

THE EFFECT OF CONSTRUCTIVE THINKING ON EMOTIONAL LABOUR AMONG PROFESSIONALS

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Abstract: In the present day society the job demands are putting a lot of pressure on working professionals. Thus people of different professions are going through stress and low productivity. The present study is done in light of this. It aims to understand if constructive thinking has any effect on emotional labour among working people.

Constructive thinking refers to the ability to relate to others in an effective way (emotional intelligence), solve interpersonal problems in a proper way (social intelligence) and the ability to effectively solve problems that arise in everyday life (practical intelligence) with minimum amount of stress (Epstein 1990)

Emotional labour, is the display or constraint of emotional expression as part of the work role to meet organisational, social or occupational expectations, it is an integral aspect of working life for many employees (Mann, 1997)

The study was conducted on 400 professionals (100 from each profession among which 50 are men and 50 are women) the four professions are teachers, insurance agents, software employees and clerical employees taken from the city of Hyderabad, Telangana State. These professionals had work experience of 10-15 years and were in the age group 35-45 yrs.

The findings of the study suggest that there is a negative effect of global constructive thinking on emotional labour indicating that if constructive thinking is high emotional labour will be less among women.

On the dimensions of constructive thinking it is found that women are higher on behavioural coping which means women indulge more in action oriented thinking, which deals with thinking in a way that promotes effective action. Whereas men are found high on categorical thinking compared to women. This indicates that they view issues in black-and-white terms, without acknowledging shades of gray something like rigid thinking.

On dimensions of emotional labour women are found high on deep acting which indicates that they alter the emotions within themselves rather than faking it. Women are also found high on display on emotions which suggests that they are better in expressing their emotion in comparison with men.

As the finding of the study suggest the constructive thinking has a negative impact on emotional labour and it can be said by enhancing constructive thinking by training can help to reduce emotional labour among professionals.

Keywords: Teacher, Constructive Thinking, Emotional Labour, Job Satisfaction

Introduction: Constructive Thinking: Epstein defines constructive thinking as the ability to relate to others in an effective way and satisfactorily (emotional intelligence), solve interpersonal problems in a proper way (social intelligence) and the ability to effectively solve problems that arise in everyday life (practical intelligence) with minimum amount of stress.

The components of constructive thinking are Emotional Coping which refers to effective dealing of negative feelings and Behavioural Coping which refers to action oriented thinking. It deals with thinking in a way that promotes effective action. Both emotional coping and behavioural coping together encompass the ability to deal effectively with the inner world of feelings and the outer world of events. There are also four maladaptive patterns that describe the opposite of constructive thinking.

- *Categorical thinking:* refers to rigid thinking, viewing issues in black-and-white terms, without acknowledging shades of gray
- *Personal superstitious thinking:* this term does not refer to traditional superstitions but to personal superstitions, or the mental games people play to prepare themselves for disappointment .
- *Esoteric thinking :* refers to beliefs about unusual and paranormal phenomena and standard superstitions
- *Naive optimism:* refers to a tendency to jump to conclusions after a positive outcome, as if a single success guaranteed that things would always work out the way one liked

Emotional Labour: When the job roles require employees to display particular emotions and suppress others, they do their emotion management for a wage. Hochschild (1983) termed this regulation of one's emotions to comply with occupational or organizational norms as "emotional labor."

Components of Emotional Labour

- surface acting or the faking of the desired emotion and the masking of undesirable emotion
- deep acting, whereby the employee elicits the desired emotions in themselves
- Automatic regulation: Automatic regulation is the automatic display of an organizationally desired emotion deriving from an emotion that is spontaneously felt.
- Display of emotions: refers the way the person displays their emotions to others generally in a way pleasant to others.

Review Of Literature: Constructive thinking: Epstein (1998), has seen that good constructive thinking is related to success in the work, physical health, emotional adjustment, success in personal relationships and greater satisfaction in life in general. Valliant .G (2000) found that constructive thinking contributed success in highly competitive and demanding occupations. It is also seen that Constructive thinking positively effects subjective well being (Alvarez & Camargo, 2007). And finally Epstein(1998) found men have higher constructive thinking than women.

Emotional Labour: Research indicates that high emotional labour can affect psychological health of employees (Rathi et al, 2012).It generates feelings of inauthenticity of self and poor interpersonal relations(Brookreidge,2014).

It is also seen that in some professions have more emotional labour: Grandey (2002) found that Teachers & nurses have more emotional labour than office clerks and Female employees were found to have more emotional labour than male employees(Taylor & Tyler(2000),Gray.B(2010),Maheto.M& P.Raju(2015)

In regard to constructive thinking and emotional labour Judge & Locke (1993) found that the affects of dysfunctional thought processes on subjective well being were stronger than any other predictor.

Need and Significance of the study: Professionals should possess emotional stability as well as healthy attitude towards their jobs to be more efficient and productive. According to Smith and Segal (2011) "People who are emotionally stable and healthy have the tools for coping with difficult situations and are creative in bad times as well as good".

Cognitive theorists state that thoughts, feelings and behavior are all connected and that individuals can overcome difficulties and meet their goals by identifying and changing unhelpful or inaccurate thinking, problematic behavior, and distressing emotional responses. Thus constructive thinking helps in managing emotions at workplace. The present study is an attempt to understand this aspect. The study finds relevance among working people as they need to suppress their emotions and show

emotion which they do not actually feel leading to emotional exhaustion, stress and job dissatisfaction.

Aim Of The Study: To know the effect of Constructive thinking on Emotional labour among professionals

Objectives Of The Research:

- To study the effect of constructive thinking on emotional labour among people of four professions
- To assess whether male and female professionals differ on their constructive thinking, emotional labour.

Hypotheses:

H1: Constructive thinking will have a negative effect on emotional labour.

H2: Men will have higher constructive thinking than women

H3: Women will have higher emotional labour than men.

Sample: The sample of 400 professionals (100 from each profession among which 50 are men and 50 are women) was collected from the city of Hyderabad. The four professions are teachers, insurance agents, software employees and clerical employees. All the professionals have 10-15 yrs of work experience and who are in the age range of 35-45 yrs.

Tools Used: Constructive Thinking Inventory(Epstein,1998)

Emotional Labour Scale (Niharika Gaan,2011)

Tool Description: Constructive thinking: This inventory consists of 108 items which are answered on five point scale from strongly disagree to strongly agree.69 items are scored Straight (Strongly disagree=1,Disagree=2,undecided=3,Agree=4,Strongly agree=5). 39items are scored reverse (Strongly disagree=5,Disagree=4,undecided=3,agree=2,Strongly agree=1)and 39 items are scored)

Emotional Labour Scale: The emotional labour scale has 12 items. the responses are made on 5 point Likert scale which are 1=never,2=rarely,3=sometimes,4=often and 5=always The score ranges from 1-60.Higher the score higher will be the emotional labour. Therefore lower score is desirable.

Procedure: After taking consent from the professionals, they were given the constructive thinking questionnaire and emotional labour scale. They were asked to fill the questionnaire as honestly as possible. Assurance was given to them that their responses will be kept confidential. After completion of the questionnaires, they were taken back for scoring. The scoring was done according to instructions in the manual.

Statistical Methods: The data analysis was done using the Pearson correlation method and t-ratio.

Results And Discussion:**Table-1: Showing coefficient of correlation between the constructive thinking and emotional labour and their components**

	Surface Acting	Deep Acting	Automatic Regulations	Display of Emotions	Emotional Labour
Global Constructive thinking	-0.132 (0.189)	-0.043 (0.669)	-0.120 (0.235)	-0.094 (0.352)	-0.470** (0.000)
Emotional Coping	0.040 (0.692)	0.475** (0.000)	-0.064 (0.526)	0.034 (0.736)	-0.450** (0.000)
Behavioural Coping	0.080 (0.427)	-0.056 (0.583)	0.069 (0.498)	-0.023 (0.817)	-0.348** (0.000)
PST	0.339** (0.000)	0.102 (0.310)	-0.060 (0.552)	-0.034 (0.735)	0.085 (0.399)
Catagorical thinking	-0.119 (0.236)	-0.151 (0.133)	0.024 (0.816)	0.079 (0.437)	-0.129 (0.200)
Estoric thinking	0.104 (0.304)	-0.189 (0.059)	0.031 (0.760)	-0.173 (0.085)	-0.203* (0.042)
Naïve optimism	-0.126 (0.213)	0.153 (0.127)	-0.004 (0.970)	-0.172 (0.087)	-0.093 (0.360)

From table 1 it can be seen that global constructive thinking is negatively correlated to emotional labour, $r = -0.470$, $n=100$, $p=0.000$. This means if constructive thinking is high emotional labour will be less. The hypothesis 1 is therefore is accepted.

It can also be seen that emotional coping is negatively correlated to emotional labour, $r = -0.450$, $n=100$, $p=0.000$. This indicates that people who deal with negative feelings effectively have less emotional labour.

Behavioural coping is also negatively correlated to emotional labour $r = -0.348$, $n=100$,

$p=0.000$. indicating that people who have more action oriented thinking have less emotional labour.

Personal superstitious thinking is positively correlated to surface acting $r = 0.339$, $n=100$, $p=0.000$. This means that people who are good at playing mental games to prepare themselves from disappointment are show fake emotions and suppress real emotions which is required at work place.

Estoric thinking is negatively correlated to emotional labour $r = -0.203$, $n=100$, $p=0.042$. This means that superstitious people have high emotional labour

Table: 2- showing means SD and t ratio among men and women on Constructive Thinking among professionals.

	Men		Women		t-ratio	sig
	Mean	SD	Mean	SD		
Global Constructive thinking	98.5	15.84	101.8	16.01	1.02	0.321
Emotional Coping	96.8	16.47	100.1	17.98	1.35	0.245
Behavioural Coping	43.2	7.31	52.08	9.01	2.12*	0.04
Personal Superstitious Thinking	22.8	4.86	25.2	4.97	1.10	0.255
Catagorical thinking	45.8	8.54	32.9	6.65	3.00**	0.00
Estoric thinking	49.12	9.85	47.8	8.84	0.92	0.432
Naïve optimism	18.69	7.19	19.87	5.90	1.05	0.354

From table 2 it can be seen that there is no significant difference on constructive thinking among men ($M=98.5$, $SD=15.84$) and women ($M=101.8$, $SD=16.01$). $t=1.02$, $p=0.321$. Both men and women were found to have

average constructive thinking. Therefore hypothesis 2 which states that Men will have higher constructive thinking than women is not accepted.

It can also be seen that women teachers were found to be high on behavioural coping ($M=52.08$, $SD=9.01$) than men teachers ($M=43.2$, $SD=7.31$) $t=2.12$, $p=0.04$. This indicated that thinking of women is more in action oriented than thinking of men.

It is also seen that men teachers were found to be high on categorical thinking ($M=45.8$, $SD=8.54$) than women teachers ($M=32.9$, $SD=6.65$) $t=3.00$, $p=0.00$. This means that men are more rigid in thinking. They view issues in black-and-white terms, without acknowledging shades of gray.

Table: 3- showing means, SD and t ratio among men and women on Emotional Labour among professionals.

	Men		women		T-ratio	Sig
	mean	SD	Mean	SD		
Surface Acting	6.26	1.73	7.32	2.235	1.92	0.10
Deep Acting	6.83	2.57	10.01	3.98	3.24**	0.00
Automatic Regulation	6.98	2.51	6.06	2.11	0.12	0.456
Display of Emotions	7.39	1.57	9.28	1.94	2.79*	0.04
Overall Emotional Labour	29.46	4.29	28.02	3.48	1.12	0.340

From table 3 it can be seen that there is no significant difference on emotional labour among men ($M=29.46$, $SD=4.29$) and women ($M=28.02$, $SD=3.48$). $t=1.12$, $p=0.340$. Both men and women were found to have high emotional labour. Therefore hypothesis 3 which states that women will have high emotional labour than men is not accepted.

From above table 3 it can be seen that women were found to be high on deep acting ($M=10.01$, $SD=3.98$) than men ($M=6.83$, $SD=2.57$) $t=3.24$, $p=0.000$. This indicates that women try to alter their emotions and try genuinely to feel emotions that is required by the job. Women were found to be high on display of emotions ($M=9.28$, $SD=1.94$) than men ($M=7.39$,

$SD=1.57$) $t=2.79$, $p=0.04$. This means that women display emotions in a better way mostly pleasantly to others than men.

Conclusion: The present study has revealed that emotional labour is high among professionals. Thus it is important to address this issue as emotional labour further leads to stress and burnout.

It is also found that constructive thinking has a negative effect on emotional labour. This proves that if constructive thinking is high emotional labour will be less. Thus by introducing constructive thinking training among professionals can help them to overcome difficulties raised from emotional labour.

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