

Impact of Expressivity and Impulse Strength on Burnout and Turnover Intentions: Mediating Role of Deep Acting

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Abstract: The study was intended to find out the impact of expressivity and impulse strength on burnout and turnover intention with a mediating role of deep acting. A total of 161 responses was used for the analysis of the study. Correlation, regression and sobel statistics were used for analysis purposes. Results indicated significant influences of expressivity and impulse strength towards burnout and turnover intentions. Deep acting also found playing mediating role.

I. Introduction

Sentiments are vital to the human experience, which impacts man's considerations and actions (Ghalandari, K., Ghorbani, M. & Jogh, G., 2012). Emotions help us react plaintively to ecological tests and opportunities (Gross, J.J. & John, O.E., 1997). With expanding improvement of economy and rivalry right around utility suppliers, administration of workers, affections are acknowledged as an essential viewpoint in giving services to clients and impacts organizational outcomes. Since the last few decades education has also become a service like industry all over the world. This has made the teachers turn into an important part of service providers who cater for the needs of students and parents, thus the teachers are required to regulate their emotions and employee emotional labor. (Tsang, K.K. 2011.).

In order to react effectively to the issues and prospects that occur in the environment emotions play a very important role as we can hide certain emotions whereas liberally expressing rest of them such as the impulse to smile, frown, cry etc (Gross, J.J. & John, O.E., 1997). Literature indicates teachers are required to regulate and control their expression and have to abide by some rules of teaching regarding expressing their emotions (Tsang, K.K. 2011). As no two individuals are alike so responding differently to different situations. Emotional labor in service organization has a mixed impact on job satisfaction (Ghalandari et al., 2012). Deep acting, being one of the strategies of emotional labor showed a positive relationship with job satisfaction (Ghalandari et al., 2012). Job satisfaction has a negative relationship with burnout and turnover intentions.

1.1 Knowledge Gap and Statement of Problem

Teachers, being the part of the educational organizations, are no doubt involved in emotional labor and emotional exhaustion is common among them. If they are not managing their emotions properly then learning process may be disturbed and negative feedbacks and response may lead them towards job burnout and quitting intentions. As empirical evidence is missing on teachers emotional involvement and burnout with respect to deep acting, expressivity and the impulse strength, the study is to investigate how negative and positive expressivity and impulse strength effect burnout and turnover intentions. Further the study is focused to find out the mediating role of deep action in the relationships of expressivity and burnout, expressivity and turnover intentions, impulse strength and burnout and impulse strength and turnover intentions. Impulse strength was never checked before e.g. Grandey, A. A. (2002).

1.2 Objectives of the study

- Investigate the impact of Negative Expressivity, Positive Expressivity and Impulse Strength on Burnout by considering the mediating role of Deep Acting.
- Investigate the effects of Expressivity, Positive Expressivity and Impulse Strength on Turnover Intentions by considering the mediating role of Deep Acting.
- Determine the relative weightage of all above relationships.

1.3 Significance of Study

The study is expected to fill the gap by highlighting the role of expressivity and impulse strength toward burnout and turnover intentions and help the managers, teachers, heads to manage the teachers more effectively.

II. Literature Review

2.1 Emotional Expressivity

Friedman, H. S., & Riggio, R. E. (1981) define emotional expressivity as "desire to excite or captivate others". Gross, J.J. & John, O.E. (1997) found three facets of emotional impulses i.e. positive expressivity, negative expressivity, and impulse strength. Just as no two individuals are alike, similarly their way of expressing their emotions varies from each other. Gross, J.J. & John, O.E. (1997). In their study discussed that differences in the emotional expressivity in various people are due to their varying day to day experiences. Kring, Smith, and Neale, (1994) argued that expressing anger openly leads to unhappiness, guilt, loss of social relationships and physical health.

Hochschild (1983) recognized two systems that may be utilized by workers to operate their sentiments namely surface acting and deep acting. Gross, J.J. (1998a, 1998b) proposed that deep acting has two strategies; attentional deployment which is the selective focus on other aspects of the situation, and cognitive change which refers to the reappraisal of the meaning of the situation. Grandey, A.A. (2000) expressed that attentional deployment (positive refocus) and cognitive change (reappraisal) are very important strategies in the service industry.

2.2. Burnout and Turnover Intentions

During the 1970's burnout became a very significant and it expressed a vital aspect of employee's work experience (Schaufeli, W.B., Leiter, M.P. & Maslach, C., 2009). According to Maslach, C. (1982) job burnout is communicated as is a state of gushing, mental, and physical depletion initiated by over the top and drawn out anxiety (Dick, A.D., 2011). Previous researches have explored the effect that job burnout has on various work-related outcomes such as productivity (Kacmar, Zivnuska & White; 2007). Employees quitting intentions are known as turnover intentions.

2.3 Expressivity, Deep Acting, Burnout And Turnover Intentions

In order to react effectively to the issues and prospects that occur in the environment emotions play a very important role as we can hide certain emotions whereas liberally expressing rest of them such as the impulse to smile, frown, cry etc. (Gross et al., 1997). An employee's emotion plays a critical part in determining his work related attitude and his performance within the organization (Yuhanis A. A. & Zaiton, S., 2012). Individuals with more emotional expressivity are usually happier and feel less anxious and guilty due to an increase of job satisfaction (Diener, Larsen and Emmons, 1984). Frequently expressing anger, however, will consume an individual's subjective well-being, social relationships, and physical health (Kring, A., Smith, D., & Neil, J., 1994). Gross, J.J. & John, O.E. (1997). Found that three facets namely, positive expressivity, negative expressivity, and impulse strength (conceptualized as the strength of the emotional impulses) consistently emerge in both self-reports and peer ratings of expressivity.

Negative Expressivity is one of the three facets of emotional expressivity which implies the extent to which negative emotions are expressed through negative behaviors. (Gross & John, 1997). Whereas deep acting is the strategy of displaying the required emotions by altering own emotions (Motaghi-Pisheh, M.H. & Harianto., 2011). A person who expresses his negative feelings openly in the workplace would not be able to align his true emotions with the expected emotions thus finding it difficult to indulge in deep acting. A teacher who is in a habit of expressing his negative feelings in the class will not be able to produce the required results because displaying adverse feelings may lead to attract negative response from the students and teachers are subject to embarrassment, blunders and rejection (Kashdan, T.B., Volkmann, J.R., Breen, W.E & Han, S., 2006). In this situation the teacher will be emotionally exhausted and his job performance will be declined. This will also make the teacher completely dissatisfied with his current job increasing his absenteeism rate. This constant strain on that teacher will ultimately lead to turnover.

Deep acting as explained is the alignment of personal and expected emotions thus the intent of the person is to display the authentic feelings rather than faking them. (Grandey, A.A., 2003). According to Ghalandari, K. and Jogh, G. (2012) Burnout is also studied as chronic fatigue, physical, mental and emotional exhaustion which is reflected in the work attitudes and negative behaviors. As the teacher who employs deep acting strategy at the work place, is actually feeling those emotions he is expressing, would feel less stress and exhaustion thus there is a less chance that he will experience burnout. In order to produce an authentic feeling the instructor must employ the deep acting strategy to express positive feelings (Motaghi-Pisheh et al., 2011). Ghalandari, K. and Jogh, G. (2012) also found in their study that employees performing deep acting will experience less burnout and express more satisfaction towards the job. Turnover intentions refer to an employee's plan to leave the job because he is dissatisfied with the job or has found some other more attractive job (Ahmad, B., Shahid, M., Huma, Z.E. & Haider, S., 2012). Various researchers have indicated that deep acting positively relates to job satisfaction, turnover intentions, depersonalization, and the personal

accomplishment also increases (Monaghan, D.M., 2006). So from the above discussion following hypotheses are inferred:

- H1: Negative Expressivity has a negative relationship with Deep Acting.
- H2: Negative Expressivity has a positive relationship with Burnout.
- H3: Negative Expressivity has a positive relationship with Turnover Intentions.
- H4: Deep Acting has a negative relationship with Burnout.
- H5: Deep Acting has a negative relationship with Turnover Intentions.
- H6: Deep acting will mediate the relationship between Negative Expressivity and Burnout.
- H7: Deep acting will mediate the relationship between Negative Expressivity and Turnover Intentions.

Positive expressivity is the second facet of emotional expressivity. A person whose positive expressivity is high shows positive responses and emotions (Gross et al., 1997). Positive expressivity includes expressing amusement by laughing rather than expressing sadness and among the extraversion constructs it is more inclined towards positive valance (Gross et al., 1997). These people find it easy to express positive attitude within the workplace. If they adopt deep acting regulatory strategy, they will find that they are more successful in aligning their inner feelings with the required emotions because positive expressivity is to express openness, agreeableness and extraversion (Gross et al., 1997). Positive expressivity of the teacher leads to positive response of the students will further motivate the teacher and he will derive a sense of accomplishment from this situation. Such a teacher would observe lower levels burnout (Wharton 1993) and consider him a worthy asset for the institute and is less likely to report turnover intentions. Based on the discussion following hypotheses are developed:

- H8: Positive Expressivity has a positive relationship with Deep Acting.
- H9: Positive Expressivity has a negative relationship with Burnout.
- H10: Positive Expressivity has a negative relationship with Turnover Intentions.
- H11: Deep acting will mediate the relationship between Positive Expressivity and Burnout.
- H12: Deep acting will mediate the relationship between Positive Expressivity and Turnover Intentions.

2.4 Impulse Strength, Deep Acting, Burnout and Turnover Intentions

The third facet of emotional expressivity corresponds to the different emotional responses and their strength within different individuals. This facet is known as the impulse strength (Gross et al., 1997) as we know that no two individuals are alike similarly their responses to a same situation differs. Some express a moderate response while others react very strongly (Gross et al., 1995). It mostly involves the expressing of negative emotions which are quite difficult to control (Gross et al., 1995) Teaching is a profession which follows some emotional rules such as the teachers must avoid expressing too strongly or too weakly (Tsang, K.K., 2011).. Thus they must find a balance between these two extremes and regulate their emotions (Fried, L., 2011). Such teachers who have high impulse strength have more trouble in aligning their internal and work related emotions. Chu, K.H., (2002). Teachers have to create a positive learning environment for the students in order to achieve good results (Hargreaves, A., 2000). If the teachers are unable to control their emotions and express the feelings which are not appropriate, then such a teacher would be considered as unprofessional (Tsang, K.K., 2011). In this situation they will have to work extremely hard to prove themselves and also regulate their emotions which will ultimately result into burnout and dissatisfaction from the job (Chu, K.H., 2002). Thus the more the impulse strength of a teacher is high it will cause more burnout and high rate of turnover intentions, and there will be more need to regulate emotions by performing deep acting so the expressed emotions are more genuine rather than fake (Hargreaves, A., 2000). So it can be hypothesized that:

- H13: Impulse Strength has a negative relationship with Deep Acting.
- H14: Impulse Strength will be positively related to burnout.
- H15: Impulse Strength will be positively related to turnover intentions.
- H16: Deep acting mediates the relationship between Impulse Strength and burnout
- H17: Deep acting will mediate the relationship between Impulse Strength and turnover intentions.

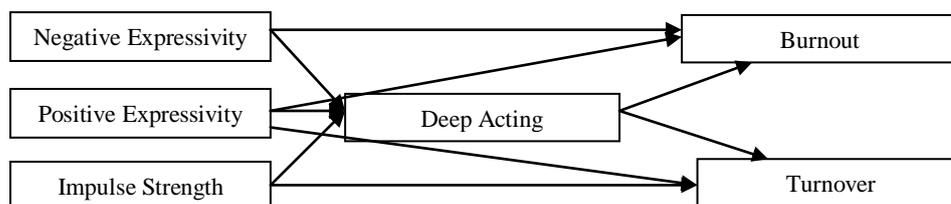


Figure 1. Hypothetical Interaction: A part of the model was adopted from Grandy, A., A. (2000) and rest is Researcher’s Proposed Model

III. Methodology

The study was cross-sectional and causal in nature where the data was collected from the 200 university teachers and their immediate bosses of Foundation University, Fatima Jinnah Women University, SZABIST, APCOMS, Bahria University, NUST and Riphah University. A total of 161 questionnaires was found useful after conducting the reliability and validity analysis. Data was collected through questionnaire. Berkeley Expressivity Questionnaire (BEQ) developed by Gross & John (1995) containing 16-items was used to measure positive expressivity, negative expressivity and impulse strength and data was collected from immediate bosses. Emotional Labor Scale (Brotheridge & Lee, 1998) which measures deep acting was adopted. Job burnout was measured with the Maslach Burnout Inventory (MBI) developed by Maslach and Jackson (1986). Turnover intention scale developed by Michigan Organizational Assessment Questionnaire (Cumman et al, 1979) containing 3 items was adopted. The reliability of all constructs found above Cronbach's Alpha 0.70 showing internal consistency of the scales.

IV. Data Analysis and Discussion

Data was analyzed through the Correlation, Simple and Multiple Regression and Sobel test.

4.1. Hypotheses Testing

Table 4.1 Multiple Regression Analysis

	Deep Acting			Turnover Intentions			Job Burnout		
	Beta	t value	p value	Beta	t value	p value	Beta	t value	p value
Positive Expressivity	.144	2.01	.049	-.404	-5.666	.000	-.242	-3.603	.000
Negative Expressivity	-.187	-2.154	.013	.236	3.335	.001	.469	7.042	.000
Impulse Strength	-.288	-3.831	.000	.136	2.04	.050	.190	2.833	.005

Table 4.2 Simple Regression Analysis

	Job Burnout			Turnover Intentions		
	Beta	t value	p value	Beta	t value	p value
Deep Acting	-.539	8,073	.000	-.491	7.104	.000

Table 4.3 Sobel Test for Mediation Analysis

	Sobel Statistics	P Value
Positive Expressivity and Burn out	1.90584841	0.05666988
Negative Expressivity and Burnout	4.64384099	0.00000342
Impulse Strength and Burnout	1.7719239	0.07640719
Positive Expressivity and Turnover Intentions	3.96136649	0.00007452
Negative Expressivity and Turnover Intentions	1.53418891	0.012498319
Impulse Strength and Turnover Intentions	1.30340948	0.026984938

The first hypothesis of our study stated that negative expressivity has a negative relationship with deep acting which is observed to be true as the regression analysis depicted that negative expressivity has a negative influence on deep acting with the strength of 18.7% as shown in table 4.1. Our second hypothesis, Negative Expressivity has a positive relationship with Burnout, was also found to be true through the regression analysis which showed a positive relationship between the two variables. It was found that negative expressivity has positive influence on burnout having the strength of 46.9% which can be observed in table 4.1. The next hypothesis stated that negative expressivity has a positive relationship with turnover intentions. The regression analysis showed that negative expressivity has a positive influence on turnover intentions with a strength of 23.6% depicted in table 4.1. Thus this hypothesis is also true. Next hypotheses H4 stated that deep acting has a negative relationship with Job Burnout and H5 was that negative relationship with turnover intentions. The regression analysis depicted that both these hypotheses are also correct as deep acting was found with a negative influence on burnout showing the strength of 53.9%. Deep acting is also negatively related to turnover intentions with the strength of 49.1% as shown in table 4.2. Hypothesis 8, 9 and 10 of our study stated that positive expressivity has a positive relationship with deep acting, negative relationship with burnout and also a negative relation with turnover intentions. All three hypothesis are found to be true as the regression analysis depicted that positive expressivity is positively associated with deep acting while negatively associated with

both burnout and turnover intentions. And the strength of the influence of positive expressivity on deep acting, burnout and turnover intentions was observed to be 14.4%, 40.4% and 24.2% respectively (Table 4.1). Thus Hypothesis 8, 9 and 10 are accepted. Hypothesis 13, 14 and 15 of our study stated that impulse strength has a negative relationship with deep acting, positive relationship with burnout and also a positive relation with turnover intentions. All three hypothesis are found to be true as the regression analysis depicted that impulse strength is negatively associated with deep acting while positively associated with both burnout and turnover intentions. Impulse strength negatively influences deep acting and the strength is 28.8% whereas it positively influences burnout as well as turnover intentions at the strength of 13.6% and 19% respectively (Table 4.1). Thus it can be inferred that H13, H14 and H15 are accepted. The results were in line with the findings of Chau, Dahling, Levy, and Diefendorff, J.M. (2009), Celik, Tabak, Uysal, Sigri, U. and Turunc, (2010) Brotheridge, C. M. and Grandey, A. A. (2002), Grandey, A. A. (2000).

After establishing the conditions of mediation, Sobel test was applied for testing Hypothesis 6 of the study which states that deep acting will mediate the relationship between negative expressivity and burnout. It was found that deep acting mediates the above given relationship as the p value was observed to be less than 0.05 and the Sobel statistics 4.644 (Table 4.3). Therefore H6 is hypothesis is accepted. Sobel statistics for H7, which was that Deep acting, will mediate the relationship between negative expressivity and turnover intentions, was found to be 1.534 at the significance level of less than 0.05 (Table 4.3). From this it can be inferred that deep acting mediates the relationship between negative expressivity and turnover intentions thus H7 is also true. After fulfilling all three conditions of indicated by Baron and Kenny required for applying mediation, Sobel test was applied for testing Hypothesis 11 of the study which states that deep acting mediates the relationship between positive expressivity and burnout. It was found that deep acting mediates the above given relationship at the significance level of 0.05 and the Sobel statistics 1.906 (Table 4.3). Therefore hypothesis 11 is accepted. Sobel statistics for hypothesis 12, which was that Deep acting, will mediate the relationship between positive expressivity and turnover intentions, was found to be 3.961 at the significance level of less than 0.05 which can be seen in table 4.3. From this it can be inferred that deep acting mediates the relationship between positive expressivity and turnover intentions thus H12 is also true. Sobel test was applied for testing mediation in Hypothesis 16 of the study which states that deep acting will mediate the relationship between impulse strength and burnout. It was found that the relationship is not significant thus the mediation is not accepted and H16 is rejected. Sobel statistics for H17 which was that Deep acting, will mediate the relationship between impulse strength and turnover intentions, was found to be 1.303 at the significance level of less than 0.05 (Table 4.3) proving the alternate hypothesis true. The results are in line with the findings of Ramachandran, Y., Jordan, P. J., Troth, A. C. and Lawrence, S. A. (2011)

4.3 Conclusion

In this study the primary focus was to determine the strategy which will be helpful for the teachers in managing their emotions in the work place which will lead to a better performance. We found that:

- Negative expressivity has a negative association with deep acting and a positive association with burnout and turnover intentions. We also found that deep acting mediates the relationship of negative expressivity with burnout and turnover intentions.
- Positive expressivity has a positive association with deep acting and a negative association with burnout and turnover intentions. It was also observed that deep acting mediates the relationship of positive expressivity with burnout and turnover intentions.
- Impulse strength has a negative association with deep acting and a positive association with burnout and turnover intentions. We it was also observed that although deep acting mediates the relationship between also found that deep acting mediates the relationship of impulse strength with turnover intentions but the same is not true for the relation of impulse strength and burnout.

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