

Doctoral dissertation

**THE EFFECTS OF EMOTIONAL LABOR ON
HUMAN SERVICE ORGANIZATION**

Quantitative analyses of the interacting effects of emotional labor with
psychological contract violation, role conflict, and role ambiguity

ヒューマン・サービス組織における感情労働

感情労働が心理的契約違反、役割コンフリクト、役割の曖昧性に及ぼす
相互効果に関する定量分析

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Abstract

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The Effects of Emotional Labor on Human Service Organization

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Downsizing, cost reduction, and layoffs are common in the airline industry today. Moreover, IT and the automated machines substitute employees' works. The employees might perceive psychological contract violation (PCV), role conflict (RC) and role ambiguity (RA). The literature indicates that PCV, RC and RA lead to deterioration of employees' satisfaction, trust toward the employer, task performance, and emotional exhaustion. The purpose of this study is to investigate how emotional labor and emotional competence affect human resource development and organizational performance. Concretely, this research tests the hypotheses of the direct and moderating effects among antecedents, outcomes, and emotional labor aspects, whether the emotional labor aspects repair the decreasing propensity of satisfaction, trust toward their employer and task performance, as well as the increasing propensity of emotional exhaustion. I conducted a questionnaire survey and obtained a sample of 827 flight attendants working for an Asian airline and a European airline. The collected data were quantitatively analyzed.

The finding of this dissertation is, first, psychological contract violation (PCV), role conflict (RC), and role ambiguity (RA) negatively influences on the human service organization and the employees, such as decreasing propensity of job satisfaction, trust toward the employer, and task performance as well as increasing propensity of emotional exhaustions in the human contact service organization. Second, the present research indicates

that the emotional labor aspects variously effects as a moderator between the antecedents, outcomes and the employees according to the condition. The emotional labor aspects have a repairing effect on the decreasing propensity of job satisfaction, trust toward the employer, and performance of emotional labor, as well as on the increasing propensity of emotional exhaustion in the human contact employees in the certain conditions.

The present dissertation also suggests a practical implication that the emotional labor aspects could be used as “psychological tools or remedy” for preventing employees from emotional exhaustion, furthermore, burnout. While the literature indicated emotional labor (e.g., smiles) have seen as a commodity or effortless (e.g., Hochschild, 1983), the present research reveals that the human service employees execute professional roles with effortful emotional labor. The professionals also can distinguish an appropriate type of emotional labor according to the work environment. Thus, this skill may be improved with experience and training. This research presents another implication that the cultural difference relates to under what circumstances matches which type of emotional labor aspect and can be used a moderator in order to repair the negative influence between the environmental antecedents and the organizational and personal outcomes.

Finally, the present research suggests that emotional labor and emotional competence create well-being for both the organization and the employees, thus, sustains a long-term growth of the human service organization in a long-term.

Keywords: Emotional labor, Human service organization, Psychological contract violation, Role conflict, Role ambiguity, Airline, Flight attendant, Organizational and employee well-being

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CHAPTER ONE

INTRODUCTION

1-1. Research Background

“I shall reconsider human knowledge by starting the fact that *we can know more than we can tell* (Michael POLANYI, 1966)”.

Many airlines have created, since foundation, a company culture with specific characteristics regarding customer service. The images of airlines, including hospitality offering and tacit knowledge in the form of human service employees (such as flight attendants) have been accumulated over their entire histories, and should be considered as intangible assets of the airlines. Such intangible assets are also the accumulation of the other form of emotional labor required for the human service employees' management of a wide range of feeling. It would be regrettable if these were lost because of managerial changes. Furthermore, even the most loyal customers may be moving away from companies. Polanyi (1966) said that tacit knowledge is central to human knowledge. The relation between “skills” and “tacit knowledge” of the emotional labor of human service employees may be explained by Polanyi's words, that “We know more than we can tell.” In other words, while emotional labor can be hard to recognize (Hochschild, 2012), emotional labor may be explained as “the tacitness of skill or the knowledge”, which is a core factor underlies skills, in combination with the degree (Nelson & Winter, 2009).

Competition in the Airline Industry

Competition in the airline industry has intensified and become more popular than before, since the air travel has become cheaper. As a result, downsizing, cost reduction, layoffs, and early retirement programs have become the recent trends in the airline industry. Organizations, under pressure to make rapid and constant changes, have had to alter employment relationships and the psychological contract that underlie them (Robinson, 1996). Increased competition among service providers, along with the overall growth in the service economy, has forced many organizations to pay greater attention on the nature and quality of service provided to customers and clients (Schneider & Bowen, 2010; Zeithaml, Parasuraman, & Berry, 1990). Adapting the external competitive environment is certainly a prerequisite for the long-term survival of organizations. Environmental adaptation is one of the most important managerial issues for modern airlines facing intense market competition and seeking to meet financial efficiency obligations (Okabe, 2017). Thus, traditional airlines have had to downsize and reduce costs. The fact might gradually lead to alter operations and work practices and employment relationships.

Furthermore, there have been rapid changes in the airline market. As information technology has advanced, IT and the automated machines have begun substituting the employees' work. Under such an environment and strong pressure of competition, many companies have been obliged to alter their organizational structure and human resource relationships. The traditional contract of long-term job security in return for hard work and loyalty may no longer be valid (Sims, 1994), the expected roles of cabin crew members are gradually changing (Okabe, 2017), and organizations and employees are now reconsidering the mutual obligations in employment contracts.

Human Service Employee and Emotional Labor

Though the airlines try to downsize and reduce costs, human service employees are indispensable for many organizations, particularly airlines, as they serve as a fundamental type of interface connecting the organization with customers. The importance of customer service employees' emotions, which is also referred to as "emotional labor" has long been part of organizational behavior since Hochschild published *The Managed Heart* in 1983. Hochschild (1983) observed the flight attendants' recruiting, training and work. Moreover, she interviewed flight attendants and described their management process of emotions in the service. Hochschild (1983) also described her observation of how management practices are used to encourage flight attendants regulate their moods and expressions with customers, linking their efforts towards dramaturgical techniques used in theater (e.g., surface acting & deep acting).

Emotional labor

Emotional labor refers to the process by which workers are expected to manage their feelings in accordance with organizationally defined rules and guidelines (Wharton, 2009). According to Hochschild (1983), organizations are increasingly willing to direct and control how employees present themselves to others. Management of emotions practiced by the flight attendants is emotional labor and is commercialized for the commercial purpose of airlines (Hochschild, 1983). In other words, the images that employees create for customers and the quality of interactions between employees and customers have become increasingly under the control of management (Morris & Feldman, 1996). As a consequence, a key component of the work performed by many workers has become the presenting of emotions

that are specified and desired by their organizations (Morris & Feldman, 1996). That is especially true in the human survive organizations.

Emotional display rules

Emotional display for organizational purposes has been referred to as display rules (Ekman & Friesen, 1975). Stimulated by Ekman and Friesen's (1975) notion of social-cultural emotional norms and Hochschild's (1983) ideas of emotional labor, organizational researchers adopted the term display rules to describe the expressive expectations placed on employees as part of the occupational or organizational context (Ashforth & Humphrey, 1993; Diefendorff, Erickson, Grandey & Dahling 2011; Rafaeli & Sutton, 1987; Van Maanen & Kunda, 1989). According to the emotional labor literature, display rules shape employee emotional displays in ways that facilitate the attainment of organizational objectives (Diefendorff et al., 2011). Thus, the employee expresses the positive and appropriate reactions, and suppress negative emotions to customers in the service interactions. In other words, display rules are standards of behavior that indicate not only the emotions that are appropriate in a given situation, but also how those emotions should be conveyed or publicly expressed (Ekman, 1973), and also known as *integrative display rules* (Wharton & Erickson, 1993).

Emotional display rules are concerned with an employee's behavior (Wharton & Erickson, 1993) and displayed through a combination of facial expression, spoken words, and tone of voice such as smiling and thanking (Rafaeli & Sutton, 1987). Emotional display rules are common in "people work" job (e.g., health care, education, service; Brotheridge & Grandey, 2002).

On the other hand, the emotional research has made a distinction the employees' positive emotional displays from the negative emotional display (e.g., Rafaeli & Sutton, 1987). The positive emotional displays such as friendliness and happiness are required in many service occupations, including flight attendants and restaurant workers. Conversely, the funeral directors are expressed to display negative emotions such as sadness. Specifically, this dissertation seeks the effects of positive emotional displays rather than negative emotional display on the human service organization.

Human service employees

Human service employees such as flight attendants control their feelings and expressions according to the emotional display rules. Frontline service employees are typically expected to express positive and appropriate emotions (e.g., Rafaeli & Sutton, 1998). An ideal standard is communicated and enforced through supervision, which motivate employees to act (Rafaeli & Sutton, 1998). Emotional labor is potentially good because no customer wants to deal with a surly waitress, a crabby bank clerk, or a flight attendant who avoids eye contact to avoid getting a request (Hochschild, 1983). Therefore, the importance of emotional labor is paradoxically enhanced in modern times when IT and machinery is replaced with human resources.

Employee affective delivery refers to an employee's "act of expressing socially desired emotions during service transactions" (Ashforth & Humphrey, 1993). Human service employees are required to show positive emotion (e.g. friendliness and warmth). The display of positive emotion (e.g., smiling and showing friendliness to customers) is required in many service occupations. Past empirical evidence has indicated that employee affective delivery can influence customer reactions [e.g. customer satisfaction and service quality evaluation]

(Tsai, 2001). For most types of service organizations, market orientation is implemented largely through individual workers (Brown, Mowen, Donovan & Licata, 2002). The benefits of the companies include a higher level of customer satisfaction (Brown & Sulzer-Azaroff, 1994), better service quality evaluation (Pugh, 2001), and improvement in the customer's willingness to return and recommend (Tsai, 2001).

Organizational Climate

Organizational climate is composed of many routines and rewards. Therefore, there are many dimensions of climate (e.g. safety, service, or innovation) (Tsai, 2001). Thus, it has been suggested that researchers focus on a particular kind of climate that is likely to influence their study's criteria of interest (Glick, 1985; Schneider, Parkington & Buxton, 1980). For example, Zohar (1980) constructed forty items that was descriptive of the organization's safety-related practices and rewards, thus, found an empirical linkage between an organization's climate for safety program effectiveness (Tsai, 2001).

Psychological climate

Psychological climate has been defined as an employee's perception of an organization's event, practices, and procedures (routine) and the kinds of behaviors that get rewarded, supported, and expected (Schneider, 1990). It is more than mere descriptions of work environment conditions (Tsai, 2001). Specifically, it reflects "the individual characteristics involved in the process of perception and concept formation as well as the characteristics of the situation being perceived" (Jones & James, 1979).

In this dissertation, the psychological climate for flight attendant is chosen to predict the effects of emotional labor on human service organization. The psychological climate for flight attendants has been gradually changed following the industrial climate changes. The

airline industry has become complex, more competitive, and speedup in the world since the Airline Deregulation Act was introduced in the USA in 1978, that removed the governmental control over fares and routes, and led new airlines to enter the market. Low Cost Careers (LCC) are a new business model introduced in the airline industry has proven to be very successful today. LCC accounted for 27% of the total seats flown globally in 2016, up from 19% a decade ago (IATA Economics' Chart of the week, 24 February 2017). Therefore, that flight attendants' workplace today may be more complicated and stressful than before.

Moreover, the aviation industry is a 24-hours a day/7-days a week operation that produces a variety of challenges for flight attendants, including extended duty periods, highly variable schedules, frequent time zone changes, and increased passenger load (Avers, King, Nesthus, Thomas & Banks, 2009). Consequently, the use of the human resource is also gradually changed, flight attendants' workplace today is more complicated and stressful than before, and they might feel role conflict and role ambiguity as well as a psychological contract violation.

Psychological contract

Psychological contract is defined as an individual's beliefs, shaped by the organization, regarding the terms and conditions of an implicit agreement between the individual and the organization (Rousseau, 1989). The psychological contract (Argyris, 1960; Rousseau, 1989; Schein, 1965) is an exchange concept and has been viewed as an explanatory framework for understanding the employment relationship and how that relationship is affected by structural organizational changes such as downsizing (Shore & Tetrick, 1994).

Schein (1965) described the psychological contract as the depiction of the exchange relationship between the individual employee and the organization. The psychological

contract is the employee's perception of the reciprocal obligations existing with their employer, as such, the employee has beliefs regarding the organization's obligations to them as well as their own obligations to the organization (Rousseau, 1989). For example, the employee may believe that the organization has agreed to certain actions, such as providing job security and promotional opportunities, in exchange for hard work and loyalty by the employee. While the individual employee believes in the existence of a particular psychological contract, or reciprocal exchange agreement, this does not necessarily mean that the supervisor or other organizational members agree with or have the same understanding of the contract (Rousseau & Parks, 1993). Thus, the psychological contract is an inherently subjective phenomenon, in part due to individual cognitive and perceptual limits, but also because there are multiple sources of information which may influence the development and modification of contracts (Levinson, 1962).

Psychological contract violation (PCV)

A violation occurs when one party in a relationship perceives another to have failed to fulfil promised obligations (Robinson & Rousseau, 1994). Since contracts emerge under assumptions of good faith and fair dealing (MacNeil, 1985) and involve reliance by parties on the promises of the other, violations can lead to serious consequences for the parties involved (Robinson & Rousseau, 1994). PCV is distinct from unmet expectations and perceptions of inequity: when a psychological contract is violated, the responses are likely to be more intense than in the case of "unfulfilled expectations" (Robinson & Rousseau, 1994). For example, when employees encounter a PCV, their satisfaction with both the job and the organization itself can decline and their trust toward their employer also decrease (Robinson & Rousseau, 1994). In this dissertation, extending the literature (Rousseau, 1989), the PCV

for flight attendant is chosen to predict the effects of emotional labor on the organization and the employees-employer relationship. The logic behind the proposed extension is that the employees in the human service organizations are also governed by psychological contracts.

The role theory

The role theory indicates that dysfunctional individual and organizational consequences result from the existence of **role conflict (RC)** and **role ambiguity (RA)** (Rizzo, House and Lirtzman, 1970). The role theory also indicates that RC and RA lead to deterioration of employees' performance and organizational effectiveness, and a decrease of employees' job satisfaction and trust toward their employer. RC involves the incompatibility of demands facing an individual (Cook, 1981) and tend to be associated with negatively valued states such as tension and low job satisfaction (Jackson & Schuler, 1985). RA refers to the level of uncertainty or lack of clarity surrounding expectations about a single role. Expectations about specific behaviors that are to be performed in the role may be unclear, and so may be expectations or beliefs regarding the outcomes likely to result from the behaviors (Cook, 1981). The dysfunctional consequences of both RC and RA are the tension, turnover, dissatisfaction, anxiety, and lower performance (e.g., Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964; Katz & Kahn, 1978 2nd ed.). In this dissertation, extending the literature (Kahn et al., 1964; Rizzo et al., 1970; Katz & Kahn, 1978), the RC and RA for flight attendant are chosen to predict the effects of emotional labor on the organization and the employees-employer relationship. The logic behind the proposed extension is that the employees in the human service organizations are also governed by RC and RA.

Questionnaire Survey

In this study, I conducted a multilingual questionnaire survey through the field works in Asia (8 times) and Europe (10 times) during 2015 and 2017. I distributed approximately 1,000 questionnaires and obtained a total sample of 827 flight attendants who are working for an Asian airline (413 samples) and a European airline (414 samples). In the questionnaire, I asked the levels of their perception of PCV, RC, and RA, as well as emotional labor aspects, which are affective delivery, surface acting, deep acting. In addition, I asked the levels of their perception of job satisfaction, trust toward their employer, task performance, and emotional exhaustion. The results of questionnaire survey are presented in the Chapter IV.

Human service occupations often contain the seeds of PCV, RC, and RA among customers and the company. In the questionnaire, after having asked their level of PCV whether the company has ever failed to meet the obligation that were promised to them, I asked them, if the answer was yes, to explain the reason. I present here several comments of flight attendants:

- (1) “When the company tried to simplify the inflight service, they claim to ease the workload of cabin crew. But at the same time, they cut the manpower. I would see it as cheating.”
- (2) “Experience and seniority used to be the main criteria for promotions. Now the company uses an appraisal system, therefore, the juniors can get promoted ahead of time. The appraisals are subjective. I don’t think I will ever reach the minimum average score to be promoted because I don’t believe in ‘shining shoes’. I think the passengers (not the flight manager) pays my salary, therefore, I’m happy to serve passengers even if I don’t become a manager.”

- (3) “For the past few years, the company has been cutting budgets, therefore, I get less income, less allowance, heavier workloads, and more stress. I enjoy the lifestyle of being a cabin crew, but I don’t like the way the company treats us.”
- (4) “The company from time to time changes the company policy without asking us. They would ‘inform’ us about the policy, but not ‘discuss’ with us about before it already changed.”
- (5) “The company promised to compensate the overtime payment by the holidays instead but failed.”
- (6) “The company disrespects its employees when it does not recognize the work we do by disregarding the work agreements and deteriorate our life and rest time.”

1-2. Problem Statement

As mentioned above, the roles expected of modern flight attendants are gradually changing from what they were in past decades (Okabe, 2017). Downsizing and the introduction of early retirement program is a trend of the airline industry, thus, the potential for psychological contract violation (PCV), role ambiguity (RA), and role conflict (RC) has been increasing in the workplace of human service employees. These conditions affect employee job satisfaction as well as the nature and performance of the organization (Kahn et al., 1964).

The concept of emotional labor has resonated with sociologists of work and with researchers in the fields of management, psychology, communications, nursing and health, leisure and hospitality, and many others (Briner, 2004). Understanding the consequences of emotional labor is important because both theory and empirical evidence suggest that

emotional labor is integral to the daily work experience of many frontline service employees and is closely linked with indicators of employee well-being (Grandey, 2000; Hochschild, 1983), customer outcomes such as satisfaction and loyalty (Grandey et al., 2005, 2008; Hennig-Thurau et al., 2006), and, ultimately, organizational performance (Grandey, 2000).

Moreover, the professionals in human service organizations are often required to spend considerable time in intense involvement with other people. Frequently, the interaction with customers is the core commitment and emotionally driven behavior of the employees. The service interaction may create the positive emotional display to the customers, in turn, job satisfaction for the employees themselves. At the same time, the human service behavior consumes human resources around the customers' including psychological, social, and physical problems. The employees engaging "peoples' work" under such circumstances may experience the chronic stress, emotional exhaustion and pose the risk of "burnout".

Finally, though IT system and the automated machines are performing work previously done by human contact employees, the importance of human service employees is unchangeable for many organizations because they act as interfaces between organizations and customers. The images of airlines, including hospitality offering and tacit knowledge in the form of human service employees (such as flight attendants) have been accumulated over their entire histories, and should be considered as intangible assets of the airlines. It would be regrettable if these were lost because of managerial changes, furthermore, even the most loyal customers may be moving away from companies (Okabe, 2017). Consequently, I am concerned that the tasteless and dry service will wide spread.

1-3. Purpose of the Research

The major purpose of the present dissertation is to explore the nature and fundamentals of the emotional labor aspects (affective delivery, surface acting, and deep acting), which effect particularly in the human service organization. The secondary purpose is to present the theoretical and practical implications of the emotional labor aspects that may have the particular function of the human service organization.

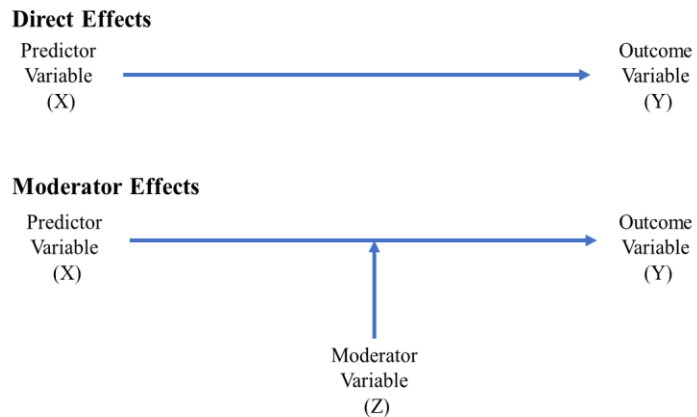
Concretely, the present research first tests the direct relationships between the antecedents (or predictor variables), which are psychological contract violation (PCV), role conflict (RC) and role ambiguity (RA), and the consequences (or outcome variables), which are job satisfaction, emotional exhaustion, trust toward the employer, and task performance in the human service organization.

Second, the present research tests that the emotional labor aspects (affective delivery, surface acting, and deep acting) practiced by the employee effect as moderators between the antecedents and the outcomes. The antecedents are also a psychological contract violation (PCV), role conflict (RC) and role ambiguity (RA), and the consequences are also job satisfaction, emotional exhaustion, trust toward the employer and task performance as an emotional labor employee.

Though the literature of PCV, RC, and RA indicates the subsequent negative outcomes for both the organization and the employees, such as the decreasing propensity of job satisfaction, trust toward the employer, and task performance, as well as, the increasing propensity of emotional exhaustion of employees, the moderating effects (or the interaction

Figure 1-1.

Diagram of direct effects and moderator effects by Frazer et al. (2004)



effects) of emotional labor aspects might repair the negative outcomes for both the organization and employees. Figure 1-1 presents the diagram of direct effects and moderator effect illustrated by Frazer et al. (2004).

Third, based on the result of the tests, the present research discusses how emotional labor influences the interactions among people, who represent the employer, the employees, and the customers. Emotional labor aspects practiced by the employees might work for the benefits for the human service organizations and the employees' well-being, thus, contribute to the equilibrium of the organizations and the employees (a win-win proposal).

Finally, this research extends practical implications of the literature that emotional labor and emotional competence have creative perspectives to attract customers in the different way in comparison to the IT and the automated machines. At the same time, emotional labor and emotional competence could serve as protective tools for employees

from burnout, thus, it is the determinant factor for both the human service organizations and employees.

1-4. Theoretical Framework

As stated above in the research objectives, this research is an attempt to investigate the nature and fundamentals and also an attempt to present the practical implications of the emotional labor aspects (affective delivery, surface acting, and deep acting) in the human service organization. This research also tests how flight attendants' emotional labor aspects influence the decreasing propensity of job satisfaction, trust toward their employer, and task performance, and equally, influence the increasing propensity of emotional exhaustion in the changed organizational climate, where the psychological contract violation (PCV), role conflict (RC), and role ambiguity (RA) are most likely perceived by the employees.

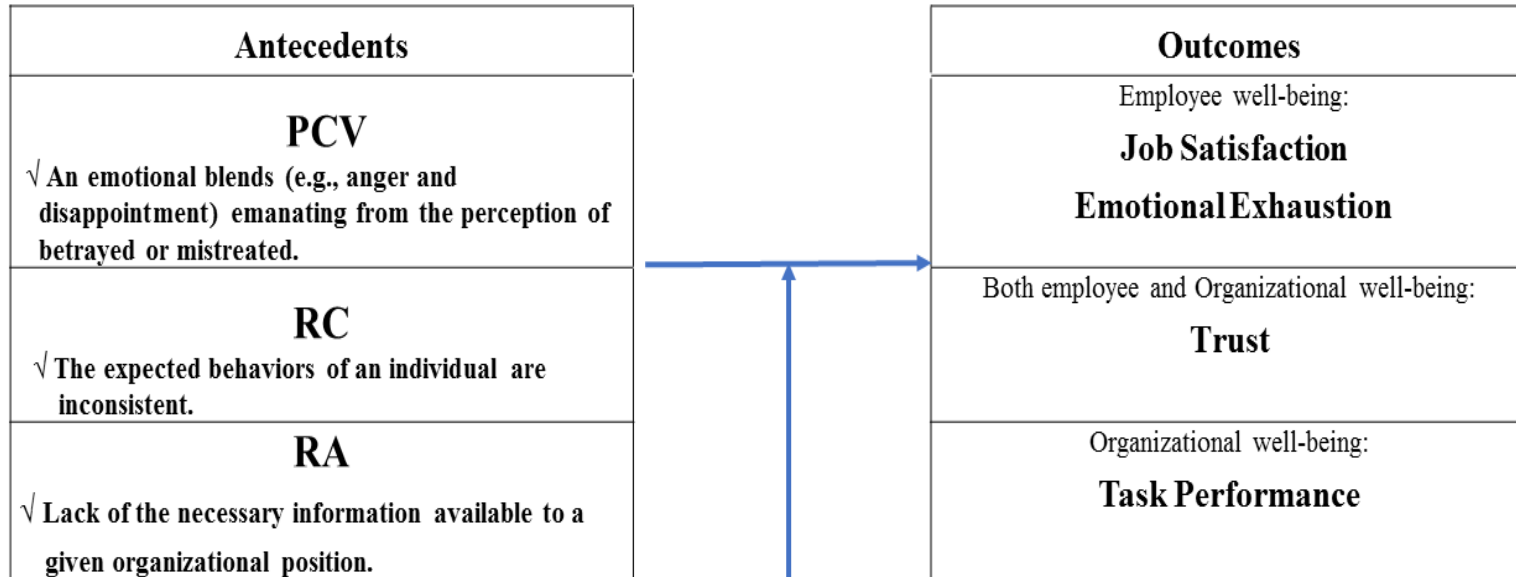
Figure 1-2 presents the conceptual model of the moderating effects of emotional labor on the relation between the antecedents (PCV, RC and RA) and the outcomes (job satisfaction, emotional exhaustion, trust towards their employers, and task performance). In order to understand the conceptual image of the moderating effects of emotional labor, it might be useful to have several different viewpoints. Even though each viewpoint might show a flat view, it would be useful to have a three-dimensional sense of emotional labor. Figure 1-2 presents a model that illustrates the proposed direct relationships between the antecedents and the outcomes, as well as the moderate relationship with emotional labor.

The proposed conceptual model is adapted in the human service organizations that is based on the theoretical model of factors involved in the taking of organizational roles (Katz & Kahn, 1976 2nd Ed.), which is presented in the Chapter 2.

Figure 1-2. Conceptual model:

Direct and Moderating Effects of Emotional Labor Between Antecedents and Outcomes

(1) Direct effects



(2) Moderating effects

Emotional Labor Aspects
Affective Delivery √ Expressing positive emotions
Surface Acting √ Suppressing genuine emotions √ Modify expression
Deep Acting √ Reducing negative emotions √ Modify feelings

Note
 PCV: Psychological Contract Violation
 RC: Role Conflict
 RA: Role Ambiguity

1-5 Nature of the Research

This dissertation takes the research-to-theory strategy, also termed the research-then-theory, which is related to ‘deriving the laws of nature from a careful examination of the available data (Reynolds, 1971; Lynham, 2002). In this research, I performed the field works in Asia (8 times) and Europe (10 times) during 2015 and 2017. Approximately 1,000 multilingual questionnaires (500 for each airline) were randomly distributed to flight attendants working for both an Asian airline and a European airline. I explained the purpose of the survey, and the anonymity and confidentiality of the data to the participants. I then asked the participants to complete the questionnaire and return it to the researcher on the place or later by mail. A total of 827 valid questionnaires (413 for an Asian and 414 for a European) was received, resulting in a valid total response rate of approximately 82.7% (82.6% of an Asian and 82.8% of a European).

As mentioned above, the major purpose of the research is to explore the nature and fundamentals of emotional labor and to present the practical implications of the emotional labor aspects (affective delivery, surface acting, and deep acting) particularly for human service organizations. Concretely, the research tests that the direct effects as well as the interaction effects of emotional labor aspects of flight attendants with PCV, RC, and RA, which might repair the negative outcomes.

The second purpose of the study is, based on the result of the tests, to discuss the aspects of emotional labor might positively influence the interaction among people, including employees, employer, and customers, thus emotional labor might contribute to the coexistence or the equilibrium of well-being for employees as well as for organizations under the competitive industrial climate (a win-win proposal).

Finally, the third purpose of this study is to extend practical implications of the literature that emotional labor is the determinant factor for both the human service organizations and the employees, since emotional labor has both creative and protective perspectives.

1-6. Contribution of the Research

This study contributes to the literature on emotional labor by adding some knowledge about the fundamentals, effects, and practical implications of emotional labor. First, while the literature has indicated that psychological contract violation (PCV), role conflict (RC), and role ambiguity (RA) negatively influences on the organizational outcomes, such as job satisfaction, trust toward the employer, and task performance, the present research indicates that emotional labor aspect (affective delivery, surface acting and deep acting) variously effects as a moderator between the antecedents and the organizational and personnel consequences according to the condition.

Second, emotional labor aspects have a repairing effect on the decreasing propensity of job satisfaction, trust toward the employer, and performance of emotional labor, as well as on the increasing propensity of emotional exhaustion in the human contact organization. The present dissertation also suggests a practical implication that emotional labor could be used as “psychological tools” for preventing employees from burnout. While the literature indicated emotional labor (e.g., smiles) have seen as a commodity and effortless (e.g., Hochschild, 1983), the present research reveals that the human service employees execute professional roles with effortful emotional labor. The professionals also can distinguish an appropriate type of emotional labor according to the work environment. Furthermore, this skill could be improved with experience and training.

Third, the research indicates that the cultural difference relates to under what circumstances matches which type of emotional labor aspect and can be used a moderator in order to repair the negative influence between the environmental antecedents and the organizational and personnel consequences.

Finally, the present research suggests that emotional labor and emotional competence create well-being for both the organization and the personnel, thus, sustains a long-term growth of the organization in a long-term.

1-7. Definition of the Terms

In order to facilitate in understanding the particular terms using in this research, Table 1-1 present the list of the definition of the terms.

Table 1-1.
List of the definition of the terms.

Emotional labor	The management of feeling to create a publicly observable facial and bodily display; emotional labor is sold for a wage and therefore has exchange value (Hochschild, 1983)
Emotional regulation	Emotional regulation is defined as “the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions” (Gross, 1998b, p.275). The emotional regulation requires the employees to display the organizationally desired emotion (Zapf, Vogt, Seifert, Mertini & Isic, 1999) and induce or suppress feelings to sustain the outward countenance that produces the proper state of mind in others (Hockschild, 1983).
Emotional display rules	Emotional display for organizational purposes has been referred to as “display rules” (Ekman & Friesen, 1975). Display rules are standards of behavior that indicate not only which emotions are

	appropriate in a given situation, but also how those emotions should be conveyed or publicly expressed (Ekman, 1973).
Affective delivery	Affective delivery, or expressing positive emotions in service interactions, promotes customer satisfaction (Grandey, 2003). “Employee affective delivery” refers to an employee’s “act of expressing socially desired emotions during service transaction” (Ashforth et al., 1993) and affective service delivery is perceived as friendly and warm, which is related to desirable outcomes (Bettencourt, Gwinner, & Meuter, 2001).
Surface acting	Surface acting is an emotional strategy in which employees modify their facial expressions and behavioral displays without changing their inner feelings (Grandey, 2003). Surface acting requires effortful suppression of genuine emotion and expression of the appropriate emotion (Johnson & Spector, 2007); thus, engaging in surface acting entails experiencing emotional dissonance (Hochchild, 1983).
Deep acting	Deep acting is an emotional strategy in which employees modify inner feelings and control their internal thoughts to meet the mandated display (Grandey, 2003).
Emotional dissonance	The conflict between emotions genuinely felt and emotions to be displayed in organization (Middleton, 1989; Morris & Feldman, 1996).
Emotional exhaustion	A specific stress-related reaction, and it is considered a key component of burnout (Maslach, 1982).
Role	A characteristic pattern of behaviors (Biddle, 1979, Burt 1982).
Role Conflict	The expected behaviors of an individual are inconsistent (Rizzo et al., 1970)
Role Ambiguity	Lack of the necessary information available to a given organizational position (Kahan et al., 1964).

1-8. Rerearch Boundaries

A theory is a statement of relations among concepts within a set of boundary assumption and constrains (Bacharach, 1989). Boundaries are necessary in the theorizing process, since all theories are constrained by their specific bounding assumptions. In general, boundaries can be categorized into two criteria: interior and exterior. The interior criteria of boundaries are derived from the characteristics of the constructs and laws in the model (values). The exterior of boundaries is imposed from outside the model (space and time). Although an increasing number of boundaries will decrease the generalizability of a given theory, a solid general model will require the least number of boundaries to be applied in an extended domain.

The notion of boundaries based on assumptions is critical because it sets the limitations in applying the theory (Bacharach, 1989). In order to delimit the research, criteria must be established for including or excluding the research because social systems are nested within a larger social system. A bounding assumption of the model used in this study is that it only focuses on situations where organizations requires the positive outcomes of the organization such as profit, benefit, growth, success etc. The proposed hypothetical model does not deal with situations where the organization requires the negative outcomes for organization neither for employees. Another bounding assumption of the model used in this study is that it only focuses on situations where the employees perform their roles with positive incentives such as better performance, promotions, better pay, job satisfaction etc. The proposed hypothetical model does not deal with situations where the employees perform for the negative outcomes for the organization neither for employees. Therefore, the research hypotheses, results, and discussion are confined within this boundary.

1-9. Design of the Research

This research is designed to examine the variety of relationships between the antecedents and the outcome (direct effects), as well as the moderating effects of emotional labor aspects. The antecedents represent a psychological contract violation (PCV), role conflict (RC) and role ambiguity (RA) and the outcomes represent job satisfaction, emotional exhaustion, trust toward employer and task performance as an emotional labor employee. The emotional labor aspects represent affective delivery, surface acting and deep acting.

In the literature, those antecedents (each of PCV, RC and RA) relate to subsequent negative outcomes for the human service organizations as well as the employees' well-being. The analyses take the forms of testing the hypotheses, which include the direct effects and the moderating effects (or interaction effects) between the antecedents, the outcomes and emotional labor aspects. Concretely, based on the literature as well as the field work and questionnaire survey, I construct the hypotheses guiding the empirical tests. Finally, the entire investigation is designed to contribute to understanding the nature of emotional labor in the human service organizations.

This dissertation is organized into five chapters. The specific information contained in those five chapters. Chapter one discusses the research background, research objectives, theoretical framework, contribution of this research, construct definitions, research boundaries. Chapter two discusses the literature review, which includes psychological contract violation context, organizational role dynamics, and the emotional labor context. Chapter two also presents the hypotheses constructs and an empirical testing model in this research. Chapter three presents the research methodology adopted to examine the hypotheses. Chapter three also explains the

accumulation of samples in the field research. Chapter four presents the results of the multilingual questionnaire survey as well as the results of the statistical analysis. Chapter five includes the findings of the research in relation to the hypotheses and provides practical and managerial implications. The limitations of the study and suggestions for future research are also discussed.

1-10. Applicable Profession of Emotional Labor

The research topic of this dissertation is the emotional labor interacting with psychological contract violation, role conflict, and role ambiguity in the changing industrial climate of human service industry. An objective of this research is to find out the equilibrium or win-win situation of the human service organization and the employees. I presume that the results, findings and practical implications of this research are applicable for many human service employees who practice emotional labor aspects, for example, human health care professionals and sales persons. Hochschild (1983) presented such a human service profession estimated the most calling for emotional labor by using the U.S. Census (1970) at the appendix of her book. Hochschild (1983) provided the list of high emotional labor jobs for further study. The extract of the list of high emotional labor is shown in the table 1-1.

The work situation of human service employees frequently presents nearly the same conditions. The current human service organizations in the speedup, complex and global environment require the cost-cutting that may lead the work condition, for example, less employees treat more customers than a few decades ago. Moreover, the current human service organizations require the competitive advantages may lead the work condition, for example, more efficiency with IT and the automated machines than a decade ago. Thus, the current employees may perceive a

psychological contract violation, role conflict and role ambiguity rather than clarity and harmony in the organizations. Those employees may need a certain kind of information about job satisfaction, trust toward the employer, task performance, and emotional exhaustion.

Table 1-2.
Summary Estimated of Jobs Calling for Emotional Labor
based on the U.S. Census (1970) by Hochschild (1983)

Occupation	Female	Male	Total
Professional, technical, and kindred workers (18 jobs) ¹	3,438,144	2,666,188	6,104,332
Managers & administrators ²	1,013,843	5,125,534	6,139,377
Sales workers ²	1,999,794	3,267,653	5,267,447
Clerical & kindred ³	4,988,448	863,204	5,851,652
Service workers excluding private household	3,598,190	1,367,280	4,965,470
Private household workers ⁴	1,053,092	39,685	1,092,777
Total number of persons employed in selected professional, technical, & kindred occupation (18 jobs)	16,091,511	13,329,544	29,421,055
Total size of employed labor over 14 years of age	29,170,127	48,138,665	77,308,792
Job involving substantial emotional labors as a percentage of all jobs	55.2%	27.7%	38.1%
¹ Detailed occupations: Lawyer, Judge, Librarian, Personal & labor relations, Nurse, Therapist, Dental hygienist, Therapy assistant, Clergymen, Religious worker, Social worker, Recreation worker, College & University teacher, Teacher except college & university, Vocational & educational councilors, Public relation & publicity writer, Radio & television announcers, Physician, Dentist, and related personnel.			
² All jobs.			
³ Detailed occupations: Bank teller, Cashier, Clerical supervisor, Bill collector, Counter clerks excluding food, Enumerator, Interviewer, Insurance adjustor & examiner, Library attendants, Postal clerk, Receptionist, Secretary, Stenographer, Teacher side, Telegraph operator, Telephone operator, Ticket agent.			
⁴ Detailed occupations: Bartender, Food worker, Fountain worker, Waiter, Health service worker, Personal service worker, Child care worker, Elevator operator, Hairdresser, Cosmetologist, Housekeeper (excluding private household), School monitors, Usher (recreation & amusement), Welfare service aide, Protective service worker.			
SOURCE: U.S. Bureau of the Census, i, "Census of the Population: 1970," Vol.1, Characteristics of the Population, Part 1, United States Summary Section I, Table 221. Detailed Occupation of the Experience Civil Labor Force and Employed Persons by Sex (Washington D.C.: U.S. Government Printing Office, 1973), pp 718-724.			

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews the relevant literature on the emotional labor, its concepts and dimensions with an emphasis on its effects on well-being for employees and organizations. This chapter also reviews the relevant literature on the psychological contract violation (PCV), role conflict (RC), and role ambiguity (RA), which are the antecedents of the proposed conceptual model of this research. Additionally, this chapter furnishes an overview of the literature on job satisfaction, emotional exhaustion, trust toward the employer, and task performance, which are the outcomes of the proposed conceptual model of this research. Concretely, based on the proposed theoretical model, this chapter reviews the overall relevant literature. The definition of each topic and related concepts will be presented, and thereafter, specific hypotheses are developed to depict the relationships in the model for empirical testing.

2-1. Emotional Labor

Increased competition among service providers, along with the overall growth in the service economy, has forced organizations to focus greater attention on the nature and quality of service provided to customers and clients (Schneider & Bowen, 2010; Zeithaml, Parasuraman, & Berry, 1990). Because the perceived quality of the service is often directly influenced by the customer's interaction with the service provider (Bowen & Schneider, 1988), how the service provider acts and speaks to the customer has become a much more important concern of management (Morris &

Feldman, 1996). The images for customers created by employees and the quality of interactions between employees and customers have become determinants for human service organizations (e.g., Morris & Feldman, 1996). According to Hochschild (1983), the employees working for the human service organizations are classified as **emotional labor**.

The first **definition of emotional labor** was proposed by Hochschild (1983, p.7); “I use the term emotional labor to mean the management of feeling to create a publicly observable facial and bodily display; emotional labor is sold for a wage and therefore has exchange value. I used the synonymous terms emotion work or emotion management to refer to these same acts done in a private context where they have use value.” Hochschild (1983) described her observation of how management practices are used to encourage flight attendants and bill collectors, to actively regulate their moods and expressions with customers, linking their efforts to dramaturgical techniques used in theater (Grandy and Gabriel, 2015).

Emotional labor, the idea of managing with others as part of the work role, was proposed in sociology in the 1980s. Slowly, the organizational behavior (OB) and organizational psychology (OP) literature began recognizing the value of understanding emotions at work, and emotional labor became a focal area of study (Barsade et al., 2003). In the early 21st century, there was an unprecedented growth and impact in this focal area, as illustrated by recent meta-analyses (Hülshager & Schwe, 2011, Kammeyer-Mueller, Rubenstein, Long, D. M., Odio, Buckman, Zhang & Halvorsen-Ganepola, 2013; Mester-Magnus, DeChurch & Wax, 2012), exponential growth in citation counts (16,000, triple the number across the prior two decades), and a cross-disciplinary book devoted to the topic (Grandy et al., 2013c).

Hochschild (1983) described the expression of emotion and creation of feelings that were an expected part of flight attendants' work roles, as this aspect of the job she termed emotional labor. Emotional labor is also considered to be an important part of the role of many health care professionals and has been the focus of much debate and empirical enquiry in a range of health care settings, especially nursing (Mann, 2005). Jobs involving emotional labor are defined by Hochschild (1983) as these that require face-to-face or voice-to-voice contact with the public, require the worker to produce an emotional state in another person, and allow the employer to exercise a degree of control over the emotional activities of employees. Therefore, the display of the emotions required by the organizations is a key component of the task performance for human service employees. Scholars agree that emotions affect "physiology, facial and bodily expressions, behavior, cognition, and subjective experiences" (Côté & Morgan, 2002, p.947), and that humans are capable, with effort, of regulating their emotions so as to optimize their responses to changing contexts (Weiss & Cropanzano, 1996).

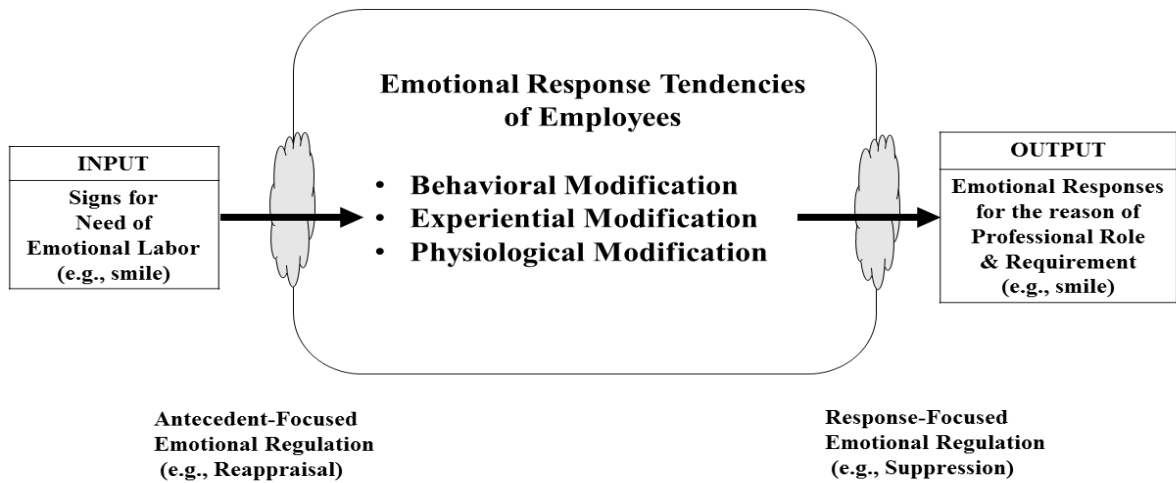
Emotional Regulation

Emotional regulation is defined "the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions" (Gross, 1998b, p.275). Figure 2-1 shows that the consensual process model of emotional regulation described by Gross (1998a). This model suggests that emotions may be regulated either by manipulating the input to the system (antecedent-focused emotional regulation) or by manipulating its output (response-focused emotional regulation).

Figure 2-1

EMOTIONAL REGULATION

A consensual process model of based on Gross (1998a)
adapted for human service employees by the author



Antecedent-focused emotion regulation

Antecedent-focused emotion regulation concerns the manipulation of the input to the system (Gross, 1998a). An example of antecedent-focused emotion regulation is **situational selection**, in which one approaches or avoids certain people or situations on the basis of their likely emotional impact (Gross, 1998a). Taking a different route to the store to avoid a neighbor who tells offensive jokes (Aspinwall & Taylor, 1997) or seeking out a friend with whom one can have a good cry (Gross, 1998b) are examples of situational selection. Another example of antecedent-focused emotion regulation is **situation modification** which is a potentially emotion-eliciting situation, e.g., whether a flat tire on the way to an important appointment or loud music next door at 3:00 a.m.

does not ineluctably call forth emotion. One may convert a meeting into a phone conference or convince a neighbor to tone down a raucous party (Gross, 1998b).

Response-focused emotion regulation

Response-focused emotion regulation, in contrast, concerns the manipulation of output from the system (Gross, 1998a), that is **response modulation** or manipulations of physiology, which include facial expression behavior, and cognition once an emotion is experienced, e.g., subordinates tend to hide their experienced anger from their bosses (Fitness, 2000). Another example of response-focused emotion regulation when individuals exhibit more elevated signs of strain is that individuals try not to show any feelings while watching a terrifying or sad movie which make people cry (e.g., Côté et al., 2002).

Emotional regulation involves the employees in displaying the organizationally desired emotion (Zapf et al, 1999) and inducing or suppressing feelings to sustain the outward countenance that produces the proper state of mind in others (Hochschild, 1983). For example, flight attendants act cheerfully and friendly (e.g., Ashforth & Humphrey, 1993) and put on a smile while dealing with customers, because it is a part of their job (Barsade & Gibson, 2007).

Emotion regulatory process may be automatic or controlled, conscious or unconscious, and may have their effects at one or more points in the emotion generative process (Gross, 1998b). Since the capacity of emotion to promote or undermine constructive functioning depends on the extent to which emotional arousal is monitored, evaluated, and controlled by the individual (Thompson, 1991), or the latency, rise time, magnitude, duration, and offset of responses in behavioral, experiential, or physiological domains (Gross, 1998b).

Psychologically, emotional regulation is a painstaking developmental process, because it requires intervening in phylogenetically deeply-rooted affect systems with the psychologically complex control mechanism. For this reason, the management of emotion is an important component of “emotional maturity” (Jersild, 1954) and “emotional competence” (Saarni, 1990).

Emotional Display Rules

Although emotions have long been a topic of interest to sociologists and psychologists (Hochschild, 1983), **the display of emotions** in organizations has become a topic of greater interest to organizational scholars (Ashforth & Humphrey, 1995; Fineman, 2000; Putnam & Mumby, 1993; Rafaeli & Sutton, 1987, 1989). Hochschild (1983) argued that common expectations exist concerning the appropriate emotional reactions of individuals involved in service transaction. In the emotional labor literature, the focus is customer service, where interactions are less spontaneously “emotional”, yet high emotional control is needed to maintain positive emotions with customers across time and situations (Hochschild, 1983). Human service employees act as emotional labor in order to conform to the emotional regulation and the display rules required by the organizations.

Emotional display for organizational purposes has been referred to as “**display rules**” (Ekman & Friesen, 1975). Display rules are standards of behavior that indicate not only which emotions are appropriate in a given situation, but also how those emotions should be conveyed or publicly expressed (Ekman, 1973). Thus, display rules are norms and standards of behavior indicating what emotions are appropriate in a given situation. For example, flight attendants are

encouraged to smile, while lawyers use an aggressive and angry tone to encourage compliance in adversaries (Pierce, 1996).

Affective Delivery

Affective delivery, or expressing positive emotions in service interactions, promotes customer satisfaction (Grandey, 2003). “Employee affective delivery” refers to an employee’s “act of expressing socially desired emotions during service transaction” (Ashforth et al., 1993) and affective service delivery is perceived as friendly and warm, which is related to desirable outcomes (Bettencourt, Gwinner, & Meuter, 2001). The affective tone of service encounters is an important aspect of service quality (Parasuraman, Zeithaml, & Berry, 1985). Rafaeli & Sutton (1989) proposed that appropriate employee displayed emotions would result in some positive consequences for the organization, including immediate (e.g., passengers’ contentment on board), and contagion gains (e.g., passengers would tell this content experience to friends). A key factor of good affective delivery is the perceived authenticity of affective display (Ashforth et al., 1993).

Emotional Strategies: Surface Acting & Deep Acting

Good person-job fit may lessen the extent to which acting is needed in general (Arvey, Renz, Watson et al., 1998); however, qualitative research shows that all employees find their true feelings do not always conform to their roles (Ashforth & Tomiuk, 2000). Hochschild’s work (1983) stemmed from the dramaturgical perspective of customer interactions, where the customer is the audience, the employees are the actor, and the work setting is the stage (Grove & Fisk, 1989). In this perspective, the performance involves impression management of service employees were “actors may employ expressive devices” in order to achieve this goal (Grove & Fisk, 1989). In

other words, managing emotions is one-way employees to achieve organizational goal (Grandy, 2000). If an employee were to express a depressed mood or anger toward a coworker or customer, that would ruin the perspective offered two main ways for actors to manage the emotions: through **surface acting**, where employees regulate the emotional expression, and through **deep acting**, where employees consciously modifies feeling in order to express the desired emotion (e.g., Grandy, 2000).

(1) Surface Acting

Engaging in surface acting, or antecedent-focused emotion regulation, is desirable for organizations so that customers always see cheerful expressions, even when employees may feel differently (Rafaeli & Sutton, 1989). Surface acting is an emotional strategy in which employees modify their behavioral displays without changing their inner feelings and employees conform to the rules to keep their job, not to help the customer or organization (Grandey, 2003). Surface acting requires effortful suppression of genuine emotion and expression of the appropriate emotion (Johnson & Spector, 2007); thus, engaging in surface acting entails experiencing emotional dissonance or the tension felt when expressions and feelings diverge (Hochchild, 1983).

(2) Deep Acting

Deep acting is the process of controlling internal thoughts and feelings to meet the mandated display. When engaging in deep acting, an actor attempts to modify feelings to match the required displays. The intent, then, is to *seem* authentic. For example, a hotel clerk may imagine herself in a difficult customer's shoes to try to feel empathy and look concerned (Grandy, 2003). This good intention may not always be present in employees, particularly those who do not identify with and accept their work roles (Ashforth & Humphrey, 1993). Emotions involve physiological arousal and

conditions, and deep acting works on modifying arousal or cognitions through a variety of techniques (Baumeister, Heatherton, & Tice, 1994; Lazarus & Folkman, 1991; Gross, 1998; Lazarus, 1991; Totterdell & Parkinson, 1999).

2-2. ANTECEDENTS

Psychological Contract Violation (PCV)

Contracts

Prior research suggested that **psychological contracts** help to define the terms of the social exchange relationship that exists between employees and their organizations (Robinson & Morrison 1995, Shore & Barksdale, 1998). These relationships are made up of the voluntary actions that each party engages in with the belief that the other party will reciprocate these behaviors in one way or another (Homans, 1961). In contrast to relationships based purely on economic exchange, social exchange relationships involve obligations which cannot be specified ahead of time and require the parties to **trust** one another (Blau, 1964). Although the obligations making up from certain types of relationships are somewhat diffuse, a general expectation of reciprocation drives their evolution (Turnley et al., 2003).

Contracts, defined as a set of promises committing one to future action (Farnsworth, 1982), are a necessary component of employment relations (Robinson & Rousseau, 1994). Organizations and employees are typically connected through a contract, which can be considered a type of interface. Contracts are a ubiquitous and necessary feature of the organization and serve to bind together individuals and organizations, and regulate their behavior, making it possible to achieve the organizational goal (Robinson, Kraatz, & Rousseau, 1994). While contracts are a necessary

component of employment relationships (Robinson et al., 1994), the psychological contract is unwritten, employees and employers may hold a different view of the content of the psychological contract (Coyle-Shapiro & Kessler, 2000).

Psychological Contracts

The term psychological contract was introduced in the early 1960s by Argis (1960), Levinson, Price, Munden, Mandl, and Solley (1962) and by Schein (1965) (Morrison & Robinson, 1997). Psychological contracts are defined as a person's perception and expectations about the mutual obligations in an employment exchange relationship (Rousseau, 1989), and an employee's belief about the reciprocal obligations between that employee and his or her organization, where these obligations are based on perceived promises and are not necessarily recognized by agents of the organization (Morrison et al, 1997). The psychological contract, unlike formal employment contracts, is not made once, but rather it is revised throughout the employee's tenure in the organization (Rousseau & Parks, 1993).

Conversely, **transactional contracts** are short-term, have a purely economic or materialistic focus, and entail limited involvement by both parties (Raja, Johns, and Ntalianis, 2004). **Relational contracts** are long-term and broad, as they are not restricted to the purely economic exchange, but also include terms for loyalty in exchange for security or growth in an organization (Morrison & Robinson, 1997; Rousseau & Parks, 1993).

According to Morrison and Robinson (1997), the perceived **breach** refers to the cognition that one's organization has failed to meet one or more obligations in one's psychological contract in a manner commensurate with one's contribution, and the perceived breach represents a cognitive assessment of contract fulfillment that is based on an employee's perception of what each party

has promised and provided to the other. **Violation**, however, refers to emotional distress and feeling of betrayal, anger, and wrongful harm arising from the realization that one's organization has not fulfilled a highly significant promise.

The distinction clearly signifies **breach** as the product of a more deliberate and cognitive search aimed at monitoring how well one's psychological contract is being upheld by one's organization (Raja et al., 2004). **Violation** is, on the other hand, a deep emotional response that is more affective and a result of blaming one's organization for a broken promise.

Psychological Contract Violation (PCV): Feeling of Anger

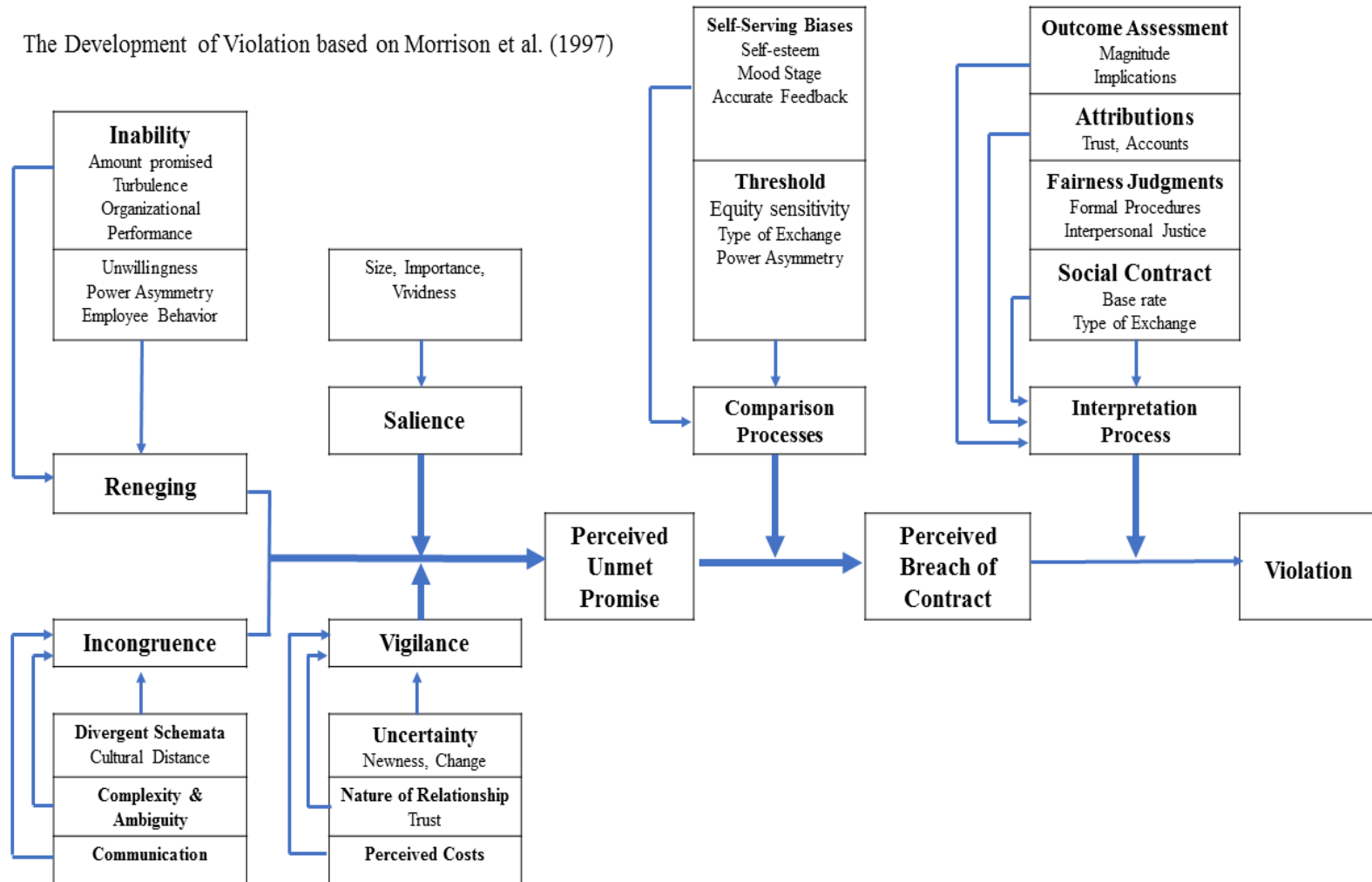
PCV is related to procedural and distributive injustice (Sheppard, Lewicki and Minton, 1992). PCV refers to the feelings of anger and betrayal that are often experienced when an employee believes that the organization has failed to fulfil one or more psychological contract obligations (Morrison et al., 1997). PCV may occur when people think they are not getting what they expect from a contractual agreement (e.g., Robinson, 1996; Niehoff and Paul, 2001).

PCV is distinct from unmet expectations and perceptions of inequity. An example of unmet expectation is that, as Wanous, Poland, Premack and Davis (1992) described, new recruits initially hold unrealistic expectations and when these expectations go unmet, newly hired employees may become less satisfied, perform less well, and become more likely to leave their employer than employees with greater tenure in an organization. Conversely, when PCV is perceived by employees, the responses are likely to be more intense than in the case of "unfulfilled expectations" (Robinson & Rousseau, 1994). Downsizing is perceived as a PCV (Morrison & Robinson, 1997; Robinson et al., 1994). Broken promises produce anger and erode **trust** in the relationship and thus, are expected to have more significant repercussions than un met expectations (Robinson et al.,

1994). Figure 2-1 shows the schema of development of PCV based on Morrison et al. (1997) that slightly modified for human service employees by the author.

Figure 2-2.

The development of psychological contract violation (PCV) based on Morrison et al. (1997) adapted for human service employees by the author



Role Conflict (RC)

Since the theory of organizational role dynamics was first introduced by Kahn, Wolfe, Quinn, Snoek & Rosenthal (1964), extensive research has examined the relationships between role conflict, role ambiguity, and variety of their correlates, including job satisfaction, job performance, and organizational commitment (Tubre & Collins, 2000). A role is defined a pattern of behavior; role conflict involves the incompatibility of demands facing an individual, and role ambiguity refers to the expectations surrounding a role (Ilgen, & Hollenbeck, 1991).

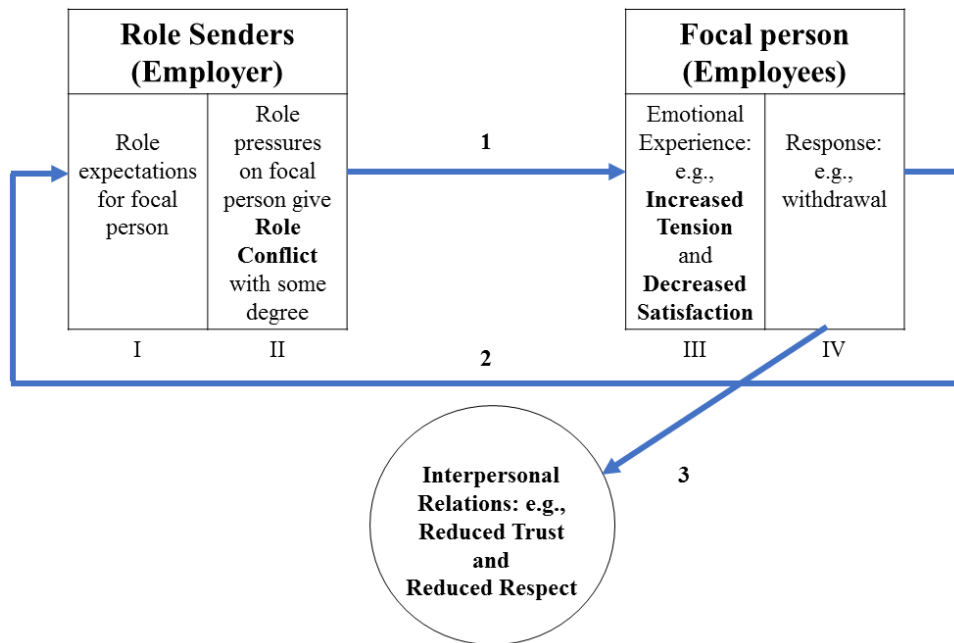
Research involving several meta-analytic reviews (e.g., Abramis, 1994; Fisher & Gitelsonm 1983; Jackson & Schuler, 1985). The general conclusions of research have been that role conflict and role ambiguity tend to be associated with negatively values such as low satisfaction (Jackson & Schuler, 1985), negative relationship between both role ambiguity and job performance (Abramis, 1994), and role conflict and job performance (Jackson & Schuler, 1985).

In classical organization theory, **role conflict (RC)** has been considered as the consequence of violation of the two classical principles, which are the principle of chain of command and the principle of unity of command and direction. RC cause decreased individual satisfaction and decreased organizational effectiveness (Rizzo, House & Lirtzman, 1970; Kahn, Wolfe, Quinn, Snoek & Rosenthal, 1964). It wouldn't except for human service employees.

Therefore, in the present study, I might define RC for human service employee the degree to which an employee believes that the demands of two or more of her/his role partners are incompatible and that she/he cannot simultaneously satisfy all the demands. Figure 2-3 presents the summary of the origins and consequences of role conflict based on Kahn et al. (1964) that slightly modified for human service organization by the author.

Figure 2-3

**Summary of the origins and consequences of Role Conflict based on Kahn et al. (1964)
adapted for human service organization by the author**



Role conflict occurs when the human service employee faces two or more incompatible job demands from her/his organizational superiors, customers, colleagues, family members, or other role partners. Walker et al. (1975) described in their study about the salesman's role conflict and ambiguity; they found that their work has the highest potential for role conflict that poses a problem for the individual salesman because of the negative psychological reactions people often experience in conflict situations. As Hochschild (1983) ranked sale workers and service workers among jobs most calling for emotional labor, it would be probable that the human service employee's role conflict is problematic for the individual employee because of the negative psychological reactions employees experience in conflict situations.

According to the literature, role conflict and role ambiguity should increase the probability that individuals will experience job-induced tension (Beehr & Newman, 1978). Van Sell, Brief & Schuler (1981) suggested job-related tension is a direct function of role conflict (direct conflicts in which role obligations must be reconciled) and role ambiguity (lack of role clarity).

Role Ambiguity (RA)

In classical organization theory, every position in a formal organizational structure should have a specified set of tasks or position responsibilities. Role ambiguity refers to the lack of the necessary information available to a given organizational position, thus, result in coping behavior. According to role theory, role ambiguity should increase the probability that employees will be dissatisfied with their role, will experience anxiety, will distort reality, and will thus perform less effectively (e.g., Rizzo et al., 1970).

In the present study, I might define RA that the degree to which a human service employee does not feel she/he has the necessary information to perform her/his job adequately; when she/he is uncertain about what her/his role partners expect of her/him, how to satisfy those expectations, or how his ultimate performance will be evaluated.

The concepts of role ambiguity (or role without clarity) has been discussed under various labels by almost every major organizational theorist (e.g., Hickson, 1966). Yet, Hickson pointed that there have been surprisingly few direct investigations of these concepts and even fewer studies of their behavioral, rather than attitudinal, correlates (Lyons, 1971). Concerning attitude-behavior correspondence, while attitudes are held with respect to some aspect of the individual's world and a person's attitude represents her/his evaluation of the entity in question, behavioral criteria consist

of one or more observable actions performed by the individual (Ajzen & Fishbein, 1977). Thus, it is interesting to study the behavioral correlates of human service employees.

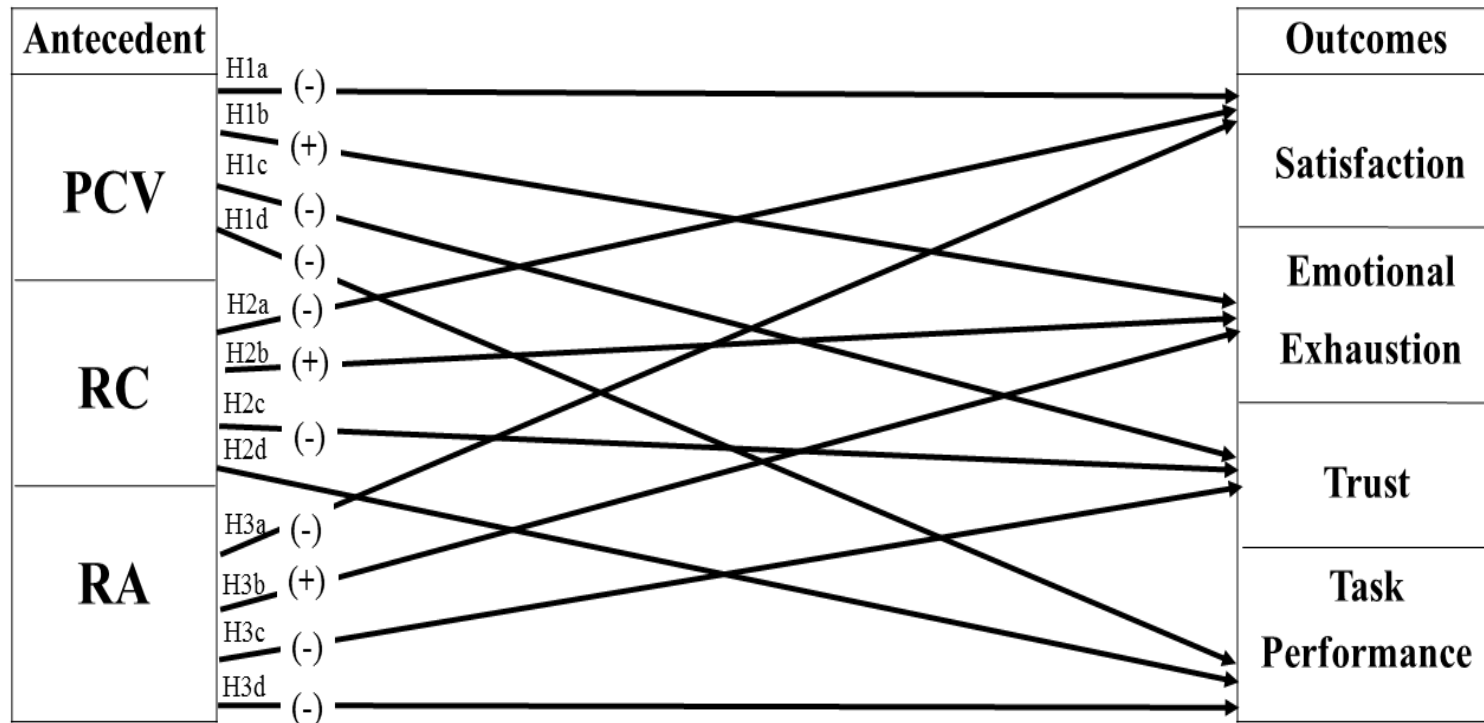
2-3. Outcomes and Hypotheses Construction

As I mentioned in the section of theoretical frameworks in Chapter I, the present research is designed to contribute to an understanding of the nature and the interaction effects of emotional labor with the layers of relationships between the antecedents and the outcomes.

In this literature review section, first, on the basis of the literature, I propose several research hypotheses of the **direct effects and relationships** between organizational climate (antecedents) and the effects on the human service employees (outcomes). The organizational climate (antecedents) represents the psychological contract violation (PCV), role conflict (RC) and role ambiguity (RA), in which the organizational climate likely influence the human service employees. The effects on the human service employees (outcomes) represents “job satisfaction”, “emotional exhaustion”, “trust toward their employer”, and “task performance”, which are likely perceived by the human service employees.

Second, I propose the other hypotheses of **moderating effects** between the antecedents and the outcome. Those hypotheses focus on the choice of emotional labor aspects (affective delivery, surface acting, and deep acting) **moderate** the decreasing propensity of “job satisfaction”, “trust toward the employer”, and “task performance”, as well as the increasing propensity of “emotional exhaustion” in the organizational climate, where the psychological contract violation (PCV), role conflict (RC) and role ambiguity (RA) are likely perceived by human service employees.

Figure 2-4.
Direct Effects: Hypotheses on the relations between antecedents (PCV, RC & RA) and the outcomes (Satisfaction, Emotional Exhaustion, Trust & Task Performance)



Note
 PCV: Psychological Contract Violation
 RC: Role Conflict
 RA: Role Ambiguity

Direct Effects between the Antecedents and the Outcomes

The Outcome (1): Job Satisfaction

There are several definitions of **job satisfaction** in the literature. In 1969, Locke defined job satisfaction as “a function of the perceived relationship between what one wants from one’s job and what one perceives it as offering”. Gerhart (1987) described that this definition pointed to the importance of both dispositional and situational factors as determinants of job satisfaction. Later, Locke (1976, p. 1300) modified this definition of job satisfaction to “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience.” Brown et al. (1993) described this definition that Locke (1976) intended to differentiate between job satisfaction and moral by noting that satisfaction has an individual rather than a group referent and a temporal orientation toward the past and present rather than the future.

At the late of 20th, researchers working at organizational level have identified several organizational outcomes of market orientation (e.g., Jaworski and Kohli, 1993; Kohli and Jaworski, 1990; Narver and Slater, 1990). Researchers have investigated the implementation of the marketing concept at both the organizational and individual level (Donavan, Brown, & Mowen, 2004). In the organizational and practical framework of salesperson, job satisfaction was described as all characteristics of the job itself and the work environment which salesperson finds rewarding, fulfilling, and satisfying, otherwise, frustrating and unsatisfying (Churchill et al., 1974; Brown et al, 1993). Operationally, job satisfaction has been investigated as a salesperson’s affective state relative to several job facets, including the supervisor, the work itself, pay, promotion opportunities, and coworkers (Churchill et al., 1994; Smith, Kendall, and Hulin, 1969).

Cranny, Smith & Stone (1992) defined job satisfaction as “an affective reaction (that might be interpretable as emotional reaction) to one’s job, resulting from an incumbent’s comparison of actual outcomes with desired outcomes”. The “boundary personnel” or “interface personnel” linking an organization to its customer such as sales worker and service worker are listed for emotional labor by Hockschild (1983, pp245-251). In the present research, I might define job satisfaction for a human service employee as a pleasurable or positive emotional state resulting from the appraisal of one’s job, job experience and work environment, including the supervisor, the work itself, pay, promotion opportunities, customer and coworkers.

Job satisfaction is a measure of the employee’s evaluation of the job and has often been used as a proxy for employee well-being at work (Grandy, 2000). Conversely, when employees encounter PCV, their satisfaction decreases with both the job and the organization itself can decline (e.g., Robinson et al., 1994; Robinson, 1996), because the discrepancy between what employee expect and what they receive provide them with a major source of dissatisfaction (e.g., Wanous, Poland, Premack & Davis, 1992).

A wide variety of empirical studies have found negative relationships between high level of perceived role conflict (RC) and job satisfaction (e.g., Walker, Churchill & Ford, 1975). Figure 2-5 shows a schema of Role Conflict and Ambiguity emphasizing the decreased satisfaction based on Kahn et al. (1964) that slightly modified to be relevant for human service organization by the author. It may become very difficult for an employee to be motivated to perform, and obtain satisfaction from, doing the job when the employee can no longer rely on the promised inducement (Porter and Lawler, 1968). It wouldn’t except for emotional labor employees working for the human service organization.

The general conclusions of research have been that role conflict and role ambiguity tend to be associated with negatively associated with *satisfaction* (Jackson & Schuler, 1985). Human service employees often experience role ambiguity and role conflict (e.g., Brown & Peterson, 1993). Figure 2-5 shows the schema of role conflict and ambiguity, emphasizing the decreased satisfaction based on Kahn et al. (1964), adapted for human service organization by the author. On the basis of the literature reviewed, the author proposed the following hypotheses:

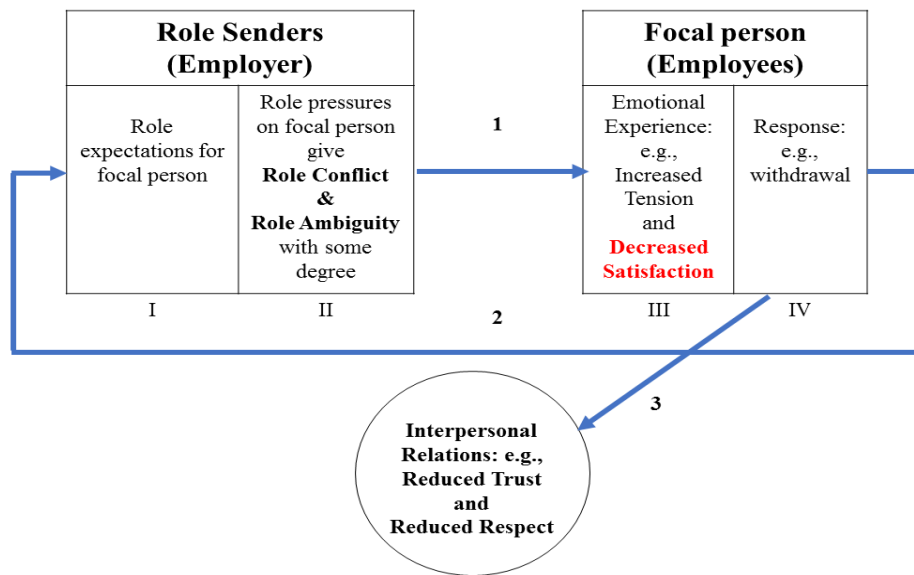
Hypothesis 1a. Psychological contract violation (PCV) perceived by emotional labor employees is negatively associated with their job satisfaction.

Hypothesis 2a. Role Conflict (RC) perceived by emotional labor employees is negatively associated with their job satisfaction.

Hypothesis 3a. Role Ambiguity (RA) perceived by emotional labor employees is negatively associated with their job satisfaction.

Figure 2-5

Schema of Role Conflict and Ambiguity emphasizing the decreased Satisfaction based on Kahn et al. (1964) adapted for human service organization by the author.



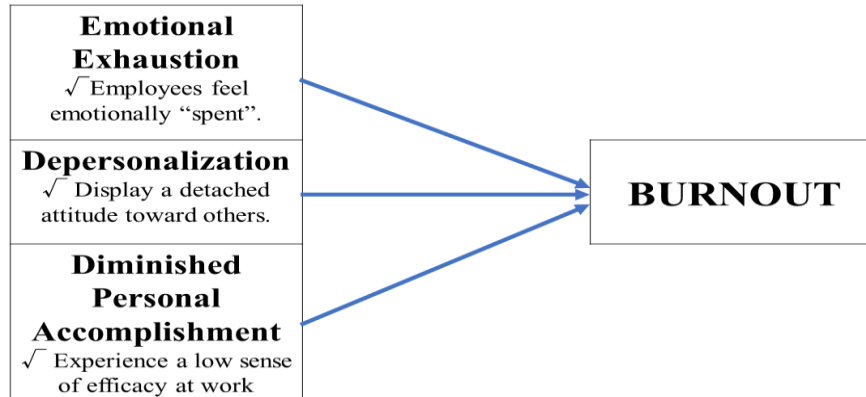
The Outcome (2): Emotional Exhaustion

Though Wharton et al. (1993) has mentioned that jobs requiring emotional labor do not particularly place employees at greater risk for emotional exhaustion than other jobs (all jobs being equal), emotional labor result in negative consequences under some consequences. Emotional exhaustion is a specific stress-related reaction, and it is considered a key component of burnout (Maslach & Jackson, 1984; Maslach, Jackson, & Leiter, 1996).

As Figure 2-6 shows, emotional exhaustion is one of the fundamental factors entail the burnout syndrome. Burnout is predicted by three distinct states in which employees feel emotionally “spent” (**emotional exhaustion**), display a detached attitude toward others (**depersonalization**), and reduced personal accomplishment that can occur among individuals who work with other people in some capacity (**diminished personal accomplishment**) (Maslach et al., 1996). Burnout has been consistently linked with physiological and affective outcomes (Burke & Greenglass, 1995; Cherniss, 1993, Lee & Ashforth, 1996; Maslach & Leiter, 1998) as well as with organizational consequence, such as increased turnover, increased intention to leave, negative work attitudes, and reduced level of performance (Jackson, Schweb, & Schuler, 1986; Lee & Ashforth, 1996; Wolpin, Burke, & Greenglass, 1991; Wright & Burnett, 1997; Wright & Cropanzano, 1998).

Figure 2-6

Causal model of burnout based on Maslach & Jackson (1984)



A number of researchers have suggested that emotional labor in response to organizational display rules is detrimental to employee well-being (e.g., Grandy, 2000). Emotional work could be stressful and sometimes lead the employees to emotional exhaustion, even burnout and quit the job (Hochschild, 1983; Cordes & Dougherty, 1993). Moreover, according to the literature, role conflict and ambiguity should increase the probability that individuals will experience job-induced tension (Beehr & Newman, 1978). Van Sell, Brief & Schuler (1981) suggested that role conflict and ambiguity directly leads direct job-related tension. On the basis of the literature reviewed, I proposed the following hypotheses:

Hypothesis 1b. Psychological contract violation (PCV) perceived by emotional labor employees is positively associated with their emotional exhaustion.

Hypothesis 2b. Role Conflict (RC) perceived by emotional labor employees is positively associated with their emotional exhaustion.

Hypothesis 3b. Role Ambiguity (RA) perceived by emotional labor employees is positively associated with their emotional exhaustion.

The Outcome (3): Trust toward the Employer

The topic of trust has long been of interest to organizational scholars and has attracted increased interest in organizational study. A variety of workplace trends have also led to a renewed focus on its nature, antecedents, and consequences (e.g., Mayer, Davis, and Schoorman, 1995). As organizations have become flatter and more team-based, organizational authorities' surveillance of their subordinates has given way to less dictatorial modes of interpersonal influence (Brockner, Siegel, Daly, Tyler & Martin, 1997). Recent development in the organizational sciences reflects the importance of interpersonal trust relationships for sustaining individual and organizational effectiveness (McAllister, 1995). Researchers have recognized trust's influence on coordination and control of both institutional (Shapiro, 1987, 1990; Zucker, 1986) and interpersonal levels of organization (Granovetter, 1985).

In contrast to relationships based purely on economic exchange, social exchange relationships involve obligations which cannot be specified ahead of time and require the parties to **trust** one another (Blau, 1964). Broken promises produce anger and erode **trust** in the relationship. If an employer reneges on a promise, their integrity will be called into question. A trust may also be lost in an employer's motive because a violation signal that an employer's original motive to build and maintain a mutually beneficial relationship has changed or was false to begin with (Robinson et al., 1994). The importance of trust also has been cited in such areas as communication (Giffin, 1967), Leadership (Atwater, 1988), management by objectives (Scott, D., 1980), negotiation (White, Valley, Bazerman, Neale, & Peck, 1994).

There are several definitions of trust. For example, Cook & Wall (1980) referred to trust that the extent to which one is willing to ascribe good intentions and have confidence in the words and

actions of other people. This willingness will in turn affect the way in which one behaves towards others (Cook et al., 1980). In general, the consensus of opinion is that trust between individuals and groups within an organization is highly important ingredient in the long-term stability of the organization and the well-being of its members (Cook et al, 1980). Trust influences coordination and control at both the institutional and interpersonal levels of organizations.

Interpersonal trust is a pervasive phenomenon in organizational life. Trust enables people to take risks: “where there is trust, there is the feeling that others will not take advantage of me” (Porter et al., 1975: 497). Trust is based on the expectation that one will find what is expected rather than what feared (Deutsch, 1973). Thus, competence and responsibility are central to understandings of trust (Cook & Wall, 1980; Shapiro, 1990). Combining these ideas yields a definition of interpersonal trust as the extent which a person is confident in, and willing to act on the basis of, the words, actions, and decisions of another (McAllister, 1995).

Kahn et al. (1964) summarized the origins and consequences of role conflict. Figure 2-7 Summary of the origins and consequences of role conflict based on Kahn et al. (1964) that is slightly modified for human service organization and employees by the author. Contradictory role expectation (box I) of the employer gives rise to opposing role pressure (role conflicts), which generally have the following effects on the emotional experience (box III) of a focal person (employees): intensified internal conflicts, increased tension associated with various aspects of the job, reduced satisfaction with the job and its various components, and decreased confidence in superiors and in the organization as whole (arrow 1). The strained emotional experience of employees in conflict situations leads to various coping responses, for example, which are social and psychological withdrawal (reduction in communication and attributed influence) among

employees. Finally, the presence of conflict in one's role tends to undermine the relations with the real sender (employer) and **reduce trust** and respect (arrow 3).

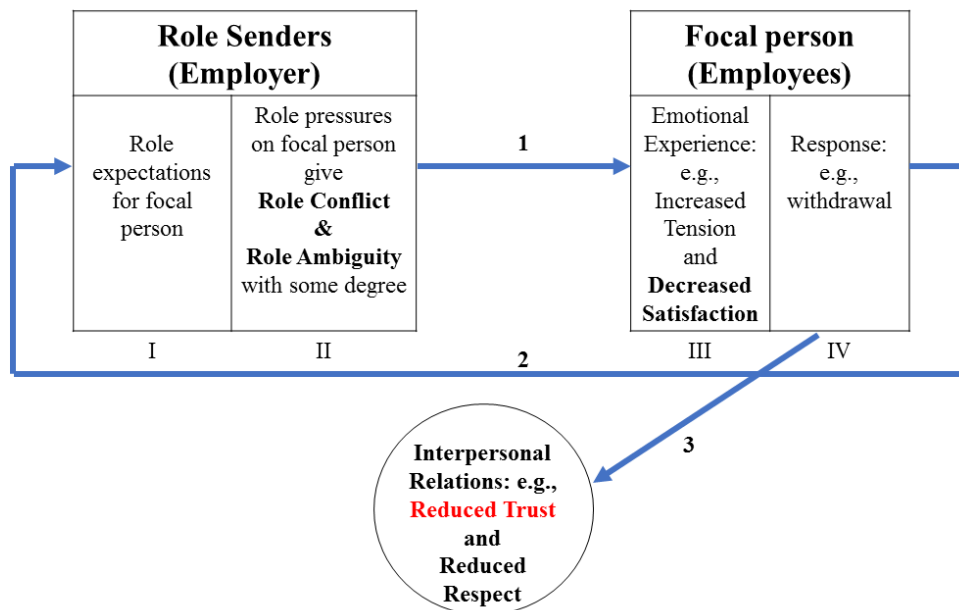
Hypothesis 1c. Psychological contract violation (PCV) perceived by emotional labor employees is negatively associated with trust toward their employer.

Hypothesis 2c. RC perceived by emotional labor employees is negatively associated with trust toward their employer.

Hypothesis 3c. RA perceived by emotional labor employees is negatively associated with trust toward their employer.

Figure 2-7

Summary of the origins and consequences of role conflict and role ambiguity based on Kahn et al. (1964) adapted for the human service organization and employees by the author



The Outcome (4): Task Performance of Emotional Labor

Service industries continue to grow in importance to the world economy, while at the same time service quality is generally perceived to be declining (e.g., Koepp, 1987). For the customer, the observable symptom is decreasing quality in what has been termed the “service encounter,” or the moment of interaction between the customer and the firm (Solomon et al. 1985; Surprenant and Solomon, 1987).

In the service work context, employee performance refers to both tangible service delivery and intangible aspects such as interpersonal behavior and emotional display (Bitner, Booms, & Tetreaut, 1990; Bowen & Schneider, 1988). Surprenant et al. (1987) define the service encounter as “the dyadic interaction between a customer and service provider.” The definition draw on their earlier work suggesting that “**service encounters are role performance**” (Solomon et al., 1985) in which both customer and service provider have roles to enact (Binter et al., 1990). Shoestack (1985) defines the service encounter somewhat more broadly as “a period of time during which a consumer directly interacts with a service.”

As “boundary personnel” or “interface personnel” linking an organization to its customer, sales workers and service workers often experience role ambiguity and role conflict (e.g., Brown & Peterson, 1993). The stress that results has negative effects on performance (e.g., Churchill, Ford & Walker, 1974). Coping with role conflict is likely to affect task performance (e.g., Brown & Peterson, 1993). The general conclusions of research have been that **PCV** decreases the employees’ **performance** (e.g., Robinson et al., 1994; Robinson, 1996). Both role conflict (RC) and role ambiguity (RA) also tend to be negatively associated **task performance** (e.g., Abramis, 1994; Jackson & Schuler, 1985). From a motivational standpoint, the performance should be negatively

related to both role conflict and ambiguity since they tend to weaken effort-to-performance and performance-to-reward expectations (Jackson & Schuler, 1985). It wouldn't except for emotional labor employees working for the human service organization. On the basis of the literature reviewed, I proposed for the following hypothesis:

Hypothesis 1d. Psychological contract violation perceived (PCV) by emotional labor employees is negatively associated with their task performance.

Hypothesis 2d. Role Conflict (RC) perceived by emotional labor employees is negatively associated with their task performance.

Hypothesis 3d. Role Ambiguity (RA) perceived by emotional labor employees is negatively associated with task performance.

Table 2-1. List of Hypotheses:

Direct Effects on the relations between Antecedents (PCV, RC & RA) and Outcomes (Job Satisfaction, Emotional Exhaustion, Trust toward employer, and Task Performance of Emotional Labor)

- H1a** PCV perceived by emotional labor employees is negatively associated with **job satisfaction**.
- H1b** PCV perceived by emotional labor employees is positively associated with **emotional exhaustion**.
- H1c** PCV perceived by emotional labor employees is negatively associated with **trust** toward their employer.
- H1d** PCV perceived by emotional labor employees is negatively associated with **task performance**.
- H2a** RC perceived by emotional labor employees is negatively associated with **job satisfaction**.
- H2b** RC perceived by emotional labor employees is positively associated with **emotional exhaustion**.
- H2c** RC perceived by emotional labor employees is negatively associated with **trust** toward their employer.
- H2d** RC perceived by emotional labor employees is negatively associated with **task performance**.
- H3a** RA perceived by emotional labor employees is negatively associated with **job satisfaction**.
- H3b** RA perceived by emotional labor employees is positively associated with **emotional exhaustion**.
- H3c** RA perceived by emotional labor employees is negatively associated with **trust** toward their employer.
- H3d** RA perceived by emotional labor employees is negatively associated with **task performance**.

Note: PCV (Psychological Contract Violation), RC (Role Conflict), RA (Role Ambiguity)

2.4 Emotional Labor Aspects as Moderators

Interactions of roles and employees in a role-system of the organization

Most theories of organizational behavior are ultimately based on the premise that an organization is a system of roles (Greene and Organ, 1973). Katz and Kahn (1978, 2nd ed.) gave the role concept a central place in their theory of organization and defined human organization as role system. The concept of role is proposed as the major means for linking the individual and organizational level of research and theory; each person in an organization is linked to some set of members by the functional requirements of the system with the expectations (Katz and Kahn, 1978, 2nd ed., p.219). Figure 2-8 presents a theoretical model of the interactions of roles and employees in a role-system in an organization based on Katz & Kahn (1978, 2nd ed. p.196) adopted for human service organization by the author.

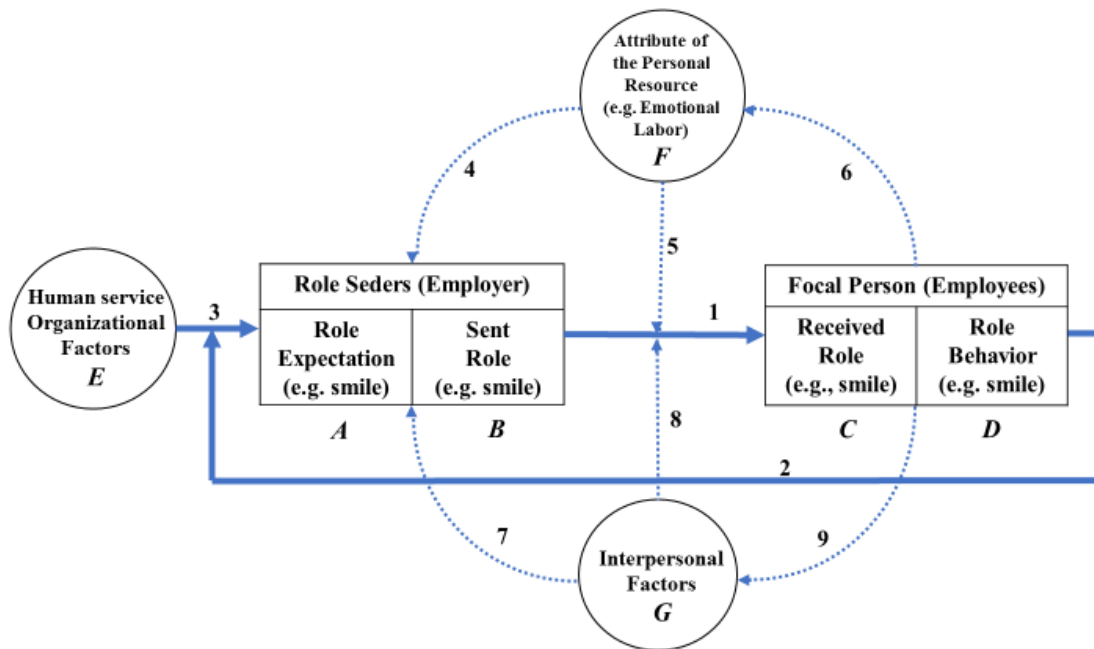
The effectiveness of the role system involves the allocation of tasks to roles by the employer and the motivation to fulfill the requirement of those roles by employees. Therefore, successful interactions between the attributed roles and performance of employees in the role-system should be one of the key factors for success of the organization.

As the I mentioned in the Chapter 1, the purpose of the present research is to explore the effects of the emotional labor of human service employees and try to find a way for the coexistence of employees' well-being with organizational well-being (a win-win proposal) in the competitive industrial climate. Thus, I propose "the competitive industrial climate" is ahead of the theoretical model of the interactions of roles and employees in a role-system in a human service organization based on Katz & Kahn (1978, 2nd ed.).

Figure 2-8 present the theoretical model of the interactions of roles and employees in a role-system in the human service organization under the competitive industrial climate based on Katz & Kahn (1978, 2nd ed.) modified for human service organization by the author.

Figure 2-8

The theoretical model of interactions of roles and employees in a role-system in organization based on Katz & Kahn (1978, 2nd ed.) adopted for human service organization by the author



The Nature of Moderator and Moderating Effects

In general terms, a moderator is a qualitative (e.g., gender, race, class) or quantitative (e.g., level of reward) variable that affects the direction and/or strength of the relation between an independent or predictor variable and a dependent or criterion variable (Baron & Kelly, 1986; Holmbeck, 1997; James & Brett, 1984). Specially within a correlational analysis framework, a moderator is a third variable that affects the zero-order correlation between two other variables.

A moderator variable specifies **when and under what conditions** a predictor variable influences a dependent variable (Baron & Kenny, 1986; Holmbeck, 1997). A moderator variable may reduce or enhance the direction of the relationship between a predictor variable and a dependent variable, or it may even change the direction of the relationship between the two variables from positive to negative or vice versa (Lindley & Walker, 1993).

A moderator variable can be considered when the relationship between a predictor variable and a dependent variable is strong, but most often it is considered when there is an unexpectedly weak or inconsistent relationship between a predictor and a dependent variable (Baron & Kenny, 1986; Holmbeck, 1997). The moderating effect is typically expressed as an interaction between predictor and moderator variables (Baron & Kenny, 1986; Holmbeck, 1997).

In the analysis of variance (ANOVA) terms, a basic moderating effect can be represented as an interaction between a focal independent variable and a factor that specifies appropriate conditions for its operation (Baron et al., 1986). A moderator-interaction effect would be said to occur, if a relation is substantially reduced instead of being reversed.

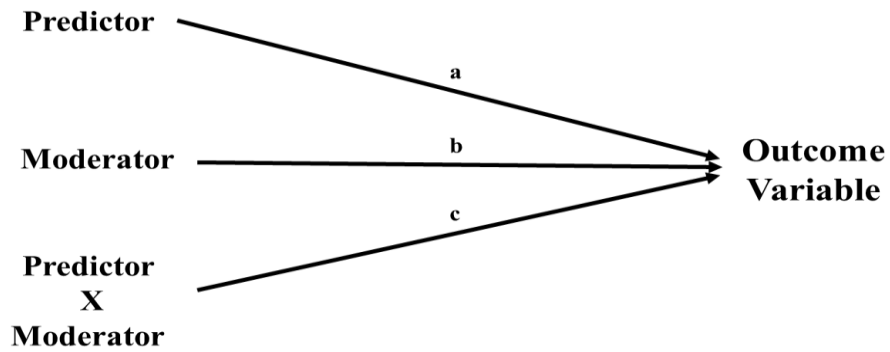
Analytic Framework to Test Moderating Effects

A common framework for capturing both the correlation and the experimental views of a moderator variable by using a path diagram as both a descriptive and an analytic procedure. The model diagrammed in Figure 2-11 shows three causal paths that feed into the outcome variable: the impact as a predictor (Path a), the impact of controllability as a moderator (Path b), and the interaction or product of these two (Path c). The moderator hypothesis is supported if the interaction (Path c) is significant. There may also be significant main effects for the predictor and the moderator (Paths a and b), but there are not directly relevant as a concept to test the moderator hypothesis (Baron et al., 1986).

It should be noted that moderator variables are always at the same level as predictor variables in regard to their roles as causal variables. This means that in any model they are antecedent or exogenous to dependent variables (Kim, Kay, & Lore, 2001).

Moderator variables can be at the interval, continuous, or ratio level, and they can also be categorical (Baron et al., 1986; Lindley & Walker, 1993). Depending on the type (level) of the moderator variable, different statistical analyses are used to measure and test the differential effects. The statistical tests are multiple regression analyses, structural equation modeling (SEM), and analysis of variance (ANOVA; Baron & Kenny, 1986; Holmbeck, 1997). Depending on the researcher's conceptual framework, the main effects can be entered into the equation in hierarchical, stepwise, or simultaneous methods (Cohen & Cohen, 1983).

Figure 2-9
Moderator Model by Baron et al. (1986)



The Nature of Mediator Variables

Though mediator effect is not the main topic in this study, in order to understand the difference between moderator variables and mediator variables, the nature of mediator variables is shown. A mediator variable represents an intervening variable or, stand differently, a mechanism through which an independent variable is able to influence a dependent variable (Baron & Kenny, 1986; Peyrot, 1996). A mediator explains how or why a relationship exists between the predictor and dependent variable, and a mediator is often an attribute or an intrinsic characteristic of individuals (Holmbeck, 1997; Lindley & Walker, 1993; Peyrot, 1996).

Figure 2-10

Mediator Model by Baron et al. (1986)

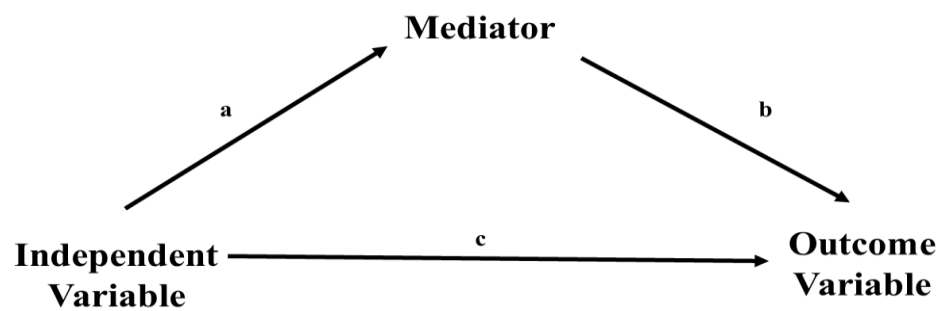
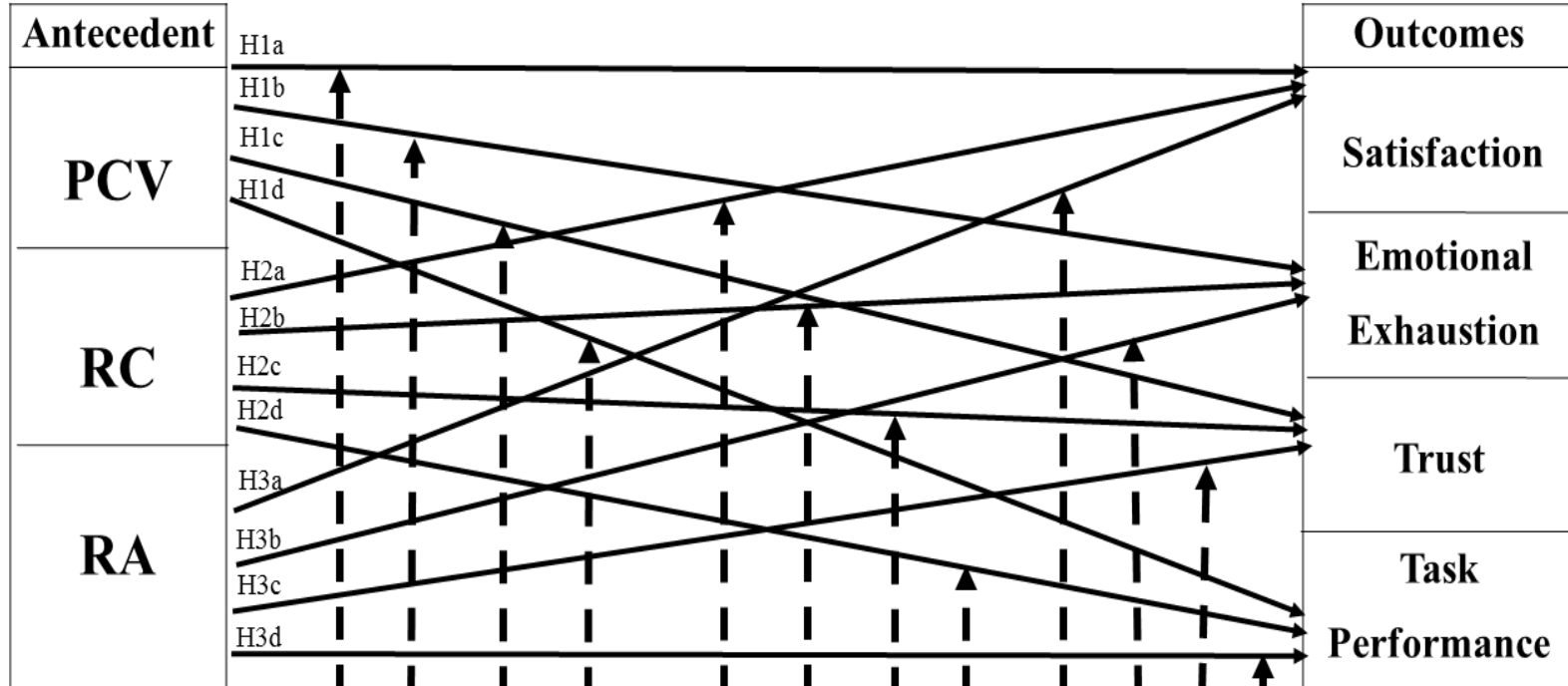


Figure 2-11

Moderating Effects of Emotional Labor between Antecedents and Outcomes:
 Hypotheses construction on the relations between the antecedents (PCV, RC & RA) and the outcomes (Satisfaction, Emotional Exhaustion, Trust & Task Performance)

(1) Direct effect



(2) Moderating effect

Note
 PCV: Psychological Contract Violation
 RC: Role Conflict
 RA: Role Ambiguity

Surface Acting	Deep Acting	Affective Delivery
H4a, H4d, H4g, H5a, H5d, H5g, H6a, H6d, H6g, H7a, H7d, H7g	H4b, H4e, H4h, H5b, H5e, H5h, H6b, H6e, H6h, H7b, H7e, H7h	H4c, H4f, H4i, H5c, H5f, H5i, H6c, H6f, H6i, H7c, H7f, H7i

Hypotheses Construction on the Moderating Effects

The outcome (1): Job Satisfaction

Kats and Kahn (1978, 2nd ed., p.186-221) indicated three important dimensions of the person's "received role" that are necessary conditions for an individual to experience **satisfaction**, and their absence has been assumed to result in anxiety and other forms of psychological stress. Those are **role accuracy**, **role clarity**, and **role consensus**. Role accuracy means a person should ideally correctly perceive what others expect of him or her, role clarity is a subjective sense of certainty as to how to meet those expectations, and role consensus means an agreement with others about what those expectations should be. Kahn et al. (1964) indicated that role conflict and ambiguity are generally stressful, producing tension and dissatisfaction.

Bagozzi (1978) presented a model designed to explain the **job satisfaction** and performance, and other behavioral outcomes experienced by sales worker. The occupation of sales worker was ranked as one of the jobs most calling for emotional labor (Hochschild, 1983). The overall conceptual model hypothesized that the behavior of sales people (i.e., their performance and job satisfaction) will be a function of the person, the interactions the person has with significant others in his or her role set, and the situation or environment in which these interactions take place. Formally, the general model can be written as:

$$(1) \quad \mathbf{B}_{ij} = f(\mathbf{P}_{ik}, \mathbf{I}_{li}, \mathbf{E}_{im})$$

where:

\mathbf{B}_{ij} = behavioral outcome of person i on criterion j ,

\mathbf{P}_{ik} = person i 's individual difference score on characteristic k ,

\mathbf{I}_{li} = the nature of relationship l for person i ,

\mathbf{E}_{im} = situational condition m in person i 's environment affecting \mathbf{B}_{ij} .

Bagozzi's (1978) conclusion is described as a major contribution: it says that it may be meaningful to model the behavior of salespeople (or human contact employee) as a function of the person, the interactions the person has with significant others in their role set, and situation or environment in which the person must transact.

While human service job might be stressful, the employees interact with people with emotional labor aspects (affective delivery, surface acting, and deep acting) in order to conform the emotional display rules that the organization requires to them. Though PCV, RC, and RA (antecedents) generally have the decreasing propensity of job satisfaction, emotional labor aspects might moderate the relationship. Therefore, I proposed the following hypotheses that are presented in the Table 2-2.

Table 2-2. List of the Hypotheses:

Moderating Effects on the relations between Antecedents (PCV, RC & RA) and Outcome (Job Satisfaction)

- H4a** **Affective delivery** practiced by emotional labor employees moderates the negative relationships between **PCV** and **job satisfaction**.
- H4b** **Surface acting** practiced by emotional labor employees moderates the negative relationships between **PCV** and **job satisfaction**.
- H4c** **Deep acting** practiced by emotional labor employees moderates the negative relationships between **PCV** and **job satisfaction**.
- H4d** **Affective delivery** practiced by emotional labor employees moderates the negative relationships between **RC** and **job satisfaction**.
- H4e** **Surface acting** practiced by emotional labor employees moderates the negative relationships between **RC** and **job satisfaction**.
- H4f** **Deep acting** practiced by emotional labor employees moderates the negative relationships between **RC** and **job satisfaction**.
- H4g** **Affective delivery** practiced by emotional labor employees moderates the negative relationships between **RA** and **job satisfaction**.
- H4h** **Surface acting** practiced by emotional labor employees moderates the negative relationships between **RA** and **job satisfaction**.
- H4i** **Deep acting** practiced by emotional labors moderate employees the negative relationships between **RA** and **job satisfaction**.

Note: PCV (Psychological Contract Violation), RC (Role Conflict), RA (Role Ambiguity).

The outcome (2): Emotional Exhaustion

Although it has often been presumed that jobs involving “people work” (e.g., nurse, human service employees) are emotionally taxing (Maslach & Jackson, 1984), seldom is the emotional component of these jobs explicitly studied (Brotheridge, 2001). Brotheridge (2001) mentioned that, while the use of *surface action*, or faking, predicted depersonalization beyond the work demand, the use of *deep acting* was associated with a heightened sense of personal accomplishment, suggesting positive benefits to this aspect of the work. In the present study, while PCV, RC, and RA (antecedents) have the increasing propensity of emotional exhaustion, I propose the hypotheses that emotional labor aspects (affective delivery, surface acting, and deep acting) moderate such a negative outcome. On the basis of the literature reviewed, I proposed the following hypotheses that are presented in the Table 2-3.

Table 2-3. List of Hypotheses:

Moderating effects on the relations between Antecedents (PCV, RC & RA) and Outcome (Emotional Exhaustion)

- H5a** Affective delivery practiced by emotional labor employees moderates the positive relationships between PCV and emotional exhaustion.
- H5b** Surface acting practiced by emotional labors moderate employees the positive relationships between PCV and emotional exhaustion.
- H5c** Deep acting practiced by emotional labor employees moderates the positive relationships between PCV and emotional exhaustion.
- H5d** Affective delivery practiced by emotional labor employees moderates the positive relationships between RC and emotional exhaustion.
- H5e** Surface acting practiced by emotional labor employees moderates the positive relationships between RC and emotional exhaustion.
- H5f** Deep acting practiced by emotional labor employees moderates the positive relationships between RC and emotional exhaustion.
- H5g** Affective delivery practiced by emotional labor employees moderates the positive relationships between RA and emotional exhaustion.
- H5h** Surface acting practiced by emotional labor employees moderates the positive relationships between RA and emotional exhaustion.
- H5i** Deep acting practiced by emotional labor employees moderates the positive relationships between RA and emotional exhaustion.

Note: PCV (Psychological Contract Violation), RC (Role Conflict), RA (Role Ambiguity).

The outcome (3): Trust toward the Employer

PCV produces anger and erode trust in the relationship (Robinson & Rousseau, 1994). Katz and Kahn (1978, 2nd ed., p.221) implied in their organizational theory that the success of role system in the organization depends on establishing *trust* by the employer. Kahn et al. (1964) described that, when role senders impose conflicting pressure on the focal person, it is little wonder that his *trust* in their cooperativeness is undermined. Role ambiguity is also stressful and tend to undermine *trust* (Kahn et al, 1964).

In the airline industry today, as I mentioned in the Chapter I, downsizing, cost reduction, layoffs, and introduction of early retirement programs became recent trends. Downsizing of the organization is perceived as a PCV (Morrison & Robinson, 1997; Robinson & Rousseau, 1994). A number of articles have discussed the changing nature of the psychological contract and the general decline in mutual loyalty between employees and their organizations (e.g., Hall & Moss, 1998).

Conversely, some exemplary work has been done to understand trust violation and repair (e.g., Lewicki & Bunker, 1996; Morrison & Robinson, 1997; Robinson, 1996), but this topic warrants more research (Schoorman, Mayer & Davis, 2007). While PCV, RC, and RA (antecedents) generally have the decreasing propensity of trust toward their employer, emotional aspects (affective delivery, surface acting, and deep acting) practiced by human service employees might moderate the damaged trust. Therefore, I proposed the following hypotheses that are presented in the Table 2-4. List of the Hypotheses

Table 2-4. List of the Hypotheses:

Moderating effects on the relations between Antecedents (PCV, RC & RA) and Outcome (Trust toward employer)

- H6a** **Affective delivery** practiced by emotional labor employees moderates the negative relationships between **PCV** and **trust** toward their employer.
- H6b** **Surface acting** practiced by emotional labor employees moderates the negative relationships between **PCV** and **trust** toward their employer.
- H6c** **Deep acting** practiced by emotional labor employees moderates the negative relationships between **PCV** and **trust** toward their employer.
- H6d** **Affective delivery** practiced by emotional labor employees moderates the negative relationships between **RC** and **trust** toward their employer.
- H6e** **Surface acting** practiced by emotional labor employees moderates the negative relationships between **RC** and **trust** toward their employer.
- H6f** **Deep acting** practiced by emotional labor employees moderates the negative relationships between **RC** and **trust** toward their employer.
- H6g** **Affective delivery** practiced by emotional labor employees moderates the negative relationships between **RA** and **trust** toward their employer.
- H6h** **Surface acting** practiced by emotional labor employees moderates the negative relationships between **RA** and **trust** toward their employer.
- H6i** **Deep acting** practiced by emotional labor employees moderates the negative relationships between **RA** and **trust** toward their employer.

Note: PCV (Psychological Contract Violation), RC (Role Conflict), RA (Role Ambiguity).

The outcome (4): Task Performance of Emotional Labor

Since the theory of organizational role dynamics was first introduced (Kahn et al., 1964), extensive research has examined the relationships between role ambiguity, role conflict, and a variety of their correlates, including organizational commitment, job satisfaction, and job performance. In the general organizational behavior literature, it is argued that role conflict (RC) has a deleterious effect on job performance (Behrman & Perreault Jr, 1984). A number of studies have yielded indirect evidence of a negative relationship between role ambiguity (RA) and individual performance at work (Abramis, 1994). In addition, a tremendous quantity of research has been conducted on the relationships among role ambiguity, job satisfaction, and job performance (Abramis, 1994). Conversely, there have been only few research on the direct relationships among role stressor, such as role conflict and role ambiguity, and job performance. There has been at least review examining role ambiguity (Van Sell, Brief, & Schuler, 1981), other research in which stressors in organizations have been examined (Beehr & Newmanm 1978, Schuler, 1982), and also a formal meta-analytic performance across studies (Abramis, 1994). On the other hand, Tubre and Collins (2000) revealed that a negative relationship ($\rho = -.21$) between role ambiguity and job performance with the moderating influence due to job type and rating source, and that a negligible relationship ($\rho = -.07$) was observed for role conflict and job performance, a finding consistent across job types and rating sources. Consequently, Tubre and Collins (2000) indicated that role ambiguity ought not to be dismissed as an unimportant variable in the job performance.

Human service employees generally perform emotional labor aspects (affective delivery, surface acting, and deep acting) in order to conform the emotional display rules that the

organization requires them to perform. According to the previous research, RC and RA (antecedents) have the propensity to reduce task performance. I propose the hypothesis that emotional labor aspects might moderate such a negative outcome for employees as well as for the organization. The hypotheses are presented in the Table 2-5.

Table 2-5. List of the Hypotheses

Moderating Effects on the relations between Antecedents (PCV, RC & RA) and Outcome: Task Performance of emotional labor

- H7a** **Affective delivery** practiced by emotional labor employees moderates the negative relationships between **PCV** and their **task performance**.
- H7b** **Surface acting** practiced by emotional labor employees moderates the negative relationships between **PCV** and their **task performance**.
- H7c** **Deep acting** practiced by emotional labor employees moderates the negative relationships between **PCV** and their **task performance**.
- H7d** **Affective delivery** practiced by emotional labor employees moderates the negative relationships between **RC** and their **task performance**.
- H7e** **Surface acting** practiced by emotional labor employees moderates the negative relationships between **RC** and their **task performance**.
- H7f** **Deep acting** practiced by emotional labor employees moderates the negative relationships between **RC** and their **task performance**.
- H7g** **Affective delivery** practiced by emotional labor employees moderates the negative relationships between **RA** and their **task performance**.
- H7h** **Surface acting** practiced by emotional labor employees moderates the negative relationships between **RA** and their **task performance**.
- H7i** **Deep acting** practiced by emotional labor employees moderates the negative relationships between **RA** and their **task performance**.

Note: PCV (Psychological Contract Violation), RC (Role Conflict), RA (Role Ambiguity).

CHAPTER THREE

METHODOLOGY

This chapter presents the research methodology adopted to examine the hypotheses proposed in Chapter Two. This chapter also presents the research design of the sampling plan, the instrument development and data collection procedures. As I mentioned in Chapter I, the approach of this study takes the research-to-theory strategy, also termed the research-then- theory, which is related to “deriving the laws of nature from a careful examination of the available data (Reynolds, 1971)” (Lynham, 2002).

3-1. Measures

A 5-point Likert response scale was employed to assess the aspects of the psychological contract, organizational stress, and emotional labor with 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree, unless otherwise noted. The items on each scale were presented in random order. A measurement model of all multi-item measures was subjected to confirmatory factor analysis to assess the convergent and discriminant validity of all constructs. The mean, S.D., and reliability (Cronbach’s α) of each scale are presented in Table 4-2 in the chapter 4.

Antecedent Variables

Psychological Contract Violation (PCV) Scale

Robinson et al. (1994) showed two items assessed PCV ($\alpha = 0.84$). Respondents were asked to rate the following items showing the Table 3.1.

Table 3.1 Psychological Contract Violation (PCV) scale

How well has your company fulfilled the promised obligations that they owe you? (reverse score)
Has your company ever failed to meet an obligation that was promised to you?

Source: Robinson & Rousseau (1994).

PCV was measured on a 5-point Likert scale rating from (1) = "Very poorly.", (2) = "Poorly.", (3) = "I can't say either way.", (4) = "Well." to (5) = "Very well."

Role Conflict Scale

Rizzo, House, and Lirtzman's (1970) Role Conflict Scale and Role Ambiguity Scale have been widely used in organizational psychology research (Kelloway & Barling, 1990). The role theory indicates that role conflict is generated from the violation of two classical principals; the chain-of-command principle and the unity-of-command principle. Role conflict causes decreased individual satisfaction and decreased organizational effectiveness (Kahn, Wolfe, Quinn, Snoek & Rosenthal, 1964). Role conflict was assessed using the following selected five items ($\alpha = 0.87$). Respondents were asked to rate the following items showing the Table 3.2.

Table 3.2 Role Conflict Scale

When doing your job as a flight attendant, how often do you think...? "You have to do things should be done differently?"
"You work under incompatible policies and guidelines?"
"You receive an assignment without the manpower to complete it?"
"You receive incompatible requests from two or more people?"
"You have to work under vague directives or orders?"

Source: Rizzo et al. (1970).

Role Conflict was measured on a 5-point Likert scale rating from (1) = "Never.", (2) = "Seldom.", (3) = "I can't say either way.", (4) = "Sometimes." to (5) = "Always."

Role Ambiguity Scale

Role ambiguity is generated from a lack of the necessary information available for a given organizational position (Kahn et al., 1964). Role ambiguity was assessed using the following selected five items ($\alpha = 0.82$). Respondents were asked to rate the following items showing the Table 3.3.

Table 3.3 Role Ambiguity Scale

To what extent do you agree or disagree with the following statement? “You feel certain about how much authority you have.” (reverse score)
“You have clear and planned goals and objectives for your job.” (reverse score)
“You know that you divided your time properly.” (reverse score)
“You know what your responsibilities are.” (reverse score)
“You know exactly what is expected of you.” (reverse score)

Source: Rizzo et al. (1970).

Role Ambiguity was measured on a 5-point Likert scale rating from (1) = “Strongly disagree.”, (2) = “Disagree.”, (3) = “I can’t say either way.”, (4) = “Agree.” to (5) = “Strongly agree.”.

Outcome Variables

Job Satisfaction Scale

Job satisfaction is understood to be one's affective attachment to the job viewed either in its entirety (global satisfaction) or with regard to particular aspects (facet satisfaction; e.g. supervision) (Tett & Meyer, 1993). Two items assessed employees' job satisfaction ($\alpha = 0.83$) with both work and the organization. Respondents were asked to rate the following items showing the Table 3.4.

Table 3.4 Job Satisfaction Scale

Working for the company is very satisfying to me.
I am satisfied with my job.

Source: Source: Robinson & Rousseau (1994).

Satisfaction was measured on a 5-point Likert scale rating from (1) = "Strongly disagree.", (2) = "Disagree.", (3) = "I can't say either way.", (4) = "Agree." to (5) = "Strongly agree."

Emotional Exhaustion Scale

Emotional work could be stressful and sometimes lead the employees to emotional exhaustion, even burnout and quit the job (Hochschild, 1983; Cordes & Dougherty, 1993). Emotional exhaustion can occur among individuals who do "people-work" (). Emotional exhaustion was assessed using four items ($\alpha = 0.88$). Respondents were asked to rate the following items showing the Table 3.5.

Table 3.5 Emotional Exhaustion Scale

When doing your job as a flight attendant, how often do you ...? "Feel tired?"
"Feel wiped out?"
"Feel run down?"
"Feel exhausted at your job?"

Source: Pines and Aronson (1998).

Emotional Exhaustion was measured on a 5-point Likert scale rating from (1) = "Never.", (2) = "Seldom.", (3) = "I can't say either way.", (4) = "Sometimes." to (5) = "Always."

Trust Toward the Employer Scale

Johnson-George and Swap (1982) asserted that “willingness to take risks may be one of the few characteristics common to all *trust* situation.” The following seven items assessed trust ($\alpha = 0.90$). Respondents were asked to rate the following items showing the Table 3.6.

Table 3.6 Trust Scale

I am not sure I fully trust my employer. (reverse score)
My employer is open and upfront with me.
I believe my employer has high integrity.
In general, I believe my employer’s motives and intentions are good.
My employer is not always honest and truthful. (reverse score)
I do not think my employer treats me fairly. (reverse score)
I can expect my employer to treat me in a consistent and predictable fashion.

Source: Gabarro et al. (1976) and Robison et al. (1994)

Trust was measured on a 5-point Likert scale rating from (1) = “Strongly disagree.”, (2) = “Disagree.”, (3) = “I can’t say either way.”, (4) = “Agree.” to (5) = “Strongly agree.”.

Task Performance of Emotional Labor Scale

Self-estimated task performance of emotional labor was assessed using two items ($\alpha = 0.81$) from Williams et al. (1991), and one item based on a measure of service worker performance presented by Brown et al. (2002). These items were slightly modified to adapt to the emotional labor work characteristics of flight attendants. Respondents were asked to rate the following items showing the Table 3.7.

Table 3.7 Task Performance of Emotional Labor Scale

To what extent do you agree or disagree with the following statement? “You perform your tasks and roles that are expected of you.”
“You adequately complete all duties assigned to you.”
“Your overall performance compared to all other colleagues.”

Source: Williams and Anderson (1991) and Brown, Mowen, Donavan, and Licata (2002). Job performance was measured on a 5-point Likert scale rating from (1) = “Strongly disagree.”, (2) = “Disagree.”, (3) = “I can’t say either way.”, (4) = “Agree.” to (5) = “Strongly agree.”.

Moderator Variables (Emotional Labor Variables)

Affective Delivery Scale

Affective delivery was assessed using the following three items ($\alpha = 0.82$). I used the modified items to adapt to the workplace of flight attendants. Respondents were asked to rate the following items showing the Table 3.8.

Table 3.8 Affective Delivery Scale

You look sincere when dealing with passengers.
The passengers seem to like interacting with you.
You show friendliness and warmth to most passengers.

Source: McLelln, Schmit, Amundson & Blake (1998)

Affective delivery was measured on a 5-point Likert scale rating from (1) = “Never.”, (2) = “Seldom.”, (3) = “I can’t say either way.”, (4) = “Sometimes.” to (5) = “Always.”.

Surface Acting Scale

Surface acting was assessed using the following four items ($\alpha = 0.86$). I used the modified items to adapt to the workplace of flight attendants. Respondents were asked to rate the following items showing the Table 3.9.

Table 3.9 Surface Acting Scale

How often do you put on an act in order to deal with passengers in an appropriate way?
How often do you fake a good mood when interacting with passengers?
How often do you put on a ‘show’ or ‘performance’ when interacting with passengers?
How often do you just pretend to have the emotions you need to display for your job?

Source: Brotheridge & Lee (2003).

Surface acting was measured on a 5-point Likert scale rating from (1) = “Never.”, (2) = “Seldom.”, (3) = “I can’t say either way.”, (4) = “Sometimes.” to (5) = “Always.”.

Deep Acting Scale

Deep acting was assessed using the following three items ($\alpha = 0.87$). I used the modified items to adapt to the workplace of flight attendants. Respondents were asked to rate the following items showing the Table 3.10.

Table 3.10 Deep Acting Scale

How often do you work hard to feel the emotions that you need to show to passengers?
How often do you make an effort to actually feel the emotions that you need to display towards passengers?
How often do you try to actually experience the emotions you must show to passengers?

Source: Brotheridge & Lee (2003).

Deep acting was measured on a 5-point Likert scale rating from (1) = "Never.", (2) = "Seldom.", (3) = "I can't say either way.", (4) = "Sometimes." to (5) = "Always."

Control Variables

Gender (Male = 0, Female = 1), Job Tenure (1 = 0 ~5 years, 2 = 6 ~ 10 years, 3 = 11 ~ 15 years, 4 = 16 ~ 20 years, 5 = 21 ~ 25 years, 6 = 26 ~ 30 years, 7 = more than 30 years), Age (1 = less than 20, 2 = 21 ~ 30, 3 = 31 ~ 40, 4 = 41 ~ 50, 5 = 51 ~ 60, 6 = more than 60) were used in the analyses in order to control for the possibility that employees were evaluated differently based on those characteristics. Careerism orientation scale is also used in the analyses in order to eliminate alternative explanations.

Careerism Orientation Scale

The five items assessed careerism orientation ($\alpha = 0.87$). Respondents were asked to rate the following items showing the Table 3.11.

Table 3.11 Careerism Orientation Scale

I took this job as a stepping stone to a better job with another organization.
I expect to work for a variety of different organizations in my career.
I do not expect to change organizations often in my career (reverse score).
There are many career opportunities I expect to explore after I leave my present employer.
I am really looking for an organization to spend my entire career with (reverse score).

Source: Robinson & Rousseau (1994).

Careerism orientation was measured on a 5-point Likert scale rating from (1) = “Strongly disagree.”, (2) = “Disagree.”, (3) = “I can’t say either way.”, (4) = “Agree.” to (5) = “Strongly agree.”.

3-3. Participants (Samples)

The boundary of this study is limited to the airline industry. As this study focuses on emotional labor employees, the target population is flight attendant (human service employees) following the example study of Hochschild (1983): *The managed heart – Commercialization of Human Feeling*. A questionnaire survey was administrated to a total of 827 flight attendants working for an Asian airline as well as a European airline. Those employees perform emotional labor with customers on a daily basis. I examined flight attendants’ demographical aspects (gender, tenure, age, and language), perception of levels of PCV, RC, and RA (antecedents or predictor variables), Affective Delivery, Surface Acting, and Deep Acting (emotional labor aspects), Job Satisfaction, Emotional Exhaustion, Trust toward Employer, and Task Performance of Emotional

Labor (consequences or outcome variables), and careerism orientation as an additional control variable. The participants of those two airlines were voluntary.

For an Asian airline, the participants were 413 flight attendants (78% female; mean age \pm standard deviation (S.D.), 31 ± 1.12 years; mean work experience, 10 ± 1.91 years) at the end of the study. For a European airline, the participants were 414 flight attendants (74.2% female; mean age \pm standard deviation (S.D.), 39.8 ± 0.79 years; mean work experience, 16 ± 1.51 years) at the end of the study.

3-4. Data Collection

Data was collected via a self-reported survey. The questionnaire was constructed based on an extensive literature review. Previously established survey scales on PCV, RC, and RC (antecedent or predictor variables), Job satisfaction, Emotional exhaustion, Trust toward employer, and Task performance of emotional labor, and Careerism orientation (an additional control variable) were used in the questionnaire to measure the construct of the present study.

I randomly distributed approximately 1,000 questionnaires (500 for each sample) to flight attendants working for both airlines. In this study, as I mentioned in the Introduction (Chapter I), I performed fieldworks in Asia (8 times) and Europe (10 times) during 2015 and 2017. The participants were informed regarding the voluntary nature of the study, how they could withdraw from the study at any point, and that this research was not in a position to influence any participant's career through the participation in the research. The risks associated with participating in this research were minimized. I also explained the purpose of the survey, the anonymity, and confidentiality of the data.

I then asked the participants to complete the questionnaire and return it to the researcher on the place or later by mail. A total of 827 valid questionnaires (413 for an Asian and 414 for a European) was received, resulting in a valid total response rate of approximately 82.7% (82.6% for an Asian and 82.8% for a European). An exceptional consideration was taken into account to protect the rights of participants.

3-5. Statistical Analysis

Reliability: Internal Consistency Assessment

Cronbach's α is the most widely used index of the reliability of a scale (Streiner, 2003). Alpha was developed by Lee Cronbach in 1951 to provide a measure of the internal consistency of a test or scale. Cronbach's α is expressed as a number between 0 and 1. Internal consistency describes the extent to which all the items in a test measure the same concept or construct and hence it is connected to the inter-relatedness of the items within the test. Internal consistency should be determined before a test can be employed for research or examination purposes to ensure validity (Tavakol & Dennick, 2011).

If the items in a test are correlated to each other, the value of alpha is increased. However, a high coefficient alpha does not always mean a high degree of internal consistency. This is because alpha is also affected by the length of the test. If the test length is too short, the value of alpha is reduced (Tavakol & Dennick, 2011).

Intercorrelation Analysis and Hierarchical Regression Analyses

Intercorrelation analyses were used to test the majority of hypotheses. Then, hierarchical regression analyses were conducted to test the interaction of PCV, RC, and RA (antecedent or predictor variables) and Affective delivery, Surface acting, and Deep acting (emotional labor variables) effect as moderator of the relationship between the antecedent variables and the outcome variables.

3-6. Questionnaire Design

Multilingual Survey

Given the diversity of most research in the social sciences, multilingual survey projects have become more common (Ruel, Wagner III & Gillespie, 2015). As I mentioned in the Chapter I, in the present study, I conducted a multilingual questionnaire survey through the field works in Asia (8 times) and Europe (10 times) during 2015 and 2017. I obtained a total sample of 827 flight attendants who are working for an Asian airline (413 samples) and a European airline (414 samples).

Pretest

Before the full-scale questionnaire survey, several pilot tests (also known as a *feasibility* study) were administrated during 2014 and 2015 to test the entire research process from a methodological standpoint. Those pilot tests included the questionnaire survey and several interviews with 106 flight attendants. During those pilot tests, the multilingual questionnaire with

English, French, and Japanese were tested the feasibility and back translated by participants who were familiar with those languages.

In the questionnaire, I asked the participants their language, gender, tenure, age. I also asked the levels of their perception of PCV, RC, and RA, as well as Affective delivery, Surface acting, Deep acting (emotional labor aspects), in addition, Job satisfaction, Trust toward employer, Careerism orientation, Task performance of emotional labor, and Emotional exhaustion. The full scale of multilingual survey questionnaire is presented in the appendix.

CHAPTER FOUR

ANALYSIS AND RESULTS

4-1. Survey Data

Given the diversity of most research in the social sciences, multilingual survey projects have become more common. In the present research, I conducted a multilingual questionnaire survey through the field works in Asia (8 times) and Europe (10 times) during 2015 and 2017. Approximately a total of 1,000 questionnaires was distributed to flight attendants in Asia and Europe. I obtained a total sample of 827 flight attendants (82.7% of return rate) who work for an Asian airline (413 samples) and a European airline (414 samples). In the questionnaire, I asked the levels of their perception of psychological contract violation (PCV), role conflict (RC) and role ambiguity (RA), as well as emotional labor aspects (affective delivery, surface acting and deep acting), in addition, job satisfaction, trust toward their employer, task performance of emotional labor, and emotional exhaustion. Table 4.1 presents the results of the full-scale questionnaire survey.

4-2. Sample Description

The languages used

Figure 4.1.1 and Table 4.1.1 show that the language most used in this research was an English (41.0%), following Japanese (35.2%) and French (23.8%).

Figure 4.1.1 The languages used

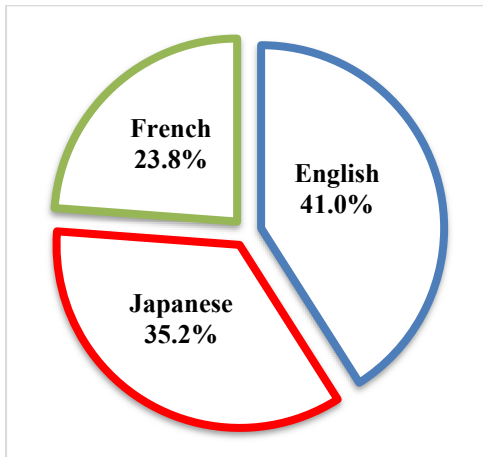


Table 4.1.1 The languages used

Language	Frequency	%
English	339	41.0
Japanese	291	35.2
French	197	23.8
TOTAL	827	100.0

Gender

Figure 4.1.2 and Table 4.1.2 show that the majority of gender of the respondents in this research identified 76.4% of female, and 23.6% of the male respondents.

Figure 4.1.2 Gender

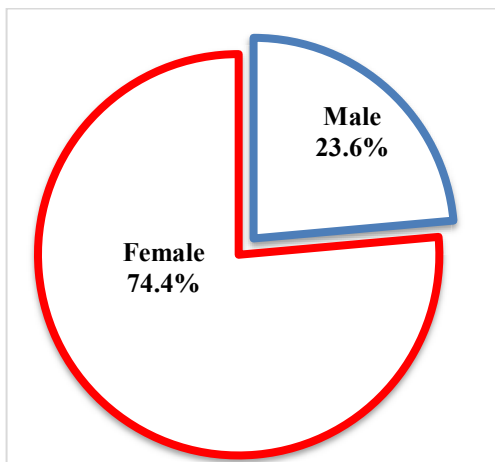


Table 4.1.2 Gender

Gender	Frequency	%
Male	195	23.6
Female	632	76.4
TOTAL	827	100.0

Table 4.1
Result of the Questionnaire Survey

	PCV		Trust		Satisfaction		Careerism		Task Performance		Role Conflict		Role Ambiguity		Emotional Exhaustion		Surface Acting		Deep Acting		Affective Delivery	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
1	71	8.6	67	8.1	8	1.0	246	29.7	0	0	22	2.7	545	65.9	42	5.1	4	0.5	34	4.1	1	0.1
2	348	42.1	319	38.6	57	6.9	379	45.8	10	1.2	142	17.2	262	31.7	113	13.7	49	5.9	70	8.5	6	0.7
3	305	36.9	372	45.0	200	24.2	185	22.4	87	10.5	378	45.7	17	2.1	270	32.6	214	25.9	283	32.2	60	7.3
4	96	11.6	68	8.2	472	57.1	17	2.1	619	74.8	285	34.5	3	0.4	389	47.0	495	59.9	375	45.3	499	60.3
5	7	0.8	1	0.1	90	10.9	0	0	111	13.4	0	0	0	0	13	1.6	65	7.9	65	7.9	261	31.6

N = 827,

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

PCV: Psychological Contract Violation

Tenure

Figure 4.1.3 and Table 4.1.3 show that the tenure of the respondents in this research identified that the most frequent respondents have experienced less than 5 years (18.7%), following 6-10 years (18.4%), 11- 15 years (16.3%), 16- 20 years (16.0%), 26- 30 years (13.7%), 21- 25 years (12.0%), and more than 30 years (5.0%).

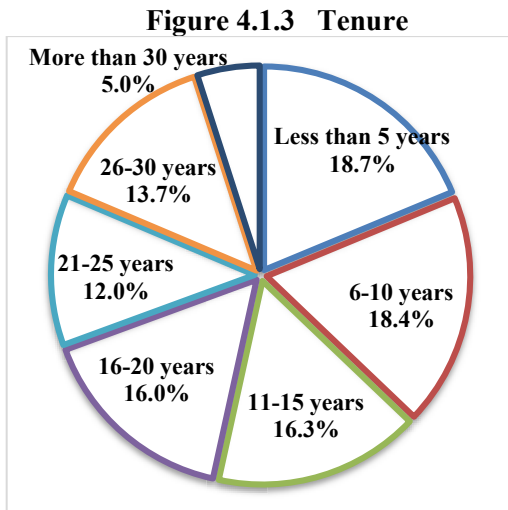


Table 4.1.3 Tenure

Tenure	Frequency	%
Less than 5 years	155	18.7
6-10 years	152	18.4
11-15 years	135	16.3
16-20 years	132	16.0
21-25 years	99	12.0
26-30 years	113	13.7
More than 30 years	41	5.0
TOTAL	827	100.0

Age

Figure 4.1.4 and Table 4.1.4 show that the age of the respondents in this research identified that the most frequent respondents are 41-50 years (36.9%), following 31-40 years (24.5%), 21- 30 years (18.6%), 51- 60 years (17.4%), less than 20 years (1.6%), and more than 60 years (1.0%).

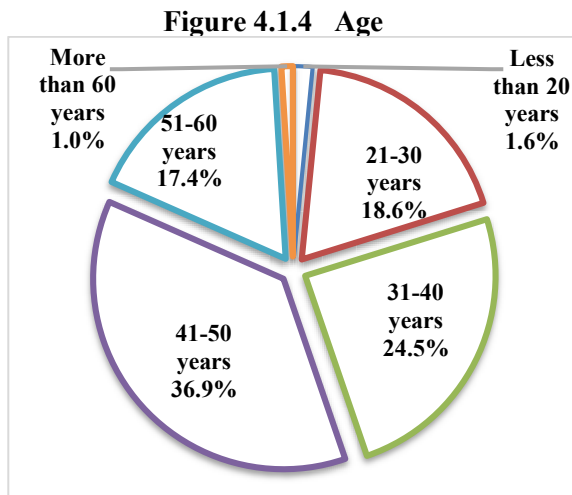
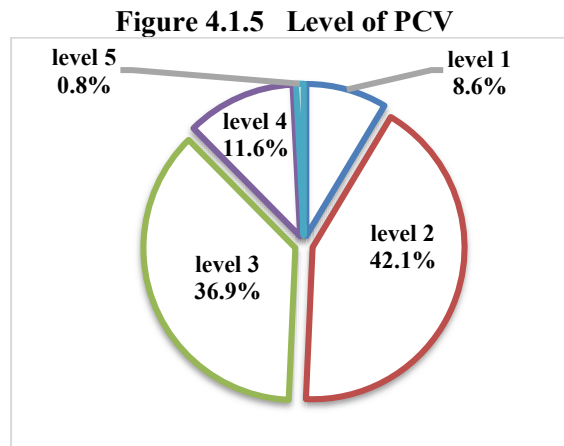


Table 4.1.4 Age

Age	Frequency	%
Less than 20 years	13	1.6
21-30 years	154	18.6
31-40 years	203	24.5
41-50 years	305	36.9
51-60 years	144	17.4
More than 60 years	8	1.0
TOTAL	827	100.0

Level of PCV

Figure 4.1.5 and Table 4.1.5 show that the level of psychological contract violation (PCV) of the respondents in this research identified that the most frequent respondents reported the level 2 (42.1%) with the low level of perception of PCV, following level 3 (36.9%) with the medium level of PCV, level 4 (11.6%) with the high level of PCV, level 1 (8.6%) with the very low level of PCV, and level 5 (0.8%) with the very high level of PCV.



1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

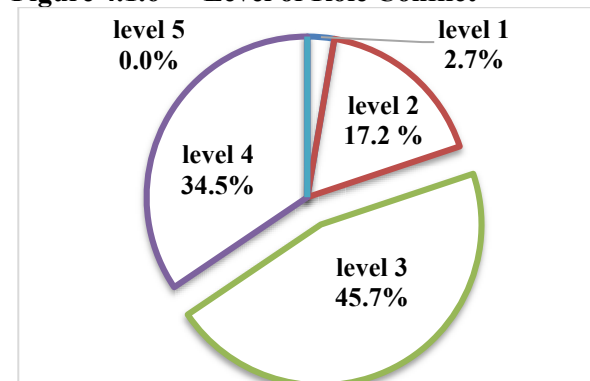
Table 4.1.5 Level of PCV

Level of PCV	Frequency	%
1	71	8.6
2	348	42.1
3	305	36.9
4	96	11.6
5	7	0.8
TOTAL	827	100.0

Level of Role Conflict (RC)

Figure 4.1.6 and Table 4.1.6 show that the level of role conflict of the respondents in this research identified that the most frequent respondents perceived level 3 (45.7%) with the medium level of perception of RC, following level 4 (34.5%) with the high level of RC, level 2 (17.2%) with the low level of RC, level 1 (2.7%) with the very low level of RC, and none of the respondents reports their very high level of RC, level 5 (0.0%).

Figure 4.1.6 Level of Role Conflict



1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

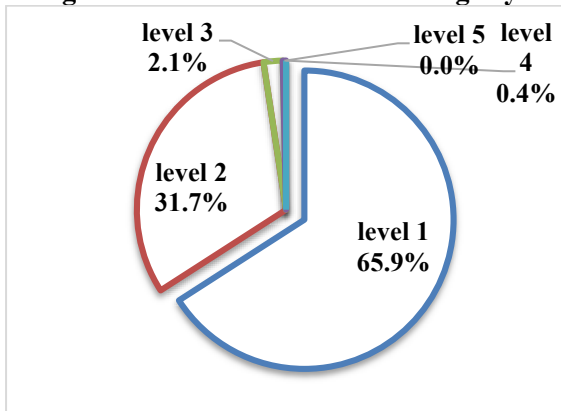
Table 4.1.6 Level of Role Conflict

Level of Role Conflict	Frequency	%
1	22	2.7
2	142	17.2
3	378	45.7
4	285	34.5
5	0	0.0
TOTAL	827	100.0

Level of Role Ambiguity (RA)

Figure 4.1.7 and Table 4.1.7 show that the level of role ambiguity of the respondents in this research identified that the most frequent respondents perceived level 1 with the very low level of RA (65.9%), following level 2 (31.7%) with the low level of RA, level 3 (2.1%) with the medium level of RA, level 4 (0.4%) with the high level of RA, and none of the respondents reports their very high level of RA, level 5 (0.0%).

Figure 4.1.7 Level of Role Ambiguity



1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

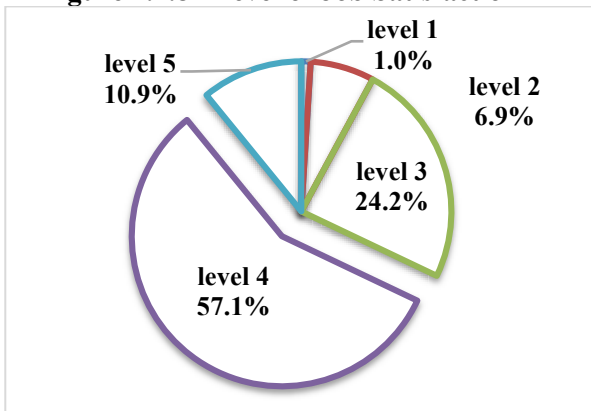
Table 4.1.7 Level of Role Ambiguity

Level of Role Ambiguity	Frequency	%
1	545	65.9
2	262	31.7
3	17	2.1
4	3	0.4
5	0	0.0
TOTAL	827	100.0

Level of Job Satisfaction

Figure 4.1.8 and Table 4.1.8 show that the level of job satisfaction of the respondents in this research identified that the most frequent respondents perceived level 4 (57.1%) with the high level of job satisfaction, following level 3 (24.2%) with the medium level of job satisfaction, level 5 (10.9%) with the very high level of job satisfaction, level 2 (6.9%) with the low level of job satisfaction, and level 1 (1.0%) with the very low level of job satisfaction.

Figure 4.1.8 Level of Job Satisfaction



1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

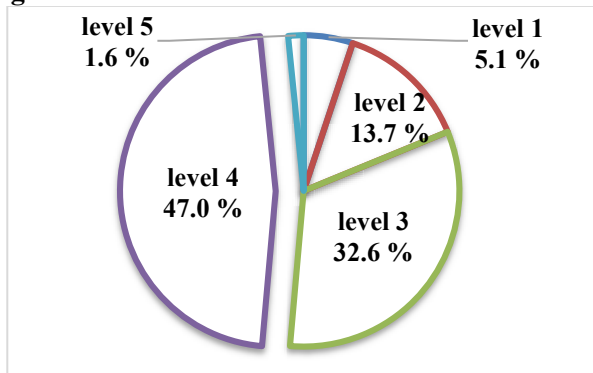
Table 4.1.8 Level of Job Satisfaction

Level of Job Satisfaction	Frequency	%
1	8	1.0
2	57	6.9
3	200	24.2
4	472	57.1
5	90	10.9
TOTAL	827	100.0

Level of Emotional Exhaustion

Figure 4.1.9 and Table 4.1.9 show that the level of emotional exhaustion of the respondents in this research identified that the most frequent respondents perceived level 4 (47.0%) with the high level of emotional exhaustion, following level 3 (32.6%) with the medium level of emotional exhaustion, level 2 (13.7%) with the low level of emotional exhaustion, level 1 (5.1%) with the very low level of emotional exhaustion, and level 5 (1.6%) with the very high level of emotional exhaustion.

Figure 4.1.9 Level of Emotional Exhaustion



1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

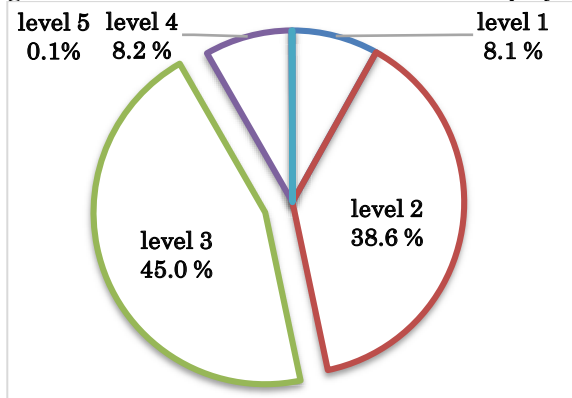
Table 4.1.9 Level of Emotional Exhaustion

Level of Emotional Exhaustion	Frequency	%
1	42	5.1
2	113	13.7
3	270	32.6
4	389	47.0
5	13	1.6
TOTAL	827	100.0

Level of Trust toward the Employer

Figure 4.1.10 and Table 4.1.10 show that the level of trust toward employer of the respondents in this research identified that the most frequent respondents perceived level 3 (45.0%) with the medium level of trust, following level 2 (38.6%) with the low level of trust, level 4 (8.2%) with the high level of trust, level 1 (8.1%) with the very low level of trust, and level 5 (0.1%) with the very high level of trust.

Figure 4.1.10 Level of Trust toward the Employer



1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Table 4.1.10 Level of Trust toward the Employer

Level of Trust toward Employer	Frequency	%
1	67	8.1
2	319	38.6
3	372	45.0
4	68	8.2
5	1	0.1
TOTAL	827	100.0

Level of Careerism Orientation

Figure 4.1.11 and Table 4.1.11 show that the level of careerism orientation of the respondents in this research identified that the most frequent respondents perceived level 2 (45.8%) with the low level of careerism orientation, following level 1 (29.7%) with the very low level of careerism orientation, level 3 (22.4%) with the medium level of careerism orientation, level 4 (2.1%) with the high level of careerism orientation, and none of the respondents reports their very high level of careerism orientation, level 5 (0.0%)

Figure 4.1.11 Level of Careerism Orientation

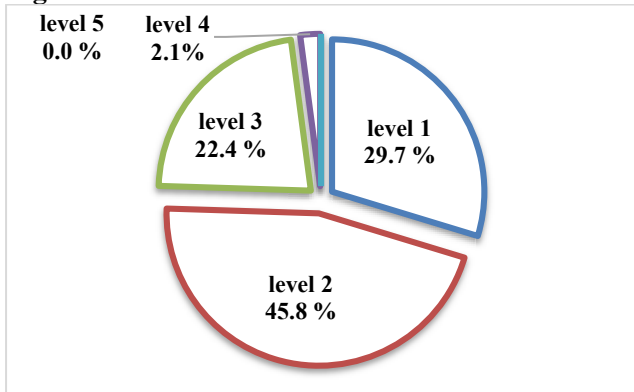


Table 4.1.11 level of Careerism Orientation

Level of Careerism Orientation	Frequency	%
1	246	29.7
2	379	45.8
3	185	22.4
4	17	2.1
5	0	0.0
TOTAL	827	100.0

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Level of Task Performance

Figure 4.1.12 and Table 4.1.12 show that the level of task performance of the respondents in this research identified that the most frequent respondents perceived level 4 (74.8%) with the high level of task performance, following level 5 (13.4%) with the very high level of task performance, level 3 (10.5%) with the medium level of task performance, level 2 (1.2%) with the low level of task performance, and level 1 (0.1%) with the very low level of task performance.

Figure 4.1.12 Level of Task Performance

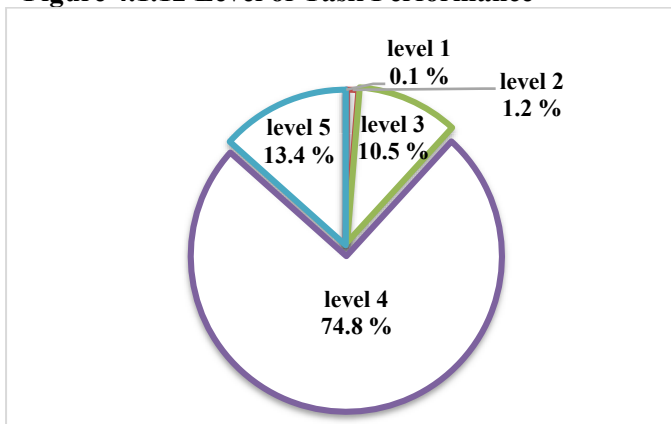


Table 4.1.12 Level of Task Performance

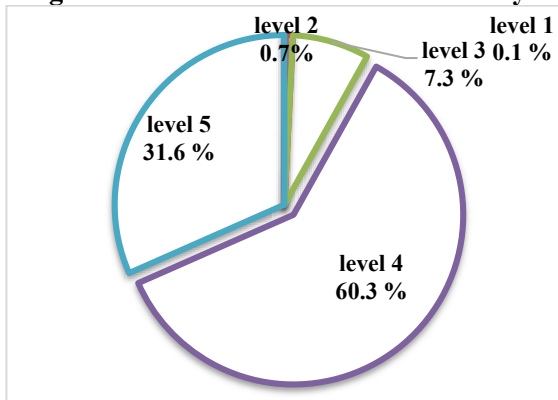
Level of Task Performance	Frequency	%
1	0	0.1
2	10	1.2
3	87	10.5
4	619	74.8
5	111	13.4
TOTAL	827	100.0

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Level of Affective Delivery

Figure 4.1.13 and Table 4.1.13 show that the level of affective delivery of the respondents in this research identified that the most frequent respondents perceived level 4 (60.3%) with the high level of affective delivery, following level 5 (31.6%) with the very high level of affective delivery, level 3 (7.3%) with the medium level of affective delivery, level 2 (0.7%) with the low level of affective delivery, and level 1 (0.1%) with the very low level of affective delivery.

Figure 4.1.13 Level of Affective Delivery



1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

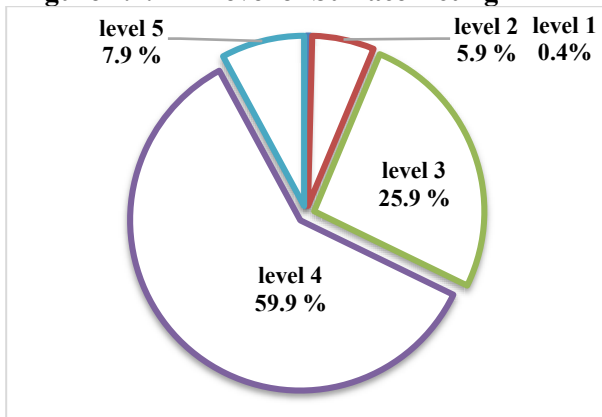
Table 4.1.13 Level of Affective Delivery

Level of Affective Delivery	Frequency	%
1	1	0.1
2	6	0.7
3	60	7.3
4	499	60.3
5	261	31.6
TOTAL	827	100.0

Level of Surface Acting

Figure 4.1.14 and Table 4.1.14 show that the level of surface acting of the respondents in this research identified that the most frequent respondents perceived level 4 (59.9%) with the high level of surface acting, following level 3 (25.9%) with the medium level of surface acting, level 5 (7.9%) with the very high level of surface acting, level 2 (5.9%) with the low level of surface acting, and level 1 (0.4%) with the very low level of surface acting.

Figure 4.1.14 Level of Surface Acting



1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Table 4.1.14 Level of Surface Acting

Level of Surface Acting	Frequency	%
1	4	0.4
2	49	5.9
3	214	25.9
4	495	59.9
5	65	7.9
TOTAL	827	100.0

Level of Deep Acting

Figure 4.1.15 and Table 4.1.15 show that the level of deep acting of the respondents in this research identified that the most frequent respondents perceived level 4 (45.3%) with the high level of deep acting, following level 3 (34.2%) with the medium level of deep acting, level 2 (8.5%) with the low level of deep acting, level 5 (7.9%) with the very high level of deep acting, and level 1 (4.1%) with the very low level of deep acting.

Figure 4.1.15 Level of Deep Acting

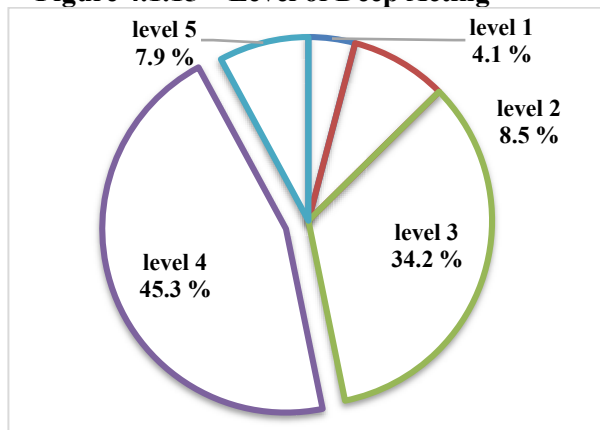


Table 4.1.15 Level of Deep Acting

Level of Deep Acting	Frequency	%
1	34	4.1
2	70	8.5
3	283	34.2
4	375	45.3
5	65	7.9
TOTAL	827	100.0

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

4-3. Data Analyses

The collected data were analyzed with IBM SPSS statistics 24. The descriptive statistics, Cronbach Alpha and intercorrelations were calculated. Thereafter, hierarchical regression analyses were conducted to test the study hypotheses.

(1) Descriptive Statistics

Table 4-2 summarizes the descriptive statistics and presents the means, standard deviations, intercorrelations, and the internal consistency reliability coefficients (Cronbach's alpha) of the scales included in this research. All the scales demonstrated good internal consistency reliability, where an alpha ranging from 0.70 to 0.95 is considered acceptable (Tavakol & Dennick, 2011).

(2) Demographics Data

The demographic data in this research is characterized by a high proportion of females (74.4%) and males (23.6%), a wide range of age (less than 20 to more than 60 years), a wide range of tenure (less than 5 to more than 30 years). The data of this multilingual survey also present the three different languages are proportionally used; English (41.0%), Japanese (35.2%), French (23.8%).

(3) Variables in the Psychological Contract Context

Psychological Contract Violation (PCV)

The level of PCV perceived by the 827 respondents ranged from weak to moderate with a mean of 2.79 (S.D. = .86) on the 5-point Likert response scale, with a good internal consistency reliability ($\alpha = .84$). PCV has significantly moderate negative relationships with trust towards employer ($r = -.57, p < .001$) and job satisfaction ($r = -.41, p < .001$). Conversely, PCV is significantly weak positive relationships with careerism orientation ($r = .17, p < .001$), role conflict ($r = .14, p < .001$), role ambiguity ($r = .13, p < .001$), emotional exhaustion ($r = .14, p < .001$), and surface acting ($r = .08, p < .05$).

Trust toward employer

The level of trust toward employer perceived by the 827 respondents ranged a medium with a mean of 2.99 (S.D. = .73) on the 5-point Likert response scale, with a good internal consistency reliability ($\alpha = .90$). Trust toward employer has significantly a moderate positive relationship with job satisfaction ($r = .57, p < .001$). Conversely, trust toward employer has significantly weak negative relationships with careerism orientation ($r = -.14, p < .001$), role conflict ($r = -.17, p < .001$), role ambiguity ($r = -.21, p < .001$) and emotional exhaustion ($r = -.20, p < .001$).

Job Satisfaction

The level of job satisfaction, perceived by the 827 respondents ranged a high level with a mean of 3.87 (S.D. = .74) on the 5-point Likert response scale, with a good internal consistency reliability ($\alpha = .83$). Job satisfaction has significantly weak negative relationships with careerism orientation ($r = -.26, p < .001$), role conflict ($r = -.17, p < .001$), role ambiguity ($r = -.16, p < .001$) and emotional exhaustion ($r = -.21, p < .001$).

Careerism Orientation

The level of careerism orientation perceived by the 827 respondents ranged a low level with a mean of 2.39 (S.D. = .74) on the 5-point Likert response scale, with a good internal consistency reliability ($\alpha = .87$). Careerism orientation has significantly positive relationships with role conflict ($r = .10, p < .01$), emotional exhaustion ($r = .12, p < .01$) and surface acting ($r = .12, p < .001$).

Task Performance

The level of task performance (considered here a performance as an emotional labor employee) by the 827 respondents ranged a high with a mean of 4.26 (S.D. = .54) on the 5-point Likert response scale, with a good internal consistency reliability ($\alpha = .87$). Task performance has significantly weak negative relationships with role conflict ($r = -.19, p < .001$), role ambiguity ($r = -.36, p < .001$), emotional exhaustion ($r = -.17, p < .001$). Conversely, task performance has significantly weak positive relationships with surface acting ($r = .13, p < .001$), deep acting ($r = .07, p < .05$) and affective delivery ($r = .29, p < .001$).

(4) Variables in the Organizational Stress Context

Role Conflict (RC)

The level of RC perceived by the 827 respondents ranged a moderate with a mean of 3.52 (S.D. = .72) on the 5-point Likert response scale, with a good internal consistency reliability ($\alpha=.87$). Role conflict has significantly a moderate positive relationship with emotional exhaustion ($r = .54, p < .001$), and has significantly the weak positive relationships with role ambiguity ($r = .24, p < .001$), surface acting ($r = .18, p < .001$) and deep acting ($r = .22, p < .001$). Conversely, role conflict has significantly a weak negative relationship with affective delivery affective delivery ($r = -.29, p < .01$).

Role Ambiguity (RA)

The level of RA perceived by the 827 respondents ranged a moderate with a mean of 1.70 (S.D. = .50) on the 5-point Likert response scale, with a good internal consistency reliability ($\alpha=.82$). Role ambiguity has significantly weak positive relationships with emotional exhaustion ($r = .29, p < .001$) and deep acting ($r = .07, p < .05$). Conversely, role ambiguity has significantly a weak negative relationship with affective delivery ($r = -.15, p < .001$).

Emotional Exhaustion (EE)

The level of EE perceived by the 827 respondents ranged from strong to moderate with a mean of 3.62 (S.D. = .86) on the 5-point Likert response scale, with a good internal consistency reliability ($\alpha=.88$). Emotional exhaustion has significantly weak positive relationships with surface acting ($r = .21, p < .001$) and deep acting ($r = .27, p < .001$).

(5) Variables in the Emotional Labor Context

Surface Acting

The level of surface acting practice of the 827 respondents ranged a high with a mean of 4.03 (S.D. = .67) on the 5-point Likert response scale, with a good internal consistency reliability ($\alpha=.86$). Surface acting has significantly weak positive relationships with deep acting ($r = .29$, $p<001$) and affective delivery ($r = .12$, $p<001$).

Deep Acting

The level of deep acting practice of the 827 respondents ranged a high with a mean of 3.74 (S.D. = .85) on the 5-point Likert response scale, with a good internal consistency reliability ($\alpha=.87$). Deep acting has significantly a weak positive relationship with affective delivery ($r = .12$, $p<001$)

Affective Delivery

The level of affective delivery practice of the 827 respondents ranged a very high with a mean of 4.49 (S.D. = .53) on the 5-point Likert response scale, with a good internal consistency reliability ($\alpha=.82$).

Table 4.2 Descriptive Statistics, Reliability, and Intercorrelation

	Mean	S.D.	α	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1 Gender ¹	0.76	.67															
2 Tenure ²	3.45	1.84		-.23***													
3 Age ³	3.53	1.07		-.32***	.81***												
Variables in the Psychological Contract Context																	
4 PCV	2.79	.86	.84	.22***	-.12***	-.18***											
5 Trust	2.99	.73	.90	-.10**	.18***	.19***	-.57***										
6 Satisfaction	3.87	.74	.83	-.22***	.21***	.21***	-.41***	.57***									
7 Careerism	2.39	.74	.87	.22***	-.24***	-.21***	.17***	-.14***	-.26***								
8 Performance	4.26	.54	.81	.41	.04	.06	-.02	.04	.04	.01							
Variables in the Organizational Stress Context																	
9 Role Conflict	3.52	.72	.87	.09**	-.08**	-.11**	.14***	-.17***	-.17***	.10**	-.19***						
10 Role Amiguity	1.70	.50	.82	.08*	-.11**	-.13***	.13***	-.21***	-.16***	.06	-.36***	.24***					
11 Emotional Exhaustion	3.62	.86	.88	.14***	-.16***	-.19***	.14***	-.20***	-.21***	.12**	-.17***	.54***	.29***				
Variables in the Emotional Labor Context																	
12 Surface Acting	4.03	.67	.86	.18***	-.10**	-.09**	.08*	-.02	-.05	.12***	.13***	.18***	.01	.21***			
13 Deep Acting	3.74	.85	.87	.11**	-.03	-.05	.06	-.03	-.02	.06	.07*	.22***	.07*	.27***	.29***		
14 Affective Delivery	4.49	.53	.82	-.04**	.01	.05	.01	.00	.02	.04	.29***	-.10**	-.15***	-.05	.12***	.12***	-

Note: *** $p < .001$, ** $p < .01$, * $p < .05$. $N = 827$.

¹ Gender: coded as Male = 0, Female = 1.

² Job tenure: coded as 1 = 0 ~ 5 years, 2 = 6 ~ 10 years, 3 = 11 ~ 15 years, 4 = 16 ~ 20 years, 5 = 21 ~ 25 years, 6 = 26 ~ 30 years, 7 = more than 30 years.

³ Age: coded as 1 = less than 20, 2 = 21 ~ 30, 3 = 31 ~ 40, 4 = 41 ~ 50, 5 = 51 ~ 60, 6 = more than 60.

α : Internal consistency (Cronbach's α).

4-4. Tests of Direct Effects

Antecedents (PCV, RC, RA) and outcome: Satisfaction

Hypothesis 1a proposed that PCV perceived by emotional labor employees is negatively associated with their job satisfaction. As predicted by Hypothesis 1a, PCV perceived by emotional labor employees was significantly and negatively associated with their job satisfaction ($r = -0.41$, $p < 0.001$). Hence, Hypothesis 1a was supported.

Hypothesis 2a proposed that role conflict (RC) perceived by emotional labor employees is negatively associated with their satisfaction. As predicted by Hypothesis 2a, RC perceived by emotional labor employees was significantly and negatively associated with their job satisfaction ($r = -0.17$, $p < 0.001$). Hence, Hypothesis 2a was supported.

Hypothesis 3a proposed that role ambiguity (RA) perceived by emotional labor employees is negatively associated with their job satisfaction. As predicted by Hypothesis 3a, RA perceived by emotional labor employees was significantly and negatively associated with their job satisfaction ($r = -0.16$, $p < 0.001$). Hence, Hypothesis 3a was also supported. Table 4.2 presents descriptive statistics, reliability, and intercorrelation.

Antecedents (PCV, RC, RA) and outcome: Emotional Exhaustion

Hypothesis 1b proposed that PCV perceived by emotional labor employees is positively associated with emotional exhaustion. As predicted by Hypothesis 1b, PCV perceived by emotional labor employees was significantly and positively associated with emotional exhaustion ($r = 0.14$, $p < 0.001$). Hence, Hypothesis 1b was supported.

Hypothesis 2b proposed that role conflict (RC) perceived by emotional labor employees is positively associated with emotional exhaustion. As predicted by Hypothesis 2b, RC perceived by emotional labor employees was significantly and positively associated with emotional exhaustion ($r = 0.54, p < 0.001$). Hence, Hypothesis 2b was supported.

Hypothesis 3b proposed that RA perceived by emotional labor employees is positively associated with emotional exhaustion. As predicted by Hypothesis 3b, RA perceived by emotional labor employees was significantly and positively associated with emotional exhaustion ($r = 0.29, p < 0.001$). Hence, Hypothesis 3b was also supported.

Antecedents (PCV, RC, RA) and outcome: Trust

Hypothesis 1c proposed that PCV perceived by emotional labor employees is negatively associated with trust toward their employer. As predicted by Hypothesis 1c, PCV perceived by emotional labor employees was significantly and negatively associated with trust toward their employer ($r = -0.57, p < 0.001$). Hence, Hypothesis 1c was supported.

Hypothesis 2c proposed that RC perceived by emotional labor employees is negatively associated with trust toward their employer. As predicted by Hypothesis 2c, RC perceived by emotional labor employees was significantly and negatively associated with trust toward their employer ($r = -0.17, p < 0.001$). Hence, Hypothesis 2c was supported.

Hypothesis 3c proposed that RA perceived by emotional labor employees is negatively associated with trust toward their employer. As predicted by Hypothesis 3c, RA perceived by emotional labor employees was significantly and negatively associated with trust toward their employer ($r = -0.21, p < 0.001$). Hence, Hypothesis 3c was also supported.

Antecedents (PCV, RC, RA) and outcome: Task Performance

Hypothesis 1d proposed that PCV perceived by emotional labor employees is negatively associated with task performance. However, Hypothesis 1d is not significant, thus, not supported.

Hypothesis 2d proposed that RC perceived by emotional labor employees is negatively associated with task performance. As predicted by Hypothesis 2d, RC perceived by emotional labor employees was significantly and negatively associated with task performance ($r = -0.19, p < 0.001$). Hence, Hypothesis 2d was supported.

Hypothesis 3d proposed that RA perceived by emotional labor employees is negatively associated with task performance. As predicted by Hypothesis 3d, RA perceived by emotional labor employees was significantly and negatively associated with task performance ($r = -0.36, p < 0.001$). Hence, Hypothesis 3d was also supported. Table 4-3 presents the list of results of hypotheses testing for direct effects between antecedents (PCV, RC & RA) and the outcomes (Job Satisfaction, Emotional Exhaustion, trust toward Employer and Task Performance).

Table 4-3. List of Result of Hypotheses Tests (Direct Effects)

H1a	Supported	PCV perceived by emotional labor employees is negatively associated with job satisfaction .
H1b	Supported	PCV perceived by emotional labor employees is positively associated with emotional exhaustion .
H1c	Supported	PCV perceived by emotional labor employees is negatively associated with trust toward employer .
H1d		PCV perceived by emotional labor employees is negatively associated with task performance .
H2a	Supported	RC perceived by emotional labor employees is negatively associated with job satisfaction .
H2b	Supported	RC perceived by emotional labor employees is positively associated with emotional exhaustion .
H2c	Supported	RC perceived by emotional labor employees is negatively associated with trust toward employer .
H2d	Supported	RC perceived by emotional labor employees is negatively associated with task performance .
H3a	Supported	RA perceived by emotional labor employees is negatively associated with job satisfaction .
H3b	Supported	RA perceived by emotional labor employees is positively associated with emotional exhaustion .
H3c	Supported	RA perceived by emotional labor employees is negatively associated with trust toward employer .
H3d	Supported	RA perceived by emotional labor employees is negatively associated with task performance .

Note: PCV (Psychological Contract Violation), RC (Role Conflict), RA (Role Ambiguity)

4-5. Tests of Multicollinearity

In this research, some of the variables are used in terms of psychological contract violation context, such as psychological contract violation (PCV), trust toward the employer, job satisfaction, careerism orientation, and task performance. Some other variables are used in terms of organizational stress context, such as role conflict (RC), role ambiguity (RA), and emotional exhaustion. In addition, other variables are used in terms of emotional labor context, such as affective delivery, surface acting, and deep acting. Substantial multicollinearity among these variables would negate one's ability to treat them as separate variables for the purpose of analysis. Therefore, tests for multicollinearity are administered.

The results of the tests for multicollinearity indicated that a very low level of multicollinearity with all combinations in this research. When the dependent variable is **Job satisfaction** ($VIF = 1.496$ for PCV, $VIF = 1.537$ for trust toward the employer, $VIF = 1.060$ for careerism orientation, $VIF = 1.273$ for task performance, $VIF = 1.477$ for RC, $VIF = 1.254$ for RA, $VIF = 1.555$ for emotional exhaustion, $VIF = 1.174$ for surface acting, $VIF = 1.187$ for deep acting, and $VIF = 1.124$ affective delivery). When the dependent variable is **Emotional exhaustion** ($VIF = 1.510$ for PCV, $VIF = 1.899$ for trust toward the employer, $VIF = 1.598$ for job satisfaction, $VIF = 1.105$ for careerism orientation, $VIF = 1.267$ for task performance, $VIF = 1.199$ for RC, $VIF = 1.224$ for RA, $VIF = 1.164$ surface acting, $VIF = 1.153$ for deep acting, and $VIF = 1.124$ affective delivery). When the dependent variable is **Trust toward employer** ($VIF = 1.222$ for PCV, $VIF = 1.298$ for job satisfaction, $VIF = 1.102$ for careerism orientation, $VIF = 1.271$ for task performance, $VIF = 1.476$ for RC, $VIF = 1.239$ for RA, $VIF = 1.561$ for emotional exhaustion, $VIF = 1.171$ for surface acting, $VIF = 1.187$ for deep acting, and $VIF = 1.124$ affective delivery). When the

dependent variable was **Task Performance** ($VIF = 1.510$ for PCV, $VIF = 1.901$ for trust toward the employer, $VIF = 1.607$ for job satisfaction, $VIF = 1.105$ for careerism orientation, $VIF = 1.459$ for RC, $VIF = 1.155$ for RA, $VIF = 1.557$ for emotional exhaustion, $VIF = 1.154$ for surface acting, $VIF = 1.182$ for deep acting, and $VIF = 1.066$ affective delivery).

4-6. Hierarchical Multiple Regression Analysis

When predictor and moderator variables are interval or continuous, multiple regression analyses are used for testing moderating effects (Kim, Kaye, and Wright, 2001). Most commonly, the researcher assumes that a continuous moderator variable alters the relationship between the independent variable and dependent variables in a linear function (Baron & Kenny, 1986).

(1) Moderating effects between the antecedents (PCV, RC, and RA) and outcome:

Job Satisfaction

Hypotheses 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, and 4i posited that emotional labor aspects, which are (a) affective delivery, (b) surface acting, (c) deep acting, practiced by emotional labor employees, moderate the negative relationships between psychological contract violation (PCV) and job satisfaction, role conflict (RC) and job satisfaction, as well as role ambiguity (RA) and job satisfaction. In this research, the hierarchical regression analyses examine the impacts of the interactions between PCV and emotional labor aspects, between RC and emotional labor aspects as well as RA and emotional labor aspects. Table 4-4 presents the summary of hierarchical regression analyses, including the supported hypotheses 4a & 4f.

In the step 1

In the step 1, the control variables including language, gender, tenure, age and the additional controlled variables are inserted into the regression equation to eliminate alternative explanations. Those independent variables are including the psychological contract context, which are psychological contract violation (PCV), job satisfaction, careerism orientation and task performance of emotional labor, as well as the organizational stress related variables, which are role conflict (RC), role ambiguity (RA) and emotional exhaustion.

In the step 2

In the step 2, the independent variables of three emotional labor aspects (surface acting, deep acting, and affective delivery) are inserted into the regression equation.

In the interactions (step 3, step 4, and step 5)

In the interactions (step 3, step 4, and step 5), if the change in R^2 (or ΔR^2) for the interaction term is statistically significant, it is said to have a moderation effects, and the moderator hypothesis is supported (Aldwin, 1994; Baron & Kenny, 1986; Holmbeck, 1997).

Moderator hypotheses tests of PCV and emotional labor aspects on job satisfaction

Table 4-4 summarizes the hierarchical regression analyses for the supported hypotheses 4a and 4f. Concerning **Hypothesis 4a**, as shown in Table 4-4, when the interaction term (1) (PCV x affective delivery) is inserted into the equation in the step 3, the interaction is significant [$F(14, 812) = 19.047, p < .001, \Delta R^2 = .002$], supporting Hypothesis 4a. Moreover, though PCV remained a significant predictor with negative beta [$\beta = -.04, p < .001$ (in the step 1), and $\beta = -.34, p < .001$

Table 4-4
Summary of Hierarchical Regression Analyses (Hypotheses 4a & 4f)

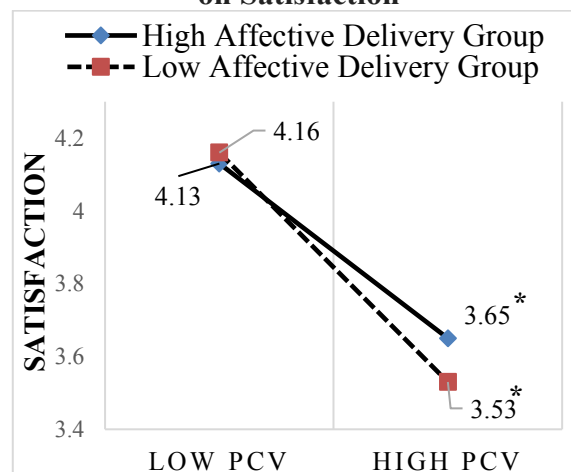
Dependent variable: SATISFACTION											
Supported Hypotheses		H4a (Interaction of PCV and affective delivery)					H4f (Interaction of RC and deep acting)				
		(Step 1)	(Step 2)	(Step 3)	(Step 4)	(Step 5)	(Step 1)	(Step 2)	(Step 3)	(Step 4)	(Step 5)
Independent variables											
(Controls variables)	Language	.03	.03	.04	.03	.03	Language	.03	.03	.03	.03
	Gender	-.05	-.05	-.05	-.05	-.05	Gender	-.05	-.05	-.05	-.05
	Tenure	.12**	.12**	.12**	.12**	.12	Tenure	.12**	.012**	.12**	.012**
	Age	-.02	-.02	-.02	-.02	-.02	Age	-.02	-.02	-.02	-.02
	PCV	-.04***	-.34***	-.80**	-.52**	-.25*	PCV	-.34***	-.34***	-.34***	-.34***
	Careerism	-.15***	-.15***	-.15***	-.15***	-.15***	Careerism	-.15***	-.15***	-.16***	-.15***
	Task Performance	-.01	-.03	-.03	-.03	-.03	Task Performance	-.01	-.03	-.03	-.03
	Role Conflict	-.05	-.05	-.06	-.05	-.05	Role Conflict	-.05	-.05	-.16	-.04
	Role Amiguity	-.06*	-.06*	-.06*	-.06*	-.06*	Role Amiguity	-.06*	-.06*	-.06*	-.06*
	Emotional Exhaustion	-.09**	-.10**	-.10**	-.011**	-.10**	Emotional Exhaustion	-.09***	-.10***	-.10***	-.10***
Step 2	Surface Acting		.03	.03	-.07	.03	Surface Acting		.03	.03	.04
(Emotional Labor)	Deep Acting		.05	.05	.05	.11	Deep Acting		.05	.05	.05
	Affective Delivery		.01	-.16	-.01	.01	Affective Delivery		.01	-.05	.01
Step 3											
Interaction (1)	PCV x Affective Delivery				.50*		RC x Affective Delivery				.12
	F	25.75***	20.17***		19.05***		F	25.71***	20.17***		18.73***
	Adjusted R-square	.231	.232		.234		Adjusted R-square	.231	.232		.231
	Δ R-square		.001		.002		Δ R-square		.001		-.001
Step 4	PCV x Surface Acting					.22	RC x Surface Acting				-.01
Interaction (2)	F					18.80***	F				18.71***
	Adjusted R-square					.232	Adjusted R-square				.231
	Δ R-square					.000	Δ R-square				-.001
Step 5	PCV x Deep Acting					-.11	RC x Deep Acting				.35**
Interaction (3)	F					18.74***	F				18.99***
	Adjusted R-square					.231	Adjusted R-square				.234
	Δ R-square					-.001	Δ R-square				.002

Standardized regression coefficients are reported. *** p < .001, ** p < .01, * p < .05.

(in the step 2)], when the interaction term (1) (PCV x affective delivery) is inserted into the equation in the step 3, significantly positive beta appeared ($\beta = .50, p < .05$). Thus, this interaction term (or moderator variable) changes the relationship between the antecedent (or predictor: PCV) and the outcome (job satisfaction) from negative to positive.

Figure 4-1-1 (Hypothesis 4a) shows the plotting graph of interaction effect of PCV and affective delivery on satisfaction. The result explains that, when low level of PCV is perceived by the employees, though the difference in the level of satisfaction of the two groups (high and low affective delivery groups) is not significant, both high and low affective delivery groups report nearly the same and high level of satisfaction (4.13 and 4.16 respectively). Conversely, when high level of PCV is perceived, while both groups have the decreasing propensity of job satisfaction, the high affective delivery group significantly reports higher level of satisfaction (3.65, $p < .10$) than the low affective group (3.53, $p < .10$). This result reveals that the high affective delivery group moderates or repairs the decreasing propensity of job satisfaction than the low affective delivery group.

Figure 4-2-1. Hypothesis 4a:
Interaction Effect of Psychological Contract Violation (PCV) and Affective Delivery on Satisfaction

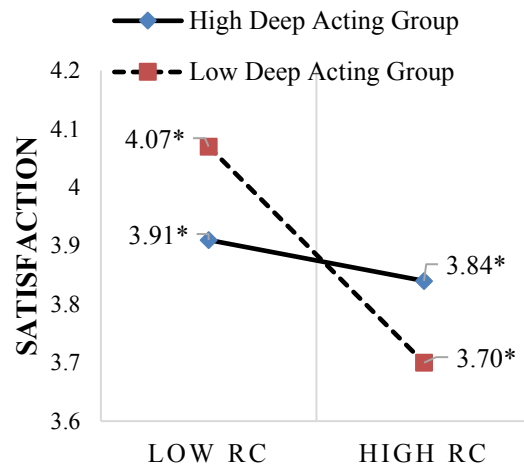


Moderator hypotheses tests of RC and emotional labor aspects on job satisfaction

Concerning **Hypothesis 4f**, as shown in Table 4-4, when the interaction term (5) (RC x deep acting) is inserted into the equation in the step 5, the interaction is significant [$F(14, 812) = 18.986, p < .001, \Delta R^2 = .002$], supporting Hypothesis 4f. Moreover, when the interaction term (3) (RC x deep acting) is inserted into the equation in the step 5, though role conflict remained a significant predictor with negative beta [$\beta = -.28, p < .01$], significantly positive beta appeared in the interaction term (RC x deep acting; $\beta = .35, p < .01$). Thus, this interaction term (or moderator variable) changes the relationship between the antecedent (or predictor: RC) from negative to positive. Conversely, Hypotheses 4b and 4c are not supported. Neither, Hypotheses 4d, 4e, 4g, 4h, and 4i are not supported.

Figure 4-1-2 (Hypothesis 4f) shows the plotting graph of interaction effect of role conflict (RC) and deep acting on satisfaction. The result explains that, when low level of RC is perceived by the employees, the high deep acting group significantly reports lower level of satisfaction (3.91, $p < .10$) than the low deep acting group (4.07, $p < .10$). Conversely, when high level of RC is perceived, though both groups report the decreasing propensity of job satisfaction, the high deep acting group significantly reports higher level of satisfaction (3.84, $p < .10$) than the low deep acting group (3.70, $p < .10$). This result reveals that, while the interaction effect between RC and deep acting is observed, the high deep acting group moderates or repairs the decreasing propensity of job satisfaction, particularly when high level of RC is perceived by the employees, thus, partially supporting hypothesis 4f. Table 4-5 summarizes the hypotheses tests of moderating effects of antecedents (PCV, RC, and RA) and outcome: job satisfaction.

**Figure 4-2-2. Hypothesis 4f:
Interaction Effect of Role Conflict and Deep Acting on Satisfaction**



In this research, while hypothesis 4a is supported and 4f is partially supported, hypotheses 4b, 4c, 4d, 4e, 4g, 4h and 4i are not supported. Table 4-5 summarizes the results of hypothesis tests of the moderating effects of emotional labor aspects between the antecedents (PCV, RC, and RA) and the outcome: job satisfaction.

Table 4-5

Summary of the Hypotheses Tests of Moderating Effects of Emotional Labor Aspects: Antecedents (PCV, RC, and RA) and Outcome: Job Satisfaction

H4a	Supported	Affective delivery practiced by emotional labor employees moderates the negative relationships between PCV and job satisfaction .
H4b		Surface acting practiced by emotional labor employees moderates the negative relationships between PCV and job satisfaction .
H4c		Deep acting practiced by emotional labor employees moderates the negative relationships between PCV and job satisfaction .
H4d		Affective delivery practiced by emotional labor employees moderates the negative relationships between RC and job satisfaction .
H4e		Surface acting practiced by emotional labor employees moderates the negative relationships between RC and job satisfaction .
H4f	Partially Supported	Deep acting practiced by emotional labor employees moderates the negative relationships between RC and job satisfaction .
H4g		Affective delivery practiced by emotional labor employees moderates the negative relationships between RA and job satisfaction .
H4h		Surface acting practiced by emotional labor employees moderates the negative relationships between RA and job satisfaction .
H4i		Deep acting practiced by emotional labors moderate employees the negative relationships between RA and job satisfaction .

Note: PCV (Psychological Contract Violation), RC (Role Conflict), RA (Role Ambiguity).

(2) Moderating effects between the antecedents (PCV, RC, and RA) and outcome: Emotional Exhaustion

Hypotheses 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, and 5i posited that emotional labor aspects, which are (a) affective delivery, (b) surface acting, (c) deep acting practiced by emotional labor employees, moderate the positive relationships between psychological contract violation (PCV) and emotional exhaustion, role conflict (RC) and emotional exhaustion, as well as role ambiguity (RA) and emotional exhaustion. In this research, the hierarchical regression analyses examine the impacts of the interactions between PCV and emotional labor aspects, the impacts of the interactions between RC and emotional labor aspects as well as RA and emotional labor aspects. Table 4-5 presents the summary of hierarchical regression analysis, including the supported hypotheses 5g & 5i.

In the step 1

In the step 1, the control variables including language used, gender, tenure, age and the additional controlled variables are inserted into the regression equation to eliminate alternative explanations. Those independent variables are including the psychological contract context, which are psychological contract violation (PCV), trust toward employer, job satisfaction, careerism orientation and task performance of emotional labor employees, as well as the organizational stress related variables, which are role conflict (RC) and role ambiguity (RA).

In the 2nd step

In the 2nd step, the independent variables of three emotional labor aspects (surface acting, deep acting, and affective delivery) are inserted into the regression equation.

In the interactions (step 3, step 4, and step 5)

In the interactions (step 3, step 4, and step 5), if the change in R^2 (or ΔR^2) for the interaction term is statistically significant, it is said to have a moderation effects, and the moderator hypothesis is supported (Aldwin, 1994; Baron & Kenny, 1986; Holmbeck, 1997).

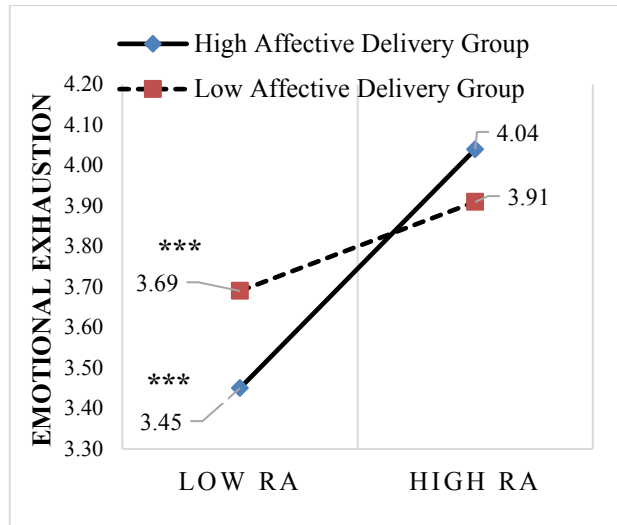
Moderator hypotheses tests of RA and emotional labor aspects on emotional exhaustion

Table 4-5 summarizes the hierarchical regression analyses for the supported hypotheses 5g and 5i. Concerning **Hypotheses 5g**, as shown in Table 4-5, when the interaction term (1) (RA x affective delivery) is inserted into the equation in the step 3, the interaction is significant [$F(15, 811) = 31.54, p < .001, \Delta R^2 = .001$], supporting Hypothesis 5g. Moreover, though RA remained a significant predictor with positive beta [$\beta = .14, p < .001$ (in the step 1), and $\beta = .13, p < .001$ (in the step 2)], when the interaction term (1) (RA x affective delivery) is inserted into the equation in the step 3, significant negative beta appeared ($\beta = -.07, p < .01$). Thus, this interaction term (or moderator variable) changes the relationship between the antecedent (or predictor: RA) and the outcome (emotional exhaustion) from positive to negative.

Figure 4-2-1 (Hypothesis 5g) shows the plotting graphs of interaction effects of role ambiguity (RA) and affective delivery on emotional exhaustion. When RA is highly perceived by the employees, though the difference in the level of emotional exhaustion for the both groups (high and low affective delivery groups) is not significant, both groups report a high level of emotional exhaustion (4.04 and 3.91 respectively). Conversely, when RA is lowly perceived, though both groups have the decreasing propensity of emotional exhaustion, the high affective delivery group significantly reports a lower level of emotional exhaustion (3.45, $p < .001$) than the low affective group (3.69, $p < .001$). This result reveals that the high affective delivery group moderates or repairs the increasing propensity of emotional exhaustion than the low affective

delivery group, particularly when the employees perceive low level of role ambiguity. Thus, Hypothesis 5g is finally partially supported

**Figure 4-2-3 Hypothesis 5g:
Interaction Effect of Role Ambiguity and Affective Delivery on Emotional Exhaustion**



Concerning **Hypothesis 5i**, as shown in Table 4-5, when the interaction term (3) (RA x deep acting) is inserted into the equation in the step 5, the interaction is significant [$F(15, 811) = 32.33$, $p < .001$, $\Delta R^2 = .007$], supporting **Hypothesis 5i**. Moreover, when the interaction term (3) (RA x deep acting) is inserted into the equation in the step 5, though role ambiguity remained a significant predictor with positive beta [$\beta = .48$, $p < 0.001$], significantly negative beta appeared in the interaction term (RA x deep acting; $\beta = -.45$, $p < .01$). Thus, this interaction term (or moderator variable) changes the relationship between the antecedent (or predictor: RA) from positive to negative. Conversely, **Hypotheses 5a, 5b, 5c, 5d, 5e, 5f and 5h** were not supported.

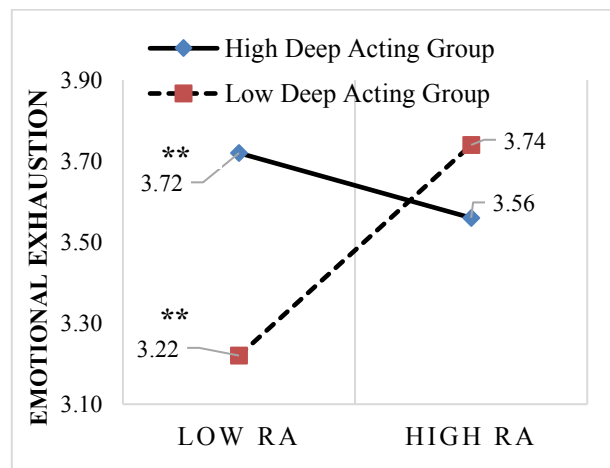
Table 4-6
Summary of Hierarchical Regression Analyses (H5g & H5i)

		Dependent variable: Emotional Exhaustion					
Supported Hypotheses		H5g (Interaction of Role Ambiguity and affective delivery) and H5i (Interaction Role Ambiguity and deep acting)					
		(Step 1)	(Step 2)	(Step 3)	(Step 4)	(Step 5)	
Independent variables (Controls variables)	Language	.02	.02	.02	.02	.02	
	Gender	.01	-.00	-.00	-.01	-.00	
	Tenure	-.04	-.04	-.04	-.04	-.03	
	Age	-.07	-.07	-.07	-.07	-.06	
	PCV	.01	-.00	.00	-.01	-.01	
	Trust	-.03	-.04	-.04	-.04	-.04	
	Satisfaction	-.07*	-.07**	-.07**	-.07**	-.08**	
	Careerism	.02	.00	.00	.00	-.00	
	Task Performance	-.02	-.06*	-.06*	-.06*	-.06*	
	Role Conflict	.47***	.42***	.43***	.42***	.42***	
	Role Ambiguity	.14***	.13***	.20	.27***	.48***	
	Step 2 (Emotional Labor)	Surface Acting		.07**	.07	.15	.08**
		Deep Acting		.15***	.15***	.15***	.40***
	Affective Delivery		.02	.05	.02	.03	
Step 3 Interaction (1)	RA x Affective Delivery			-.07**			
	F	37.60***	33.82***	31.54***			
	Adjusted R-square	.328	.356	.357			
	Δ R-square		.028	.001			
Step 4 Interaction (2)	RA x Surface Acting				-.16		
	F				31.54***		
	Adjusted R-square				.357		
	Δ R-square				.001		
Step 5 Interaction (3)	RA x Deep Acting					-.45**	
	F					32.33***	
	Adjusted R-square					.363	
	Δ R-square					.007	

Standardized regression coefficients are reported. *** p < .001, ** p < .01, * p < .05.

Figure 4-2-2 (Hypothesis 5i) shows the graphs of interaction effects of role ambiguity (RA) and deep acting on emotional exhaustion. When RA is lowly perceived by the employees, the low deep acting group significantly reports a lower level of emotional exhaustion (3.22, $p < .05$) than the high deep acting group (3.72, $p < .05$). Conversely, when RA is highly perceived, though the difference in the level of emotional exhaustion of the both groups (high and low deep acting groups) is not significant, both groups report a high level of emotional exhaustion (3.56 and 3.74 respectively). This result reveals that, while the interaction effect is observed, the high deep acting group moderates or repairs the increasing propensity of emotional exhaustion, particularly when the employees highly perceive RA. Consequently, Hypothesis 5i is partially supported. Table 4-6 summarizes the hypothesis tests of the moderating effects of antecedents (PCV, RC, and RA) and outcome: emotional exhaustion.

**Figure 4-2-4 Hypothesis 5i:
Interaction Effect of Role Ambiguity and Deep Acting on Emotional Exhaustion**



In this research, while hypotheses 5g and 5i are partially supported, hypotheses 5a, 5b, 5c, 5d, 5e and 5f and 5h are not supported. Table 4-7 summarizes the results of hypothesis tests of the moderating effects of emotional labor aspects between the antecedents (PCV, RC, and RA) and the outcome: emotional exhaustion.

Table 4-7
Summary of the Hypotheses Tests of Moderating Effects of Emotional Labor Aspects: Antecedents (PCV, RC, and RA) and Outcome: Emotional Exhaustion

H5a		Affective delivery practiced by emotional labor employees moderates the positive relationships between PCV and emotional exhaustion.
H5b		Surface acting practiced by emotional labors moderate employees the positive relationships between PCV and emotional exhaustion.
H5c		Deep acting practiced by emotional labor employees moderates the positive relationships between PCV and emotional exhaustion.
H5d		Affective delivery practiced by emotional labor employees moderates the positive relationships between RC and emotional exhaustion.
H5e		Surface acting practiced by emotional labor employees moderates the positive relationships between RC and emotional exhaustion.
H5f		Deep acting practiced by emotional labor employees moderates the positive relationships between RC and emotional exhaustion.
H5g	Partially Supported	Affective delivery practiced by emotional labor employees moderates the positive relationships between RA and emotional exhaustion.
H5h		Surface acting practiced by emotional labor employees moderates the positive relationships between RA and emotional exhaustion.
H5i	Partially Supported	Deep acting practiced by emotional labor employees moderates the positive relationships between RA and emotional exhaustion.

Note: PCV (Psychological Contract Violation), RC (Role Conflict), RA (Role Ambiguity).

(3) Moderating effects between the antecedents (PCV, RC, and RA) and outcome:

Trust toward Employer

Hypotheses 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, and 6i posited that emotional labor aspects, which are (a) affective delivery, (b) surface acting, (c) deep acting practiced by emotional labor employees, moderate the negative relationships between PCV and trust toward employer, RC and trust toward employer, as well as RA and trust toward employer. In this research, the hierarchical regression analyses examine the impacts of the interactions between PCV and emotional labor aspects, between RC and emotional labor aspects as well as RA and emotional labor aspects. Table 4-8 presents the summary of hierarchical regression analysis, including the supported hypotheses 6g, 6h, & 6i.

In the step 1

In the step 1, the control variables including language used, gender, tenure, age and the additional controlled variables are inserted into the regression equation to eliminate alternative explanations. Those independent variables are including the psychological contract context, which are psychological contract violation (PCV), job satisfaction, careerism orientation and task performance of emotional labor, as well as the organizational stress related variables, which were role conflict (RC), role ambiguity (RA), and emotional exhaustion.

In the step 2

In the step 2, the independent variables of three emotional labor aspects (surface acting, deep acting, and affective delivery) are inserted into the regression equation.

Table 4-8
Summary of Hierarchical Regression Analyses (H6g, H6h, & H6i)

		Dependent variable: TRUST TOWARD EMPLOYER				
Supported Hypotheses		H6g (Role Ambiguity and affective delivery), H6h (Role Ambiguity and surface acting) & H6i (Role Ambiguity and deep acting)				
		(Step 1)	(Step 2)	(Step 3)	(Step 4)	(Step 5)
Independent variables						
(Controls variables)	Language	-.23***	-.23***	-.23***	-.23***	-.23***
	Gender	.02	.02	.02	.02	.02
	Temure	.04	.04	.04	.04	.04
	Age	.08*	.08*	.09*	.09*	.08*
	PCV	-.42***	-.42***	-.42***	-.42***	-.42***
	Satisfaction	.41***	.41***	.41***	.41***	.40***
	Careerism	.02	.01	.01	.02	.01
	Task Performance	-.03	-.04	-.04	-.04	-.04
	Role Conflict	-.04	-.04	-.04	-.05	-.04
	Role Amiguity	-.09**	-.09**	.32*	.16	.14
	Emotional Exhaustion	-.02	-.03	-.03	-.03	-.03
Step 2						
(Emotional Labor)	Surface Acting		.02	.02	.15*	.02
	Deep Acting		.02	.03	.02	.19*
	Affective Delivery		.01	.18**	.01	.01
Step 3						
Interaction (1)	RA x Affective Delivery			-.42**		
	F	78.89***	61.98***	58.42***		
	Adjusted R-square	.509	.508	.510		
	Δ R-square		-.001	.002		
Step 4						
Interaction (2)	RA x Surface Acting				-.28*	
	F				58.17***	
	Adjusted R-square				.509	
	Δ R-square				.001	
Step 5						
Interaction (3)	RA x Deep Acting					-.30**
	F					58.37***
	Adjusted R-square					.510
	Δ R-square					.002

Standardized regression coefficients are reported. *** p < .001, ** p < .01, * p < .05.

In the interactions (step 3, step 4, and step 5)

In the interactions (step 3, step 4, and step 5), if the change in R^2 (or ΔR^2) for the interaction term is statistically significant, it is said to have a moderation effects, and the moderator hypothesis is supported (Aldwin, 1994; Baron & Kenny, 1986; Holmbeck, 1997).

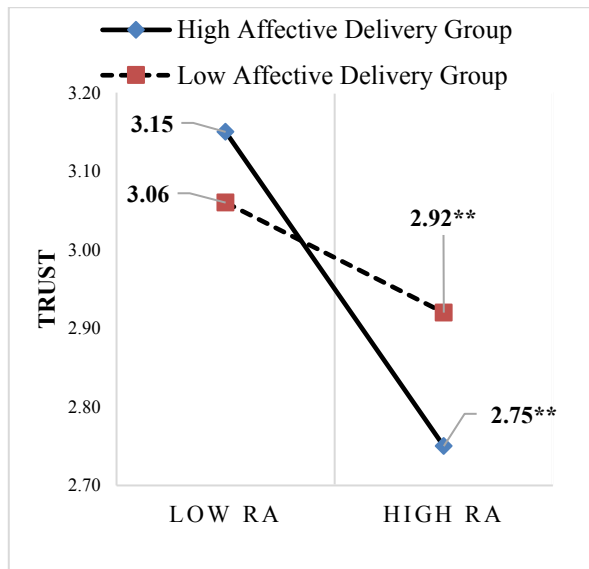
Moderator hypotheses tests of RA and emotional labor aspects on trust toward employer

Table 4-8 summarizes the hierarchical regression analyses for the supported hypotheses 6g, 6h and 6i. Concerning **Hypothesis 6g**, as shown in Table 4-8, when the interaction term (1) (RA x affective delivery) is inserted into the equation in the step 3, the interaction is significant [$F(15, 811) = 58.42, p < .001, \Delta R^2 = .002$], supporting Hypothesis 6g.

Figure 4-3-1 (Hypothesis 6g) shows the plotting graph of interaction effects of role ambiguity (RA) and affective delivery on trust. The result explains that, when RA is lowly perceived by the employees, though the difference in the level of trust of the two groups (high and low affective delivery groups) is not significant, the high affective delivery group reports a higher level of trust (3.15, $p > 0.10$) than the low affective delivery group (3.06, $p > 0.10$). Conversely, when RA is highly perceived by the employees, though the both two groups report the decreasing propensity of trust, the low affective delivery group significantly report a higher level of trust (2.92, $p < 0.10$) than the high affective delivery group (2.75, $p < 0.10$). This result reveals that, affective delivery might not able to repair the decreasing propensity of trust, when the employees perceive the high level of RA. Consequently, Hypothesis 6g is partially supported.

Figure 4-2-5 Hypothesis 6g:

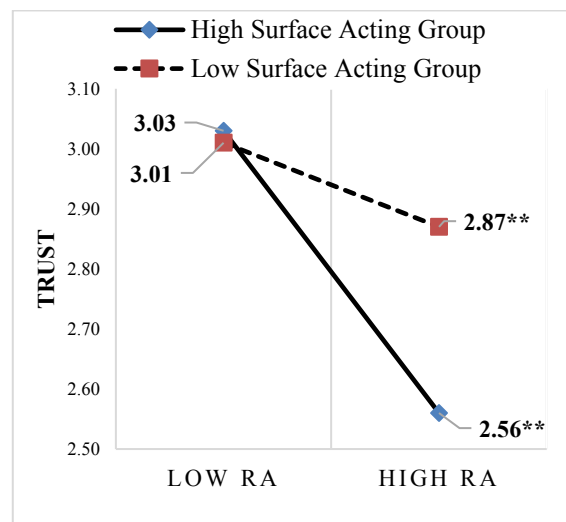
Interaction Effect of Role Ambiguity and Affective Delivery on Trust



Concerning **Hypothesis 6h**, when the interaction term (2) (RA x surface acting) is inserted into the equation in the step 4, the interaction is significant [$F(15, 811) = 58.17, p < .001, \Delta R^2 = .001$], supporting Hypothesis 6h.

Figure 4-3-2 (Hypothesis 6h) shows the plotting graphs of interaction effects of role ambiguity (RA) and surface acting on trust. The result is reported that, when RA is lowly perceived by the employees, though the difference in the level of trust for the both two groups (high and low surface acting groups) is not significant, the both groups report nearly the same and medium level of trust (3.03 and 3.01 respectively). Conversely, when RA is highly perceived, the low surface acting group significantly reports a higher level of trust (2.87, $p < .10$) than the high surface acting group (2.56, $p < .10$). The result reveals that, though the interaction effect between RA and surface acting is observed, when the employees perceive the high level of RA, surface acting might not be able to repair the decreasing propensity of trust. Consequently, Hypothesis 6h is partially supported.

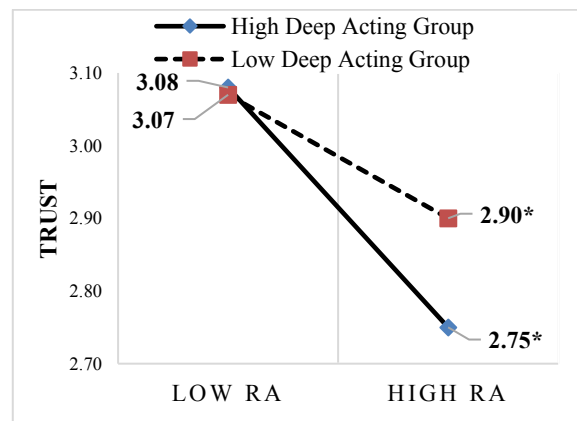
**Figure 4-2-6 Hypothesis 6h:
Interaction Effect of Role Ambiguity and Surface Acting on Trust**



Concerning **Hypothesis 6i**, when the interaction term (3) (RA x deep acting) is inserted into the equation in the step 5, the interaction is significant [$F(15, 811) = 58.37, p < .001, \Delta R^2 = .002$], supporting Hypothesis 6i.

Figure 4-3-3 (Hypothesis 6i) shows the plotting graphs of interaction effects of role ambiguity (RA) and deep acting on trust toward employer. The result explains that, when low level of RA is perceived by the employees, though the difference in the level of trust of the two groups (high and low deep acting groups) is not significant, the both high and low deep acting groups report nearly the same and medium level of trust (3.08 and 3.07 respectively). Conversely, when the high level of RA is perceived by the employees, the low surface acting group significantly reports a higher level of trust (2.90, $p < .10$) than the high surface acting group (2.75, $p < .10$). The result reveals that, though the interaction effect between RA and deep acting is observed, when the employees perceive the high level of RA, deep acting might not able to moderate and repair the decreasing propensity of trust toward employer. Consequently, Hypothesis 6i is partially supported. Conversely, Hypotheses 6a, 6b, 6c, 6d, 6e, and 6f were not supported.

**Figure 4-2-7 Hypothesis 6i:
Interaction Effect of Role Ambiguity and Deep Acting on Trust**



In this research, while hypothesis 6g, 6h and 6i are partially supported, hypotheses 6a, 6b, 6c, 6d, 6e and 6f are not supported. Table 4-9 summarizes the results of hypothesis tests of the moderating effects emotional labor aspects between the antecedents (PCV, RC, and RA) and the outcome: trust toward employer.

Table 4-9
Summary of the Hypotheses Tests of Moderating Effects:
Antecedents (PCV, RC, and RA) and Outcome: Trust toward employer

H6a		Affective delivery practiced by emotional labor employees moderates the negative relationships between PCV and trust toward their employer.
H6b		Surface acting practiced by emotional labor employees moderates the negative relationships between PCV and trust toward their employer.
H6c		Deep acting practiced by emotional labor employees moderates the negative relationships between PCV and trust toward their employer.
H6d		Affective delivery practiced by emotional labor employees moderates the negative relationships between RC and trust toward their employer.
H6e		Surface acting practiced by emotional labor employees moderates the negative relationships between RC and trust toward their employer.
H6f		Deep acting practiced by emotional labor employees moderates the negative relationships between RC and trust toward their employer.
H6g	Partially Supported	Affective delivery practiced by emotional labor employees moderates the negative relationships between RA and trust toward their employer.
H6h	Partially Supported	Surface acting practiced by emotional labor employees moderates the negative relationships between RA and trust toward their employer.
H6i	Partially Supported	Deep acting practiced by emotional labor employees moderates the negative relationships between RA and trust toward their employer.

Note: PCV (Psychological Contract Violation), RC (Role Conflict), RA (Role Ambiguity).

**(4) Moderating effects between the Antecedents (PCV, RC, and RA) and outcome:
Task Performance of Emotional Labor**

Hypotheses 7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h, and 7i posited that emotional labor aspects, which are (a) affective delivery, (b) surface acting, (c) deep acting practiced by emotional labor employees, moderate the negative relationships between psychological contract violation (PCV) and task performance, role conflict (RC) and task performance, as well as role ambiguity (RA) and task performance. In this research, the hierarchical regression analyses examine the impacts of the interactions between PCV and emotional labor aspects, between RC and emotional labor aspects as well as RA and emotional labor aspects. **Table 4-10** presents the summary of hierarchical regression analysis, including the **supported Hypotheses 7f, 7g, & 7h**.

In the step 1

In the step 1, the control variables including language used, gender, tenure, age and the additional controlled variables are inserted into the regression equation to eliminate alternative explanations. Those independent variables are including the psychological contract context, which are psychological contract violation (PCV), trust toward employer, job satisfaction, and careerism orientation, as well as the organizational stress related variables, which are role conflict (RC), role ambiguity (RA), and emotional exhaustion.

In the step 2

In the step 2, the independent variables of three emotional labor aspects (surface acting, deep acting, and affective delivery) are inserted into the regression equation.

In the interactions (step 3, step 4, and step 5)

In the interactions (step 3, step 4, and step 5), if the change in R^2 (or ΔR^2) for the interaction term is statistically significant, it is said to have a moderation effects, and the moderator hypothesis is supported (Aldwin, 1994; Baron & Kenny, 1986; Holmbeck, 1997).

Moderator hypotheses tests of RA and emotional labor aspects on task performance of emotional labor

Table 4-10 summarizes the hierarchical regression analyses for the supported hypotheses 7f, 7g and 7h. Concerning **Hypothesis 7f**, as shown in **Table 4-10**, when the interaction term (3) (RC x deep acting) is inserted into the equation in the step 5, the interaction was significant [$F(15, 811) = 16.09, p < .001, \Delta R^2 = .012$], supporting **Hypothesis 7f**. Moreover, though RC remained a significant predictor with negative beta in the basic equations ($\beta = -.12, p < .01$: both in the step 1 and step 2; $\beta = -.57, p < .001$: in the step 5), when the interaction term (3) (RC x deep acting) is inserted into the equation in the step 5, significantly positive beta appeared ($\beta = .72, p < .01$). Thus, this interaction term (or moderator variable) changes the relationship between the antecedent (or predictor: RC) and the outcome (task performance) from negative to positive.

Figure 4-4-1 (Hypothesis 7f) shows the plotting graphs of interaction effects of Role Conflict (RC) and Deep Acting on Task Performance of Emotional Labor. The result explains that, when RC was lowly perceived, though the difference of levels of task performance is not significant and both high and low deep acting groups reported high level of task performance (4.40 and 4.41 respectively). Conversely, when RC is highly perceived, the high deep acting group

significantly reported higher level of task performance (4.28, $p < .001$) than the low deep acting group (4.08, $p < .001$), supporting Hypothesis 7f.

Figure 4-2-8 Hypothesis 7f:
Interaction Effect of Role Conflict and Deep Acting on Task Performance

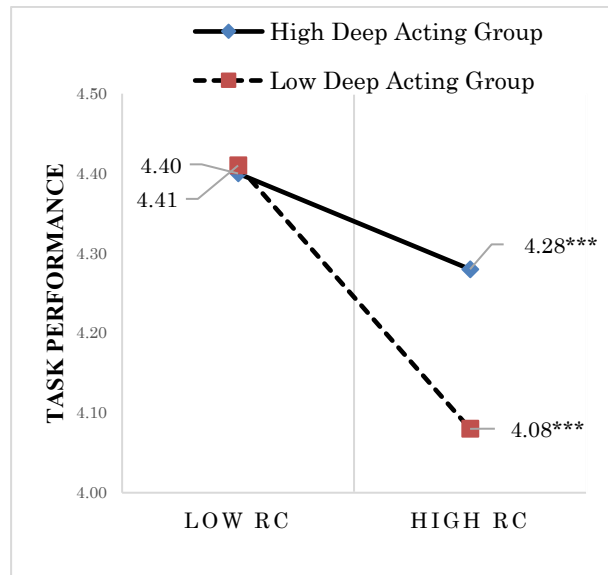


Table 4-10
Summary of Hierarchical Regression Analyses (H7f, H7g & H7h)

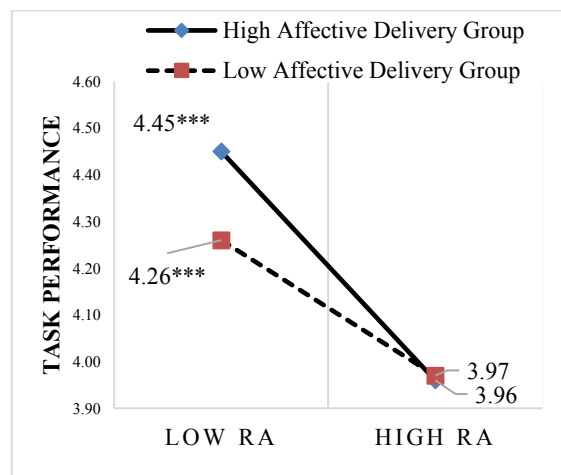
Dependent variable: TASK PERFORMANCE													
Supported Hypotheses		H7f (Interaction of Role Conflict and deep acting)					H7g (Interaction of Role Ambiguity and affective delivery) and H7h (Interaction of Role Ambiguity and surface acting)						
Independent variables		(Step 1)	(Step 2)	(Step 3)	(Step 4)	(Step 5)	(Step 1)	(Step 2)	(Step 3)	(Step 4)	(Step 5)		
(Controls variables)	Language	-.03	-.03	-.03	-.03	-.03	Language	-.03	-.03	-.03	-.04	-.03	
	Gender	.04	.05	.05	.05	.05	Gender	.04	.05	.04	.04	.05	
	Tenure	-.03	-.00	.00	-.01	-.01	Tenure	-.03	-.00	-.01	.00	-.00	
	Age	.05	.03	.03	.03	.03	Age	.05	.03	.04	.03	.03	
	PCV	.01	-.01	-.01	-.01	-.02	PCV	.01	-.01	-.01	-.01	-.01	
	Trust	-.05	-.06	-.06	-.06	-.06	Trust	-.05	-.06	-.07	-.07	-.01	
	Satisfaction	.01	-.01	-.00	-.01	-.01	Satisfaction	.01	-.01	-.00	-.01	-.06	
	Careerism	.03	.00	.00	.00	-.00	Careerism	.03	.03	-.00	.00	-.00	
	Role Conflict	-.12**	-.12**	-.00	-.28	-.57***	Role Conflict	-.12**	-.12**	-.11**	-.12**	-.12**	
Role Amiguity	-.32***	-.28***	-.28***	-.28***	-.28***	Role Amiguity	-.32***	-.28***	.50**	.09	-.22		
Emotional Exhaustion	-.03	-.07*	-.07*	-.07*	-.06	Emotional Exhaustion	-.03	-.07*	-.07*	-.07*	-.07*		
Step 2													
(Emotional Labor)	Surface Acting		.12***	.12***	-.01	.12***	Surface Acting		.12***	.12***	.32**	.12***	
	Deep Acting		.07**	.07*	.07**	-.40**	Deep Acting		.67**	.08**	.07**	.11	
	Affective Delivery		.22***	.29*	.22***	.22***	Affective Delivery		.22***	.54***	.22***	.22***	
Step 3													
Interaction (1)	RC x Affective Delivery					-.13	RA x Affective Delivery						-.81**
	F	12.11***	16.15***	15.07***			F	12.11***	16.15***	15.95***			
	Adjusted R-square	.129	.203	.204			Adjusted R-square	.129	.204	.214			
	Δ R-square		.074	.001			Δ R-square		.075	.010			
Step 4													
Interaction (2)	RC x Surface Acting					.23	RA x Surface Acting						-.42**
	F					15.12***	F						15.39***
	Adjusted R-square					.204	Adjusted R-square						.207
	Δ R-square					.001	Δ R-square						.003
Step 5													
Interaction (3)	RC x Deep Acting					.72**	RA x Deep Acting						-.07
	F					16.09***	F						15.07***
	Adjusted R-square					.215	Adjusted R-square						.203
	Δ R-square					.012	Δ R-square						-.001

Standardized regression coefficients are reported. *** p < .001, ** p < .01, * p < .05.

Concerning **H7g**, as shown in **Table 4-10**, when the interaction term (1) (RA x affective delivery) is inserted into the equation in the step 3, the interaction was significant [$F(15, 811) = 15.95, p < .001, \Delta R^2 = .010$], supporting Hypothesis 7g.

Figure 4-4-2 (Hypothesis 7g) shows the plotting graphs of interaction effects of role ambiguity (RA) and affective delivery on task performance. The result explains, that when RA is lowly perceived by the employees, the high affective delivery group significantly reports a higher level of performance (4.45, $p < .001$) than the low affective delivery group (4.26, $p < .001$), supporting Hypothesis 7g. Conversely, when RA is highly perceived by the employees, though the difference in the level of task performance of the two groups is not significant, both high and low affective delivery groups report nearly the same level of task performance (3.97 and 3.96 respectively). The result reveals that, though the interaction effect of RA and affective delivery is observed, when the employees highly perceive RA, affective delivery might not able to moderate or repair the decreasing propensity of task performance. Consequently, Hypothesis 7g is partially supported.

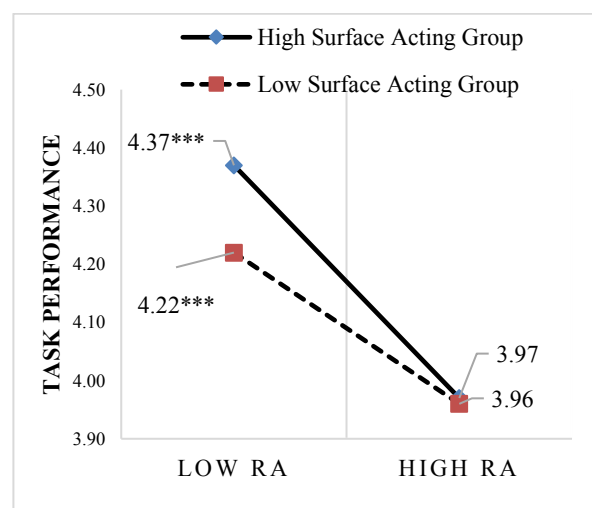
**Figure 4-2-9 Hypothesis 7g:
Interaction Effect of Role Ambiguity and Affective Delivery on Task Performance**



Concerning **H7h**, when the interaction term (2) (RA x surface acting) is inserted into the equation in the step 4, the interaction was significant [$F(15, 811) = 15.39, p < .001, \Delta R^2 = .003$], supporting Hypothesis 7h.

Figure 4-4-3 (hypothesis 7h) shows the plotting graphs of interaction effects of role ambiguity (RA) and surface acting on task performance. The result explains that, when RA is lowly perceived by the employees, the high surface acting group significantly reported a higher level of performance (4.37, $p < .001$) than the low affective delivery group (4.22, $p < .001$), supporting Hypothesis 7h. Conversely, when RA is highly perceived, though the difference in the level of the two groups is not significant, both high and low affective delivery groups report nearly the same level of performance, from medium to high level of performance (3.97 and 3.96 respectively). The result reveals that, though the interaction effect of RA and surface acting is observed, when the employees highly perceive RA, affective delivery might not able to moderate or repairs the decreasing propensity of task performance. Consequently, Hypothesis 7h is partially supported.

**Figure 4-2-10 Hypothesis 7h:
Interaction Effect of Role Ambiguity and Surface Acting on Task Performance**



In this research, while hypothesis 7f is supported and hypotheses 7g and 7h are partially supported, hypotheses 7a, 7b, 7c, 7d, 7e and 7i are not supported. Table 4-11 summarizes the results of hypothesis tests of the moderating effects of emotional labor aspects between the antecedents (PCV, RC, and RA) and the outcome: task performance of emotional labor.

Table 4-11

Summary of the Hypotheses Tests of Moderating Effects of Emotional Labor Aspects: Antecedents (PCV, RC, and RA) and Outcome: Task Performance of Emotional Labor

H7a		Affective delivery practiced by emotional labor employees moderates the negative relationships between PCV and their task performance .
H7b		Surface acting practiced by emotional labor employees moderates the negative relationships between PCV and their task performance .
H7c		Deep acting practiced by emotional labor employees moderates the negative relationships between PCV and their task performance .
H7d		Affective delivery practiced by emotional labor employees moderates the negative relationships between RC and their task performance .
H7e		Surface acting practiced by emotional labor employees moderates the negative relationships between RC and their task performance .
H7f	Supported	Deep acting practiced by emotional labor employees moderates the negative relationships between RC and their task performance .
H7g	Partially Supported	Affective delivery practiced by emotional labor employees moderates the negative relationships between RA and their task performance .
H7h	Partially Supported	Surface acting practiced by emotional labor employees moderates the negative relationships between RA and their task performance .
H7i		Deep acting practiced by emotional labor employees moderates the negative relationships between RA and their task performance .

Note: PCV (Psychological Contract Violation), RC (Role Conflict), RA (Role Ambiguity).

CHAPTER FIVE

DISCUSSION AND CONCLUSION

As mentioned in the previous chapters, the expected roles of flight attendants (or human service employees) are gradually changing from what they were in past decades (Okabe, 2017). Because of the change in the workplace climate, the potential for psychological contract violation (PCV), role ambiguity (RA), and role conflict (RC) has been increasing. The literature indicates that these conditions negatively affect employees' job satisfaction, trust toward the employer, task performance and positively affect emotional exhaustion. Consequently, the working conditions with PCV, RA and RC would negatively affect the performance and the growth of the organization in the long term.

As the background of those conditions, there is the intensified competition in the airline industry since the air travel has become much cheaper, more popular and a commodity. As the result, downsizing and cost reduction leads the airlines to reform of the employment relationship and introduce the early retirement program. Moreover, as the speed of change in the airline market is increasing and information technology has advanced, IT and the automated machines substitute employees' works previously done by human contact employees. Under such an environment and

strong pressure to be competitive, many organizations and employees are now reconsidering what mutual obligations and the expected roles are in the new employment contracts of the organization.

On the other hand, many airlines have created, since foundation, a company culture with specific characteristics regarding customer service. The images of airlines, including hospitality offering and tacit knowledge in the form of human service employees (such as flight attendants) have been accumulated over their entire histories, and should be considered as intangible assets of the airlines. Conversely, the tangible assets such as aircraft are almost nearly the same for any airline because the aircrafts are made by Boeing company or Airbus Industrie. It would be regrettable if intangible assets were lost because of managerial changes, furthermore, even the most loyal customers may be moving away from the companies. Though IT and the automated machine perform the works previously done by human contact employees, the importance of human service employees is unchangeable for many organizations because they act as interfaces between organizations and customers. Consequently, I am concerned that the tasteless and dry service will wide spread.

The major purpose of this research is to explore the nature and fundamentals, structures, and practical implication of the emotional labor aspects (affective delivery, surface acting, and deep acting) particularly in the human service organization. The secondary purpose is to present the theoretical and practical implications of the emotional labor aspects that may have the particular function of the human service organization.

Concretely, the present research first tests the direct relationships between the antecedents (or predictor variables), which are psychological contract violation (PCV), role conflict (RC) and

role ambiguity (RA), and the consequences (or outcome variables), which are job satisfaction, emotional exhaustion, trust toward the employer, and task performance in the human service organization. Second, the present research tests that the emotional labor aspects (affective delivery, surface acting, and deep acting) practiced by the employee effect as moderators between the antecedents and the outcomes. The antecedents are also a psychological contract violation (PCV), role conflict (RC) and role ambiguity (RA), and the consequences are also job satisfaction, emotional exhaustion, trust toward the employer and task performance as an emotional labor employee.

The literature of PCV, RC, and RA indicates the subsequent negative outcomes for both the organization and the employees, such as the decreasing propensity of job satisfaction, trust toward the employer, and task performance, as well as, the increasing propensity of emotional exhaustion of employees. In this research, the emotional labor aspects of flight attendants are hypothesized to be significant moderator and repair the negative relationships between the antecedents (PCV, RC and RA) and the outcomes (job satisfaction, trust toward the employer and task performance), as well as the positive relationships between the antecedents (PCV, RC and RA) and the outcome (emotional exhaustion).

Given the diversity of most research in the social sciences, multilingual survey projects have become more common. In the present research, I conducted a multilingual questionnaire survey through the field works in Asia (8 times) and Europe (10 times) during 2015 and 2017. Approximately a total of 1,000 questionnaires was distributed to flight attendants in Asia and Europe. I obtained a total sample of 827 flight attendants (82.7% of return rate) who work for an Asian airline (413 samples) and a European airline (414 samples). In the questionnaire, I asked

the levels of their perception of psychological contract violation (PCV), role conflict (RC) and role ambiguity (RA), as well as emotional labor aspects (affective delivery, surface acting and deep acting), in addition, job satisfaction, trust toward their employer, task performance of emotional labor, and emotional exhaustion.

In this chapter, based on the result of the tests, I discuss the emotional labor and emotional competence influence the interaction among people, employer, employees, and customers, thus emotional labor contributes to the well-being of both employees and the organizations (a win-win proposal). Finally, the present research extends practical implications of the literature that emotional labor and emotional competence have creative perspectives to attract loyal customers in the different way from IT and the automated machines. At the same time, emotional labor and emotional competence could serve as protective tools for employees from burnout, thus, it is the determinant factor for both the human service organization and employees. This research also presents the limitations and the future research suggestions and direction.

5-1 Research Findings

A certain kind of role ambiguity or dilemma

The finding of this study extends the previous research and contribute to the literature. First, contemporary human service employees such as a flight attendant may perceive a certain kind of role ambiguity or dilemma in the changing industrial climate, even though they clearly understand their traditional roles. The in-flight roles of flight attendants can be grouped into three major categories: security, safety and customer service with hospitality. The security roles are primarily concerned with ensuring that no foreign objects are on board and that no activities occur would

interfere with the normal progress of the flight. The safety roles are concerned with ensuring that no one is injured during a flight. Customer service roles include serving meals and beverages and responding to customer requests. High-quality customer service or hospitality offering can provide a competitive advantage for an airline, distinguish one from other competitors, however, such a high-quality customer service takes more time and costs. The contemporary aviation is no longer only a luxury experience for the privileged few customers and has become a mass transportation with other characteristics turning to a passenger group that is more heterogeneous, including business people, casual travelers, holiday-makers, and commuters with other requirements (Bergman & Gillberg, 2015). The current presentation of the customer service has been gradually changed, for example, the service should be rapid for more passengers. A flight attendant who used to take a pleasure to offer hospitality (or personal caring) to passengers may have been losing her/his pleasure. The fact may lead some employees perceive a certain kind of role ambiguity or dilemma. The current working condition is nearly contrary to the mention of researchers; emotional labor is potentially good, as no customer wants to deal with a flight attendant who avoids eye contact in order to avoid getting a request, moreover, being required to be friendly to customers may make a monotonous job more fun or may allow self-expression that is enjoyable for employees (Tolich, 1993).

A remedy for a speedy service interaction with surface acting

The result of this research suggests that surface acting (an emotional labor aspect) may serve as a psychological protection tool or remedy for human service employees in a speedy service interaction, where employees perceive a certain kind of stress. Since the speedy service interaction has sharpened the ambivalence, many workers may feel about how much of oneself to give over

to the role and how much of oneself to protect from it (Hochschild, 1983). Using surface acting as a psychological tool or remedy in a speedy service interaction, particularly in the situations when the lower level of RA is perceived, the downward propensity to task performance would be repaired, thus, the employee might avoid emotional exhaustion, burnout and quitting their jobs. Moreover, as the literature indicates that task performance related to job satisfaction (Bagozzi, 1978), the human service employees may also experience job satisfaction by using surface acting as a psychological tool or remedy in a speedy service interaction.

Emotional labor aspects as a moderator

(1) Affective delivery as a moderator

Affective delivery repairs the decreasing propensity on **job satisfaction** (H4a), when the employees perceive PCV (H4a). While some previous research indicates that PCV gives negative impacts on job satisfaction (e.g., Robinson et al, 1994), the finding of this research suggests that such a negative impact would be repaired by working practice with affective delivery, when the employees perceive PCV.

Affective delivery also repairs the increasing propensity on **emotional exhaustion**, when the employees perceive the lower level of role ambiguity (H5g). The result indicated that, while the lower level of RA was perceived by the employees, affective delivery repairs the increasing propensity of emotional exhaustion. Conversely, when the higher level of RA was perceived, affective delivery might not be able to repair the increasing propensity of emotional exhaustion. In other words, affective delivery repairs the increasing propensity of emotional exhaustion only to a certain lower level of RA. To find out the boundary level of RA that affective delivery repairs the increasing propensity of emotional exhaustion would be the future research direction.

Affective delivery also repairs the decreasing propensity of **trust** toward the employer, when the employees perceive the lower level of role ambiguity (H6g). The result indicated that, when the lower level of role ambiguity is perceived by the employees, affective delivery repairs the decreasing propensity of trust. Conversely, when the higher level of role ambiguity is perceived, affective delivery might not be able to repair the decreasing propensity of trust. In other words, affective delivery repairs decreasing propensity of trust toward the employer only to a certain lower level of role ambiguity. To find out the boundary level of role ambiguity that affective delivery repairs the decreasing propensity of the trust would be the future research direction.

Affective delivery also repairs the decreasing propensity on task performance of emotional labor employees, when the employees perceive the lower level of role ambiguity (H7g). The result indicates that, when the lower level of role ambiguity is perceived by the employees, affective delivery repairs the decreasing propensity of task performance. Conversely, when the higher level of role ambiguity is perceived, affective delivery might not be able to repair the decreasing propensity of task performance. In other words, affective delivery repairs decreasing propensity of task performance only to a certain lower level of RA. To find out the boundary level of RA that affective delivery repairs the decreasing propensity of task performance would be also the future research direction.

(2) Surface acting as a moderator

Surface acting repairs the decreasing propensity of **trust** toward the employer, when the employees perceive the lower level of role ambiguity (H6h). The result indicated that, when the lower level of role ambiguity is perceived by the employees, surface acting repairs the decreasing propensity of trust. Conversely, when the higher level of RA is perceived, surface acting might not be able to repair the decreasing propensity of trust. In other words, surface acting repairs decreasing propensity of trust only to a certain lower level of RA. To find out the boundary level of RA that surface acting repairs the decreasing propensity of trust would be the future research direction.

Surface acting also repairs the decreasing propensity of task performance of emotional labor, when the lower level of role ambiguity is perceived by the employees (H7h). The result indicates that, when the lower level of RA is perceived by the employees, surface acting repairs the decreasing propensity of task performance. Conversely, when the higher level of role ambiguity is perceived, surface acting might not be able to repair the decreasing propensity of task performance. In other words, surface acting repairs decreasing propensity of task performance only to a certain lower level of RA. To find out the boundary level of RA that surface acting repairs the decreasing propensity of task performance would be the future research direction.

(3) Deep acting as a moderator

Deep acting repairs the decreasing propensity of **job satisfaction**, when the higher level of role conflict is perceived by the employees (H4f). While previous research indicates that role conflict gives negative impacts on job satisfaction (e.g., Rizzo et al., 1970), the finding of this research suggests that such a negative impact would be repaired by the working practices with deep acting, when the higher level of role conflict is perceived.

Deep acting also repairs the increasing propensity on **emotional exhaustion**, when the lower level of role ambiguity is perceived by the employees (H5i). While the literature indicates that, when role ambiguity is perceived by the employees, the situation gives negative impacts on the employees and may lead the employees to emotional exhaustion (e.g., Maslach et al., 1981). Conversely, the finding of this research suggests that such a negative impact would be repaired by working practice with deep acting, when the lower level of role ambiguity is perceived.

Deep acting also repairs the decreasing propensity on **trust** toward the employer, when low role ambiguity is perceived by employees (H6i). The result indicated that, when the lower level of role ambiguity is perceived, deep acting repairs the decreasing propensity of trust. Conversely, when the higher level of role ambiguity is perceived, deep acting might not be able to repair the decreasing propensity of trust. In other words, deep acting repairs decreasing propensity of trust only to a certain lower level of RA. To find out the boundary level of role ambiguity that deep acting repairs the decreasing propensity of trust would be the future research direction. In addition, the result of this research indicated that deep acting repairs the decreasing propensity on **task performance** (H7f) without conditions.

Emotional Labor and Culture

The finding of the present research indicates that, the culture likely relates to under what circumstances and which emotional aspect is used as a moderator in order to optimally repair the negative influence between the environmental factors and the organization and employees. The result of this research indicates that the employees working for a European airline perceived role conflict repair the decreasing propensity of trust by affective delivery, while the employees

working for an Asian airline perceived psychological contract violation repair the decreasing trust by deep acting.

Violation and Trust Repair by Emotional Labor Aspects

This research indicates that the damaged trust could be repaired by emotional labor aspects. Some exemplary work has been done to understand trust violation and repair (e.g., Morrison & Robinson, 1997; Robinson, 1996). Those authors highlight the idea that violation of trust is likely to be an emotional event for the trustor, but this topic warrants more research (Schoorman, Mayer & Davis, 2007). On the other hand, the literature of emotional labor indicates that the emotional labor aspect, such as surface acting, likely occurs in response to work events rather than to general rules (Grandey, Tam, & Brauburger, 2002). If the violation of trust was an emotional event and the emotional labor aspect occurs in response to a work event, it is very natural that the damaged trust may be repaired by emotional labor aspects.

Violation and Satisfaction Repair by Emotional Labor Aspects

Biddle (1986) mentioned that a role is a theatrical metaphor. Emotional labor employees often use emotional strategies such as surface acting and deep acting. Surface acting is acting a role with facial expression and behaviors in the workplace and deep acting is acting a role from the heart in the workplace, thus, emotional labor also is a theatrical metaphor. I believe that it is very natural to use emotional labor to repair a damaged job satisfaction.

5-2. Discussion and Practical Implication

The present research examined whether flight attendants' emotional labor aspects moderate the decreasing propensity of organizational trust, employees' job satisfaction, and task performance in the changing industrial climate where the psychological contract violation (PCV), role conflict (RC), and role ambiguity (RA) are likely perceived by the human service employees. At the same time, the present study examined whether flight attendants' emotional labor aspects moderate the increasing propensity of emotional exhaustion in the changing industrial climate where the psychological contract violation (PCV), role conflict (RC), and role ambiguity (RA) are likely perceived by the human service employees.

While Hochschild (1983) showed that the emotional labor can be commercialized and serve the company's commercial purpose, the result of this study suggests that, in today's complex workplace, can be used as psychological protection tools. By using the right tool at the right place, you get an effect. As emotional labor aspects might repair the negative outcomes, such as decreasing propensity of satisfaction, trust and task performance, emotional labor employees might use emotional labor aspect intentionally to protect themselves in a fluctuating industrial situation, where employees perceive PCV, RC, and RA. For example, the result of this study showed that deep acting might repair the increasing propensity of emotional exhaustion, when RA is perceived.

The contribution of this research extends the previous research and the literature. Firstly, emotional labor aspects (affective delivery, surface acting, and deep acting) variously effect as a moderator between the environment and organization and employees. Secondly, emotional labor aspects repair the decreasing propensity of job satisfaction, trust toward the employer, and task

performance of emotional labor, equally, repair the increasing propensity of emotional exhaustion. For example, affective delivery, might repair the damaged job satisfaction, when employees perceived PCV.

The difference of culture relates to under what circumstances and which emotional aspect should be used as a moderator in order to optimally repair the negative influence between environmental factors and organization and employees. For example, under the circumstance where role conflict (RC) is perceived by the employees working for a European airline, affective delivery might optimally repair the damaged trust toward the employer. Conversely, under the circumstance where PCV is perceived by the employees working for an Asian airline, deep acting might optimally repair the damaged trust toward the employer.

Positive Emotion in workplace and job satisfaction

The role of emotion in the workplace has been proposed as an important factor for organizational attitudes and behaviors (Arvey, Renz, & Watson, 1998; Ashforth & Humphrey, 1995; Weiss & Cropanzano, 1996). Concerning **effective delivery** or expressing positive emotions in service interactions, the previous studies showed that an individual's tendency to experience positive emotions and moods is associated with increases in a variety of work performance measures, including more positive supervisory evaluations, higher income, enhanced negotiating ability, and performing discretionary acts for the benefit of the organization (Lyubomirsky et al., 2005). Moreover, another study showed that the positive mood of bank tellers was found to lead to positive emotional contagion among their customers, which was then positively associated with customer evaluations of service quality (Pugh, 2001). Thus, it is conceivable that affective delivery of emotional labor employees to customers might be contagious and repair the decreasing

propensity of job satisfaction of emotional labor employees their own.

Furthermore, while some previous research indicates that RC has negative impact on trust (e.g., Rizzo et al., 1970, p152), the result of this study suggests that such a negative impact on trust might be repaired by working practice with affective delivery, when eventually RC is perceived by the employees.

As a reason of this result, while conflict is an inherent part of organizational life and frequently causes strong emotional responses in the conflicting groups and individuals, negotiation is the primary means by which organization members manage their conflict (Allred, Mallozzi, & Matsui, 1997). When the employees perceived RC, the *affective delivery* practice might help to resolve conflict. The previous studies generally show that positive moods (or affective delivery) help to resolve conflict (e.g., Lyubromirsky, King, & Diener, 2005, Barsade et al., 2007) and induces individuals to adopt more innovative problem-solving strategies, suggesting that these negotiators will be more likely to come to interactive (“win-win”) agreements (Carnevale & Isen, 1986). Moreover, positive affect is associated strongly with creativity in the organization (Amabile, Barsade, Mueller, & Staw, 2005). The interactive (or “win-win”) agreements between the employer and employees must improve well-being for both employees and the employer.

Thus, as flight attendants practice affective delivery in the customer service interaction, it is conceivable that the positive emotional expression toward customer moderate the decreasing propensity of trust toward their employer when they lowly perceive RC. Conversely, the result of this study suggests that, when eventually the perceived RC and RA is high, the working practices with affective delivery might be not able to recover the decreasing propensity of trust toward the

employer. As a reason of this result, I suggest that, eventually the emotional labor employees highly perceived RC, their authentic emotion should be influenced by the discrete emotions of anger and low compassion. The research examining the discrete emotions of anger and compassion found that negotiators who felt high anger and low compassion for their counterpart achieved fewer joint gains in their negotiations (Allred, Mallozzi, Matsui & Raia, 1997). It is highly probable that emotional labor employees, who highly perceived RC, might feel a discrete high anger and low compassion toward their employer. Thus, it is conceivable that, even though emotional labor employees' practice of affective delivery among passengers, their authentic emotion with a high and discrete anger and less compassion might be not able to moderate their negative emotion and lead employees to decrease trust toward their employer.

Consequently, the result of this study suggested that emotional labor employees might feel the dilemma about how much of themselves to give to their roles and how much of themselves to protect from their roles in the complex and fluctuating workplace today. The flight attendants' smiles and friendliness have been seen a part of their work role and their emotional work should seem to be effortless in order to that the customers' contentment would not be damaged. Similarly, the emotional display rule for flight attendants requires emotional labor employees to disguise fatigue, irritation, anger, and fear (e.g., Hochschild, 1983) for the airlines' profits. On the other hand, I suggest that, when the balance of the work role and individual authentic emotion was collapsed, the employees might highly perceive role conflict. The fact might be lead to emotional exhaustion, furthermore, burnout and quit their jobs.

As a practical implication, I suggest that emotional labor employees can use the right emotional tools at the right workplace climate in order to get a right effect. It might be the

employee's experience and the high emotional competence to decide what tool (affective delivery, surface acting, deep acting) and when (high or low PCV/RC/RA) to use.

5-3. Conclusion

The contemporary human service employees such as a flight attendant perceive a certain kind of role ambiguity or dilemma in the changing industrial climate, even though they clearly understand their roles. Using emotional labor as a psychological tool or remedy in a human service interaction, particularly in situations that emotional labor employees perceived role ambiguity, can help moderate or repair the downward propensity to task performance in the organization. Thus, by using the right tool or remedy at the right place, the employees can have an effect. The employee's experience and the high emotional competence would be utilized to decide what emotional tool (affective delivery, surface acting, or deep acting) to use and when (high or low PCV/RC/RA) to use it.

Emotional labor employees encounter human interactions with customers. The customer service experience, which distinguishes one service organization from another, should be a result of the interaction between the emotional labor employees and the customers today because the IT and the automation machine provide nearly the same service in any organization. Therefore, high-quality customer service can provide a competitive advantage for an air carrier, distinguishing it from its competitors and generating customer loyalty (Morgan & Nickson, 2001). For most types of service organizations, a market orientation is implemented largely through individual workers (Brown, Mowen, Donovan & Licata, 2002). The benefits include a higher level of customer satisfaction (Brown & Sulzer-Azaroff, 1994), better service quality evaluation (Pugh, 2001), and improvement in customer willingness to return and recommend (Tsai, 2001). Thus, though IT and

the automated machines are performing work previously done by human contact employees, the importance of human service employees is unchangeable for many organizations because they act as an interface between organization and customers. Furthermore, emotional competence of human service employees could distinguish one service from another. Thus, emotional labor and emotional competence must be one of the key factors for success of human service organizations in the long term.

As a moderator, Emotional Labor has various functions between the environment and organizations including employees. Affective delivery in the organization is important not only for customer relations but also in employee relations. Affective processes (more commonly known as emotions) lurk behind political behavior and animate employees' decisions and leadership, and strong affective feelings are present at any time employees confront work issues and their organizational performance (Barsade et al., 2007). The affect in the organization creates companies' culture, influences employees' work behavior and routine, and fosters competent emotional labor employees. Many airlines have created, since their foundations, a company culture with specific characteristics regarding customer service. The image of airlines, including hospitality offering and tacit knowledge in the form of human contact service employees (such as cabin crew) have been accumulated over their entire histories, and should be considered as intangible assets of the airlines (Okabe, 2017).

Moreover, being required to be friendly to customers may make a monotonous job more fun or may allow self-expression that is enjoyable for employees (Ashforth et al., 1993; Tolich, 1993). The way to offer hospitality to customers not only make differentiates a company from others, but also may differentiate the human service employees from others, particularly in the recent trend

that IT and automate machine substitute jobs that used to be done by employees. As service quality is one of many variables including pricing, advertising, efficiency, and image that simultaneously influence profit, spending on service per se does not guarantee results, because strategy and execution must both considered (Zeithaml et al, 1996). Emotional labor and emotional competence of employees make it possible to execute the quality of service with hospitality in the human service organization. Finally, emotionally competent employees provide an organization with harmony and integrity and can increase the competitiveness of the company because the employees effectively adapt the company's strategy and work efficiently.

Furthermore, emotional labors and emotional competence have become paradoxically important and meaningful today for the organizational and human resource management more than before, particularly in the complex business environment where IT system and automation machinery substituted the roles and duties of employees. Emotional competence reveals a more expansive view of emotions in institutional theory, where emotions are central to the constitution of people as competent actors and lend reality and passionate identification to an institution (Voronov & Weber, 2016).

In conclusion, the emotional competent employees should provide an organization a harmony and integrity as well as increase business competitiveness of the company because the employees effectively adapt the company's strategy and efficiently work. Therefore, emotional labor and emotional competence improve both employee well-being as well as organizational well-being.

5-4. Limitations and Suggestion for Future Research

In the cross-sectional design, the use of only the self-evaluated responses of emotional labors may be considered limitations of this research. Although the proposed causal direction is explicitly implied by the literature and it also would be difficult for a supervisor or a colleague to estimate the level of perception occurring inside other employees or to estimate other employees' emotion, alternative explanations for the observed relationships may exist between the antecedents (psychological contract violation, role conflict and role ambiguity) perceived by the human service employees and the outcomes (job satisfaction, emotional exhaustion, trust toward employer and task performance).

Another limitation may be that individual characteristics may also account for alternative explanations. For example, employees with some characteristics (e.g., a frank and open character versus a timid and close character), employees with some ability (high cognitive ability or high core self-evaluation), employees with some physical ability (physical fitness), as well as employees' gender (female versus male), tenure and age (experienced versus novice), culture and nationality may also account for alternative explanations.

In addition, the present research exclusively focused on human service employees and limits the generalizability of the findings. Therefore, it may be considered limitations of this research. Similarly, the present research exclusively focused on flight attendant, thus, the duration of contact with customers would be comparatively shorter than the other human contact service employees, for example, in the hospital. It limits the generalizability of the findings. Therefore, it may be also considered limitations of this research.

Suggestions for future research direction

A suggestion for future research direction would be a research of the interaction effects emotional labor in the different human service organization with different professionals that supposed to required emotional labor. I presume that the antecedents other than psychological contract violation, role conflict and role ambiguity may exist in the different human service organization and interact with the emotional labor aspects of the different professionals requiring emotional labor. Therefore, the similar topic in the different area in the world and different organizations would be a future research direction. Consequently, such a research direction may lead to the comparative analysis of emotional labor.

Another future research direction would be exploring the optimal level of repairing effect of emotional labor. This research showed that, while the emotional labor aspects repair the decreasing propensity of job satisfaction, trust toward the employer, and task performance at a certain level in a certain condition, when employees perceive a psychological contract violation, role conflict and role ambiguity as well as the increasing propensity of emotional exhaustion, the emotional labor aspects may not able to repair the decreasing or increasing propensities of those outcomes in a certain condition.

In addition, the future research direction could be exploring how to improve the emotional competence in an organization. Finally, emotional labor aspects interacting with certain industrial conditions in the proposed model may evoke a new stream of explanation for the effectiveness of emotional labor in the organization.

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APPENDIX A: Questionnaire in English and French

Dear Cabin Crew,

**This questionnaire is one of 500 I am distributing to cabin crew in the world.
My research is to find out the relationship between the career, trust, job satisfaction, emotions, hospitality offering and job performance of cabin crews who are working for an airline.**

**Would you please be kind enough to respond to this survey?
Your answers will help me to determine those relationships and will play an important role to prove the value of cabin crew within the airline industry.**

I appreciate your assistance and look forward to receiving your response.

Cher PNC,

Ce questionnaire est l'un des 500 je distribue à l'équipage de cabine dans le monde.

Ma recherche est de trouver la relation entre la carrière, la confiance, la satisfaction au travail, les émotions, l'offre l'hospitalité et de la performance du personnel navigant commerciale qui travaillent pour une compagnie aérienne.

**Voulez-vous s'il vous plaît avoir la gentillesse de répondre à cette enquête?
Votre réponse me permettra de connaître les relations et jouera un rôle important pour prouver la valeur**

**du personnel navigant commerciale au sein de l'industrie aérienne.
Je vous remercie de votre aide et je suis impatient de recevoir votre réponse.**

Noriko OKABE

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1. Please inform your gender. Quel est votre sexe ?

Female

Male

2. How long have you been working for your company?

Combien de temps avez-vous travaillé pour votre entreprise?

- | | |
|--|--------------------------------------|
| <input type="radio"/> 0 - 5 years | <input type="radio"/> 0 -5 ans |
| <input type="radio"/> 6 - 10 years | <input type="radio"/> 6 – 10 ans |
| <input type="radio"/> 11 - 15 years | <input type="radio"/> 11 – 15 ans |
| <input type="radio"/> 16 - 20 years | <input type="radio"/> 16 - 20 ans |
| <input type="radio"/> 21 - 25 years | <input type="radio"/> 21 – 25 ans |
| <input type="radio"/> 26 - 30 years | <input type="radio"/> 26 - 30 ans |
| <input type="radio"/> More than 31 years | <input type="radio"/> Plus de 31 ans |

3. Let me know your age.

Quel est votre âge?

- | | |
|---|--|
| <input type="radio"/> Less than 20 years old. | <input type="radio"/> Moins de 20 ans. |
| <input type="radio"/> 20 - 24 years old. | <input type="radio"/> 20 - 24 ans. |
| <input type="radio"/> 25 - 29 years old. | <input type="radio"/> 25 - 29 ans. |
| <input type="radio"/> 30 -39 years old. | <input type="radio"/> 30 -39 ans. |
| <input type="radio"/> 40 - 49 years old. | <input type="radio"/> 40 - 49 ans. |
| <input type="radio"/> 50 - 59 years old. | <input type="radio"/> 50 - 59 ans. |
| <input type="radio"/> More than 60 years old. | <input type="radio"/> Plus de 60 ans . |

4. How long do you intend to remain with your current company?

Combien de temps comptez-vous rester avec votre entreprise?

- | | |
|---|--|
| <input type="radio"/> Less than 1 year. | <input type="radio"/> Moins de 1 an . |
| <input type="radio"/> 1 - 5 years. | <input type="radio"/> 1- 5 ans. |
| <input type="radio"/> 6 - 10 years. | <input type="radio"/> 6 - 10 ans. |
| <input type="radio"/> 11 - 15 years. | <input type="radio"/> 11 - 15 ans. |
| <input type="radio"/> 16 - 20 years. | <input type="radio"/> 16 - 20 ans. |
| <input type="radio"/> 20 - 25 years. | <input type="radio"/> 20 - 25 ans. |
| <input type="radio"/> 25 - 30 years. | <input type="radio"/> 25 - 30 ans. |
| <input type="radio"/> More than 30 years. | <input type="radio"/> Plus de 30 ans . |

5. How well your company has fulfilled the promised obligations that they owed you.

Comment bien votre entreprise a rempli les obligations promis qu'ils vous devait.

- | | |
|---|--|
| <input type="radio"/> Very well. | <input type="radio"/> Très bien. |
| <input type="radio"/> Well. | <input type="radio"/> Bien. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Poorly. | <input type="radio"/> Pas bien. |
| <input type="radio"/> Very poorly. | <input type="radio"/> Pas Très bien. |

6. I am not sure I fully trust my employer.

Je ne suis pas sûr que je fais entièrement confiance à mon employeur.

- | | |
|---|--|
| <input type="radio"/> Strongly agree. | <input type="radio"/> Tout à fait d'accord. |
| <input type="radio"/> Agree. | <input type="radio"/> D'accord. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Disagree. | <input type="radio"/> Pas d'accord. |
| <input type="radio"/> Strongly disagree. | <input type="radio"/> Absolument pas d'accord. |

7. Has your company ever failed to meet the obligation that were promised to you?

Votre entreprise avait manqué à l'obligation qui ont été promis pour vous?

- | | |
|---|--|
| <input type="radio"/> Always. | <input type="radio"/> Toujours . |
| <input type="radio"/> Sometimes. | <input type="radio"/> Parfois. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Seldom. | <input type="radio"/> Rarement |
| <input type="radio"/> Never. | <input type="radio"/> Jamais. |

8. If your answer was Yes in Q7, please explain.

Si votre réponse est oui à la question Q7, expliquez-vous, s'il vous plaît.

9. Working for the company is very satisfying to me.

Travailler pour l'entreprise est très satisfaisant pour moi.

- | | |
|---|--|
| <input type="radio"/> Strongly agree. | <input type="radio"/> Tout à fait d'accord. |
| <input type="radio"/> Agree. | <input type="radio"/> D'accord. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Disagree. | <input type="radio"/> Pas d'accord. |
| <input type="radio"/> Strongly disagree. | <input type="radio"/> Absolument pas d'accord. |

10. I believe my employer has high integrity.

Je crois que mon employeur a une grande intégrité.

- | | |
|---|--|
| <input type="radio"/> Strongly agree. | <input type="radio"/> Tout à fait d'accord. |
| <input type="radio"/> Agree. | <input type="radio"/> D'accord. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Disagree. | <input type="radio"/> Pas d'accord. |
| <input type="radio"/> Strongly disagree. | <input type="radio"/> Absolument pas d'accord. |

11. I expect to work for a variety of different companies in my career.

Je m'attends à travailler pour une variété de différentes entreprises dans ma carrière.

- | | |
|---|--|
| <input type="radio"/> Strongly agree. | <input type="radio"/> Tout à fait d'accord. |
| <input type="radio"/> Agree. | <input type="radio"/> D'accord. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Disagree. | <input type="radio"/> Pas d'accord. |
| <input type="radio"/> Strongly disagree. | <input type="radio"/> Absolument pas d'accord. |

12. My employer is open and upfront with me.

Mon employeur est ouvert et franc avec moi.

- | | |
|---|--|
| <input type="radio"/> Strongly agree. | <input type="radio"/> Tout à fait d'accord. |
| <input type="radio"/> Agree. | <input type="radio"/> D'accord. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Disagree. | <input type="radio"/> Pas d'accord. |
| <input type="radio"/> Strongly disagree. | <input type="radio"/> Absolument pas d'accord. |

13. I am satisfied with my job.

Je suis satisfait de mon travail.

- | | |
|---|--|
| <input type="radio"/> Strongly agree. | <input type="radio"/> Tout à fait d'accord. |
| <input type="radio"/> Agree. | <input type="radio"/> D'accord. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Disagree. | <input type="radio"/> Pas d'accord. |
| <input type="radio"/> Strongly disagree. | <input type="radio"/> Absolument pas d'accord. |

14. In general, I believe my employer's motives and intentions are good.

En général, je crois que les motifs et les intentions de mon employeur sont bonnes.

- | | |
|---|--|
| <input type="radio"/> Strongly agree. | <input type="radio"/> Tout à fait d'accord. |
| <input type="radio"/> Agree. | <input type="radio"/> D'accord. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Disagree. | <input type="radio"/> Pas d'accord. |
| <input type="radio"/> Strongly disagree. | <input type="radio"/> Absolument pas d'accord. |

15. I don't expect to change companies often during my career.

Je ne pense pas à changer d'entreprise souvent au cours de ma carrière.

- | | |
|---|--|
| <input type="radio"/> Strongly agree. | <input type="radio"/> Tout à fait d'accord. |
| <input type="radio"/> Agree. | <input type="radio"/> D'accord. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Disagree. | <input type="radio"/> Pas d'accord. |
| <input type="radio"/> Strongly disagree. | <input type="radio"/> Absolument pas d'accord. |

16. I can expect my employer to treat me in a consistent and predictable fashion.

Je peux attendre mon employeur de me traiter d'une manière cohérente et prévisible.

- | | |
|---|--|
| <input type="radio"/> Strongly agree. | <input type="radio"/> Tout à fait d'accord. |
| <input type="radio"/> Agree. | <input type="radio"/> D'accord. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Disagree. | <input type="radio"/> Pas d'accord. |
| <input type="radio"/> Strongly disagree. | <input type="radio"/> Absolument pas d'accord. |

17. You look sincere when dealing with passengers.

Vous semblez sincère quand vous vous occupez des passagers.

- | | |
|---|--|
| <input type="radio"/> Strongly agree. | <input type="radio"/> Tout à fait d'accord. |
| <input type="radio"/> Agree. | <input type="radio"/> D'accord. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Disagree. | <input type="radio"/> Pas d'accord. |
| <input type="radio"/> Strongly disagree. | <input type="radio"/> Absolument pas d'accord. |

18. I took this job as a stepping stone to a better job with another company.

Je pris ce travail comme une étape préalable à un meilleur travail avec une autre compagnie.

- | | |
|---|--|
| <input type="radio"/> Strongly agree. | <input type="radio"/> Tout à fait d'accord. |
| <input type="radio"/> Agree. | <input type="radio"/> D'accord. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Disagree. | <input type="radio"/> Pas d'accord. |
| <input type="radio"/> Strongly disagree. | <input type="radio"/> Absolument pas d'accord. |

19. When doing your job as a cabin crew, how often do you...?

“ Feel run-down. ”

Quand vous faites votre travail comme un personnel de bord, combien de fois vous sentez ... ? “ Délabré en santé ”

- | | |
|---|--|
| <input type="radio"/> Always. | <input type="radio"/> Toujours . |
| <input type="radio"/> Sometimes. | <input type="radio"/> Parfois. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Seldom. | <input type="radio"/> Rarement |
| <input type="radio"/> Never. | <input type="radio"/> Jamais. |

20. My employer is not always honest and truthful.

Mon employeur est pas toujours honnête et sincère.

- | | |
|---|--|
| <input type="radio"/> Strongly agree. | <input type="radio"/> Tout à fait d'accord. |
| <input type="radio"/> Agree. | <input type="radio"/> D'accord. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Disagree. | <input type="radio"/> Pas d'accord. |
| <input type="radio"/> Strongly disagree. | <input type="radio"/> Absolument pas d'accord. |

21. I don't think my employer treats me fairly.

Je ne pense pas que mon employeur me traite de façon juste.

- | | |
|---|--|
| <input type="radio"/> Strongly agree. | <input type="radio"/> Tout à fait d'accord. |
| <input type="radio"/> Agree. | <input type="radio"/> D'accord. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Disagree. | <input type="radio"/> Pas d'accord. |
| <input type="radio"/> Strongly disagree. | <input type="radio"/> Absolument pas d'accord. |

22. When doing your job as a cabin crew, how often do you...?

“ Put on an act in order to deal with passengers in an appropriate way.”

Quand vous faites votre travail comme un personnel de bord, combien de fois avez-vous ... ?

“Mis sur un acte afin de traiter avec les passagers d'une manière appropriée.”

- | | |
|---|--|
| <input type="radio"/> Always. | <input type="radio"/> Toujours . |
| <input type="radio"/> Sometimes. | <input type="radio"/> Parfois. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Seldom. | <input type="radio"/> Rarement |
| <input type="radio"/> Never. | <input type="radio"/> Jamais. |

23. When doing your job as a cabin crew, how often do you ...?

“ Try to actually experience the emotions you must show to passengers.”

Quand vous faites votre travail comme un personnel de bord, combien de fois avez-vous ... ?

“ Essayez de fait l'expérience les émotions que vous devez montrer aux passagers.”

- | | |
|---|--|
| <input type="radio"/> Always. | <input type="radio"/> Toujours . |
| <input type="radio"/> Sometimes. | <input type="radio"/> Parfois. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Seldom. | <input type="radio"/> Rarement |
| <input type="radio"/> Never. | <input type="radio"/> Jamais. |

24. When doing your job as a cabin crew, how often do you...?

“ Feel tired. ”

Quand vous faites votre travail comme un personnel de bord, combien de fois avez-vous ... ? “ Sentez fatigué. ”

- | | |
|---|--|
| <input type="radio"/> Always. | <input type="radio"/> Toujours . |
| <input type="radio"/> Sometimes. | <input type="radio"/> Parfois. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Seldom. | <input type="radio"/> Rarement |
| <input type="radio"/> Never. | <input type="radio"/> Jamais. |

25. When doing your job as a cabin crew, how often do you ...?

“ Make an effort to actually feel the emotions that you need to display towards passengers.”

Quand vous faites votre travail comme un personnel de bord, combien de fois avez-vous ... ?

“Faites un effort pour réellement sentir les émotions que vous devez montrer l'égard des passagers”

- | | |
|---|--|
| <input type="radio"/> Always. | <input type="radio"/> Toujours . |
| <input type="radio"/> Sometimes. | <input type="radio"/> Parfois. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Seldom. | <input type="radio"/> Rarement |
| <input type="radio"/> Never. | <input type="radio"/> Jamais. |

26. When doing your job as a cabin crew, how often do you ...?

“ Fake a good mood when interacting with passengers.”

Quand vous faites votre travail comme un personnel de bord, combien de fois avez-vous ... ?

“ Faites une fausse bonne humeur lors de l'interaction avec les passagers ”

- | | |
|---|--|
| <input type="radio"/> Always. | <input type="radio"/> Toujours . |
| <input type="radio"/> Sometimes. | <input type="radio"/> Parfois. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Seldom. | <input type="radio"/> Rarement |
| <input type="radio"/> Never. | <input type="radio"/> Jamais. |

27. There are many career opportunities I expect to explore after I leave my present employer.

Il existe de nombreuses possibilités de carrière que je compte explorer après je quitte mon employeur actuel.

- | | |
|---|--|
| <input type="radio"/> Strongly agree. | <input type="radio"/> Tout à fait d'accord. |
| <input type="radio"/> Agree. | <input type="radio"/> D'accord. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Disagree. | <input type="radio"/> Pas d'accord. |
| <input type="radio"/> Strongly disagree. | <input type="radio"/> Absolument pas d'accord. |

28. When doing your job as a cabin crew, how often do you ...?

" Put on Show or Performance when interacting with passengers"

Quand vous faites votre travail comme un personnel de bord, combien de fois avez-vous... ?

" Mis sur «un spectacle» ou «une performance» lors de l'interaction avec les passagers "

- | | |
|---|--|
| <input type="radio"/> Always. | <input type="radio"/> Toujours . |
| <input type="radio"/> Sometimes. | <input type="radio"/> Parfois. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Seldom. | <input type="radio"/> Rarement |
| <input type="radio"/> Never. | <input type="radio"/> Jamais. |

29. When doing your job as a cabin crew, how often do you ...?

" Work under incompatible policies and guidelines"

Quand vos faites votre travail comme un personnel de bord, combien de fois ... ?

" Travaillez-vous dans les politiques et directives incompatibles "

- | | |
|---|--|
| <input type="radio"/> Always. | <input type="radio"/> Toujours . |
| <input type="radio"/> Sometimes. | <input type="radio"/> Parfois. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Seldom. | <input type="radio"/> Rarement |
| <input type="radio"/> Never. | <input type="radio"/> Jamais. |

30. When doing your job as a cabin crew, how often do you ?

“ Receive incompatible request from two or more people”

Quand vous faites votre travail comme un personnel de bord, combien de fois ... ?

“ Recevez-vous la demande incompatibles de deux personnes ou plus ”

- | | |
|---|--|
| <input type="radio"/> Always. | <input type="radio"/> Toujours . |
| <input type="radio"/> Sometimes. | <input type="radio"/> Parfois. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Seldom. | <input type="radio"/> Rarement |
| <input type="radio"/> Never. | <input type="radio"/> Jamais. |

31. When doing your job as a cabin crew, how often do you ...?

“ Have to work under vague directions or orders.”

Quand vous faites votre travail comme un personnel de bord, combien de fois ... ?

“Travaillez-vous dans des directions ou des ordres vagues ”

- | | |
|---|--|
| <input type="radio"/> Always. | <input type="radio"/> Toujours . |
| <input type="radio"/> Sometimes. | <input type="radio"/> Parfois. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Seldom. | <input type="radio"/> Rarement |
| <input type="radio"/> Never. | <input type="radio"/> Jamais. |

32. When doing your job as a cabin crew, you adequately complete all assigned duties.

Quand vous faites votre travail comme un personnel de bord, terminez-vous de manière adéquate toutes les tâches assignées ?

- | | |
|---|--|
| <input type="radio"/> Always. | <input type="radio"/> Toujours . |
| <input type="radio"/> Sometimes. | <input type="radio"/> Parfois. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Seldom. | <input type="radio"/> Rarement |
| <input type="radio"/> Never. | <input type="radio"/> Jamais. |

33. Work hard to feel the emotions that I need to show to passengers.

Travailler dur pour ressentir les émotions que je dois montrer aux passagers.

- | | |
|---|--|
| <input type="radio"/> Always. | <input type="radio"/> Toujours . |
| <input type="radio"/> Sometimes. | <input type="radio"/> Parfois. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Seldom. | <input type="radio"/> Rarement |
| <input type="radio"/> Never. | <input type="radio"/> Jamais. |

34. To what extent do you agree or disagree with the following statement?

"I am really looking for a company to spend my entire career with."

Dans quelle mesure vous êtes d'accord ou en désaccord avec l'énoncé suivant?

"Je cherche vraiment un comapny à passer toute ma carrière."

- | | |
|---|--|
| <input type="radio"/> Strongly agree. | <input type="radio"/> Tout à fait d'accord. |
| <input type="radio"/> Agree. | <input type="radio"/> D'accord. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Disagree. | <input type="radio"/> Pas d'accord. |
| <input type="radio"/> Strongly disagree. | <input type="radio"/> Absolument pas d'accord. |

35. You perform your tasks that are expected to you.

Vous effectuez vos tâches qui sont attendus à vous.

- | | |
|---|--|
| <input type="radio"/> Strongly agree. | <input type="radio"/> Tout à fait d'accord. |
| <input type="radio"/> Agree. | <input type="radio"/> D'accord. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Disagree. | <input type="radio"/> Pas d'accord. |
| <input type="radio"/> Strongly disagree. | <input type="radio"/> Absolument pas d'accord. |

36. When doing your job as a cabin crew, how often do you ...?

" Just pretend to have the emotions you need to display for your job"

Quand vous faites votre travail comme un personnel de bord, combien de fois ... ?

" Prétendez-vous juste pour avoir les émotions que vous devez afficher pour votre travail "

- | | |
|---|--|
| <input type="radio"/> Always. | <input type="radio"/> Toujours . |
| <input type="radio"/> Sometimes. | <input type="radio"/> Parfois. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Seldom. | <input type="radio"/> Rarement |
| <input type="radio"/> Never. | <input type="radio"/> Jamais. |

37. When doing your job as a cabin crew, how often do you feel ...?

"Wiped out"

Quand vous faites votre travail comme un personnel de bord, combien de fois ... ?

" Sentez-vous balayé "

- | | |
|---|--|
| <input type="radio"/> Always. | <input type="radio"/> Toujours . |
| <input type="radio"/> Sometimes. | <input type="radio"/> Parfois. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Seldom. | <input type="radio"/> Rarement |
| <input type="radio"/> Never. | <input type="radio"/> Jamais. |

38. When doing your job as a cabin crew, how often do you ...?

“ Show friendliness and warmth to most passengers.”

Quand vous faites votre travail comme un personnel de bord, combien de fois avez vous ... ?

“ Montrez convivialité et la chaleur à la plupart des pasengers ”

- | | |
|---|--|
| <input type="radio"/> Always. | <input type="radio"/> Toujours . |
| <input type="radio"/> Sometimes. | <input type="radio"/> Parfois. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Seldom. | <input type="radio"/> Rarement |
| <input type="radio"/> Never. | <input type="radio"/> Jamais. |

39. When doing your job as a cabin crew, how often do you feel that ...

“ The passengers seem to like interacting with you”

Quand vous faites votre travail comme un personnel de bord, combien de fois pensez-vous que ... ?

“ Les passagers semblent aimer interagir avec vous ”

- | | |
|---|--|
| <input type="radio"/> Always. | <input type="radio"/> Toujours . |
| <input type="radio"/> Sometimes. | <input type="radio"/> Parfois. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Seldom. | <input type="radio"/> Rarement |
| <input type="radio"/> Never. | <input type="radio"/> Jamais. |

40. When doing your job as a cabin crew, how often do you...?

“ Receive an assignment without the manpower to complete it”

Quand vous faites votre travail comme un personnel de bord, combien de fois ... ?

“ Recevez-vous une mission sans la main d'oeuvre pour le compléter”

- | | |
|---|--|
| <input type="radio"/> Always. | <input type="radio"/> Toujours . |
| <input type="radio"/> Sometimes. | <input type="radio"/> Parfois. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Seldom. | <input type="radio"/> Rarement |
| <input type="radio"/> Never. | <input type="radio"/> Jamais. |

41. When doing your job as a cabin crew, how often do you...?

“ Think you have to do things that should be done differently”

Quand vous faites votre travail comme un personnel de bord, combien de fois ... ?

“ Vous pensez que vous avez à faire des choses qui devraient être faites différemment ”

- | | |
|---|--|
| <input type="radio"/> Always. | <input type="radio"/> Toujours . |
| <input type="radio"/> Sometimes. | <input type="radio"/> Parfois. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Seldom. | <input type="radio"/> Rarement |
| <input type="radio"/> Never. | <input type="radio"/> Jamais. |

42. To what extent do you agree or disagree with the following statement?

“Your overall performance compare to all other colleagues is ... ”

Dans quelle mesure vous êtes d'accord ou en désaccord avec l'énoncé suivant?

“Votre performance globale comparer à tous les autres collègues est ... ”

- | | |
|---|--|
| <input type="radio"/> Much better. | <input type="radio"/> Beaucoup mieux. |
| <input type="radio"/> Better. | <input type="radio"/> Mieux. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Worse. | <input type="radio"/> Pire. |
| <input type="radio"/> Much worse. | <input type="radio"/> Bien pire. |

43. In general, how often do you feel exhausted at your job?

En général, combien de fois vous sentez-vous épuisé(e) à votre travail?

- | | |
|---|--|
| <input type="radio"/> Always. | <input type="radio"/> Toujours . |
| <input type="radio"/> Sometimes. | <input type="radio"/> Parfois. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Seldom. | <input type="radio"/> Rarement |
| <input type="radio"/> Never. | <input type="radio"/> Jamais. |

44. To what extent do you agree or disagree with the following statement?

“You feel certain about how much authority you have.”

Dans quelle mesure vous êtes d'accord ou en désaccord avec l'énoncé suivant?

“Vous vous sentez certaine sur la façon dont autant d'autorité que vous avez.”

- | | |
|---|--|
| <input type="radio"/> Strongly agree. | <input type="radio"/> Tout à fait d'accord. |
| <input type="radio"/> Agree. | <input type="radio"/> D'accord. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Disagree. | <input type="radio"/> Pas d'accord. |
| <input type="radio"/> Strongly disagree. | <input type="radio"/> Absolument pas d'accord. |

45. To what extent do you agree or disagree with the following statement?

"You know what your responsibilities are."

Dans quelle mesure vous êtes d'accord ou en désaccord avec l'énoncé suivant?

"Vous savez quelles sont vos responsabilités."

- | | |
|---|--|
| <input type="radio"/> Strongly agree. | <input type="radio"/> Tout à fait d'accord. |
| <input type="radio"/> Agree. | <input type="radio"/> D'accord. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Disagree. | <input type="radio"/> Pas d'accord. |
| <input type="radio"/> Strongly disagree. | <input type="radio"/> Absolument pas d'accord. |

46. When doing your job as a cabin crew, you know exactly what is expected of you.

Quand vous faites votre travail comme un personnel de bord, vous savez exactement ce qu'on attend de vous.

- | | |
|---|--|
| <input type="radio"/> Strongly agree. | <input type="radio"/> Tout à fait d'accord. |
| <input type="radio"/> Agree. | <input type="radio"/> D'accord. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Disagree. | <input type="radio"/> Pas d'accord. |
| <input type="radio"/> Strongly disagree. | <input type="radio"/> Absolument pas d'accord. |

47. Clear, planned goal and objectives for your job.

Les objectifs claires et le but prévu pour votre travail.

- | | |
|---|--|
| <input type="radio"/> Strongly agree. | <input type="radio"/> Tout à fait d'accord. |
| <input type="radio"/> Agree. | <input type="radio"/> D'accord. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Disagree. | <input type="radio"/> Pas d'accord. |
| <input type="radio"/> Strongly disagree. | <input type="radio"/> Absolument pas d'accord. |

48. When doing your job as a cabin crew,

" You know that you divided your time properly."

Quand vous faites votre travail comme un personnel de bord, vous savez que ... ?

" Vous avez divisé votre temps correctement"

- | | |
|---|--|
| <input type="radio"/> Strongly agree. | <input type="radio"/> Tout à fait d'accord. |
| <input type="radio"/> Agree. | <input type="radio"/> D'accord. |
| <input type="radio"/> I can't say either way. | <input type="radio"/> Je ne peux pas dire. |
| <input type="radio"/> Disagree. | <input type="radio"/> Pas d'accord. |
| <input type="radio"/> Strongly disagree. | <input type="radio"/> Absolument pas d'accord. |

Thank you very much for your cooperation.

Merci beaucoup de votre collaboration.

APPENDIX B : Questionnaire in Japanese

客室乗務員の皆様

このアンケートは、世界の客室乗務員 **500** 人に配布しております。

私は、航空会社に勤務する皆様が、キャリア意識や、会社への信頼度、職務満足度、お客さまサービスにおける感情労働、ホスピタリティの提供、職務パフォーマンスなどについて、

どのようにお考えなのか、皆様の意識調査をしております。

よろしければ、日頃、皆様が職場でお考えのことを、お知らせください。

尚、このアンケート調査は学術目的であり、皆様の個人情報厳守することをお約束いたします。

皆様のご理解とご協力お願いを申し上げます。

岡部 倫子 (おかべのりこ)

横浜国立大学大学院 国際社会科学研究院

経営学専攻 博士課程後期

e-mail: okabe-noriko-ts@ynu.jp

1. 性別をお知らせください。

- 女性
- 男性

2. 航空会社での勤続年数をお知らせください。

- 0年から5年
- 6年から10年
- 11年から15年
- 16年から20年
- 21年から25年
- 26年から30年
- 31年以上

3. ご年齢をお知らせください。

- 20 歳 以下
- 21 歳 から 30 歳
- 31 歳 から 40 歳
- 41 歳 から 50 歳
- 51 歳 から 60 歳
- 61 歳 以上

4. 現在の会社に、勤務する予定の年数を、お知らせください。

- 1 年 未満
- 1 年 から 5 年
- 6 年 から 10 年
- 11 年 から 15 年
- 16 年 から 20 年
- 21 年 から 25 年
- 26 年 から 30 年
- 31 年 以上

5. お務めの航空会社は、どの程度、契約の義務を果たしているとお考えですか?

- 大変よく果たしています。
- よく果たしています。
- どちらとも言えません。
- 十分に果たしていません。
- 全く果たしていません。

どの程度、次のことが当てはまりますか?

6. 「私は会社を、完全に信頼しているのか、確信がもてません。」

- とてもよく当てはまります。
- やや当てはまります。
- どちらとも言えません。
- あまり当てはまりません。
- 全く当てはまりません。

7. 今まで会社は、契約の義務を怠ったことはありますか？
- はい、そのようなことはよくあります。
 - はい、そのようなことは時々あります。
 - どちらとも言えません。
 - いいえ、そのようなことはあまりありません。
 - いいえ、そのようなことは全くありません。
8. 問7で「はい」とお答えの場合、宜しければ、その理由についてお知らせください。

どの程度、次のことが当てはまりますか？

9. 「私は、この会社で働くことに非常に満足しています。」
- とてもよく当てはまります。
 - やや当てはまります。
 - どちらとも言えません。
 - あまり当てはまりません。
 - 全く当てはまりません。
10. 「私は、会社には高い規範や誠意があると考えています。」
- とてもよく当てはまります。
 - やや当てはまります。
 - どちらとも言えません。
 - あまり当てはまりません。
 - 全く当てはまりません。
11. 「自分のキャリアの中で、私はさまざまな企業で働くことを考えています。」
- とてもよく当てはまります。
 - やや当てはまります。
 - どちらとも言えません。
 - あまり当てはまりません。
 - 全く当てはまりません。

12. 「会社は、私に率直で寛大です。」

- とてもよく当てはまります。
- やや当てはまります。
- どちらとも言えません。
- あまり当てはまりません。
- 全く当てはまりません。

13. 「私は、自分の仕事に満足しています。」

- とてもよく当てはまります。
- やや当てはまります。
- どちらとも言えません。
- あまり当てはまりません。
- 全く当てはまりません。

どの程度、次のことが当てはまりますか？

14. 一般的に、私の会社の目標や「こころざし」は、良好であると思います。

- とてもよく当てはまります。
- やや当てはまります。
- どちらとも言えません。
- あまり当てはまりません。
- 全く当てはまりません。

15. 自分のキャリアにおいて、私は会社をひんぱんに変えようとは、
考えていません。

- とてもよく当てはまります。
- やや当てはまります。
- どちらとも言えません。
- あまり当てはまりません。
- 全く当てはまりません。

16. 会社が私に対応する際に、会社は私の予想したとおりの対応をすると思います。

- とてもよく当てはまります。
- やや当てはまります。
- どちらとも言えません。
- あまり当てはまりません。
- 全く当てはまりません。

17. お客さまに対応する時、私は誠実に対応しています。

- とてもよく当てはまります。
- やや当てはまります。
- どちらとも言えません。
- あまり当てはまりません。
- 全く当てはまりません。

18. 私は、将来、他社で良い仕事に就くために、この仕事に就きました。

- とてもよく当てはまります。
- やや当てはまります。
- どちらとも言えません。
- あまり当てはまりません。
- 全く当てはまりません。

お客さまに対応する際、どの程度、次のことが当てはまりますか？

19. 「健康を害するほど疲れます。」

- とてもよく当てはまります。
- やや当てはまります。
- どちらとも言えません。
- あまり当てはまりません。
- 全く当てはまりません。

20. 「私の会社は、常に誠実で正直であるとは言えません。」

- とてもよく当てはまります。
- やや当てはまります。
- どちらとも言えません。
- あまり当てはまりません。
- 全く当てはまりません。

21. 「会社は、私に公正な待遇をしているとは言えません。」

- とてもよく当てはまります。
- やや当てはまります。
- どちらとも言えません。
- あまり当てはまりません。
- 全く当てはまりません。

22. 「私は、適切な接客行動をとります。」

- そのようなことはよくあります。
- そのようなことは時々あります。
- どちらとも言えません。
- そのようなことはあまりありません。
- そのようなことは全くありません。

23. 「仕事上、お客さまにお見せしなければならない感情を、私も実際に感じるように努めます。」

- そのようなことはよくあります。
- そのようなことは時々あります。
- どちらとも言えません。
- そのようなことはあまりありません。
- そのようなことは全くありません。

お客さまに対応する際、どの程度、次のことが当てはまりますか?

24. 「疲れます。」

- そのようなことはよくあります。
- そのようなことは時々あります。
- どちらとも言えません。
- そのようなことはあまりありません。
- そのようなことは全くありません。

25. 「お客さまにお見せする感情を、仕事上、私も感じるように努力します。」

- そのようなことはよくあります。
- そのようなことは時々あります。
- どちらとも言えません。
- そのようなことはあまりありません。
- そのようなことは全くありません。

26. 「私は、良い気分でいるかのように装います。」

- そのようなことはよくあります。
- そのようなことは時々あります。
- どちらとも言えません。
- そのようなことはあまりありません。
- そのようなことは全くありません。

27. 「現在の会社を辞めても、私には多くのキャリアの機会があります。」

- とてもよく当てはまります。
- やや当てはまります。
- どちらとも言えません。
- あまり当てはまりません。
- 全く当てはまりません。

28. 私は、「ショー的な効果」や「演技」を取り入れます。

- そのようなことはよくあります。
- そのようなことは時々あります。
- どちらとも言えません。
- そのようなことはあまりありません。
- そのようなことは全くありません。

お客さまに対応する際、どの程度、次のことが当てはまりますか？

29. 「矛盾したポリシーやガイドラインのもとで働いています。」

- そのようなことはよくあります。
- そのようなことは時々あります。
- どちらとも言えません。
- そのようなことはあまりありません。
- そのようなことは全くありません。

30. 「私は二人以上の人から、両立できない要求を受けます。」

- そのようなことはよくあります。
- そのようなことは時々あります。
- どちらとも言えません。
- そのようなことはあまりありません。
- そのようなことは全くありません。

31. 「私はあいまいな指示のもとで、仕事をしています。」
- そのようなことはよくあります。
 - そのようなことは時々あります。
 - どちらとも言えません。
 - そのようなことはあまりありません。
 - そのようなことは全くありません。
32. 「私は、割り当てられた任務を、十分にやり遂げています。」
- とてもよく当てはまります。
 - やや当てはまります。
 - どちらとも言えません。
 - あまり当てはまりません。
 - 全く当てはまりません。
33. 「仕事上、お客さまにお見せしなくてはならない感情を、私は自分の気持ちとして、感じようとしています。」
- そのようなことはよくあります。
 - そのようなことは時々あります。
 - どちらとも言えません。
 - そのようなことはあまりありません。
 - そのようなことは全くありません。

お客さまに対応する際、どの程度、次のことが当てはまりますか？

34. 「私は、自分の全キャリアを過ごせる、終身雇用制の会社を探しています。」
- とてもよく当てはまります。
 - やや当てはまります。
 - どちらとも言えません。
 - あまり当てはまりません。
 - 全く当てはまりません。
35. 「会社から期待された仕事を、私は実行しています。」
- とてもよく当てはまります。
 - やや当てはまります。
 - どちらとも言えません。
 - あまり当てはまりません。
 - 全く当てはまりません。

36. 「私は仕事上、お客さまにお見せしなくてはならない感情を、
感じているかのように装います。」

- そのようなことはよくあります。
- そのようなことは時々あります。
- どちらとも言えません。
- そのようなことはあまりありません。
- そのようなことは全くありません。

37. 「とても疲れます。」

- そのようなことはよくあります。
- そのようなことは時々あります。
- どちらとも言えません。
- そのようなことはあまりありません。
- そのようなことは全くありません。

38. 「私は、ほとんどのお客さまに、フレンドリーな暖かさを
見せています。」

- そのようなことはよくあります。
- そのようなことは時々あります。
- どちらとも言えません。
- そのようなことはあまりありません。
- そのようなことは全くありません。

お客さまに対応する際、どの程度、次のことが当てはまりますか？

39. 「お客さまは、私と会話することがお好きのようです。」

- そのようなことはよくあります。
- そのようなことは時々あります。
- どちらとも言えません。
- そのようなことはあまりありません。
- そのようなことは全くありません。

40. 「人手が足りないので、私は業務を完了できません。」

- そのようなことはよくあります。
- そのようなことは時々あります。
- どちらとも言えません。
- そのようなことはあまりありません。
- そのようなことは全くありません。

41. 「私は、違ったやり方で、業務を行いたいと思います。」

- そのようなことはよくあります。
- そのようなことは時々あります。
- どちらとも言えません。
- そのようなことはあまりありません。
- そのようなことは全くありません。

42. 「あなたのお仕事のパフォーマンスは、他の同僚と比較すると、
どのようなものですか?」

- とても良いと言えます。
- 良いと言えます。
- どちらとも言えません。
- あまり良いとは言えません。
- 全く良いとは言えません。

43. 「疲労困ぱいしています。」

- そのようなことはよくあります。
- そのようなことは時々あります。
- どちらとも言えません。
- そのようなことはあまりありません。
- そのようなことは全くありません。

お客さまに対応する際、どの程度、次のことが当てはまりますか?

44. 「私は自分の職務権限が、どの程度であるか、はっきりと
分かっています。」

- とてもよく当てはまります。
- やや当てはまります。
- どちらとも言えません。
- あまり当てはまりません。
- 全く当てはまりません。

45. 「私は、自分の仕事の責任を理解しています。」

- とてもよく当てはまります。
- やや当てはまります。
- どちらとも言えません。
- あまり当てはまりません。
- 全く当てはまりません。

46. 「私は、自分に何が求められているのか、分かっています。」

- とてもよく当てはまります。
- やや当てはまります。
- どちらとも言えません。
- あまり当てはまりません。
- 全く当てはまりません。

47. 「私の仕事には、明確な任務があります。」

- とてもよく当てはまります。
- やや当てはまります。
- どちらとも言えません。
- あまり当てはまりません。
- 全く当てはまりません。

48. 「私は、上手に時間を使い分けて、仕事をしています。」

- とてもよく当てはまります。
- やや当てはまります。
- どちらとも言えません。
- あまり当てはまりません。
- 全く当てはまりません。

アンケートにご協力頂きまして、誠にありがとうございました。