EMOTIONAL REGULATORY STRATEGIES OF ACADEMIC STAFF AT A RESEARCH INTENSIVE UNIVERSITY IN THE SOUTH AFRICA

by

Jeshika Gopal

Submitted in partial fulfilment for the degree

MAGISTER COMMERCII
(Industrial and Organisational Psychology)

in the

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

at the

UNIVERSITY OF PRETORIA

Supervisor: Dr S. M. O'Neil

University of Pretoria

PRETORIA   **AUGUST 2019**

MINI-DISSERTATION   *14012414*

ABSTRACT

There is currently little research focusing specifically on the emotional labour and regulation of academic staff in higher education institutions. This study provides insight into the emotional labour regulation strategies that academic staff use within the higher education context.

This research both explores and describes the emotional regulatory strategies that lecturers (including senior lecturers, associate professors and professors) use in a research-intensive academic institution in the South African context. Although previous research has shown that emotional labour is relevant in the higher education context for academic staff, little research has been conducted to uncover which regulation strategies academic staff use and why these strategies are employed.

This study was conducted using a qualitative method, in which a combination of snowball, convenience and purposive sampling strategies was used to gain access to the intended sample of fifteen participants. Face-to-face semi-structured interviews were the source of data collection and thematic analysis was used to analyse the data collected.

Emotional labour has been shown to affect the well-being of professionals in their workplace. Therefore, monitoring and controlling emotional labour is of paramount importance for a healthy workforce. In a higher education environment, the well-being of students is directly influenced by the well-being of the staff and the overall effectiveness of service delivery by the organisation (in terms of research outputs as well as teaching and learning). Evidently, the emotional labour and regulation thereof of the individual academic staff member may have far-reaching effects.

This study confirmed that emotional labour is experienced by academic staff within the university context. Moreover, the academic work context of academic staff involves a high degree of interaction with people that includes a range of diverse job tasks. The perceived display rules of the university were defined and described in this study. The emotional labour regulation strategies that academic lecturing staff utilise are those of deep, genuine and surface acting. However, the use of these strategies is not straightforward, as academic lecturing staff apply a range of these regulation

strategies based on several reasons or rationales. These rationales further determine when an individual will select one or a combination of regulation strategies.

Keywords: emotional labour, postgraduate supervisory process, industrial and organisational psychology, emotional regulatory strategies, academic staff, higher education

DEDICATION

To my mother, Linda Gopal and in memory of my father, Danny Gopal.

Dad, you always believed in my ability to be successful in whatever path I pursue. Although you are gone, your belief in me has made this journey possible.

Mom, your strength, resilience and will to rise confidently, fearlessly and passionately continue to inspire me daily. Some women fear the fire, but you have taught me to simply become it. Thank you.

I am blessed and truly grateful for both of you.

ACKNOWLEDGEMENTS

First and foremost, I give all credit to our Father, a loving God and the greatest friend I could have ever asked for. Thank You for blessing me with the best support system and for the qualities necessary to complete this study.

Thank you to the following people who have supported me through this journey:

- To my family, thank you for your unconditional love and support throughout these past six years. No amount of words will truly be able to capture just how thankful I am to you all.
- To my partner Jason, it means the world to me to that I got to share this journey with you. Thank you, a thousand times over, for all your support, advice, words of encouragement, patience, love and faith in me.
- My supervisor, thank you for igniting my passion for research! I could not have asked for a better supervisor. Thank you for believing in me since my undergraduate days.
- To every single one of my friends. I am surrounded by the most incredible, intelligent and bravest of people. Thank you for sticking by me, for motivating, inspiring and supporting me throughout this journey.

I am both honoured and privileged to have you all in my life.

**FACULTY OF ECONOMIC AND
MANAGEMENT SCIENCES**

DECLARATION REGARDING PLAGIARISM

The Faculty of Economic and Management Sciences emphasises integrity and ethical behaviour with regard to the preparation of all written assignments.

Although the lecturer will provide you with information regarding reference techniques, as well as ways to avoid plagiarism (see the "Guidelines on Referencing" document), you also have a responsibility to fulfil in this regard. Should you at any time feel unsure about the requirements, you must consult the lecturer concerned before submitting an assignment.

You are guilty of plagiarism when you extract information from a book, article, web page or any other information source without acknowledging the source and pretend that it is your own work. This does not only apply to cases where you quote the source directly, but also when you present someone else's work in a somewhat amended (paraphrased) format or when you use someone else's arguments or ideas without the necessary acknowledgement. You are also guilty of plagiarism if you copy and paste information <u>directly</u> from an electronic source (e.g., a web site, e-mail message, electronic journal article, or CD-ROM) without paraphrasing it or placing it in quotation marks, <u>even if you acknowledge the source</u>.

You are not allowed to submit another student's previous work as your own. You are furthermore not allowed to let anyone copy or use your work with the intention of presenting it as his/her own.

Students who are guilty of plagiarism will forfeit all credits for the work concerned. In addition, the matter will be referred to the Committee for Discipline (Students) for a ruling. Plagiarism is considered a serious violation of the University's regulations and may lead to your suspension from the University. The University's policy regarding plagiarism is available on the Internet at http://www.library.up.ac.za/plagiarism/index.htm Also see the notes for Theme 2.

For the period that you are a student in the Faculty of Economic and Management Sciences, the following declaration must accompany **all** written work that is submitted for evaluation. No written work will be accepted unless the declaration has been completed and is included in the particular assignment.

I (full names & surname):	Jeshika Gopal
Student number:	14012414

Declare the following:

1.   I understand what plagiarism entails and am aware of the University's policy in this regard.

2.   I declare that this assignment is my own, original work. Where someone else's work was used (whether from a printed source, the Internet or any other source) due acknowledgement was given and reference was made according to departmental requirements.

3.   I did not copy and paste any information <u>directly</u> from an electronic source (e.g., a web page, electronic journal article or CD ROM) into this document.

4.   I did not make use of another student's previous work and submitted it as my own.

5.   I did not allow and will not allow anyone to copy my work with the intention of presenting it as his/her own work.

Signature	J. Gopal	Date	1 August 2019

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1: INTRODUCTION AND BACKGROUND

"Somewhere, something incredible is waiting to be known."

- Dr Carl Sagan

1.1 INTRODUCTION

The rationale behind this introductory chapter is to provide an insightful outline of the research study. This is achieved by discussing the background to the study, emphasising the problem and the purpose of the study, and stating the research question and objectives. In addition, the academic value and contribution of the study and its delimitations and the assumptions made are explained and the key terms defined. The chapter concludes by presenting the structure of the remainder of the research study.

1.2 BACKGROUND

Universities have traditionally been regarded as a work environment that involves a low degree of stress (Winefield & Jarrett, 2001). However, this is no longer the case; in fact, several studies conducted across multiple countries have found that owing to increased work pressures, stress among academics has become a major cause for concern (Winefield & Jarrett, 2001). Most of these studies focused on the UK context (Tytherleigh, Webb, Cooper & Ricketts, 2005; Ogbonna & Harris, 2000; Winefield & Jarrett, 2001), while Salami (2011) conducted his research in the Nigerian context and Winefield et al. (2003) in Australia.

Many sources and variables have been found to contribute to stress among university lecturers. For example, researchers have identified that time pressure (Barnes, Agago & Coombs, 1998), high self-expectations (Smith, Anderson & Lovrich, 1995), research and publication demands (Blix, Cruise, Mitchell & Blix, 1994) are some of the sources of job stress for lecturers within the higher education context. Furthermore, Salami (2006) also found that substantial workloads, working under pressure, large classes, students' disruption of lectures and delayed and inadequate salaries are sources of stress among higher education lecturers in Nigeria. The result of such stress experienced by academic staff is often burnout (Salami, 2011). Maslach, Jackson and Leiter (1996) define burnout as a combination of three main components: emotional exhaustion, depersonalisation and reduced personal accomplishment. Emotional

exhaustion can be understood as the feeling of being emotionally spent, tired and fatigued. Depersonalisation refers to the tendency of developing a negative or removed (detached) attitude towards one's work colleagues. Lastly, the feeling of reduced personal accomplishment often results in people viewing themselves in a negative light (Maslach, Schaufeli & Leiter, 2001).

Stress and burnout influences an individual's physical, emotional and psychological well-being (Salami, 2011) with one of these emotional influences being that of emotional labour. According to Johnson et al. (2005), emotional labour is an important facet of this occupational stress and burnout. Moreover, Berry and Cassidy (2013) suggest that the levels of emotional labour that lecturers undertake is one of the major factors that affect their well-being and increasing levels of work-related stress, which can further evolve into a cyclical relationship, eventually affecting the well-being of their students (Karimi, Leggat, Donohue, Farrell, & Couper, 2014). Therefore, it can be said that emotional labour may have a "domino" effect that affects the performance of the individual academic, their relevant students and eventually the performance of the university as a whole (Berry & Cassidy, 2013).

Emotional labour is "the act of expressing organisationally desired emotions during service transactions" (Morris & Feldman, 1996, p. 987). In other words, emotional labour is when employees, particularly those in the service industry, are required to display emotions that may be different from the emotions that they actually feel (Hochschild, 1979, as cited in Cho, Rutherford & Park, 2013). According to Hulsheger and Schewe (2011), the management of one's emotions has become an integral aspect of organisational rules and norms. It can be said that employers may exercise a certain degree of control over their emotions through organisational aspects such as training, policy and supervision (Hochschild, 1983). Organisational decision-makers and employees believe that the expression and suppression of particular emotions helps to influence one's customers or clients in a way that best benefits the organisation's needs (such as achieving greater sales). However, emotional labour is a multidimensional construct with various positive and negative antecedents, as well as consequences that may follow it.

Research on the concept of emotional labour has been burgeoning over the past three decades (Fisher & Ashkanasy, 2000; Zapf, 2002, as cited in Hulsheger & Schewe,

2011). Some of this research has shown that emotional labour can have both positive and negative effects on employee well-being (Holman, Martinez-Inigo, & Totterdell, 2008). Furthermore, Karimi et al. (2013) go as far as to say that emotional labour may also threaten the psychological well-being of an individual if not managed appropriately. Emotional labour is a consequence of the need for emotional regulation, which stems from the display rules required within the workplace. One's emotional display can differ from one's felt emotion, in which case dissonance between the felt emotion and the displayed emotions will exist, which is what brings on emotional labour (Holman et al., 2008).

Often individuals tend to perform emotional labour using three techniques: surface acting, deep acting and genuine acting. Surface acting refers to a situation where one alters one's outward appearance with the purpose of simulating the required emotions, which may not necessarily be felt (Krishnan & Kasinathan, 2017). When one alters both one's physical expressions and one's inner feelings, it is known as deep acting. Lastly, genuine acting takes place when one expresses one's true felt emotions.

Schaubroeck and Jones (2000) have stated that "the extent to which people perceive that they are required to express or suppress emotion on the job has some adverse effects on physical health" (p. 182). Moreover, it has also been indicated that these display rules may, with time, compromise the psychological and perhaps even the physical health of individuals within the work context Schaubroeck and Jones (2000). However, if these individuals can be provided with the applicable knowledge and support on how to better understand the concept of emotional labour, as well as how to better align their felt and expressed emotions, this may inevitably enable them to express more authentic emotions. As a result, this may eventually improve the overall health of these individuals as they are less likely to suffer from the misalignment of their emotions and the negative consequences associated with it, such as increased emotional exhaustion, decreased job satisfaction and so on (Morris & Feldman, 1996).

1.3 PROBLEM STATEMENT

According to Mahoney, Buboltz, Buckner and Doverspike (2011), studies on emotional labour have typically been centred on service occupations, which include occupations such as flight attendants (Hochschild, 1983), bank tellers (Chau, Dahling, Levy & Diefendorff, 2009), day care workers and so on. However, despite the advances that

have been made regarding emotion and emotional labour in several disciplines, little research has been devoted to the nature and consequences of emotional labour among 'higher level' professional groups such as academic staff (Ogbonna & Harris 2000). Furthermore, Ogbonna and Harris state that many researchers have traditionally concentrated on investigating the work of other occupational groups and, in doing so, they have unintentionally neglected their own occupation. This applies specifically to the higher education context.

Research has been conducted regarding the emotional labour of teachers within the high school and primary school educational context (Colley, 2006). One may consider such research to be closely related to that of the higher educational context. However, teaching in the context of higher education differs from that of teaching in the primary and secondary education context. For example, lecturers within the higher education context are faced with various duties and demands that differ from those of teachers within the primary and secondary context (Mahoney et al., 2011). In addition, according to Romainville (1996), universities are one of the only organisations that focus on two main core functions of knowledge creation and knowledge transmission through the continuous processes of conducting research and teaching.

The role of academic staff may be defined according to three domains: teaching, research and service (Houston, Meyer, & Paewai, 2006). These roles consist of vastly diverse tasks (such as teaching, administration, management and student counselling to name but a few), each of which may essentially require varying degrees of emotional display over an extended period of time (Ogbonna & Harris, 2000). Mahoney et al. (2011) emphasise that because the role expectations of higher education lecturers vary from those of teachers within the context of education in schools, this may result in lecturers needing to fake or suppress different emotions to teachers. Sutton (2004) notes that this is because "emotional display expectations are likely to vary in different educational settings" (p. 395). Despite the acknowledgement of the difference in the way emotional labour is experienced and applied in the two educational contexts, there has been little further research to identify just how lecturers in the higher education context manage or regulate their emotions.

1.4 PURPOSE STATEMENT

The purpose of this study is to explore and describe the emotional regulatory strategies that lecturers (lecturers, senior lecturers, associate professors and professors) use in a research-intensive university in the South African context.

1.5 RESEARCH QUESTION

Taking into consideration the empirical study, the subsequent specific research question that will be addressed in the study is as follows:

What are the emotional regulatory strategies that academic staff at a research-intensive university use in the South African context?

1.6 RESEARCH OBJECTIVES

The study will aim to achieve the following specific research objectives:

- To conceptualise emotional labour through an extensive review and synthesis of literature.
- To conceptualise the emotional regulatory strategies through an extensive review and synthesis of literature.
- To explore and describe through an empirical qualitative study, the emotional regulatory strategies that academic lecturing staff use within the South African higher education context. This includes to explore and describe
  - ○ the work conditions and context of academic staff at a research-intensive university in a South African context
  - ○ the explicit and implicit emotional display rules at a research-intensive university in South Africa
  - ○ the situations that evoke or require emotional regulation
  - ○ the emotional regulation strategies employed.

1.7 ACADEMIC VALUE AND CONTRIBUTION OF THE STUDY

Previous research has not explored or described the emotional regulation strategies that are used in the higher education context. Although it is certain from emotional labour theory that emotional labour does apply in this context and that it will affect the well-being of individuals, more research is needed to understand emotional labour in this context. This study will explore and describe the emotional regulation strategies that are applied in a research-intensive higher education context in South Africa. Although this study focuses exclusively on the micro-level, that is, the regulation of

emotion of the individual lecturer, the insights gained from this study will add to the body of knowledge in this regard and therefore assist in building knowledge and possibly future strategy with regard to the well-being of academics in the higher education context in South Africa in the future.

1.8 DELIMITATIONS AND ASSUMPTIONS

1.8.1 Delimitations

This study has number of delimitations. Specifically, the first delimitation includes the fact that the study is limited to the academic learning environment of a tertiary institution, namely, the University of Pretoria. This particular university is regarded as a research-intensive university by the Centre of Higher Education Transformation. Other universities that fall within the so-called "red cluster" of research-intensive universities include the University of the Witwatersrand, the University of Cape Town, Rhodes and the University of Stellenbosch. Secondly, this particular study will focus only on the emotional labour and its regulatory strategies that lecturing staff (lecturers, senior lecturers, associate professors and professors) use and it will not assess the emotional labour of any other staff or students at the university. Lastly, only lecturing staff who are currently employed by the university will be included in the study.

1.8.2 Assumptions

As with the delimitations above, the intended study also has a range of assumptions that need to be highlighted. Hofstee (2006) describes the assumptions of a study as the things that researchers take to be true without inspecting them to determine whether they are indeed true or not. In terms of this study, certain assumptions about emotional labour as well as the research methodology to be used in this study are made.

Firstly, this study assumes that emotional labour and its regulatory strategies are recognisable among the lecturing staff. Secondly, it is assumed that qualitative research is a suitable and appropriate means of exploring this human phenomenon. Lastly, it is assumed in this study that semi-structured interviews are an appropriate means of collecting data from lecturing staff to gain a better understanding of the emotional labour regulatory strategies that they use.

1.9 DEFINITION OF KEY TERMS

This study includes a number of key concepts. These concepts are defined as follows for the purpose of this study:

Emotion: The concept of emotion may be understood as the adaptive responses to the demands of the environment (Elfenbein, 2007).

Emotional labour: Emotional labour has been defined by Hoschild (1983) as the "induction or suppression of feeling in order to sustain an outward appearance that produces in others a sense of being cared for in a convivial, safe place" (p. 7).

Emotion regulation: Ashkanasy and Cooper (2008) refer to emotional regulation as the behaviours involved in either increasing, maintaining or decreasing one or multiple facets of one's emotion(s).

Surface acting: Where one regulates and manages one's external or outward emotional expressions (Grandey, 2000).

Deep acting: Where one consciously modifies or adapts one's inner feelings in order to outwardly express the desired emotion (Grandey, 2000).

Genuine acting: When an individual displays or expresses his or her true and naturally felt emotions (Grandey & Gabriel, 2015).

Research-intensive university: A university that is regarded as research-concentrated by the Centre of Higher Education Transformation in South Africa. Other universities that fall within the so-called "red cluster" of research-intensive universities include the universities of the Witwatersrand, Cape Town, Rhodes and Stellenbosch.

Higher education: Higher education is defined by the Higher Education Act 101 of 1997 as all learning programmes that lead to a qualification that meets the requirements of the Higher Education Qualifications Framework.

1.10 STRUCTURE

This mini-dissertation is divided into five chapters, with the introduction and background of the study being included in Chapter 1. In Chapter 2, a review and further synthesis of the most recent and relevant literature concerning emotional labour and its regulatory strategies will be provided. This review will also include the analysis and

synthesis of relevant studies that have described emotional labour within the higher education context.

Chapter 3 will stipulate and describe the research method used in this study. This research method will be explained in detail and will include the research design, the research paradigm used during the study, the method of data collection and the method of data analysis. Moreover, the chapter will describe the methods used to ensure the quality and rigour of the study and the ethical considerations made for this study will be described.

In Chapter 4, the discussion of the research findings will be provided. This chapter will specify the themes that emerged during the analysis of the data. Direct, verbatim quotes will be used in this discussion for the purpose of confirming the identified themes.

Finally, Chapter 5 will be an integration of the discussion (provided in Chapter 4). Furthermore, it will explore the meaning behind the research findings and their relevance. This chapter is the concluding chapter of the study and will focus on linking the results to existing literature. The chapter will conclude with comments on the limitations of the study and further recommendations for future similar studies.

1.11 CONCLUSION

Although previous research has shown that emotional labour is relevant for academic staff in the higher education context, little research has been conducted to uncover which regulation strategies academic staff use and why these strategies are employed. This study will enable better insight to be gained into both emotional labour and its regulatory strategies within the higher education context.

This chapter not only introduced the study but also outlined the context of the study, the research question and the objectives and the structure of the remainder of this mini dissertation. The following chapter will explore, analyse and integrate the relevant literature pertaining to emotional labour, its regulatory strategies and relevant studies conducted on emotional labour within the higher education context.

CHAPTER 2: LITERATURE REVIEW

"Research is to see what everybody else has seen, and to think what nobody else has thought."

- Albert Szent-Gyorgyi

2.1 INTRODUCTION

The research objectives of this literature review are to conceptualise emotional labour, identify the emotional regulation strategies usually applied in emotional labour and, lastly, to explore the studies that have been conducted to explain emotional labour in the higher education context. In order to best meet these objectives, recent and relevant research pertaining to emotional labour and how it is defined by various researchers will be thoroughly investigated through an extensive review and further synthesis of the literature. Furthermore, the various emotional regulation strategies will be explored and defined to better understand what is commonly applied during the emotional labour process. Lastly, the studies that delve into emotional labour in the higher education context will be identified. The countries in which these studies were conducted, their research focus areas and their subsequent findings will also be identified.

2.2 WHAT IS EMOTIONAL LABOUR?

The concept of emotional labour was first developed over 30 years ago by Arlie Russell Hochschild (1983), who described emotional labour as a form of emotion regulation which creates a publicly visible facial and bodily display within the context of the workplace. Ashforth and Humprey (1993) state that emotional labour is "the act of displaying the appropriate emotion" (p. 90). Literature since the development of this definition has subsequently argued that it is in fact too concise. Hennig-Thurau, Groth and Gremler (2006) define emotional labour as the preparation, organisation and application that is necessary in order to express the emotions required by an organisation during interpersonal contact and communication. Wharton (1999) proposes a similar delineation of emotional labour, stating that it is an attempt to exhibit organisationally permitted emotions by those whose jobs require interaction with customers and for whom the display of such emotions and such interactions is an integral component of their job. It is clear that there are various and diverse definitions

and understandings of what emotional labour is. However, Hsieh and Guy (2009) capture the essence of emotional labour by stating that "even though emotional labour takes on slightly different meanings across researchers, there is a consensus that emotional labour is the effort made by employees to conform to organisational norms and expectations for appropriate emotional displays" (p. 44).

A study conducted by Holman et al. (2008) found that emotional labour is in fact a process which includes a range of essential concepts and components, all of which are depicted in Figure 2.1 below. It should be noted that this study by Holman et al. sought to determine the impact of emotional labour on well-being and, as a result, customer reaction, effort, self-efficiency, self-authenticity and well-being were added to the theoretical concepts of emotional labour. For this research study and for the purpose of defining emotional labour, only the theoretical or main components of the abovementioned process will be used. The main components of this process include that of affective events, which denotes the interpersonal events that take place between the co-worker and the customer that have an effect on an individual's emotions (Diefendorff & Gosserand, 2003). The second component of this process is that of emotional rules, which may be understood as the beliefs (true or not) about the role and the effect of emotion (Holman et al., 2008). Emotional dissonance occurs when one's displayed emotions differ from one's felt emotion (Ashforth & Tomiuk, 2000). The next component of this process is that of emotional regulation, which refers to the behaviours aimed at increasing, maintaining or decreasing one or more components of an emotion (Ashkanasy & Cooper, 2008). The last component is emotional displays, which can be genuine or faked expressions of felt emotions (Holman et al., 2008).

Figure 2.1 Emotional labour process (Holman, Martinez-Inigo & Totterdell, 2008)
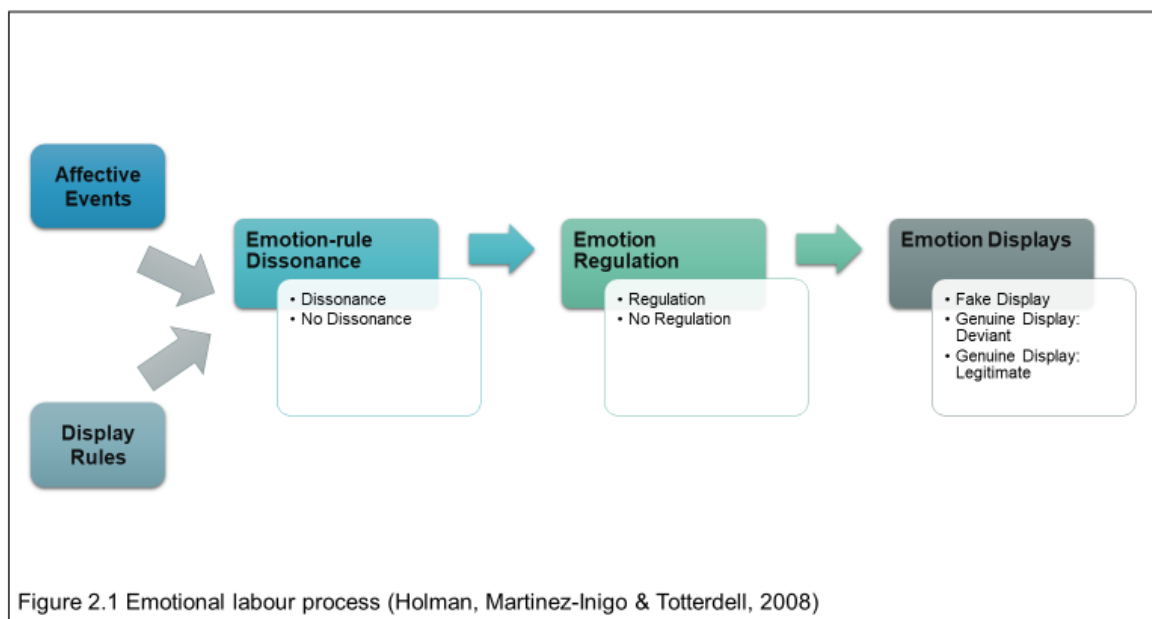
Grandey (2000) states that there are three main conceptualisations of emotional labour. This is confirmed by Guy and Hsieh (2009), who identify the same three main perspectives. These have been developed over time and through several pieces of literature regarding the concept of emotional labour. The three perspectives include the pivotal work of Hochschild (1983), the perspective of Ashforth and Humphrey (1993) who believe that emotional labour is a visible form of behaviour rather than the internal regulation of emotions, as well as the perspective of Morris and Feldman (1996), which is similar to that of Hochschild (1983).

The first of the three conceptualisations was identified by Hochschild (1983), who describes emotional labour as "the management of feeling to create a publicly observable facial and bodily display" (p. 7). Hochschild also identifies two main ways in which employees may act out their emotions. Firstly, through surface acting, where one adjusts and manages one's emotional expressions and, secondly, through deep acting, where one deliberately modifies one's feelings to express the desired emotion (Grandey, 2000). In terms of this perspective, emotional labour assumes that emotions can be controlled (or managed) and that "thinking", "perceiving" and "imagining" are involved in the emotional management process. Emotional labour may essentially involve having to display emotions externally while one is not truly feeling them internally or having to suppress one's emotions when the expression of that emotion is not perceived to be appropriate in a given situation. Recently, genuine expression

has also been identified as way in which individuals can display their emotions. According to Grandey and Gabriel (2015), genuine acting or expression occurs when an individual displays their true and naturally felt emotions instead of making use of other, less truthful, regulatory strategies such as surface acting and deep acting.

The second conceptualisation of emotional labour was identified by Ashforth and Humphrey (1993), who defined emotional labour as an act of demonstrating emotions that are suitable, with the goal of engaging in some form of impression management for the organisation (Grandey, 2000). This perspective holds that emotional labour is an observable behaviour rather than the inner management of feelings. Furthermore, Ashforth and Humphrey (1993) state that the employee conforms to a display rule and therefore "prefer to focus on behaviour rather than on the presumed emotions underlying behaviour" (p. 90). Therefore, in regard to this perspective, if an employee genuinely feels enthusiastic and appropriately expresses this, he or she is still performing emotional labour, although he or she is not experiencing any form of dissonance or conflict between emotion felt and emotion displayed (Glomb & Tews, 2004). Where Hochschild emphasises and focuses on the internal feelings and emotions of the employee, Ashforth and Humphrey (1993) emphasise the employee's observable emotions. However, Vey and Bono (2003) state that when one focuses only on behaviour, it might leave a gap in the theoretical connection between emotional labour and the consequences of the management of emotion on individual and organisational welfare.

The third conceptualisation of emotional labour was identified by Morris and Feldman (1996), who returned to the roots of Hochschild (1983) to define emotional labour as "the effort, planning, and control needed to express organisationally desired emotion during interpersonal transactions" (p. 987). According to Morris and Feldman (1996), one can conceptualise emotional labour according to four dimensions: frequency of appropriate emotional display, attentiveness to required display rules, variety of emotions to be displayed and, lastly, emotional dissonance.

Although various literature, diverse conceptualisations and different perspectives use a range of terms to define the concept of emotional labour, they all essentially boil down to the same concept: "emotional labour may involve enhancing, falsifying or suppressing emotions with the intent to modify one's emotional expression, to meet

the display rules of the organisation" (Grandey, 2000, p. 95). Display rules refer to the expectations for emotional expression in the workplace. Essentially, this means that there is general consensus among researchers that emotional labour is the effort that is made by employees to conform to organisational requirements and norms regarding appropriate emotional displays.

2.3 WHAT EMOTIONAL REGULATION STRATEGIES DO INDIVIDUALS UNDERTAKE?

There has been a large increase in the amount of interest in and research about affect in the organisational context (Barsade & Gibson, 2007). More specifically, researchers have begun to focus explicitly on emotion regulation, which was originally a research focus in the development psychology field but has now spread across a diverse range of professional fields (Gross, 1998). Furthermore, Ashkanasy and Cooper (2008) have noted that the regulation of emotion has become a current and increasingly popular topic of discussion in organisational behaviour. Emotion regulation occurs when an individual displays a certain emotion that differs from what they are actually feeling (Barsade & Gibson, 2007; Gross, 1998). It is the attempt made by an individual to have an influence over which emotions he or she has, when he or she has them and how they are experienced and further expressed (Gross, 1998). Ashkanasy and Cooper (2008) refer to emotional regulation as the behaviours involved in either increasing, maintaining or decreasing one or multiple facets of one's emotion(s). Emotional regulation has also been understood as the method during which one observes one's experiences and adjusts the expression of one's emotions accordingly (Tsouloupas, Carson, Matthews, Grawitch & Barber, 2010). What is the difference, then, between emotional labour and emotional regulation? Gross (1998) differentiates the two by referring to emotional labour as the process of regulating both one's feelings and their expression for the purpose of complying with organisational norms and display rules in order to achieve organisational goals. Therefore, emotional regulation is the way in which emotional labour is operationalised and put into practice (Gross, 1998).

As indicated in Figure 2.2 below, two emotional regulation strategies can be identified across all the emotional labour literature, namely, surface acting and deep acting. Holman et al. (2008) state that "when surface acting, people regulate their emotional responses by modulating their reactions to situations" (p. 57). Essentially, it is occurs

when an individual regulates and manages his or her external or outward emotional expressions (Grandey, 2000). Furthermore, Groth, Hennig-Thurau and Walsh (2009) describe surface acting as being when an employee attempts to manage only his or her outward appearance in order to display the emotions required. Moreover, they state that it is the act of displaying an emotion that is not internally experienced or felt by the individual, which could involve the reserve of felt emotions and the displaying of fake emotions. Hochschild (1983) mentions how this form of acting may result in stressful experiences for the employee. Grandey (2000) suggests that this may be because these individuals usually do not like to be "fake" because "suppressing true emotions and expressing false emotions requires effort that results in stress outcomes" (p. 101). However, it has also been discovered that this may not always be the case, especially if employees are of the opinion or truly believe that the act that they are performing is essential to their work role success (Barsade & Gibson, 2007).

Deep acting, on the other hand, occurs when an individual displays an emotion that they have taken the time to truly feel or experience internally (Barsade & Gibson, 2007). Essentially, it is where one consciously acclimatises and adapts one's inner feelings in order to externally express the desired emotion (Grandey, 2000). Moreover, Judge, Woolf and Hurst (2009) state that deep acting is an attempt to modify felt emotions with the purpose of aligning both one's behaviour and internal feelings with expected displays. An individual may make use of one of the two main techniques to change their perception of the situation; these include attention deployment and cognitive change (Holman et al., 2008). Attention deployment takes place when one changes the main focus of one's thoughts in order to better suit and further induce the required emotion, while cognitive change occurs when one purposefully analyses a situation differently in order to induce the required emotions (Holman et al., 2008). Grandey (2000) states that "the effect of this regulatory process on the individual is uncertain" (p. 100). However, Goodwin, Groth and Frenkel (2011) mention that the outcome of deep acting is much less detrimental to the employee when compared to that of surface acting.

Recently, a new display rule, known as genuine acting, has been identified (refer to Figure 2.2 below). According to Grandey and Gabriel (2015), genuine acting is the emotional regulation strategy during which an individual displays his or her true and naturally felt emotions, rather than applying less truthful regulatory strategies such as

surface acting or deep acting. It can therefore be said that the display of emotions in general may be either genuine or faked expressions of the emotions felt by an individual (Holman et al., 2008).

Figure 2.2: Emotional regulation strategies
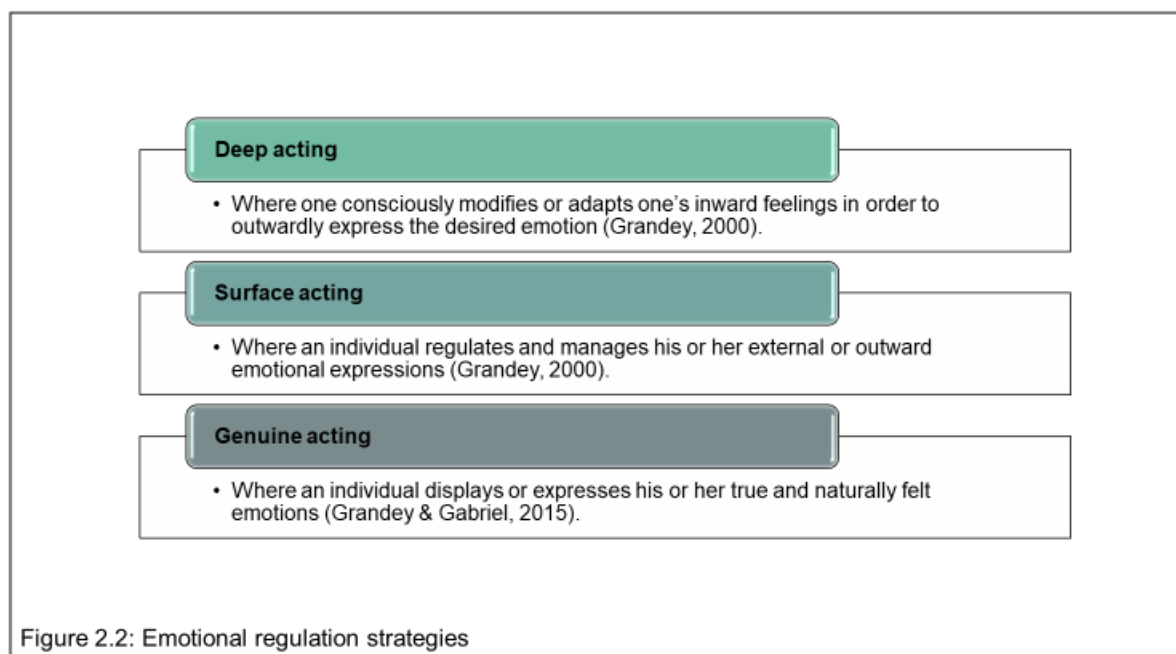
2.4 STUDIES THAT EXPLAIN EMOTIONAL LABOUR IN THE HIGHER EDUCATION CONTEXT

Table 2.1: An overview of studies conducted to explain emotional labour within the higher education context and the countries in which the studies were conducted

Country	Article	Author	Research Focus
United Kingdom	Emotional labour, burnout and job satisfaction in UK teachers: The role of workplace social support	(Kinman, Wray & Strange, 2011)	Examines the relationships between 'emotional labour', burnout (emotional exhaustion, depersonalisation and personal accomplishment) and job satisfaction in a sample of UK teachers.
	Emotional labour in university lecturers: Considerations for higher education institutions	(Berry & Cassidy, 2013)	The study examines levels of emotional labour in university lecturers and compares the data to other occupations.
	The self-managed heart: Teaching gender and	(Koster, 2011)	This article draws on the author's experience of teaching gender and sexuality between 1991 and 2008,

	doing emotional labour in a higher education institution		where female students and some male students made tender and emotional revelations in seminars or tutorials.
	Work intensification and emotional labour among UK university lecturers: An exploratory study	(Ogbonna & Harris, 2000)	The article finds evidence of emotional labouring among university lecturers. It is argued that the increase in such emotional labouring is largely a result of the increased intensity of the academic labour process, which is aggravated by the multiple and sometimes conflicting demands of various stakeholders.
Ireland	"Are you listening to how I look?": Reflections on the role of emotional and aesthetic labour in higher education	(Darby, 2017)	This paper offers an evaluation of the more widely researched forms of emotional labour coupled with aesthetic labour in the context of teaching in higher education.
Australia	The cycle of student and staff wellbeing: Emotional labour and extension requests in higher education. A practice report	(Abery & Gunson, 2016)	This paper suggests that the sociological theory of emotional labour is a useful way of interpreting how teaching practices in higher education often involve the simultaneous management of both staff and student well-being.
India	Impact of emotional labour on teaching effectiveness: A study of higher education in India	(Gaan, 2012)	The study aims at linking emotional labour with teaching effectiveness. It discovers that there is a meaningful relationship between emotional labour and teaching effectiveness. Surface acting seems to be reducing teaching effectiveness as is shown by the negative relationship between both the variables.
Pakistan	Work intensification and emotional labour among university lecturers	(Jaskani, Ameen, Hussain, Farooq, & Omair, 2014)	This report aims to improve the understanding of the emotional labour conducted by lecturers in universities, in order to recognise more clearly the capabilities required to perform such labour and the control techniques which can assist them in their performance.
Malaysia	The effects of commodification of education on emotional labour amongst private	(Krishnan, & Kasinathan, 2016)	The study measures the relationship between the effects of commodification of education on emotional labour among private university lecturers in Malaysia.

	university lecturers in Malaysia		
United States	The convergence of institutional logics on the community college sector and the normalisation of emotional labour: A new theoretical approach for considering the community college faculty labour expectations	(Gonzales & Ayers, 2018)	A theoretical argument is highlighted for the purpose of inspiring thinking and future research on the community college faculty. It proposes the use of emotional labour as an acceptable strategy to compensate for the lack of infrastructure and resources as well as the historical inequities that plague community colleges.
	Emotional labour in American professors	(Mahoney et al., 2011)	This study examines emotional labour and its relationship to work outcomes.
Nigeria	Emotional intelligence, emotional labour and turnover intention as correlates of psychological well-being of university teachers in Ogun State, Nigeria	(Akindele-Oscar & Obasan, 2017)	This study investigates the effect of emotional intelligence; emotional labour and turnover intention on the psychological well-being of university teachers.
China	Exploring emotion in teaching: Emotional labour, burnout, and satisfaction in Chinese higher education	(Zhang & Zhu, 2008)	This examines the emotional labour of Chinese college lecturers and its effects on lecturer burnout and satisfaction.

Table 2.1 above provides an overview of the different studies that have been conducted to explain emotional labour in the higher education context. Studies on emotional labour in this particular context have been conducted in various parts of the world. More specifically, four studies were conducted in the United Kingdom and two studies were conducted in the United States. Only one study each on this particular topic and higher education context has been conducted in Ireland, Australia, India, Pakistan, Malaysia, Nigeria and China. A graphical depiction of the diverse countries in which these emotional labour studies were conducted is presented in Figure 2.3 below.

Figure 2.3: Map indicating the various countries in which the studies were conducted
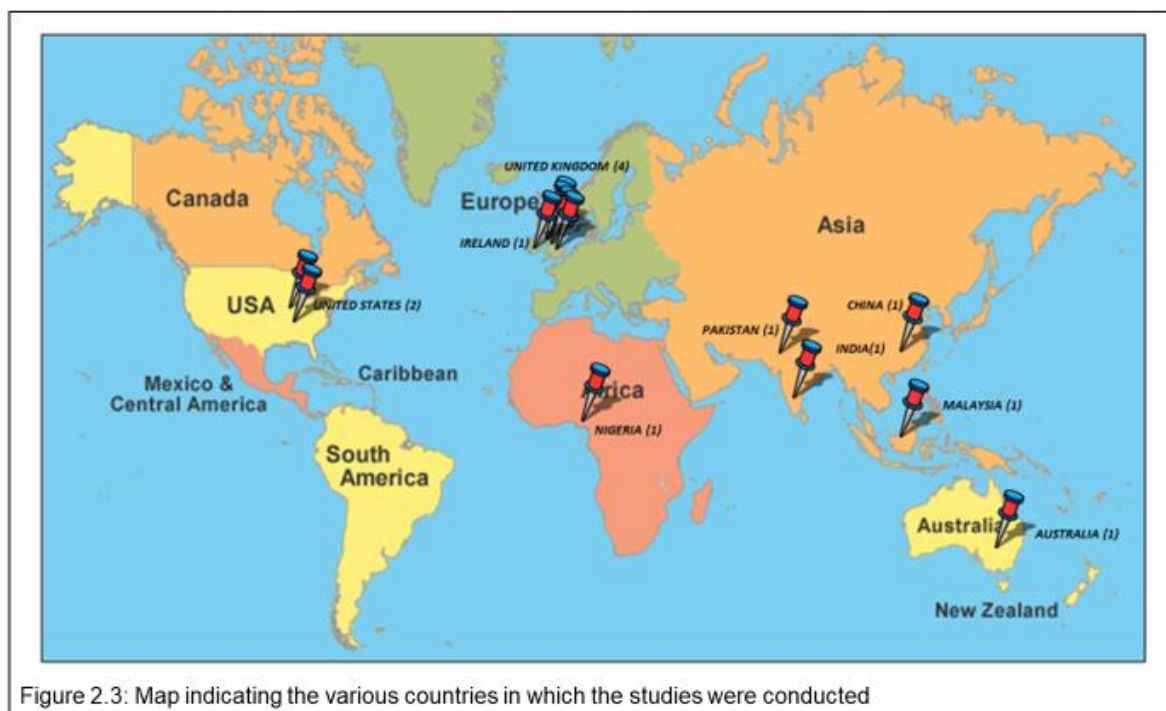
Studies conducted in the United Kingdom stress the importance of the pivotal role that emotional labour plays when it comes to lecturers in the higher education context. This was particularly found in a study conducted by Kinman, Wray and Strange (2011) in which they discovered significantly strong positive relationships between emotional labour and burnout (which inherently include emotional exhaustion, depersonalisation and personal accomplishment). This finding is confirmed by Berry and Cassidy (2013) in their research, which indicates that university lecturers do in fact experience a higher degree of emotional labour than other occupations such as office employees and nurses. For example, a situation which may call for the use of emotional labour has been highlighted by Koster (2011). She states that depending on the nature of the topic being lectured, students may feel comfortable enough to disclose personal information to their lecturers, which may at times require these lecturers to apply "extraordinary emotional labour" in order to best deal with the situation in a professional manner (Koster, 2011, p. 69). Moreover, university lecturers have been faced with an exceptional increase in the academic labour process, where they are being bombarded with multiple, taxing demands and expectations from various stakeholders (such as the government, students and colleagues) (Ogbonna & Harris, 2000). These demands have resulted in the increased application of emotional labour to best cope with the stress that comes with these demands. However, studies in the

United Kingdom have shown that the consequences of the application of emotional labour are not only negative but positive too. Ogbonna and Harris (2000) indicate that adherence to university display rules and applying emotional regulation strategies have not only enabled them to cope better with their job in the long term; they also experience a sense of reward for being able to display and maintain a professional identity through this application of emotional labour.

In the United States, Gonzales and Ayers (2018) argue that emotional labour is in fact an acceptable coping strategy for lecturers in the higher education context. Moreover, they justify this argument by highlighting just how the application of such emotional labour plays a larger role in the greater scheme of things, as it compensates for other factors that could be lacking in the university, such as a lack of resources or infrastructure. The relationship between emotional regulation strategies and the type of outcomes they can have varies. For example, when lecturers make use of positive genuine acting it results in these lecturers being less likely to suffer from emotional exhaustion and more likely to enjoy job satisfaction and affective commitment (Mahoney et al., 2011). Conversely, when lecturers display genuine negative emotions, the outcomes include increased emotional exhaustion and decreased job satisfaction and affective commitment (Mahoney et al., 2011).

The single studies conducted in Ireland, Australia and India evaluated and further confirmed how emotional labour can be a useful tool for university lecturers in their teaching practices and effectiveness (Darby, 2017; Gaan, 2012; Abery & Gunson, 2016). A study conducted by Jaskani et al. (2014) identifies certain factors that are helpful for university staff to successfully perform emotional labour, one of which is age. That is, with time one becomes more emotionally intelligent and thus manages one's emotions better (Jaskani et al., 2014). However, Kasinathan and Krishnan's (2016) findings had nothing to do with age but more to do with how the pressures involved in the increased commodification of private universities in Malaysia. This resulted in lecturers making use of surface acting and the further suppression of their feelings in order to best cope with the emotional dissonance that they experienced. Conversely, Zhang and Zhu (2008) provide evidence from their study that university lecturers in China favour the application of deep acting, due to the authenticity of the act. Sun (1991) suggests that this preference could also be attributed to the Chinese mentality of thinking through their feelings (as cited by Zhang & Zhu, 2008).

Regardless of what emotional strategy is applied and what outcome they may have for the individual, Akindele-Oscar and Obasan's (2017) research findings indicate that "emotional labour is a strong predictor of psychological well-being of university teachers" (p. 89). Therefore, emotional labour plays a crucial role in employee well-being (Grandey, 2000).

2.5 CONCLUSION

Through the above extensive review and further amalgamation of literature, it can be seen that emotional labour is a multifaceted concept that can generally be defined as an effort that is made by employees to best conform to the norms and expectations of the organisation using the acceptable and appropriate display of emotions (Guy & Hsieh, 2009). It is also important to note that emotional labour is normally applied during interpersonal contact and communication (Hennig-Thurau et al., 2006). Secondly, two emotional regulation strategies that have been identified across the literature include surface acting and deep acting. However, more recently a third emotional regulation strategy, known as genuine acting, has also been identified (Grandey & Gabriel, 2015). Lastly, a diverse range of studies that have researched emotional labour within the higher education context have been identified. These studies were conducted in several parts of the world: four studies were conducted within the United Kingdom, two studies in the United States and one study each in Ireland, Australia, India, Pakistan, Malaysia, Nigeria and China. All of these studies explored various aspects of emotional labour; however, the majority of these studies agree that emotional labour can have both negative and positive consequences for the individual (lecturer) and the university as a whole.

CHAPTER 3: RESEARCH METHODOLOGY

"All you need is the plan, the road map, and the courage to press on to your destination."

- Earl Nightingale

3.1 INTRODUCTION

The purpose of this study was to explore and describe the emotional regulation strategies that academic staff (including lecturers, senior lecturers, associate professors and professors) use within the higher education context, more specifically within a research-intensive university, in South Africa. It is hoped that such an exploration will lead to a better understanding into the emotional regulation strategies of higher education academic staff. Therefore, the goal of the methodology below is to discuss, in detail, the way in which the results of the study were collected and analysed to eventually satisfy the overall purpose of the study. The research strategy, the paradigm of the researcher, the data collection method and analysis process, as well as the quality and rigour of the research, will all be considered and discussed in detail below. Finally, this section will conclude with important ethical considerations.

3.2 RESEARCH PARADIGM/PHILOSOPHY

A research paradigm can be described as a set of basic beliefs that the researcher may have. According to Guba and Lincoln (1994), a paradigm "represents a worldview that defines, for its holder, the nature of the 'world', the individual's place in it, and a range of possible relationships to that world and its parts" (p. 107). In other words, a paradigm can be understood as a set of interrelated assumptions about the world that provides the researcher with a conceptual framework for the organised study of the world (Filstead, 1979). It guides the researcher in the selection of instruments, tools, participants and methods to be used in the study (Denzin & Lincoln, 2000).

There are numerous paradigms that can be used by researchers to guide their research. Moreover, there is a wide variety of classification schemes of these paradigms that have been discovered and further defined in literature. However, for this study, the schema of Guba and Lincoln (1994) will be used to describe the paradigm to be adopted by the researcher. The research paradigm to be used as a guide for this study is a constructivist paradigm. This paradigm adheres to a relativist

standpoint, in that it assumes that there are multiple, apprehensible and equally valid realities (Schwandt, 1994). Overall, the researcher holds that reality is essentially constructed in the mind of the individual being studied rather than being an external and singular entity (Hansen, 2004). Furthermore, a constructivist paradigm maintains that meaning is in fact hidden and must be brought to light through a process of deep reflection (Schwandt, 2000). This can be done through an interactive dialogue between the researcher and the participant (Ponterotto, 2005). In addition, constructivism seeks to understand the lived experiences of the participant (Schwandt, 1994, 2000). In essence, the main objective of the researcher is to interact with the participant for the purpose of obtaining a deeper understanding and thus uncovering any hidden meaning during this process of interaction. The goals of constructivism are thus both idiographic and emic (Ponterotto, 2005). Idiographic refers to understanding the participant as a unique and complex entity and an emic approach refers to uncovering the behaviours and constructs that are unique to the participant. The assumptions of a constructivist paradigm are summarised in Table 3.1, below.

Table 3.1: Assumptions of constructivism

Item	**Item Focus**	**Constructivism**
Ontology	Concerned with the nature of reality and being (Ponterotto, 2005).	Relativist. Realties can be understood as a form of multiple, intangible mental constructions that are specific in nature and dependent on the individual or groups holding the construction (Guba & Lincoln, 1994).
Epistemology	Concerned with the relationship between the knower (participant) and the would-be-knower (researcher) (Ponterotto, 2005).	Transactional and subjectivist. The researcher and the participant are assumed to be interactively linked, so that the findings are

		essentially created as the investigation moves along (Guba & Lincoln, 1994).
Methodology	Concerned with the process and procedures of the research (Ponterotto, 2005).	Hermeneutical and dialectical. Individual constructions are assumed to only be gathered through the interaction between the researcher and the participants of his or her research study (Guba & Lincoln, 1994).

3.3 STRATEGY OF INQUIRY AND BROAD RESEARCH DESIGN

The concept of emotional labour has been explored in a wide variety of contexts (Mahoney et al., 2011; Colley, 2006; Hochschild, 1983). Additionally, during the compilation of the literature review of this study, it became clear that research had been conducted worldwide regarding the concept of emotional labour within the higher education context (Abery & Gunson, 2016; Berry & Cassidy, 2013; Kasinathan & Krishanan, 2016; Ogbonna & Harris, 2000). However, despite the growing body of research on emotional labour within the context of higher education, there is still no research that delves into how higher education staff manage or regulate their emotions. Therefore, the rationale behind this study was to explore and describe the emotional regulation strategies of academic staff in higher education at a specific university in South Africa. Accordingly, much of the study focus was on collecting, analysing and describing data and, thus, a qualitative research approach was adopted for this study. Qualitative research methods not only comply with one of the constructivist assumptions of methodology; one of their prominent characteristics includes finding, explaining and describing the data gathered for the study, which is what was done in this study (Osborne, 1994). Additionally, Patton (1990) states that qualitative research methods produce a wide range of detailed information about a small number of people, which in turn increases the depth of understanding of the data

gathered. Consequently, it was highly beneficial to apply this approach in this research because it provided the detail and in-depth understanding that were necessary for constructing new ways of describing and conceptualising the emotional regulation strategies of academic staff within the higher education context.

Flick (2009) notes that qualitative research is of particular relevance in the social relations context. This can be attributed to the fact that qualitative research is generative, meaning that it creates new ways of understanding and describing the phenomena under study (Terre Blanche, Durrheim & Painter, 2006). Moreover, qualitative research is particularly interested in how ordinary individuals view and describe their lives (Payne & Williams, 2005). As a result, the qualitative methods of enquiry aim to build and establish detailed accounts of small groups of individuals and seek to interpret the meanings that these individuals make of their lives. All of these characteristics (context-specific, detail orientation, generative, emphasis on individual experiences and understanding etc.) that make up qualitative research as a whole, are reasons to why it was the research methodology of choice for this particular study.

One of the key strengths of a qualitative method is that it allows the researcher to enter the world of the participant and further understand the context within which the participant makes certain choices and is exposed to certain experiences. This key strength enables the researcher to better understand the participant(s) under study, the actions that they take, their motivations and the broader context of the world in which they live in.

Qualitative research seeks to explore human behaviour through a wide range of empirical procedures that are designed to describe and interpret the lived experiences of the research participants in a context-specific setting (Denzin & Lincoln, 2000). It was decided that a qualitative approach would be the most suitable research approach for this study, as it intends to present an in-depth and detailed understanding of the social world that the research participants experience, by learning about their circumstances, their understanding of the world around them, their relationships, their reasoning behind their choices and their perceptions. The sampling strategy that was used to select a proportion of the population of interest will now be discussed as well as the methods to collect this form of qualitative data for this study.

3.4 SAMPLING

Sampling may be understood as selecting a proportion of the population for a research study (Babbie & Mouton, 2006). It is important to note that qualitative methods of enquiry build highly detailed accounts of small groups of individuals. Consequently, the samples in qualitative research are often not as representative or as large as they would be for a quantitative study. Nevertheless, in qualitative research it is assumed that any subject that belongs to a particular group is deemed to represent that group (Sandelowski, 1986).

In line with the qualitative approach of this study, as well as the main research question, snowball sampling together with convenience and purposive sampling methods were used. Snowball sampling is a method of sampling that is created through the referrals made by the participants who know of others who possess the characteristics that are of interest to the researcher (Biernacki & Waldorf, 1981). Convenience sampling is a form of non-probability sampling in which participants of the "target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study" (p. 2). Lastly, purposive sampling is defined as a form of non-probability sampling that collects a sufficient amount of data for research purposes (Babbie & Mouton, 2006). The purpose of this study was to gain a better understanding of the emotional regulation strategies academic staff use within the higher education context. In other words, the rationale behind this study was to gain in-depth information and insight into a particular group of individuals (i.e. academic staff within the higher education context).

Thus, snowball and convenience sampling were used in combination with purposive sampling as it enabled the researcher, who is an academic at the University of Pretoria, to connect with academics in various other departments and faculties of the university that she does not directly have contact with. The initial sample was selected based on referrals of academic staff outside the researcher's own department. The researcher is currently situated within the Department of Human Resource Management at the Faculty of Economic and Management Sciences. Due to the fact that the prospective participants in this particular department may know the researcher as a student and may not want to disclose their emotional labour practices honestly to someone "so close to home", referrals were made from particular faculty members in

the researcher's department who know academics in other departments and faculties at the University of Pretoria.

Purposive sampling is a sampling technique that implies that the participants included in the study were selected because they have one or more significant characteristic(s) that render them key to collecting the data required for the study (Maree & Pietersen, 2010). In the case of this study, the significant characteristics included the fact that the participants needed to be academic staff in the higher education context. It should be pointed out that even though a combination of convenience, snowball and purposive sampling methods was used, the researcher was inevitably responsible for selecting the participants for the study and thus the researcher needs to make certain judgements regarding who should participate (De Vos, Strydom, Fouché, & Delport, 2005). For this study, this judgement was based on the purpose of the study. Therefore, the criteria for selection included that the participants should be

i. lecturers (including lecturers, senior lecturers, associate professors and professors)
ii. lecturing within the higher education context. More specifically, in an academic learning environment in a tertiary institution, such as the University of Pretoria, which is also regarded as a research-intensive university.
iii. lecturing staff must be employed by the University of Pretoria
iv. working in South Africa.

The first criterion (i) allowed for the participation of academic staff, including lecturers, senior lecturers, associate professors and professors, all of whose perspectives made a valuable contribution to the study. The second criterion (ii) was created to ensure that all participants included in the study were lecturing in a specific context, namely, an academic learning environment in a tertiary institution, which had to be a research-intensive university. Criterion iii provided greater specification of the target sample, the rationale being to focus the study specifically on the University of Pretoria so that the data gathered would provide rich, detailed information about the sample. The fourth and last criterion was created to ensure that the study and its participants were limited to the South African context.

Patton (1990) stated that the power of purposive sampling lies in its emphasis and focus on in-depth understanding. Consequently, the participants for this study were selected in such in way that the sample included individuals who were able to provide in-depth perspective and information on the emotional regulation strategies they implement within the higher education context. Subsequently, snowball and convenience sampling enabled the researcher to tap into different university departments and faculties so that a wide range of academics were included.

It is important to note that the quality of the data gathered will determine the amount of usable and valid data one ends up with. While Patton (1990) points out that in qualitative research there are certain rules regarding sample sizes, Morse (2000) notes that there is an inverse relationship between the amount of usable data gathered from each participant and the number of participants. Essentially, this means that there is usually little to be gained from studying large samples in qualitative research; rather the optimum sample size will depend on the participant inclusion criteria of the study (Marshall, 1996). Therefore, the focus of this study was on the quality of the participants included and the information they could provide, rather than on the number of participants. The guidelines set by Morse (2000) emphasise that qualitative researchers tend to gather substantial amounts of data from individual participants and thus require just a few participants. Therefore, in this study fifteen academics (senior lecturers, associate professors and professors) only were interviewed.

Subsequently, a list was drawn up comprising lecturers from various departments nominated for participation by members of the Human Resource Management Department. Those nominated were first phoned by their nominator on the researcher's behalf to ascertain their interest in the study. Those who were interested and willing to participate in the study were contacted via phone call. During the phone call with the participant, the purpose of the study was explained, a date and time for the interview was arranged and the ethics that had to be maintained during the study were mentioned. A follow-up email was then sent confirming these particulars (time and place) and explaining the study, its purpose and ethical considerations in detail. Finally, the participants were sent a reminder email a week prior to data collection. Fifteen participants were interviewed in total. Figure 3.1 below provides an overview of how the sample was obtained and the measures taken to contact these participants in a professional and ethical manner.

Figure 3.1: An overview of how the sample was obtained
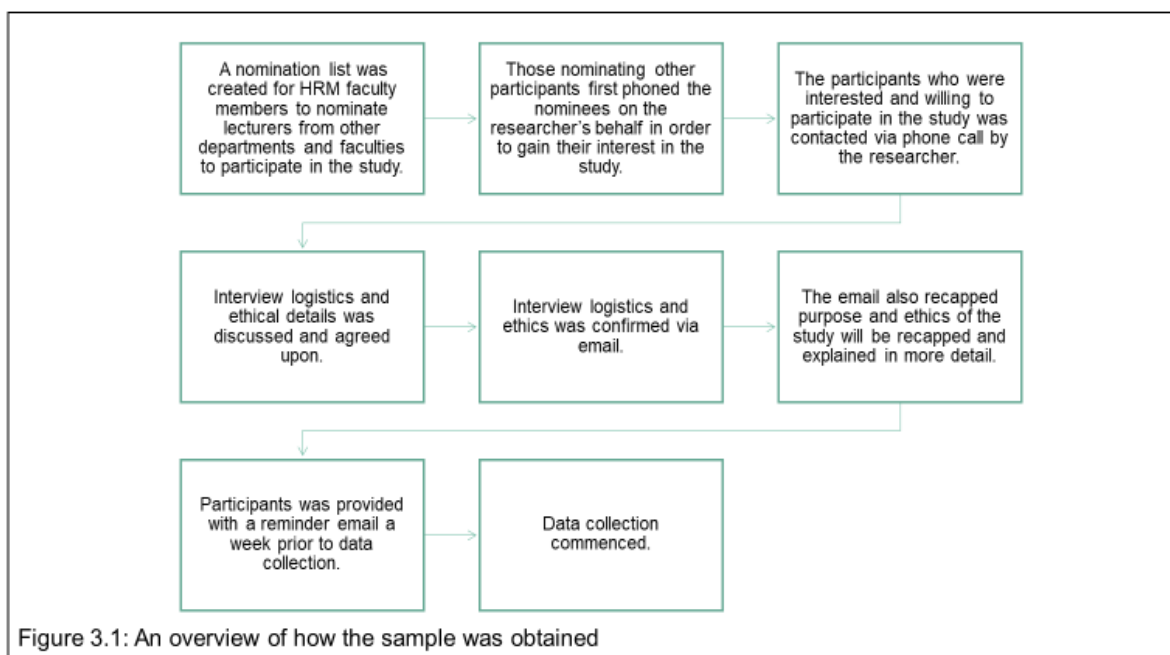
3.5 DATA COLLECTION

The research method and the sample group included in the study has been discussed. The question of how the data from these individuals was collected, remains. Polkinghorne (2005) notes that in qualitative research, data are usually gathered in the form of spoken or written language rather than single words or numbers, as in the case in quantitative research. Myers (2009) confirms this, pointing out that it is only by talking to people, or reading what they have written, that researchers are able to truly discover and understand what the participants are thinking, thus enabling the researcher to further explain the participant's performance. In this research study, qualitative methods were used to converse with academic staff about their experience as university lecturers and the kind(s) strategies they use to regulate emotions in the higher education context. In order to achieve a high level of insight and understanding, in-depth, detailed and rich information should be gathered. Accordingly, face-to-face semi-structured interviews were held with each of the participants included in the study.

"Qualitative interviewing is a flexible and powerful tool to capture the voices and the ways people make meaning of their experience" (Rabionet, 2011, p. 563). One of the many uses of qualitative interviews is to allow the participants to share their knowledge, subjective perspectives and insight into their experiences (Schmidt, 2004).

Therefore, it can be said that interviews may be used by researchers as both a tool and a window onto the perspective and lived experiences of the participant. Many types and procedures for qualitative interviews exist (Hopf, 2004) and Barriball and While (1994) highlight their advantages, including their potential to increase participants' response rate, their suitability for exploration purposes and the fact that they provide the researcher with an opportunity to evaluate the validity of responses by observing both the verbal and non-verbal behaviour of the participant. Despite these advantages, qualitative interviewing has been proven to be quite demanding in terms of the resources and time that must be set aside for it, as it requires a large amount of planning and conducting the interviews and analysing the data is time consuming (Hove & Anda, 2005). Nonetheless, qualitative interviewing remains the most suitable and appropriate data collection method for this study as it will retrieve the data required to fulfil the purpose of the study.

Semi-structured interviews were held with the study participants. In this type of interview, questions are determined before the interview process begins. These questions are compiled with the purpose of covering the main topics of the study (Taylor, 2005). The semi-structured interview method allows the interviewer to follow some form of structure during the interview process itself, but it does not need to be followed strictly (Kallio, Pietilä, Johnson & Kangasniemi, 2016). The key advantage of this method is that it allows for interaction to occur between the interviewer and the participant (Galleta, 2012), allowing the interviewer to ask improvised follow-up questions and the participant to verbally express their perspective and experiences. The advantages and disadvantages of semi-structured interviews are summarised in Figure 3.2 below. However, the advantages of this method far outweighed the disadvantages, enabling me to collect the necessary data for this study, narrow down the discussion topics to the objectives of the study and at the same time delve deeper into the insight provided by the participant This empowered the participant to provide as much detail and information on their experiences as possible.

According to Kelly (2010, as cited by Kallio et al., 2016), in order to conduct a semi-structured interview, a certain level of research into the topic area must be done. Accordingly, research was conducted for the purpose of compiling a set of questions that was relevant and powerful enough to extract the requisite information. Open-ended questions were used to allow the participants to share information, without

leading them into a specific thought process (Creswell, 2009). The interview guide containing the interviews questions is attached as Appendix A.

Figure 3.2: The advantages and disadvantages of semi-structured interviews
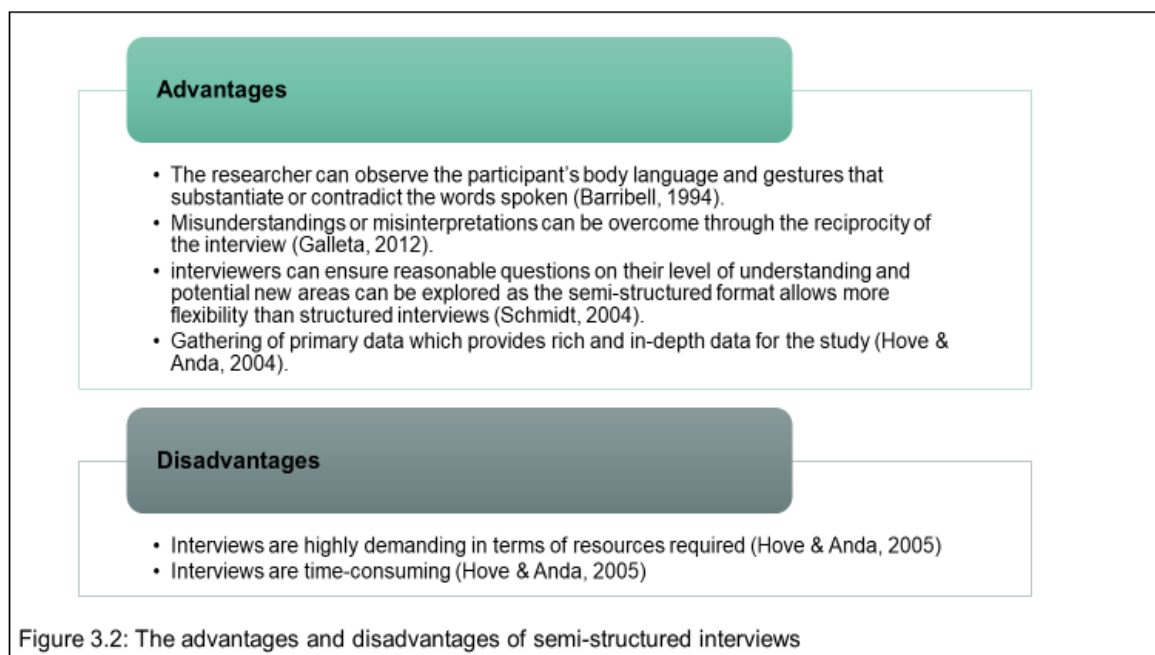
The face-to-face semi-structured interviews lasted approximately 45 to 60 minutes, depending on the amount of time it took to gather the information and sufficient understanding to fulfil the purpose of the study. The interviews were conducted in a quiet place with few distractions and interruptions; this was to ensure that the recordings of the interviews were crisp and audible. Interviews were recorded to enable the researcher to reflect back on the interviews, transcribe them and analyse them accurately. Notes were taken during the interview process and were used together with the interview transcriptions for analytical purposes. Lastly, the interviews were conducted in English as this is the researcher's mother tongue.

3.6 DATA ANALYSIS

Once data saturation was reached and all the interviews conducted had been transcribed, the data gathered was thoroughly analysed. Data analysis in qualitative research is a significant, complex and multidimensional subject (Life, 1994). Maree (2010) describes data analysis as the approach, system or process whereby the researcher extracts some form of rationalisation or understanding from the data provided by the respondents. The purpose behind data analysis is to maintain the distinctiveness of each lived experience whilst also attaining a clear understanding of

the meaning of the data itself (Banonis, 1989). Thematic analysis is a qualitative method that has been rarely acknowledged even though it is a widely-used analytic method in the field of psychology and beyond (Bayatzis, 1998; Roulston, 2001). Thematic analysis was the qualitative data analysis method used in this study.

The rationale for choosing this method rested on the purpose of the study; that is, to explore and describe the emotional regulation strategies that academic lecturing staff use within the higher education context. Thematic analysis was chosen as it provides the flexibility and logical process necessary for the researcher to follow when analysing the data gathered (Braun & Clarke, 2006). Moreover, thematic analysis aims to identify certain identifiable themes or patterns of living beings and/or behaviour (Aronson, 1995). Accordingly, the researcher identified certain themes (such as the emotional regulation strategies of academic lecturers) that came to the fore during the interviews conducted with the participants. Lastly, thematic analysis is a qualitative method that can provide a rich, detailed and complex account of the data obtained, which contributes to the reliability of the study and its results (Braun & Clarke, 2006).

However, it should be noted that thematic analysis lacks specific guidelines and does not provide a pragmatic process to follow (Aronson, 1995; Braun & Clarke, 2006). Accordingly, clear and concise guidelines for thematic analysis are lacking which may result in researchers adopting an "anything goes" approach when applying it (Antaki, Billig, Edwards, & Potter, 2003). This lack of guidelines may have a negative impact on its overall reliability, as a result of the wide variety of interpretations of the method that may come from multiple researchers. It is for this reason that this study has adhered to the thematic analysis framework provided for by Braun and Clarke (2006). By following this framework and ensuring a pragmatic process of analysis, the analysis of data became more reliable.

The guidelines provided for by Braun and Clarke (2006) consist of six phases, which were used by the researcher as a guide for analysis in this study. These phases are summarised in Table 3.2 below. It is important to note that these phases are merely guidelines and must be adapted to fit the particular research study. Therefore, during the data analysis process, the researcher tailored the phases according to the study and the data gathered, as depicted in Table 3.2. Furthermore, analysis in qualitative research tends to be a recursive process and not always linear because the

researcher, at times, has to move back and forth between the phases (Knigge & Cope, 2006). Lastly, this process is one that develops over time and is not be rushed, thus time was taken to truly understand the data on a deeper level (Ely, Vinz, Downing, & Anzul, 1997).

Table 3.2: The phases of thematic analysis

Phases	Process guidelines by Braun & Clarke (2006)	Result	Process followed by researcher for this study
Phase 1: Familiarising oneself with the data	Once the data have been collected, the researcher immerses him/herself in the data to the extent that he/she is familiar with the depth and breadth of the content. This involves reading the data actively and repeatedly – searching for meanings, patterns etc. It is ideal to read through the entire data set at least once before coding, as ideas, identification of possible patterns will be shaped as the researcher reads through the data. Preliminary notes and codes can be made during this phase.	The researcher is very familiar with the data, preliminary codes are configured and detailed notes are taken.	The process guideline for Phase 1, provided for by Braun and Clarke (2006), was followed in a similar manner. The researcher initially read through each of the interview transcriptions prior to coding them to get a better idea of the kind of themes or potential codes that could be picked up in

			the data. Preliminary notes and codes were made whilst reviewing each of the interview transcriptions.
Phase 2: Generating initial codes	Initial codes are generated by documenting where and how patterns occur. This takes place through a process known as data reduction, where the researcher breaks down the data into simple labels in order to create categories for more efficient analysis. The researcher achieves this by working systematically through the entire data set, giving full and equal attention to each item with the data. Furthermore, the researcher should look for interesting aspects of the data that may form the basis of repeated patterns or theme across the data set.	Initial codes are generated.	Once again, Phase 2, as stipulated by Braun and Clarke (2006), was followed. However, it should be noted that the researcher coded and recoded the first interview transcription multiple times, before moving on to the other interview transcriptions. The reasoning for this was that the researcher felt that the deeper meaning

			behind the data was not being captured accurately by the codes. Therefore, multiple attempts at coding the initial interview transcription were made before moving forward with coding any other interview transcriptions. Furthermore, the researcher intentionally merged Phase 2 and Phase 3 of Braun and Clarke's (2006) process guidelines, as higher-order themes and sub-themes were simultaneously identified.

| Phase 3: Searching for themes | The researcher re-focuses the analysis on a broader level of themes. This may involve sorting the different codes into their potential themes and organising all the relevant coded data into the identified themes. Essentially, this is when the researcher begins to think about the relationship between themes and different levels of themes. | A list of candidate themes and sub-themes and all extracts of data that have been coded in relation to them. | Phase 2 and Phase 3 of Braun and Clarke's process guidelines were merged by the researcher. |
| Phase 4: Reviewing themes | The researcher begins to refine the themes that have been identified, usually going through two levels of refinement. Level one involves reviewing at the level of the coded data extracts. This means that the researcher needs to read all the collated extracts for each theme and consider whether they appear to form a coherent pattern. Level two involves a similar process but in relation to the entire data set. The researcher must consider the validity of individual themes in relation to the data set. If the analysis seems incomplete, the | The researcher should have a fairly promising idea of what the different themes are, how they fit together and the overall story they tell about the data. | Phase 4 of Braun and Clarke's (2006) process flow was closely followed by the researcher. However, this phase was a highly iterative (going back and forth between the data) one for the researcher, as many of the themes were reviewed multiple times |

	researcher needs to go back and find what is missing.		before making a final decision.
Phase 5: Defining and naming themes	The researcher defines and further refines the themes that will be presented for analysis and analyses the data within them. The researcher should conduct and write a detailed analysis for each individual theme. By the end of this phase, the researcher should be able to clearly define what the themes are and what they are not. One test for this is to see whether the researcher can describe the scope and content of each theme in a few sentences. If this cannot be done, further refinement of that theme may be needed.	A comprehensive analysis of what each theme contributes to understanding the data.	Each theme was named and defined according to the process stipulated in Phase 5 of Braun and Clarke's process model.
Phase 6: Producing the report	This involves the final analysis and write-up of the report. The analysis (the write-up, including data extracts) provides a concise, coherent, logical, nonrepetitive and interesting account of the story the data tell – within and across themes. The write-up should do more than just provide data. Extracts need to be embedded in an analytic	The report includes a thick and comprehensive description of the results.	The researcher compiled a code book which is attached as Appendix D. This contains all first-order, second-order and third-order themes and

	narrative that is compelling and illustrates the story that the researcher is trying to tell about the data. The researcher should decide which themes make meaningful contributions to understanding what is going on in the data. Member checking should also be conducted. This may involve the researcher going back to the sample at hand to see if their description is an accurate representation of the data.		their related definitions. The code book also contains the theme mappings that were created by the researcher to further make sense of the data.

Source: Braun & Clarke, 2006

3.7 ASSESSING AND DEMONSTRATING THE QUALITY AND RIGOUR OF THE PROPOSED RESEARCH DESIGN

While qualitative research offers both flexibility and simplicity in terms of data collection (Babbie & Mouton, 2006), it is not ideal for arriving at statistical descriptions of large populations. Therefore, qualitative methods of inquiry rely greatly on highly detailed accounts of small groups of people. Hence, accuracy and credibility are imperative during the research process. According to Creswell (2009), qualitative validity implies that the researcher verifies the findings of the study by executing certain procedures and, in fact, validity is one of the strengths of qualitative inquiry. The literature on validity in qualitative research implies that qualitative validity refers to the credibility, transferability, dependability and confirmability of the data (Beck, 1993; Creswell, 2009; Krefting, 1991; Maree, 2010; Sandelowski, 1986). In essence, qualitative validity refers to the way in which the researcher ensures the precision and accuracy of the findings by means of certain procedures, while qualitative trustworthiness refers to the consistency of the researcher's approach throughout the research process (Creswell, 2009). There are two main goals that qualitative researchers should aim to achieve:

firstly, it is to create an account of the method and data that can be analysed by another researcher in the same way and come to the same conclusions; and secondly, it is to produce a credible and coherent explanation of the phenomenon being studied (Mays & Pope, 1995).

The credibility of a study also refers to the alignment of the participants' perspectives with the researcher's reconstruction and representation thereof. One way in which credibility can be improved is by having researchers describe and interpret their actions and personal understanding as researchers in relation to the behaviour and experiences of the participants (Krefting, 1991). In this study, the researcher was the instrument for gathering the data and it can therefore be said that the credibility of the study relied greatly on the researcher's capability, rigour and ability. It is of the utmost importance to take into account the current personal state of the researcher as well. Patton (1990) states that any personal matter or life experience that is going on in the researcher's life may be a distraction.

The subjectivity of the researcher in qualitative research has also been a cause for concern in the literature (Bradbury-Jones, 2007; Creswell, 2009). Therefore, an integral part of a qualitative study is for the researcher to take notes of his or her subjectivity and the impact it may have throughout. Bradbury-Jones (2007) confirms this, suggesting that one should systematically identify one's subjectivity throughout the course of the research. To address this, the researcher in this study kept a journal and updated it constantly throughout the duration of the study. The purpose of this journal was for the researcher to document personal feelings and emotions, which assisted in identifying any subjective feelings during the analysis stage. In order to further decrease the potential of subjectivity, the researcher found an independent and reliable party to code the data collected as well.

Dependability, sometimes referred to as auditability (Beck, 1993), refers to the use of a methodical process that contributes to the reliability of the data collection method and the process followed during data collection. Accordingly, an audit trail was created for the purpose of increasing the dependability of this study. The researcher kept a detailed record of the entire research process, which included all the transcriptions of the interviews, the coding used, the themes identified, the data analysis process etc. Creswell (2009) recommends that all the study procedures, with all the steps that were

followed, should be documented. Therefore, dense descriptions of the research methods used during the study have been provided to depict the complicity of the study and the processes involved (Krefting, 1991).

Lastly, the credibility and consistency of this study was ensured by having all the transcripts, coding and so on inspected by a reliable third party to ensure that the no obvious mistakes were made and that all the documentation was in order (Creswell, 2009). Furthermore, an independent coder coded the data from the transcriptions to ensure the quality of the research.

3.8 RESEARCH ETHICS

Neumann (2003) describes an ethical approach in research as a responsibility that begins and ends with the researcher of the study – his/her moral code is the defence mechanism against any potential unethical behaviour. Ethical considerations can be understood as the moral principles that guide and influence an individual's conduct. In qualitative research, ethical considerations are understood as a moral stance that involves a level of respect and protection for the participants, who actively consent to be analysed or studied (Payne & Williams, 2005). Ethical issues relate to how well the participants in a study are treated and this should be at the heart of the entire research process (Ritchie, Lewis, Nicholls & Ormston, 2014). Essentially, this means that the study participants are of paramount importance to the research process and must be treated accordingly.

For this study, the basic ethical principles or rights of participants, as outlined by Fontana and Frey (1994), were used as the ethical framework for the study. The basic principles or rights of participants are discussed in the following sections (Fontana & Frey, 1994):

6.8.1 THE RIGHT TO PRIVACY

This right includes the right of an individual to refuse to participate in the study. Participants were informed of their right to privacy and were guaranteed that their identities would remain confidential (Hoyt & Kennedy, 2008). Respondent names were replaced with numbers throughout the data in the text. No one apart from the researcher and her supervisor had access to the data either during or after the study. Particulars that may potentially give away the identity of a respondent were not included in the report nor will they be included in subsequent publications emanating

from the study. In addition, all data were password protected. Moreover, in this study, the participants were informed of their right to refuse to be interviewed and to refuse to answer any question(s) they felt uncomfortable with (Welman, Kruger & Mitchell, 2005).

6.8.2 THE RIGHT TO ANONYMITY AND CONFIDENTIALITY

Participants of the study were informed of their right to anonymity. This includes allocating participants pseudonyms or respondent numbers. Participants were also informed of the confidential nature of the study. This included informing the participants that the interview data would be treated with respect, dignity and confidentiality. For the sake of confidentiality, a coding system was applied that uses respondent numbers instead of names. Each code was linked to the identity of a participant and their responses labelled with case numbers to ensure privacy.

6.8.3 THE RIGHT TO INFORMED CONSENT

The objectives of the study were communicated clearly to each participants prior to their participation, which enabled them to provide informed consent. This form included a discussion on the voluntary nature of the research, the manner in which confidentiality would be ensured, the rights of the participants, the purpose of the study and the process to be followed. It is important to note that informed consent was obtained from the participants prior to their participation in the study to ensure that they were fully aware of the scope of the study and the implications of participating (De Vos et al., 2005).

6.8.4 THE RIGHT NOT TO BE HARMED

Extreme care was taken to avoid any harm to the participants, including but not limited to physical, mental and emotional harm. Babbie and Mouton (2006) emphasise the importance of avoiding psychological harm by stating that the researcher must take the necessary precautions. This includes assuring participant confidently and providing pseudonyms (Orb, Eisenhauer& Wynaden, 2001).

6.8.5 THE RIGHT TO JUSTICE

The concept of justice refers to the equal and fair treatment of the participants. One of the key distinctive features of this concept is the researcher's understanding of

participant vulnerability and their contribution to the study (Orb et al., 2001). The researcher ensured that each and every participant of the study was treated equally and fairly throughout the entire research process. Furthermore, the researcher recognised and respected the contribution that each participant made to the study and remained sensitive to the vulnerable position the participant was in.

6.8.6 PERMISSION FROM THE ORGANISATION

Lastly, to conduct this study, permission was obtained from the Office of the Vice Chancellor and Registrar at the University of Pretoria, which was the organisation in which the research was conducted.

3.9 CONCLUSION

The objective of this chapter was to define the research method applied in this study. This was achieved by exploring and further defining the research paradigm, strategy of inquiry, sampling strategy, data collection method, method of data analysis, research quality and research ethics. This chapter gave a clear and holistic picture of the research methods applied to this study. The next chapter will present the findings of the research study by describing the themes identified by the researcher during the analysis process.

CHAPTER 4: RESULTS & FINDINGS

"Curiosity – the rover and the concept – is what science is all about: the quest to reveal the unknown."

*- Ahmed Zewail*

4.1 INTRODUCTION

The rationale and ultimate goal of this chapter is to present the findings of this study. This will be achieved by discussing the themes that emerged from the analysis of the data collected. The core focus of this study is to explore and describe the emotional regulatory strategies that fifteen academic lecturing staff, at various levels within the university, use within the South African higher education context. This will be achieved by:

- exploring and describing the working conditions and context of academic staff at a research-intensive university in the South African context
- exploring and describing the explicit and implicit emotional display rules at a research-intensive university in South Africa
- exploring and describing the situations that evoke or require emotional regulation
- exploring and describing the emotional regulation strategies employed.

Given the above, the themes identified during the data analysis will be presented and discussed according to the research objectives listed in the bullet points above.

4.2 WORKING CONDITIONS AND CONTEXT OF ACADEMIC STAFF AT A RESEARCH-INTENSIVE UNIVERSITY IN A SOUTH AFRICAN CONTEXT

The work context of academic staff can be understood as the diverse terms or notions that are used by them to describe their workday. In this study, the participants described their workday according to the level of people interaction they perceived on a daily basis, as well as the various tasks that their workday consisted of, as depicted in Figure 4.1.

Figure 4.1: How the work context was described by academic staff
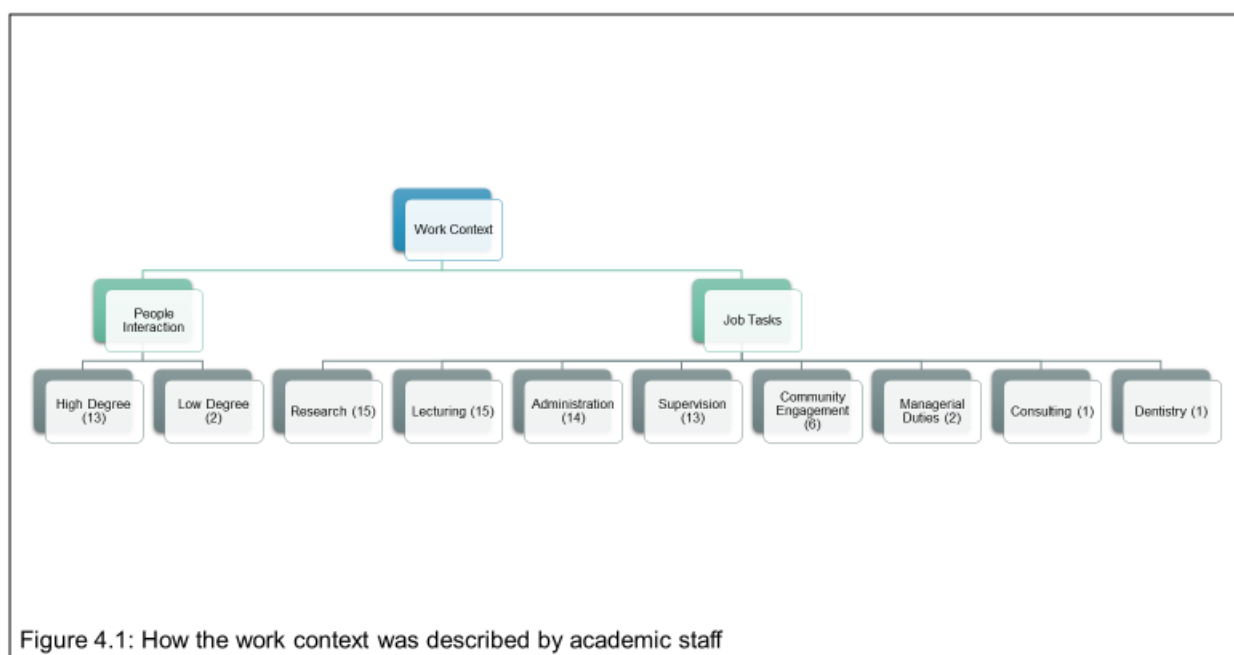
4.2.1 People Interaction

People interaction refers to the participants' perceived level of human contact (such as talking, engaging with other colleagues, students and other individuals etc.) that they have on a day-to-day basis at work. The study participants indicated either being very interactive or having a low level of interaction. The vast majority (13) of the participants confirmed that they were highly interactive. These participants perceived their interaction with people as being excessive and as being a regular occurrence at work and when carrying out their job tasks.

> *Ja, every day ja. I sometimes have an entire day that's just meetings; meetings, meetings, meetings …* (Participant #11)

Moreover, many of these participants noted that for several of their job tasks, their interaction with other individuals was quite high.

> *Sjoe, pretty much everything – ja, all of them because even the research …* (Participant #1).

> *Yes, unless it's with the paperwork.* (Participant #8)

Interaction not only takes place face to face, but also includes other forms of interaction, including virtual communication.

Yes, the whole time, maybe not face to face but yes, on email and when they come to the office yes. (Participant #6)

Interaction increases when the participants must attend meetings with colleagues and other relevant stakeholders.

Ja, every day, ja. I sometimes have an entire day that's just meetings; meetings, meetings, meetings. And then I have to catch up on actual work after hours or over weekends. So, a lot of my days are just – it's entirely the whole day in meetings, ja. (Participant #11)

A few of the participants (3) perceived their level of people interaction when carrying out their job tasks to be minimal and less regular. It must be noted that although they have indicated that their level of people interaction tended to be low, some degree of interaction with other individuals still took place.

Uhm I would say a smaller portion for me is interaction. Participant #3

Uhm you know I'm not – I don't network as much as I should do … Participant #7

It is evident from the above findings that for the majority of the lecturing staff, the level of interaction with colleagues, students and stakeholders is high. The two participants perceived who their level of interaction with other people to be low nevertheless acknowledged that they also interact with people at work to some extent. Interaction is an imperative prerequisite for emotional labour to occur.

4.2.2 Job Tasks

The study participants described their work context according to the diverse job tasks they carry out on a day-to-day basis at work. Job tasks refers to the main activities, duties and responsibilities that the participant carries out every day at work. From the analysis and further amalgamation of the data collected from all 15 participants, eight job tasks were identified as prevalent. These were either apparent across all the data collected (i.e. all 15 participants identified the task), or a significant number of participants stated that the job task formed a part of their workday, or were unique to just one or two participants. Figure 4.2 provides a graphical depiction of the job tasks identified, as well as the number of participants who confirmed that the task formed a part of their workday.

Figure 4.2: Job tasks identified by participants and their related count
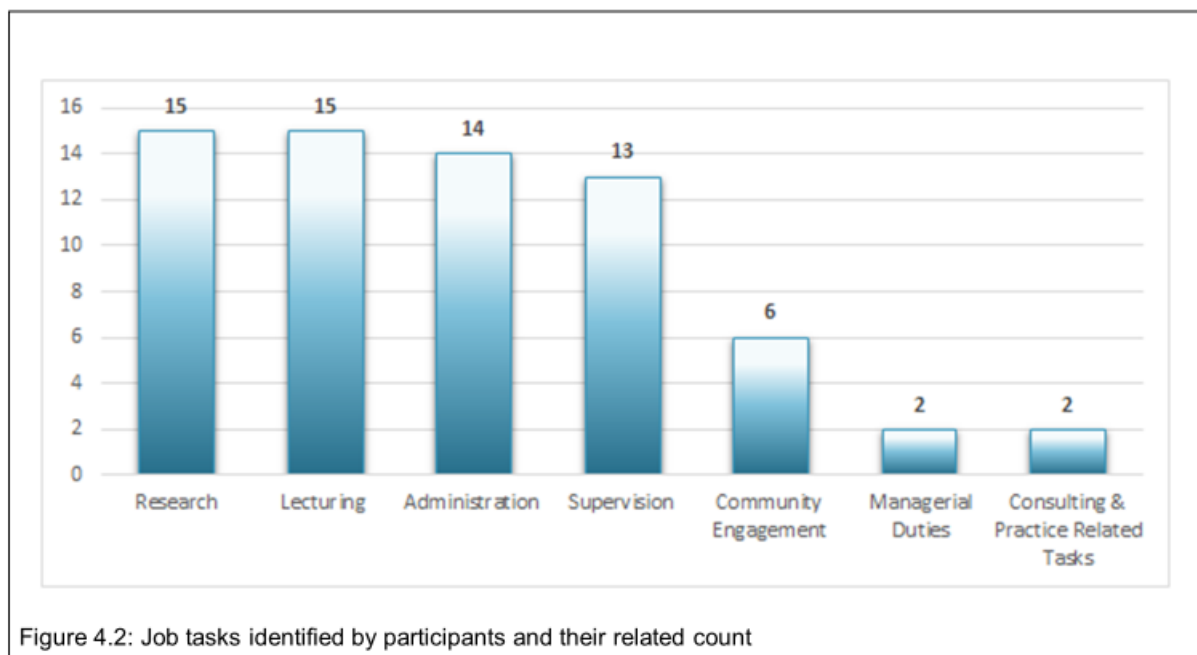
4.2.2.1 Research

All the study participants identified research as one of their job tasks. Generally, research may be understood as the systematic investigation into and the further study of relevant materials and sources to establish facts or to generate new conclusions. For academic staff, research may include the investigation of data or the writing and publishing of journal articles or any other relevant or similar types of paper.

Six of the 15 participants referred to research as more of an organisational or academic requirement, as opposed to being something that they truly enjoyed or willingly participated in. Research is conducted to keep one's knowledge up to date but is also deeply entrenched in the academic culture of the institution and serves as a source of income for the institution.

> *… we need to do research which is not only for our knowledge systems, but it's also for the money or a third-stream income and to sustain yourself within this environment.* Participant #4

Some academics engage in research because it is an organisational requirement.

> *Then I do my own research because that is kind of required of us to do.* (Participant #9)

Academics are first and foremost researchers at this particular institution.

> *Yes, because all of us here who work here are researchers, but we have a different title so project manager, but we are all researchers.* (Participant #14)

Research is seen as time-consuming and, at times, participants find it difficult to fit it into their workday in addition to the other job tasks that they are required to do:

> *My other duties involve research, uhm I'm currently writing a book and that's quite high on my priority list, so I try to make quite a lot of time for that.* (Participant #5)

> *Ja, so reading what other people are doing, trying to understand what these ideas are uhm and how that could uh you could use that in your own work. So, gaining insights from the work of other academics and other publications. Uhm and then writing is very time-consuming, so writing journal articles and writing chapters.* (Participant #7)

> *I do research when I have – with my cases okay. So right now, I'm litigating against a trust, so I'm researching Trust Law. But in terms of writing and publishing articles, I am overly spread in terms of stuff.* (Participant #15)

For some participants research was not only a requirement but also an enjoyable activity.

> *… my interest has always – always lies in research, so that for me is the fun part for me, more fun than the other parts.* (Participant #2)

4.2.2.2 Lecturing

Lecturing emerged as a common job task for all 15 participants. Lecturing refers to the teaching of students in an academic university context on a tertiary level of education. Lecturing is seen as a given or almost an 'obvious' job task by many of the participants.

> *Okay so basically it entails a combination of teaching and research* (Participant #1)

> *Ja, so I suppose it's admin, it's lecturing, it's supervising, it's research.* (Participant #3)

> *… it's a lecturing and a research position.* (Participant #5)

> *… well, we are just the lecturers. We teach and we do research …* (Participant #6)

> *So that's you know, you don't do anything else but lecture.* (Participant #7)

> *I think a typical job for a senior lecturer is basically a lot of teaching and supervision and then you are generating research.* (Participant #11)

Some of the participants lectured in more than one module or subject.

> *So again, lots of lecturing responsibilities. I lecture three courses; it's the same Evolution and Phylogeny that I did in 2009/2010.* (Participant #2)

> *Teaching, lecturing five other modules, two being year modules, the other electives, so semester module.* (Participant #8)

> *Okay, so I do uhm obviously lecturing, that's the first thing. I currently I have three lecturing modules for this year and – I mean my lecturing changes from year to year, so it ranges from different – different modules and also different levels.* (Participant #9)

4.2.2.3 Administration

Administration includes a range of activities related to the management of one's affairs which are usually connected to the overall organisation and the running of the department, faculty and university. The majority (14) of the participants identified administration as one of their daily tasks, generally conveying a negative perception of this job task.

Some perceived administration not only to be immense and diverse in terms of the amount that needed to be done, but it also provoked a degree of stress.

> *And lots of administration, you have worked at the university before and I feel that they are just piling more and more admin onto us without realising the effect it has on us and more and more students, which increases – for me, it becomes incredibly stressful; lots of students, lots of marking, lots of additional administration.* (Participant #2)

Furthermore, many felt that this job task consumed too much of their time in their workday.

Yes, so I guess I come in and I do my class prep and the rest of the time usually just goes to admin. (Participant #1)

Uhm and a lot of admin, I must say there is a lot of admin, you know approving stuff on the system and keeping an eye on finance and HR, ja. Stuff like that. (Participant #11)

I can't tell you how much admin project management takes. It's just – it's follow up emails, it is creating uhm tasks, it is following up on the people who you gave the tasks to, to make sure that they meet your deadlines, it's the budget and it's creating contracts and making sure that the contract doesn't have any loopholes, uhm and it's making sure that the claims are done on time, that the people are paid, urgh, it's admin. (Participant #14)

Yes, admin on its own is – I mean the admin of the course in terms of class, registrations, drafting papers, drafting model answers, drafting tutorials, putting up a clicker – that all is not even the substance of the course yet, you know? It's just crap. And then – so admin takes up a lot of your time, that's why I think it's funny when they are like "Why aren't you publishing?" you are like "No, because I'm sitting here playing with my hair"." (Participant #15)

It becomes clear that the general perception of administration is one of frustration. The reasons for this frustration are twofold: the fact that it consumes a lot of time in the workday and the volume of administration participants are required to do.

Some participants believed that their time could be spent more efficiently on other job tasks, as opposed to spending a lot of their time on paperwork, emails, follow-ups etc.

You are constantly sitting, working on paperwork. Now, what I'm thinking is, in the past I could've asked someone else to – just take a simple thing – type this up for me, have it signed by the head of department and send it through to admin. Now I have to type it, I have to run to the head of department, I have to wait for it to be signed, then I take it personally to admin. (Participant #8)

4.2.2.4 Supervision

Thirteen participants identified supervision as one of their daily job tasks. Supervision can be understood as learning combined with the personal relationship skills the academic lecturing staff member requires to work with the student (Grant, 2003).

Many of the participants did not indicate whether they had a negative or positive perception of supervision, although some did state that it merely formed a part of their job tasks.

> *It's admin, it's lecturing, it's supervising, it's research. Supposed to do things like community engagement, but I haven't even tried that yet, because I haven't had time.* (Participant #3)

> *So, it's basically research methodology and then I have 25 master's and PhD students that I supervise.* (Participant #11)

However, one participant indicated that supervision took up a lot of his workday:

> *So uhm currently, ja most of my time at work is taken up by supervision.* (Participant #5)

Some participants indicated that they supervise postgraduates (that is, either honours, masters or PhD students).

> *At research level, I would have masters and PhD students. So up to now I have [pause] supervised more than 30 ...* (Participant #8)

> *And then I do, uhm, supervision of postgraduate students, so that is both at honours, master's and PhD level.* (Participant #9)

> *… and then I have 25 master's and PhD students that I supervise.* (Participant #11)

4.2.2.5 Community Engagement

Six of the participants indicated that community engagement formed part of their workday job tasks. Community engagement may be described as the voluntary work that is done by academic staff as a part of the university's key priorities. The rationale behind this job task is for university academic staff to use their skills and knowledge to empower and assist communities in their development endeavours.

Community engagement is essentially an requirement on the part of the university of academic staff, however, it has not received as much attention or emphasis as the university intended.

> *So, the community involvement is an important part, but it does not get so much emphasis at this stage.* (Participant #5)

> *This side, we don't really do that because most of our projects have to be funded. So, what we try and do, if there's money left over from the project, we can maybe decide to buy extra resources and put it into a school or something like that, but it's not one of the main things that we do.* (Participant #11)

Some participants indicated that they had invested in this job task.

> *Ja, what we see as community engagement here, that's one of our modules – is going out – now since my focus is on higher education and post-school education, it's the going out and offering professional development courses.* (Participant #8)

> *So ja, it depends actually what one does a lot. I mean I also do a lot of outreach work as well.* (Participant #13)

4.2.2.6 Managerial Duties

Two participants mentioned that managerial duties formed a part of their job tasks. This task refers to academic staff members who hold a position of authority in their department or faculty. Such duties include overseeing the department or faculty, providing leadership, communicating important information to staff members, enforcing systems, policies, procedures and productivity standards, as well as hosting or attending meetings.

> *Management position – there's a number of things that are coupled to a full professor, but the most important thing is that we get assigned portfolios and stuff which there are many duties that I share in the departments, management duties as well.* (Participant #5)

> *Ja, lots of meetings, [giggle] lots of answering emails, Skype meetings often, uhm and then depending on – on where we are on a project, we have project meetings or just actually sitting down and doing – writing up projects, liaising*

with clients, uhm making sure the project team is fine, that they are happy and functioning and that they are sticking to deadlines. (Participant #11)

4.2.2.7 Consulting and Practice-Related Tasks

One participant had the job task of consulting. Based on this individual's academic area of expertise, he provides expert advice and professional opinions to clients (outside of the university context) who require his services.

That's the main thing, and uhm giving courses and then also the third one is uhm, that I consult with people. (Participant #12)

Another participant was not only a lecturer but also a dentist. Naturally, one of her job tasks (at the university's dentistry hospital) included that of dentistry. Dentistry may be understood as the treatment of patients which is limited to their teeth, gums, jaw and oral hygiene.

Dentist, yes dentist/lecturer. (Participant #13)

From the above findings, two things become clear in terms of the work conditions of academic staff members at the institution: Firstly, all the participants experienced people interaction at work. More specifically, the majority of participants/staff members experienced a high degree of people interaction, with a few experiencing such interaction to a lesser extent. Nevertheless, it can be said that people interaction is, to some degree, a given for all of them.

The second aspect that becomes clear is that all academic staff members have four main job tasks, namely, research, lecturing, administration and supervision. There are, however, other job tasks that may form a part of some participants' workdays, such as community engagement, managerial duties, consulting and other practice-related tasks. However, these job tasks depend on the staff member, the focus and priorities of their department (in terms of community engagement), as well as whether the individual has other responsibilities either inside or outside of the university context. Each of these job tasks have unique distinctions in terms of what they entail and the perceptions academic staff have of them.

The second research objective will now be discussed, namely, the explicit and implicit emotional display rules perceived by the participants of the study.

4.3 THE EXPLICIT AND IMPLICIT DISPLAY RULES

Display rules are the implied or obvious expectations regarding emotional expression in the workplace. As noted in the literature review of this study, emotional labour is essentially the effort that is made by employees to conform to the organisation's requirements and norms regarding appropriate emotional displays. Therefore, it is important for this study to first determine what the participants believe to be the explicit and implicit display rules within their academic context to identify the type of behavioural rules that they are likely to follow and further act out.

When analysing the data, it became clear that there were in fact no clearly expressed display rules within the participants' academic context. This is because the university display rules are not explicitly written down or stipulated in any code, policy or other written format for the academic staff to read and thus be aware of. This finding was expressed by all 15 of the study participants.

Some participants noted that while explicit display rules that stipulate the external requirements of academic staff exist, such as the expected dress code and the procedures or processes that should be followed, there are no explicit guidelines or rules when it comes to the emotional requirements relating to the staff:

> *We have put together a little thing now for all the new staff about the dress code for instance and procedures for tests and so on. So, there's some guidelines in that way, but how you should react emotionally for instance, is not prescribed anywhere.* (Participant #1)

Participants concurred that no display rules are overtly stated in the university context:

> *No, it's unwritten.* (Participant #6)

> *But it's not written down in a contract or uhm in a brochure that you can read. It's something either you learn over time.* (Participant #14)

Some of the participants mentioned that the emotional display rules of the university, although not written down, are implied in some way or another:

> *No, I think it's a hidden kind of thing, we call it the hidden curriculum I would say.* (Participant #4)

… it's not written down. It's not somewhere on paper, it's something that – in a sense I have to self-regulate. (Participant #12)

So, it wouldn't necessarily be written down, it's more just implied? (Participant #13)

Although no explicit display rules exist at the university, the participants nevertheless noted that there are certain organisational emotional expectations or requirements of them. The question that now arises is, how do academic staff know what these display rules are?

4.3.1 Knowledge of Display Rules

Knowledge of display rules refers to how the participants came to know about the university's display rules, given that they are not written down anywhere. Figure 4.3 provides an overview of the different means through which the participants became aware of the display rules. Figure 4.3 also indicates the count of participants who concurred with each of the means of knowing the display rules of the university.

Figure 4.3: Knowledge of display rules and related count
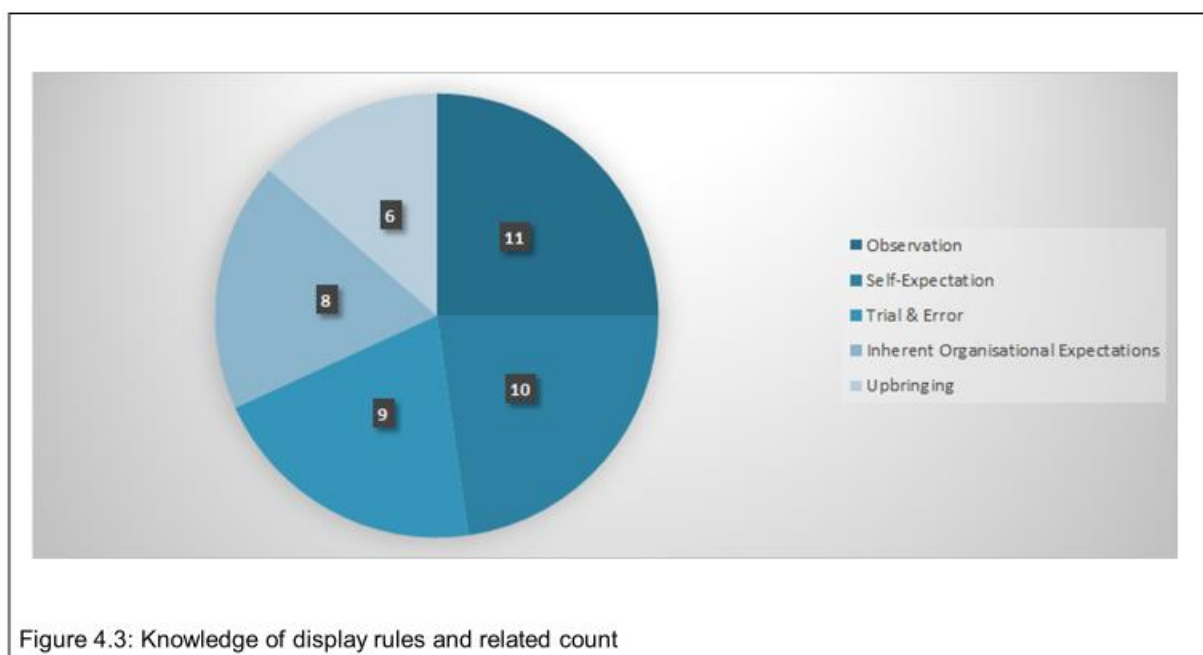
4.3.1.1 Observation

Eleven of the participants agreed that they came to know the display rules of the university by way of observation. Observation may be understood as the action or process of monitoring others, in this case, in order to determine the display rules of

the university. Observation entails observing one's colleagues and subsequently determining what is and what is not acceptable at work in terms of display rules, and then 'working from that'. As a result, one eventually determines what the university's display rules are.

> *So, you just you know, kind of try and look at what your colleagues are doing and then work from that.* (Participant #1)

Many of the participants specifically observed colleagues whose approach to display rules was not one they would adopt themselves. In doing so, they essentially learnt 'what not to do' by observing such colleagues. Subsequently, they determined what they should do in terms of displaying the appropriate emotions at work.

> *… when I look at uhm when I look at some of my colleagues that have treated students appallingly ...* (Participant #2)

> *But uhm I have been in situations where people just really go out on their emotions and how – I see how uncomfortable it makes people and how little resolution it gives and how much problems it causes and how easily people uhm either disrespect that person or immediately I would judge them to some sense or feel they are incompetent or unreliable or whatever.* (Participant #4)

> *Well, okay. I have seen certain colleagues take a very hard-line approach on something that is not – let's say it's not part of the curriculum. But it's an aspect of society which they feel that they need to impart to their students. I have seen this not being well received by management.* (Participant #10)

> *And, I have seen what it does if people don't act professionally, you know? You just don't get invited to stuff … you don't get asked to do something on behalf of the dean or on behalf or even in your own forum where you have to speak your mind or be professional about something.* (Participant #11)

> *… like some people even at this faculty they are not approachable. So, students are afraid of them, colleagues don't want to talk to them.* (Participant #14)

4.3.1.2 Self-expectation

Self-expectation may be understood as the participants' own belief or perspective of what the display rules at the university should be. This belief is particularly related to

what the participant considers to be important rather than what the university implies or requires of them.

Ten of the participants believed that their knowledge of the display rules came from their own self-expectations. These individuals had their own personal standards in relation to how they should act at work. Such self-expectations are based on the participants' own values, morals and beliefs regarding what is right and wrong. Therefore, these display rules, although not required by the organisation, are displayed by the individual based on what they believe to be important or integral to display towards other individuals. As a result, these display rules are carried through to their work context.

> *But then I would say some of those expectations probably come from myself and that I feel that I should potentially be this even-tempered, perfect person all the way through in dealing with people.* (Participant #2)

> *I expect it from myself. Uhm [pause]I think ja, not – I don't – I think if you are working in an institution well, any organisation, there's certain expectations of you to act professionally and so on. But I don't think I have in the back of my mind "oh I need not shout at this person" or what have you. I mean, because the rector or the dean or whoever will know. I think that – I [stutter] I would like to act professionally and fairly and uhm towards other people. And I think that's fitting and becoming in an organisation such as a university in any case. I think treating students with respect and colleagues and even your superiors, is quite important. When I don't like someone, then I remember but there's nothing wrong with treating a person fairly and with respect.* (Participant #5)

> *I don't think there's a set way to be honest. But I think it's a personal thing. Like I believe for myself that I'm expect – or I expect of myself, let me say it that way – that it's important to be a role model to the students I teach, purely because they are going to be teachers.* (Participant #9)

4.3.1.3 Trial and Error

Nine participants stated that they have come to know the display rules of the university through trial and error. Trial and error refers to a process through which the participant

experiments with various display rules until he or she discovers what is the most acceptable or what is required by the university.

The aspect of trial and error that was emphasised most by the participants is the fact that it is a process or journey through which they have figured out or are still figuring out what is required of them in terms of display rules. In other words, it is not a case of learning once and for all what is expected from them; rather it is a matter of constantly and continuously learning.

> *It's [stutter] I don't know, it's a case by case kind of 'go with the flow' approach. I'm still trying to find my feet about that, like how to do it properly.* (Participant #10)

> *Trial and error and ferrying on and trying to do the best you can, which – and because it's unwritten, you know, I think that's the part where you are figuring it out. It's like save the moment, what do we do. You hope your heart is in a good place.* (Participant #15)

Learning display rules are not necessarily something that can be taught. Instead, it is a phenomenon that is evidently learnt by way of doing or by practising.

> *You know kind of if you have done something and you know somebody frowned upon it or whatever, then you know oh okay, I mustn't do that again.* (Participant #1)

> *Yes, through trial and error. Because unfortunately nobody at the university teaches you "oh by the way, here's a list of ways that you are supposed to act" – not that you can teach it that way really, you know …* (Participant #3)

> *Exactly ja. So, it's absolutely trial and error and, ja uhm, I think there – there has been situations where you go into high pressure situations in meetings or in interactions and then uhm you – I would walk out thinking 'I could have handled that better'.* (Participant #11)

4.3.1.4 Inherent Organisational Expectations

Although it has been noted that the display rules of the university are not explicit, it was discovered that these rules are implied in some way or another. Inherent organisational expectations refer to the display rules that are expected by the

organisation and, although not written down, they are inferred by way of the organisational culture, climate and policies. Eight of the participants noted that they had become aware of the university's display rules in this way.

Some participants stated that they had been made aware of the inherent organisational expectations through their Head of Department (HOD). The HOD is their departmental leader who sets the example in terms of what display rules are required and inevitably expected by the university. Some participants stated that their HOD would communicate (directly or indirectly) with the individual if he or she were not acting in accordance to the display rules of the university.

> *Well I think uhm our HOD, ja I think in a way she has certain expectations of us. So, she will quickly let you know whether something is acceptable or unacceptable so ja …* (Participant #1)

> *But definitely your leader does determine the ambience and the situation or the feeling – what do you call that word now? The morale in the environment as well.* (Participant #4)

Other participants stated that the HOD influences the rest of the department in terms of which display rules are acceptable by leading by example:

> *Well, I'm happy to say that – that is set by my head of department. He's a new head of department, so for us it's a new experience. So, he would be the buffer – is that the right word?* (Participant #8)

> *Uhm [pause] I think it gets indirectly communicated to you from the people that you report to like your head of department or even the dean.* (Participant #11)

Organisational culture was identified as a factor which implies what display rules are required.

> *It's hard to say, I suppose, it's like an existing culture that people enter into and remain in.* (Participant #3)

> *Well, I think the culture of the department sets a lot of it, in terms of what you see the other colleagues do.* (Participant #6)

Interestingly, it was noted that the university's code of conduct suggests the display rules, although, the code merely implies these rather than stating them explicitly.

> *In the code of conduct, subtly. You, you do not get – they do not they are not specific. Ja. They are not specific. Especially when it comes to emotions.* (Participant #13).

4.3.1.5 Upbringing

Some study participants (6) acknowledged that their knowledge of the display rules at the university was deeply rooted in their upbringing. Upbringing may be understood as the manner in which the participant was raised from childhood, which led him or her learning general socially acceptable display rules. A number of the participants referred to their childhood when stating that their upbringing had inculcated a knowledge of display rules.

> *This is sort of kind of ingrained in us from when you are young.* (Participant #3)

> *I think so. Ja, that's – that is how I grew up. You do what you need to do and if you do it, do it properly.* (Participant #8)

> *Uhm, for me I think it's my conditioning from the time when I was a kid because I come from Chatsworth, from a very tough upbringing, that you always put that kind of pressure on yourself ...* (Participant #15)

Other participants explicitly referred to their parents as the people who had instilled the display rules in them that they implemented at work.

> *By example, by what my parents taught me from when I was little and how to treat people, how I want to be treated and how I should treat you.* (Participant #2)

> *I think my mom over socialised me. You know, when you are small [gasp] "You shouldn't look – at everybody is looking at you kind of thing, you shouldn't throw – look everybody …" is always making you very conscious of who is watching.* (Participant #4)

> *I think my parents worked like fulltime, so there you also see a bit of professionalism – like how it's done.* (Participant #6)

From the findings of this study, it becomes clear that there are diverse ways in which one can learn the display rules of an organisation. Some display rules may be learnt within the university's academic environment by way of observation, trial and error and

inherent organisational expectations. Alternatively, one may learn what the display rules are through one's upbringing. One may also have certain criteria or expectations that one places on oneself, which subsequently become a display rule that is unsurprisingly implemented in the organisational context.

Accordingly, the ways in which participants became aware of the display rules of the university have been identified and discussed. Consequently, the next step is to determine what these participants perceive the display rules to be.

4.3.2 Perspective on Display Rules

Participants' perspectives on display rules refers to what the participants believed the specific display rules to be within the university. Figure 4.4 provides a diagram summarising the different display rules (and their related count) that were identified during the data analysis.

Figure 4.4: Perspective of display rules and related count
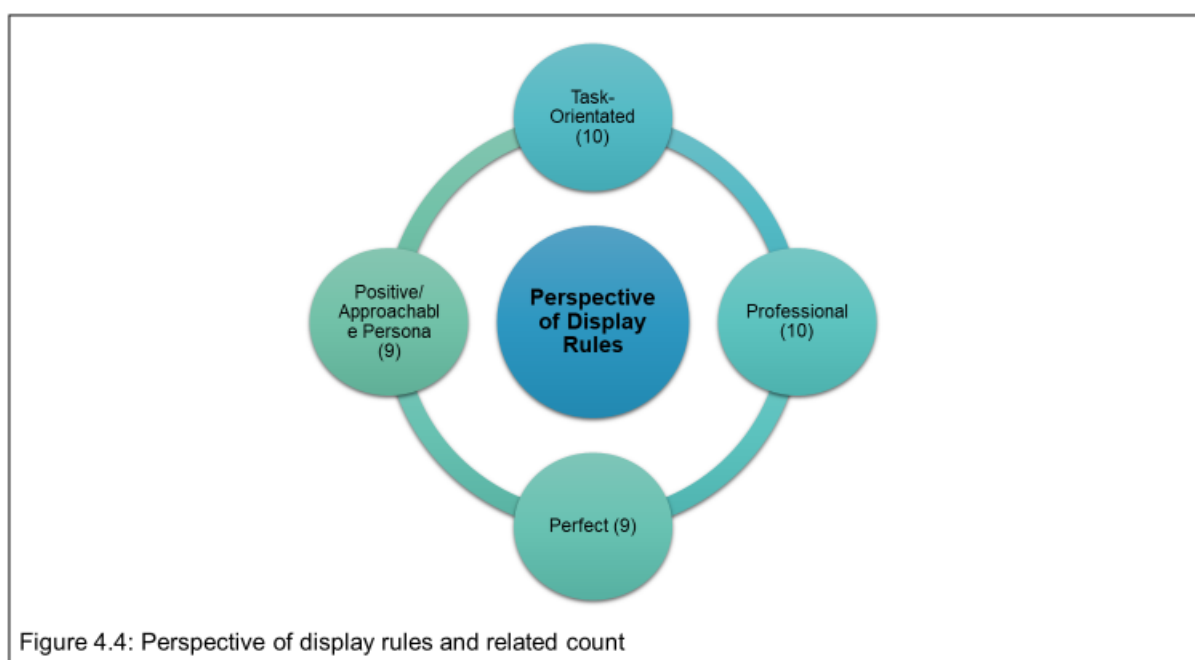
4.3.2.1 Task-orientated

Ten of the participants agreed that task-orientation was a mandatory display rule within the university. That is, academic staff are required put aside their personal problems and emotions so that they can focus on the tasks that need to be performed in order to meet the compulsory performance standards.

Some participants specifically noted that they are required to compartmentalise, essentially separating their personal lives from their professional lives. In other words, they should not bring their personal problems, feelings or thoughts to work. Instead, they should be able to put their feelings aside to focus on the task at hand and get the job done:

> *I think you should realise that as an employee that you are here for a certain task. And if you would like to – would like to others to listen to your sad stories from home and stuff like that, there's another time and place for that.* (Participant #5)

> *Your personal life and your professional life kind of need to be separate, especially if you are working with such large numbers of people.* (Participant #9)

> *What I do is, I compartmentalise. So, I will uhm come to the office feeling quite let's say sad about something, but I know I have to be in a meeting now within an hour or so. So, I will tell myself 'okay, put that aside now, you can't …'* (Participant #11)

It is perceived that one cannot be vulnerable at work, meaning that one cannot reveal sad or emotional feelings. Rather, a guard or mask must be up to hide such emotions from one's colleagues in order to complete the task at hand.

> *Uhm, ja, I guess the big thing is well in this environment it's just you can't seem vulnerable and you just got to kind of get on with the task whether you're wanting to burst into tears or not or you know, you just got to kind of, ja, I think not show vulnerability, ja.* (Participant #1)

On the other hand, some participants did not specifically mention the need to hide any emotions. Instead they emphasised that a strong requirement of them at work was to show up and get the job done.

> *Well give everything… When [stutter] seminars are arranged, please be there. So, I try my best to attend everything.* (Participant #8)

> *Fight the good fight, teach the students and get the job done.* (Participant #15)

4.3.2.2 Professional

Professional in this context is defined as the display rule that requires university staff to dress appropriately for work, behave in a formal manner and to treat others with respect and dignity. Ten participants agreed that this is a display rule of the university.

I think this is probably more a professional workplace … (Participant #3)

I think the first word that jumps to mind is just to act professionally and empathetically all the time. (Participant #4)

Oh professionally. (Participant #5)

I have to like be very professional. (Participant #6)

I mean look the university I think expects me to behave in a professional way all the time full stop. (Participant #7)

So at least if they see me behaving in a professional manner … (Participant #9)

Very professionally. (Participant #10)

Keep professionality. (Participant #12)

To be professional, ja, professionalism I think it's number one. (Participant #13)

Although acting professionally is a display rule of the university, it was noted that some participants were not entirely sure what is exactly meant by this rule.

I mean they keep on saying "You must be professional" but you know, you don't always know what that is. (Participant #1)

4.3.2.3 Perfect

Nine participants described a range of emotions that they perceived to be the university's required display rules, all of which can ultimately be summarised as perfect. In terms of 'perfect' as the display rule, the participants perceived that the university requires them to act in a relatively neutral, calm, collected, consistent, even-tempered manner and not to act impulsively at work.

Some participants specifically used the word 'perfect' to describe their view of what is required at work – a display rule which is perceived as being unfair. It was also emphasised that one must not display any 'negative' emotions.

> *Perfectly. I'm not allowed to get angry; I'm not allowed get sad, I'm not allowed to show negative emotions uhm you know, I think that's what people generally expect, and I think it's a very unfair expectation.* (Participant #2)

It was further confirmed that negative emotions such as sadness and anger are rejected within the university work context and thus should not be displayed. Moreover, it was perceived that one should contain one's emotions.

> *Okay yes. You are not allowed to be as expressive as you normally are, so you can contain your anger, don't show your sadness side necessarily. Joy you can also not.* (Participant #6)

> *Uhm, you are expected to contain your emotions.* (Participant #13)

Some participants tried to not come across as emotional, which further confirmed the display rule of the university to contain one's emotions, and by extension, be perfect:

> *Uhm I found myself trying very hard not to come across as emotional.* (Participant #10)

Reference was made to the requirement to be consistent in one's behaviour.

> *… you have to be patient, you have to be firm, you have to be fair, you have to be consistent …* (Participants #9)

> *Ja, and I think if you can maintain your constant behaviour, consequence, if you can be the same. That's the most important.* (Participant #12)

Essentially, this display rule is perceived as requiring one to be consistently contained in the display of one's emotions at work, regardless of the situation.

4.3.2.4 Positive/Approachable Persona

A positive or approachable persona refers to the display rule in terms of which the participants believe that the university requires them to display positive emotions, such as cheerfulness, kindness, patience, respect and being approachable towards other individuals at work.

Reference is made to being both approachable and welcoming to others (colleagues, students and other stakeholders).

I think, well just being friendly, polite, uhm, just whenever people are encountering you having relatively neutral emotions whilst being welcoming and friendly all at the same time. (Participant #3)

Ja, you want to have like an open relationship with your students where they find you approachable, you know? (Participant #9)

Not only did participants state that academic staff are expected to be friendly and polite, both of which are perceived as positive or acceptable emotions to display, but they are also expected to be 'collegial' towards their colleagues, which is another word for being friendly.

Ja, a collegial type of attitude towards your colleagues, do your work, keep your nose clean, smile and wave. (Participant #5)

Happiness is also perceived as a positive emotional requirement and display rule at work.

And you are expected to always be happy. (Participant #13)

Other emotions and emotional displays, such as kindness, respect, dignity and patience, were also mentioned.

With respect, dignity and kindness. (Participant #14)

Patience is a virtue said Socrates and Light. [giggle] Level-headed, reasonableness, fairness, ja, not [pause] – treating people equally all of those kinds of things. (Participant #15)

The complete process that was followed to determine what the display rules of the university are and how they are known is summarised in Figure 4.5. All in all, it can be said that the display rules of the university are implicit because they are unwritten and thus are not explicitly stated in any policy, code or document. Because display rules are implied, it had to be determined how the participants came to have knowledge of the obscure display rules that are required by the university.

From the amalgamation and further analysis of the data, it was found that the participants came to know and learn about these display rules in various ways, including observation, trial and error and inherent organisational expectations. Furthermore, the means of learning the display rules of the university are not limited

to the university context but can also be learnt by having expectations of oneself (self-expectations) or by way of one's upbringing. The actual display rules of the university can be grouped into four main themes: task-orientated, professional, perfect and positive/approachable persona, each of which have their own unique distinctions and characteristics.

Figure 4.5: The display rule process
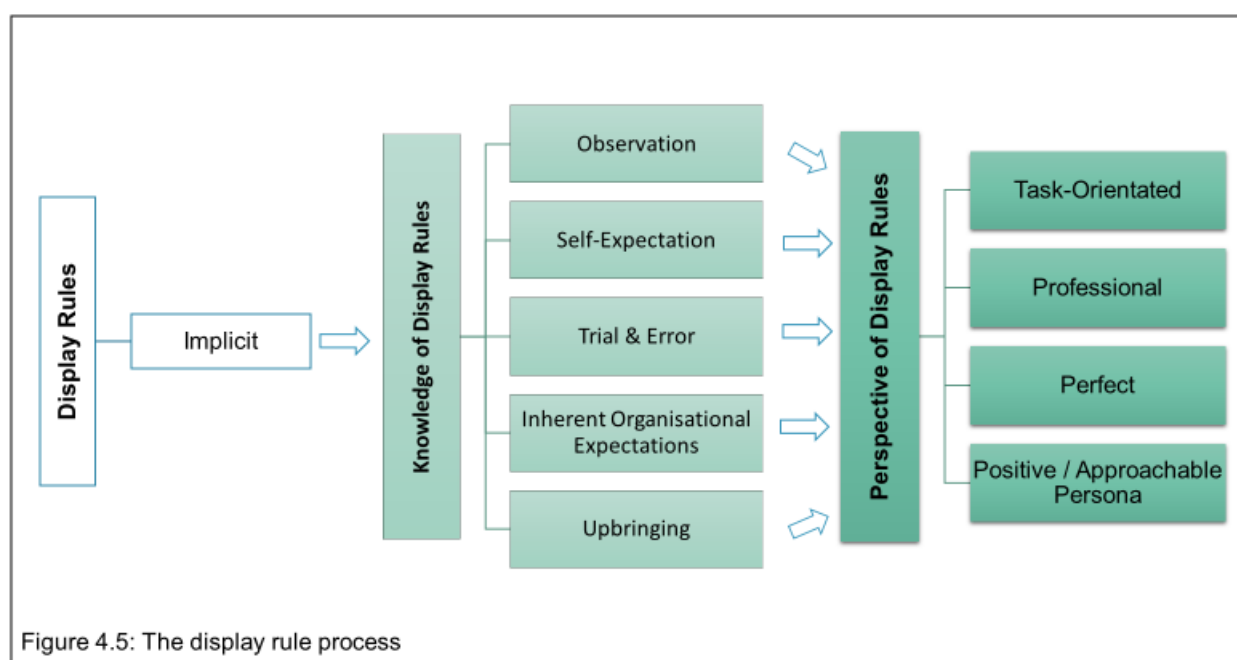
4.4 SITUATIONS THAT EVOKE OR REQUIRE EMOTIONAL REGULATION

Now that the work context and conditions of academic staff have been defined and the perceived display rules of the university identified and further explained, it is time to determine what kinds of situations evoke, or require one to engage in, emotional regulation. As highlighted in the literature review, emotional labour is the effort that is made by employees to conform to the organisation's norms and requirements regarding appropriate emotional displays. Furthermore, emotional regulation is the way emotional labour is put into practice. In essence, emotional regulation is the way in which one increases, decreases and/or maintains the different facets of one's emotions in order to apply the display rules appropriate for work.

What is clear here is the fact that for emotional regulation to exist, emotional labour must be present and vice versa – the one cannot exist without the other. However, for clarification purposes, one should first determine whether, and to what extent, one experiences emotional labour, before determining what situations evoke emotional

regulation. That is, it must be determined whether the participants experience emotional labour often or very little in their work context.

Experience, in this study, refers to the participant who perceives that he or she has engaged in or has experienced emotional labour to some degree. The majority of participants (10) agreed that they often experienced emotional labour. That is, they perceived that they frequently or very regularly experienced emotional labour dissonance or at work.

Some participants went as far as to say that they had two personas at work.

> *Oh ja [giggles,] ja. My previous HOD used to say, "There's a difference between S and Dr VS. And if I may be blunt, S will tell you to fuck off, but Dr VS is a bit more professional".* (Participant #1)

Furthermore, some participants also stated that they put on 'a show' at work. However, at home they feel they can be their authentic selves.

> *I put on – [stutter] I mean I put on this show, right? I'm a lawyer, so now I have to put on this show, act the part, be that person. You go home and get to be who you really are. But today, it was like everybody wants to consult and all I want to do is just finish drafting this document. So, I'm smiling and I'm waiting for you to get out of my office, right? Get out! Go! But you can't say that.* (Participant #15)

On the other hand, five participants stated that they experience very little emotional labour or dissonance. In other words, they perceived that they experienced emotional labour less frequently or to a minimal degree.

Some participants believed that age plays a role in the degree to which one engages in emotional labour.

> *Uhm you know it's an interesting question because I think the older you get, the less you are worried about that.* (Participant #7)

If the participant was genuinely happy in his or her job, in their work environment and/or enjoyed working with people, then he or she naturally felt less of a need to engage in emotional labour.

I have a positive relationship with people I know, people's person [pause]. I enjoy being with people, being involved in the professional development. I like being associated with my colleagues, with my absolutely marvellous head of department, who – he looks after us and he will go – not the extra mile, but the extra miles. (Participant #8)

I also find my job very fulfilling so even if I'm in a bad, sad mood, this kind of picks me up – teaching picks me up, not – the teaching aspect, the interaction with the students, that picks me up. (Participant #9)

Essentially, the majority of the participants believed that they often engaged in emotional labour or dissonance. Although some of the participants stated that they engaged in emotional labour less often, or very little, it can nevertheless be said that they did (to some degree) engage in it. Now that we know that the participants did engage in emotional labour, the next question that arises is, why do they engage in it? This will be explored and further explained in the themes to follow.

4.4.1 Causes of Emotional Labour

The causes of emotional labour refer to what participants believe to be the phenomena that ignite, that give rise to or that trigger their engagement in emotional labour. Figure 4.6 provides a graphical depiction of the different causes of emotional labour and how they trigger emotional labour. These causes will now be discussed in more detail.

Figure 4.6: Causes of emotional labour and related count
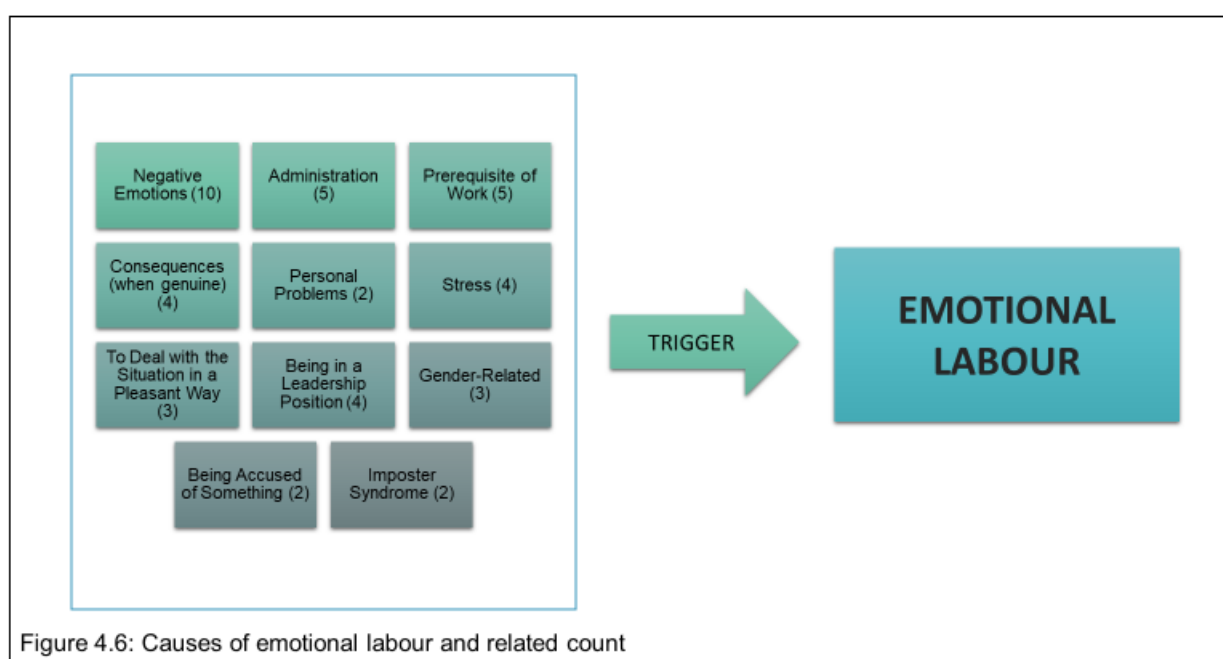
4.4.1.1 Negative Emotions

Negative emotions refers to the affect or experience of feeling emotions that are not desirable. Ten of the participants agreed that they engaged in emotional labour when they experience negative emotions. However, what exactly do these negative emotions entail? Some participants refer to a feeling of irritation.

> *Well I think the – why – when I have or where I have to keep my cool most of the time, is with personnel – not understanding processes, doing what they want and stuff like that and not reading instructions blah, blah, blah. So ja, ja I get irritated and so on …* (Participant #5)

> *… irritated or angry then you are going to engage in that emotional labour.* (Participant #14)

Other participants mentioned a feeling of frustration.

> *And then I get upset because I have told you or I have mentioned it on more than one occasion and you have either not listened or you have ignored me. So that's when that frustration comes in.* (Participant #2)

A few participants stated that they tend to engage in emotion regulation when they are insecure or not confident within themselves; that is, they are concerned about what others might think of them at work.

> *I have always been in an environment in which I felt insecure, uhm for whatever reason. I have been in therapy, but I have never really understood it, it's just how I am. And so, if you feel insecure the last thing you are going to be doing is losing your cool to a student you know? It's – you feel insecure, you want to be liked by that person.* (Participant #7)

> *Because it feels like I'm always looking down on myself and also way too worried about what other people think.* (Participant #10)

> *Uhm, in my case, I will be honest with you. I think that the disconnect is sometimes associated with negative feelings of, uhm, if I can call it feelings of insecurity, uhm feelings of 'Am I acting wise? Am I acting just?'* (Participant #11)

One participant stated that she felt as though she was "*not a natural teacher*". Based on this feeling, she engaged in emotional regulation when interacting with her students.

> *And when it comes to students, I don't know. I'm not sure if I'm a natural teacher, but it [stutter] there's more nervousness.* (Participant #4)

Other participants stated that they tended to engage in emotional regulation when they were tired.

> *I mean I can't think of one single moment at the moment. But I mean there are definitely times – I mean you can just have a bad day or just not sleep properly, and you now feel a bit tired.* (Participant #9)

> *So definitely not a positive emotion, it's – it comes from a negative place. Uhm, and I think that's sad, ja. But I have just been tired for three months now, actually, I have been tired for seven years.* (Participant #15)

All the emotions that were deemed to be negative are summarised in Figure 4.7. It was noted that many of these so-called negative emotions are, to an extent, in conflict with the display rules mentioned above, specifically with the 'Positive/Approachable Persona' and 'Positive' display rules. It could be that since these negative emotions are in conflict with the display rules of the organisation, they act as triggers for emotional regulation in order to comply with the university's display rules.

Figure 4.7: Examples of negative emotions
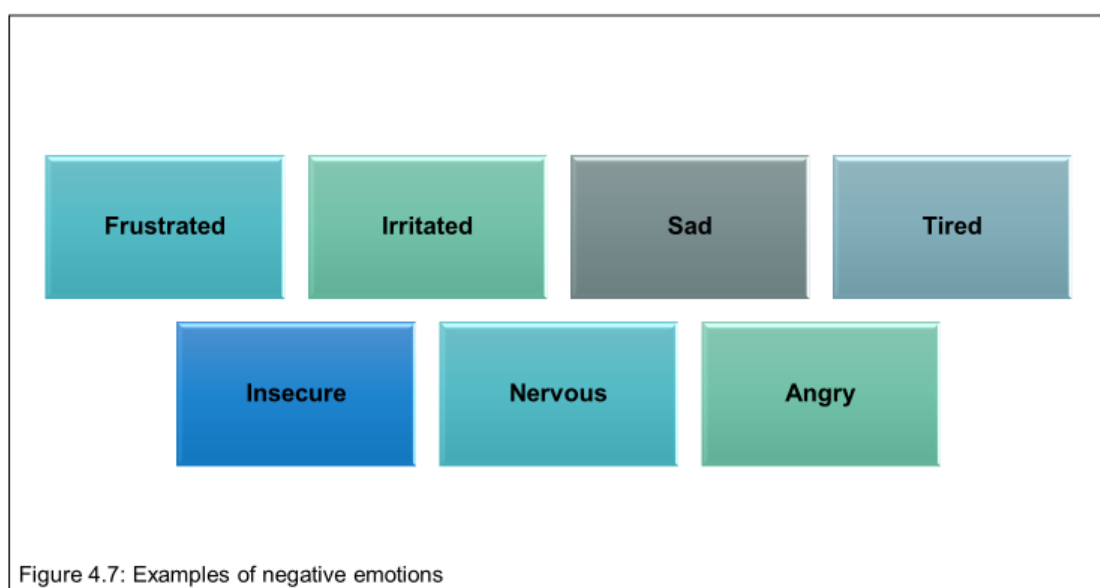
4.4.1.2 Administration

Five of the participants stated that one of the causes of emotional labour is administration. Likewise, with regard to administration in relation to academic staff's job context (above), emotional labour occurs as a result of the range of activities related to the management of one's affairs, those of the overall organisation and those linked to running of the department and faculty.

Some participants stipulated that they prefer to work with people. Therefore, administrative work tends to cause them to engage in emotional labour and emotional regulation.

> *I love working with people; so, if I'm working with people, I mean what is required – it's absolutely fine, I just don't like admin work.* (Participant #13)

Administration seemed to trigger a range of negative emotions in some of the participants, including anxiety and frustration. Administration coupled with these negative emotions seems to be what further triggers the need to engage in emotional labour.

> *Administration frustrates the living daylights out of me. The admin people don't communicate properly, or they change administration stuff and they don't let you know and then you do things x way and you get it thrown back in your face because it's wrong. And that frustrates the hell out of me to be brutally honest with you. Admin is my most frustrating part of dealing with anything. Students and colleagues, I generally can deal with I think, but admin for me is the nightmare.* (Participant #2)

> *So usually when I open an email, I'm a little bit anxious [giggle] or if I start opening emails, that's – I can really associate anxiety.* (Participant #4)

On the other hand, other participants generally referred to administration as one of the causes of their engagement in emotional labour. However, they were not specific as to the rationale behind this cause.

> *It's mostly dealing with the admin issues and college management.* (Participant #5)

Yes, more with the admin side of it, – 'this is rule, that's your marked ruler' but it's easy to put it out there on an email in that fashion, but once you talk to the person, it becomes more real to who you are. So that you can talk to the real person on the other side. (Participant #6)

It would appear that administration can have a snowball effect regarding other negative emotions, which together trigger an individual to engage in emotional regulation. It also became clear that if an individual prefers to work with people, then naturally administration can become labour in itself for that individual, thus causing them to engage in emotional regulation. Essentially, there are diverse reasons why administration may be a cause for emotional labour. Nonetheless, the crux of this finding is that administration is a cause for emotional labour.

4.4.1.3 Prerequisite for Work

Prerequisite for work refers to the fact that one holds the belief that emotional regulation is essential or imperative for work and hence why they engage in it. Five of the participants stated this theme in different ways but essentially the applicable statements all boil down to the same thing; that is, that they believe that emotional regulation is a prerequisite for work and thus engage in it.

… it's a professional environment. We cannot run around and just act on all our emotions – I don't say you don't acknowledge them, but you find a way to deal with that emotion. (Participant #4)

Ja, I guess that's – that's the workplace for you hey? (Participant #13)

And you are patient, you got to put on this show, right? We all put on a show. I think lawyers more so than anything else, because you got to go and really – even if you know your client has got a very shit case, act like you are going to take it to the moon and back. And so, ja, you put on this show a lot – and your feelings are suppressed ja. (Participant #15)

A few participants mentioned that they have a 'work persona' as opposed to their normal or natural persona.

You see, I feel like there's a persona when I'm at work versus when I'm in a social setting. In a social setting and that could be with family or even out or just – I don't know in a supermarket or whatever … (Participant #10)

Work is a place that requires you to have a certain persona. I mean you don't have to see it as something artificial, but you have to play a certain role at work. So, you kind of have to develop almost like a different personality to function in the workplace. (Participant #3)

4.4.1.4 Consequences (when genuine)

Consequences refers to an undesirable result, reaction or effect that occurs when one is genuine in displaying one's true emotions. Therefore, the participant chooses to avoid this by engaging in emotional regulation.

Some participants explicitly mentioned that based on past experiences of displaying their true emotions and experiencing the negative consequences of such, they have learnt to rather put on their 'emotionally acceptable mask'.

Because I made the mistake once where I let the client know that for instance the students hadn't done what they were meant to do, and I got rapped over the knuckles. So, after that I realised, okay so no matter what happens [giggle] you just got to keep everyone happy no matter how you are feeling inside, just go home and then you can sort it all out there. (Participant #1)

Like I say, when you drop it, you pay a price for that. That's what I have learnt the hard way. (Participant #3)

One participant stated that she has learnt who she could and could not be genuine with in terms of the expression of her emotions. Furthermore, she had learnt this by way of past experiences, and as such, had learnt the consequences of displaying her true emotions.

You know who you can trust and whom you can't trust, so you know, you would have very measured conversations with people that you don't trust. Not because you assume that you don't trust them, but if you have been burnt by them before, then you will be very measured in your response but very collegial. (Participant #15)

On the other hand, another participant stated that if he acted on his emotions, he would not really achieve anything, as he has learnt from past experience:

So ja, if I always acted out what I feel, I would get nowhere. (Participant #5)

4.4.1.5 Personal Problems

Two participants stated that experiencing problems in their personal lives often created a trigger for emotional labour in their professional lives. Therefore, this theme refers occasions when one is dealing with non-work-related problems (such as emotional difficulties, family-related problems, life-changing situations etc.) and one subsequently engages in emotional labour in order to function effectively at work.

… like for instance when my mom was – my mom's got cancer so when you are at work, even though you are worried about her all the time and she's in hospital and stuff, you can't let that take over your work kind of – because you have a certain way that you need to be, so ja, they're definitely in conflict. (Participant #1)

Uhm and I get thrown a curve ball and sometimes your personal life affects your work life. You can try and separate the two, but I don't think you always do. (Participant #2)

4.4.1.6 Stress

Four participants agreed that stress is one of the reasons why they engage in emotional regulation. Stress occurs when one experiences mental or emotional strain or tension as a result of adverse or demanding circumstances at work.

Three participants specifically referred to high pressure and highly stressful contexts at work, in which there were strict deadlines or a lot of tension, as situations in which they engage in emotional labour regulation.

I mean I'm sure they would be linked in some way or another, but I think also in a way it's linked to how much pressure I'm experiencing at the office. (Participant #1)

… when there are deadlines, when there is a lot of stress, then people fight with each other. (Participant #3)

> *No, no, no. So, it's – it's high stress times so or for me, when I get my period*
> *it's over hey?* (Participant #15)

4.4.1.7 To Deal with a Situation in a Pleasant Way

This refers to when one engages in emotional regulation in order to deal with others in a more pleasant, considerate or friendly manner. Therefore, it can be said that the participants conform to the display rules of the university in order to deal with individual(s) in a socially acceptable or pleasant way.

> *If it's you have walked into my office and you have taken me on, then I try take*
> *a – you might initially see that I'm upset or I'm angry, but I will try and disconnect*
> *and deal with you in a pleasant way or in a proper way.* (Participant #2)

One participant mentioned that the reason why he dealt with a situation in a pleasant way is because it is easier for him to deal with people in this way rather than to respond with open aggression.

> *… well basically in terms of getting along with other people, it's easier to smile*
> *and wave than to shout and confront or be passive-aggressive and stuff like*
> *that. So ja, it's easier to get the – to your goals if everybody works together and*
> *smile and wave.* (Participant #5)

On the other hand, another participant stated that she needs to deal with her clients in a pleasant way so as to put them at ease and make them feel comfortable:

> *And you are patient, you got to put on this show, right? We all put on a show. I*
> *think lawyers more so than anything else, because you got to go and really –*
> *even if you know your client has got a very shit case, act like you are going to*
> *take it to the moon and back. And so, ja, you put on this show a lot – and your*
> *feelings are suppressed ja.* (Participant #15)

4.4.1.8 Being in a Leadership Position

Four participants stated that one of the reasons why they engage in emotional regulation is because they occupy a leadership position and thus they believed they should act accordingly.

One participant stated that she believed that being a leadership position essentially forced her to interact with other individuals and deal with any potential problems that they may have.

> *Because then you are forced to deal with people's conflict, their personal problems, their work problems – then it's a lot of people interaction and people management and their emotions and …* (Participant #3)

All the other individuals were in agreement in regard to the fact that they act differently from what they actually feel, as they need to act 'professional' or stay 'calm', essentially maintaining their composure when interacting with their subordinates. The reason why they do this is because they believe that they need to set an example of what is required and what is acceptable in the work context.

> *There was a lot of problems and we were just handling it and he said – afterwards, he said "You were very calm. Did you feel calm?" I said "No I was boiling inside" – but you can't – you can't act out because we have to teach them professionality as well" …* (Participant #4)

> *Probably because I have been managing or been in a managing position in the department for quite some time and I mean, although there were many situations where I thought my colleague was acting stupid or irresponsible or selfish or didn't think. I cannot say that, I mean I have to keep most of those opinions to myself and actually, when I interact with them.* (Participant #5)

> *I sometimes feel like you have to have that filter, where you can't always act like you would normally act, because you have to have uhm. Or you have to see yourself as someone who is competent, and who is a good leader and who is a good manager.* (Participant #11)

4.4.1.9 Gender-related

Three female participants referred to their gender as a reason behind their emotional regulation. This gender-related theme refers to the fact that some women perceived that they needed to act or engage in emotional labour more often because of their gender. The same cannot be said for males in the study, as none mentioned this theme as a motivating factor for engaging in emotional labour.

One participant referred to the social assumption that women are warm and inviting and create a sense of comfort for others. She felt she had to live up to this, thus engaging in emotional regulation in order to do so.

> *Because the persona and you know especially for women, we are supposed to smile, we are supposed to be ingratiating, we are supposed to make people feel comfortable.* (Participant #3)

Other participants mentioned that because they are females, they need to work twice as hard and be more resilient in order to achieve their goals at work. They also referred to work itself being more difficult, referring to it as an 'uphill battle' for them. Therefore, to be perceived as 'tough', they needed to engage in emotional regulation and thus have had to engage in emotional labour.

> *One, it's very difficult for students to – unfortunately the fact that I'm female, young and black invites a lot of dynamics that I have heard a lot of my other colleagues don't experience. Especially seeing as at the time that I joined this department, I was the only black female. And I had experienced problems with students that they had not.* (Participant #10)

> *And also if you are female, like you are a screwed – you have got to be even tougher.* (Participant #15)

4.4.1.10 Being Accused of Something

This may be understood as a situation in which one feels as if one is being blamed for something that one has done wrong. Two participants referred to this as a trigger for their emotional labour.

> *… like students that come in and accuse me because they failed or accuse me of something, it's very difficult for me to deal with. But I have sort of learnt to sort of sit down, take a step back, think and then speak.* (Participant #2)

Another participant specifically referred to the feeling of being caught off guard when being accused of something, which causes her to engage in emotional labour.

> *And then, suddenly she blindsided me with an accusation of uhm "I make her feel incompetent and I make her feel that she can't do her work". And that*

completely threw me – I thought I don't know what – she just completely blindsided me on that. (Participant #11)

4.4.1.11 Imposter Syndrome

The imposter syndrome occurs when one doubts oneself and one's ability, intelligence, successes or achievements. In this study, the imposter syndrome applied to the way participants doubted their abilities but continued to act confidently and conform to the display rules of the university in order to fit in and be accepted as a competent researcher and lecturer.

> *… on the one side, you are always underestimating your ability even though you are an expert and on the other side, you are always pretending to be an expert, but you are not.* (Participant #6)

> *Okay. Uhm, okay look, I'm a relatively newcomer to academia and sometimes I feel very much an imposter syndrome here …* (Participant #10)

The findings above clarify two things, the first being the fact that the majority of the participants believed that they often engaged in emotional labour. Secondly, the participants who perceived that they engaged only a little in emotional labour were those individuals who either worried less about what others thought or were genuinely happy within their work context. Although some of the participants stated that they engaged in emotional labour less often, or very little, even they were perceived in some way or another to engage in emotional labour to some extent.

The cause of emotional labour refers to what participants believed to be the phenomena that ignited, gave rise to or triggered their engagement in emotional labour. The second aspect that has been clarified from the above findings is the fact that there are several far-reaching reasons for engaging in emotional regulation. The biggest and strongest trigger for emotional regulation is that of negative emotions. Other causes include administration, personal problems, stress, prerequisite for work and so on. Each of these triggers have their own individual characteristics and rationales.

Now that we have a better understanding of what causes an individual to engage in emotional labour, the way in which the participant actually engaged in or 'acted out'

their emotional labour needs to be determined. Essentially, the emotional labour strategies these university lecturers employ need to identified and further clarified.

4.5 EMOTIONAL REGULATION STRATEGIES EMPLOYED

The regulation strategies employed refer to the main strategies that the participants used to engage in emotional labour, including surface, deep and genuine acting. The regulation strategies employed illustrate the way in which individuals engage in emotional labour. It was discovered that identifying the most used or popular strategy was not clear cut. Instead, participants stated that they employed a combination of strategies as opposed to just one. Furthermore, the participants revealed that there were various mediating factors which determined what regulation strategy they would employ. Essentially, the type of regulation strategy a participant employed depended on several diverse factors or underlying reasons.

Before diving into the reasons why the participants employed the regulation strategies they did, the type of regulation strategies that they employed must be defined, as well as the extent to which these participants employed these strategies.

As mentioned previously, determining the most used or popular strategy employed by the participants was not straightforward. That is, when discussing the type of regulation strategies that they employed, they stated that they did not apply one strategy only, but rather a combination of strategies, depending on numerous factors. The regulation strategies that the participants employed, as well as the extent to which they employed them, is graphically depicted in Figure 4.8. Each of these regulation strategies and the degree to which they are employed, will now be discussed in more detail.

Figure 4.8: The regulation strategies employed and their relevant frequency
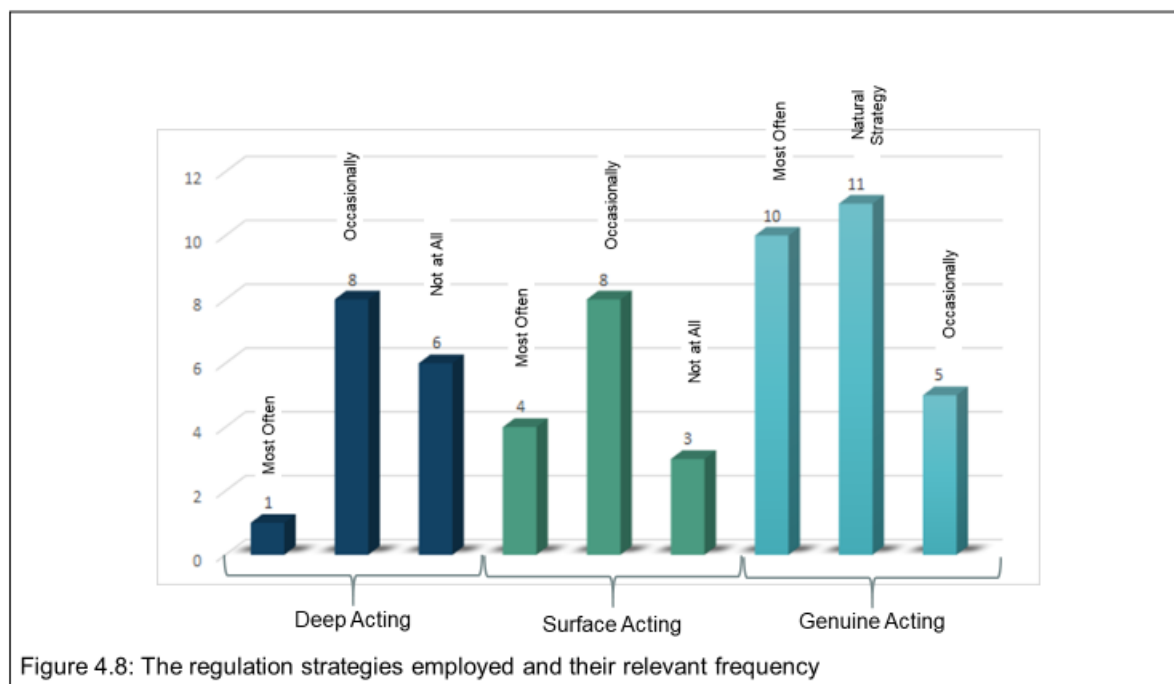
4.5.1 Deep Acting

Deep acting is an emotional labour regulation strategy where one consciously modifies or adapts one's inner feelings in order to outwardly express the desired emotion (Grandey, 2000). Three themes were identified with regard to deep acting: most often, occasionally and not at all.

In terms of most often, one participant agreed that she engaged in deep acting most often at work. The term 'most often' implies that the individual uses deep acting more frequently in comparison to the other emotional regulation strategies.

Eight participants agreed that they occasionally engaged in deep acting. 'Occasionally' denotes when the individual uses deep acting infrequently or at irregular intervals (e.g. now and then) in comparison to other emotional regulation strategies.

Half of these individuals further specified applying this strategy within the work context as a means of uplifting themselves, getting themselves 'out of a rut', or convincing themselves that they are capable of carrying out a certain task when at work.

> *Only if like I'm having problems with my personal life, then obviously I have to do that. Because I might be feeling devastated, but I have to come to work and smile. That's obviously a lot more work. But you know how strange humans are, the more you do it, the easier it gets. And also, uhm if you are around people*

and you are acting happy, then eventually you do actually feel happier, you know it's – it's kind of a strange thing, but it does actually switch your emotions around a bit. (Participant #3)

… I am convincing myself that I'm feeling happy and energised … because that's what I'm supposed to feel. But uhm, ja, say for instance I'm lecturing and I'm not – I haven't got the energy for this and whilst I'm busy doing that, I'm acting much more energised than I actually am and eventually I – yes, so I actually do do that. (Participant #5)

And okay wait, positive you have done this already, you can continue. This is not a train smash. (Participant #14)

Not as often because you are so good at it now, that you don't need to convince yourself to feel positive – you know you have to get the job done. End goal. (Participant #15)

Some of these individuals referred to the use of deep acting not only in their professional lives but in their personal lives too.

Well yes, well that's – I wouldn't say necessarily that's only in the workplace. It's almost like a way of life to say but this is what a mindset – it's like cognitive behavioural therapy. (Participant #6)

No, I just think cumulative experiences, good experiences persuaded me that 'What on earth have you been so worried about or so ridiculous about?' you know? You have a perception of something. (Participant #7)

If I'm feeling I am sad, I acknowledge the feeling that I am really sad, but I'm hopeful that it will get better, you know? I'm hopeful that it will – the day will get better, and I don't like to be riddled in self-pity or ja. So ja. I sometimes go through a shift of … (Participant #13)

On the other hand, one participant specified that he only occasionally engages in deep acting in his personal life, and never in his professional life, as it is 'not necessary' for him.

Uhm, I think once you get a little bit depressed – like I said which is also healthy – then sometimes for me to get out of it, I just do something. I go for a run or –

> *I – then I do it. But it's not usually necessary in a working environment.* (Participant #12)

Six participants agreed or alternatively stated that they never employ deep acting. Therefore, 'not at all' refers to when an individual does not use deep acting when engaging in emotional labour.

> *Agh, heavens no [giggle].* (Participant #1)

> *Definitely not trying to convince myself of a certain emotion [giggles].* (Participant #2)

> *I don't think deep acting is where I am.* (Participant #9)

> *No, I pretty much – like I wear my emotions on my sleeve most of the time.* (Participant #10)

> *Ja, ja. I don't really do that [giggle].* (Participant #11)

4.5.2 Surface Acting

Surface acting refers to when one regulates and manages one's external or outward emotional expressions (Grandey, 2000). Once again, the same three themes that were apparent with deep acting are applicable and apparent here.

Four participants confirmed that they employed surface acting most often in the work context. That is, they believed that they employ surface acting more frequently in comparison to other regulation strategies. Surface acting was even referred to as 'putting on a show'.

> *… and you are patient, you got to put on this show, right? We all put on a show. I think lawyers more so than anything else, because you got to go and really – even if you know your client has got a very shit case, act like you are going to take it to the moon and back. And so, ja you put on this show a lot – and your feelings are suppressed ja.* (Participant #15)

Eight participants stated that they employed surface acting on an occasional basis, thus less often, and on an irregular basis.

If it's you have walked into my office and you have taken me on, then I try take a – you might initially see that I'm upset or I'm angry, but I will try and disconnect and deal with you in a pleasant way or in a proper way. (Participant #2)

So ja, I have – ja. There are some colleagues that I do bite my tongue and say "oh, how are you…dah, dah, dah" ja, so that's true. (Participant #5)

My previous HOD used to say, "There's a difference between S and Dr VS. And if I may be blunt, S will tell you to fuck off, but Dr VS is a bit more professional". (Participant #11)

Three participants agreed that they do not engage in surface acting whatsoever. That is, they do not believe that they use surface acting as a regulation strategy when they engage in emotional labour.

4.5.3 Genuine Acting

Genuine acting refers when an individual displays or expresses his or her true and naturally felt emotions (Grandey & Gabriel, 2015). The themes identified for both deep and surface acting were similarly identified for genuine acting. However, there was a slight difference, as none of the participants claimed or stated that they never employed genuine acting. That is, all the participants perceived that they acted genuinely towards others at work to some degree. The following themes were identified for genuine acting: most often, natural strategy and occasionally.

'Most often' refers to when the participant uses genuine acting more frequently in comparison to the other emotional regulation strategies listed above. Overall, ten participants agreed that they employed genuine acting most often in their work context. In addition, three participants mentioned that there is 'no filter' between how they feel and how they act at work as one can usually see how they are really feeling by just observing their faces.

And you will see that I'm sad. If I'm feeling anger and it's not at you, you will see that I'm upset or angry. I know that my face tells a thousand stories. (Participant #2)

What you see is what you get. (Participant #7)

I'm usually an open book because you can see on my face if I'm happy or if I'm not. (Participant #11)

I feel that I'm reasonably congruent mostly with in terms of what I feel and express. (Participant #5)

I would say 99% being myself and then the second, some days, you don't feel like it, but you have to do it and that's, but that's a small percentage. (Participant #12)

One participant described genuine acting as being 'not so professional at work', and further described herself in this way.

Not maybe as much as other people. I'm not so professional. (Participant #6)

Eleven participants referred to genuine acting as their natural strategy. In essence, this means is that they believe that genuine acting is their innate or inborn strategy. However, with time and exposure to the display rules of the organisation, some of these participants have learnt to use other strategies when engaging in emotional labour.

Uhm, so apparently, my face shows a lot of emotion [giggle] so I find it very difficult to hide what I'm feeling but because of past situations and stuff, I have just had to – I have been told that I just have to you know – so I still find it very difficult because it's just not part of who I am. So, if I'm angry, I want to you know …? But ja, so that's why I'm saying so if you show any sort of vulnerability or any kind of that you can't keep your emotions intact, then you kind of get into trouble. (Participant #1)

You see, I feel like there's a persona when I'm at work versus when I'm in a social setting. In a social setting and that could be with family or even out or just – I don't know in a supermarket or whatever … (Participant #10)

When I was very young, and I saw it working here – I don't think I had as good of a grasp on my emotions. I'm a very emotional person and I used to get angry so, so quickly like infuriated like I would be so cross. And then I would go home and punch the punching bag – that angry. But I think over the years, you get mellow or not jaded – there's a difference. (Participant #14)

Alternatively, some (five) participants agreed that they only engaged in genuine acting occasionally. Occasionally refers to when the individual only employs genuine acting as a regulation strategy now and then, or irregularly.

Some participants explicitly stated that they did not employ genuine acting at work, only in their personal lives.

> *You see, I feel like there's a persona when I'm at work versus when I'm in a social setting. In a social setting and that could be with family or even out or just – I don't know in a supermarket or whatever …* (Participant #10)

> *Not at work ja.* (Participant #14)

From the findings above, it can be seen that genuine acting is the most frequently employed regulation strategy. This could be due to the fact that for many of the participants, genuine acting is a strategy that comes naturally to them, thus they are more likely to employ it. Surface acting was the second most employed regulation strategy while deep acting was the least employed.

It should be noted that none of these strategies was used in isolation or on their own by one individual; instead a combination of strategies was employed.

It was also discovered that several factors influenced the strategy the participants would employ. Accordingly, some thought and consideration is put into the use of strategy prior to a strategy being employed. These factors, their description and what they entail are discussed below. It should be noted that these factors are referred to as 'rationales', as they are principally the participants reasonings or justifications for employing a combination of strategies, as opposed to just one. As mentioned in the beginning of this theme, emotional labour regulation strategies refer to how the emotional labour is carried out by the individual. Therefore, the rationales behind the strategies employed answer the 'when' question, that is, when participants will engage in certain emotional labour regulation strategies.

4.5.4 Rationales behind Emotional Regulation Strategies Employed

A rationale refers to the underlying reasoning regarding when the participants will use different emotional regulation strategies when engaging in emotional labour. Following the amalgamation and further analysis of the data collected, approximately nine

rationales were identified, all of which are depicted in Figure 4.9. These will now be described and discussed.

Figure 4.9: Rationales underlying the use of different emotional labour regulation strategies
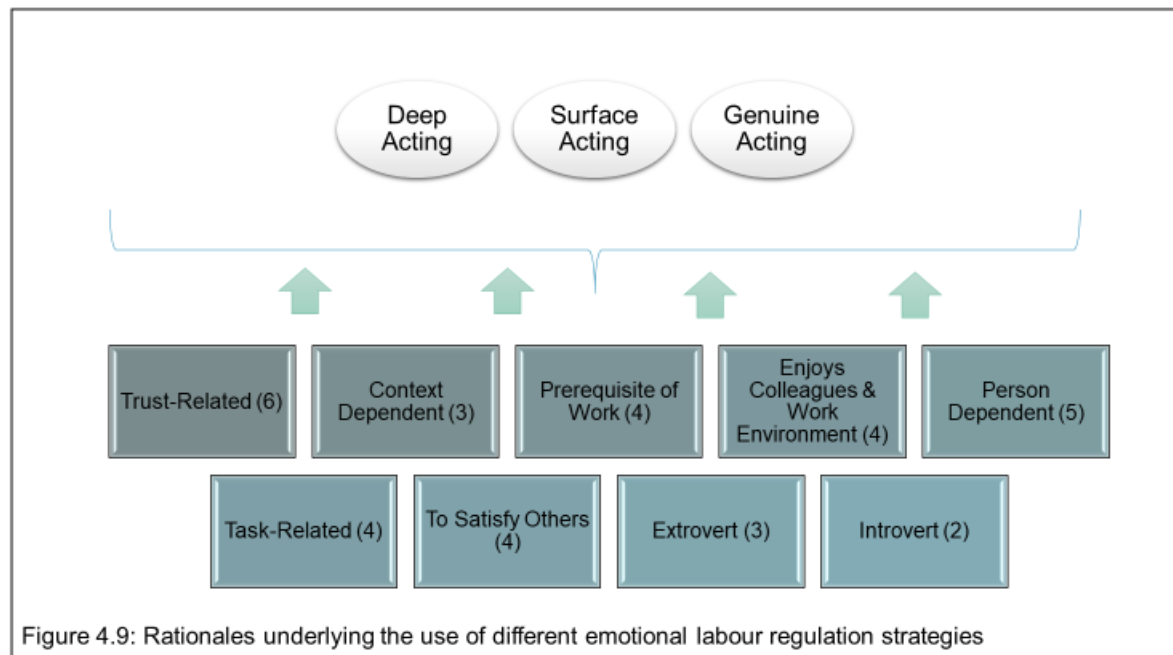
4.5.4.1 Trust-related

Trust-related may be understood as the amount of trust (which is the belief in the reliability, truth or ability of another) that exists between one individual and another (or others), which determines what type of emotional regulation strategy he or she uses. Six participants stated that the rationale behind the type of emotional regulation strategy that they employ is related to the degree of trust that exists between the participant and the individual(s) that he or she engages with.

More specifically, all six of these participants agreed that if there is a high degree of trust between the participant and the individual(s) he or she engages with, then he or she is more likely to engage in genuine acting as opposed to surface and deep acting.

> *It depends which colleagues. So, some colleagues that if I feel very comfortable with them, I would be able – I would know I could go to their office, close the door, we can have a proper chat. If I shed a tear or five or twenty, then it's fine. And then they will kind of you know, they won't hold that against my professional conduct, but others you need to be wary because they might go and tell someone and then you get into trouble …* (Participant #1)

But I have a very limited amount of people I trust with my deepest and most raw emotions and feelings and thinking about certain colleagues or certain situations or tasks or whatever. (Participant #4)

You know who you can trust and whom you can't trust, so you know, you would have very measured conversations with people that you don't trust. Not because you assume that you don't trust them, but if you have been burned by them before, then you will be very measured in your response but very collegial. (Participant #15)

Therefore, it can be said that if there is a low degree of trust between the participant and the individual(s) that he or she is engaging with, then the participant is less likely to employ genuine acting and more likely to employ surface or deep acting as an emotional regulation strategy.

4.5.4.2 Context Dependent

This rationale denotes the circumstances that form the setting of an event or the environment of an individual, and which essentially determine what type of emotional regulation strategy he or she uses.

Definitely not. It – I don't know, for me it's very context dependent. (Participant #2)

Three participants agreed that their context plays an integral part in the kind of emotional regulation strategy they will engage in. One participant noted that a friendly context enables her to be genuine at work.

I mean my colleagues that have been in tourism, we are very expressive ja. But overall, the department there's a dynamic to the departments. Really, everybody is friendly ... (Participant #6)

It could be said that perhaps a more welcoming, friendly context or culture enables individuals to employ genuine acting as their main regulation strategy rather than surface and deep acting. On the other hand, if the context is not as inviting and less friendly, it could result in an individual engaging more in surface or deep acting, as he or she may feel less comfortable and have more need to act.

4.5.4.3 Prerequisite for work

This rationale refers to the belief that emotional regulation is something that is required as a prior condition for work in order for the individual to get their job done overall at work. Four participants stated that they employ emotional regulation strategies based on this rationale.

More specifically, these individuals referred to adopting a persona that differs from who they are and how they truly feel in order to get their work done.

> *Work is a place that requires you to have a certain persona. I mean you don't have to see it as something artificial, but you have to play a certain role at work. So, you kind of have to develop almost like a different personality to function in the workplace.* (Participant #3)

> *You see, I feel like there's a persona when I'm at work versus when I'm in a social setting.* (Participant #10)

> *Yes, it is a requirement I actually think you know, because we are dealing with patients and if I'm sad or if I'm angry with something, I can't take it out on my patients. So, I have to sort of like put on a mask and then continue working.* (Participant #13)

> *And you are patient, you got to put on this show, right? We all put on a show. I think lawyers more so than anything else, because you got to go and really – even if you know your client has got a very shit case, act like you are going to take it to the moon and back. And so, ja you put on this show a lot – and your feelings are suppressed ja.* (Participant #15)

From the above, it can be said that emotional labour is perceived to be a prerequisite of work and is associated with being a requirement of 'getting the job done'. Therefore, this perception has caused some participants to automatically engage in surface acting as their main regulation strategy as opposed to genuine and deep acting. This enables an individual to put aside their personal feelings, ultimately putting on a 'mask' that enables them to get their job done at work.

4.5.4.4 Enjoys Colleagues and Work Environment

This refers to the participant who enjoys being surrounded by his or her colleagues and is happy in their work environment. The participants who responded in this vein

agreed that they enjoyed being around their work colleagues and in their work environment.

> *I have a positive relationship with people I know, people's person [pause]. I enjoy being with people, being involved in the professional development. I like being associated with my colleagues, with my absolutely marvellous head of department, who – he looks after us and he will go – not the extra mile, but the extra miles.* (Participant #8)

> *I must be honest with you; it usually doesn't happen especially here at the centre. The people I work with are really wonderful and they are mature enough to solve their own problems. And one thing I made clear from the beginning is that I don't tolerate gossip in the office, and I don't tolerate passive-aggressiveness. If you have an issue, then we need to talk about it.* (Participant #11)

It can be seen that because these participants have a positive perception of their fellow colleagues and their work environment, they are more likely to use genuine acting as their main emotional labour regulation strategy.

4.5.4.5 Person Dependent

Five participants noted that the type of person(s) that they are engaging with determines the emotional labour regulation strategy that he or she will employ.

> *Yes it depends on the people …* (Participant #3)

> *… depends – different colleagues. Some people you just smile "Hi, how are you" and it's like that. Others you can be more – I mean my colleagues that have been in tourism, we are very expressive ja.* (Participant #6)

> *Like some students are wonderful to work with and they are very hard working and it just – you enjoy the project with them whereas others are difficult and don't put in effort and then it requires more from you to kind of push the student, because you still want them to make it, pass.* (Participant #9)

> *Because with some people, you know automatically you could act more funny or uhm you can make a joke. But with other people, you can see that they are*

more stoic and stern and you know, you do the handshake like the hard handshake and you listen … (Participant #14)

These participants referred to people in general with whom they could automatically gain a sense of the type of emotional regulation strategy they should employ. They used their intuition to automatically sense the regulation strategy they should apply to the individual(s) they engage with. For example, if the participant senses that they can be themselves around another, then the participant will automatically employ genuine acting as his or her regulation strategy. However, if the participant feels less comfortable around another, then they are more likely to engage in strategies such as deep or surface acting to mask the way they truly feel.

4.5.4.6 Task-Related

Four participants stated that they, as individuals, are more task orientated. Therefore, 'task-related' as a theme refers to participants who, regardless of how they are feeling, will employ the emotional regulation strategy needed to get the job done.

The workplace I think you should realise is there for executing a certain task, so do it. (Participant #5)

Other participants stated that, as lecturers, they have responsibilities to their students and their job. Therefore, regardless of how they are actually feeling, they believe they need to put these feelings aside in order to meet their responsibilities.

What I do do is, I compartmentalise. So, I will uhm come to the office feeling quite let's say sad about something, but I know I have to be in a meeting now within an hour or so. So, I will tell myself 'okay, put that aside now, you can't … (Participant #11)

You must be willing to help the students if they need extra work you know? Ja, you must just deliver what you need to. If I have a lecture to do, I must just give a lecture, If I have a student I must consult with, I must go and see the student. If I have got a patient to see, I have got to treat the patient and finish with the treatment. I have got to treat them you know, as if I'm very, very happy. Ja. (Participant #13)

A lot of things hey? I think it's you've got responsibilities to your students to do the job and regardless of how you feel, they deserve the best of you, right? Because you carry stress from all other parts of your life and so it's not them, I mean this is the job, this is what you do. (Participant #15)

Like the 'Person Dependent' theme, participants who highlighted the task-dependent team did not specifically mention what strategies they would employ here, but what can be said from the above-mentioned data is that they would employ any strategy they deemed necessary to get the job done, whether it be surface, genuine or deep acting.

4.5.4.7 To Satisfy Others

Four participants agreed that the rationale behind the kind of emotional labour regulation strategy that they use is so that they can satisfy those around them. In other words, the regulation strategy that is used by the individual is determined by which strategy will best meet the expectations, needs or desires of the people the participant is surrounded with.

I think firstly if you have to give a laymen's term, sometimes I'm a people-pleaser. (Participant #4)

… well basically in terms of getting along with other people, it's easier to smile and wave than to shout and confront or be passive-aggressive and stuff like that. (Participant #5)

I would rather be known as a nice person than as a severe person even though he might be a good lecturer. (Participant #7)

Although the regulation strategies that the participants would use to satisfy those around them are not clearly stated, it can be said that the participant would first analyse the individual(s) they are encountering and then determine which regulation strategy would best please that individual(s). This is thus a more flexible approach to determining what regulation strategy to use.

4.5.4.8 Extrovert

This rationale denotes an individual who is outgoing, socially confident and people-orientated, thus they either employs genuine acting as their main regulation strategy or do not engage in emotional labour at all.

These participants stated that they enjoy or prefer working with people.

> *I have a positive relationship with people I know, people's person [pause]. I enjoy being with people…* (Participant #8)

> *I think I enjoy the teaching more than the research and the supervision because it's just my personality, I feel like I engage well with people and through conversation.* (Participant #9)

> *So – yes, I enjoy working with people. So, some people prefer to be locked in the office and do research and, and, and not have a human interaction, whereas in my drive is through human interaction. I love going out to community, I love going out to schools because we do a lot of outreaches at schools. So that fulfils me so you can imagine, if I was not a people's person and I have to do the job that I do, then I will be miserable.* (Participant #13)

4.5.4.9 Introvert

This refers to the participant who is shy and quiet and who draws energy from being on their own, thus engaging more often in surface or deep acting when surrounded by other people at work.

> *I'm an introvert, so people are generally exhausting for me to deal with.* (Participant #3)

Such people may be less comfortable or may expend more energy being around others but, owing to the display rules of the organisation, have to employ emotional regulation strategies to mask his or her discomfort or unease.

> *Ja, I think if I can describe myself, I'm at my most relaxed and happiest when I'm totally on my own and working by myself.* (Participant #4)

From the above rationales, it can be seen that there are vast and diverse rationales as to when an individual will use different emotional labour regulation strategies when engaging in emotional labour. Each of these rationales bring on or trigger either surface, genuine or deep acting.

Furthermore, some of these rationales trigger specific regulation strategies. For example, when an individual is an extrovert he or she is more likely to engage in genuine acting. However, some rationales are not as specific and depend on the individual's intuition or sense of the moment to determine what regulation strategy should be employed. For example, with the 'to satisfy others' theme, the participant first gains a sense of what strategy is most appropriate for satisfying the individual that he is she is encountering prior to engaging a strategy.

It should be noted here that everyone is unique in terms of the emotions they feel. Therefore, it can be said that everyone experiences their own nuances when it comes to when they are likely to employ a certain emotional regulation strategy. In other words, one should look at these findings as a means of better understanding why individuals employ certain emotional regulation strategies, as opposed to perceiving these findings as a concrete or general rule that is applicable to everyone in every situation.

4.6 BRINGING ALL THE THEMES TOGETHER

If one assumes a bird's eye view of this study and its findings, it can be seen that the four main themes identified and discussed above are fundamentally interrelated. This interrelationship is in Figure 4.10.

Figure 4.10: The themes of the study and how they are interrelated
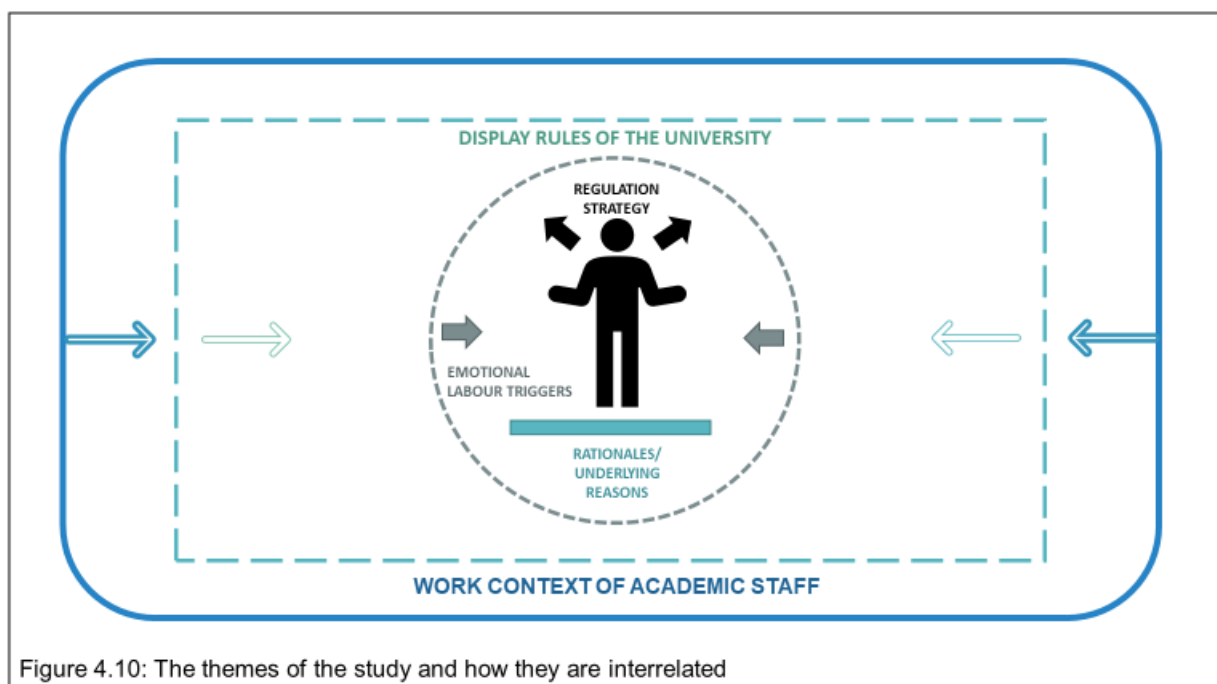
As illustrated above, the themes identified in this chapter cannot be discussed in isolation; they are dynamic and one theme influences the other. In essence, they have a snowball effect. This effect is triggered by the work context in which academic staff operate, which influences and further determines the perception and knowledge of the implicit display rules of the university. These display rules establish the university's emotional expectations of its academic staff, which in turn are what the academic staff will use as a guide to the way in which they should act at work.

From the analysis and further consolidation of the findings, it was discovered that there are a range of triggers that prompt academic staff to engage in and further experience emotional labour. These triggers range from negative emotions to certain job tasks. Emotional labour triggers occur when the snowball effect continues, prompting the staff member to employ either one or a combination of the emotional labour regulation strategies of surface, genuine or deep acting. These strategies are implemented in an attempt to comply with the university's display rules.

What is unique to this study is the discovery that there are a range of diverse and unique rationales or underlying reasons as to when an individual will employ a particular strategy. It can be said that the inevitable choice of a regulation strategy is not a simple one, but that certain factors such as one's context, people with whom participants interact, the amount of trust that exists and the like all play a part in and further influence an individual's choice of regulation strategy.

4.7 CONCLUSION

The pertinent question that begs to be answered now is, so what? Why is it so important to analyse, investigate and further report on the findings of such a study?

The answer is simple. Guy, Newman, and Mastracci (2010) highlight that emotional labour is invisible labour and these authors refer to it as if it were the invisible ghost in the room. This chapter and the study as a whole have transformed both emotional labour and its associated regulation strategies from being the ghosts in the room to being the main topic and has done so by identifying and defining these phenomena.

From the findings above it would appear that emotional labour is experienced by academic staff in the university context. This chapter has also clarified the context of academic work and the perceived display rules of the university. Moreover, the emotional labour regulation strategies have been confirmed and further explained. The

phenomenon referred to as the rationales in this study, which specify when an individual will select one or a combination of regulation strategies, were also unravelled in this chapter. Essentially, this chapter clarified and elaborated on the main findings of this study. The natural next step is to link and further discuss how these findings relate to the existing literature.

CHAPTER 5: DISCUSSION OF FINDINGS

"This might surprise you, but one of the best ways to manage your emotions is simply to experience that emotion and let it run its course."

— Kim L. Gratz

5.1 INTRODUCTION

The purpose of this study was to explore and describe the emotional regulatory strategies that academic lecturing staff use within the South African higher education context. In the literature review (presented in Chapter 2) of this study, emotional labour and emotional regulatory strategies were conceptualised, which fulfilled the first two objectives of this study. The previous chapter (Chapter 4) focused on identifying and describing the themes identified by this study, which was also in accordance with the remainder of the research objectives.

In this chapter, the concluding chapter of this study, the findings will be linked to relevant existing literature pertaining to emotional labour and emotional labour regulatory strategies. The rationale behind this chapter is to summarise the findings and integrate them with existing research. In addition, this chapter will show how the objectives of the study were attained and the implications of the study findings for academic lecturing staff and universities will be discussed. Finally, this chapter will delve into the limitations of the study and make recommendations for future research.

5.2 DISCUSSION OF RESULTS

The idea of emotional labour was first established over 20 years ago by Arlie Russell Hochschild in her ground-breaking study on flight attendants. Since this study, literature has increased by leaps and bounds to the extent that Elfenbein (2007) notes that "for emotion to mean anything, it cannot mean everything" (p. 316). Therefore, despite the fact that there are a range of diverse definitions, conceptualisations and perspectives of what the term 'emotional labour' entails, they all essentially boil down to the same idea: "emotional labour may involve enhancing, falsifying or suppressing emotions with the intent to modify one's emotional expression, to meet the display rules of the organisation" (Grandey, 2000, p. 95).

In this study, the work conditions of academic staff were described in terms of two factors: people interaction and job tasks. People interaction, to some degree, is a given for all lecturing staff regardless of their level of seniority or status in the university. According to Houston et al. (2006), the role of academic staff can be defined according to three broad domains: teaching, research and service. These roles entail a variety of tasks, all of which have been identified in this study. More specifically, the respondents referred to four main job tasks: research, lecturing, administration and supervision. However, there are other job tasks that may form a part of the academic staff's workday, such as community engagement, managerial duties, consulting and other practice-related tasks. These job tasks are dependent on the academic staff member, the focus and priorities of their departments and whether the individual has other responsibilities either inside or outside the university context.

These job tasks, coupled with the people interaction, require varying degrees of emotional labour and emotional display over an extended period of time (Harris & Ogbanna, 2000). In the findings of this study, it became clear that the academic lecturing staff engage in emotional labour to some degree.

Each element of Holman et al. (2008) emotional labour process, illustrated in Figure 5.1 and discussed in Chapter 2, will be deliberated in relation to the academic staff's experiences and perceptions of emotional labour, as identified from the results of this study. This model also describes the explicit and implicit emotional display rules of the university and the situations that prompt or require emotional regulation. In this study, the existence of the emotional labour process is confirmed, as described by Holman et al.'s (2008) model.

Figure 5.1 Emotional labour process (Holman, Martinez-Inigo and Totterdell, 2008)
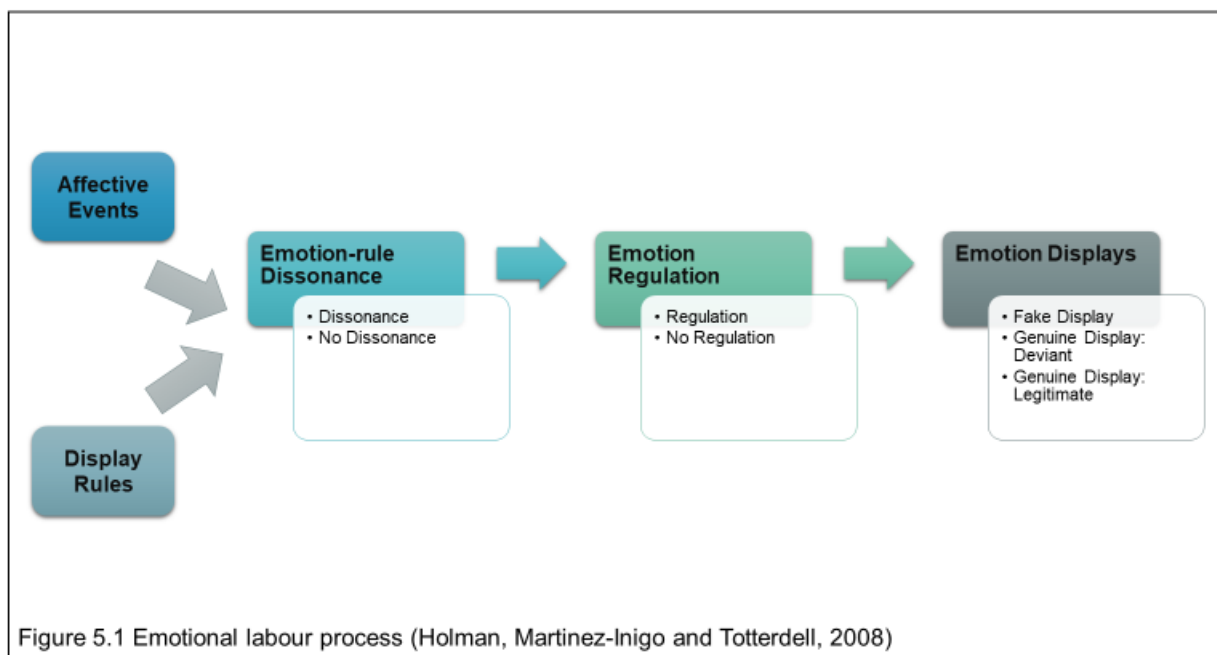
5.2.1 Affective Events

Fisher and Basch (1998) and Hennig-Thurau et al. (2006) define affective events in the emotional labour process as the interpersonal events between the co-worker (lecturing staff) and the customer (students, other lecturing staff and academic stakeholders) that influence an individual's emotions (Diefendorff & Gosserand, 2003). These affective events equate to the 'causes of emotional labour' identified in Chapter 4 of this study.

The consequences that academic staff experience when they are genuine, and act in accordance with the way that they are actually feeling, may be understood as an affective event. These individuals refer to past experiences of displaying their authentic emotions and further experiencing the negative repercussions of such.

Because I made the mistake once where I let the client know that for instance the students hadn't done what they were meant to do, and I got rapped over the knuckles. So, after that I realised, okay so no matter what happens [giggle] you just got to keep everyone happy no matter how you are feeling inside, just go home and then you can sort it all out there. (Participant #1)

Like I say, when you drop it, you pay a price for that. That's what I have learnt the hard way. (Participant #3)

Affective events are not limited to one's work environment. Some participants have noted that when they experience problems in their personal lives they have become an emotional labour trigger for them in their professional lives. Hence, the interactions and emotions experienced in one's personal and professional lives can at times overlap, thus affective events that occur outside of one's professional life can influence the engagement of emotional labour at work.

> *… like for instance when my mom was – my mom's got cancer so when you are at work, even though you are worried about her all the time and she's in hospital and stuff, you can't let that take over your work kind of – because you have a certain way that you need to be, so ja they're definitely in conflict.*
> (Participant #1)

> *Uhm and I get thrown a curve ball and sometimes your personal life affects your work life. You can try and separate the two, but I don't think you always do.*
> (Participant #2)

Other affective events that academic staff referred to included interactions with students, colleagues or other university stakeholders, which required them to deal with others in a more pleasant or friendly manner. Being accused of something has also been identified as an affective event that occurs with both students and colleagues. Moreover, some academic staff hold leadership positions in their respective department or faculty and have found that such leadership positions have placed them in circumstances that have triggered them to engage in emotional labour.

> *Probably because I have been managing or being in a managing position in the department for quite some time and I mean, although there were many situations where I thought my colleague was acting stupid or irresponsible or selfish or didn't think. I cannot say that, I mean I have to keep most of those opinions to myself and actually, when I interact with them.* (Participant #5)

Affective events can refer to both the interactions that occur between academic staff and students, colleagues and/or other academic stakeholders and to the emotional events that they experience (Grandey, 2000). In this study, negative emotions were largely identified as a cause of one's emotional labour. Such negative emotions include frustration, irritation, sadness, fatigue, insecurities, nervousness and anger.

And then I get upset because I have told you or I have mentioned it on more than one occasion and you have either not listened, or you have ignored me. So that's when that frustration comes in. (Participant #2)

And when it comes to students, I don't know. I'm not sure if I'm a natural teacher, but it [stutter] there's more nervousness. (Participant #4)

Uhm in my case, I will be honest with you. I think that the disconnect is sometimes associated with negative feelings of uhm if I can call it feelings of insecurity, uhm feelings of 'Am I acting wise? Am I acting just? (Participant #11)

Some academic staff innately believe that emotional labour is a prerequisite for work, hence they regard emotional labour as an affective event. Stress has also been identified as an affective event for academic staff. Factors such as time pressures (Agago, Barnes, & Combs, 1998), high self-expectations (Smith et al., 1995), research and publication demands (Blix et al., 1994) were all identified as factors that have caused stress among lecturing staff within the higher education context.

… when there are deadlines, when there is a lot of stress, then people fight with each other. (Participant #3)

Gender was also discovered to be an affective event for academic staff. According to Grandey (2000), gender is often a topic of interest in emotional labour theory. In this study, some of the female participants believed that their gender was one of the reasons why they engaged in emotional labour. Researchers have noted that women are more likely to manage their emotions both at work and at home (Wharton & Erickson, 1993). Lastly, the imposter syndrome was also identified as an affective event that caused one to engage in emotional labour. This syndrome is rooted in some of the academic staff's self-doubts about themselves and their abilities.

… on the one side, you are always underestimating your ability even though you are an expert and on the other side, you are always pretending to be an expert, but you are not. (Participant #6)

Affective events are far reaching for academic staff. These events are not limited to interactions between the academic staff member and student, colleague or other university stakeholders, but may also include personal or non-work-related interactions too, which have by default affected their emotions at work. Furthermore,

affective events are not confined to interpersonal interactions but may also refer to emotional experiences. These affective events may result in discrepancies between the emotion rules and the emotions displayed (Diefendorff & Gosserand, 2003). Consequently, the emotional rules of the academic lecturing staff are the second element of emotional labour.

5.2.2 Display Rules

Display rules are concerned with beliefs, true or not, about the role and effect of emotion (Holman et al. 2008). Accordingly, display rules refer to the employee's expectations for emotional expression in the workplace. It can be said that these socially embedded organisationally shared guidelines not only govern how academic lecturing staff should feel (Opengart, 2005) but also predict how they should act (Hsieh & Guy, 2009).

Hochschild (1983) states that employers may exercise a degree of control over their employees' emotions by way of display rules and through organisational aspects such as training, policy and supervision. However, this study noted that the display rules at the university are implicit as they are not written down or explicitly stated in any policy, code or document.

> *We have put together a little thing now for all the new staff about the dress code for instance and procedures for tests and so on. So, there's some guidelines in that way, but how you should react emotionally for instance, is not prescribed anywhere.* (Participant #1)

> *So, it wouldn't necessarily be written down, it's more just implied?* (Participant #13)

If these rules are implicit, how are they known? The data analysis found that the participants became aware of these display rules in various ways, such as observation and trial and error. Inherent organisational expectations, such as the organisational culture and climate and as implied by policies were identified as a means of knowing display rules.

> *It's hard to say, I suppose, it's like an existing culture that people enter into and remain in.* (Participant #3)

> *In the code of conduct, subtly. You, you do not get – they do not they are not specific. Ja. They are not specific. Especially when it comes to emotions.* (Participant #13).

Display rules are thought to be shaped and communicated both informally through company-specific culture (e.g., language, symbols and stories, informal social consequences for display rule violation) and formally through policies and practice (Arvey, Renz, & Watson, 1998). Therefore, display rules are implied at various levels and through diverse means by the university.

Furthermore, it was found that the means of learning the display rules of the university were not limited to the university context; rules could also be learnt by setting expectations of oneself (self-expectations) or by way of one's upbringing.

The perceived display rules of the university may be grouped into four main themes: task-orientated, professional, perfect and positive/approachable persona. For the most part, these display rules require the academic staff to not only get the job done, but to do so in a professional, consistent and contained manner, whilst also displaying a positive or happy persona towards others.

> *Perfectly. I'm not allowed to get angry; I'm not allowed get sad, I'm not allowed to show negative emotions uhm you know, I think that's what people generally expect, and I think it's a very unfair expectation.* (Participant #2)

The literature refers to display rules for expressing positive emotions and suppressing negative emotions as integrative display rules (Wharton & Erickson, 1993). These display rules are common in "people work" jobs (e.g., health care, education, service) (Brotheridge & Grandey, 2002), and are viewed as in-role job requirements for such jobs (Diefendorff, Richard, & Croyle, 2006). Therefore, these integrative display rules are common to all academic staff in the field of education.

Theories of emotional labour propose that the appropriate expression of emotion is an essential aspect of task performance. This is because a display of emotions on the part of the participants in this study influences the affect, emotions and attitudes of their customers, or in this case, students, colleagues and other university stakeholders. This may result in either benefitting or undermining the reputation of the university. Furthermore, Jones and Rittman (2002) state that emotional rules exist to

make social interactions smooth. Consequently, it becomes essential for academic staff to adhere to these display rules to complete their job tasks both successfully and with ease.

5.2.3 Emotional Rule Dissonance

Holman et al. (2008) state that there will be instances when one's felt emotion differs from that prescribed by emotional rules and this discrepancy leads to emotion-rule dissonance. Emotion dissonance occurs when one's displayed emotions that differ from one's felt emotion (Ashforth & Tomiuk, 2000). Academic staff experienced the dissonance between their felt emotions and their displayed emotions and referred to it as 'putting on a show' or 'a mask', when dealing with others at work.

> *… and you are patient, you got to put on this show, right? We all put on a show. I think lawyers more so than anything else, because you got to go and really – even if you know your client has got a very shit case, act like you are going to take it to the moon and back. And so, ja, you put on this show a lot – and your feelings are suppressed, ja.* (Participant #15)

> *Yes, it is a requirement I actually think you know, because we are dealing with patients and if I'm sad or if I'm angry with something, I can't take it out on my patients. So, I have to sort of like put on a mask and then continue working.* (Participant #13)

Hunter and Smith (2007) further state that conflicting feelings and emotional rules will lead to emotion-rule dissonance. In this study the affective events, specifically with regard to the negative emotions (such as frustration, irritation, sadness, fatigue, insecurities, nervousness and anger) that are felt by academic staff, are in conflict with the display rules of the university. More specifically, with the 'positive/approachable persona' and 'positive' display rules. Therefore, since these negative emotions are in conflict with the display rules of the organisation, they choose to display more acceptable or appropriate emotions that are aligned with these rules. These emotions are not true to what they feel, thus causing an emotion-rule dissonance.

Some academic staff went as far as to say that they have two personas, one being their professional persona and one being their authentic persona. This further emphasises the extent to which they experience this emotion-rule dissonance at work.

Oh ja, [giggles] ja. My previous HOD used to say, "There's a difference between S and Dr VS. And if I may be blunt, S will tell you to fuck off, but Dr VS is a bit more professional". (Participant #1)

There were some academic staff who stated that for the most part, they do not experience this emotion-rule dissonance very often. They attributed this lack of emotion-rule dissonance to their age or to the fact that they were genuinely happy in their job or work environment, feeling no need to fake or supress their emotions. As a result, they felt reasonably congruent in terms of their expressed versus felt emotions.

I feel that I'm reasonably congruent mostly with in terms of what I feel and express. (Participant #5)

Although some of the academic stated that they engage very little in emotional labour, it can be said that they do (to some degree) engage in it on occasion.

I would say 99% being myself and then the second, some days, you don't feel like it, but you have to do it and that's, but that's a small percentage. (Participant #12)

5.2.4 Emotional Regulation

When academic staff experience emotional dissonance, they may decide to regulate their emotions. Emotional regulation is the attempt individuals make to control their emotions, when they have them and how they are experienced and further displayed (Gross, 1998). Ashkanasy and Cooper (2008) refer to emotional regulation as the behaviours involved in either increasing, maintaining or decreasing one or multiple facets of one's emotion(s).

Discrepancies between emotional displays and display rules are typically reduced through the use of emotional regulation strategies (Diefendorff & Gosserand, 2003). The regulation strategies that academic staff made use of took three forms: surface, deep and genuine acting. All academic staff applied emotional regulation and employed a range of these strategies to some extent. However, it was discovered that identifying the most used or popular strategy is not as clear cut as it may seem. That is, they employed a range of strategies as opposed to only one, depending on several rationales.

Deep acting is when one consciously modifies or adapts one's inner feelings to outwardly express the desired emotion (Grandey, 2000). Whilst one academic staff member agreed that she employed deep acting most often, many of the other academic staff stated that they only occasionally employed this strategy. This strategy was employed as a result of circumstances in the work context, and included boosting their confidence in themselves or convincing themselves that they were able to do something.

> *… I am convincing myself that I'm feeling happy and energised … because that's what I'm supposed to feel. But uhm ja, say for instance I'm lecturing and I'm not – I haven't got the energy for this and whilst I'm busy doing that, I'm acting much more energised than I actually am and eventually I – yes, so I actually do do that.* (Participant #5)

> *And okay wait, positive you have done this already, you can continue. This is not a train smash.* (Participant #14)

Other academic staff stated that they tended to employ this strategy in both their professional and their personal lives.

> *Well yes, well that's – I wouldn't say necessarily that's only in the workplace. It's almost like a way of life to say but this is what a mindset – it's like cognitive behavioural therapy.* (Participant #6)

On the other hand, there were some academic staff who stated that they never engage in deep acting.

Surface acting occurs when one regulates and manages one's external emotional expressions (Grandey, 2000). Some academic staff often employed this and went as far as to refer to this strategy as 'putting on a show' at work.

> *… and you are patient, you got to put on this show, right? We all put on a show.* (Participant #15)

Most academic staff believed that they only occasionally employ this strategy. Like deep acting, this strategy is employed based on certain factors or rationales. For example, if the academic staff member has been accused of something or depending on the person that he or she is interacting with.

> *If it's you have walked into my office and you have taken me on, then I try take a – you might initially see that I'm upset or I'm angry, but I will try and disconnect and deal with you in a pleasant way or in a proper way.* (Participant #2)

> *So ja, I have – ja. There are some colleagues that I do bite my tongue and say "oh, how are you … dah, dah, dah" ja, so that's true.* (Participant #5)

A few of the participants believed that they never employed surface acting as an emotional regulation strategy at work.

Genuine acting takes place when an individual expresses his or her true and naturally felt emotions (Grandey & Gabriel, 2015). All of the academic staff believed that they employed genuine acting, to some degree, at work. Genuine acting emerged as the strategy most often employed by all academic staff. Only a few stated that they employed this strategy occasionally and most stated that there is essentially congruency and 'no filter' between how they feel and how they act.

> *What you see is what you get.* (Participant #7)

> *I feel that I'm reasonably congruent mostly with in terms of what I feel and express.* (Participant #5)

Furthermore, many of them believed that while genuine acting is their natural or innate strategy, with time and socialisation they have learnt to employ other strategies (such as deep and surface acting) when engaging in emotional labour.

> *Uhm, so apparently, my face shows a lot of emotion, [giggle] so I find it very difficult to hide what I'm feeling but because of past situations and stuff, I have just had to – I have been told that I just have to you know – so I still find it very difficult because it's just not part of who I am. So, if I'm angry, I want to you know…? But ja, so that's why I'm saying so if you show any sort of vulnerability or any kind of that you can't keep your emotions intact, then you kind of get into trouble.* (Participant #1)

It can be said that genuine acting is the most frequently employed regulation strategy amongst academic staff members. This could be because genuine acting comes naturally to many of them, thus they are more likely to employ this strategy. Surface acting is the second most used regulation strategy while the least used strategy was

that of deep acting. The purpose of emotional regulation strategies is to bring future perceptions of emotional displays into line with emotional rules (Diefendorff & Gosserand, 2003). From the above, it can be seen that for the most part, the participants experienced congruency between what they feel and how they act. However, there were times when they experienced dissonance, in which case they would use surface or deep acting as their regulation strategy in order to meet the display rules of the university.

1. Rationales influencing Emotional Regulation Strategies

It was been discovered that the strategy participants employed depended on several factors. These factors are referred to as 'rationales', as they are participants reasons or justifications for the combination of strategies they used, as opposed to just one strategy. Consequently, this study adds to Holman et al.'s (2008) emotional labour process model. This addition is depicted in Figure 5.2.

Figure 5.2 Emotional labour process (Holman, Martinez-Inigo and Totterdell, 2008) with rationales
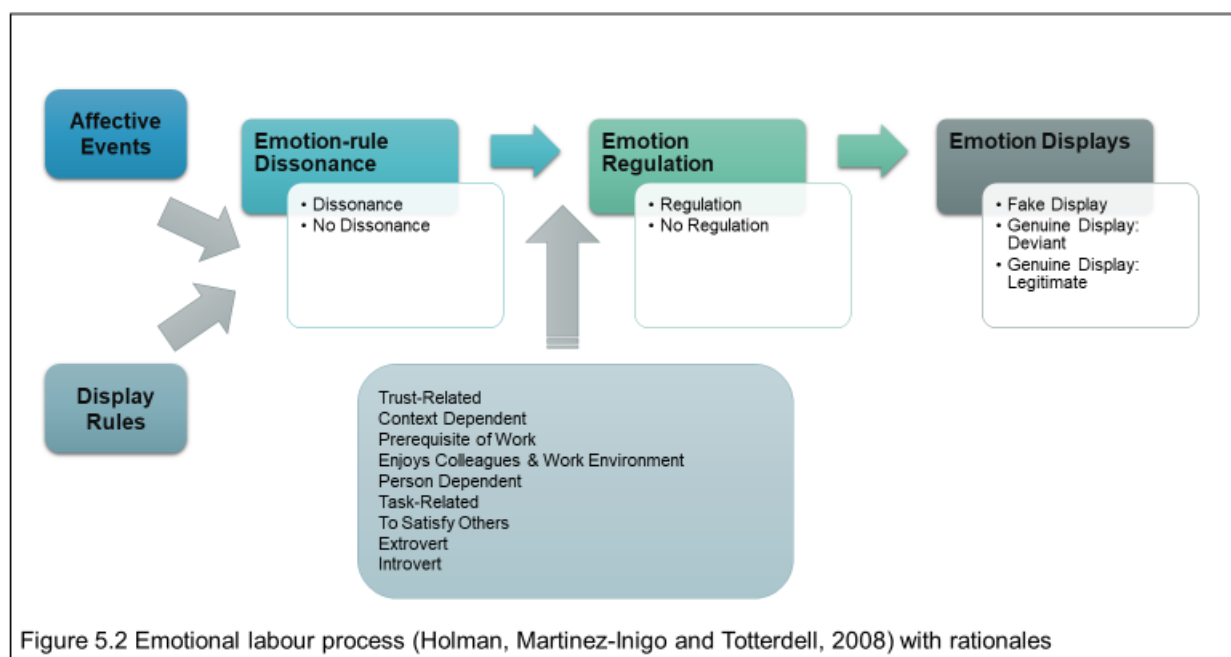
It was discovered that each of these rationales (for example, trust-related, context dependent, prerequisite of work, task-related, extrovert, introvert etc.) influenced whether one would employ surface, genuine or deep acting. Grandey and Gabriel (2015) discovered that negative emotions or stress often resulted in the employment of surface acting. They thus confirmed that there are certain factors that would confound the employment of surface acting. Similarly, in this study, it was discovered

that if there is a low degree of trust between the academic staff member and the individual(s) that they are engaging with, or if they were in a less welcoming or an unfriendly context, then they would be more likely to engage in surface or deep acting.

The academic staff's perception of work also influenced the type of strategy employed. That is, some believed that acting is a prerequisite for work, causing them to automatically employ surface acting. This essentially enabled them to put aside their personal feelings and put on a 'mask' to get the job done.

> *Work is a place that requires you to have a certain persona. I mean you don't have to see it as something artificial, but you have to play a certain role at work. So, you kind of have to develop almost like a different personality to function in the workplace.* (Participant #3)

There were some rationales in which academic staff would be flexible in their approach to employing certain regulations strategies. For example, some will employ the strategy they deemed appropriate to satisfy the individuals around them. Likewise with the type of person that he or she is engaging with, or task that they are required to do at work. With these rationales, the academic staff will use their intuition and gain a sense of what kind of strategy will be most suitable when engaging with an individual or carrying out a certain task. This strategy could either be surface, deep or genuine acting.

> *Because with some people, you know automatically you could act more funny or uhm you can make a joke. But with other people, you can see that they are more stoic and stern and you know, you do the handshake like the hard handshake and you listen …* (Participant #14)

> *A lot of things hey? I think it's you've got responsibilities to your students to do the job and regardless of how you feel, they deserve the best of you right?* (Participant #15)

Some academic staff genuinely enjoy their colleagues and being in their work environment.

> *I have a positive relationship with people I know, people's person [pause]. I enjoy being with people, being involved in the professional development. I like being associated with my colleagues, with my absolutely marvellous head of*

> *department, who – he looks after us and he will go – not the extra mile, but the extra miles.* (Participant #8)

As a result, these individuals are relatively aligned in terms of what they feel and how they act, thus employing genuine acting as their regulation strategy.

Personality traits also played a role in the type of regulation strategy employed. Research has shown that personality traits that are congruent with the emotional requirements of the job result in a higher degree of agreement between what the individual feels and how they are expected to act. The stronger this agreement, the more likely the individual will employ deep or genuine acting as their regulation strategy (Diefendorff, Richard, & Croyle, 2006). Similarly, in this study, extroverts employed genuine acting more often than introverts because there is a high degree of interaction with other people that takes place within the academic environment. Therefore, extroverts that are energised by people interaction are likely to find more congruency between how they feel and how they are expected to act.

> *I have a positive relationship with people I know, people's person [pause]. I enjoy being with people …* (Participant #8)

On the other hand, introverts seemed to experience less congruency between what they feel and how they are expected to act, thus to comply with the display rules of the university, they tend to employ surface or deep acting as their main regulation strategy.

> *I'm an introvert, so people are generally exhausting for me to deal with.* (Participant #3)

It is, however, important to note that emotional labour is a dynamic process that varies between and within individuals (Judge et al., 2009). Therefore, everyone will experience their own nuances when it comes to when they are likely to employ a certain regulation strategy. These findings should be further analysed to better understand why individuals employ certain emotional regulation strategies, rather than perceiving these findings as a concrete or general rule that is applicable to every person in every situation.

5.2.5 Emotional Displays

Emotional displays are either the genuine or faked expressions of one's felt emotions (Holman et al., 2008). Ashforth and Humphrey (1993) conceptualise emotional labour as the "act of displaying appropriate emotion", thus emotional display focuses more

on the display of the emotion. Emotional displays are evident among all the academic staff in the study. Specifically, academic staff were found to display their emotions in four ways, which will be discussed below.

The first was in which staff display their emotions is when the individual experiences no emotion-rule dissonance (Zapf, 2002). In this case, they do not need to regulate their emotions but are genuine and legitimate in displaying them, as they comply with the emotional rules of the university.

There were also instances of emotion-rule dissonance among the participants where they made no attempt to regulate their emotions. This is referred to as genuinely deviant displays (Holman et al., 2008; Zapf, 2002).

> *And you will see that I'm sad. If I'm feeling anger and it's not at you, you will see that I'm upset or angry. I know that my face tells a thousand stories.* (Participant #2)

Some claimed that they felt emotion-rule dissonance but managed to regulate it using deep acting, thus resulting in in genuine legitimate behaviour (Zapf, 2002). The participants stated that they displayed this genuine legitimate behaviour both within and outside of their professional lives.

> *… I am convincing myself that I'm feeling happy and energised … because that's what I'm supposed to feel. But uhm ja, say for instance I'm lecturing and I'm not – I haven't got the energy for this and whilst I'm busy doing that, I'm acting much more energised than I actually am and eventually I – yes, so I actually do do that.* (Participant #5)

Lastly, some participants experienced emotion-rule dissonance and successfully regulated it by employing surface acting, resulting in a fake emotional display (Zapf, 2002). This fake display was referred to in this study as 'putting on a mask' or 'show'.

> *Yes, it is a requirement I actually think you know, because we are dealing with patients and if I'm sad or if I'm angry with something, I can't take it out on my patients. So, I have to sort of like put on a mask and then continue working.* (Participant #13)

The elements of the emotional labour process were both unravelled and contextualised back to the findings of this study. From the above discussion, it can be deduced that not only does emotional labour exist within the academic higher education context, but it has also been discovered that this process is integrated and complex. Furthermore, the emotional regulatory strategies that academic staff use within a higher education context were identified and discussed.

5.3 LIMITATIONS OF THE STUDY

All research studies have limitations to some degree. Emotional labour is a dynamic process and the consequences and experiences thereof vary between individuals and within individuals (Judge et al., 2009). The interviews were conducted with predominantly English-speaking, Caucasian females. It is therefore possible that the gender, race and culture of the participants might have an influence on their everyday interactions with other individuals at work and their experiences of emotional labour and regulations strategies.

Another limitation could be that only one interview was conducted with each participant. As a result, the perceptions and experiences of emotional labour were only explored at one point in time, with no follow-up interviews being conducted. According to Creswell and Miller (2000), prolonged engagement with participants solidifies the evidence of the study because researchers can confirm their data and their assumptions and further compare their interview data over time, thus gaining a better and more in-depth understanding of the context of the participants' views. Essentially, prolonged engagement also holds various advantageous, including that of enhancing the trustworthiness of the study (Nieuwenhuis, 2010).

Triangulation was not applied as a research method in this study. Triangulation is a procedure where researchers search for convergence among multiple and diverse sources of information in order to establish themes within the study to improve its overall validity (Creswell & Miller, 2000). This could have been achieved by consolidating evidence from multiple research methods such as member checking, interviews and observations. Although interviewing was utilised as a method in this study, member checking was not, as the interview transcriptions were not sent back to the participants so that they could confirm the credibility of their transcriptions. Guba and Lincoln (1985) state that member checks are one of the most important techniques

for establishing the credibility of a study. Observation as a method was also not applied in this study despite being recognised as one of the best techniques for studying an event or situation, as this can be witnessed first-hand (Merrium, 2002).

5.4 RECOMMENDATIONS AND IMPLICATIONS OF THE STUDY

It is recommended that this study be expanded to include more diverse participants. The rationale behind this would be to obtain a more in-depth perspective and greater understanding of lecturing staff's experience of emotional labour.

Furthermore, it is recommended that prolonged engagement be applied in future studies because this would allow any data collected to be both confirmed and compared over a period of time.

Lastly, it is recommended that triangulation be utilised in future studies so as to improve the overall validity of the study. More specifically, the methods of observation, interviewing and member checking should be combined and their relative and diverse results should be compared and consolidated. Themes should be established from the subsequent rich and credible data collected.

This study both explored and described the emotional labour regulation strategies of lecturers in a research-intensive university. However, emotional labour is a dynamic and interlinked process, thus the affective events, display rules, emotional dissonance and emotional displays were also defined and discussed (Holman et al., 2008).

This study found that not only does emotional labour exist within the academic context, but that the emotional regulation strategies of surface, deep and genuine acting are all employed as well. Furthermore, there are several reasons or rationales that will determine when certain regulation strategies will be employed. The question now remains, so what? What does it all mean now that these factors are known?

Various sources and variables have been identified as factors that contribute to stress among academic lecturing staff. For example, the high-pressure environment, large classes, student disruptions of lectures and delayed and inadequate salaries have been identified as sources of job stress among lecturing staff (Salami, 2006). Moreover, time pressure (Agago, Barnes, & Combs, 1998), high self-expectations (Smith et al., 1995) and research and publication demands (Blix et al., 1994) are also

factors that have caused stress among lecturing staff within the higher education context. Such stress often results in burnout among academic staff (Salami, 2011).

Stress and burnout are known to influence an individual's physical, emotional and psychological well-being (Salami, 2011) and emotional labour is a facet of such stress and burnout (Johnson et al., 2005). Furthermore, Hochschild (1983) emphasises that emotional labour requires one to be incongruent with the self, which in turn becomes detrimental to the employee, thus it is positively associated with employee burnout and job dissatisfaction (Diefendorff, Richard, & Croyle, 2006). Therefore, emotional labour may inevitably have a detrimental effect on the psychological well-being of lecturing staff, if not managed appropriately (Karimi et al., 2013).

It is recommended that the findings of this study be used as a starting point or steppingstone for further research. Future research could focus on the unique experiences of emotional labour amongst academic staff and how it can better be managed in this environment. For example, future studies could explore the wat gender and/or level of authority may have an influence on the experience of emotional labour among academic lecturing staff. Alternatively, future research should investigate the extent to which emotional labour may influence the well-being of academic lecturing staff in a research-intensive university in the South African context and what the repercussions of such may be.

5.5 CONCLUSION

Feelings and emotions are increasingly being acknowledged in the workplace (Elfenbein, 2007). It can therefore be stated that the study of emotional labour has contributed to our understanding of the critical role that emotion management plays in the work environment, such as an academic context, and the impact it can have on employees' overall well-being (Grandey & Gabriel, 2015; Hunter & Smith, 2007). Despite the increasing interest and acknowledgement of emotional labour, little research has been dedicated to the nature of emotional labour among 'higher level' professional groups such as academic staff (Ogbonna & Harris, 2000).

The biggest contribution that this study has made is the fact that it was able to contribute to the small but growing body of knowledge on emotional labour in the academic context. Furthermore, not only were the emotional regulation strategies used by lecturing staff explored and defined but a new factor, namely, the rationales

for the utilisation of these different strategies, were also identified and described. Furthermore, this study may contribute towards the understanding of emotional labour in the academic context and how such labour could be better managed.

REFERENCES

Abery, E., & Gunson, J. S. (2016). The cycle of student and staff wellbeing: Emotional labour and extension requests in higher education. A practice report. *Student Success*, *7*(1), 65–71. https://doi.org/10.5204/ssj.v7i1.326

Akindele-Oscar, Y., & Obasan, K. (2017). Emotional intelligence, emotional labour and turnover intention as correlates of psychological well-being of university teachers in Ogun State, Nigeria. *Agogo: Journal of Humanities*, *3*(1), 85–91.

Antaki, C., Billig, M., Edwards, D., & Potter, J. (2003). Discourse analysis means doing analysis: A critique of six analytic shortcomings. *Discourse Analysis Online*, *1*(1), 1–24. Retrieved from http://www.shu.ac.uk/daol/articles/v1/n1/a1/antaki2002002-paper.html

Aronson, J. (1995). A pragmatic view of thematic analysis. *The Qualitative Report*, *2*(1). Retrieved from http://nsuworks.nova.edu/tqr/vol2/iss1/3

Ashforth, B. E., & Humphrey, R. H. (1993). Emotional labor in service roles: The influence of identity. *Academy of Management*, *18*(1), 88–115. https://doi.org/10.2307/258824

Ashforth, B. E., & Tomiuk, M. (2000). Emotional labour and authenticity: Views from service agents. In S. Fineman (Ed.), *Emotions in Organizations* (pp. 184–203). London: SAGE Publications. Retrieved from http://dx.doi.org/10.4135/9781446219850.n10

Ashkanasy, N. M., & Cooper, C. L. (2008). *Research companion to emotion in organizations*. Cheltenham, UK: Edward Elgar.

Arvey, R. W., Renz, G. L., & Watson, T. W. (1998). Emotionality and job performance: Implications for personnel selection. *Research in Personnel and Human Resources Management*, *16*, 103–147.

Babbie, E., & Mouton, J. (2006). *The practice of social research* (13th ed.). Cape Town: Oxford University Press Southern Africa.

Banonis, B. C. (1989). The lived experience of recovering from addiction: A phenomenological study. *Nursing Science Quarterly*, *2*(1), 37–43. https://doi.org/10.1177/089431848900200111

Barnes, L. L., Agago, M., & Coombs, W. (1998). Effects of Job-Related Stress on Faculty Intention to Leave Academia. *Research in Higher Education*, *39*(4), 457–469. Retrieved from https://www.jstor.org/stable/40196331

Barriball, K., & While, A. (1994). Collecting data using a semi-structured interview: A discussion paper. *Journal of Advanced Nursing*, *19*(2), 328–335. https://doi.org/10.1111/j.1365-2648.1994.tb01088.x

Barsade, S. G., & Gibson, D. E. (2007). Why does affect matter in organizations? *The Academy of Management Perspectives*, *21*(1), 36–59. https://doi.org/10.5465/AMP.2007.24286163

Beck, C. T. (1993). Qualitative research: The evaluation of its credibility, fittingness, and auditability. *Journal of Nursing Research*, *15*(2), 263–266. https://doi.org/10.1177/019394599301500212

Berry, K., & Cassidy, S. (2013). Emotional labour in university lecturers: Considerations for higher education institutions. *Journal of Curriculum and Teaching*, *2*(2), 22–36. https://doi.org/10.5430/jct.v2n2p22

Biernacki, P., & Waldorf, D. (1981). Snowball sampling: Problems and techniques of chain referral sampling. *Sociological Methods and Research*, *10*(2), 141–163. https://doi.org/10.1177/004912418101000205

Blix, A., Cruise, R., Mitchell, B., & Blix, G. (1994). Occupational stress among university teachers. *Educational Research*, *36*(2), 157–169. https://doi.org/10.1080/0013188940360205

Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development*. Thousand Oaks, CA: SAGE Publications.

Bradbury-Jones, C. (2007). Enhancing rigour in qualitative health research: Exploring subjectivity through Peshkin's I's. *Journal of Advanced Nursing*, *59*(3), 290–298. https://doi.org/10.1111/j.1365-2648.2007.04306.x

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Brotheridge, C. M., & Grandey, A. A. (2002). Emotional Labor and burnout: comparing two perspectives of "People Work." *Journal of Vocational Behavior*, *60*, 17–39. https://doi.org/10.1006/jvbe.2001.1815

Chau, S. L., Dahling, J. J., Levy, P. E., & Diefendorff, J. M. (2009). A predictive study of emotional labor and turnover. *Journal of Organizational Behavior*, *30*(8), 1151–1163. https://doi.org/10.1002/job.617

Cho, Y.-N., Rutherford, B. N., & Park, J. (2013). The impact of emotional labor in a retail environment. *Journal of Business Research*, *66*, 670–677. https://doi.org/10.1016/j.jbusres.2012.04.001

Colley, H. (2006). Learning to labour with feeling: Class, gender and emotion in childcare education and training. *Contemporary Issues in Early Childhood*, *7*(1), 15–29. https://doi.org/10.2304/ciec.2006.7.1.15

Constanti, P., & Gibbs, P. (2004). Higher education teachers and emotional labour. *International Journal of Educational Management*, *18*(4), 243–249.

Creswell, J. W. (2009). Mapping the field of mixed methods research. *Journal of Mixed Methods Research*, *3*(2), 95–108. https://doi.org/10.1177/1558689808330883

Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. Theoryinto Practice, 39(3), 124–130. Retrieved from https://doi.org/10.1207/s15430421tip3903_2

Darby, F. (2017). Are you listening to how I look? Reflections on the role of emotional and aesthetic labour in higher education. *The All Ireland Journal of Teaching and*

Learning in Higher Education, 9(1). Retrieved from https://www.researchgate.net/publication/321051127

De Vos, A. S., Strydom, H., Fouché, C. B., & Delport, C. S. L. (2005). *Research at grass roots: For the social sciences and human services professions* (3rd ed.). Pretoria: Van Schaik Publishers.

Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research*. Thousand Oaks, CA: SAGE Publications.

Diefendorff, J. M., & Gosserand, R. H. (2003). Understanding the emotional labor process: A control theory perspective. *Journal of Organizational Behavior, 24*(8), 945–959. Retrieved from http://dx.doi.org/10.1002/job.230

Diefendorff, J. M., Richard, E. M., & Croyle, M. H. (2006). Are emotional display rules formal job requirements? Examination of employee and supervisor perceptions. *Occupational and Organizational Psychology, 79*(2), 273–298.

DiCicco-Bloom, B., & Crabtree, B. F. (2006). The qualitative research interview. *Medical Education, 40*(4), 314–321. https://doi.org/10.1111/j.1365-2929.2006.02418.x

Elfenbein, H. A. (2007). 7 Emotion in Organizations. *The Academy of Management Annals, 1*(1), 315–386. Retrieved from http://doi.org/10.1080/078559812

Ely, M., Vinz, R., Downing, M., & Anzul, M. (1997). *On writing qualitative research: Living by words*. London, UK: Routledge.

Etikan, I., Musa, S., & Alkassim, R. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics, 5*(1), 1–4. https://doi.org/10.11648/j.ajtas.20160501.11

Filstead, W. J. (1979). Qualitative methods, a needed perspective in evaluation research. In C. S. R. T. D. Cook (Ed.), *Qualitative and quantitative methods in evaluation research* (pp. 33–48). Beverly Hills, CA: Sage.

Fisher, C. D., & Ashkanasy, N. M. (2000). The emerging role of emotions in work life: An introduction. *Journal of Organizational Behavior*, *21*(2), 123–129. https://doi.org/0.1002/(SICI)1099-1379(200003)21:23.0.CO;2-8

Fisher, C. D., & Basch, J. (1998). *Affective events – emotions matrix: A classification of work events and associated emotions.* School of Business discussion papers, 65. Retrieved from http://epublications.bond.edu.au/discussion_papers/65

Flick, U. (2009). *An introduction to qualitative research* (4th ed.). Thousand Oaks, CA: SAGE Publications.

Fontana, A., & Frey, J. (1994). Interviewing: The art of science. In N. Denzin & Y. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 361–376). Thousand Oaks, CA: SAGE Publications.

Gaan, N. (2012). Impact of Emotional Labour on Teaching Effectiveness: A Study of Higher Education in India. The Indian Journal of Industrial Relations, 47(4), 672–684.

Galletta, A. (2012). *Mastering the semi-structured interview and beyond: From research design to analysis and publication.* New York: New York University Press.

Glomb, T. M., & Tews, M. J. (2004). Emotional labor: A conceptualization and scale development. *Journal of Vocational Behavior*, *64*(1), 1–23. https://doi.org/10.1016/S0001-8791(03)00038-1

Gonzales, T. L. D., & Ayers, D. F. (2018). The convergence of institutional logics on the community college sector and the normalization of emotional labor: A new theoretical approach for considering the community college faculty labor expectations. *The Review of Higher Education*, *41*(3), 455–478. https://doi.org/10.1353/rhe.2018.0015

Goodwin, R. E., Groth, M., & Frenkel, S. J. (2011). Relationships between emotional labor, job performance, and turnover. *Journal of Vocational Behavior, 79*(2), 538–548. https://doi.org/10.1016/j.jvb.2011.03.001

Grandey, A. A. (2000). Emotion regulation in the workplace: A new way to conceptualize emotional labor. *Journal of Occupational Health Psychology*, *5*(1), 95–110. https://doi.org/10.1037//1076-8998.5.1.95

Grandey, A. A., & Gabriel, A. (2015). Emotional Labor at a Crossroads: Where Do We Go from Here? *Annual Review of Organizational Psychology and Organizational Behavior*, *2*(1), 323–349. https://doi.org/10.1146/annurev-orgpsych-032414-111400

Grant, B. M. (2003). Mapping the pleasures and risks of supervision. *Discourse: Studies in the cultural politics of education*, *24*(2), 175–190. http://dx.doi.org/10.1080/01596300303042

Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. *Review of General Psychology*, *2*(3), 271–299. https://doi.org/10.1037/1089-2680.2.3.271

Groth, M., Hennig-Thurau, T., & Walsh, G. (2009). Customer reactions to emotional labor: The roles of employee acting strategies and customer detection accuracy. *Academy of Management Journal*, *52*(5), 958–974. https://doi.org/10.5465/AMJ.2009.44634116

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105–117). London: SAGE Publications.

Guy, M. E., Newman, M., & Mastracci, S. (2010). Emotional labor: Why and how to teach it. *Journal of Public Affairs Education*, *16*(2), 123–141. https://doi.org/10.1080/15236803.2010.12001590

Hansen, J. T. (2004). Thoughts on knowing: Epistemic implications of counseling practice. *Journal of Counseling and Development*, *82*(2), 131–138. https://doi.org/https://doi.org/10.1002/j.1556-6678.2004.tb00294.x

Hennig-Thurau, T., Groth, M., Paul, M., & Gremler, D. D. (2006). Are all smiles created equal? How emotional contagion and emotional labor affect service relationships.

Journal of Marketing, 70(3), 58–73. Retrieved from https://www.econbiz.de/Record/are-all-smiles-created-equal-how-emotional-contagion-and-emotional-labor-affect-service-relationships-hennig-thurau-thorsten/10007264303

Higher Education Act, No. 101 of 1997. Pretoria, Republic of South Africa.

Hochschild, A. R. (1979). Emotion work, feeling rules, and social structure. *American Journal of Sociology, 85*(3), 551–575. https://doi.org/10.1086/227049

Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling.* Berkeley: University of California Press.

Hofstee, E. (2006). *Constructing a good dissertation: A practical guide to finishing a Masters, MBA or PhD on schedule.* Sandton: EPE.

Holman, D., Martinez-Iñigo, D., & Totterdell, P. (2008). Emotional labour and employee well-being: An integrative review. *Research Companion to Emotion in Organizations*, 301–315. https://doi.org/10.4337/9781848443778

Houston, D., Meyer, L. H., & Paewai, S. (2006). Academic staff workloads and job satisfaction: Expectations and values in academe. *Journal of Higher Education Policy and Management, 28*(1), 17–30. https://doi.org/10.1080/13600800500283734

Hove, S. E., & Anda, B. (2005). Experiences from conducting semi-structured interviews in empirical software engineering research. In *Software Metrics, 2005. 11th IEEE International Symposium* (pp. 1–10). Como, Italy: IEEE. https://doi.org/10.1109/METRICS.2005.24

Hoyt, M. A., & Kennedy, C. L. (2008). Leadership and adolescent girls: A qualitative study of leadership development. *American Journal of Community Psychology, 42*(3), 203–219. Retrieved from http://doi.org/10.1007/s10464-008-9206-8

Hsieh, C. W., & Guy, M. E. (2009). Performance outcomes: The relationship between managing the "heart" and managing client satisfaction. *Review of Public*

Personnel Administration, 29(1), 41–57. https://doi.org/10.1177/0734371X08326767

Hulsheger, U. R., & Schewe, A. F. (2011). On the costs and benefits of emotional labour: A Meta-analysis of three decades of research. *Journal of Occupational Health Psychology, 16*(3), 361–389. https://doi.org/10.1037/a0022876

Hunter, B., & Smith, P. (2007). Emotional labour: Just another buzz word? *International Journal of Nursing Studies, 44*(6), 859–861. Retrieved from http://dx.doi.org/10.1016/j.ijnurstu.2006.12.015

Jaskani, J. H., Ameen, H., Hussain, S., Farooq, R. U., & Omair, M. (2014). Work intensification and emotional labour among university lecturers. *European Journal of Business and Management, 6*(34), 98–115.

Johnson, S., Cooper, C., Cartwright, S., Donald, I., Taylor, P., & Millet, C. (2005). The experience of work-related stress across occupations. *Journal of Managerial Psychology, 20*(2), 178–187. https://doi.org/10.1108/02683940510579803

Jones, R. G., & Rittman, A. L. (2002). A model of emotional and motivational components of interpersonal interactions in organizations. In *Managing emotions in the workplace* (pp. 98–110).

Judge, T. A., Woolf, E. F., & Hurst, C. (2009). Is emotional labor more difficult for some than for others? A multilevel, experience-sampling study. *Personnel Psychology, 62*(1), 57–88. https://doi.org/10.1111/j.1744-6570.2008.01129.x

Kallio, H., Pietilä, A. M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: Developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing, 72*(12), 2954–2965. https://doi.org/10.1111/jan.13031.

Karimi, L., Leggat, S. G., Donohue, L., Farrell, G., & Couper, G. E. (2014). Emotional rescue: The role of emotional intelligence and emotional labour on well-being and job-stress among community nurses. *Journal of Advanced Nursing, 70*(1), 176–186. https://doi.org/10.1111/jan.12185

Kinman, G., Wray, S., & Strange, C. (2011). Emotional labour, burnout and job satisfaction in UK teachers: The role of workplace social support. Educational Psychology, 31(7), 843–856. https://doi.org/10.1080/01443410.2011.608650

Knigge, L., & Cope, M. (2006). Grounded visualization: Integrating the analysis of qualitative and quantitative data through grounded theory and visualization. *Environment and Planning A*, *38*(11), 2021–2037. https://doi.org/10.1068/a37327

Koster, S. (2011). The self-managed heart: Teaching gender and doing emotional labour in a higher education institution. *Pedagogy Culture and Society, 19*(1), 61–77. https://doi.org/10.1080/14681366.2011.548988

Krefting, L. (1991). Trustworthiness. *The American Journal of Occupational Therapy*, *45*(3), 214–222.

Krishnan, K. S. T., & Kasinathan, J. P. (2016). The effects of commodification of education on emotional labour amongst private university lecturers in Malaysia. *International Journal of Advanced and Multidisciplinary Social Science*, *2*(3), 61–66. https://doi.org/10.5923/j.jamss.20160203.02

Krishnan, S., & Kasinathan, J. P. (2017). The effects of emotional labour on private university lecturers. *Human Resource Management Research*, *7*(1), 28–32. https://doi.org/10.5923/j.hrmr.20170701.03

Langdridge, D. (2007). *Phenomenological psychology: Theory, research and method*. Harlow: Pearson Education Inc.

Life, R. S. (1994). Qualitative data analysis. In *Social research methods* (pp. 57–64).

Mahoney, K., Buboltz Jr., W., Buckner, J., & Doverspike, D. (2011). Emotional labor in American professors. *Journal of Occupational Health Psychology*, *16*(4), 406–423. https://doi.org/10.1037/a0025099

Maree, K., & Pietersen, J. (2010). Sampling. In *First steps in research* (6th ed., pp. 172–181). Pretoria: Van Schaik.

Marshall, M. N. (1996). Sampling for qualitative research. *Family Practice*, *13*(6), 522–526. https://doi.org/10.1093/fampra/13.6.522

Maslach, C., Jackson, S. E., & Leiter, M. P. (1997). Maslach burnout inventory manual. In C. P. Zalaquett & R. J. Wood (Eds.), *Evaluating stress: A book of resources* (pp. 191–218). Palo Alto, CA: The Scarecrow Press.

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, *52*(1), 397–422. https://doi.org/10.1146/annurev.psych.52.1.397

Mays, N., & Pope, C. (1995). Rigour and qualitative research. *British Medical Journal*, *8*(311), 109–112. Retrieved from https://doi.org/10.1136/bmj.311.6997.109

Merriam, S. B. (2002). Introduction to qualitative research. In *Qualitative research in practice*. New York: Wiley.

Morris, A. J., & Feldman, D. C. (1996). The dimensions, antecedents, and consequences of emotional labor. *The Academy of Management Review*, *21*(4), 986–1010. https://doi.org/10.2307/259161

Morse, J. M. (2000). Determining sample size. *Qualitative Health Research*, *10*(1), 3–5. https://doi.org/10.1177/104973200129118183

Myers, M. D. (2009). *Qualitative research in business and management*. London, UK: Sage.

Neumann, R. (2003). *The doctoral experience: Diversity and complexity*. Canberra.

Nieuwenhuis, J. (2010). Qualitative research designs and data gathering techniques. In K. Maree (Ed.), *First steps in research* (pp. 70–97). Pretoria, South Africa: Van Schaik Publishers.

Ogbonna, E., & Harris, L. C. (2000). Work intensification and emotional labour among UK university lecturers: An exploratory study. *Organization Studies*, *25*(7), 1185–1203. https://doi.org/10.1177/0170840604046315

Opengart, R. (2005). Emotional intelligence and emotion work: Examining constructs from an interdisciplinary framework. *Human Resource Development Review*, *4*(1), 49–62. Retrieved from https://doi.org/10.1177/1534484304273817

Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in qualitative research. *Journal of Nursing Scholarship*, *33*(1), 93–96. Retrieved from https://doi.org/10.1111/j.1547-5069.2001.00093.x%0A

Osborne, J. W. (1994). Some similarities and differences among phenomenological and other methods of psychological qualitative research. *Canadian Psychology*, *35*(2), 167–189. https://doi.org/10.1037/0708-5591.35.2.167

Patton, M. (1990). *Qualitative evaluation and research methods* (2nd ed.). Thousand Oaks, CA: SAGE Publications.

Payne, G., & Williams, M. (2005). Generalization in qualitative research. *Sociology*, *39*(2), 295–314. https://doi.org/10.1177/0038038505050540

Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology*, *52*(2), 137–145. https://doi.org/10.1037/0022-0167.52.2 .137

Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. *Journal of Counseling Psychology*, *52*(2), 126–136. https://doi.org/10.1037/0022-0167.52.2.126

Rabionet, S. E. (2011). How I learned to design and conduct semi-structured interviews: An ongoing and continuous journey. *The Qualitative Report*, *16*(2), 203–206. Retrieved from https://nsuworks.nova.edu/tqr/vol14/iss3/17

Reay, D. (2004). Cultural capitalists and academic habitus: Classed and gendered labour in UK higher education. *Women's Studies International Forum*, *27*(1), 31–39. https://doi.org/10.1016/j.wsif.2003.12.006

Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (2014). *Qualitative research practice: A guide for social science students and researchers* (3rd ed.). Thousand Oaks: CA: SAGE Publications.

Romainville, M. (1996). Teaching and research at university: A difficult pairing. *Higher Education Management*, *8*, 135–144.

Roulston, K. (2001). Data analysis and 'theorizing as ideology'. *Qualitative Research*, *1*(3), 279–302. https://doi.org/10.1177/146879410100100302

Salami, S. (2006). Management of stress among trainee-teachers through cognitive behaviour therapy. *Personality Study and Group Behaviour*, *12*(2), 1–25. https://doi.org/10.1002/oti.16

Salami, S. O. (2011). Job stress and burnout among lecturers: Personality and social support as moderator. *Asian Social Science*, *7*(5), 110–121. https://doi.org/10.5539/ass.v7n5p110

Sandelowski, M. (1986). The problem of rigor in qualitative research. *Advances in Nursing Science*, *8*(3), 27–37.

Sandelowski, M. (2000). Combining qualitative and quantitative sampling, data collection, and analysis techniques in mixed-method studies. *Research in Health & Nursing*, *23*, 246–255.

Schaubroeck, J., & Jones, J. R. (2000). Antecedents of workplace emotional labor dimensions and moderators of their effects on physical symptoms. *Journal of Organizational Behavior*, *21*(2), 163–183. https://doi.org/10.1002/(SICI)1099-1379(200003)21:23.3.CO;2-C

Schmidt, C. (2004). The analysis of semi-structured interviews. In *A companion to qualitative research* (pp. 253–258). Thousand Oaks: CA: SAGE Publications.

Schwandt, T. A. (1994). Constructivist, interpretivist approaches to human inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 118–137). Thousand Oaks, CA: SAGE Publications.

Schwandt, T. A. (2000). Three epistemological stances for qualitative inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 189–213). Thousand Oaks: CA: SAGE Publications.

Smith, E., Anderson, J., & Lovrich, N. (1995). The multiple sources of workplace stress among land-grant university faculty. *Research in Higher Education*, *36*(3), 261–282. Retrieved from http://www.jstor.org/stable/40196151

Sutton, R. E. (2004). Emotional regulation goals and strategies of teachers. *Social Psychology of Education*, *7*(4), 379–398. https://doi.org/10.1007/s11218-004-4229-y

Taylor, G. R. (2005). *Integrating quantitative and qualitative methods in research*. University press of America.

Terre Blanche, M. J., Durrheim, K., & Painter, D. (2006). *Research in practice: Applied methods for the social sciences* (2nd ed.). Cape Town: University of Cape Town Press.

Totterdell, P., & Holman, D. (2003). Emotion regulation in customer service roles: Testing a model of emotional labor. *Journal of Occupational Health Psychology*, *8*(1), 55–73. https://doi.org/10.1037/1076-8998.8.1.55

Tsouloupas, C. N., Carson, R. L., Matthews, R., Grawitch, M. J., & Barber, L. K. (2010). Exploring the association between teachers' perceived student misbehaviour and emotional exhaustion: The importance of teacher efficacy beliefs and emotion regulation. *Educational Psychology*, *30*(2), 173–189. https://doi.org/10.1080/01443410903494460

Tytherleigh, M. Y., Webb, C., Cooper, C. L., Ricketts, C. (2005). Occupational stress in UK higher education institutions: A comparative study of all staff categories. *Higher Education Research and Development*, *24*(1), 41–61. https://doi.org/10.1080/0729436052000318569

Vey, M. A., & Bono, J. E. (2003). *Emotional labor: Is it labor for everyone?* 18th Annual Meeting of the Society for Industrial and Organizational Psychology. Orlando, Florida.

Welman, C., Kruger, F., & Mitchell, B. (2005). *Research methodology* (2nd ed.). Cape Town: Oxford University Press Southern Africa.

Wharton, A. S. (1999). The psychosocial consequences of emotional labor. *The Annals of the American Academy of Political and Social Science*, *561*(1), 158–176. https://doi.org/10.1177/000271629956100111

Wharton, A. S., & Erickson, R. (1993). Managing emotions on the job and at home: Understanding the consequences of multiple emotional roles. *The Academy of Management Review*, *18*(3), 457–486. https://doi.org/10.2307/258905

Winefield, A. H., Gillespie, N., Stough, C., Dua, J., Hapuarachchi, J., & Boyd, C. (2003). Occupational stress in Australian university staff: Results from a national survey. *International Journal of Stress Management*, *10*(1), 51–63. https://doi.org/10.1037/1072-5245.10.1.51

Winefield, A. H., & Jarrett, R. (2001). Occupational stress in university staff. *International Journal of Stress Management*, *8*(4), 285–298. https://doi.org/10.1023/A:1017513615819

Zapf, D. (2002). Emotion work and psychological well-being: A review of the literature and some conceptual considerations. *Human Resource Management Review*, *12*(2), 237–268. https://doi.org/10.1016/S1053-4822(02)00048-7

Zhang, Q., & Zhu, W. (2008). Exploring emotion in teaching: Emotional labor, burnout, and satisfaction in Chinese higher education. *Communication Education*, *57*(1), 102–122. Retrieved from https://doi.org/10.1080/03634520701586310

APPENDIX A
Interview Guide

1. Introduction:

1. Who the interviewer is.

2. The purpose of the research study.

3. How long the interview is expected to take.

4. What is expected of the respondent during the interview? (i.e. the interviewer will be asking the respondent questions with regards to their emotions and emotional regulation strategies within their academic work environment).

5. Ethics to be covered:

   a. Recording the interview

   b. Voluntary participation

   c. Confidentiality

   d. Anonymity

   e. Using the data for research purposes

2. Biographical/demographical questions:

1. Gender (from observation).

2. First language.

3. Age.

4. Race group (from observation).

5. Marital status.

6. Study history (e.g. Is the degree obtained the respondent's second or third degree; at which university was previous degrees obtained?).

7. Work experience (e.g. In which academic institution does the respondent currently work?).

8. Current job title of the respondent.

9. Work history (e.g. Can the respondent provide a brief overview of his/ her work history, such as previous employers and job titles held?).

10. Is there anything that the respondent would like to add at this stage?

3. Interview Questions

3.1 Main questions

1. Can you please describe your day-to-day tasks at work?

2. For which of these tasks do you have to interact with people?

   a. *NOTE: probe for a good description*

3. Do you ever feel as though what you are feeling and how you are required to act are different from one another, during your interactions with others at work?

   a. *NOTE: probe for more description*

      i. Is it related to specific interactions?

      ii. Is it related to specific tasks?

      iii. Whether it is dissonance related to positive or negative emotions and so forth.

4. Form your perspective, how do you think you are expected to act in your job?

   a. With students

   b. With colleagues

   c. Who, do you feel, sets or has these expectations?

5. Do you believe that there are certain emotional requirements of your job?

   a. If so, can you describe them?

6. Are these requirements written down?

   a. If not, how do you know that it is required?

7. When you experience emotional dissonance (must be able to describe in laymen terms) do you act differently, whilst still feeling your original emotion?

   a. or do you show how you feel?

   b. or do you convince yourself that you actually feel different and then act accordingly?

   c. *NOTE: Probe for information here.*

3.2 Questions to keep in mind

3.2.1 Surface acting

1. Do you try to control your feelings to display the emotions that you need to for your job?

2. The you feel that the emotions you express are not always in line with the emotions you feel?

3. Do you believe that you tend to "fake" your emotions, when dealing with students and/or colleagues, more often than not?

   a. Why do you think that this is so?

4. How applicable to your job would you say the following statement is?

    a. "I put on a show or performance when interacting with students and/or colleagues".

    b. Please could you elaborate on the answer given above.

3.2.2 Deep acting

5. Do you try to actually experience the emotions that you display to your students and/ or colleagues?

    a. If so, what motivates you to actually experience these emotions rather than faking them?

6. How often do you think you try and experience the emotions that you are expressing?

7. Do you/ would you prefer to fake your emotions (by just displaying the emotions externally) rather than attempting to experience your emotions internally?

8. Do you attempt to adjust your emotions to suit the needs of your students and/ colleagues?

9. Do you think it is necessary to adjust your emotions to suit the expressions you are making towards your students and/ or colleagues?

3.2.3 Genuine acting

10. Would you say that the emotions you express to your students and/or colleagues are in fact genuinely felt emotions?

11. Would you say that you express your genuine emotions more often or not?

    a. Why do you say this?

12. How applicable is the following statement to you?

    a. "I genuinely express how I feel".

    b. Please could you elaborate on your answer.

4. Closing

1. Appreciation and thank you.

APPENDIX B

Faculty of Economic and Management Sciences

Combined Letter of Introduction and Informed Consent

Dept. of Human Resource Management

Emotional regulation strategies of academic staff at a research-intensive university

<u>Research conducted by</u>:

Miss Jeshika (J) Gopal, (14012414)
Cell: 079 364 0678

Dear Participant

You are invited to participate in an academic research study conducted by Jeshika Gopal, a Masters student from the Department of Human Resource Management at the University of Pretoria.

The purpose of the study is to both explore and describe the emotional regulatory strategies that lecturers (including senior lecturers, associate professors and professors) use within a research-intensive academic institution in the South African context.

Please note the following:

- This is an <u>anonymous</u> study as your name will not appear in the results. The answers you give will be treated as strictly <u>confidential</u> as you cannot be identified in person based on the answers you give.
- Your participation in this study is very important to us. You may, however, choose not to participate and you may also stop participating at any time without any negative consequences.
- This will be a 45-60 minute face-to-face semi-structured interview.
- This interview will be recorded using a recording device and will be transcribed by a third party.
- The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.
  - Please contact my study leader, Dr Sumari O'Neil (sumari.oneil@up.ac.za) if you have any questions or comments regarding the study.

In research of this nature the study leader may wish to contact respondents to verify the authenticity of data gathered by the researcher. It is understood that any personal contact details that you may provide will be used only for this purpose, and will not compromise your anonymity or the confidentiality of your participation.

Please sign the form to indicate that:

- You have read and understand the information provided above.
- You give your consent to participate in the study on a voluntary basis.

_____   _____

Participant's signature   **Date**

APPENDIX C

Demographical Information	Count
Gender	Female: 11 Male: 4
Race	White: 11 Black: 2 Indian: 2
Marital Status	Married: 10 Divorced: 1 Engaged: 1 Single: 3
Age Groupings	20-35 years: 5 36-40 years: 4 41-50 years: 2 60+ years: 4
1st Language	Afrikaans: 8 English: 6 Tswana: 1
2nd Language	Afrikaans:4 English: 9 Tswana:1 None: 1
Departments	Zoology: 1 Science, Maths and Technology: 4 School of Dentistry: 1 Psychology: 2 Private Law: 2 Marketing Management: 2 Humanities Education: 1 Graduate School of Technology Management: 1 Early Childhood Education: 1
Faculties	Natural and Agricultural Science: 1 Law: 2 Humanities: 2 Health Science: 1 Engineering, Built Environment and IT: 1 Education: 6 Economic and Management Science: 2

APPENDIX D

Theme/ Level	Code	Definition of Code	Example of Data	Data Extracts
RO1: Explore and describe the work conditions and context of the academic staff at a research-intensive university in a South African context:				
Theme:	Work Context	Refers to do the different concepts that can be used to describe the work day of academic staff. In this case, the work day is described by the level of people interaction that academic staff perceive to have, as well as the different tasks that their work day consists of.		
1st Level Code:	People Interaction	The perceived level of human contact (such as talking, engaging with other individuals etc.) that academic staff have on a day-to-day basis, at work.		
2nd Level Code:	High Degree	The participant perceives his/ her level of people interaction to be quite excessive and regular when conducting his/ her job tasks.	• Yes • All of the tasks • Most of the tasks	• I1 (16/01/2019): "Sjoe, pretty much everything – ja, all of them because even the research – we have the lab here now, so we are trying to get the lab up and running and the Master's topic that I'm working on, we are working with the auditing department so ja, all of them." • I2 (04/02/2019): "Yes." • I4 (07/02/2019): "Yes." • I5 (13/02/2019): "Yes." • I6 (14/02/2019): "Yes the whole time, maybe not face-to-face but yes, on email and when they come to the office yes." • I8 (20/02/2019): "Yes, unless it's with the paperwork." • I9 (21/02/2019): "Yes. I'm a very people-person so I enjoy the interaction."

				• I10 (25/02/2019): "Yes." • I11 (26/02/2019): "Ja, every day ja. I sometimes have an entire day that's just meetings; meetings, meetings, meetings. And then I have to catch up on actual work after hours or over weekends. So a lot of my days are just – it's entirely the whole day in meetings ja." • I12 (07/03/2019): "Ja. Ja." • I13 (13/03/2019): "Yes, yes." • I14 (13/03/2019): "Yes." • I15 (13/03/2019): "Yes, ja."
2ⁿᵈ Level Code:	Low Degree	The participant perceives his/ her level of people interaction to be quite minimal and less regular when conducting his/ her job tasks.	• No • A few of the tasks • None of the tasks	• I3 (04/02/2019): "Uhm I would say a smaller portion for me is interaction." • I7 (14/02/2019): "Uhm you know I'm not – I don't network as much as I should do, which is a problem."
1ˢᵗ Level Code:	Job Tasks	A broad indication of the main activities/ duties/ responsibilities that academic staff engage in on a day-to-day basis at work.		
2ⁿᵈ Level Code:	Research	The systematic investigation into and further study of materials or sources to establish facts or generate new conclusions. This may include the investigation of data or the writing of journal articles or any other relevant papers.	• Research forms a large part the participant's day • Research forms only a part of their day • Research consists of analysing data/ reading/ writing articles etc.	• I1 (16/01/2019): "Okay so basically it entails a combination of teaching and research." • I2 (04/02/2019): "…my interest has always – always lies in research, so that for me is the fun part for me, more fun than the other parts." • I3 (04/02/2019): "So one of them being the research component and then lecturing." • I4 (07/02/2019): "…we need to do research which is not only for our knowledge systems, but it's also for the money or a third-stream income and to sustain yourself within this environment." • I5 (13/02/2019): "My other duties involve research, uhm I'm currently writing a book and that's quite high on my priority list, so I try to make quite a lot of time for that." • I6 (14/02/2019): "…and then there's projects, we were involved with quite a number of outside projects that we do research for." • I7 (14/02/2019): "Ja, so reading what other people are doing, trying to understand what these ideas are uhm and how that could uh you

				could use that in your own work. So, gaining insights from the work of other academics and other publications. Uhm and then writing is very time-consuming, so writing journal articles and writing chapters." • I8 (20/02/2019): "Sometimes with the PGCHE programs, since it's lecturers from the university, and depending on the program, I do research in collaboration with them." • I9 (21/02/2019): "Then I do my own research because that is kind of required of us to do." • I10 (25/02/2019): "Research, preparation of lecturers…" • I11 (26/02/2019): "I think a typical job for a senior lecturer is basically a lot of teaching and supervision and then you are generating research." • I12 (07/03/2019): "…the research part is sometimes a very difficult part." • I13 (13/03/2019): "Yes, yes. and we also do research. There's a research component in there." • I14 (13/03/2019): "Yes, because all of us here who work here are researchers, but we have a different title so project manager, but we are all researchers." • I15 (13/03/2019): "I do research when I have – with my cases okay. So right now, I'm litigating against a trust, so I'm researching Trust Law. But if terms of writing and publishing articles, I am overly spread in terms of stuff."
	Lecturing	To teach students within an academic university context, on a tertiary level of education.	• Teaching • Lecturing • Lecturing takes up most of their work day • Lecturing forms only a part of their work day	• I1 (16/01/2019): "Okay so basically it entails a combination of teaching and research" • I2 (04/02/2019): "So again, lots of lecturing responsibilities. I lecture three courses; it's the same Evolution and Phylogeny that I did in 2009/2010." • I3 (04/02/2019): "Ja so I suppose it's admin, it's lecturing, it's supervising, it's research." • I4 (07/02/2019): "Uhm I think because we are in the teacher preparation programs, we usually say – we're just a teacher – just teacher of kids that are a little bit older, I would say." • I5 (13/02/2019): "…it's a lecturing and a research position." • I6 (14/02/2019): "…well, we are just the lecturers. We teach and we do research…" • I7 (14/02/2019: "So the graduate school has got these teaching blocks, so lecturing happens as – it's semester-ized, there's a first

				semester and a second semester. And the teaching blocks are very intensive, so if I'm lecturing like last year, I would have – I had at the beginning of the year, I had three two and a half days lectures where you are presenting essentially four modules, four modules and two modules – so that's 14 modules over a two-and-a-half-day period. And that happened three times in the first semester, and once in the second semester. So that's you know, you don't do anything else but lecture." • I8 (20/02/2019): "Teaching, lecturing five other modules to being year modules, the other electives, so semester module. I'm saying this to just give you a sense that I'm kept quite busy." • I9 (21/02/2019): "Okay so I do uhm obviously lecturing, that's the first thing. I currently I have three lecturing modules for this year and – I mean my lecturing changes from year to year, so it ranges from different – different modules and also different levels." • I10 (25/02/2019): "So I started that in 2016 and I have been lecturing the module ever since." • I11 (26/02/2019): "I think a typical job for a senior lecturer is basically a lot of teaching and supervision and then you are generating research." • I12 (07/03/2019): "Yes. [stutter] and then also I think uhm, lecturing is something that I really enjoy." • I13 (13/03/2019): "Ja. And teaching and training so ja." • I14 (13/03/2019): "Yes. for lecturing it is students and most of them are between the ages of 26 and about 40." • I15 (13/03/2019): "But I – when I first started teaching I never taught undergrad, I always taught the M class and so slowly and surely I stayed there."
	Administration	Refers to the range of activities related to the management of one's affairs, which are connected to the overall organisation and running of the department, faculty and university.	• Admin • Administration • Administration takes up a large part of their day • Administration is only a small part of their day	• I1 (16/01/2019): "Yes, so I guess I come in and I do my class prep and the rest of the time usually just goes to admin." • I2 (04/02/2019): "And lots of administration, you have worked at the university before and I feel that they are just piling more and more admin onto us without realizing the effect it has on us and more and more students, which increases – for me, it becomes incredibly stressful; lots of students, lots of marking, lots of additional administration." • I3 (04/02/2019): "I suppose starting with admin which is actually on your performance management."

					• I4 (07/02/2019): "Uhm besides doing that, I mean everybody has admin. Quite a lot of admin…" • I5 (13/02/2019): "Ja, ja, ja quite a lot – quite a lot of admin. Although, I have a lovely team that assists there, but ja, it's sort of quite a lot of admin." • I6 (14/02/2019): "Okay so it's the admin. So responding to students' emails you know, if there's ethical clearance or applications – part of the admin side of supervision and just if there's departmental admin that needs to be done, study guides or meetings – stuff like that." • I7 (14/02/2019): "I don't do much admin." • I8 (20/02/2019): "You are constantly sitting, working on paperwork. Now, what I'm thinking is, in the past I could've asked someone else to – just take a simple thing – type this up for me, have it signed by the head of department and send it through to admin. Now I have to type it, I have to run to the head of department, I have to wait for it to be signed, then I take it personally to admin." • I9 (21/02/2019): "Uhm I do have an admin- two administrative roles in the department and a departmental representative for the Ethics Committee and I'm also the master's Co-ordinator for the department. And ja, I think those are my main roles at work, ja." • I10 (25/02/2019): "Ja lot of admin." • I11 (26/02/2019): "Uhm and a lot of admin, I must say there is a lot of admin, you know approving stuff on the system and keeping an eye on finance and HR ja. Stuff like that." • I13 (13/03/2019): "Admin work." • I14 (13/03/2019): "I can't tell you how much admin project management takes. It's just – it's follow up emails, it is creating uhm tasks, it is following up on the people who you gave the tasks to, to make sure that they meet your deadlines, it's the budget and it's creating contracts and making sure that the contract doesn't have any loopholes, uhm and it's making sure that the claims are done on time, that the people are paid, urgh, it's admin." • I15 (13/03/2019): "Yes, admin on its own is – I mean the admin of the course in terms of class, registrations, drafting papers, drafting model answers, drafting tutorials, putting up a clicker -that all is not even the substance of the course yet, you know? It's just crap. And then – so admin takes up a lot of your time, that's why I think it's funny when

				they are like "Why aren't you publishing?" you are like "No, because I'm sitting here playing with my hair"."
	Supervision	Refers to the commitment, support, guidance, knowledge sharing and encouragement that is provided by the academic staff member to a post graduate student for the purpose of assisting the student with his/ her research project.	• Supervises Honours/ Masters/ PhD students • Supervision takes up a large part of their work day • Supervision takes a small part of their work day	• I3 (04/02/2019): "It's admin, it's lecturing, it's supervising, it's research. Supposed to do things like community engagement, but I haven't even tried that yet, because I haven't had time." • I4 (07/02/2019): "They usually don't realize there's research and responsibilities, they don't realize there's supervision involved." • I5 (13/02/2019): "So uhm currently, ja most of my time at work is taken up by supervision." • I6 (14/02/2019): "…part of the admin side of supervision." • I7 (14/02/2019): "I mean I'm a senior person in the department and I teach various courses that are offered in the graduate school and supervise students – a lot of students." • I8 (20/02/2019): "At research level, I would have Master's and PhD students. So up to now I have [pause] supervised more than 30..." • I9 (21/02/2019): "And then I do uhm supervision of postgraduate students, so that is both at Honour's, Master's and PhD level." • I10 (25/02/2019): "I only supervise final year LLB students." • I11 (26/02/2019): "So it's basically research methodology and then I have 25 Master's and PhD students that I supervise." • I12 (07/03/2019): "I still supervise." • I14 (13/03/2019): "Exactly. The think that I liked is the fact that you should have some teaching and also supervision under your belt. Previously that wasn't such a big requirement. Now you have to have also I think like three or four at least Master students." • I15 (13/03/2019): "Uhm here I have 16 undergrad – sorry dissertation students, uhm I have got international students that [inaudible 07:25] dissertation over [inaudible 07:27], three full M dissertations, five course work M's – uhm I think that's all."
	Community Engagement	Refers to the voluntary work that is done by academic staff, as a part of the university's key priorities. The rationale is for the academic staff to use their skills and knowledge as a basis to empower and further	• Community engagement • Community Involvement • Transformation committee • Forms a large part of their work day	• I2 (04/02/2019): "So I'm chairperson of the Transformation Committee." • I4 (07/02/2019): "…and they also don't understand the entire responsibility towards the community engagement and work integrated learning." • I5 (13/02/2019): "So the community involvement is an important part, but it does not get so much emphasis at this stage." • I8 (20/02/2019): "Ja, what we see as community engagement here, that's one of our modules – is going out – now since my focus is on

		assist communities in their development endeavours.	• Only forms a small part of their work day	higher education and post-school education, it's the going out and offering professional development courses." • I11 (26/02/2019): "Uhm we – when I did a project, when I was still at SMTE, I tried to do a project that I resorted under the heading of Community Involvement. This side, we don't really do that because most of our projects have to be funded. So what we try and do, if there's money left over from the project, we can maybe decide to buy extra resources and put it into a school or something like that, but it's not one of the main things that we do." • I13 (13/03/2019): "So ja, it depends actually what one does a lot. I mean I also do a lot of outreach work as well."
	Managerial Duties	Refers to the academic staff who also hold positions of authority within their department or faculty. These duties include overseeing the department/ faculty, providing leadership, communicating integral information to staff, enforcing systems, policies, procedures and productivity standards as well as hosting or being a part of multiple meetings.	• Management • Specific management duties can be mentioned, such as communicating with staff, meetings etc. • Management duties takes up a large part of their day • Management duties only takes up a small part of their day	• I5 (13/02/2019): "Management position – there's a number of things that are coupled to a full professor, but the most important thing is that we get assigned portfolios and stuff which there are many duties that I share in the departments, management duties as well." • I11 (26/02/2019): "Ja, lots of meetings, [giggle] lots of answering emails, Skype meetings often, uhm and then depending on – on where we are on a project, we have project meetings or just actually sitting down and doing – writing up projects, liaising with clients, uhm making sure the project team is fine, that they are happy and functioning and that they are sticking to deadlines."
	Consulting	Based on the academic staff member's area of expertise, the individual also provides expert advice to clients and individuals in a professional field.	• Consulting with clients outside of the university	• I12 (07/03/2019): "That's the main thing, and uhm giving courses and then also the third one is uhm, that I want to consult with people."
	Dentistry	Refers to the treatment of patients, limited to their	• Treating patients	• I13 (13/03/2019): "Dentist, yes dentist / lecturer. Ja. I'm not a senior lecturer."

		teeth, gums and oral hygiene.		
RO2: Explore and describe the explicit and implicit emotional display rules at a research-intensive university in South Africa				
Theme	Display Rules	Refers to the expectations for emotional expression in the workplace.		
1ˢᵗ Level Code:	Not Written Down	The display rules of the university are not written down in any code, policy or in any other format possible for academic staff to read.	• No • Not written down anywhere • It is implied	• I1 (16/01/2019): "We have put together a little thing now for all the new staff about the dress code for instance and procedures for tests and so on. So there's some guidelines in that way, but how you should react emotionally for instance, is not prescribed anywhere." • I2 (04/02/2019): "Uh, not that I have read, no." • I3 (04/02/2019): "Uhm maybe because there's no rules in place of 'how would you handle that' and there are things that have to get done and you can only do that when there's co-operation and then people are acting in a certain way." • I4 (07/02/2019): "No. No I think it's a hidden kind of thing, we call it the hidden curriculum I would say." • I5 (13/02/2019): "No, no." • I6 (14/02/2019): "No, it unwritten." • I7 (14/02/2019): "No, at the university – I don't ever experience that, I have never had a discussion with them on that." • I8 (20/02/2019): "No. I'm not aware of that. It's part of the inner self, or it's there or it's not there." • I9 (21/02/2019): "No I think that uhm this is just my own personal opinion. I think you get teachers and then you get teachers who are born to be teachers." • I10 (25/02/2019): "No." • I11 (26/02/2019): "No, no." • I12 (02/03/2019): "Ja, ja, it's not written down. It's not somewhere on paper, it's something that – in a sense I have to self-regulate." • I13 (13/03/2019): "So it wouldn't necessarily be written down, it's more just implied?" • I14 (13/03/2019): "Nooo, nowhere are there anything like that." • I15 (13/03/2019): "No."
2ⁿᵈ Level Code:	Knowledge of Display Rules	Refers to how the participant came to know about the display rules of		

		the university, if they have not been written down.		
3rd Level Code:	Observation	Refers to the action or process of monitoring others, in order to determine the display rules of the organisation.	• I try and look at what my colleagues are doing • I have seen what has happened to other colleagues • I learnt from my colleagues/ other individuals • I have seen what happens if you do not act appropriately	• I1 (16/01/2019): "So you just you know, kind of try and look at what your colleagues are doing and then work from that." • I2 (04/02/2019): "…when I look at uhm when I look at some of my colleagues that have treated students appallingly and how they have gotten away with it and how the university has condoned that kind of behaviour." • I4 (07/02/2019): "But uhm I have been in situations where people just really go out on their emotions and how – I see how uncomfortable it makes people and how little resolution it gives and how much problems it causes and how easily people uhm either disrespect that person or immediately I would judge them to some sense or feel they are incompetent or unreliable or whatever." • I6 (14/02/2019): "Well I think the culture of the department sets a lot of it, in terms of what you see the other colleagues do." • I7 (14/02/2019): "Yes, and you talk to other people and hear from their experiences uhm it's a kind of – you know learning at a university is sort of a belt and braces thing. You are exposed to various different forms of learning so there may be tests and maybe lectures and maybe books, prescribed material. And everyone gets a different amount from that uhm you know, some people go to lectures and write detailed lecture notes and highlight the relevant sections, so you know they are like really, rigorous." • I9 (21/02/2019): "Uhm the last school that I worked at, was very uhm – what is the word I'm looking for – very strict or stern or… on professional uhm on behaving professionally, on manners, on uhm you know, all these values and principles. And I was fortunate enough to teach students that really displayed excellent manners and behaviour and uhm I think it was more of a privilege. Like I walked into that school and I felt wow, you don't see students like this. And it kind of changed my perception on who do I want to be as a teacher." • I10 (25/02/2019): "Well, okay. I have seen certain colleagues take a very hard-line approach on something that is not – let's say it's not part of the curriculum. But it's an aspect of society which they feel that they need to impart on their students. I have seen this not being well received by management."

				• I11 (26/02/2019): "And, I have seen what it does if people don't act professionally, you know? You just don't get invited to stuff or you don't get invite – you don't get asked to do something on behalf of the dean or on behalf or even in your own forum where you have to speak your mind or be professional about something." • I13 (13/03/2019): "Yes, I have seen it through other colleagues I must say." • I14 (13/03/2019): "I think it's – yes like some people even at this faculty they are not approachable. So students are afraid of them, colleagues don't want to talk to them. But it's because that is how they are and they don't understand or maybe they are naïve or I'm not sure what. But it's not written down in a contract or uhm in a brochure that you can read. It's something either you learn over time." • I15 (13/03/2019): "I think it comes from experience with people in general. Every day, you try and learn something right? Or you learn something about yourself or you learn how different interactions… So, from what I think, it's like also just dealing with some students is sometimes I learn things from how I dealt with the car wash guy, or how I dealt with uhm what was happening."
	Self-Expectation	Refers to the participants' own belief or perspective of what the display rules within the organisation should be. This belief is more related to what the participant considers to be important rather than what the university implies or requires.	• Yes • I expect it for myself • I set my own expectations • It is a part of my inner self	• I2 (04/02/2019): "But then I would say some of those expectations probably come from myself and that I feel that I should potentially be this even-tempered, perfect person all the way through in dealing with people." • I5 (13/02/2019): "I expect it from myself. Uhm [pause]I think ja, not – I don't – I think if you are working in an institution well, any organization, there's certain expectations of you to act professionally and so on. But I don't think I have in the back of my mind "oh I need not shout at this person" or what have you. I mean, because the rector or the dean or whoever will know. I think that – I [stutter] I would like to act professionally and fairly and uhm towards other people. And I think that's fitting and becoming in an organisation such as a university in any case. I think treating students with respect and colleagues and even your superiors, is quite important. When I don't like someone, then I remember but there's nothing with treating a person fairly and with respect." • I7 (14/02/2019):" Ja." • I8 (20/02/2019): "No. I'm not aware of that. It's part of the inner self, or it's there or it's not there."

				• I9 (21/02/2019): "I don't think there's a set way to be honest. But I think it's a personal thing. Like I believe for myself that I'm expect- or I expect of myself, let me say it that way – that it's important to be a role model to the students I teach, purely because they are going to be teachers." • I10 (25/02/2019): "I set them by myself." • I12 (07/03/2019): "Ja, I think that's [pause] a unique mind. People – it's not part of the system. And you have to be able to do it yourself." • I13 (13/03/2019): "Yes, yes." • I14 (13/03/2019): "Yes I think that's how it's done." • I15 (13/03/2019): "Ja."
	Trial & Error	Refers to the process of experimenting with various display rules until the participant finds out what is most acceptable or required in the work place.	• Trial and error • Yes	• I1 (16/01/2019): I1 (16/01/2019): "You know kind of if you have done something and you know somebody frowned upon it or whatever, then you know oh okay, I mustn't do that again." • I3 (04/02/2019): "Yes, through trial and error. Because unfortunately nobody at the university teaches you "oh by the way, here's a list of ways that you are supposed to act" – not that you can teach it that way really, you know…" • I4 (07/02/2019): "I think it's something that developed historically over different – in different working conditions. Uhm I'm thinking back on how many times you were young and immature and how you then treated and then you see the repercussions and you are like "Oh okay I learnt from this". So I think it's something that trial and error?" • I6 (14/02/2019): "Yes, yes." • I7 (14/02/2019): "Yes, and you talk to other people and hear from their experiences uhm it's a kind of – you know learning at a university is sort of a belt and braces thing." • I10 (25/02/2019): "It's [stutter] I don't know, it's a case by case kind of 'go with the flow' approach. I'm still trying to find my feet about that, like how to do it properly. Because I know some students experience me as extremely friendly, while other ones experience me as being like the 'Wicked Witch of the West'." • I11 (26/02/2019): "Exactly ja. So, it's absolutely trial and error and ja uhm I think there – there has been situations where you go into high pressure situations in meetings or in interactions and then uhm you – I would walk out thinking 'I could have handled that better'."

				• I13 (13/03/2019): "They do not state you know? Yet, you have incidences in the – in the hospital where you are sort of like expected to be the better person."
				• I15 (13/03/2019): "Trial and error and ferrying on and trying to do the best you can, which is no – and because it's unwritten, you know, I think that's the part where you are figuring it out. It's like save the moment, what do we do. You hope your heart is in a good place."
	Inherent Organisational Expectations	Refers to the display rules that are expected by the organisation, which are not written down, but rather they are inferred by way of the organisational culture, climate and polices.	• It is inherent expectations of the Head of Department/ Leader etc. • It is entrenched in the culture • It is indirectly communicated to you through some form of policy	• I1 (16/01/2019): "Well I think uhm our HOD, ja I think in a way she has certain expectations of us. So, she will quickly let you know whether something is acceptable or unacceptable so ja…." • I3 (04/02/2019): "It's hard to say, I suppose, it's like an existing culture that people enter into and remain in. So, I'm sure it's something that's existed for a long time, like you know like a living organism. That's probably changed a little bit over time, but probably not a lot. So, the people – I suppose it's like – it's almost like a tradition that's transmitted through years, even when people leave, then other people know." • I4 (07/02/2019): "But definitely your leader does determine the ambience and the situation or the feeling – what do you call that word now? The morale in the environment as well." • I6 (14/02/2019): "Well I think the culture of the department sets a lot of it, in terms of what you see the other colleagues do." • I8 (20/02/2019): "Well, I'm happy to say that – that is set by my head of department. He's a new head of department, so for us it's a new experience. So, he would be the buffer – is that the right word?" • I11 (26/02/2019): "Uhm [pause] I think it gets indirectly communicated to you from the people that you report to like your head of department or even the dean." • I13 (13/03/2019): "In the code of conduct, subtly. You, you do not get – they do not they are not specific. Ja. They are not specific. Especially when it comes to emotions." • I15 (13/03/2019): "You know a university like the University of Pretoria, there's a [inaudible 16:06] in towards formation and economic status, social status, race status here. So I think it's that it is so many different nuances and factors that you take into account."
	Upbringing	Refers to the way in which the participant was brought up from	• It is what my parents taught me	• I2 (04/02/2019): "By example, by what my parents taught me from when I was little and how to treat people, how I want to be treated and how I should treat you."

		childhood, which lead him/ her to learn certain display rules.	• It is my upbringing • It is what I grew up with	• I3 (04/02/2019): "This is sort of kind of ingrained in us from when you are young." • I4 (07/02/2019): "I think my mom over socialized me. You know, when you are small [gasp] "You shouldn't look – at everybody is looking at you kind of thing, you shouldn't throw – look everybody…" is always making you very conscious of who is watching." • I6 (14/02/2019): "I think my parents worked like fulltime, so there you also see a bit of professionalism – like how it's done." • I8 (20/02/2019): "I think so. Ja, that's – that is how I grew up. You do what you need to do and if you do it, do it properly." • I15 (13/03/2019): "Uhm for me I think it's my conditioning from the time when I was a kid because I come from Chatsworth, from a very tough upbringing, that you always put that kind of pressure on yourself. I mean a very poor background, very poor street in Chatsworth, parents don't have matric and all of that kind of thing. So for me, that was a condition of my community or my reality as a child, that you have to survive."
2ⁿᵈ Level Code:	Perspective of Display Rules	Refers to what the participants believes to be the display rules within their organisation.		
3ʳᵈ Level Code:	Task-Orientated	Refers to the display rule in which the participants believe that it is required by the organisation that they put aside their personal problems and emotions, so that they focus on the tasks that need to be performed in order to meet a certain performance standard.	• Get the job done • Separate personal life from professional life • To be efficient • Show up at work, regardless of emotions	• I1 (16/01/2019): "Uhm ja I guess the big thing is well in this environment it's just you can't seem vulnerable and you just got to kind of get on with the task whether you're wanting to burst into tears or not or you know, you just got to kind of ja I think not show vulnerability ja." • I5 (13/02/2019): "I think people cannot carry over their personal issues into the work situation and in that, I'm – I'm much more task-orientated than people-orientated at the workplace. I think you should realize that as an employee that you are here for a certain task. And if you would like to – would like to others to listen to your sad stories from home and stuff like that, there's another time and place for that." • I6 (14/02/2019): "You have to be efficient. I don't think we are expected to look the part, even if you don't look the part, you must act the part in terms of the outputs." • I8 (20/02/2019): "Well give everything… When [stutter] seminars are arranged, please be there. So, I try my best to attend everything. Seminars, we have on Saturdays, cohort sessions with Master's and

				PhD studies. So, I would attend those if possible. We would have the outreach projects, so get involved, so bring in the – what we call the three, three – third stream income."
				• I9 (21/02/2019): "Your personal life and your professional life kind of need to be separate, especially if you are working with such large numbers of people."
				• I10 (25/02/2019): "Uhm as - well you see, the thing with academia is nobody really cares what you are doing. If they don't hear from you, you are doing the right thing."
				• I11 (26/02/2019): "What I do is, I compartmentalize. So, I will uhm come to the office feeling quite let's say sad about something, but I know I have to be in a meeting now within an hour or so. So, I will tell myself 'okay, put that aside now, you can't …'"
				• I13 (13/03/2019): "You must be willing to help the students if they need extra work you know? Ja you must just deliver what you need to. If I have a lecture to do, I must just give a lecture, If I have a student I must consult with, I must go and see the student. If I have got a patient to see, I have got to treat the patient and finish with the treatment. I have got to treat them you know, as if I'm very, very happy. Ja. "
				• I14 (13/03/2019): "Efficiently."
				• I15 (13/03/2019): "Fight the good fight, teach the students and get the job done."
	Professional	Refers to the display rule in which the participants believe it is required of them by the organisation to dress appropriately for work, behaving in a formal manner, treating others with respect, dignity etc.	• To be professional • To maintain professionality	• I1 (16/01/2019): "I mean they keep on saying "You must be professional" but you know, you don't always know what that is." • I3 (04/02/2019): "I think this is probably more a professional work place…" • I4 (07/02/2019): "I think the first word that jumps to mind is just to act professionally and empathetically all the time. Ja, so I think that's – I wouldn't say it's – maybe I don't know, if my HOD expects that of me, but uhm that's what I expect of myself. So, I think from him what he would expect or somebody else would expect, is just being respectful towards people, being true to your word, being punctual and so forth. But it all speaks to a professional identity." • I5 (13/02/2019): "Oh professionally." • I6 (14/02/2019): "I have to like be very professional." • I7 (14/02/2019): "I mean look the university I think expects me to behave in a professional way all the time full stop."

				• I9 (21/02/2019): "So at least if they see me behaving in a professional manner or watching how I address each issue or uhm how I would teach something, the behaviour, the relationship that I maintain with them, they will to some extent try to build that same or similar type of relationship with their own students." • I10 (25/02/2019): "Very professionally." • I12 (07/03/2019): "Keep professionality." • I13 (13/03/2019): "To be professional ja professionalism I think it's number one."
	Perfect	Refers to the display rule in which the participants believe that the organisation requires them to act relatively neutral, calm, collected, consistent, even tempered and to not act impulsively at work.	• Calm • Neutral • Collected • Even-tempered • Perfect • Placid • To not act impulsively • Well-balanced • Consistent	• I2 (04/02/2019): "Perfectly. [giggles] I'm not allowed to get angry, I'm not allowed get sad, I'm not allowed to show negative emotions uhm you know, I think that's what people generally expect and I think it's a very unfair expectation." • I3 (04/02/2019): "I think well just being friendly, polite, uhm just whenever people are encountering you having relatively neutral emotions whilst being welcoming and friendly all at the same time. I mean one time somebody asked me how was I feeling and just in that moment I said I was feeling crap, because I was. And they were like so shocked and then they were upset and then they were like "Why didn't you tell me that something was wrong" and I was like [sigh] "I should have just said I felt fine because now this has become like a whole big deal". And then I never said anything to that person again, except "I'm having a great day, and are you?" and now they smile, now they complement me that I'm always such a cheerful person and I'm such a joy to be around you see?" • I6 (14/02/2019): "Okay yes. You are not allowed to be as expressive as you normally are, so you can contain your anger, don't show your sadness side necessarily. Joy you can also not." • I9 (21/02/2019): "…you have to be patient, you have to be firm, you have to be fair, you have to be consistent uh you have to be proactive, think on your feet, you have to be innovative." • I10 (25/02/2019): "Uhm I found myself trying very hard not to come across as emotional." • I11 (26/02/2019): "Uhm well I would say mostly professional and collected and calm and especially prepared if you go to meetings." • I12 (07/03/2019): "Ja and I think if you can maintain your constant behaviour, consequence, if you can be the same. That's the most important."

				• I13 (13/03/2019): "Uhm you are expected to contain your emotions." • I15 (13/03/2019): "You have to always be neutral. And you have to learn how to laugh. If you can't laugh, then you are screwed. And you have to learn how to let things go, like it doesn't matter, move on. Moving on I think is difficult for a lot of people. They are still like in 1925 looking at the issue that one thing you did, let me tell you something."
	Positive / Approachable Persona	Refers to the display rule in which the participants believe that the organisation requires them to display positive emotions such as: being happy, kind, friendly, polite, patient, approachable, confident, participative and collegial towards others at work.	• Approachable • Collegial • Friendly • Happy • Polite • Respectful	• I3 (04/02/2019): "think well just being friendly, polite, uhm just whenever people are encountering you having relatively neutral emotions whilst being welcoming and friendly all at the same time. I mean one time somebody asked me how was I feeling and just in that moment I said I was feeling crap, because I was. And they were like so shocked and then they were upset and then they were like "Why didn't you tell me that something was wrong" and I was like [sigh] "I should have just said I felt fine because now this has become like a whole big deal". And then I never said anything to that person again, except "I'm having a great day, and are you?" and now they smile, now they complement me that I'm always such a cheerful person and I'm such a joy to be around you see?" • I4 (07/02/2019): "I think the first word that jumps to mind is just to act professionally and empathetically all the time." • I5 (13/02/2019): "Ja a collegial type of attitude towards your colleagues, do your work, keep your nose clean, smile and wave." • I8 (20/02/2019): "Ja, it wouldn't be expected of me to be happy as a whole. So uhm [pause] let's do a social. I will take that as an example. Lekker, here we go, I will participate, I will contribute, I will clean up right next - you will sit with your head of department in the restaurant or coffee shop, wherever and talk through things or just in general and, ja so you get feedback, and that contributes to your inner feelings that is part of emotions…" • I9 (21/02/2019): "Ja, you want to have like an open relationship with your students where they find you approachable, you know?" • I11 (26/02/2019): "I sometimes feel like you have to have that filter, where you can't always act, like you would normally act, because you have to have uhm. Or you have to see yourself as someone who is competent, and who is a good leader and who is a good manager." • I13 (13/03/2019): "And you are expected to always be happy," • I14 (13/03/2019): "With respect, dignity and kindness."

				• I15 (13/03/2019): "Patience is a virtue said Socrates and Light. [giggle] Level headed, reasonableness, fairness ja, not [pause]– treating people equally all of those kinds of things. I mean we really are judging situations by its own facts all the time."
RO3: Explore and describe the situations that evoke or require emotional regulation.				
Theme:	Emotional Labour	Refers to the "induction or suppression of feeling in order to sustain an outward appearance that produces in other a sense of being cared for in a convivial, safe place" (Hoschild,1983, p. 7).		
1st Level Code:	Experience	Refers to one who believes or perceives that he/ she has engaged in or has experienced emotional labour to some degree.		
2nd Level Code:	Often	Refers to one who perceives that he/ she experiences emotional labour frequently or very regularly.	• Yes • Sometimes • Often	• I1(16/01/2019): " Oh yes, ja, very much." • I2 (04/02/2019): "Often yes." • I3 (04/02/2019): "I think that's a definition of being at work." • I4 (07/02/2019): "Most definitely." • I5 (13/20/2019): "Yes." • I10 (25/02/2019): "Sometimes." • I11 (20/02/2019):"Oh ja, [giggles] ja. My previous HOD used to say "There's a difference between Surette and Dr Van Staden. And if I may be blunt, Surette will tell you to fuck off but Dr Van Staden is a bit more professional" [giggles]." • I13 (13/03/2019): "Ja, I guess that's – that's that's the workplace for you hey?" • I14 (13/03/2019): "Uhm, I think you always have to have a balance." • I15 (13/03/2019): "I put on – [stutter] I mean I put on this show right? I'm a lawyer, so now I have to put on this show, act the part, be that person. You go home and get to be who you really are. But today, it was like everybody wants to consult and all I want to do is just finish drafting this document. So I'm smiling and I'm waiting for you to get out of my office, right? Get out! Go! But you can't say that."

2nd Level Code	Little	Refers to one who perceives that he/ she experiences emotional labour less frequently, to a minimal degree.	• No • Not so much	• I6 (14/02/2019): "Uhm, not as much as when I interact with my ex-husband [giggles] that's discomfort. Measuring against that, no this is a breeze." • I7 (14/02/2019): "Uhm you know it's an interesting question because I think the older you get, the less you are worried about that." • I8 (20/02/2019): "I have a positive relationship with people I know, people's person [pause]. I enjoy being with people, being involved in the professional development. I like being associated with my colleagues, with my absolutely marvellous head of department, who - he looks after us and he will go – not the extra mile, but the extra miles." • I9 (21/02/2019): "No because I feel I am able to divorce whatever private issues I have going on in my life to my work situation. And I also find my job very fulfilling so even if I'm in a bad, sad mood, this kind of picks me up – teaching picks me up, not – the teaching aspect, the interaction with the students, that picks me up." • I12 (07/03/2019): "Uh, you have your ups and downs. You know and uhm, we are not you know – I believe that once in a while you must get a little bit depressed to be healthy."
1st Level Code:	Cause of Emotional Labour	Refers to what participants believe to be the phenomenon that ignites, gives rise to or is the trigger to their engagement in emotional labour.		
2nd Level Code:	Negative Emotions	The affect or the experience of feeling emotions that are not desirable.	• Yes • Negative emotions	• I1 (16/01/2019): "Oh ja, no I think if you are in a good space and things are going well, it's much easier to handle situations. I mean when I was doing my PhD, I was sleeping 2 hours per night, I had to teach, I had to do the you know tutors, markers, assistants – look after them, I had to do all these things. I was under so much pressure and it was very difficult to be nice [giggles]." • I4 (07/02/2019): "Yes." • I5 (13/02/2019): "When two people come with a problem, the one moans about the other or the one doesn't do his or her work and so on, I know exactly what I want to say to them, but I cannot do that. So ja, it's maybe more negative emotions. Positive emotions uhm [pause] no, I don't have a problem with that. It's easy for me to express my

				uhm satisfaction or pleasure or uhm condoning stuff and so on. Ja, no, no that's easy to express ja. But it's the negative stuff." • I6 (14/02/2019): "Yes." • I7 (14/02/2019): "I mean I think it's in this category of positive and negative emotions. I think you have to be very careful of negative emotions. They are easy to display, and they can be very damaging – not constructive." • I9 (21/02/2019): "Yes." • I10 (25/02/2019): "I would say negative." • I11 (26/02/2019): "Uhm in my case, I will be honest with you. I think that the disconnect is sometimes associated with negative feelings of uhm if I can call it feelings of insecurity, uhm feelings of 'Am I acting wise? Am I acting just?'" • I13 (13/03/2019): "Yes, yes." • I14 (13/03/2019): "Ja it definitely gets you down, I must say."
	Administration	Refers to the range of activities related to the management of one's affairs, which are connected to the overall organisation and running of the department, faculty and university. Here administration is identified to be a cause of emotional labour.	• Administration • Admin • Emails • Paperwork	• I2 (04/02/2019): "Administration frustrates the living daylights out of me. The admin people don't communicate properly, or they change administration stuff and they don't let you know and then you do things x way and you get it thrown back in your face because it's wrong. And that frustrates the hell out of me to be brutally honest with you. Admin is my most frustrating part of dealing with anything. Students and colleagues, I generally can deal with I think, but admin for me is the nightmare." • I4 (07/02/2019): "So usually when I open an email, I'm a little bit anxious [giggle] or if I start opening emails, that's – I can really associate anxiety." • I5 (13/02/2019): "It's mostly dealing with the admin issues and college management." • I6 (14/0/2019): "Yes more with the admin side of it, – 'this is rule, that's your marked ruler' but it's easy to put it out there on an email in that fashion, but once you talk to the person, it becomes more real to who you are. So that you can talk to the real person on the other side." • I13 (13/03/2019): "I love working with people; so, if I'm working with people, I mean what is required – it's absolutely fine, I just don't like admin work."

	Prerequisite for work	Refers to the belief that one has, in which the participant holds true to the fact that emotional labour is necessary/ essential/ imperative in order to work, thus they engage in it.	• Work requires you to have a certain persona • Work persona • That's the definition of work	• I3 (04/02/2019): "Work is a place that requires you to have a certain persona. I mean you don't have to see it as something artificial, but you have to play a certain role at work. So you kind of have to develop almost like a different personality to function in the workplace." • I4 (07/02/2019): "…it's a professional environment. We cannot run around and just act on all our emotions – I don't say you don't acknowledge them, but you find a way to deal with that emotion." • I10 (25/02/2019): "You see, I feel like there's a persona when I'm at work versus when I'm in a social setting. In a social setting and that could be with family or even out or just – I don't know in a supermarket or whatever…" • I13 (13/03/2019): "Ja, I guess that's – that's that's the workplace for you hey?" • I15(13/03/2019): "And you are patient, you got to put on this show, right? We all put on a show. I think lawyers more so than anything else, because you got to go and really – even if you know your client has got a very shit case, act like you are going to take it to the moon and back. And so, ja you put on this show a lot – and your feelings are suppressed ja."
	Consequences (when genuine)	Refers to the undesirable result, reaction or effect that occurs when one is genuine in displaying their true emotions. As a result of these undesirable reactions, one tends to engage in emotional labour.	• I made a mistake once • I have been burned before • I have learnt the hard way	• I1(16/01/2019): "Because I made the mistake once where I let the client know that for instance the students hadn't done what they were meant to do and I got rapped over the knuckles. So after that I realized, okay so no matter what happens [giggle] you just got to keep everyone happy no matter how you are feeling inside, just go home and then you can sort it all out there [giggles]." • I3 (04/02/2019): "You have to have it. Like I say, when you drop it, you pay a price for that. That's what I have learnt the hard way. Not that I'm ever perfect, like I say sometimes I still drop it and I still pay the price." • I5 (13/02/2019): "So ja, if I always acted out what I feel, I would get nowhere." • I15 (13/03/2019): "You know who you can trust and whom you can't trust, so you know, you would have very measured conversations with people that you don't trust. Not because you assume that you don't trust them, but if you have been burned by them before, then you will be very measured in your response but very collegial."
	Personal Problems	Refers to when one is dealing with non-work-		• I1(16/01/2019): "…like for instance when my mom was – my mom's got cancer so when you are at work, even though you are worried

		related problems, such as emotional difficulties, family-related problems, life-changing situations etc. For the individual to function effectively, he/ she engages in emotional labour.			about her all the time and she's in hospital and stuff, you can't let that take over your work kind of – because you have a certain way that you need to be, so ja they're definitely in conflict." • I2 (04/02/2019): "Uhm and I get thrown a curve ball and sometimes your personal life affects your work life. You can try and separate the two, but I don't think you always do."
	Stress	When one experiences mental or emotional strain or tension as a result of adverse or demanding circumstances.	• Stress • High pressure • Yes/ in agreement		• I1 (16/01/2019): "I mean I'm sure they would be linked in some way or another, but I think also in a way it's linked to how much pressure I'm experiencing at the office." • I3 (04/02/2019): "Because research projects when – I suppose any work places like this, when there are deadlines, when there is a lot of stress, then people fight with each other." • I4 (07/02/2019): "Oh definitely." • I15 (13/03/2019) "No, no, no. So it's – it's high stress times so or for me, when I get my period it's over hey?"
	To Deal with a Situation in a Pleasant Way	Refers to when one engages in emotional labour in order to deal with others in a more pleasing, considerate or friendly way.	• Putting on a show for people • To deal with the situation in a pleasant/ proper way • Easier to get along with people		• I2 (04/02/2019): "If it's you have walked into my office and you have taken me on, then I try take a – you might initially see that I'm upset or I'm angry, but I will try and disconnect and deal with you in a pleasant way or in a proper way." • I5 (13/02/2019): "…well basically in terms of getting along with other people, it's easier to smile and wave than to shout and confront or be passive-aggressive and stuff like that. So ja, it's easier to get the – to your goals if everybody works together and smile and wave." • I15 (13/03/2019): And you are patient, you got to put on this show, right? We all put on a show. I think lawyers more so than anything else, because you got to go and really – even if you know your client has got a very shit case, act like you are going to take it to the moon and back. And so, ja you put on this show a lot – and your feelings are suppressed ja."
	Being in a Leadership Position	Refers to when one is in a position of leadership and believes that he/ she should act accordingly (maintain composure, be friendly but stern etc.) to	• To be a good leader • To act professionally • To teach others how they should act		• I3 (04/02/2019): "Because then you are forced to deal with people's conflict, their personal problems, their work problems – then it's a lot of people interaction and people management and their emotions and…" • I4 (07/02/2019): "There was a lot of problems and we were just handling it and he said – afterwards, he said "You were very calm. Did you feel calm?" I said "No I was boiling inside but you can't – you can't

		be an example to his/ her subordinates.	• To be an example for others	act out because we have to teach them professionality as well" because the way you are going to act, is always – because our students have a teaching position or career ahead of them." • I5 (13/02/2019): "Probably because I have been managing or being in a managing position in the department for quite some time and I mean, although there were many situations where I thought my colleague was acting stupid or irresponsible or selfish or didn't think. I cannot say that, I mean I have to keep most of those opinions to myself and actually, when I interact with them." • I11 (26/02/2019): "I sometimes feel like you have to have that filter, where you can't always act, like you would normally act, because you have to have uhm. Or you have to see yourself as someone who is competent, and who is a good leader and who is a good manager."
	Gender-Related	When one believes that he/ she needs to act or engage in emotional labour more often due to his/ her gender.	• Being male/ female having an influence on one's emotional labour	• I3 (04/02/2019): Because the persona and you know especially for women, we are supposed to smile, we are supposed to be ingratiating, we are supposed to make people feel comfortable." • I10 (25/02/2019): "One, it's very difficult for students to -unfortunately the fact that I'm female, young and Black invites a lot of dynamics that I have heard a lot of my other colleagues don't experience. Especially seeing as at the time that I joined this department, I was the only Black female. And I had experienced problems with students that they had not." • I15 (13/03/2019): "And also if you are female, like you are a screwed – you have got to be even tougher."
	Being Accused of Something	When one is being charged with a claim, that he/ she has done something wrong.	• Blindsided • Caught off guard • Being accused of something	• I2 (04/02/2019): "…like students that come in and accuse me because they failed or accuse me of something, it's very difficult for me to deal with. But I have sort of learnt to sort of sit down, take a step back, think and then speak." • I11 (26/02/2019): "And then, suddenly she blindsided me with an accusation of uhm "I make her feel incompetent and I make her feel that she can't do her work". And that completely threw me – I thought I don't know what – she just completely blindsided me on that."
	Imposter Syndrome	When one doubts him/herself and his/ her ability, intelligence, successes or achievements.	• Imposter syndrome • Doubting one's abilities/ successes	• I6 (14/02/2019): "…on the one side, you are always underestimating your ability even though you are an expert and on the other side, you are always pretending to be an expert, but you are not." • I10 (25/02/2019): "Okay. Uhm okay look, I'm a relatively newcomer to academia and sometimes I feel very much an imposter syndrome here…"

3rd Level Code	Examples	Specific examples of the various different negative emotions that causes one to engage in emotional labour.	• Tired • Irritated • Angry • Frustrated • Insecure • Self-doubt • nerves	• I2 (04/02/2019): "And then I get upset because I have told you or I have mentioned it on more than one occasion and you have either not listened, or you have ignored me. So that's when that frustration comes in." • I4 (07/02/2019): "And when it comes to students, I don't know. I'm not sure if I'm a natural teacher, but it [stutter] there's more nervousness." • I5 (13/02/2019): "Well I think the – why – when I have or where I have to keep my cool most of the time, is with personnel – not understanding processes, doing what they want and stuff like that and not reading instructions blah, blah, blah. So ja. Ja I get irritated and so on, but I – I – in the past how many years, I managed not to scream at anybody." • I7 (14/02/2019): "I have always been in an environment in which I felt insecure, uhm for whatever reason. I have been in therapy, but I have never really understood it, it's just how I am. And so, if you feel insecure the last thing you are going to be doing is, losing your cool to a student you know? It's – you feel insecure, you want to be liked by that person and so that is a guiding under – it's like an underwritten emotion that governs the way in which you interact with people." • I9 (21/02/2019): "I mean I can't think of one single moment at the moment. But I mean there are definitely times – I mean you can just have a bad day or just not sleep properly and you now feel a bit tired." • I10 (25/02/2019): "Because it feels like I'm always looking down on myself and also way too worried about what other people think." • I11 (26/02/2019): "I think it's just a general being so hard on yourself, that anything you see or anything that uhm – like a rejection or a failed attempt at getting a new project or failing to get funding for something." • I14 (13/03/2019) "Irritated or angry then you are going to engage in that emotional labour." • I15 (13/03/2019): "So definitely not a positive emotion, it's – it comes from a negative place. Uhm and I think that's sad, ja. But I have just been tired for three months now, actually, I have been tired for seven years."
RO4: Explore and describe the emotional regulation strategies employed.				
Theme:	Regulation Strategy	Refers to the main strategies, such as surface, deep and		

		genuine acting, that individuals use to engage in emotional labour.		
1st Level Code:	Deep Acting	Where one consciously modifies or adapts his/ her inner feelings in order to outwardly express the desired emotion (Grandey, 2000).		
2nd Level Code:	Most Often	Refers to when the individual uses deep acting more frequently in comparison to the other emotional regulation strategies, such as surface and genuine acting.	• Yes	• I4 (07/02/2019): "Yes."
	Occasionally	Refers to when the individual uses deep acting infrequently or in irregular intervals (now and then) in comparison to the other emotional regulation strategies, such as surface and genuine acting.	• Sometimes • Not necessarily at wok • I try to convince myself	• I3 (04/02/2019): "Only if like I'm having problems with my personal life, then obviously I have to do that. Because I might be feeling devastated, but I have to come to work and smile. That's obviously a lot more work. But you know how strange humans are, the more you do it, the easier it gets. And also, uhm if you are around people and you are acting happy, then eventually you do actually feel happier, you know it's – it's kind of a strange thing, but it does actually switch your emotions around a bit." • I5 (13/02/2019): "…I am convincing myself that I'm feeling happy and energized…because that's what I'm supposed to feel. But uhm ja, say for instance I'm lecturing and I'm not – I haven't got the energy for this and whilst I'm busy doing that, I'm acting much more energized than I actually am and eventually I – yes, so I actually do do that." • I6 (14/02/2019): "Well yes, well that's – I wouldn't say necessarily that's only in the workplace. It's almost like a way of life to say but this is what a mind set – it's like cognitive behavioural therapy." • I7 (14/02/2019): "No I just think cumulative experiences, good experiences persuaded me that 'What on earth have you been so worried about or so ridiculous about?' you know? You have a perception of something."

				• I12 (07/03/2019): "Uhm, I think once you get a little bit depressed- like I said which is also healthy- then sometimes for me to get out of it, I just do something. I go for a run or – I – then I do it. But it's not usually necessary in a working environment." • I13 (13/03/2019): "If I'm feeling I am sad, I acknowledge the feeling that I am really sad, but I'm hopeful that it will get better, you know? I'm hopeful that it will – the day will get better, and I don't like to be riddled in self-pity or ja. So ja. I sometimes go through a shift of -…" • I14 (13/03/2019): "And okay wait, positive you have done this already, you can continue. This is not a train smash." • I15 (13/03/2019): "Not as often because you are so good at it now, that you don't need to convince yourself to feel positive – you know you have to get the job done. End goal."
	Not at All	Refers to when the individual does not use deep acting when engaging in emotional labour.	• I don't really do that • No • I am not trying to convince myself of a certain emotion	• I1 (16/07/2019): "Agh, heavens no [giggle]." • I2 (04/02/2019): "Definitely not trying to convince myself of a certain emotion [giggles]." • I8 (20/02/2019): "Ja." • I9 (21/02/2019): "I don't think Deep Acting is where I am." • I10 (25/02/2019): "No, I pretty much – like I wear my emotions on my sleeve most of the time." • I11 (26/02/2019): "Ja, ja. I don't really do that [giggle]."
1st Level Code:	Surface Acting	Where one regulates and manages his/ her external or outward emotional expressions (Grandey, 2000).		
2nd Level Code:	Most Often	Refers to when the individual uses surface acting more frequently in comparison to the other emotional regulation strategies, such as deep and genuine acting.	• I hide what I feel • I am more surface orientated at work • I have to put on a show	• I1 (16/01/2019): "No the other one where you got to hide how you really feel ja." • I3 (04/02/2019): "Yes, yes." • I10 (25/02/2019): "When I'm here, I think it's very surface." • I15 (13/03/2019): "And you are patient, you got to put on this show, right? We all put on a show. I think lawyers more so than anything else, because you got to go and really – even if you know your client has got a very shit case, act like you are going to take it to the moon and back. And so, ja you put on this show a lot – and your feelings are suppressed ja."

| | Occasionally | Refers to when the individual uses surface acting infrequently or in irregular intervals (now and then) in comparison to the other emotional regulation strategies, such as deep and genuine acting. | • It depends (colleagues, context, task etc.) | • I2 (04/02/2019): "If it's you have walked into my office and you have taken me on, then I try take a – you might initially see that I'm upset or I'm angry, but I will try and disconnect and deal with you in a pleasant way or in a proper way,"
• I4 (07/02/2019): "Yes."
• I5 (13/02/2019): "Ja, ja ja. So ja, I have – ja. There are some colleagues that I do bite my tongue and say "oh, how are you…dah, dah, dah" ja, so that's true."
• I9 (21/02/2019): "I'm sure there have been times where – I mean I can't think of one single moment at the moment. But I mean there are definitely times – I mean you can just have a bad day or just not sleep properly, and you now feel a bit tired. But uhm ja, I don't think it affects my work to a point where the students notice. They might just think 'oh maybe she might just be having a busy day' or something like that, but not to a point where it becomes an issue where they say "What is going on with you?""
• I7 (14/02/2019): "uhm you know if I'm lecturing, uhm I try and make myself to be a likeable person in the lectures; crack jokes, try and engage personally with the students, try and show them respect, try and learn some of their names, try and – you know? All those things where uhm you which – where students might appreciate it as you know, that person is a nice person. I would rather be known as a nice person than as a severe person even though he might be a good lecturer."
• I11 (26/02/2019): "My previous HOD used to say "There's a difference between Surette and Dr Van Staden. And if I may be blunt, Surette will tell you to fuck off but Dr Van Staden is a bit more professional" [giggles]."
• I13 (13/03/2019): "Ja and you also go on default mode because you have learnt how to deal with your emotions, like there are days where you will be upset, there are days where this will be like that. And I think knowing that you are not the only one [giggle] you know, going through that, so ja."
• I14 (13/03/2019): "Yes but it's funny enough, it's never in class. Uhm I only have a small group – I have I think 30 Honour students. So when I see them together, they are quite respectable, no issues, they are like school children who put up their hand if they want to ask a question – which is fine, I [stutter] I find that it makes classroom |

				management easier. But it's when they don't submit assignments and I sit here behind my desk thinking "Sweetie, if you don't submit this assignment you are getting a zero". And then I get frustrated because I know that they pay – I don't know, let's say R20 000 a year to do this."
	Not at All	Refers to when the individual does not use surface acting when engaging in emotional labour.	• No • I never felt like I acted	• I6 (14/02/2019): "No huh uh." • I8 (20/02/2019): "Ja." • I12 (07/03/209): "You know, in a way. I never acted you know; you've got a persona. But it's not – I was really able to really be natural and spontaneous in my working environment."
1st Level Code:	Genuine Acting	When an individual displays or expresses his/ her true and naturally felt emotions (Gabriel & Grandey,2015).		
2nd Level Code:	Most Often	Refers to when the individual uses genuine acting more frequently in comparison to the other emotional regulation strategies, such as deep and surface acting.	• You see what you get • I am reasonably congruent between how I feel and how I act • I am an open book	• I2 (04/02/2019): "And you will see that I'm sad. If I'm feeling anger and it's not at you, you will see that I'm upset or angry. I know that my face tells a thousand stories." • I5 (13/02/2019): "I feel that I'm reasonably congruent mostly with in terms of what I feel and express." • I6 (14/02/2019): "Not maybe as much as other people. I'm not so professional." • I7 (14/02/2019): "What you see is what you get." • I8 (20/02/2019): "No." • I9 (21/02/2019): "Yes." • I11 (26/02/2019): "I'm usually an open book because you can see on my face if I'm happy or if I'm not." • I12 (07/3/2019): "I would say 99% being myself and then the second, some days, you don't feel like it, but you have to do it and that's, but that's a small percentage." • I13 (13/03/2019): "I love working with people; so if I'm working with people, I mean what is required – it's absolutely fine, I just don't like admin work." • I14 (13/03/2019): "Oooh, no it would be the genuine thing I think."
	Natural Strategy	Refers to when an individual claims that genuine acting is their innate strategy, and some	• I am naturally genuine	• I1 (16/07/2019): "Uhm so apparently, my face shows a lot of emotion, [giggle] so I find it very difficult to hide what I'm feeling but because of past situations and stuff, I have just had to – I have been told that I just have to you know – so I still find it very difficult because it's just

| | | have learnt to use other strategies when engaging in emotional labour. | • I have learnt to act and use other strategies
• I have a persona at work versus my social persona | not part of who I am. So if I'm angry, I want to you know…? But ja, so that's why I'm saying so if you show any sort of vulnerability or any kind of that you can't keep your emotions intact, then you kind of get into trouble."
• I2 (04/02/2019): "…and you walk into my office and you say to me "Catherine you look angry" I will say "Yes, I'm angry because x,y and z" so I will tell you. But if I'm angry at you I won't necessarily say "I'm angry with you". I might say to you "I'm upset with you because of x,y and z. or could you please not do that to me again, you have taken my feet out from underneath me, please don't do that" but I wouldn't, I'm not going to like attack somebody so I don't know…"
• I5 (13/02/2019) : "I feel that I'm reasonably congruent mostly with in terms of what I feel and express. Although uhm, I don't walk around telling people "Listen here you seem off" or something like that. But sort of the – people I think experience me as quite level-headed as well in any case ja."
• I6 (14/02/2019): "Ja, I'm very genuine. It's problematic sometimes [giggle] ja."
• I7 (14/02/2019): "What you see is what you get."
• I10 (25/02/2019): "You see, I feel like there's a persona when I'm at work versus when I'm in a social setting. In a social setting and that could be with family or even out or just – I don't know in a supermarket or whatever…"
• I11 (26/02/2019): "I'm usually an open book because you can see on my face if I'm happy or if I'm not."
• I12 (07/03/2019): "I was always, uhm, in a sense true to myself."
• I13 (13/03/2019): "Sometimes but ja, uhm ja I'm more of a genuine person."
• I14 (13/03/2019): "When I was very young, and I saw it working here – I don't think I had as good of a grasp on my emotions. I'm a very emotional person and I used to get angry so, so quickly like infuriate like I would be so cross. And then I would go home and punch the punching bag – that angry. But I think over the years, you get mellow or not jaded – there's a difference."
• I15 (13/03/2019): "Because, I mean if I feel like shit, I will tell you I feel like shit, you know what I mean?" |
| | Occasionally | Refers to when the individual uses genuine | • It depends | • I1 (16/01/2019): "Uhm so apparently, my face shows a lot of emotion, [giggle] so I find it very difficult to hide what I'm feeling but because of |

		acting infrequently or in irregular intervals (now and then) in comparison to the other emotional regulation strategies, such as deep and surface acting.	• Work persona versus social persona • I can't always display how I am feeling	past situations and stuff, I have just had to – I have been told that I just have to you know – so I still find it very difficult because it's just not part of who I am. So if I'm angry, I want to you know…? But ja, so that's why I'm saying so if you show any sort of vulnerability or any kind of that you can't keep your emotions intact, then you kind of get into trouble. And that's been my biggest thing the last – you know, whilst I have been here because I'm a very emotional person [giggle]." • I3 (04/02/2019): "I think it's maybe fine if one or two people like I say who I'm really friends with and friends outside of work as well. I think there it's okay, but ja, not for bigger groups of people." • I14 (07/02/2019): "Not at work ja." • I10 (25/02/2019): ""You see, I feel like there's a persona when I'm at work versus when I'm in a social setting. In a social setting and that could be with family or even out or just – I don't know in a supermarket or whatever…" • I15 (13/03/2019): "Ja, but I'm struggling also with the first one. Because, I mean if I feel like shit, I will tell you I feel like shit, you know what I mean?"
Theme	Rationale	Refers to the reasoning behind why individuals use different emotional regulation strategies when engaging in emotional labour.		
1st Level Code:	Trust-Related	The amount of trust (the belief in the reliability, truth or ability of another) between an individual and another (or others) which he/she engages with will determine what type of emotional regulation strategy he/she uses.	• Trusted dependent • If I know the person well enough • I have certain colleagues with whom I can be genuine	• I1 (16/07/2019): "It depends which colleagues. So some colleagues that if I feel very comfortable with them, I would be able – I would know I could go to their office, close the door, we can have a proper chat. If I shed a tear or five or twenty, then it's fine. And then they will kind of you know, they won't hold that against my professional conduct, but others you need to be weary because they might go and tell someone and then you get into trouble…" • I2 (04/02/2019): "And if you ask me if I know you well enough, I will tell you why I am sad. If I'm angry and you walk into my office and you say to me "Catherine you look angry" I will say "Yes, I'm angry because x,y and z" so I will tell you." • I4 (07/02/2019): "But I have a very limited amount of people I trust with my deepest and most raw emotions and feelings and thinking about certain colleagues or certain situations or tasks or whatever."

				• I6 (14/02/2019): "I'm very personal, I like dig into the personal stuff. So then you know "Okay this is not going to happen here" which is – so it is that ja, familiarization, trust thing I think." • I13 (13/03/2019):" Yes, yes, yes. I have got – I have got colleagues, I have got close colleagues uhm that we are friends out -even outside of this – of the building. So ja, I have got where I can offload." • I15 (13/03/2019): "You know who you can trust and whom you can't trust, so you know, you would have very measured conversations with people that you don't trust. Not because you assume that you don't trust them, but if you have been burned by them before, then you will be very measured in your response but very collegial. Uhm where the – with students, it's about also – when you look kind of like the student, you have got to earn their respect so you always have a thing."
	Context Dependent	The circumstances that form the setting of an event or the environment of an individual will determine what type of emotional regulation strategy he/ she uses.	• Depends on the context • Depends on the circumstance	• I2 (04/02/2019): "Definitely not. It – I don't know, for me it's very context dependent." • I6 (14/02/2019): "I mean my colleagues that have been in tourism, we are very expressive ja. But overall, the department there's a dynamic to the departments. Really, everybody is friendly, everybody greets each other – it's like very – it's a different culture." • I11 (26/02/2019): "No I won't say it's more with one than the other, it just depends on the situation sometimes."
	Prerequisite for work	The belief of the individual that emotional regulation is something that is required as a prior condition for work, in order for the individual to get their job done at work.		• I3 (04/02/2019): "Work is a place that requires you to have a certain persona. I mean you don't have to see it as something artificial, but you have to play a certain role at work. So, you kind of have to develop almost like a different personality to function in the workplace." • I10 (25/02/2019): "You see, I feel like there's a persona when I'm at work versus when I'm in a social setting." • I13 (13/03/2019): "Yes, it is a requirement I actually think you know, because we are dealing with patients and if I'm sad or if I'm angry with something, I can't take it out on my patients. So, I have to sort of like put on a mask and then continue working." • I15 (13/03/2019): "And you are patient, you got to put on this show right? We all put on a show. I think lawyers more so than anything else, because you got to go and really – even if you know your client has got a very shit case, act like you are going to take it to the moon

				and back. And so, ja you put on this show a lot – and your feelings are suppressed ja."
	Enjoys Colleagues & Work Environment	The individual enjoys his/ her colleagues and work environment and as a result believes that he/ she can use genuine acting as his/ her main emotional labour regulation strategy, or seldom engage in emotional labour at all.	• Yes • I enjoy my work • I enjoy the people I work with	• I8 (20/02/2019): "I have a positive relationship with people I know, people's person [pause]. I enjoy being with people, being involved in the professional development. I like being associated with my colleagues, with my absolutely marvellous head of department, who – he looks after us and he will go – not the extra mile, but the extra miles." • I9 (21/02/2019): "Yes." • I11 (26/02/2019): "I must be honest with you; it usually doesn't happen especially here at the centre. The people I work with are really wonderful and they are mature enough to solve their own problems. And one thing I made clear from the beginning is that I don't tolerate gossip in the office, and I don't tolerate passive-aggressiveness. If you have an issue, then we need to talk about it." • I12 (07/03/2019): "Ja."
	Person Dependent	The individual(s) with which the participant is surrounded by will determine the type of emotional labour regulation strategy that he/ she uses.	• It depends on the person	• I3 (04/02/2019): "Yes it depends on the people…" • I6 (14/02/2019): "…depends – different colleagues. Some people you just smile "Hi, how are you" and it's like that. Others you can be more – I mean my colleagues that have been in tourism, we are very expressive ja." • I9 (21/02/2019): "Like some students are wonderful to work with and they are very hard working and it just – you enjoy the project with them whereas others are difficult and don't put in effort and then it requires more from you to kind of push the student, because you still want them to make it, pass." • I10 (25/02/2019): "I show my colleagues the bare minimum of who I am. They know that I'm married and that's it. They don't know my personal life. I only have one, one person in this faculty I would say is my friend, because I hang out with her even outside. But I wouldn't really hang out with anybody else here outside of the office, because I don't know man – I just don't – you know that phrase "Don't poop where you eat?"" • I14 (13/03/2019): "Because with some people, you know automatically you could act more funny or uhm you can make a joke. But with other people, you can see that they are more stoic and stern and you know, you do the handshake like the hard handshake and you listen…"

	Task-Related	The individual is task-orientated thus regardless of how he/she is feeling, he/she will use the appropriate regulation strategy necessary to get the job done.	• The workplace is meant for one to execute a certain task • You need to be willing to get the job done regardless of how you are feeling	• I5 (13/02/2019): "The workplace I think you should realize is there for executing a certain task, so do it." • I11 (26/02/2019): "What I do do is, I compartmentalize. So I will uhm come to the office feeling quite let's say sad about something, but I know I have to be in a meeting now within an hour or so. So I will tell myself 'okay, put that aside now, you can't …'" • I13 (13/03/2019): "You must be willing to help the students if they need extra work you know? Ja you must just deliver what you need to. If I have a lecture to do, I must just give a lecture, If I have a student I must consult with, I must go and see the student. If I have got a patient to see, I have got to treat the patient and finish with the treal13ent. I have got to treat them you know, as if I'm very, very happy. Ja." • I15 (13/03/2019): "A lot of things hey? I think it's you've got responsibilities to your students to do the job and regardless of how you feel, they deserve the best of you right? Because you carry stress from all other parts of your life and so it's not them, I mean this is the job, this is what you do."
	To Satisfy Others	The regulation strategy that is used by the individual is determined by which strategy will best meet the expectations, needs or desires of the person(s) with which he/ she is surrounded by.	• To please others • It is easier • To be known as the nice person	• I4 (07/02/2019): "I think firstly if you have to give a laymen's term, sometimes I'm a people-pleaser." • I5 (13/02/2019): "…well basically in terms of getting along with other people, it's easier to smile and wave than to shout and confront or be passive-aggressive and stuff like that. So ja, it's easier to get the – to your goals if everybody works together and smile and wave." • I7 (14/02/2019): "I would rather be known as a nice person than as a severe person even though he might be a good lecturer." • I11 (26/02/2019): "Ja."
	Extrovert	The individual is outgoing, socially confident and people-orientated, thus he/ she either often uses genuine acting as their regulation strategy or seldom engages in emotional labour.	• I am enjoy working with people • I am an extrovert	• I8 (20/02/2019): "I have a positive relationship with people I know, people's person [pause]. I enjoy being with people, being involved in the professional development. I like being associated with my colleagues, with my absolutely marvellous head of department, who – he looks after us and he will go – not the extra mile, but the extra miles." • I9 (21/02/2019): "I think I enjoy the teaching more than the research and the supervision because it's just my personality, I feel like I engage well with people and through conversation. You teach so much more than content. You teach people life values and skills and

				principles especially for teachers who need to instil it in other – in children." • I13 (13/03/2019): "So – yes, I enjoy working with people. So some people prefer to be locked in the office and do research and, and, and not have a human interaction, whereas in my drive is through human interaction. I love going out to community, I love going out to schools because we do a lot of outreaches at schools. So that fulfils me so you can imagine, if I was not a people's person and I have to do the job that I do, then I will be miserable."
	Introvert	The individual is shy, quiet and draws energy from being in one's own company, thus he/ she engages more often in surface or deep acting when surrounded by other individuals at work.	• Introverted • Prefer working on my own or by myself	• I3 (04/02/2019): "I'm an introvert, so people are generally exhausting for me to deal with." • I4 (07/02/2019): "Ja, I think if I can describe myself, I'm at my most relaxed and happiest when I'm totally on my own and working by myself."