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A Study on The Effect of Emotional Efforts of Academicians in Tourism Departments on Job Stress

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Abstract

The aim of this study is to examine the emotional labor and job stress levels of tourism academicians who train sector managers. The t-test and One-Way ANOVA analysis were conducted to determine whether there is a difference between the quantitative data collected from 346 individuals working as academicians in tourism departments operating in Turkey and the demographic characteristics of the variables. In addition, explanatory factor analysis was performed for the emotional labor scale. As a result, it has been observed that the stress level is high in academicians who have just started their profession.

Keywords: emotional labor, job stress, tourism academics.

Introduction

Emotional states of individuals have gained an important place in psychology, education and management literature in recent years (Turhan and Çetinsöz, 2019). Creating value for customers is related to good communication and bringing emotions to the fore. Thus, the service of attributing value to customers will provide satisfaction for the purchaser (Arıca et al., 2021; Arıca et al., 2022). Emotional labor; It is the transformation of emotional displays through role-playing, exaggeration and/or suppression in order to meet the display rules of the professional group or organization (Grandey, 2000: 95; Diefendorff and Gosserand, 2003: 945). The tourism industry is an industry where emotional labor is used intensively and it is an area where employees interact and communicate with customers frequently. In this context, the importance of institutions that train students in the field of tourism and hotel management at the higher education level is increasing. Because it is normal for graduates to take part in the field and to come to important positions in time.

The individuals who train these individuals and prepare them for the sector should not be forgotten. Because the stress levels of individuals who train qualified tourism sector personnel and the emotional labor they give are high. In academic life, the approach of individuals who work hard

both with publications related to tourism and at the point of preparation for the course towards students is of great importance. In particular, besides the academic pressure, does the pressure of the students put the academics in a difficult situation? Or, what kind of emotional way do academics adopt this stress by pretending or suppressing it? The high level of curiosity in the study, in which all questions are answered, makes the study more active. In the emergence of this study, the gap in the literature on this subject is effective in the emergence of the study.

The research has brought the study to a different point from the others, revealing the implications of the emotional labor and stress of tourism academicians. An emotional climate within an organization can affect and reflect on the emotional labor of employees, so that unhappiness can be reflected in those served. Emotions play an important role in the work done (Genç and Gülerterkin Genç, 2018; Kınır vd., 2022; Türkay and Atasoy, 2022). In addition, it was discussed that some academicians took their emotions under control because they were old (Busoi, 2022). In this context, the research will fill an important gap.

This study consists of three parts. The first part is the introduction and literature review, the second part is the findings and method, and the third part is the conclusion and recommendations part, and the gap in the literature has been filled and suggestions have been developed for the individuals to be studied in the future.

Literature Review

Emotional Labor

Employees exert emotional labor when they attempt to regulate their emotional behavior in order to provide organizational expectations specific to their personal roles (Brotheridge and R. Lee, 2003; Arıkan Saltık and Asunakutlu, 2019). Hochschild (1983) pioneered the concept of emotional labor in *The Managed Heart* and pointed out that emotional labor as a critical component of employee performance requires employees to form a publicly observable facial and bodily image through emotion management. Emotional labor is a situation in which the individuals working in the working process regulate their emotions (Zhan et al. 2021). The conceptualizes the concept of emotional labor as a process involving three different dynamic components that integrate to manipulate emotions in the context of the service provider's customers and managers: these are surface behavior, candid behavior, and in-deep behavior (Grandey and Gabriel, 2015; Nyanjom and Wilkins, 2021).

Superficial behavior is where servants display emotions they know they don't have, suppressing their true feelings for other individuals' purposes. (Theodosius et al. 2021). Superficial behavior occurs when individuals manage their external emotional expressions without adjusting their true inner feelings. In other words, individuals who play superficially wear a *fake mask* to act *in bad faith* (Xu et al., 2020).

In the second dimension, deep behavior, the behavior that is expected to be exhibited by the employee is to assume the desired role in a way that overlaps with reality, without making the individuals with whom he interacts feel his real feelings (Hochschild, 1983; Brotheridge and Grandey, 2002). Working individuals act by empathizing and putting themselves in the place of

the other person. The academician needs to empathize with the students who are going through difficult processes (Rupp et al., 2008; Giderler et al., 2016).

Ashforth and Humphrey (1993) define the sincere behavior of feeling and reflecting the emotions expected to be exhibited by the employee sincerely and sincerely, and they see this concept as the third form of emotional labor (Yürür and Ünlü, 2011). Sincere behavior is the similarity between the behaviors that the organization wants from the employees and the behaviors exhibited by the employees. The kindness of an academician to her/his student and the compassion of a healthcare professional to a patient will set an example for this situation (Yıldız and Sazkaya, 2021).

It teaches the employees how to present the right emotions to the service recipients within the organizations, or it is a pressure factor for them to experience the right emotions, forcing the employees. Even in the emotionally negative situations of their employees, they are expected to exhibit one or all of the emotions such as compassion, sincerity, friendship and respect. In addition, frustration, irritability, anger, indifference, harsh polemics, etc. that occur during interactions with the customer. employees are asked to suppress their negative emotions (Lee and Ok, 2014, p. 177; Yagci, 2020, p. 17).

Dashper (2020) argued that the concept of emotional labor has undergone various criticisms and evaluations in recent years, but that a certain amount of emotional labor is always necessary and absolutely necessary in tourism. Because while emotional labor norms discipline individuals and exhibit certain behaviors, they provide both customer satisfaction and job satisfaction with deep behaviors. Emotional Labor turns into a lifestyle of individuals after a certain level. Many people now shape their whole lives in the field they work in according to the course of the job and define it, above all, in a decisive quality. This type of approach allows individuals to be more motivated to work (Han and Jung, 2022).

Job Stress

The word stress comes from the Latin "estricia". Stress was used in the 17th century in the meanings of disaster, trouble, affliction, affliction, grief, sorrow. In the 18th and 19th centuries, the meaning of the concept has changed and it has been used for objects, people, organs and spiritual structure in the meanings such as power, pressure and force. The past is treated as a word used negatively (LaMontagne et al., 2007). Accordingly, stress has begun to be used as a resistance against the deformation and distortion of the object and person by the effect of such forces (Güçlü, 2001: 92). Stress emerges when the expectations are much higher than the abilities and possibilities in meeting highly complex and/or uncertain demands in individuals or groups, and it causes various negativities in physical, psychological, health and social aspects (Doğan, 2005: 303; Şendoğdu et al., 2021).

Job stress, on the other hand, is expressed as a situation with positive or negative features that emerge as a result of the employee being affected by working conditions (Ross and Altmaier, 1994: 55; Kuo et al., 2022). According to Judge and Colquitt (2004: 396), job stress is; It is an undesirable physiological and psychological state that occurs as a result of uncertainty arising from the organization or the job or the experiences that occur outside the control of the employee. The severity of stress can vary and can affect people in different ways (Demirel, 2022).

The more important the material and moral resources of an institution are, the more important the stress factor, which can negatively affect even employee health, can be. So much so that stress is defined by its negative consequences and effects on the human organism, and the use of stress in daily life is mostly in the form of revealing the states of negativity and discontent (Soysal, 2009: 18). Stress crisis, which can occur in every department of the institution, is a phenomenon that especially border unit employees encounter more frequently, border unit employees who are in constant face-to-face communication with citizens may be under more stress (Hemmati et al., 2020).

Stress is the action of the individual for physical and mental adaptation to the conditions in question with the effect of the environment and conditions. Stress, which is explained as a change that requires the individual to adapt to the effects of the environment and creates tension in the individual, can be expressed as the emotional and physical response to the threatening situations of the environment (Eren, 2006; Güney, 2017). There are not only negative aspects of having job stress in the organization. Excitement, enthusiasm and stress are essential for a workload to be successful. It is known that he is not under stress in a unit where burnout occurs (Wu et al., 2021).

Methodology

The aim of the study is to examine the effect of emotional labor of individuals who work as academicians in tourism departments in Turkey on job stress. It is thought that this study will fill the gap in the literature and will guide the next study. The research was designed quantitatively. In the study, the answers to the questions asked to the academicians will be analyzed with appropriate tests (parametric and non-parametric). For this purpose, a questionnaire form related to the subject of the research was created. The questionnaire form consists of three parts and 30 statements. In the first part of the questionnaire, the participants were asked open-ended and closed-ended. The research question is, at what stage are the emotional labor and job stress levels of tourism academicians?

In the first part of the questionnaire, questions such as age, gender, education, position, university type and income status, professional year at your school, and working year in the profession were asked. In the second part of the questionnaire, Emotional labor scale Diefendorff et al. (2005) and its Turkish adaptation was made by Basım and Begenirbaş (2012) was used and it consists of 13 expressions. In order to measure the level of work stress, 7 statements developed by Huselid and Day (1991) and adapted into Turkish by Efeoğlu (2006) were used.

The research data were collected from individuals working as academicians in Vocational Schools and Faculties and equivalent schools by clicking the link of the questionnaire. Data were collected between 1 June 2022 and 3 July 2022. The number of people in the research population was reached as 1053 academicians in faculties and equivalent institutions, and 1011 people in vocational schools. The research data consists of 346 people. The data obtained from the questionnaires were analyzed using SPSS. In the light of the data obtained, t-test, one-way ANOVA test, factor analysis and regression analyzes were performed.

Analysis and Findings

Findings Regarding Demographic Characteristics

Table 1. Table of Findings Regarding Participants' Characteristics

Variable	Frequency	%	Variable	Frequency	%
Gender			Age		
Male	199	57.5	24 and below	50	23.1
Woman	147	42.5	25-34	59	27.3
Marital status			35-44	68	31.5
Married	203	58.7	45-54	39	18.1
Single	143	41.3	55 and under	29	8.4
Status			Education Status		
Prof. Dr.	41	11.8	Graduate degree	111	30.7
Associate professor	46	13.3	PhD degree	235	69.3
Assistant professor	62	17.9	Type of University		
Research Assistant	71	20.5	State	226	65.3
Lecturer	109	31.5	Foundation	120	34.7
Others	17	4.9	Type of Institution		
Career year			Faculty and equivalent	209	60.4
5 year and below	120	34.7	Vocational school	137	39.6
6-10	93	26.9	Institution year		
11-15	44	12.7	5 year and below	190	54.9
16-20	43	12.4	6-10	85	24.6
21 and under	46	13.3	11-15	28	8.1
Monthly income			16-20	20	5.8
14.000 TL and below	136	39.3	21 and under	23	6.6
14.000 - 16.000 TL	124	35.8			
16.001 – 18.000 TL	42	12.1			
18.001 – 20.000 TL	25	7.2			
20.001 TL and under	19	5.5			

TL: Turkish Lira

Considering the gender status of the participants, it is seen that there is a high number of male academicians. Considering the marital status of the participants, it is seen that the number of academicians who are married (58.7%) is quite high. Considering the age of the participants, it is seen that the number of (young) academicians under the age of 44 is high. Considering the academic title status, it has been discussed that the status of teaching assistants and research assistants (52%) in the early stages is high. It was followed by assistant professor (17.9%).

Considering the educational status of tourism academicians, a significant number of them (69.3%) receive doctoral education. Considering the educational status of tourism academicians, a significant number of them (69.3%) receive doctoral education. The rate of those who received postgraduate education remained at (30.7%). A high proportion of participating tourism academics work at state universities. While the rate of academicians working at state universities is 65.3%, the rate of those working at foundation universities is 34.7%.

A significant proportion of participating tourism academics work at faculties or equivalent schools. While the rate of those working in faculties and equivalent schools is 60.4%, the rate of those working in vocational schools is 39.6%. It has been seen that the significant rate of participating tourism academicians is 61.6% 10 years or less. This finding showed us that the participants were at the beginning of their careers. It was observed that 79.5% of the participant tourism academicians worked in their institutions for 10 years or less. This finding showed that the participants were generally new to their institutions.

75.1% of participating tourism academics earn 16,000 Turkish lira or less. 12.1% earn between 16,000-18,000 TL, 7.2% between 18,000-20,000 and 5.5% over 20,000 TL. This finding shows that academics' earnings are also low, as are academics at the beginning of their new careers.

Validity, Reliability

The scales used in the study were subjected to the reliability test as of the parts of the questionnaire form. In order to calculate the reliability coefficients of the scales, the Cronbach Alpha Coefficient was taken into account. The Cronbach alpha value reveals whether the items are consistent with each other in measurement tools and whether the items measure the concept in question (Özmen and Karamustafaoğlu, 2019).

The Cronbach's alpha value of the emotional labor scale measured with 13 items was measured as 0.708. Work stress with 7 items was measured as 0.787. The resulting reliability coefficients show that there is internal consistency in the scales. These scales are valid because they are used in different studies.

Emotional Labor Explanatory Factor Analysis Findings

The factor analysis results of the emotional labor perceptions of tourism academicians are given in Table 2. As a result of the factor analysis, it was seen that there was a sufficient relationship between the variables and the analysis was appropriate as a result of the KMO and Bartlett test, which showed the validity of the analysis. As a result of factor analysis, three factors greater than one were obtained as eigenvalues. As a result of the content analysis for these three factors, an expression (5 expression) with a low loading value ($<.40$) was not taken into consideration in the next factor analysis. Loading value as a result of factor analysis of the remaining 12 expressions.

Three factors were obtained, which explained approximately 65.774 % of the total variance with an eigenvalue above 40 and 1. Reliability analysis of the scale was made. The reliability coefficient of the scale, which consists of a total of 13 statements, is $\alpha=0.708$. It was calculated as 708. The coefficients of the factors in Table 2. It is seen between 944 and 463. The reliability coefficients of the statements in the questionnaire show that they are statistically sufficient and the scale is reliable.

Table 2. Emotional Labor Explanatory Factor Analysis Findings

Factor	Factor Load	Eigenvalue	Explained Variance	Cronba. Alpha
Factor 1: Sincere behavior (\bar{x}= 4.02)		4,343	33,408	.826
12. The feelings that I show the students arise spontaneously.	,740			
13. The emotions I show the students are the same as those I felt at that moment.	,663			
11. My feelings to students are sincere.	,655			
Factor 2: In-depth behavior (\bar{x}= 3.24)		3,077	23,669	.862
10. I make a great effort to feel the emotions that I need to display to the students.	,944			
7. I show students different emotions from the ones I really feel.	,893			
9. I do my best to feel the emotions I need to show the students.	,774			
8. I try to really experience the emotions that I have to show the students.	,647			
Factor 3: Surface behavior (\bar{x}= 2.45)		1,131	8,696	.825
2. I pretend to feel good when dealing with students.	,829			
1. I pretend to deal with students appropriately.	,825			
3. When I'm dealing with students, I perform extra as if I'm putting on a show.	,785			
6. I wear a mask, as if to display the emotions required by my job.	,481			
4. I act as if I feel emotions that I do not feel while doing my job.	,463			
Principal Components with Oblimin Rotation Factor Analysis: Total Variance Explained: 65,774 %; Kaiser-Meyer Olkin Sample Size: ,835; Barlett Test of Sphericity (0.00): p<.0.05; Evaluation range For all dimensions (1) Strongly Disagree – (5) Strongly Agree).				

Considering the analysis of the data, Factor 1 Sincere behavior that explained the highest variance (33.408%) was the combination of three expressions. Factor 2 In-depth behavior explained the variance (23.669 %) and consisted of four expressions. Factor 3 Surface behavior explained the variance (8,696%) and consisted of five expressions. The most positively perceived dimensions are Sincere behavior (4.02), In-depth behavior (3.24) and Surface behavior (2.45), respectively. According to this finding, it has been observed that tourism academicians exhibit sincere behavior towards their students.

Emotional Labor Confirmatory Factor Analysis Findings

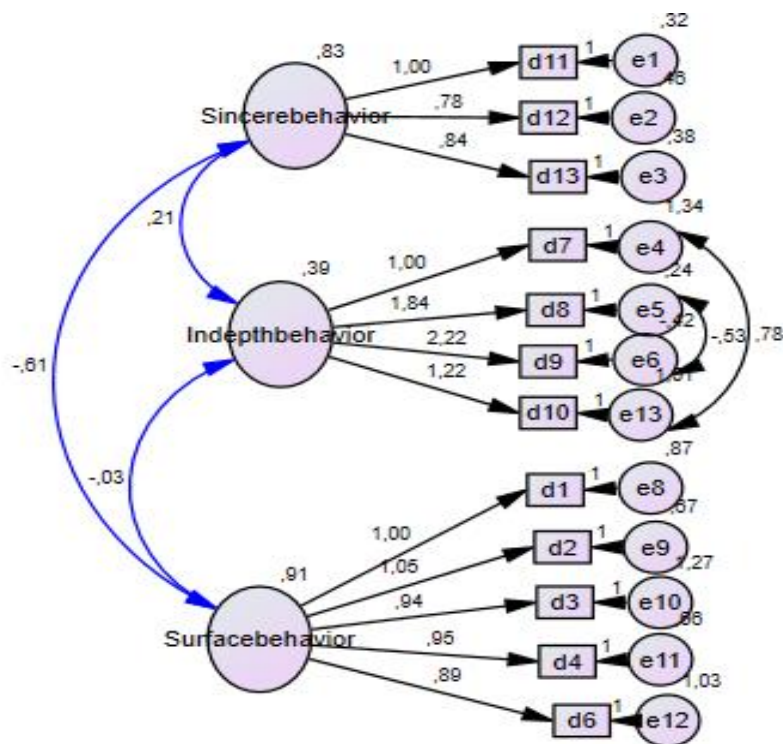
Confirmatory factor analysis was performed with AMOS for the sample data obtained to determine whether the explained factor structure of the emotional labor scale was confirmed. The fit indices of the scale are given in Table 3.

Table 3. Emotional labor measurement model fit indices

Fix Index	Research Value	Rapport
χ^2 / sd	3,785	Good Fit
p değeri	,000	Significant
NFI	0,91	Perfect Fit
NNFI	0,91	Perfect Fit
CFI	0,93	Perfect Fit
RMSEA	0,80	Good Fit
GFI	0,91	Perfect Fit
AGFI	0,86	Perfect Fit
SRMR	0,78	Perfect Fit

When the goodness of fit values in the second level CFA results of the scale were examined, it was determined that the χ^2/df value was 3.785, the RMSEA value was 0.80, the acceptable value, and the other fit criteria were between excellent and acceptable values.

Table 4. Dfa Path Diagram of Emotional Labor Scale



In order to determine whether the explained factor structure of the scale was confirmed or not, confirmatory factor analysis was performed with AMOS for the sample data reached. The path diagram of the CFA of the scale is presented in Figure 5. When the path diagrams were examined, it was necessary to make modifications between the items 7-10 and 8-9, since the compatibility criteria were not found at the desired level in the first stage. In addition, according to the CFA results of the academicians' emotional labor scale, it was determined that the factor loads of the items were between 0.78-2.22. These values are accepted values. The CR of the study was calculated as 0.97 and the AVE value as 0.61.

*Difference Analysis***Table 5.** Independent Sample Test Findings According to All Variables of Academicians

	Variable	N	Mean	S.S.	T	p																																																																																																
Emotional Labor	Male	199	3,09	0,5	-2,536	,0012																																																																																																
	Famale	147	3,23	0,54			Job Stress	Male	199	2,91	0,85	-0,75	,454	Famale	147	2,84	0,87	Emotional Labor	Married	203	3,22	0,53	-2,107	,036	Single	143	3,10	0,5	Job Stress	Married	203	2,84	0,86	0,918	,359	Single	143	2,93	0,86	Emotional Labor	Graduate	111	3,26	0,5	1,973	,049	PhD	235	3,13	0,53	Job Stress	Graduate	111	3,03	0,88	2,478	,0014	PhD	235	2,78	0,82	Emotional Labor	State	226	3,24	0,53	3,303	,0001	Foundation	120	3,04	0,49	Job Stress	State	226	2,68	0,77	-6,136	,0000	Foundation	120	3,25	0,89	Emotional Labor	Faculty and equivalent	209	3,05	0,50	-5,177	,0000	Vocational school	137	3,34	0,51	Job Stress	Faculty and equivalent	209	2,89	0,88	0,367	,714	Vocational school
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N: 346; 95% confidence interval; p<0.05 significance level; *different factors

T-Test and One-Way ANOVA test, which are parametric tests, were used to determine whether there is a significant difference in the perceptions of tourism academics participating in the research in terms of demographic variables. As a result of the tests, no significant difference was found in the variables of marital status and age regarding the perceptions of the participants. Differences were found in the variables of gender, educational status, university type, institution type, title status, age and income status.

In Table 5, it was found that women put more effort than men in terms of emotional labor. This finding shows that female academics use their feelings for their institutions for the benefit of the institutions. It has been found that the stress levels of postgraduate graduates are higher than PhD graduates. This finding shows that young academics are stressed because of their important situations such as staffing problems and writing a thesis in the future. It was found that the perception of emotional labor is higher in state universities compared to foundation universities. With this finding, it was seen that the academicians adapted according to emotional patterns as the intensity increased.

Job stress was found to be higher in foundation universities. The reason for this finding is that individuals in foundation universities have a fear of losing their jobs. It has been found that emotional labor is high in vocational schools. This is because behavior patterns are managed by the short year of education.

Table 6. One-way Anova Test Findings According to All Variables of Academicians

	N	\bar{X}	Ss	F	P	Fark
Emotional Labor						
24 and below	15	3,31	0,27			
25-34	126	3,08	0,53			
35-44	97	3,30	0,55	3,18	0,014	1>2
45-54	79	3,10	0,51			
55 and under	29	3,25	0,46			
Job Stress						
24 and below	15	3,46	0,91			
25-34	126	2,87	0,81			
35-44	97	2,89	0,83	4,84	0,001	1>4
45-54	79	2,64	0,86			
55 and under	29	3,25	0,87			
Emotional Labor						
Prof. Dr.	41	3,11	0,49			
Assoc. Prof.	46	3,31	0,52			
Asst. Prof.	62	3,06	0,56	4,47	0,001	2>4
Research Asistant	71	3,03	0,48			
Lecturer	109	3,31	0,49			
Other	17	2,97	0,51			
Job Stress						
Prof. Dr.	41	2,93	0,86			4>2
Assoc. Prof.	46	2,40	0,85			4>5
Asst. Prof.	62	2,80	0,90	5,98	0,000	4>3
Research Asistant	71	3,25	1,14			5>2
Lecturer	109	2,86	1,23			
Other	17	2,92				
Emotional Labor						
14000 TL and below	136	3,04	0,53			
14001-16000 TL	124	3,31	0,49			
16001-18000 TL	42	3,14	0,60	7,85	0,000	5>1
18001-20000 TL	25	2,95	0,33			
20001 TL and under	19	3,50	0,31			
Job Stress						
14000 TL and below	136	3,14	0,82			1>2
14001-16000 TL	124	2,73	0,87			1>3
16001-18000 TL	42	2,55	0,77	7,07	0,000	1>5
18001-20000 TL	25	3,01	0,81			
20001 TL and under	19	2,51	0,68			

Emotional labor perceptions of tourism academicians who are 24 years of age and younger were higher than those of 25-34 years old. The reason for this is the enthusiasm and commitment of individuals who have just started their careers to their jobs. It was found that the perception of job stress of tourism academicians who are 24 years old and younger is higher than the 45-54 age range. The reason for this is that individuals who have just started their careers experience stress at work due to their lack of experience. Assoc. Prof. Emotional labor perceptions of those who have been found to be higher than the research assistants. This is because they morally manage their behavior out of respect for the business.

Research assistants of tourism academicians were found to have higher job stress perceptions than other academicians. The reason for this is that research assistants have problems in their staff positions and their job descriptions are difficult compared to other academics. It was seen that the perception of emotional labor of tourism academicians who received 20,000 TL and above was higher than those who received 14,000 TL and less. The reason for this is that individuals are in harmony with financial motivation.

It was observed that the perception of job stress of tourism academicians who received 14,000 TL or less was higher than the others. This is because of low financial gains and high life anxiety.

Discussion and Conclusion

Since the tourism industry is an industry where interaction with customers is intense, it is seen that emotions and interaction are high. Academicians who train managers and employees in the tourism industry, on the other hand, while performing this task, the emotional labor they spend against the students is gaining importance in terms of the tourism future of the country. According to the research, all statements were accepted except for one statement on the emotional labor scale related to tourism academicians. In addition, it has been observed that the stress levels of individuals who have started a new profession in tourism academics are high. Demirbulut et al., (2019) discussed that tourism academics are workaholics and have a busy and stressful academic life. In this context, there is a similarity at the point of stress.

Vocational school academicians and individuals who have just started their profession make emotional labor. The reason is that since they have just started, they control their emotional adjustment more. Considering the job stress, it has been seen that research assistants are higher than other titles. This is due to staffing problems.

At the level of stress, those with low income are more stressed than those with higher incomes. The reason is economic concerns. The research theoretically filled an important gap in terms of tourism academicians. It will be an important resource for future researchers. It has been one of the rare studies examining the source of stress and emotional labor of tourism academicians.

Considering the contribution to the practice, the academic status of tourism students in schools where they are educated is important. By looking at these studies, administrators will be able to have an idea about which titles and age groups they can benefit from and work with, about emotional and stress situations. Thus, psychological tests and exams about future managers will be made by taking these situations into account. In addition, the training of the personnel to be provided will also take shape.

Suggestions to researchers can make the study in other regions and make comparisons. Interesting results can occur. With this study, sector representatives can have an idea about academics and organize trainings on stress management accordingly. Orientation trainings can be organized for the academicians who are the working group, according to the new academicians. Motivational conditions such as income and staff can be improved.

The research theoretically includes information about the situations experienced in the business environment from the perspective of tourism academicians. Thus, the emotional and stress levels of tourism academics in Turkey in business life are discussed. A large gap in tourism academics has been filled. In practice, an important gap has been filled in the attitudes and behaviors of tourism academicians about the solutions of their problems.

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