personal issues, they would still go to work, and a minority admitted that they would call in sick as they did not want to work when they were in a bad mood. Cabin crew stated that while at work, they would suppress the feelings and focus on the job activities, or they would disengage from the issue for a couple of hours, while some crew state that they would use humour with the passengers.

Cabin crew also stated that they took their job very seriously, and not interacting with other crew would not benefit the situation or the passengers. Crew also felt that they provided support if they detected a cabin crew member was perhaps going through a difficult time, and they would try to empathise or help them if they were not well. In these situations, the crew relied a lot on the team, therefore team support was important, this supports the findings by Marcelissen *et al.* (1988), as in their study co-workers provided more support than the supervisors. This scenario provided answers that overlapped with the Peer support vignettes (section 7.6 below).

7.5. ASPECTS OF THE JOB

7.5.1. Interest of Job (Vignette 1 (Appendix 7))

Crew were shown the statement “The best aspect of being cabin crew is visiting new places and seeing new cultures, as well as getting away from everything and feeling free”. The subsequent question asked whether they agreed, and what other aspect they liked about the job (table 7.51). Four cabin crew stated that they enjoyed their

role because of the “*travelling*” and the opportunity to “*visit new places*”. This topic was mentioned 5 times. One crew member stated that it was nice to experience different weather conditions, and he enjoyed shopping. All of the cabin crew stated that they enjoyed ‘meeting new people’ and that because of this there was some variety, as “*You interact with all kinds of different people. You have educated people, or people who just hassle you, whether passengers or colleagues*”, and “*You have a lot of exposure on different people, as you give services for all kinds of people, all kinds of nationalities*”. One cabin crew stated that they liked to be cabin crew because of the socializing that they did. These individuals enjoyed interacting with others, and are very much people oriented individuals. Also the sense of adventure is present, due to the travelling element, as these cabin crew seemed to enjoy exploring new places.

Three cabin crew stated that the job was not routine as the “*working hours changed every day*” as “*Sometimes you wake up at 11 in the morning, and other days you have to wake up at 3*” as well as “*the days off were different*”. Not having a routine in their personal life was important to these cabin crew, as they preferred to have personal flexibility, and every day was different.

Two crew members were happy by the training provided by the company they were working for, and wanted to make full use of it, as they stated that “*they (management) allow us to do all the courses, and we are free to use all the resources*”. Training opportunities provided by the airline to all its employees was beneficial to cabin crew, especially if they came from less privileged background, as

there were courses available on being an effective team leader, how to be assertive towards colleagues, as well as improving ones written skills

However, only 1 cabin crew stated that the pay was good, and they were happy in the job as cabin crew. Clearly, this individual seemed to be satisfied with the new standard of living her job enabled her to have.

Cabin crew who joined the profession enjoyed the travelling aspect of the job, as well as the variety in lifestyle it offered, as they did not have a fixed schedule in their life. They would go to work at any time of day, and they would not have a specific weekend, as it varied from week to week, and each day was different. These cabin crew who were interviewed were open to new experiences and enjoyed meeting new people. Therefore they are people oriented individuals, who enjoy interacting with others. In addition, the time off enabled the cabin crew to utilise their time in developing themselves through the different programs available in the organisation. All of these statements verifies the job satisfaction levels crew have regards to their job, as moderate levels of job satisfaction were identified in both the cross sectional study (Study 1, Chapter 5) and the longitudinal study (Study 2, Chapter 6) respectively.

7.5.2. Negative aspect of job (Frustrations) (Vignette 8 (Appendix 7))

Four cabin crew felt frustrated when there were delays (table 7.51), the main reason being if the captain did not tell them what was happening as they felt there was a lack of communication, which was repeated in 6 statements. These 3 cabin crew felt that it was part of the job, and not much could be done “*so I just sit there and hope to*

land as soon as possible". Unlike the respondent who gave the original quote, none of the 10 cabin crew felt that air traffic delays was 'the worst aspect of the job', and they coped quite well, because eventually they would get clearance. As 1 cabin crew stated *"For me there is no pressure for air traffic delay at all because for me I'm like safety aware. Most important thing for me is that if they are delaying us, then there is something on the ground, or something on the runway. So the delay is not a problem for me"*. In addition all 10 cabin crew agreed that passengers may get 'annoyed' but this scenario is out of their hands, so they just sit back, or as 1 cabin crew said *"I prefer to apologise even if the cause I mention is not true"*.

The main reason crew were frustrated if there were delays was if there was lack of communication present, and crew were not told by the captain what was occurring. However, all cabin crew felt that they had to accept the situation as it was beyond their control. The only thing they could do is comfort the passengers, and listen to them, even if once more, the demands were unreasonable.

7.5.3. Job Demands/ Customer Needs [Worst Aspect of the Job] (Vignette 10 (Appendix7))

All crew agreed that the scenario of assisting passengers with heavy luggage is very common (table 7.51), and 2 cabin crew specifically stated that *"it happens a lot"*. Seven cabin crew stated 10 times that they did assist or help passengers, and they *"Don't mind helping if a bag is a bit heavy"*, and it really depends on the passenger, so *"if it is a mum with 2 children, and 2 bags, I put them up for her. She wouldn't be carrying 25kg like other passengers."* However, cabin crew also said that they do refuse (N=2) due to personal injuries, but always try to provide different solutions as

the bags can be heavy and ‘they have learned to take precautions’. One cabin crew stated *“Now I don’t even want to put it, even if I have someone to help me. I can always find a solution, we have a cupboard, so I take it, drag it”*.

The style the passengers uses towards cabin crew can annoy them, e.g. *“First class passengers click their fingers away if they need help, but I have to help them, so I call my male colleagues”* and *“normally you have certain kind of people who look at you as just a servant, and ‘take my bag, bring my bag, take this, put it up’”* as a result cabin crew resent the passengers because they feel mistreated, and disrespected.

Many injuries occur on board as a result of carrying heavy luggage, 5 cabin crew gave 6 statements supporting this area, and *“If anything happens you are not covered by insurance, but you get off for 1 month”* and physiotherapy is provided by the company. As a result 2 cabin crew were very upset and still frustrated with the way the company treated them as 1 cabin crew stated *“It doesn’t matter how loyal you are to the company. They use you in the good days. And dump you in the bad days. I still have a back problem”*. One cabin crew stated that despite the insurance issue, management tells them *“‘Don’t be brute to passengers, assist’. I say if the passenger dragged the bag all the way from home, then they can handle it later”*, therefore they are not willing to assist.

All cabin crew identified with the scenario relating to assisting passengers with heavy luggage. Almost all cabin crew learned to be careful when helping passengers because they did not want to get injured. However, a minority stated that they

refused to assist passengers with their luggage, but would offer alternative ways to assist them, such as not lifting the luggage, but place it in a corner of the aircraft or behind a seat.

7.5.4. Job Frustrations (*Vignette 14 (Appendix 7)*)

Nine cabin crew agreed very strongly with this vignette (table 7.51), and four cabin crew said in 8 statements that there was a lot of injustice present, especially when it came to promotions as there were discriminations. Two cabin crew in 4 statements stated that there was discrimination in the organisation, for example *“You know of me personally. You have that kind of impression. Certain kinds of position, the top ones, have a networking of a certain type of race. Why? If you are competent enough to go there, you will see that there is a certain kind of fight back”*. Another cabin crew stated *“I have taught instructors to teach, the managers are English, the foreign crew are mainly English and Australian (who get the promotions). What is the point of complaining. They will say “Oh, he complains a lot”*. In this particular scenario, this cabin crew has learned to accept it. As a result, cabin crew get frustrated with it as *“there is no fair share with the work”* and it all depended on the ‘contacts’ one had. Other issues that emerged were dissatisfaction with the scheduling, or on board issues. Only 1 cabin crew (2 statements) said that they *“didn’t have any problems like that”* and did not feel frustrated or upset.

Three cabin crew stated that normally they would complain to their managers and tell them what is happening for example *“I would talk to my Cabin Crew Manager”* and *“I would talk to the purser”*. In addition, crew prefer to talk to their friends or other crew. There is a Peer Support Unit, where crew can talk about their flying

experiences “*especially to talk about emergencies that have happened*”. Two cabin crew felt that there was no support from the management, as they felt that “*The company has a diffuser approach. If you want to complain about something, come and complain. But nothing happens*”. This is similar to the responses obtained for vignette 7, in that even if letters are sent to the managers, there is no response from them.

Three cabin crew offered solutions to the issues they faced as they felt that more communication was needed, in addition to be listened to. One idea that emerged from 2 different people was to have an independent body who would listen to the complaints of the crew, e.g. one stated, “*Maybe something that could be very factual, state the facts, and try to give a proper solution*”. They suggest that different nationalities would be involved in order to eliminate any biases.

The majority of the cabin crew did feel frustrated, as they felt there were injustices present. Some cabin crew felt that they were discriminated against, as they felt there was a preference in nationalities when promotions were concerned. However, this is the view of the cabin crew and no other information is available to verify this.

The organisation has a Peer Support Unit and it was stated that this was beneficial for the cabin crew to be able to express themselves as well as receive support from their peers. The issue of not receiving support from management emerged from this scenario as crew felt that their frustrations are listened to but no action seems to be taken. Once more these results are consistent with the findings by Williams (2003). A very similar response was present in the Coping Strategies scenario.

7.5.5. *Balancing Home/ Work Responsibilities (Vignette 15 (Appendix 7))*

Even though none of the cabin crew interviewed were parents, 6 cabin crew felt in 13 statements that it would be very “*difficult*” being a parent while working as cabin crew (table 7.51), as one stated, “*It is not easy bringing up a child in a job like ours. Anything could happen*”. The main reason for this difficulty as stated by 4 cabin crew in 6 statements is that one cannot focus on the job clearly. It was suggested that the children will always be on the parent’s mind, therefore the interaction with the passengers could get affected. One stated “*it will be in your head, and I’m sure that as soon as you land, you’d call the house*”. Three cabin crew felt that it was a disadvantage to be working as cabin crew and being a parent because “*There is no flexibility in this job, and you have to stay away from your family a week maybe... and there is no proper follow up with your kids*” and there would not be a stable environment for the children as there is no fixed structure, a lifestyle that has attracted these individuals to the job in the first place (vignette 1). In addition, even if technology is advanced, at times it still can be difficult to get in touch with the family, because of the different time zones.

In response to this vignette, 1 cabin crew mentioned that the work situation is changing drastically, and he felt he had a high “*overload*” and that “*you don’t have time. You don’t have time to see your friends*”. However, 4 cabin crew explicitly stated that they were happy with their role at present and they did not face any issues balancing home and work, although this could be as a result of still being single.

The majority of cabin crew agreed that it would be difficult being a parent if they were working in the role of cabin crew. This could be because cabin crew in general

tend to disengage from their issues while on board, and these crew feel that if they had a family to take care of, then possibly this coping strategy may not work. In addition the lifestyle involved with a cabin crew job would not be beneficial if children had to be taken care of.

7.6. RELATIONSHIP WITH PEERS

7.6.1. Colleague Interaction (*Vignette 12 (Appendix 7)*)

Cabin crew in this airline, rarely work with the same team members, as the teams get rotated, and with a cabin crew workforce of approximately 5000 employees, the chances of flying with the same group of people, or even with one team member are slim. Therefore this concept was explored further in the vignette, in order to assess how cabin crew felt about this in general (table 7.51). The results confirmed that 5 cabin crew learned to accept this scenario with the 6 statements they made, such as: *“Sometimes you have such a great flight, and you think ‘I wonder if I’ll fly again with them’. But I know that I’ll have somebody new”*. Crew learn to adjust to this as 1 cabin crew stated that *“At the beginning it used to be, not problematic, but it used to be something strange because you had to adjust, to every flight, to every people, to every senior, to every kind of demands”*, in addition, feelings of loneliness are felt, especially when the crew are new in their role.

Five cabin crew made 10 statements relating to the work environment, as they felt that not flying with the same crew was part of the job. Cabin crew were able to see the positive and the negative aspect of this, and it was stated in 4 statements by 4 different crew. Overall, crew prefer the change, because if they flew with a bad team, then they know they will be unlikely to fly with them again. In addition, conflicts at

work are reduced, because in a way, crew have to start from the beginning with their interactions, and they know that after a trip *"I just got used to it. It is brief and nice. It can reduce a lot of conflict"*. In addition, different personalities are met, which adds to the variety of the job. One cabin crew said: *"I think it is a good idea. Sometimes you have a really hard worker, and all is fine, but sometimes you don't have a good one, and things don't go well. If we go with these kind of people, for 1 month or for 1 year or whatever, the work will suffer. So, it is better to go and meet different workers"*. Also concerning this area, 2 cabin crew felt that *"actually, you are at work, and you are not there to make friends. You are there for work"*. What is important is the job focus, and everyone does what they have to, for example; *"And me personally from the beginning, what is the combat of the job? I follow that, so nobody can hassle me, you know what I mean. So, I'm like systematic, procedural, coming to work, I don't abuse, I do my share"*. Therefore cabin crew in general do appreciate this aspect of the job even though initially, it may have been a bit difficult, as 1 cabin crew stated *"we have been raised with airline X"* implying that it is the culture of the company, and they probably would not like it another way.

With regards the friendships, 3 cabin crew specifically stated that they do not need to make friends at work, as they have their group outside work, therefore the telephone numbers are *"very seldom"* given out. Nonetheless, 1 cabin crew stated that only if they *"clicked"* with the other person, would they see them outside work.

Two cabin crew stated in 2 different statements that even though they do not see the same people again, they like to encourage and praise the team and tell them things like *"I make it a point to say it if I like people, or I would like to have you as crew"*

soon". The cabin crew feel that by saying this, it motivated the crew to do a good job in the future.

Only 1 cabin crew, who is a pursur, mentioned that the first few minutes prior the flight are crucial and "*As a leadership approach, it is very, very important, you have a new team, you should state expectations, and take the expectations from others. At least you have some fine tuning with the team*". Therefore the team interaction may set the mood for the actual team, and boundaries are established.

This area did not affect cabin crew, as they enjoyed flying with different cabin crew. Some cabin crew did express that they would like to fly with the same people, but if there was a team that was particularly bad on a flight, they would be relieved not to see them again. In a way, the crew are able to see advantages and disadvantages to this, but in the whole, they were satisfied not working with the same group, as they felt that conflicts at work were reduced. Everyone started fresh in the flight.

It has to be noticed that crew did feel lonely when they started their role, but as they developed their personal network, then they adjusted to the job, as they may have realised that when they are on board, they are working, so it is not a place to make friendships.

7.6.2. Peer Support (*Vignette 13 (Appendix 7)*)

Five cabin crew stated in 9 statements that they would try to interact with their colleagues and talk to them (table 7.51). These crew did not want to see a cabin crew quiet or going through some difficulty on their own, as they want people to be in a

good mood, but it depends on the personality type of the crew. For example one stated *“They know I am a chit chat box. Unless there is this kind of person, who does not want to talk, because of their character. So you can’t ask her if she has a boyfriend. You don’t go into details, but ask are you alright...you know I talk to them, they are my team, I like them”*. In addition, 1 crew stated that trying to have a good interaction with the crew is important in a long haul flight, as they are away from home for many days. After the initial contact, the style that is used by the cabin crew is important, and this was stated in 7 statements by 5 cabin crew, as to be approachable is important; *“I want them to be able to approach me. I want to look that I am approachable”*, especially if any emergencies happen on board, then to establish a trust among the team is important *“the most important thing is if something goes wrong, they will be... they will be the ones who will listen to you, and they have to trust and you have to trust them”*. Nevertheless, cabin crew felt that it was also important to be objective if an issue arose, or if a crew was going through a difficulty, as *“they may identify with the situation very strongly”*.

Cabin crew (N=3) did admit that it took an effort to interact with colleagues, and this was stated 3 times, but it really depended on the type of flight, because if it was a turn around, everyone is busy with the service, and there is no time to speak to the rest of the cabin crew.

Nonetheless, 1 person stated that they preferred to keep quiet if they had a bad day, they felt that *“it is better, so that I don't impose myself and worries on others”*.

The majority of cabin crew agreed that they would make an effort to get to know their colleagues. This is important in order to build trust, and support, as the crew are meeting each other for the 1st time. This is important in case there are emergencies on board, or some issues occur, so that everyone knows each others, and enabling them to enjoy their job more. However, some crew stated that this can be difficult, as not everyone wants to open up or be friendly, as some individuals seem to be more private, and keep more to themselves.

7.7. CONCLUSION

From this qualitative study, a few issues arose that had not been explored or studied previously. The general theme that overlapped in most of the vignettes was the way the airline's management addressed the issues that cabin crew were facing. As established, the cabin crew job is stressful, especially when taking into account the travelling, passenger interaction, emergencies on board, dealing with ones emotions, interacting with different colleagues on a daily basis, and not forgetting the personal issues that may be occurring in their personal life. There was a lot of frustration present, whether related to on the job issues, or changes that occurred in the organisation, and cabin crew felt that management had double standards, and cabin crew had no choice but to accept the situation if they wanted to continue in the role.

This study has helped understand the issues which contributed to the experience of low Personal Accomplishment. Even though cabin crew seemed happy with their role as cabin crew and enjoyed the lifestyle, crew felt discriminated against, and they did not see any fairness in the organisation, but they felt that they could not complain

about it to anyone either. This could be a possibility for the decrease in job satisfaction observed in study 2 (Chapter 6).

Nonetheless, the cabin crew interviewed did mention that their responsibility towards their job and role was important to them and therefore tried not to let this negativity affect them. In addition, cabin crew would motivate themselves in order to be more focused on the job, and they genuinely seemed to enjoy their job, even though passenger interactions were strenuous at times.

Emotional Labour was a theme that emerged from the majority of the vignettes, whether cabin crew were dealing with customers, colleagues, and even when they were with their friends. In most of the situations that were presented to the cabin crew from this sample, Emotional Labour seemed to be present. This needs to be explored further, perhaps not just in a work setting.

In terms of coping with the role, cabin crew seemed to use their own personal resources. They seemed to cope better when they dealt with actual on the jobs issues, than to think about their personal issues, as it kept them focused on the job, probably because the situations they encountered were familiar. However, even if the crew were unsatisfied with the way management dealt with them, the majority would write letters, or would inform their superiors about their dissatisfaction knowing there would not be a response back. The impression the researcher got after conducting the interviews was that the crew may feel that they are on their own, and cannot contribute to the airline, even if they are the ones dealing with the customers. They felt that their input would be important, as they are not listened to. Overall, different

coping dimensions were used by cabin crew, such as active coping, planning, suppression of competing activities, seeking social support, focusing on venting emotions, mental disengagement, and most importantly acceptance (Carver, Scheier & Weintraub, 1989), which appeared to be the common method used by almost all cabin crew. This would need to be addressed in future studies, perhaps by using quantitative measures such as the COPE (Carver *et al.*, 1989) in conjunction to vignettes. In this study, the use of vignettes was of importance as a better insight was obtained on the actual strains that cabin crew experience, as cabin crew acknowledged that performing Emotional Labour could be difficult at times, but the actual job was important for them. In addition, some crew from this sample did resort to writing letters to their managers, even though they knew there would not be an outcome, but it was a way for them to vent out their grievances.

The cabin crew interviewed were very empathetic toward the passengers, except for a few exceptions, when passenger demands were so high, that crew would become sarcastic or act in a rude manner. Even though performing Emotional Labour was strenuous at times, cabin crew knew how to deal with it very well, and would not let the issue get to them, but almost all crew felt that if they had a bad day, and they would not be able to mask their emotions that day, then they would prefer not to go to the flight and be unprofessional. These cabin crew were very conscientious and proud of their role, but unfortunately the majority felt that they did not have the backing of the management. In future research, a measure of empathy could be added, in order to explore what role it played in the Emotional Labour process.

In conclusion, this study verified that Emotional Labour was conducted extensively in all aspects in the cabin crew role, whether dealing with passengers (Hochschild, 1983; Anderson, 1993; Taylor & Tyler, 2000; Kinman & Gallagher, 2001; Williams, 2003) or with colleagues. However, the attitude of crew was very matter of fact, and they knew and were very much aware that performing Emotional Labour was part of the job and it had to be done, giving an explanation to why expectations and experiencing Emotional Labour did not change over time (Chapter 6). In Chapter 6, it was observed that the expectations of Emotional Labour did not differ significantly from the actual job experience, but as stated earlier, there was a difference in the expectations and experiences of decision making, peer support and role clarity as ratings of actual experiences once in the job were lower. In addition, the interviews suggested a possible reason for the decrease in job satisfaction (both intrinsic and extrinsic). Specifically, crew felt unappreciated for their efforts, mainly because they felt that the management of their organisation took their work for granted, as crew felt that management may not realise the effort they put into their job. To some extent this supports the findings by Zapf *et al.* (2001) in that Emotional Labour overlapped with organisational stressors.

Various coping strategies were used in this cabin crew sample, and future research would need to address these further together with Emotional Labour by using standardised quantitative measures, and examine if any cultural differences are present, since the previous studies (Chapters 5 & 6) indicated that culture did play a role in the experience of Organisational variables. The next and final chapter (Chapter 8) will provide the reader with a summary of findings obtained in this thesis, as well as future implications and applicability of the results.

Chapter 8

Overall Discussion of Results, Limitations of Study and Conclusion

This chapter will provide the reader with an overview of the overall results obtained in the 3 main studies conducted on Cabin Crew, Emotional Labour and Stress with relation to the published literature in this area respectively. Recommendations, implications for future studies, and limitations of this study will be discussed. To conclude, the contribution these results add to the existing literature will be presented, as well as its practical implications in an organisational setting in terms for recruitment and retention.

8.1. AIMS OF RESEARCH

The aims of the studies in this thesis were stated in full in Chapter 2. The main aim was to follow up employees when they first joined the airline and following them up after 2 years. The research questions that were addressed are as follows:

- 1- To investigate the impact of gender, culture and personality on the experience of Emotional Labour and other work stressors (Chapters 5 and 6)
- 2- To investigate if Emotional Labour and other work strains impact on physical and mental health (Chapters 5 and 6)
- 3- To investigate whether cabin crew have expectations of Emotional Labour and organisational variables at the beginning of the job, and

whether theses match 18 months later, and if these expectations predict outcomes like burnout (Chapter 6)

- 4- To examine differences in perceptions between those who have been employed more or less than eighteen months (Chapter 5)
- 5- To investigate if Emotional Labour and Organisational variables predict tenure (Chapters 5 and 6)
- 6- To investigate the coping strategies that cabin crew use, in order to continue working in their role (Chapter 7)

The section below will summarise the findings of all the studies, and the aims will be discussed separately.

8.2. SUMMARY OF FINDINGS

Baseline Data

The 1st quantitative study in this thesis (Chapter 5) provided baseline data for existing cabin crew. As far as this author is aware, this is the first attempt in obtaining data in a cabin crew population with relation to Emotional Labour, Organisational variables, Physical and Psychological symptoms in conjunction. In addition, baseline data was also obtained about the job expectations of new cabin crew, who still had not commenced their job (Chapter 6).

At this stage, no normative data for cabin crew exists concerning the Emotional Labour and Organisational variables, as well as the PSI and GHQ scores. Therefore the results from study 1 (Chapter 5) could be used as a guideline for future cabin crew research. To summarise, men expect to have more Emotional Control on the job

than women (Hochschild, 1983; Van Maanen & Kunda, 1989; Wharton, 1993). Women experience more physical symptoms. Also some of the participants experienced poor psychological wellbeing, and these individuals had lower expectations of the satisfaction the job would bring to them. Also individuals from Australia scored higher on the GHQ than the rest of the nationalities. In addition, the type of culture a participant came from contributed to whether they had high scores on the GHQ. Overall, Individualistic cultures reported higher GHQ scores than Collectivist cultures. This is important as the majority of cabin crew who resigned were from Individualist cultures, and they may have felt more stressed on the job, and may have been less able to cope with the job demands, especially if they faced the types of issues encountered by the participants in the qualitative study (Chapter 7).

8.3. AIMS

1- To investigate the impact of gender and culture on the experience of Emotional Labour, other work stressors and physical and psychological well being (Chapters 5 & 6)

Gender

This research question was addressed in 2 chapters (Chapters 5 & 6). In the cross sectional study (Chapter 5), it was observed that some gender differences were found concerning Norms Regarding Emotions, in that men agreed more strongly than women that Norms concerning emotions were present in the organization. No other significant difference was found with regards to the Emotional Labour results. The

general lack of gender differences is in accordance with the findings of Mann (1999), Strazdins (2000) and Erickson and Ritter (2001).

When gender differences in the expectations of Emotional Labour in new cabin crew were analysed (chapter 6), it was observed that there are differences present in the expectations of experiencing Emotional Control, with men expecting to have more of it than women. This finding is of interest, as even though the literature states that no gender differences are present where Emotional Labour experiences are concerned (Mann, 1999; Strazdins, 2000; Erickson & Ritter, 2001), but the expectations before the job is started does vary.

In relation to Organisational variables (Chapter 5), men felt there was a moderate amount of Decision Making present, while women disagreed and felt that there was just a little of it present, suggesting perhaps that men may be allowed a greater role in decisions than women. Also men experienced slightly higher levels of Job Satisfaction, consisting specifically of Extrinsic factors. This finding contradicts Wharton's (1993) study, as he observed that employees conducting Emotional Labour, women tended to be more satisfied at work. In addition, men expected to have more Role Clarity in the job than women did before starting in their role (Chapter 6).

Culture

In total, approximately 31 nationalities participated in the studies. Hofstede's (1983) classification of Individualistic and Collectivistic cultures was used as the basis for

analysis. A key finding was that Individualistic cultures displayed more Positive Emotions than cabin crew who came from Collectivistic cultures (Chapter 5). This could be because individualist cultures place emphasis on personal freedom and being able to express themselves (Hofstede, 1983) probably whether it is displaying either positive or negative emotions. Taylor (2003) also found that there was a difference between Individualistic and Collectivistic cultures in the way emotions were expressed, as collectivist performed more deep acting.

In the longitudinal study (Chapter 6), a difference was found between participants at the beginning of their job (Chapter 6; Part I) with concerns to the expectations towards Norms Regarding Emotions in that Individualistic cultures seemed that they had to modify their expectations as their views changed over time (Chapter 6; Part III), while the expectations of Collectivistic cultures remained the same, and did not change after their exposure to the job. Organisational expectations were different between cultures, in terms of Role Conflict, Feedback, Autonomy and Control, Peer Support and Decision Making. Individualistic cultures expected to have less Role Conflict, less Autonomy and Control and less Decision Making, while Collectivistic cultures experienced less Norms Regarding Emotions and less Peer Support. In the 2nd wave of the longitudinal study (Part III, Chapter 6), no significant difference emerged with the Emotional Labour variables, nor with the Organisational ones. This could indicate that the organisational culture (Payne and Cooper, 2001) may have played a role in regulating the expectations with the actual experience of cabin crew, but the small sample size needs to be taken into account (N=35). This concept may need to be addressed further in future studies.

In addition in Study 2 (Chapter 6; Part I & Part III), Individualistic cultures reported a significantly higher score on the GHQ, indicating that they were experiencing slightly poor psychological well being than Collectivist individuals. These findings indicate that it may be important for organisations to address people expectations particularly if they are working in a different cultural context.

It was observed that nationality of the participants did play a role in the scores. Australians reported higher scores on the GHQ in comparison to Arabs, Asians (both from the Subcontinent and East Asia). And individuals from Africa scored slightly higher than individuals from East Asia. These results contradict Donath (2001) as it was stated that the GHQ did not detect mental illness in an Australian population, but the results of this sample show otherwise.

Personality

From the results, it was observed that on overall cabin crew perceived themselves as having intellect, being attractive, extraverted, agreeable, emotionally stable, being conscientious and having low negative valence (Chapter 5). No relationship was found between personality and Emotional Labour. Nonetheless, positive relationships were observed between conscientiousness and peer support, as well as Influence over decision making. Hence, this study was inconsistent with Tews and Glomb (2003), as they found that Extraversion was positively related to expressing felt positive emotions, while Neuroticism was positively related to expressing genuinely felt negative emotions. However, as stated earlier in Chapter 5, it has to be noted that the participants in this airline have been selected as a result of

psychometric testing, which were selected for the kind of characteristics described above, therefore this could be a possible reason why no significant results emerged.

2- To investigate if Emotional Labour and other work strains impact on physical and mental health (Chapter 6)

The results of the present study (Chapter 6) indicate that on overall cabin crew were experiencing moderate levels of Emotional Exhaustion and Depersonalisation and they were experiencing low Personal Accomplishment.

Also, it was observed that the more Emotional Exhaustion is experienced, the higher the experience of Emotional Dissonance, the more feedback received and less Job Satisfaction is experienced. Depersonalisation was positively correlated to high scores on both Emotional Dissonance and the GHQ. These results are in accordance to the Emotional Labour literature in that Emotional Labour is related to Emotional Exhaustion (Morris & Feldman, 1997; Erickson & Ritter, 2001; Zapf *et al.* 2000b, Heuven & Bakker, 2003; Dormann & Zapf, 2004).

In accordance to the results obtained, experiencing less Role Clarity was a predictor of Emotional Exhaustion. As for Depersonalisation, Emotional Dissonance was a predictor, and this is very similar to results obtained by Heuven and Bakker (2003) in their cabin crew study. On a more positive note, having Role Clarity was a predictor for Personal Accomplishment. From the overall results, it can be observed that there was a correlation between Emotional Exhaustion and Emotional Dissonance.

Feedback, not having Role Clarity and not being satisfied with the job. However, no literature is available that examined all of these variables in conjunction.

Depersonalisation was positively correlated to Emotional Dissonance. These findings are consistent with Zapf *et al.* (2002) who stated that Emotional Dissonance is a predictor of Emotional Exhaustion and Depersonalisation, as it is a stressor in the environment and it impacts health in a negative way (Zapf *et al.* 1999).

The results in this thesis indicated that Emotional Dissonance is a mediator between Job Satisfaction and Role conflict, and this is different from the results obtained by Heuven and Bakker (2003) as they observed that there was no interaction between job demand, job control and Emotional Dissonance.

3- To investigate cabin crew expectations of Emotional Labour and organisational variables at the beginning of the job and whether these match 18 months later, and if these expectations predict outcomes like burnout (Chapter 6)

It has to be noted that there is a scarcity in the research concerning longitudinal studies, and these results are an attempt in researching expectations and the actual reality of the role. Overall, the current results of the longitudinal study (chapter 6) indicate that new cabin crew expect high levels of Norms regarding Emotions to be present in their future job, as well as expecting moderate amounts of Emotional Control. In addition, cabin crew expect to show high amounts of Positive Emotions, and expect to display less Negative Emotions. A moderate amount of Emotional Dissonance is expected on the job. As this is the first known attempt in measuring

expectations of the future role in a cabin crew population, there is no published literature to support these results.

For the Organisational Variables, cabin crew expect to have high amounts of Job Satisfaction in their future job, as they expect to have both internal and external job satisfaction, and the scores are higher than norms for UK managers and administrators (Mullarkey *et al.*, 1999). Moderate scores on Decision Making, Role Clarity and Decision Making are expected from the cabin crew role. In addition, the results indicated that Emotional Exhaustion is positively correlated with Emotional Dissonance, more Feedback and less Job Satisfaction. Higher scores on Emotional Dissonance and GHQ, then the higher the scores on Depersonalisation.

In the follow up study, it was observed overall, all of the results were consistent over time, in that the majority of expectations matched the experience of the job, especially with relation to the Emotional Labour variables. However, there was a difference in the organisational variables, as Role Clarity, Decision Making and Job Satisfaction decreased over time. This suggests that the expectation of Emotional Labour did not change over time, but the expectation of the Organisational variables were expected to be higher than was their actual experience. A possibility for this is that the participants may have been given a more positive image of the job at the time of joining the organisation.

In addition, it was observed that cabin crew developed health issues over time (Kinman & Gallagher, 2001), and this is consistent with the cross sectional study, in

that the longer crew remained in their job, lower physical and psychological health was reported.

No longitudinal studies on Emotional Labour exist, but the present study demonstrates that expecting to experience Emotional Dissonance at time 1, as well as experiencing less job satisfaction were predictors for experiencing Emotional Dissonance at a later stage. While the expectation of having less autonomy and control was a predictor of Depersonalisation. On the other hand, expecting to display positive emotions was a predictor for Personal Accomplishment, and at a time 2. Hence, the more positive a person is in their view about their future job, in terms of job satisfaction, the more personal accomplishment will be experienced.

4- To examine whether perceptions are different between those who have been employed more or less than eighteen months

It has been observed that crew who were working longer in the organisation felt that more Norms Regarding Emotions was present than those who had been there less time (Chapter 5). The longer crew stayed in their job, the less satisfied they were in comparison to the group who worked less months in the organisation. Crew were very satisfied when it came to Extrinsic Job Satisfaction. The longer crew stayed in their role, the less Extrinsic Job Satisfaction they experienced.

In addition, the longer crew stayed in the organisation, the more physical symptoms were experienced, mainly an increase in the experience of headaches, constipation

and tiredness and fatigue. No gender or cultural differences in GHQ scores were found for this sample.

These results are of interest, as they indicate that the longer a person stays in their role, the likelier they are to experience a form of job dissatisfaction, as well as experiencing some physical symptoms such as tiredness and fatigue. This suggests that cabin crew may develop psychological ill health, which is in accordance to Kinman & Gallagher (2001), Heuven & Bakker, (2003) and Dormann & Zapf (2004). It has to be noted that at this present date, no previous research exists showing if there is a difference in perceptions with relation to the amount of time one has worked in an organisation.

5- To investigate if Emotional Labour and Organisational variables predict tenure (Chapters 5 and 6)

An attempted was made to explore if any differences emerged in the responses of the participants with relation to tenure. Although no known studies exist with relation to this concept, the present study has yielded some significant findings. Individuals who perceived themselves as having higher levels of feedback (Chapter 5; Study 1) when recorded were still in the company one year later. However, participants who resigned had experienced more Role Conflict, and more Physical Symptoms when measured one year earlier.

Also, culture may play a role, as a significantly higher number of participants from Individualist cultures resigned from their job. This could be because the role of cabin

crew requires team interaction, which would be in line with collectivist cultures (Hofstede, 1983). Also, cabin crew from individualist cultures may feel that they are not able to express their dissatisfaction openly in the organisation (Chapter 7), because they prefer to challenge others and need extrinsic motivators at work. There is a focus on rights over duties (which is not encouraged by the organisation), emphasis on personal autonomy, identity and personal accomplishment, while individuals from collectivist cultures are focused on the job at hand, and tend to place emphasis on training, physical conditions, skills, are internally motivated and prefer to have harmony around them (Hofstede, 1983).

The main significant difference between the group who is still working for the organization (Chapter 6, Study 2) and the one who resigned, is that there were lower expectations of experiencing Autonomy and Control in the groups who were still working in the organisation. It should be noted that the participants left the organization after 7 to 12 months on the job (Chapter 6, Study 2, Part II). This indicates that perhaps the reality of the job may have become clearer to the crew.

Even though it was expected that Emotional Labour would play a role in predicting tenure, the studies in this thesis did not support this notion. The cabin crew in this sample were aware that they would be performing Emotional Labour or experience Emotional Dissonance, but it was not solely responsible for resignation. This is of interest, as other variable in conjunction to Emotional Labour did play a role, such as the culture an individual came from, as well as the experiencing less physical and psychological wellbeing. This thesis has demonstrated that Emotional Labour does

influence well-being, but it does not play a role in staff retention, as the organisational variables seem to have some effect in particular job satisfaction.

6- To investigate the coping strategies that cabin crew use, in order to continue working in their role (Chapter 7)

At the time of writing this thesis, no studies were published which examined coping and Emotional Labour. From this thesis, it was established that the cabin crew role is stressful, which has already been discussed in Chapter 1 (Hochschild, 1983; Kinman & Gallagher, 2001), especially when taking into account the different aspects of the job such as travelling, passenger interaction, emergencies on board and so on (Chapter 7). There was a lot of frustration present, whether related to on the job issues, or changes that occurred in the organisation, and cabin crew felt that management had double standards, and cabin crew had no choice but to accept the situation if they wanted to continue in the role. This did help the researcher to understand perhaps some of the causes for experiencing low Personal Accomplishment in Chapter 6.

Even though cabin crew seemed happy in their role, they felt that they were discriminated against, and they did not see any fairness in the organisation, but they felt that they could not complain about it to anyone either. This could be a possibility for the decrease in job satisfaction observed in the studies (Chapters 5 and 6).

Nonetheless, the cabin crew interviewed did mention that their responsibility towards their job and role was important to them, therefore did not let this negativity affect them (Robertson, Bartram & Callinan, 2002). In addition, cabin crew would motivate

themselves in order to be more focused on the job, and they genuinely seemed to enjoy their job, even though passenger interactions were strenuous at times.

Cabin crew seemed to use their own personal resources when it came to coping with their role. They seemed to cope better when they dealt with actual on the job issues, as they knew how to face them, and the situations they encountered were probably familiar. However, even if the crew were unsatisfied with the way management dealt with them, the cabin crew interviewed would write letters, or would inform their superiors about their dissatisfaction even though they knew there would not be a response back. Overall, different coping dimensions are observed in Chapter 7.

Cabin crew were very conscientious and proud of their role, but unfortunately the majority felt that they did not have the backing of the management. It has to be noted that conscientiousness was found to be related to Peer Support and Decision making.

Overall, in addition to shedding light on coping strategies, these findings help clarify the reasons behind a decrease in job satisfaction. For example, study 3 (Chapter 7) highlighted areas where cabin crew were dissatisfied, such as lack of recognition and support from management.

The next section is going to address recommendations that organisations could follow in order to retain their employees, and improve the work environment for them.

8.4. Recommendations

Five different recommendations have been presented as a result of the studies in this thesis in order for the organisation to be able to deal with their staff.

- 1- At the recruitment stage, the Recruitment Officers would need to be realistic with the way the cabin crew job is projected and portrayed, as a possible a more positive image was given of the role at the time of applying for the position, and then the expectations do not match the reality of the job.

- 2- From the overall results observed, cabin crew would need to be trained in being able to handle and cope better with the experience of Emotional Dissonance, especially since it is a predictor for Emotional Exhaustion. If crew were able to understand the concept of Emotional Dissonance and the possible consequences, then they may be able to tackle the discrepancy before they got emotionally exhausted, which could manifest itself as being de-motivated on the job.

- 3- In addition, management should try to minimise on the job stress, such as help staff develop their coping strategies through seminars, and stress management workshops which could be conducted on a regular basis (Micklevitz, 2001). For example, cabin crew from this organisation attend refresher training courses, so a session on stress management during that time could be beneficial to the individual. In addition, different relaxation techniques could be taught to cabin crew to be able to perform on board the aircraft. Another suggestion could be that after a busy period with the

passengers (ie: after the meal service is over), the pursur could have a brief session on some breathing techniques in order to promote a calm environment. Crew could also meet up after a flight for a limited period and discuss what annoyed them/ frustrated them about the passengers or/ & each other, and resolve any issues that may have arisen at the time. This could promote a better relationship for cabin crew on a particular route.

- 4- The organisation would need to promote a work environment that encourages autonomy, positive staff interaction, opportunities for growth as well as employee support. Even though it was deduced that these are available for cabin crew in general, some individuals felt discriminated against, but the senior managers in this organisation would need to look into the matter, and ensure that equal opportunities are available for everyone.
- 5- Cultural differences need to be acknowledged by the organisation, primarily because cabin crew are recruited from all over the world, and not all cultures react or behave in the same way. From this thesis it was clearly observed that cabin crew from individualistic cultures had a higher rate of resignation, therefore this would need to be addressed by the organisation. A possibility would be to tackle the expectations of individuals before they are selected for the role, and making it clear from the beginning what is expected from the individual from an organisational point of view.
- 6- The organisation may need to decide which image they want to project, that of an individualistic culture or a collectivist, and this could help the employee

before hand to decide if they would be able to fit in a particular work environment.

8.5. *Future Research*

This thesis has aimed to explore new cabin crew's expectations and the reality of the role, the effects that Emotional Labour and Organisational variables have in them, and which coping strategies are used. Nonetheless, there is a wide scope for future research in the field.

It has been observed that coping has not been previously been added to the Emotional Labour literature (Morris & Feldman, 1997; Kruml & Geddes, 2000; Brotheridge & Lee, 2003; Zapf *et al.*, 1999; Mann, 1999; Schaubroeck & Jones, 2000; Strazdins, 2000; Glomb & Tews, 2004), therefore this area needs to be addressed further. Studies have established that Emotional Dissonance can be taxing on the individual (Heuven & Bakker, 2003), but the way an individual copes may help regulate emotions and reduce strain.

In addition, the culture an individual came from played a role in the expectations they had. However, over time, these expectations were regulated. A possibility for this could be that the organisational culture (Payne and Cooper, 2001). This concept may need to be addressed further in future studies, taking into account the culture the organisation encouraged.

In future, research in the field of Emotional Labour would need to take into account Cultural differences of the employees, and explore further how this aides them in the performance of Emotional Labour.

8.6. Limitations of Studies in this Thesis

Three main studies were conducted as part of the thesis, of which 2 studies were quantitative in nature (Chapters 5 and 6). The main limitation of these studies was the sample size. As stated in chapter 5, there was a lot of resistance, and hence the participation rate was low. Low participation affected statistical analysis as in some cases, there was not adequate power (Tabachnick & Fidell, 2001), as observed in Chapters 5 and 6.

Another limitation was the classification of participants into the 2 groups devised by Hofstede (1983), which were Collectivistic and Individualistic cultures. Currently, with Globalisation, people from different backgrounds and nations may not be as different as one may expect them to be, as they may lead similar lifestyles. Also, people may be born in one place, carry that nationality, but may have been raised in another culture, therefore, the culture they stem from is not very clear as it may have been a few decades ago. Hence, in future studies, a more rigorous classification of cultural backgrounds could be used. In addition, it could also depend on the organisational culture whether an individual feels at ease in their role or not (Payne, 2002), which was not explored in this thesis.

A limitation of the qualitative study, is that a vignette examining intentions to leave could have been added, in order to explore if the interviewed crew were planning to

leave, and if this was the case, for which reasons. This could be added in future studies as qualitative methodology is gaining ground in psychological research.

The studies in this thesis were all self-reported measures, as a consequence, the results may not be objective. A common issue that arises with self reported measures is that it is not known whether participants are accurate at reporting their perceptions. In addition, the self report measures would have been answered when the participant was resting, or during their time off, and not on the job, or when they were performing Emotional Labour. In future, studies could incorporate diary measures and monitor the participants while on the job, obtaining results *in vivo*.

In addition, one of the studies in this thesis is cross-sectional (Study 1, Chapter 5), and as a result, in order to determine the direction of causation is not possible. Even though this thesis attempted a longitudinal study (Study 2, Chapter 6), the sample size was small, therefore the results lacked power. Ideally 3 waves of data collection were required, and perhaps, future studies in Emotional Labour could address this concept further.

8.7. Conclusion

In conclusion, this thesis has attempted a longitudinal study in the performance of Emotional Labour in conjunction with organisational variables and physical and psychological symptoms. In addition, one study examined job expectations and attrition, which has not been examined extensively in the past.

Practical implications for this study would be that in the recruitment phase, the organisation may need to portray a more accurate picture of the role of cabin crew targeting specifically individuals from Individualistic cultures, as they have a higher rate of attrition. This group seemed less prepared to handle the pressures of the job, and over time, experienced higher levels of stress, hence they may be using inappropriate coping strategies. However, this would need to be tackled further in future research. In addition, the training college could help the crew in developing their coping strategies both in relation to Emotional Labour and the organisational variables (Murphy, 1998). The studies clearly indicate Job Satisfaction decreases over time, therefore crew need to be given the right image of the role, and not glorify it, as approximately 18 months later, many are dissatisfied, and many decide to leave their job.

Crew would also need to learn to find ways to reduce stress, as levels of physical and psychological well-being decreased over time. Perhaps stress reduction programs would benefit both the individual and the organisation. The former would feel happier and perhaps more satisfied at work, while the latter would be able to retain their staff for longer periods, as “Stress management is a joint responsibility of both individual employees and managers in organisations” (O’Driscoll & Cooper, 2002; pp. 224).

In addition, this study on cabin crew could be generalised to other professions in the service industry such as waiters, sales agents, tour guides, hotel industry and so on, especially with relation to the country this research was conducted in, as the majority of the workforce are foreigners. The primary focus would be the experience of

Emotional Labour and stress in conjunction with how individuals view their job and role, and whether their managers understand the needs, problems and issues staff in the service industry may be going through. The country in which these crew were based in is going through an economic boom, and is opening its doors towards tourism, as well as attracting foreign investment in the region. Therefore this study could add value in the way organisations recruit their staff by providing them a realistic view of the role, as well as providing staff with stress reduction programmes, which would be of benefit to all cultures.

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Appendix 1

Dear Participant,

I am a Psychology PhD student at the University of Leeds, UK, and I am interested in studying the effects of stress on cabin crew. I would appreciate it if you would volunteer to be interviewed. This is an exploratory interview, in order to be able to identify some topics to be used in a later study. All the information is confidential, and you have the right to withdraw from the interview at any time you wish to do so. I will be writing down notes while interviewing you, but if it makes you uncomfortable, please let me know, and I will stop. The interview will take approximately 15 minutes. After the interview I'll give you a brief questionnaire which deals with your judgement on the amount of stress you experience. The questionnaire will take about 5 minutes to answer. Your responses are confidential, and your identity will remain anonymous for the whole of the study.

If you have any queries or suggestions please do not hesitate to ask me.

Thank you very much for your participation.

Alia Al-Serkal
School of Psychology
University of Leeds.
Leeds,
U.K.

Thank you very much for agreeing to take part in an interview for my research. The purpose of this form is to make sure that you are happy to take part in the research and that you know what is involved.

SIGNED
.....

DATE
.....

Appendix 2

Questions for the CC Interview:

- 1- How long have you been working with this airline?
- 2- On average, how many hours do you fly per week?
- 3- Do you do short haul or long haul flights?
- 4- What attracted you to the job?
- 5- How would you describe your flying experience?
- 6- How do you find your interaction with the customers?
- 7- What would you describe to be the hardest part of your job?
- 8- How would you say you cope with this?
- 9- What would you describe to be the easiest part of your job?
- 10- How would you describe your interaction with your colleagues?
- 11- Does your personal life get affected? How?

For Example:

Please list any other additional stress that is pertinent to you:

Thank you very much for your time and input

Appendix 4

CABIN CREW QUESTIONNAIRE

Dear Participant,

I am a first year PhD Psychology student at the University of Leeds, supervised by Drs Fiona Jones and Peter Gardner. I would appreciate it if you could spare some time to complete this questionnaire.

This questionnaire will look at your expectations about your future job. All the information that will be gathered is completely confidential, and will be used for research purposes only. The data will be stored at the School of Psychology, University of Leeds. The data, when analysed, will be based on group scores, so no individual's responses can be identified in the research report. Although the questionnaire is confidential, we would like you to give your name so that we can contact you again in the future. We will send a further questionnaire in 6 months time to see how the job compares to your expectations.

We hope that the study will yield important information on people's expectations and experiences as cabin crew. The participation of as many cabin crew as possible is important and your contribution will be highly appreciated. A summary of findings will be made available to interested individuals.

If you have any queries about the study please do not hesitate to contact me at the address below.

Thank you,

Alia Al-Serkal

*School of Psychology,
University of Leeds,
Leeds LS2 9JT
United Kingdom.
E-mail: aliaas@psychology.leeds.ac.uk*

Date: _____

Name: _____ Age: _____ Gender: _____ Nationality: _____

Country of Origin: _____ For how long have you lived in the UAE: _____

For how long have you been cabin crew with this airline? _____

Did you have cabin crew experience before joining this airline ? Yes No
If yes, for how long where you cabin crew? _____

Have you got family living in the U.A.E? Yes No
If yes, do you see them on a regular basis? Yes No

E-mail address: _____ Would you like to know the outcome of the study Yes No

This questionnaire deals with specific demands that arise from working with other people. In the following questions, these people will be referred to by using the general term “clients”. The questionnaire was developed for several occupations in the service sector, so that some questions might not be applicable to your job. We will still ask you to **answer all questions by choosing the answer that holds most true for your job.**

In many jobs which demand interactions with clients, one has to deal with both, one’s own feelings as well as those of the clients’ in a very particular way, in order to handle tasks of the job successfully. The way these interactions are regulated, however, differs from workplace to workplace.	Completely true	Mostly true	Partly true	Mostly not true	Not at all true
How is it where you work?					
1. These rules were explained to me by my boss.	1	2	3	4	5
2. These rules were imparted in educational seminars, put on by the company.	1	2	3	4	5
3. These rules were imparted in my vocational training.	1	2	3	4	5
4. These rules are an unspoken part of the corporate culture in our company (“that is just the way it is done”).	1	2	3	4	5
5. Following these rules is necessary in order to succeed in my career.	1	2	3	4	5
6. The job profile or professional ethics determine these rules.	1	2	3	4	5
7. These rules result from the societal expectations of my work.	1	2	3	4	5
8. I impose these rules upon myself.	1	2	3	4	5

<i>How often do you find the following issues arising in carrying out your job?</i>	Not at all	Just a little	Moderate amount	Quite a lot	A great deal
9. I receive conflicting instructions from 2 or more people.	1	2	3	4	5
10. Professionals make conflicting demands of me.	1	2	3	4	5
11. Managers make conflicting demands of me.	1	2	3	4	5
12. I do things which are expected by 1 person, but not by another.	1	2	3	4	5

<i>The following statements concern the information you get about your work performance</i>	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
13. I usually know whether or not my work will be satisfactory in this job.	1	2	3	4	5
14. I often have trouble figuring out whether I'm doing well or poorly on this job.	1	2	3	4	5
15. Most people on this job have a pretty good idea of how well they are performing their work.	1	2	3	4	5
16. Most people on this job have trouble figuring out whether they are doing a good or bad job.	1	2	3	4	5

<i>Please circle the answer which you think is most appropriate to you, with relation to your job.</i>	Very rarely/ Never	Rarely (once a week)	Sometimes (once a day)	Often (several times a day)	Very often (several times an hour)
17. How often can you decide for yourself on which emotions to display towards the client?	1	2	3	4	5
18. In contact with clients, how often is it necessary that you have to display your emotions in a very particular way in order to fulfil the company's demands.	1	2	3	4	5
19. How often in your job do you have to display pleasant emotions towards clients (i.e. friendliness or kindness)?	1	2	3	4	5
20. How often in your job do you have to display unpleasant emotions towards clients (i.e. strictness or anger if rules are not followed)?	1	2	3	4	5
21. How often in your job would you expect to have to put clients in a negative mood (i.e. unsettle/ evoke fear)?	1	2	3	4	5
22. How often in your job do you have to display, according to the situation, differing positive emotions towards clients (i.e. friendliness and enthusiasm and hope etc.)?	1	2	3	4	5
23. How often in your job do you have to display, according to the situation, differing negative emotions towards clients (i.e. anger and disappointment and strictness etc.)?	1	2	3	4	5

The following questions concern the amount of choice you have in your job. <i>To what extent do you:</i>	Not at all	Just a little	Moderate amount	Quite a lot	A great deal
24. Determine the methods and procedures you use in your job?	1	2	3	4	5
25. Choose what works you will carry out?	1	2	3	4	5
26. Decide when to take a break?	1	2	3	4	5
27. Vary how you do your work?	1	2	3	4	5
28. Plan your own work?	1	2	3	4	5
29. Carry out your work in the way you think best?	1	2	3	4	5

In order to meet the demands and expectations about how to deal with clients, it is often necessary to display very specific feelings towards the clients.

<i>For each of the feelings listed below, please mark how you are required to display them when working with clients.</i>	very rarely/ never	Rarely (about once a week)	sometimes (about once a day)	often (several times a day)	Very often (several times an hour)
30. affection / kindness	1	2	3	4	5
31. happiness / happiness for somebody	1	2	3	4	5
32. gratitude	1	2	3	4	5
33. friendliness	1	2	3	4	5
34. enthusiasm	1	2	3	4	5
35. shock / perplexity	1	2	3	4	5
36. anger	1	2	3	4	5
37. disappointment	1	2	3	4	5
38. hope	1	2	3	4	5
39. sympathy	1	2	3	4	5
40. aggression	1	2	3	4	5
41. neutrality / impartiality	1	2	3	4	5

Please circle the answer which you think is most appropriate to you, with relation to your job.	Very rarely/ Never	Rarely (once a week)	Sometimes (once a day)	Often (several times a day)	Very often (several times an hour)
42. How often do you expect to have to come across as being in a positive mood when dealing with clients (i.e. cheerful)?	1	2	3	4	5
43. How often do you expect to have to come across as being in a negative mood when dealing with clients (i.e. angry)?	1	2	3	4	5
44. How often in your job do you have to act very stern and strict towards clients (i.e. when certain rules are not followed)?	1	2	3	4	5
45. How often in your job do you have to suppress emotions in order to appear "neutral" on the outside?	1	2	3	4	5

46. How often in your job do you have to display emotions that do not agree with your actual feelings towards the clients?	1	2	3	4	5
47. How often in your job do you have to display pleasant emotions (i.e. friendliness) or unpleasant emotions (i.e. strictness) on the outside while actually feeling indifferent inside?	1	2	3	4	5
48. How often in your job do you have to display emotions that do not agree with your true feelings?	1	2	3	4	5
49. How often in your job would you expect to have to put clients into a positive mood (i.e. pleasing somebody)?	1	2	3	4	5

The following questions ask about the extent to which other people provide you with help or support. <i>To what extent can you:</i>	Not at all	To a small extent	Neither great nor small extent	To a great extent	Completely
50. Count on your colleagues to listen to you when you need to talk about problems at work?	1	2	3	4	5
51. Count on your colleagues to back you up at work?	1	2	3	4	5
52. Count on your colleagues to help you with a difficult task at work?	1	2	3	4	5
53. Really count on your colleagues to help you in a crisis situation at work, even though they would have to go out of their way to do so?	1	2	3	4	5

The following questions consists of looking at person A and B who have different interactions with clients at work. Please circle the answer which you think is most appropriate to you.	Exactly like that of A	Similar to that of A	In between A and B	Similar to that of B	Exactly like that of B
54. Person A has strict instructions from the company on how to deal with his/her own feelings and those of the clients. Person B has hardly any instructions from the company on how to deal with either his/ her own feelings nor those of the clients. <i>Which of these two jobs is most similar to yours?</i>	1	2	3	4	5
55. Person A has to display –if any- only very superficial positive feelings towards clients (i.e. superficial friendliness). Person B must, in addition, also display intensive positive feelings towards clients (i.e. kindness). <i>Which one of these two jobs is most similar to yours?</i>	1	2	3	4	5
56. Person A has to display –if any- only very superficial negative feelings towards clients (i.e. superficial strictness). Person B must, in addition, also display intensive negative feelings towards clients (i.e. strong anger). <i>Which of these two jobs is most similar to yours?</i>	1	2	3	4	5
57. Person A expressed mainly positive or neutral feelings towards clients. Person B expresses positive and negative feelings towards clients. <i>Which of these two jobs is most similar to yours?</i>	1	2	3	4	5

58. Person A is given specific instructions from an outside source on when to display certain emotions towards the client. Person B can decide himself/ herself if and when to display emotions towards the client. <i>Which of these two jobs is most similar to yours?</i>	1	2	3	4	5
59. For a Person A's job, it is very important to hide from clients any personal feelings which may arise. For Person B's job, it is of lesser significance to hide such feelings from clients. <i>Which one of these two jobs is most similar to yours?</i>	1	2	3	4	5

The questions below concern the influence you have over decisions at work. <i>To what extent:</i>	Not at all	Just a little	Moderate amount	Quite a lot	A great deal
60. Can you influence what goes on in your work area as a whole?	1	2	3	4	5
61. Does your immediate superior ask for your opinion before making decisions affecting your work?	1	2	3	4	5
62. Do you have the opportunity to contribute to meetings on new work developments?	1	2	3	4	5
63. Are you allowed to participate in decisions which affect you?	1	2	3	4	5

The next set of items deals with various aspects of your job. I would like you to tell me how satisfied you feel with each of these features of your job.	Extremely Dissatisfied	Very Dissatisfied	Moderately Dissatisfied	Not Sure	Moderately Satisfied	Very Satisfied	Extremely Satisfied
64. The physical work conditions.	1	2	3	4	5	6	7
65. The freedom to choose your own method of working.	1	2	3	4	5	6	7
66. Your fellow workers.	1	2	3	4	5	6	7
67. The recognition you get for good work.	1	2	3	4	5	6	7
68. Your immediate boss.	1	2	3	4	5	6	7
69. The amount of responsibility you are given.	1	2	3	4	5	6	7
70. Your rate of pay.	1	2	3	4	5	6	7
71. Your opportunity to use your abilities.	1	2	3	4	5	6	7
72. Industrial relations between management and workers in your firm.	1	2	3	4	5	6	7
73. Your chance of promotion.	1	2	3	4	5	6	7
74. The way your firm is managed.	1	2	3	4	5	6	7
75. The attention paid to suggestions you make.	1	2	3	4	5	6	7
76. Your hours of work.	1	2	3	4	5	6	7

77. The amount of variety in your job.	1	2	3	4	5	6	7
78. Your job security.	1	2	3	4	5	6	7

How true are the following of your job?	Not at all	Just a little	Moderate amount	Quite a lot	A great deal
79. I have clear planned goals and objectives for my job.	1	2	3	4	5
80. I know that I have divided my time properly.	1	2	3	4	5
81. I know what my responsibilities are.	1	2	3	4	5
82. Explanation is clear of what has to be done.	1	2	3	4	5
83. I know exactly what is expected of me.	1	2	3	4	5

During the past 30 days did you have any of the following symptoms? If you did have the symptom, did you see a doctor about it? Please circle the appropriate answer.

During the past 30 days did you have?	No	Yes, but I didn't see doctor	Yes, and I saw a doctor
84. An upset stomach or nausea	1	2	3
85. A backache	1	2	3
86. Trouble sleeping	1	2	3
87. A skin rash	1	2	3
88. Shortness of breath	1	2	3
89. Chest pain	1	2	3
90. Headache	1	2	3
91. Fever	1	2	3
92. Acid indigestion or heartburn	1	2	3
93. Eye strain	1	2	3
94. Diarrhoea	1	2	3
95. Stomach cramps (Not menstrual)	1	2	3
96. Constipation	1	2	3
97. Heart pounding when not exercising	1	2	3
98. An infection	1	2	3
99. Loss of appetite	1	2	3
100. Dizziness	1	2	3
101. Tiredness or fatigue	1	2	3

We should like to know if you have had any medical complaints and how your health has been in general, over the last few weeks. Please answer ALL the questions simply by circling the answer which you think most nearly applies to you. Remember that we want to know about present and recent complaints, not those that you had in the past.

It is important that you try to answer ALL the questions.

Have you recently...

102. Been able to concentrate on whatever you're doing?	Better than usual	Same as usual	Less than usual	Much less than usual
103. Lost much sleep over worry?	Not at all	No more than usual	Rather more than usual	Much more than usual
104. Felt that you are playing a useful part in things?	More so than usual	Same as usual	Less useful than usual	Much less useful
105. Felt capable of making decisions about things?	More so than usual	Same as usual	Less so than usual	Much less than usual
106. Felt constantly under strain?	Not at all	No more than usual	Rather more than usual	Much more than usual
107. Felt you couldn't overcome your difficulties?	Not at all	No more than usual	Rather more than usual	Much more than usual
108. Been able to enjoy your normal day-to-day activities?	More so than usual	Same as usual	Less so than usual	Much less than usual
109. Been able to face up to your problems?	More so than usual	Same as usual	Less so than usual	Much less able
110. Been feeling unhappy and depressed?	Not at all	No more than usual	Rather more than usual	Much more than usual
111. Been losing confidence in yourself?	Not at all	No more than usual	Rather more than usual	Much more than usual
112. Been thinking of yourself as a worthless person?	Not at all	No more than usual	Rather more than usual	Much more than usual
113. Been feeling reasonably happy, all things considered?	More so than usual	About same as usual	Less so than usual	Much less than usual

The following questions are related to your personality. Please answer the following questions as honestly as possible:

114. I act wild and crazy	Yes	No	159. I have excellent ideas.	Yes	No
115. I am concerned about others	Yes	No	160. I have frequent mood swings.	Yes	No
116. I am never at a loss for words	Yes	No	161. I hold back my opinions.	Yes	No
117. I am not easily bothered by things.	Yes	No	162. I insult people.	Yes	No
118. I am not highly motivated to succeed.	Yes	No	163. I interfere in other people's business.	Yes	No
119. I am not interested in abstract ideas.	Yes	No	164. I jump into things without thinking.	Yes	No
120. I am not interested in other people's problems.	Yes	No	165. I keep improving myself.	Yes	No
121. I am often down in the dumps.	Yes	No	166. I keep in the background.	Yes	No
122. I am open about my feelings.	Yes	No	167. I keep myself well-groomed.	Yes	No
123. I am quick to understand things.	Yes	No	168. I know that I am not a special person.	Yes	No
124. I am relaxed most of the time.	Yes	No	169. I like order.	Yes	No
125. I avoid difficult reading material.	Yes	No	170. I like to tidy up.	Yes	No
126. I believe laws should be strictly enforced.	Yes	No	171. I make friends easily.	Yes	No
127. I believe that I am important.	Yes	No	172. I make people feel at ease.	Yes	No
128. I break rules.	Yes	No	173. I need the approval of others.	Yes	No
129. I carry the conversation to a higher level.	Yes	No	174. I often feel blue.	Yes	No
130. I change myself to suit others.	Yes	No	175. I pay attention to details.	Yes	No
131. I conform to others' opinions.	Yes	No	176. I pay no attention to my appearance.	Yes	No
132. I copy others.	Yes	No	177. I put people under pressure.	Yes	No
133. I demand attention.	Yes	No	178. I seldom feel blue.	Yes	No
134. I do crazy things.	Yes	No	179. I speak softly.	Yes	No
135. I do things by the book.	Yes	No	180. I sympathize with others' feelings.	Yes	No
136. I do things in a half-way manner.	Yes	No	181. I take advantage of others.	Yes	No
137. I don't care about dressing nicely.	Yes	No	182. I take charge.	Yes	No
138. I don't like to get dressed up.	Yes	No	183. I take things as they come.	Yes	No
139. I don't talk a lot.	Yes	No	184. I talk mainly about myself.	Yes	No
149. I feel comfortable with myself.	Yes	No	185. I talk to a lot of different people at parties.	Yes	No
150. I feel desperate.	Yes	No	186. I try to avoid complex people.	Yes	No
151. I feel others' emotions.	Yes	No	187. I try to follow the rules.	Yes	No
152. I find fault with everything.	Yes	No	188. I try to impress others.	Yes	No
153. I get stressed out easily.	Yes	No	189. I use my brain.	Yes	No
154. I get things done quickly.	Yes	No	190. I want to be told I am right.	Yes	No
155. I have a rich vocabulary.	Yes	No	191. I want to prove myself.	Yes	No
156. I have a soft heart.	Yes	No	192. I will not probe deeply into a subject.	Yes	No
157. I have difficulty expressing my feelings.	Yes	No			
158. I have difficulty understanding abstract ideas.	Yes	No			



Thank you very much for your time.
If you have any queries, please don't hesitate to get in touch with me.

Alia Al-Serkal (aliaas@psychology.leeds.ac.uk)

Appendix 5

CABIN CREW QUESTIONNAIRE

Dear Participant,

I am a first year PhD Psychology student at the University of Leeds, supervised by Drs Fiona Jones and Peter Gardner. I would appreciate it if you could spare some time to complete this questionnaire.

This questionnaire will look at your expectations about your future job. All the information that will be gathered is completely confidential, and will be used for research purposes only. The data will be stored at the School of Psychology, University of Leeds. The data, when analysed, will be based on group scores, so no individual's responses can be identified in the research report. Although the questionnaire is confidential, we would like you to give your name so that we can contact you again in the future. We will send a further questionnaire in 6 months time to see how the job compares to your expectations.

We hope that the study will yield important information on people's expectations and experiences as cabin crew. The participation of as many cabin crew as possible is important and your contribution will be highly appreciated. A summary of findings will be made available to interested individuals.

If you have any queries about the study please do not hesitate to contact me at the address below.

Thank you,

Alia Al-Serkal

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University of Leeds,
Leeds LS2 9JT
United Kingdom.
E-mail: aliaas@psychology.leeds.ac.uk*

Name: _____ Age: ____ Gender: _____

Nationality: _____ Country of Origin: _____ E-mail: _____

Do you have cabin crew experience? No _____ If yes, for how long?

Would you like to know the outcome of the study Yes No (Please tick as appropriate)

This questionnaire deals with specific demands that arise from working with other people. In the following questions, these people will be referred to by using the general term “clients”. The questionnaire was developed for several occupations in the service sector, so that some questions might not be applicable to your job. We still ask you to **answer all questions by choosing the answer that holds most true for your job.**

<i>In many jobs which demand interactions with clients, one has to deal with both, one's own feelings as well as those of the clients in a very particular way, in order to handle tasks of the job successfully. The way these interactions are regulated, however, differs from workplace to workplace. How do you think it will be where you will be working?</i>	Completely true	Mostly true	Partly true	Mostly not true	Not at all true
1. These rules will be explained to me by my boss.	1	2	3	4	5
2. These rules will be imparted in educational seminars, put on by the company.	1	2	3	4	5
3. These rules will be imparted in my vocational training.	1	2	3	4	5
4. I expect these rules will be an unspoken part of the corporate culture in the company (“that is just the way it is done”).	1	2	3	4	5
5. Following these rules will be necessary in order to succeed in my career.	1	2	3	4	5
6. The job profile or professional ethics will determine these rules.	1	2	3	4	5
7. These rules will be a result from the societal expectations of my work.	1	2	3	4	5
8. I will impose these rules upon myself.	1	2	3	4	5

Please circle the answer which you think will be most appropriate to you, with relation to your future job.	Very rarely/ Never	Rarely (once a week)	Sometimes (once a day)	Often (several times a day)	Very often (several times an hour)
9. How often would you expect to decide for yourself on as to which emotions to display towards the client?	1	2	3	4	5
10. In contact with clients, how often do you expect that it will be necessary that you have to display your emotions in a very particular way in order to fulfil the company's demands	1	2	3	4	5
11. How often in your job do you think that you may have to display pleasant emotions towards clients (i.e. friendliness or kindness)?	1	2	3	4	5
12. How often would you expect to be required to display neither positive nor negative emotions towards clients (i.e. showing impartiality)?	1	2	3	4	5
13. How often in your job would you expect to have to display unpleasant emotions towards clients (i.e. strictness or anger if rules are not followed)?	1	2	3	4	5
14. How often in your job would you expect to have to put clients into a positive mood (i.e. pleasing somebody)?	1	2	3	4	5
15. How often in your job would you expect to have to put clients in a neutral/ impartial mood?	1	2	3	4	5
16. How often in your job would you expect to have to put clients in a negative mood (i.e. unsettle/ evoke fear)?	1	2	3	4	5
17. How often in your job would you expect to display, according to the situation, differing positive emotions towards clients (i.e. friendliness and enthusiasm and hope etc.)?	1	2	3	4	5
18. How often in your job would you expect to have to display, according to the situation, differing negative emotions towards clients (i.e. anger and disappointment and strictness etc.)?	1	2	3	4	5
19. How often would you expect to have to come across as being in a positive mood when dealing with clients (i.e. cheerfully)?	1	2	3	4	5
20. How often would you expect to have to come across as being neutral and impartial when dealing with clients?	1	2	3	4	5
21. How often would you expect to have to come across as being in a negative mood when dealing with clients (i.e. angry)?	1	2	3	4	5
22. How often in your job would you expect to have to act very stern and strict towards clients (i.e. when certain rules are not followed)?	1	2	3	4	5
23. How often in your job would you to expect to have to suppress emotions in order to appear "neutral" on the outside?	1	2	3	4	5
24. How often in your job would you expect to have to display emotions that do not agree with your actual feelings towards the clients ?	1	2	3	4	5
25. How often in your job would you expect to have to display pleasant emotions (i.e. friendliness) or unpleasant emotions (i.e. strictness) on the outside while actually feeling indifferent inside ?	1	2	3	4	5
26. How often in your job would you expect to have to display emotions that do not agree with your true feelings ?	1	2	3	4	5

The following questions consists of looking at person A and B who have different interactions with clients at work. Please circle the answer which you think is most appropriate to you.	Exactly like that of A	Similar to that of A	In between A and B	Similar to that of B	Exactly like that of B
27. Person A has strict instructions from the company on how to deal with his/ her own feelings and those of the clients. Person B has hardly any instructions from the company on how to deal with either his/ her own feelings nor those of the clients. <i>Which of these two jobs would you expect to be most similar to yours?</i>	1	2	3	4	5
28. Person A has to display –if any- only very superficial positive feelings towards clients (i.e. superficial friendliness). Person B must, in addition, also display intensive positive feelings towards clients (i.e. kindness). <i>Which one of these two jobs would you expect to be most similar to yours?</i>	1	2	3	4	5
29. In Person A's job, it is generally important to avoid the expression of intensive negative or positive emotions towards clients. In Person B's job, the expression of intensive feelings generally does not need to be avoided . <i>Which one of these two jobs would you expect to be most similar to yours?</i>	1	2	3	4	5
30. Person A has to display –if any- only very superficial negative feelings towards clients (i.e. superficial strictness). Person B must, in addition, also display intensive negative feelings towards clients (i.e. strong anger). <i>Which of these two jobs would you expect to be most similar to yours?</i>	1	2	3	4	5
31. Person A expressed mainly positive or neutral feelings towards clients. Person B expresses positive and negative feelings towards clients. <i>Which of these two jobs would you expect to be most similar to yours?</i>	1	2	3	4	5
32. Person A is given specific instructions from an outside source on when to display certain emotions towards the client. Person B can decide himself/ herself if and when to display emotions towards the client. <i>Which of these two jobs would you expect to be most similar to yours?</i>	1	2	3	4	5
33. For a Person A's job, it is very important to hide from clients any personal feelings which may arise. For Person B's job, it is of lesser significance to hide such feelings from clients. <i>Which one of these two jobs would be most similar to yours?</i>	1	2	3	4	5

<i>The questions in this scale ask you about your feelings and thoughts during the last month. In each case, please indicate with a circle how often you felt or thought a certain way.</i>	Never	Almost Never	Sometimes	Fairly often	Very Often
14. In the last month, how often have you been upset because of something that happened unexpectedly?	0	1		3	4
15. In the last month, how often have you felt that you were unable to control the important things in your life?	0	1	2	3	4
16. In the last month, how often have you felt nervous and “stressed”?	0	1	2	3	4
17. In the last month, how often have you felt confident about your ability to handle your personal problems.	0	1	2	3	4
18. In the last month, how often have you felt that things were going your way?	0	1	2	3	4
19. In the last month, how often have you found that you could not cope with all the things that you had to do?	0	1	2	3	4
20. In the last month, how often have you been able to control irritations in your life?	0	1	2	3	4
21. In the last month, how often have you felt that you were on top of things?	0	1	2	3	4
22. In the last month, how often have you been angered because of things that were outside your control?	0	1	2	3	4
23. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	0	1	2	3	4

order to meet the demands and expectations about how to deal with clients, it is often necessary to display very specific feelings towards the clients.

For each of the feelings listed below, please mark how often do you think that you will be required to display them when working with clients.	very rarely/ never	Rarely (about once a week)	sometimes (about once a day)	often (several times a day)	Very often (several times an hour)
1. affection / kindness	1	2	3	4	5
5. happiness / happiness for somebody	1	2	3	4	5
6. gratitude	1	2	3	4	5
7. friendliness	1	2	3	4	5
8. enthusiasm	1	2	3	4	5
9. shock / perplexity	1	2	3	4	5
10. anger	1	2	3	4	5
11. disappointment	1	2	3	4	5
12. hope	1	2	3	4	5
13. sympathy	1	2	3	4	5
14. aggression	1	2	3	4	5
15. neutrality / impartiality	1	2	3	4	5

During the past 30 days did you have any of the following symptoms? If you did have the symptom, did you see a doctor about it? Please circle the appropriate answer.

During the past 30 days did you have?	No	Yes, but I didn't see doctor	Yes, and I saw a doctor
56. An upset stomach or nausea	0	1	2
57. A backache	0	1	2
58. Trouble sleeping	0	1	2
59. A skin rash	0	1	2
60. Shortness of breath	0	1	2
61. Chest pain	0	1	2
62. Headache	0	1	2
63. Fever	0	1	2
64. Acid indigestion or heartburn	0	1	2
65. Eye strain	0	1	2
66. Diarrhoea	0	1	2
67. Stomach cramps (Not menstrual)	0	1	2
68. Constipation	0	1	2
69. Heart pounding when not exercising	0	1	2
70. An infection	0	1	2
71. Loss of appetite	0	1	2
72. Dizziness	0	1	2
73. Tiredness or fatigue	0	1	2

he following questions concern the amount of choice you expect to have in your job.	Not at all	Just a little	Moderate amount	Quite a lot	A great deal
o what extent would you expect to:					
4. Determine the methods and procedures you use in your job.	1	2	3	4	5
5. Choose what works you will carry out.	1	2	3	4	5
6. Decide when to take a break.	1	2	3	4	5
7. Vary how you do your work.	1	2	3	4	5
8. Plan your own work.	1	2	3	4	5
9. Carry out your work in the way you think best?	1	2	3	4	5

<i>he following statements concern the information you would expect to get about your work performance:</i>	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
0. I usually know whether or not my work is satisfactory in this job.	1	2	3	4	5
1. I often have trouble figuring out whether I'm doing well or poorly in this job.	1	2	3	4	5
2. Most people on this job have a pretty good idea of how well they are performing their work.	1	2	3	4	5
3. Most people on this job have trouble figuring out whether they are doing a good or bad job.	1	2	3	4	5

<i>How often do you expect these issues to arise in carrying out your job?</i>	Not at all	Just a little	Moderate amount	Quite a lot	A great deal
4. I would receive conflicting instructions from 2 or more people.	1	2	3	4	5
5. Professionals would make conflicting demands of me.	1	2	3	4	5
6. Managers would make conflicting demands of me.	1	2	3	4	5
7. I would do things which are expected by 1 person, but not by another.	1	2	3	4	5

<i>he following questions ask about the extent to which you expect other people will provide you with help or support in your future job.</i>	Not at all	To a small extent	Neither great nor small extent	To a great deal	Completely
<i>to what extent can you expect to:</i>					
8. Count on your colleagues to listen to you when you need to talk about problems?	1	2	3	4	5
9. Count on your colleagues to back you up at work?	1	2	3	4	5
0. Count on your colleagues to help you with a difficult task at work?	1	2	3	4	5
1. Really count on your colleagues to help you in a crisis situation at work, even though they would have to go out of their way to do so?	1	2	3	4	5

<i>The questions below concern the influence you expect to have over decisions at work.</i>					
<i>To what extent would you expect:</i>	Not at all	Just a little	Moderate amount	Quite a lot	A great deal
92. Can you influence what goes on in your work as a whole?	1	2	3	4	5
93. Would your immediate superior ask for your opinion before making decisions affecting your work?	1	2	3	4	5
94. Would you have the opportunity to contribute to meetings on new work developments?	1	2	3	4	5
95. Would be allowed to participate in decisions which affect you?	1	2	3	4	5

<i>How true do you expect the following of your job?</i>					
	Not at all	Just a little	Moderate amount	Quite a lot	A great deal
96. I will have clear planned goals and objectives for my job.	1	2	3	4	5
97. I will know that I have divided my time properly.	1	2	3	4	5
98. I will know what my responsibilities are.	1	2	3	4	5
99. Explanation will be clear of what has to be done.	1		3	4	5
100. I will know exactly what is expected of me.	1	2	3	4	5



Thank you very much for your time.
If you have any queries, please don't hesitate to get in touch with me.

Alia Al-Serkal (aliaas@psychology.leeds.ac.uk)



Appendix 6

Dear Cabin Crew,

Thank you very much for volunteering to participate in my study. I am a 3rd year PhD Psychology student from the University of Leeds, U.K, supervised by Drs Fiona Jones and Peter Gardner.

This is the final stage of my study, and I am examining how cabin crew cope with their job. This is an interview based study, which will take approximately ½ an hour, but it will vary from individual to individual. You are allowed to withdraw any time during the study. The interviews are confidential, and the data obtained are for research purposes only. A summary of findings will be made available to interested individuals.

Please sign below the consent form in order to partake in this study.

Thanks and Regards,

Alia Al-Serkal,
Institute of Psychological Sciences,
University of Leeds,
Leeds, U.K
e-mail: pscaa@leeds.ac.uk

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I voluntarily agree to take part in this study, and it has been made clear to me that I can withdraw any time I wish from the interview.

Name: _____

Signature: _____ Date: _____

I would like to obtain a summary of the findings:

E-mail address: _____

Appendix 7

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VIGNETTES

Please read the following scenarios/ statements very carefully. After which, please answer the questions as truthfully as possible.

"The best aspect of being cabin crew is visiting new places and seeing new cultures, as well as getting away from everything and feeling free".



"At times I feel that I am playing a role on stage. I have to put on a smiling face and pretend that nothing is going on in my personal life. I feel that this is like a 'theatre'".



"The worst aspect of the job is the unrealistic expectations and demands of the passengers and the management. What is very important to the company is the passengers and their needs. An example of this was when a passenger demanded a certain meal, and I could not offer it".



"Generally, one needs to be very tolerant to respond politely to what the passengers say and demand. The emphasis on customer service and the idea that the customer is always correct can get on my nerves as crew are not taken into account".



“Smiling is a big effort on one of my bad days (which does not happen often), but I am careful and make sure that the public (customers) do not see that”.



"There are many times when I have reported sick for a particular sector, as I feel that I can't cope being with some passengers, and the thought of flying with them makes me depressed".



"I cope with the frustration by sometimes sending letters to the company on my views and on how I would like things changed. It is a way to get things off my chest. At times I feel that I am a bit extreme, but it is important to me".



"The worst part of the job is when there are air traffic delays, just hanging around and doing nothing. The lack of information can be frustrating for both us and the passengers".



“When I have a bad day, I tend to keep quiet, and withdrawn. I will interact the minimum with the rest of the team, and expect that they will respect and understand me. I will generally tell them when I am in one of these moods and will tell them that I want to be left alone. There are times when I need to ‘shut myself’ off, and need my time out. People are different in the ways they cope and deal with personal and work issues, and I respect that”.



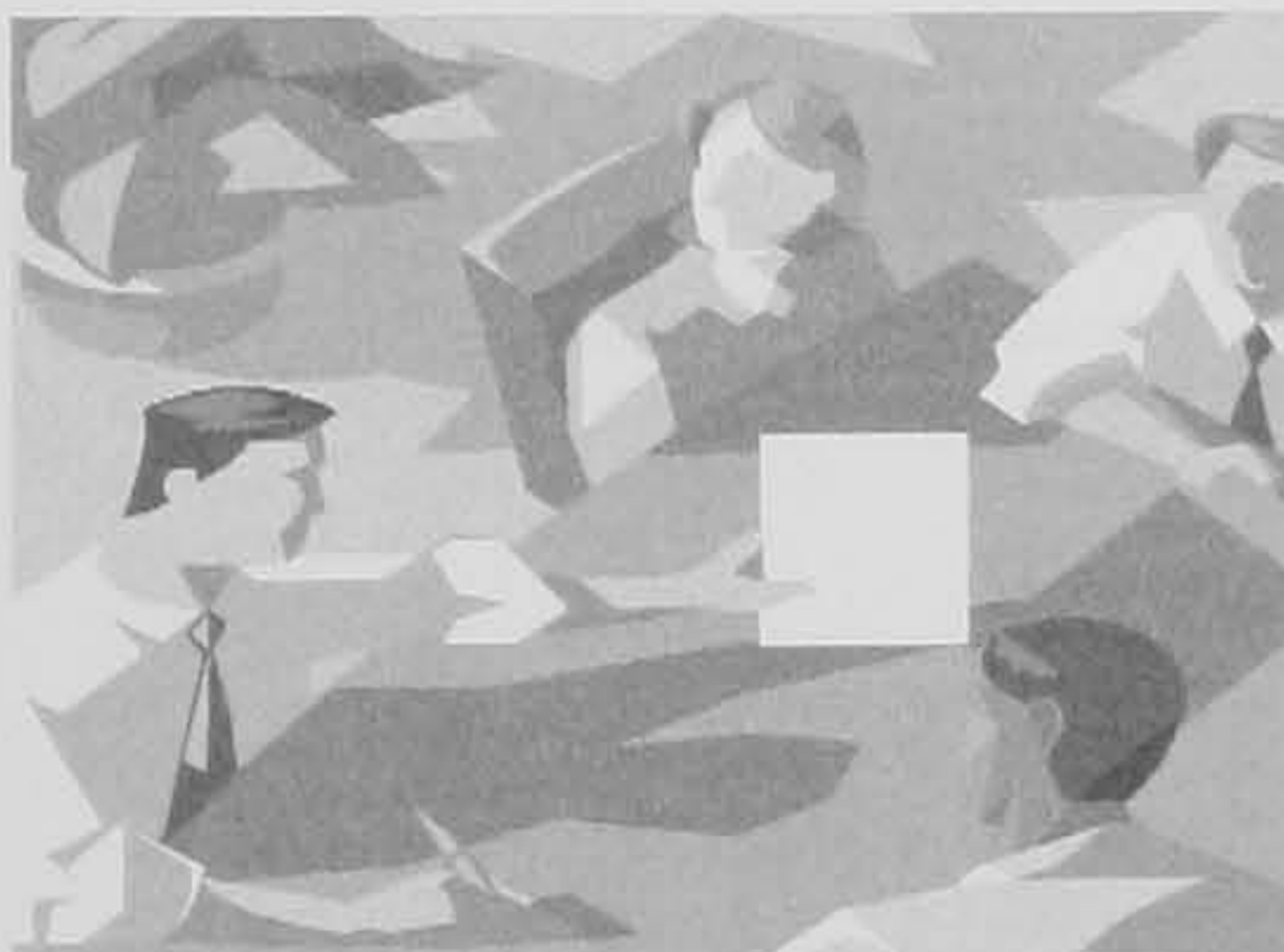
"The worst aspect of the job would be when certain injuries occur on board, and no one apologises or looks into the matter. Now I have learned to avoid doing things like helping passengers with their heavy luggage. Once a passenger ordered me to put his luggage for him in the cabin, and I refused, but stated that I did not mind helping him with it. The passenger got very furious and sulked".



"Passengers, especially in business class, expect to be served immediately (e.g. they march in the forward door of the aircraft & say 'Hang my jacket will you?' rather than wait for the flight attendants to carry out their necessary duties in a pleasant friendly manner)".



"My interaction with my colleagues is good, although at times I may exchange numbers, but now I realise that everyone goes their own way, and doesn't have time to meet up. So I rarely get to see the team again".



"I will try to have a good interaction with the crew members. If time permits I will try to make an effort to chit chat; for example asking them where they are from. It all depends on how open they are, or want to be. I understand that everyone can have a bad day".



"I find it frustrating that I can't complain to anyone about injustices & mistreatment that happen to me".



"Being a mum I am aware of the dangers of my job, and find it hard to be away from home for the day, especially when my son is sick, and I feel that he needs me. I am thinking of shifting to a regular ground job".



Thank you for your time!

Appendix 8

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VIGNETTES

Please read the following scenarios/ statements very carefully. After which, please answer the questions as truthfully as possible.

Page 2

"The best aspect of being cabin crew is visiting new places and seeing new cultures, as well as getting away from everything and feeling free".

Do you agree with the above statement? What else do you like about being cabin crew?

Page 3

"At times I feel that I am playing a role on stage. I have to put on a smiling face and pretend that nothing is going on in my personal life. I feel that this is like a 'theatre'".



With regards to the above scenario, do you feel that you can identify with it? If yes, can you give me examples when you felt that you were 'acting'. If you cannot identify with this scenario, please state the reason(s) why.

Page 4

"The worst aspect of the job is the unrealistic expectations and demands of the passengers and the management. What is very important to the company is the passengers and their needs. An example of this was when a passenger demanded a certain meal, and I could not offer it".



Does this type of scenario occur often to you on board? Can you think of other unreasonable demands? How do you deal with these kind of situations, when the demands of the passengers cannot be met. How do you cope with their demands? Give examples.

Page 5

"Generally, one needs to be very tolerant to respond politely to what the passengers say and demand. The emphasis on customer service and the idea that the customer is always correct can get on my nerves as crew are not taken into account".

Have you ever felt like the crew above? How do you cope with the above scenario? Give examples.

Page 6

"Smiling is a big effort on one of my bad days (which does not happen often), but I am careful and make sure that the public (customers) do not see that".

Can you identify with this statement? If yes, how do you cope in these situations?

Page 7

"There are many times when I have reported sick for a particular sector, as I feel that I can't cope being with some passengers, and the thought of flying with them makes me depressed".



With regards to the above scenario, how greatly can you identify with it? Have you been through similar situations? Have you used the same coping style? How often have you used it? If not, how would you deal when confronted with a sector that you did not want to work in?

Page 8

"I cope with the frustration by sometimes sending letters to the company on my views and on how I would like things changed. It is a way to get things off my chest. At times I feel that I am a bit extreme, but it is important to me".

*How do you cope?/ or what do you do to get things off your chest? If not, what do you do?
How do you express your frustration, or maybe you don't?*

Page 11

"The worst part of the job is when there are air traffic delays, just hanging around and doing nothing. The lack of information can be frustrating for both us and the passengers".

How do you generally cope in these situations?

Page 12

"When I have a bad day, I tend to keep quiet, and withdrawn. I will interact the minimum with the rest of the team, and expect that they will respect and understand me. I will generally tell them when I am in one of these moods and will tell them that I want to be left alone. There are times when I need to 'shut myself' off, and need my time out. People are different in the ways they cope and deal with personal and work issues, and I respect that".

What do you do when you have a 'bad day'? Do you deal with the situation in the same way as this crew member? If not, how do you cope when you have a 'bad day'?

Page 13

"The worst aspect of the job would be when certain injuries occur on board, and no one

apologises or looks into the matter. Now I have learned to avoid doing things like helping passengers with their heavy luggage. Once a passenger ordered me to put his luggage for him in the cabin, and I refused, but stated that I did not mind helping him with it. The passenger got very furious and sulked".

Can you identify with this scenario? Have you experienced injuries on board? Have you had to take action like this member of crew to avoid injury? How do you cope when confronted with situations like this one?

Page 14

"Passengers, especially in business class, expect to be served immediately (e.g. they march in the forward door of the aircraft & say 'Hang my jacket will you?' rather than wait for the flight attendants to carry out their necessary duties in a pleasant friendly manner)".



Does this type of scenario happen often to you? How do you cope when passengers are overly demanding?

Page 15

"My interaction with my colleagues is good, although at times I may exchange numbers, but now I realise that everyone goes their own way, and doesn't have time to meet up. So I rarely get to see the team again".



Do you identify with this scenario? If so, how do you feel about it? How do you cope not seeing the same people at work on a daily basis?

"I will try to have a good interaction with the crew members. If time permits I will try to make an effort to chit chat; for example asking them where they are from. It all depends on how open they are, or want to be. I understand that everyone can have a bad day".

Do you make an effort like the above crew member to get to know their colleagues? Why is it important? If not, then why not?

Page 17

"I find it frustrating that I can't complain to anyone about injustices & mistreatment that happen to me".



*Do you agree with this statement? Who would you talk to?
Do you think there should be opportunities/ services available to enable you to complain about mistreatment?*

Page 18

"Being a mum I am aware of the dangers of my job, and find it hard to be away from home for the day, especially when my son is sick, and I feel that he needs me. I am thinking of shifting to a regular ground job".



Although you may not be a parent, do you think that your job would create difficulties if you had a family? Do you feel it is difficult for you balancing your personal life and work? How do you cope with this?