

SURFACE EMOTION AS PREDICTOR OF ORGANIZATION CITIZENSHIP BEHAVIOUR (OCB) AMONG LECTURERS IN INSTITUTION OF HIGHER LEARNING

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ABSTRACT

The paper investigated surface emotion as a predictor of organization citizenship behaviour (OCB) among lecturers of Akanu Ibiam Federal Polytechnic, Unwana Afikpo in Ebonyi State, Nigeria. Two hundred and eighty-eight (288) lecturers participated in the study which comprised of male and female, married and unmarried, junior and senior lecturers of the polytechnic. The age ranged from 27 – 60 years with a mean age of 35 – 65 years. A survey research, regression and ANOVA statistics were adopted in the study. Surface emotion, question (SEQ) developed by Diefendorff, Croyle and Gosserands (2005) which they tagged “Emotional Labour Strategy Scale (ELSS)”, and Onyishi (2007) organization citizenship behaviour (OCB) scale were used for data collection. Two hypotheses were tested namely: surface emotion will not significantly predict organization citizenship behaviour (OCB) among lecturers of Akanu Ibiam Federal Polytechnic Unwana, Afikpo in Ebonyi State and the second hypothesis, there will be no significant difference on organization citizenship behaviour of participants who show low surface emotion. B asked on the result obtained

after the statistical analysis, the first hypothesis was rejected because there was a significant effect of surface emotion on organization citizenship behaviour (OCB) among lecturers of AIFPU, Afikpo. ($\beta=.14$, $P < .01$) and the second hypothesis on low and high surface emotion on OCB was tested and it showed that lecturers who manifested high surface emotion exhibited more OCB than those who showed low surface emotion $F(1,287) = 5.46$, $P < .01$. The implications of the finding and recommendations were made for further research and as guide for employers of labour. The paper recommended that employers of labour should make sure that worker understands emotion display rules guiding their organization in order to always apply them.

INTRODUCTION

The job of teaching requires more than context knowledge, although expertise and instruction remain foci in teaching, recent literature states that teaching is also an emotional practice (Hargreaves, 2000; Schwitz and Zembylas, 2009). Despite research findings supporting the emotive work in teaching (Hargreaves, 2000; Zembylas, 2004, Zembylas, 2005), there has been little investigation into the role of emotion in the classroom (Denzin, 2009) and how emotion, in particular 'emotional labour influences teachers' job performance (Zembylas and Schultz, 2009). It is in this job performance that an employee exhibits a citizenship behaviour which is discretionary, not directly or explicitly recognized by the formal reward system, but promotes the effective functioning of the organization as can be measured by emotion. Emotional labour, are effort, planning

and control needed to express organizational desired citizenship behaviour (OCB). This emotional labour is divided into three types that is, real emotion, deep emotion and surface emotion (surface acting). This paper will only look at the last type of emotional labour which is surface emotion, to see how it predicts organizational citizenship behaviour (OCB) among lecturers of Akanu Ibiam Federal Polytechnic, Unwana Afikpo, Ebonyi State and to maintain the organizational required goals and objectives, the employee must obey the organizational emotional display rules, which are required emotions necessary for performing ones job. In trying to display required emotion in the working place often, the individual employee shows or fakes his/her emotion so as to align it with the necessary emotional display rules of the organization. It is that faking or acting behaviour that is called surface emotion.

STATEMENT OF THE PROBLEM

Research on surface emotion and organizational citizenship behaviour is not popular in this part of the world "Nigeria" but recent attempt on the study of emotions across psychology is wide- ranging in terms of its research programmes: the study of emotions in organization is narrow in its problems and methods. Perhaps the most glaring example of the narrowness of organizational research is the overemphasis of the study of mood at the expense of discrete emotions.

This imbalance in studies of mood and discrete emotions is unfortunate for two reasons. First, enormous amount of research on emotion has accumulated; secondly, it is apparent that

discrete emotions are important, frequently occurring elements of everyday experience, in looking at the problem of surface emotion (acting) as a predictor of organization citizenship behaviour (OCB), the following were addressed:

- ❖ How will surface emotion predict organization citizenship behaviour (OCB) among lecturers?
- ❖ Will high surface emotion predict OCB?
- ❖ How will low surface emotion predict OCB?

PURPOSE OF THE STUDY

In workplace, employees should comply with organizational rules and achieve organization-desired expectations. As soon as the employees' emotional display differed from their authentic emotion, they might select to express unfelt emotion that was consistent with organization requirement, and hide experienced emotion. They perform surface emotion to manage their emotional display in order to achieve job required rules. This study considered the following as its purpose.

- ❖ To determine whether surface emotion will predict organization, citizenship behaviour (OCB) among lecturers of Akanu Ibiam Federal Polytechnic, Unwana, Afikpo, Ebonyi State.
- ❖ To evaluate whether high surface emotion will predict OCB.
- ❖ To examine if low surface emotion will predict OCB.

LITERATURE

Many empirical studies assessed the role of emotional labour across professions and organizations, but our limited understanding of emotional labour in teachers and school has been addressed only through emotional regulation studies. Broadly, findings on emotional regulation show that the ability to denote, manage, and react appropriately to our emotions correlates strongly with establishing healthy social interactions in the classroom (Gross and Munoz, 1995).

In particular, emotional regulation research found that teachers with higher emotional regulation skills show strong interpersonal skills, greater abilities to handle conflict and were described as socially desirable (Day and Gu, 2009). On the other hand, educators with limited emotional regulation abilities showed signs of poor work performance, decreased level of job satisfaction, and had difficulties coping with stress (Sutton, 2004).

Emotional labour theorists defined emotional regulation as “the process by which individuals influence which emotions they have, when they have them and how they experience and express these emotions” (Gross, 1998, p. 275).

In short, individuals process their emotions by attending to emotional cues that lead to emotional responses or emotional display rules. Consistent across emotional regulation and emotional labour literatures, the relationship between emotional

display rules in behavioural, experiential, and physiological manners (Gross, 2002).

OCB has become a major construct in the field of psychology and management and has started to receive a great deal of attention in organization behaviour literature (Bateman and Organ, 1983; Johnson, 2007, Ishak, 2005; Lepin, Erez, and Johnson, 2002, Nielhoff and Moorman, 1993,)

Although various explanations are given to the concept of OCB, the overall construct is generally refereed to as those set of individual behaviours that constitute to social and psychological context in which the task performance of a job must function. OCB research was originated in the early 1980s (Bateman and Organ, 1983).

According to Organ, D. W. (1988) OCB refers to “individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system and that in aggregate promotes the effective functioning of the organization” (p.3).

This behaviour is seen not as an enforceable requirement of the job description but an individual's choice that an employee if failed to perform OCB he is not liable for punishment. Organ (1988) states that OCB has five distinct dimensions: Altruism, Civic virtue, Conscientiousness, Courtesy and Sportsmanship.

HYPOTHESES

- 1) Surface emotion will not significantly predict organization citizenship behaviour among lecturers in

Akanu Ibiam Federal Polytechnic, Unwana, Afikpo, Ebonyi State.

- 2) There will be no significant difference on OCB behaviour of participants who show low surface emotion and those who show high surface emotion.

METHOD

A total of 288 participants comprising of males and females, married and unmarried lecturers of Akanu Ibiam Federal Polytechnic, Unwana, Afikpo, Ebonyi State, Nigeria, were used for the study.

INSTRUMENTS

The instruments used for data collection in this study are questionnaires. The questionnaires includes a surface emotion question (SEQ) developed by Diefendorff, Croyle, and Gosserands (2005) which they tagged "Emotional Labour Strategy Scale (ELSS). Reliability of pretest for this scale was an alpha of 0.922. The questionnaire has a 5-point likert scale of strongly agree, Agree, uncertain, Disagree and strongly disagree. The second instrument was a - 9 item OCB scale developed in Nigeria by Onyishi (2007) which was designed to measure organization citizenship behaviour (OCB). Onyishi, 2007 reported a cronbach alpha of 0.83 as reliability coefficient and 0.76 as test-retest reliability coefficient of the OCB scale. The response format was a - 5 point likert scale of very often, often sometimes, rarely and never.

Validation of Instrument

Drafted copies of the surface emotion scale and Organization Citizenship Behaviour (OCB) scale were sent to five subject experts who validated it using interscorers' method of validation.

Reliability of the Instrument

In order to establish the reliability of the instruments, the researcher administered 50 copies of the questionnaires (SEQ) and (OCBS) to lecturers of Abia State Polytechnic, Aba, Abia State as a pilot study. The spearman Brown correlational coefficient formula was adopted in order to determine the splithalf reliability of the instrument and it yielded a full-scale reliability coefficient of 0.87.

PROCEDURE

The researcher who also is a staff of the Akanu Ibiam Federal Polytechnic, Unwana, Afikpo, Ebonyi State, through the help of some Research Assistance he recruited distributed 300 copies of the questionnaires to all the Academic staff of the institution through the Departmental Heads, whereby any lecturer available and ready to give information were given the questionnaires to fill (convenience sampling techniques).

Afterward, the heads of department collected back the questionnaires and handed it over to the researcher same day, total population was 300 academic staff but those correctly filled were 288 and were analysed.

Design/Statistics

The design adopted for the study was survey design and the statistics were regression analysis and ANOVA statistics using SPSS.

RESULT

Table 1: Model summary table of the prediction variables, predictor variable and dependent variable.

| Model | R | R square | Adjusted square | R | Standard Error |
|-------|------|----------|-----------------|---|----------------|
| 1 | .195 | .038 | .018 | | 6.379 |
| 2 | .236 | .056 | .032 | | 6.333 |

And Change statistics

| Model | R square | F Change | df1 | df2 | Significance |
|-------|----------|----------|-----|-----|--------------|
| 1 | .036 | 1.858 | 6 | 281 | .088 |
| 2 | 0.17 | 5.166 | 1 | 280 | .024 |

The result of the model summary table above revealed that the control variables accounted for 3.8% variance (R² change) in organization citizenship behaviour which is not significant (F change (6,281) = 1.86, $p > .05$).

In the second hierarchical regression model above the control variables, the predictor variable surface emotion accounted for 1.7% (R change) variance increase in organizational citizenship behaviour which is significant (F change (1, 280) = 5.17 $p < .01$)

Table 2: regression coefficient table of the control variables (Gender, age, marital status, educational qualification, years of work and locality), the predictor variable (surface emotion) and the dependent variable organizational citizenship behaviour (OCB)

| Model | Unstandardized | | Standard coefficients | | |
|---------------------------|----------------|------------|-----------------------|------------|------|
| | β | Std. Error | Beta | T | Sig. |
| 1. (constant) | 43.063 | 3.280 | | 13.129 | |
| Gender | .432 | .819 | .032 | .528 | # |
| Age | -.089 | .050 | -.131 | -1.769 | # |
| Marital status | -1.210 | 1.278 | -.66 | -.947 | # |
| Educational qualification | -.286 | .324 | -.057 | -.884 | # |
| Years of work experience | .091 | .058 | -.1-07 | 1.563 | # |
| Locality | -1.703 | .787 | -.133 | -2.165 | * |
| 2. (constant) | 38.928 | 3.730 | | 10.437 | |
| Gender | .542 | .814 | .040 | .666 | # |
| Age | -.079 | .050 | -.116 | -1.580 | # |
| Marital status | -.736 | 1.286 | -.040 | -1.580 | # |
| Educational qualification | -.149 | .327 | -.029 | -.572 | # |
| Years of work experience | .102 | .058 | .119 | 1.747-.455 | # |
| Locality | -1.791 | .782 | -.139 | -2.290 | * |
| Surface emotion | 1.765 | .777 | .137 | 2.273 | * |

Dependent variable: OCB

Key: # not significant

- significant at $p < .01$

The result of the regression coefficient in table 2 revealed that in the regression equation at the 1st hierarchical model, among the

control variables, only locality is a significant predictor of organizational citizenship behaviour.

Locality is negatively related to the criterion; ($f^2 = .13$, $p < .01$). At the 2nd hierarchical model after the demographics were controlled, surface emotion showed significant predictions to OCB ($f^2 = .14$, $p < .01$). Thus, the first null hypothesis for surface emotion was rejected. The result showed that surface emotion had a significant effect on organizational citizenship behaviour (OCB) among lecturers of Akanu Ibiam Federal Polytechnic, Unwana, Afikpo, Ebonyi State, Nigeria.

Table 3: ANOVA summary table of surface emotion and organizational citizenship behaviour (OCB)

| Source | Sum of squares | df | M. square | F |
|------------------|----------------|-----|-----------|-------|
| Surface emotion | 222.634 | 1 | 222.684 | 5.46* |
| Error | 11668.816 | 286 | 40.80 | |
| Correlated total | 11891.50 | 287 | | |

Dependent variable: OCB * $p < .01$

The result of the analysis as shown in table 3, a significant difference existed between the mean scores obtained in low surface emotion ($M = 35.36$) and high surface emotion ($M = 37.12$) on organizational citizenship behaviour (OCB).

The result showed that lecturers who manifested high surface emotion exhibited more OCB than those who showed low surface emotion $F(1, 287) = 5.46$, $p < .01$. Thus, the hypothesis on surface emotion was rejected.

CONCLUSION

Decades of research suggest that teacher-student relationships strongly influence students' academic engagement and overall learning. An example of emotional labour in teaching might involve the following: A science teacher is frustrated by her students' lack of engagement in her direct instruction. Because of this frustration, the science instructor might respond to students' question using a harsh tone of voice. In turn, students might show ambivalence to ask questions or reduce engagement in the classroom activities.

On the other hand, another science teacher may be warmed by a child's struggle to master a science concept. She approaches the child gently with a smile on her face. As a result the child continues to try and eventually learns the concept. Based on the above illustration of science teachers' emotions, be they positive or negative, can influence how students engage in the classroom teaching and learning behaviours which will bring about efficiency and effectiveness in the parts of both teacher and students performance or may mar it if in the negative.

RECOMMENDATION

- 1) This paper recommends that employers of labour should make sure that workers understand emotion display rules guiding their organization.
- 2) Lecturers should learn to control their emotional state when dealing with students.

- 3) Surface emotion (surface acting) should not be encouraged in an organization because it is but a coping strategy anything that is not real is fake.
- 4) Surface emotion is faking the real emotion which does not do the worker or the organization any good.
- 5) Surface emotion is unavoidable but not dependable as it can only last for a moment.
- 6) Lecturer-student relationship must be a paternal one which is a pedagogical interaction and positive.

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