Emotional Labor among Adult Protective Services In-Home and Facility Workers in Texas

By

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Applied Research Project

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Abstract

The Adult Protective Services (APS) program in Texas is responsible for investigating allegations of abuse, neglect, and exploitation of persons aged 65 and older, and/or adults with mental illness or intellectual/developmental disabilities. *Purpose: T*o examine the factors that influence emotional labor in employees at Texas Adult Protective Services (APS). This study compares emotional labor among APS In-Home caseworkers and Facility investigators. The study also examines job position, gender, age, and race on surface acting and deep acting. *Method:* Eight hypotheses were developed to examine surface and deep acting yielded by Adult Protective Services workers in Texas. All hypotheses were tested using a survey questionnaire, and a total of six hundred and fifty-nine surveys were emailed to APS In-Home caseworkers and Facility investigators across the state. There were two hundred and three respondents who completed and returned the survey questionnaire. The emotional labor questions were measured on a 5-point Likert scale, from Strongly Agree to Strongly Disagree. Six demographic questions were included in the questionnaire and they were: job position, gender, age, race, tenure, and field of study. *Findings*: Multiple regression results illustrate there was a significant difference between age and surface acting, as well as tenure and surface acting.

About the Author

Christine Ashworth is a Master of Public Administration candidate at Texas State University. She earned a Bachelor of Arts in Psychology from Schreiner University and is currently a Training Specialist for Adult Protective Services. Ms. Ashworth has worked for the Texas Department of Family and Protective Services since 2001, in both Child and Adult Protective Services. She has worked in multiple regions across Texas and has held positions as a caseworker, investigator, and supervisor. Ms. Ashworth currently lives in Austin, Texas and can be reached at the following email address for comments and questions regarding this research project: ashworth7065@gmail.com

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Chapter 1 - Introduction

When asked about the role that Texas Department of Family and Protective Services (TDFPS) has in the community a person will most likely state the role is to keep children safe. While it is true that TDFPS is charged with ensuring the safety of children it is also responsible for ensuring the safety of adults. As an employee of TDFPS this researcher has experienced various interactions with the population of both children and adults. During the transition from Child Protective Services to Adult Protective Services, there was a realization that these two populations were very similar in needs. Both groups depend on others for assistance, and need protection from abuse, neglect, and exploitation. Working with children and adult populations can be both emotionally draining yet rewarding at the same time. These populations are important to society as one holds the key to our past while the other holds the key to our future.

The adult population consists of two separate groups; the in-home group and the facility group. The in-home group of adults still have a lot of their independence but may needed some assistance with medication, home repairs, and in some circumstances safety from their own family members. The facility group of adults may have a mental illness or an intellectual/development disability and usually live in a state operated facility for 24-hour care. However, both groups depend on others to care for them. It is these caregivers who are sometimes abusing, neglecting, and exploiting these vulnerable adults.

The problem of abuse of the elderly and adults with disabilities has become increasingly recognized only in the past few decades. As the number of older Texans and awareness of the issue increases, so has the number of cases Texas Adult Protective Services (APS) investigates. "In 2011, APS completed 87,741 investigations of abuse, neglect, or exploitation involving adults living in Texas communities. Of those cases, 58,068 were confirmed as valid. That

compares to 56,170 investigations and 40,559 confirmed cases just a decade earlier" (DFPS website 2014). This number of cases continue to increase each year, the workers caseload continues to increase as well, while the numbers of workers can plateau during some fiscal years. At any given time an APS worker is dealing with a high profile case (involved with court, death, or serious abuse). "APS casework, while it can be rewarding, is both demanding and emotionally charged" (Wold, 2010, 6).

The Texas Human Resource Code and the Texas Administrative Code provide the guidelines and legal definitions of abuse, neglect, and exploitation for the Adult Protective Services program. These statutes and laws give Adult Protective Services the legal jurisdiction to investigate and provide services to adults across the state of Texas (Mazerolle 2012). The APS program is charged with investigating allegations of abuse, neglect, and exploitation of adults who are elderly or have disabilities.

Adult Protective Services has two programs: In-Home and Facility. The In-Home program conducts investigations involving abuse, neglect, and exploitation as well as provides services. While the Facility program investigates allegations of abuse, neglect, and exploitation in state operated facilities and does not offer services (DFPS website 2014). There are currently 659 APS front-line staff across the state of Texas. There are 539 In-Home caseworkers and 120 Facility investigators. These 659 workers cover all 254 counties in the state of Texas, and these counties are broken down to 11 regions as outlined by Texas Department of Family and Protective Services (DFPS website 2014). Both the In-Home and Facility programs have workers ranging from a Specialist I to a Specialist IV based on training and tenure with Adult Protective Services. There are a few select Specialist V positions that are highly competitive but it is only within the In-Home program and it is not looked at in this study.

Organizational Structure

Adult Protective Services (APS) is a program under the Texas Department of Family and Protective Services (DFPS) organization. DFPS is one of four organizations under the enterprise called Texas Health and Human Services Commission (HHSC). The other three organizations are Texas Department of Aging and Disability Services (DADS), Texas Department of Assistive and Rehabilitative Services (DARS), and Texas Department of State Health Services (DSHS). Each of these organizations is responsible for providing a unique set of services to a specific population within the state of Texas.

APS is one of five programs within DFPS. These programs include Child Protective Services, Child Care Licensing, Statewide Intake, and State Operations. The APS program mission is "To protect older adults and people with disabilities from abuse, neglect and exploitation by investigating and providing or arranging services as necessary to alleviate or prevent further maltreatment" (DFPS website 2014). In order to achieve its' mission, Adult Protective Services offers two major services: In-Home investigations and services, and Facility investigations.

APS In-Home Program

The APS In-Home program is responsible for investigating abuse, neglect and financial exploitation, as well as for providing services to "persons who are aged 65 or older, or if age 18-65, with mental, physical, or developmental disabilities that substantially impair the ability to live independently or provide for their own self-care protection. This population includes those who reside in private homes, unlicensed adult foster homes, unlicensed board and care homes (DFPS website 2014). In addition, "person's under the age of 18 may be served" by the APS In-Home program if they have "substantially impairing disabilities and have been declared to be

legal adults through court order or marriage" (DFPS website 2014). APS In-Home victims of abuse, neglect, or exploitation may get short-term help with shelter, home repairs, food, transportation, managing money, medical care, home healthcare services, and mental health services "if they meet APS eligibility criteria" (DFPS website 2014). "APS is often viewed as the bottom tier of the social safety net, called in when family and community resources have been exhausted" (Este 8, 2007).

The In-Home Caseworker

An In-Home caseworker performs advanced social work to protect the elderly and adults with disabilities whom are unable to protect themselves. This can be a demanding job and stressful job as these caseworkers are the frontline staff investigating allegations of abuse, neglect, and exploitation. The In-Home caseworker goes into the home of the alleged victim, inquires about personal and intimate topics such as money, sex, health, relationships and terminal illness. In addition, the In-Home caseworker is required to respond to crisis interventions, interact with abusive caregivers, and deal with clients who may not understand the role of the In-Home caseworker. The In-Home caseworker must also build and maintain community relationships with local law enforcement, medical and court personnel, and representatives from various agencies and community organizations.

APS Facility Program

The Facility investigation program is responsible for investigating allegations of abuse, neglect, and exploitation of individuals receiving services in state operated and/or contracted settings that serve adults and children with mental illness or developmental/intellectual disabilities. Investigations are conducted in state supported living centers, state hospitals, community centers, local authorities serving individuals with mental health or intellectual and developments disabilities, intermediate care facilities (ICFs/IDD), home and community-based

waiver providers (HCS), and Texas home living waiver providers (TxHmL). Facility

investigators are strictly investigators, and do not provide services to the victims in their cases

(DFPS website 2014).

Effective September 1992 House Bill 7 of the 72nd Legislature "transferred the functions

and staff related to investigations of abuse, neglect and exploitation in facilities operated by

TDMHMR" (Texas Department of Mental Health and Mental Retardation) to Texas Department

of Family and Protective Services (DFPS website 2014). In 2004, the above mentioned facilities

were managed by the Texas Department of State Health Services and the Texas Department of

Aging and Disability services. Then House Bill 1111 of the 74th Legislature clarified that DFPS

would be "responsible for investigations in community mental health and mental retardation

centers" (DFPS website 2014).

The Facility Investigator

A Facility investigator conducts interviews of children and adults who have been

diagnosed with a mental illness or a developmental/intellectual disability and who receives

services from a state operated or contracted facilities. The investigator works with a wide range

of individuals from those who may have a criminal or substance abuse history, and may

interview adults who are convicted felons. The Facility investigator works objectively with

uncooperative persons, alleged perpetrators, and facility staff in order to conduct thorough

investigations. This thoroughness is achieved by asking questions pertaining to medical and

mental health problems of a personal nature. The investigator assesses alleged victims to look

for signs of abuse, injury, or neglect and works closely with medical professionals and other

experts in the field. The Facility investigator interviews persons who may be suicidal or

mentally unstable, and could potentially be a physical threat to themselves or others. The

investigator works to maintain objectivity, and exercise tact and diplomacy, while being verbally confronted by distraught or hostile persons who may use foul or insulting language. Lastly, the Facility investigator is expected to meet timeframe requirements set forth by policy and maintain a healthy work-life balance.

Both In-Home caseworkers and Facility investigators work with purpose, passion, and persistence to champion the safety of adults. They must be respectful and professional to all perpetrators of abuse, neglect, and exploitation. These workers must maintain a sense of decorum at all times in the public because they are a direct reflection of the Adult Protective Services program. They are required to manage their feelings in order to get a desired response from the client, caregiver, and/or staff member.

Research Purpose

"Measurement can be challenging in the human services. But, as with all public administration, measurement is at the core of developing public accountability" (Este 2007, 16). Protecting the elderly and persons with intellectual/developmental disabilities on a regular basis can be emotionally exhausting. The clients, their families, and the community look at Adult Protective Services to do their part as mandated by legislation: to protect the unprotected. Walking into homes and facilities to conduct investigations of abuse, neglect, and abuse can weigh heavily on Adult Protective Services employees. When an employee communicates using feelings, body language, and facial expressions this employee is producing emotional labor. The purpose of this research is to examine the factors that influence emotional labor in employees at Texas Adult Protective Services. This study compares emotional labor among APS In-Home caseworkers and Facility investigators.

Description of Chapters

Chapter two contains a review of the literature on emotional labor. The conceptual framework lists the hypotheses of this study that are derived from the literature. Chapter four is the methodology chapter. This chapter outlines the manner in which this study has been conducted, and outlines the reasoning behind the methods used to test the hypotheses of this study. Chapter five contains the results and analysis of the research. Chapter six, the final chapter, summarizes the projects major findings.

Chapter 2 – Literature Review

This chapter reviews scholarly literature on emotional labor, and how it has slowly been brought to the forefront of public organizations. While service is tangible, emotional labor is not. Emotional labor is produced by an employee that includes feelings, body language, and facial expressions. Emotional labor is vital to an organizations success as it directly affects internal and external relationships. However, the question needs to be asked how one measures emotional labor within an organization. What factors play a role in successful emotional labor and how can an organization benefit from it? Using the scholarly literature, a conceptual framework is developed to explain why some employees receive positive effects from emotional labor and others do not. The literature review will start with the definition and typology of emotional labor. The components of emotional labor, surface acting and deep acting, provide the context used to hypothesize the impacts of age, gender, race, tenure, and education on emotional labor. The relationship between emotional labor, emotional intelligence, and organizational display rules are discussed in depth in the following sections. A formal review of the scholarly literature will be the foundation for the conceptual framework by justifying the hypotheses of this study.

Emotional Labor

In 1983 Sociologist Arlie Hochschild coined the term emotional labor in her book, *Managed Heart: Commercialization of Human Feeling*. She analyzed the responses for awareness of emotional labor by observing, interviewing different sexes and social classes, and exploring how these classes experienced emotion (Hochschild 1983). Arlie Hochschild defined emotional labor as, "The management of feelings to create a publicly observable facial or bodily display intended to produce a particular state of mind in others" (Guy at al. 2008, 6). Hochschild

(1983) emphasized that emotional labor is tangible because it is produced and the consumer participates in its construction; that it "can be sold for a wage and therefore has an exchange value" (Mastracci et al. 2004, 124). Emotional labor is when an employer expects the employee to conjure up a feeling that is separate from their true feelings for the benefit of the organization (Hochschild, 1983). Hochschild further explained, "This labor requires one to induce or suppress feelings in order to sustain this outward countenance that produces the proper state of mind in others" (Mastracci et al. 1983, 7).

Managing emotional labor is a learned skill and is subject to individual differences. It affects the range of technical and emotional skills that is required of caseworkers (Guy et al. 2008). The term emotional labor "refers to the job requirement to recognize, understand, and regulate emotional exchanges with clients, citizens, and fellow public service workers" (Mastracci et al. 2012, xi). It is "an indispensable skill in roughly one-quarter to one-third of all occupations and in all street-level occupations in the public sector (Mastracci et al. 2012, 4). The performance of emotional labor is invaluable to the citizens, because it is a "delivery of public goods and service to the hardest to serve" (Mastracci et al. 2012, 10).

Police officers, nurses, teachers, and caseworkers are some service providers that are required to minimize their personal emotions and exhibit emotions that are more appropriate for the consumer. These expectations are referred to as "feeling rules" or "display rules." The rules refer to emotional labor and are "created by organizational management and then conveyed to the worker as a critical aspect of the job" (Lynne 1996, 3). Emotion work is the performance of emotional labor done at the workers' discretion. Basically, if the performance is controlled by the employer then it is emotional labor. Arlie Hochschild (1983) divides the management of feelings to reach a desired outcome into surface acting and deep acting. The performance of

surface acting and deep acting can be bought and sold as a service because it is a job expectation (Guy et al. 2008). It is an expectation because the economy is now a service-based economy.

Author, Cameron Lynne stated, "Since the mid-nineteenth century the U.S. economy has been gradually transformed from an agriculture-based economy to a manufacturing economy to a service-based economy" (1996, 1). Due to the economic shift from manufacturing to that of service based practice, occupations tend to have greater degree of human interaction. One such occupation that requires a greater degree of human interaction is casework. Within the field of casework, face to face transactions between the caseworker and the community occur on a daily basis. Lynne explained there is a "need to supervise the production of an intangible service" and as a result managers oversee worker's "personal and psychic lives" that have been considered to be off-limits (Lynne 1996, 4). To be successful, employees' personality traits must be linked to their desired occupations. Employees must be able to effectively communicate with clients, other staff and external partners of the organization while adhering to organizational policy.

In Erving Goffmann's book titled *The Presentation of Self in Everyday Life,* he describes acting as a form of emotional labor (1959). "A performance may be defined as all the activity of a given participant on a given occasion which serves to influence in any way the other participants" (Goffmann 1959, 15). He illustrates emotional labor by describing three people on a stage. First, the actor has his own feeling of self; second, this same actor learns a script and performs; and third, is the audience member responding to the performance. Goffmann (1959) expressed the lay person would use the same emotional labor techniques in social interactions to obtain the desired response as much as an actor does on a stage.

Surface and Deep Acting

Surface acting also known as emotional dissonance, "refers to the management of external emotional expression without changing inner feelings" (Cheung & Tang 2010, 324). When a person is engaged in surface acting she puts on a mask that represents feelings that is not part of her. One example of putting on a mask is when a teacher tells a hyper child for the seventh time to stop talking with a smile on his face, the teacher is wearing a mask. Given this is the seventh time the teacher has asked the child to stop talking the smile represents the mask, because the teacher is more than likely irritated and angry. Some research establishes that surface acting correlates with gender, age, race and tenure in service industry occupations (Wharton 2009; Mastracci et al. 2005; Guy & Newman 2004). This research illustrates that women engage in significantly less surface acting than men, older persons engage in less surface acting than their younger counterparts, minorities engage in significantly more surface acting, and the higher the tenure the lower an employee engaged in surface acting. In addition, this research illustrates that long term surface acting can lead to burnout, bad working relationships, and high turnover.

Deep acting is when an employee attempts to invoke and feel the actual emotions that she is displaying (Mastracci et al. 2004). Deep acting involves the deception of self and others. In an occupation such as nursing, he may be expected to convey empathy to the patients. An example of deep acting is the nurse's display of empathy to the patient in the hospital. He is sharing a feeling and displaying appropriate emotions in the workplace. However, at that very same moment he could be annoyed, tired, or thinking about other things going on in her personal life.

Research shows that deep acting is also related to gender, age, and tenure in service industry jobs (Hochschild 1983; Cheung & Tang 2010; Scott & Barnes 2011; Davesheesh &

Glomb 2009; Durr & Wingfield 2011). This research shows that women engage in more deep acting than their male counterparts, while deep acting increases with age, and tenure with an organization. When an employee uses surface or deep acting they are also going to have positive or negative emotions. These emotions play a role in the outcome of the employee's long-term performance in an organization.
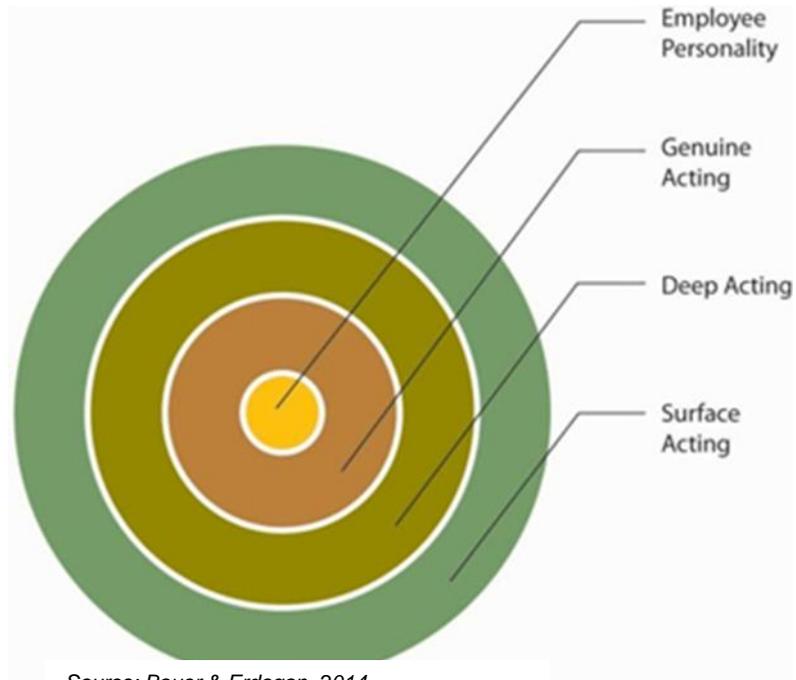
Figure 2.1 illustrates the levels of emotional labor. Emotional labor is highest when surface acting occurs. Conversely, emotional labor is lowest when deep acting occurs. Authors Bauer and Erdogan state, "When it comes to acting, the closer to the middle of the circle that your actions are, the less

Figure 2.1: Levels of Emotional Labor

Source: Bauer & Erdogan, 2014

emotional labor your job demands. The further away, the more emotional labor the job demands" (2014, 1). Surface and deep acting uses various types of emotions. Surface acting is associates with negative emotions, whereas, deep acting is associated with positive emotions.

Negative and Positive Emotions

Negative and positive emotions have a place within the workplace. They are the other part of surface and deep acting and interact with each other. These two emotions play an active role in achieving organizational outcomes. Negative emotions (negative affect) is defined as the "tendency to frequently have anxiety, disgusts, guilt, and fear" (Schaubroeck and Jones 2000, 167). Positive emotions (positive affect) is defined as the "tendency to be frequently energetic,

active, alert, and enthusiastic" (Schaubroeck and Jones 2000, 167). Negative emotions can be used for motivation or punishment, while positive emotions can be used for motivation or reward. The use of negative and positive emotions is also referred to as display rules. An example of negative affect is explaining to a client if they do not follow a specific rule then then action will be taken against them. An example of positive affect is obtaining personal information from a client so resources can be obtained for them. Using these two display rules is emotional labor. Understanding when to use each one to achieve a desired outcome is part of mastering the skill of emotional intelligence.

Display of negative emotions in front of a client can be useful depending on the organizational goals and situational needs; however, they must be regulated to ensure their intensity is appropriate. Display of negative emotions is also beneficial when things go wrong, when goals are at risk, or when there is a threat. Display of negative emotions is appropriate when critical thought plays a role in making quick decisions (Matthews et al. 2007). Negative emotions become inappropriate if they occur on a regular basis, or if the employee has an anger problem because these emotions could hinder the organizational outcomes.

In their study Schaubroeck and Jones (2000, 164) focused on the "suppression of felt negative emotions and the required display of positive emotions". Following the display rules of suppressing negative emotions and displaying positive emotions seem to capture the rules within most organizations. The interpersonal relationships between coworkers and customers often "require one to suppress negative emotions such as irritation and anger" (Schaubroeck & Jones, 2000, 164). The authors linked these display rules of positive and negative emotions to emotional labor demands within an organization.

Emotions may influence cognitive and motivational processes at work. In essence all workers can have good or bad days at work. Emotional intelligence is when an employee has control over both these two processes. Workers with high emotional intelligence seem to have better control over these two processes. Knowing when to use positive and negative emotions is a vital part of emotional intelligence. Emotional intelligence is different from emotional labor in that emotional intelligence, "is the ability to monitor one's performance and to know when to exercise or hold one's affective side in check" (Mastracci et al. 2004, 130). An employee cannot always state what is on their mind or how they are feeling about a specific situation. Employees who have mastered emotional intelligence are more prepared to handle stressful encounters and make decisions quickly (Matthews et al. 2002).

Display Rules

Organizational norms, gender expectations, and multiple types of expectations all play a role in which emotions are shown at work (Wharton 2009). These rules are conveyed by the employer to the employee for a desired organizational outcome. These expectations may be conveyed in trainings, meetings, and/or by coworkers. For example, previous studies have shown that professionals wearing uniforms were more likely to display appropriate positive and negative emotions because the uniform tied them directly to the organization. A study by Pugh (2001) showed that "exposure to an individual producing positive or negative emotions can produce a corresponding change in the emotional state of the observer (cited by, Meier et al. 2006, 900). In their book *The Wisdom of Feeling*, Barrett and Salovey argue that "Psychological resilience is characterized by the ability to bounce back from negative emotional experiences and by flexible adaptation to changing situational demands"(2002, 325). This type of resilience is important for an employee because it helps them effectively deal with distressing emotional experiences between themselves and clients.

In the service sector, employees are expected to display and perform appropriate gestures to the customer. They are expected to smile, stay calm, make quick decisions, and be professional at all times. Along with these display rules, they are expected to express positive and negative emotions as appropriate for the situation (Scott & Barnes 2011). This could mean that employees are on an emotional rollercoaster, but at the end of the day the employee has to get off the ride.

Display rules may be difficult on employee's long term stability in an organization. It can lead to employee burnout, high turnover, and the organization failing its overall mission to the public. This is because the employee fluctuates between surface and deep acting to display appropriate emotions in various situations. An employee's suppression of spontaneous emotions for more desired outcomes to meet a job requirement is emotional labor. An employee who exhibits a positive emotion on a regular basis could be seen as naturally cheerful or seen as fake. On the other hand, an employee who regularly exhibits a negative emotion could be seen as cold or someone who has an attitude problem (Schaubroeck & Jones 2000).

> When performed at its best, like fine background music, emotional labor goes unnoticed. Unbeknownst to the client, it facilitates interaction and elicits a desired response, contributing to productivity from the agency's point of view and achieving the goal of the exchange from the client's point of view. The most notable in jobs that require positive interactions, such as case workers, receptionist, public health nurses, counter clerks and public school teachers. They invoke and display emotions, just as actors do when playing roles (Guy & Newman 2004, 290).

Therefore the following hypotheses are proposed:

H_{1a}: There is no significant difference in surface acting between In-Home caseworkers and Facility investigators within Texas Adult Protective Services.

H_{1b}: There is no significant difference in deep acting between In-Home caseworkers and Facility investigators within Texas Adult Protective Services.

A number of studies have examined the difference between the emotional labor of men and women in an organizational setting (Hochschild 1983; Guy & Newman 2004; Meier et al. 2006; Wharton 2009; Schaubroeck & Jones 2000; Durr & Wingfield 2011; Scott & Barnes 2011; Gray 2010). These studies have focused on the effects of surface and deep acting, emotional labor on worker burnout, race, job types and pay. Emotional labor in the workplace has been "characterized in gender terms such as appropriate (meaning masculine) or inappropriate (meaning feminine)" depending on the occupation (Guy & Newman 2004, 295). Masculine and feminine feelings are dependent on the organizational social norms that have been assigned to job positions. An example would be that a nurse is assumed to be female and a doctor is assumed to be male. It is expected that the nurse have good bedside manner, yet it is understandable if the doctor is cold and short in his conversation. Another example is the assumption that a CEO of a fortune 500 company is cut throat business man. Whereas, the person answering the phone for the same company is assumed to be female and is expected to be polite at all times.

As a matter of tradition, a woman's job is to create a positive emotional tone of social encounters in society and within an organization. A societal norm is that the woman should smile and greets her gests when they enter the home, and sings praise when her child opens birthday presents. In contrast, the male can stay outside by the grill and wait for the guests to come to him, and sit at the back of the room while his child opens birthday presents. These norms put men at a disadvantage when they hold service sector jobs that are generally perceived for women such as nursing. Some research suggests that these men generally have less in common with other men in different occupations. According to Hochschild (1983), emotional labor has a place for both men and women in service sector employment. She states different

occupations such as bill collectors are more suitable for men while women are more likely to specialize in jobs such as flight attendants. As bill collectors, men are expected to exhibit anger and hostility in order to reach organizational outcomes. On the other hand, women are expected to control the customer's frustration and not respond in a negative way to reach organizational outcomes. Each type of specialization uses a different emotional labor skill to meet the needs of the organization (Hochschild 1983).

"Although emotional labor is not necessarily gender specific, the overwhelming majority of studies show that women provide more emotional labor and are subject to expectations that they will do so" (Meier et al. 2006, 900). In their study *Antecedents of Workplace Emotional Labor Dimensions and Moderators of Their Effects on Physical Symptoms* Schaubroeck and Jones (2000, 174) showed that gender was "correlated positively with perceived demands to express positive emotion." This is supported by the theory that more women secure jobs that deal with controlling emotions in other people such as nursing, caseworker, teaching and flight attendant.

Erickson and Ritter (2001, 147) specified that most research conducted on emotional labor and gender has been done in "highly sex-segregated organizations" and thus it is not a true reflection on gender. The authors found that "managing feelings of agitation has a different effect on women than it does on men, and not that women do emotional labor better than men" (Erickson and Ritter 2001, 147). Cheung and Tang found that gender was "related to only surface acting in which men tend to report higher use of surface acting than women" (2010, 330). In addition, their result found there was "no significant correlation between gender and deep acting" (2010, 330). Cheung and Tang (2010, 334) stated there must be external factors that play

a role in their study such as "organizational display rules" in which the organization has set expectations for their employees during service interactions with clients.

It should be noted there is a pattern throughout the literature relating to emotions and this is that "women are both expected to do and show greater emotional intensity and emotional expressiveness than men, and such differences hold for both positive and negative emotions" (Scott & Barnes 2011, 120). As previously stated with the male and female house roles; societal expectations play a role in the types of emotions that are exhibited by men and women. In society women are expected to be warm and comforting while men are expected to be distant and independent. Scott and Barnes illustrate these expectations and how they "carry over into the workplace" and set organizational culture (2011, 120). Gender stereotypes in the field of nursing depict the female as a caregiver, and that they have a direct effect on public perceptions of the organization. On the other hand, male nurses are expected to hold down jobs in the mental health section where there is a higher likelihood of aggression. If a woman nurse works in the mental health sector she is seen to be "physically and sexually at risk from aggressive and irrational patients" (Gray, 2010, 355). It is apparent from the research on gender and emotional labor that the history of societal norms has helped shape the organizational norms for women and men. Hence, this study proposes the following hypotheses:

H_{2a}: Female workers in Texas APS experience a higher level of surface acting than their male counterparts.

H_{2b}: Female workers in Texas APS experience a higher level of deep acting than their male counterparts.

Age

Research on the relationship between emotional labor and age is slim. Most research focuses on the age of an employee and how it is linked to the level of emotional intelligence, job satisfaction, and tenure with an organization (Gross et al. 1997; John & Gross, 2004; Cheung &

Tang 2010). According to Gross et al. research on aging and emotional control shows that, "older participants reported fewer negative emotional experiences and greater emotional control" (1997, 590). John and Gross conducted research on gender, age, and emotional regulation of employees. They found that using reappraisal (changing the way one responds to emotion-eliciting events) to regulate emotions was "associated with healthy patterns of affect, social functioning, and well-being" (2004, 1301).

Cheung and Tang (2010) research examines relationships between deep acting and age. Their research illustrated that "age was related to the use of deep acting and the expression of naturally felt emotions. Furthermore, results showed the conditional indirect effect of deep acting between age and job satisfaction was significant, and the significant effect was found in both gender groups" (323). Age was shown to be negatively related to surface acting in the workplace because, as adults get older their motivation for reaching emotional satisfaction increases. In addition, older adults have learned skill sets and are able to put them to positive use. These skill sets include a work life balance as well as reaching emotional intelligence.

Emotional intelligence is the skill of balancing surface and deep acting as well as the use of positive and negative emotions while in the work place. Older employees have adjusted their own personal work expectations from that of challenges and promotion, to that of a secure working environment. This is a result of an employee's ability to use appropriate display rules for multiple situations within their daily job duties on a regular basis. As a result they are able to regulate their expressed emotions better than their younger counterparts (Cheung & Tang 2010). Overall, research examining the relationship between emotional labor and age implies there is a link to higher emotional intelligence, improved emotional control, and age. Therefore this study hypothesizes that:

H_{3a}: Younger workers in Texas APS experience a higher level of surface acting than their older counterparts.

H_{3a}: Younger workers in Texas APS experience a higher level of surface acting than their older counterparts.

H_{3b}: Younger workers in Texas APS experience a higher level of deep acting than their older counterparts.
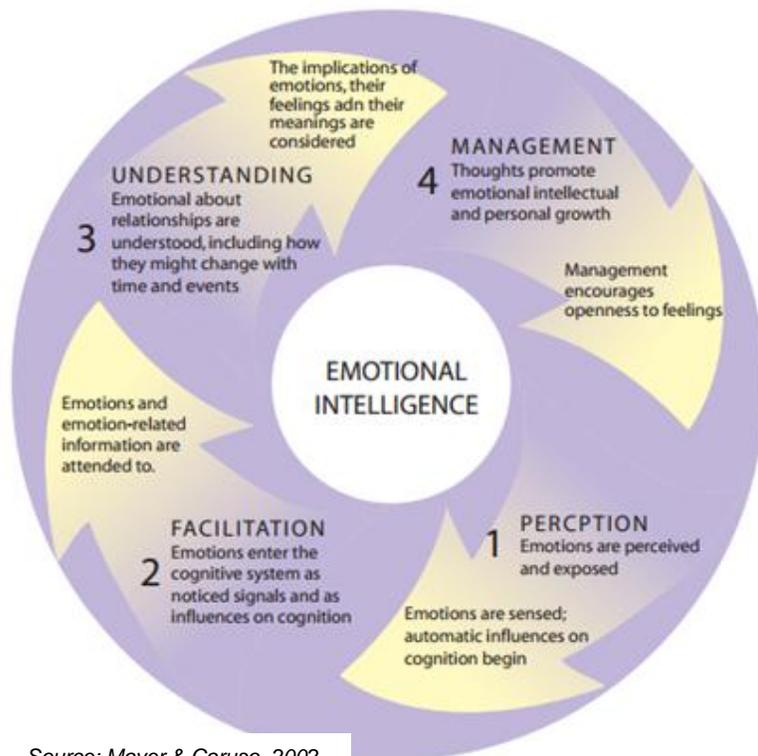
Emotional Intelligence

"Emotional intelligence is the intelligent use of emotions: you *intentionally* make your emotions work for you by using them to help guide your behavior and thinking in ways that enhance your results" (Weisinger 1998, xvi). Mayer and Salovey (2007) originally coined the term emotional intelligence in 1990 and referred to this skill set as building blocks. Picture each building block to be one aspect of emotional labor; surface and deep acting, negative and positive emotions, and finally organizational display rules. While the concepts are separate they overlap to each other. The ability to interchangeability use display rules in various situations and reaching the desired outcome is emotional intelligence.

Emotional intelligence is learned, refined, and maintained in four separate braches: "(1)

Figure 2.1: Cycle of Emotional Intelligence

the ability to accurately perceive, appraise, and express emotion, (2) the ability to access or generate feelings on demand when they can facilitate understanding of yourself and another person, (3) the ability to understand emotions and the knowledge that derives from them, [and] (4) the ability to

Source: Mayer & Caruso, 2002

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regulate emotions to promote emotional and intellectual growth" (Weisinger 1998, xvii). In their handbook on emotional intelligence, Bar-On & Parker characterized emotional intelligence as "operating across both cognitive and emotional systems" while still fitting into the four branch model created by Mayer and Salovey (2000, 107). Bar-On & Parker referred to the four branches as a set of abilities. Figure 2.1 illustrates the cycle of emotional intelligence.

The cycle of emotional intelligence uses the abilities to create what an ideal employee should possess to conduct his job efficiently and effectively. An ideal employee in a service industry job is someone who uses both surface acting and deep acting. The skill of knowing which type of acting to use and when not to use it is referred to as emotional intelligence. Each employee's performance affects the organization he works for and his surrounding employees. Experienced employees with a high level of emotional intelligence should mentor other employees on how to manage their emotions, resolve conflicts, and how to stay motivated (Weisinger 1998). Ben Grays (2010) research on emotional labor and gender stereotypes among nurses found that part of training was to listen to tenured nurses tell stories of how they handled and coped with different situations.

Emotional labor and emotional intelligence should not be confused as they are separate from each other. "Emotional intelligence is the ability to monitor one's performance and to know when to exercise or hold one's affective side in check" (Mastracci et al. 2004, 130). For an employee to be successful in yielding emotional labor she needs to reach a certain level of emotional intelligence. To reach the level of emotional intelligence the employee should have the ability and awareness of when to turn on and off emotional labor. The employee should have a balance of surface and deep acting along with the use of positive and negative emotions. It is vital for those who work in service sector jobs to have the ability to disengage at the end of the

day. Not doing so may hinder their long term ability to cope with the emotionally high intense work long-term (Mastracci et. al. 2012).

Employers should promote emotional intelligence in their employees, "because in relational work, it is the employee's labor that yields the desirable outcome in the public service exchange between citizen and state" (Mastracci et al. 2004, 130). When an exchange occurs between a citizen and a worker emotional labor comes into play. The employee is able to analyze her own affective state and compare it to that of the citizen. The employee should assess how her tone and response affect the citizen, select the best option, and then decide when and how to act on the situation (Mastracci et al. 2012; Guy et al. 2009).

When the employee is able to manage her feelings and meet the organization's goals she is using a higher level of emotional intelligence. The abilities of the highly emotional intelligent employee includes, "self-awareness, self-control, empathy, active listening, conflict resolution, and cooperation with others" (Guy and Newman 2004, 29). Employees can be expected to perform better when they have attained the skill set of emotional intelligence. On the job emotion work is separate from cognitive skills. These cognitive skills, "includes the application of factual knowledge to the intellectual analysis of problems and rational decision making" whereas, emotion labor "includes analysis and decision making in terms of the expression of emotion, whether actually felt or not, as well as its opposite; the suppression of emotions that are felt but not expressed" (Guy et al. 2008, 7).

Race

Demographic characteristics including race, organizational norms, and the target of the desired outcome, determines what emotions workers express on the job (Wharton 2009). Durr and Wingfield (2011) conducted research on the effects of race and etiquette on emotional labor

by studying African American women in the workplace. This article focused on the multiple issues they faced on a daily basis and their desire for future advancement. These women referred to the glass ceiling as the concrete because of the difficult working environment, being a woman, and being a woman of color. These women acknowledged the need to transform themselves in order to be welcomed by their colleagues. This transformation included changing the way they spoke and dressed. "The experience of emotion management among black college and university professors" lead to "feelings of anger, frustration, and aggravation" because they felt they were "stifled to conform to [white] colleague expectations" (Durr & Wingfield 2011, 566). The performance of deep and surface acting is their safety mechanism to enhance the employees' cohesiveness with organizational norms. Therefore this study hypothesizes that:

> H_{4a}: Minority workers in Texas APS experience a higher level of surface acting than their white counterparts.

> H_{4b}: Minority workers in Texas APS experience a higher level of surface acting than their white counterparts.

Organization

Hseigh and Guy cited Morris and Feldman's definition of emotional labor, 'the effort, planning, and control needed to express organizationally desired emotion during interpersonal transactions'" (2008, 43). Modern organizations are made up of interpersonal links rather than office walls. Today, many employees are mobile workers, or travel to sell or to acquire something for their organization. The fundamental command and control structures for most service delivery organizations no longer exist. However, the hierarchal and treatment of workers as interchangeable parts still exist (Guy & Newman 2004).

The industrial age benefited from Frederick Taylor's (1911) *Principles of Scientific Management,* where "managers can treat workers as interchangeable parts, where any employee with X skill can perform any job with X requirements" (Mastracci et al. 2004, 124). This tactic

worked well in the industrial age; however, this may not be the case in today's service industry occupations. In today's service industry employees have many different skillsets that can perform many different job duties. Training is an important aspect that teaches new employees various policies and how to complete their job. On the other hand, learning the skill set of emotional labor and emotional intelligence is tricky and requires time and effort. Emotional labor and intelligence are skills that are learned over time through a system of checks and balances. If the employee has a mentor, or an involved manager, then this process will move forward smoothly. However, not all employees are able to learn and retain this skill set. For example, if someone has an anger problem he may ruin company relationships and cost the organization money. Once organizations recognize the importance of emotional labor they will need to decide how to measure it for successful outcomes.

In the service industry it is important that the consumers have a positive view of the organization. Consumers form their view of an organization based on their interactions with the employees. These employees fall into three categories when managing their emotions: Perfunctory, Moderate and Advanced. These three categories mirror the four branch model of emotional intelligence coined by Mayer and Salovey. Organizations in the Perfunctory category show awareness that communication, working with others, and being decisive are important skills to have. Organizations in the Moderate category focus on the ability to collaborate with internal and external partners. Finally, organizations in the Advanced category focus on the employee's ability to handle "unexpected or crisis situations, control emotions, maintain appropriate rapport, act appropriately with sensitive information, and to anticipate long and short-term needs" (Mastracci et al. 2004, 130).

Organizations that acknowledge emotional labor have higher client success. This is because employees have a clear understanding of what is expected when interacting with clients, they have been adequately mentored by skilled workers, and it has been addressed in job trainings. When organizations focus on teaching emotional intelligence their employees have an increased chance of achieving organizational goals. When clear expectations are set employees are subject to organizational feeling rules (Meier et al. 2006). Feeling rules are in place to guide the employee when interacting with others; whether it is an angry client, unhappy co-worker, or having a conversation with an external partner. According to Guy and Newman (2004, 124), these display rules are the "mainstay of health and human service professions."

How do public servants interpret unwritten "feeling rules," and how are these rules integrated into the execution of one's duties (Mastracci et al. 2012)? These rules are created by management and conveyed to employees as a job competency. Arlie Hochschild (1983) uses the term "feeling rules" to describe societal norms about the appropriate type and amount of feelings that should be used in a particular situation. Organizational feelings are separate from the employee's personal feelings. An employee may be required to express one feeling while hiding another. This give-and-take dance is necessary for effective collaboration and maintenance of good external relationships (Huy 1999). For example, caseworkers have to display restraint and discretion to build trust and confidence in their clients and the community. If the organization's feeling rules are clearly conveyed to the employees, then emotion labor can have a positive social influence. Feeling rules create behaviors and "these behaviors become organizational routines that enact cultural norms related to feelings about change" (cited in Huy 1999, 343).

Feeling rules consist of expectations and job duties of the employee that are set forth by an organization. If the worker executes the correct emotion, then the citizen has a better

understanding of the situation, is calm and feels he has been heard. The citizen does not have to agree with the answer but the citizen at least knows they have been heard. Self-efficacy is a moderating influence on the relationship between emotional demands and work engagement (Hsieh and Guy 2004, 44). It can be used when working with citizens who are emotionally charged and are demanding a desired outcome for themselves.

Alicia A. Grandey discusses management of emotions as a guiding theory for understanding the mechanisms of emotional labor within an organization. Her research determined that "the environment is a very important factor in understanding emotion management" (2000, 107). This research also shows the importance of autonomy for the employees and how the lack of it may result in negative outcomes. Not only do employees need to feel supported by their manager and mentored by their co-workers, they need to be trained to make sound decisions on their own for optimum job performance.

According to Mastracci et al. (2004, 125), emotional labor is a "covert resource" of job performance and is the "act of complying with organizationally mandated display rules" (2004, 125). Emotional labor is the employee suppressing her natural feeling to achieve a desired job expectation set forth by the organization. It is the manager who enforces the expected display rules on the employees. This will guarantee the employee is in compliance with organization policy while ensuring the organization seen in a positive light by the community (Wharton 2009).

Managers train, evaluate and maintain interactive service workers to ensure they provide a solid service to the community. If the community is not happy with a service this has a negative effect on the organization. Defining quality of service is subjective to the consumer; there is more to it than just receiving a desired service. Workers must constantly change their

perception on what good service is based on organizational goals and the consumer's needs. However, keeping up with good service and consumer needs can weigh heavily on the employee if they have not reached the level of emotional intelligence. The employee may begin to lose the balance of work-self and personal-self. "Sustained performance of emotional labor is believed to engender an inability to feel emotion, or a sense that one is being insincere and inauthentic in the feelings displayed" (Wharton 1995, 93). If the employee has the techniques available and is evaluated on these techniques he will benefit from exerting emotional labor and likely lead the organization to success.

In their book, *Emotional Labor: Putting the Service in Public Service*, Guy, Newman, and Mastracci (2008) listed the dimensions of emotional labor, Table 2.1, that could be used or expected in service organizations. These dimensions are used in service delivery jobs such as casework, social work, law enforcement, nursing, teaching, bill collectors, paralegals and flight attendants. An example for Verbal Judo is a technique taught to law enforcement that demonstrates how officers can enter a negative situation, use the techniques learned in Verbal Judo, and then walk out of the situation with the least amount of force. "Game Face" and "Showtime" are other terms used by law enforcement and caseworkers. Again, the employee is showing the client an emotion they are not feeling in order to meet his/her job requirements.

Table 2.1: Dimensions of Emotional Labor used in service organizations

Terms	
Verbal judo: used in law enforcement to describe "tough talk" banter	***Caritas***: captures the caring function in human services
Game Face: used in law enforcement to signify displays of toughness	***Compassion fatigue***: used in social work to describe burnout resulting from too much *caritas*
Emotion management: focuses on the worker's job of eliciting the desired emotional response from the citizen	***Professional face***: used to describe the status shield that workers don to distance themselves emotionally from the interaction; it is a role-playing function.
Show time: similar to game face	***Deep acting***: refers to convincingly pretending to feel a given emotion
Emotional chameleon: the ability to switch expressions of emotions on and off	***Good cop, bad cop***: role playing in which one worker pretends to be sympathetic while the other pretends to be tougher than though
Spider Sense: the ability to intuit the other's emotional state	***Rapport***: the ability to establish a deep understanding and communication with the other
Stage left: refers to playacting in expressing an emotion, as if on stage	***Emotional suppression***: that which is required to disregard one's own feelings
Emotional mirror: the ability to reflect and adopt the emotions of the other	***Emotional armor***: the ability to gird oneself against one's own emotional response
Emotional equilibrium: refers to maintaining a balance between extremes of emotion	***Emotional Teflon***: the ability to protect oneself from an emotional reaction
Emotional anesthesia: the lack of any emotional response; may occur after prolonged exposure to extreme emotional stimuli	***Emotional engagement***: the ability to connect with the other and empathize
Emotional mask: that which results when workers convincingly suppress their own emotions in order to act as if they feel a contradictory emotion, or no emotion	***Emotional façade***: the ability to express any emotion one does not actually feel

Source: Guy et al. Emotional Labor: Putting the Service in Public Service, 2008, 5

Conceptual Framework

This chapter reviewed the literature on relationships between emotional labor in the

public sector and various demographics of the employees. The purpose of this study is to test

hypotheses listed in Table 2.2. The literature provided the basis to establish the relationships

among four research variables. These relationships are expressed in four formal research

hypotheses used to conduct the research. Table 2.2 conceptual framework to the literature is

below.

Table 2.2: Conceptual Framework Linked to the Literature

Hypothesis	Literature
H_{1a}: There is no significant difference in surface acting between In-Home caseworkers and Facility investigators within Texas Adult Protective Services. H_{1b}: There is no significant difference in deep acting between In-Home caseworkers and Facility investigators within Texas Adult Protective Services.	Abraham (1998) Bar-On, James (2000) Caringi & Lawson (2012) Caringi, Lawson, and Devlin (2002) Ciarrochi, Forgas, Mayer (2006) Cote (2014) Cote and Miners (2006) Grandey (2000) Goffman (1959) Guy and Newman (2004) Guy, Newman, Mastracci (2008) Hochschild (1983) Hseih and Guy (2008) Huy (1999) Liu et al., (2013) Macdonald and Sirianni (1996) Mastracci, Guy, Newman (2012) Mastracci, Newman and Guy (2004) Matthews, Zeidler, Roberts (2007) Meier, Mastracci and Wilson (2006) Richardson et al., (2008) Weisinger (1998) Wharton (2009) Yin et al., (2013)
H_{2a}: Female workers in Texas APS experience a higher level of surface acting than their male counterparts. H_{2b}: Female workers in Texas APS experience a higher level of deep acting than their male counterparts.	Bhave and Glomb (2009) Cheung and Tang (2010) Erickson and Ritter (2001) Grandey (2000) Hochschild (1983) Meier et. al., (2006) Scott and Barnes (2011) Steinberg and Figart (1999b) Vincent and Braun (2013)

H$_{3a}$: Younger workers in Texas APS experience a higher level of surface acting than their older counterparts. H$_{3b}$: Younger workers in Texas APS experience a higher level of deep acting than their older counterparts.	Gross et al., (1997) John and Gross (2004)
H$_{4a}$: Minority workers in Texas APS experience a higher level of surface acting than their white counterparts. H$_{4b}$: Minority workers in Texas APS experience a higher level of deep acting than their white counterparts.	Wharton 2009 Durr and Wingfield 2011

Conclusion

The literature identifies emotional labor as a key component in public administration. When there is an option for an organization to make money or to reach its mandated requirements customer satisfaction becomes a top priority of job expectations. The literature addresses the relationship between emotional labor, emotional intelligence with gender, age, and race in multiple types of job positions. In addition, it addresses the positive and negative effects surface and deep acting has on employees. Lastly, the literature identifies the roles organizations play on emotional labor by holding employees accountable for their display rules.

Next Chapter

Now that the conceptual framework has been constructed through the examination of scholarly literature, the next chapter will operationalize the components of emotional labor by developing questions for a survey to be provided to APS In-Home caseworkers and Facility investigators with Texas Adult Protective Services.

Chapter 3 - Methodology

In this chapter, the conceptual framework is examined using the explanatory case study. Patricia

Shields asserts that "explanatory research and the formal hypothesis are the mainstay of social

and policy science" (1998, 216). This research uses eight formal hypotheses to evaluate the APS

In-Home and Facility programs on emotional labor. Shields further states that "Explanatory

research is important because all impact oriented program evaluation is explanatory" (Shields

1998, 217). The eight hypotheses will be operationalized using survey questions to gather data

for analysis and interpretation (Babbie 2010). The remainder of this chapter provides a

justification for the chosen methodology, and will focus on the operationalization table and its

variables. Table 3.2 illustrates how the variables of this explanatory study are operationalized

using specific survey questions to test and measure each hypothesis. Listed below are the eight

hypotheses:

H_{1a}: There is no significant difference in surface acting between In-Home caseworkers and Facility investigators within Texas Adult Protective Services.

H_{1b}: There is no significant difference in deep acting between In-Home caseworkers and Facility investigators within Texas Adult Protective Services.

H_{2a}: Female workers in Texas APS experience a higher level of surface acting than their male counterparts.

H_{2b}: Female workers in Texas APS experience a higher level of deep acting than their male counterparts.

H_{3a}: Younger workers in Texas APS experience a higher level of surface acting than their older counterparts.

H_{3b}: Younger workers in Texas APS experience a higher level of deep acting than their older counterparts.

H_{4a}: Minority workers in Texas APS experience a higher level of surface acting than their white counterparts.

H_{4b}: Minority workers in Texas APS experience a higher level of deep acting than their white counterparts.

Research Technique

The research purpose, conceptual framework, and the statistical technique are linked via survey (Shields and Tajalli 2006). Survey research is used to collect data for testing the eight hypotheses developed from a literature review. Earl Babbie states that, "survey research is probably the best method available to the social researcher" and that "surveys are also excellent vehicles for measuring attitudes or orientations in a large population" (2010, 254). Babbie also emphasizes that, "self-administered questionaries' are generally cheaper and quicker than face-to-face interview surveys" (285). Face-to-face interviews cost travel time, possible overnight stays, and time. This survey is completed by the workers via an online questionnaire that includes various facets of their job that is geared towards emotional labor.

For the purpose of this study the sample will be Texas Department of Family and Protective Services workers within the Adult Protective Services program. An outline of this research which included the literature review, methodology, survey questionnaire, consent form and IRB approval was sent to the APS State Office Management team. A meeting was held at which time approval was granted to send the survey statewide to all APS In-Home and Facility workers. This email can be reviewed as Appendix C. The respondents were notified of the research purpose, and survey via electronic mail. The survey link was imbedded in the email and the consent form was attached. The results were collected using the online survey website Survey Monkey (www.surveymonkey.com).

Nature of Survey Subjects

This study used a nonprobability sampling method of the purposive/judgmental sample. This sample was selected based on the purpose of the study, knowledge of the population and its' elements. This process was to survey APS In-Home caseworkers and Facility investigators within the Texas Department of Family and Protective Services and determine the level of

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emotional labor yielded on a regular basis. This sample is sufficient for general comparative

purposes. The results of this research will focus clearly on the factors related to emotional labor

as well as offer an opportunity for future research (Babbie 2010).

Description of Survey Responses

The survey questionnaire was sent to 659 APS In-Home caseworkers and Facility

investigators across Texas. At the time the survey questionnaire was sent there were 538 APS In-

Home caseworkers and 121 Facility investigators employed. The survey questionnaire was sent

to all 659 APS frontline workers. Of the 659 requests, there were 203 responses which is a

31.5% response rate. Table 3.1 presents the demographic distributions of respondents.

Respondent Characteristics

Tables 4.2 illustrates the demographics of the survey responses. The average age of all

respondents was 42 years. As expected, a vast majority of respondents were female. Females

represented 155 of the 203 responses with a 77.1% response rate. An overwhelming 54% of the

responses for race were white. A majority of respondents held a degree in Other (51.5%) with

64 responses. This was followed with Social work (19.2%), then Psychology (19.2%), and

finally Criminal Justice (14.3%).   The majority of the respondents have been with APS 4 or

more years (56.2%). Lastly, of 203 respondents 145 were In-Home caseworkers (71.9%), and 56

were Facility investigators (27.2%).

Table 3.1: Independent Variables

	Frequency	Percent
Age		
• Years	N=195	Mean=42.3 Median=41 Mode=51
Gender		
• Male	46	22.9
• Female	155	77.1
Race		
• White	111	54.0
• Hispanic	34	17.0
• African American	48	24.0
• Asian	0	0.0
• Other	10	5.0
Field of Study		
• Social Work	44	21.7
• Psychology	39	19.2
• Sociology	15	7.4
• Education	12	5.9
• Criminal Justice	29	14.3
• Other	64	31.5
Tenure		
• Less than 1 year	34	16.8
• 1-3 years	44	21.7
• 4-6 years	42	20.7
• 7-10 years	46	22.7
• More than 10 years	37	18.2
Job Position		
• In-Home caseworker	145	71.8
• Facility investigator	58	27.7

N=659

Operationalization

Table 3.1 shows the operationalization of variables in this study. The survey questions were intended to gather insight into emotional labor and how much surface and deep acting was yielded by APS In-Home caseworkers and Facility investigators. The first fourteen questions were designed to measure the dependent variables of this study – Surface Acting and Deep Acting. These questions were measured using a 5-point Likert scale where 1 denotes Strongly

Agree and 5 represents Strongly Disagree. The last six questions of the survey were

demographic questions ranging from education, job position, tenure, gender, age and ethnicity. A

copy of the survey questionnaire can be found in Appendix A.

Variables

The dependent variables for this study are Surface Acting and Deep Acting. The first

four independent variables relate to each of the eight hypotheses: job position, gender, age, and

race. The last two independent variables are field of study, and tenure with the agency. These

independent variables will be used to determine if there is a significant correlation with the

dependent variables. A list of all variables and their method of measurement is presented in

Table 3.2.

Table 3.2: Operationalization Table of the Formal Hypotheses

Variables	Survey Questions	Measurement
Dependent Variables		
• Surface Acting	1. I fake a good mood when interacting with clients. 3. I fake emotions I show when dealing with clients. 4. The emotions I show clients come naturally. 7. I put on a "mask" in order to display the emotions I need for my job. 8. I put on a "show" or "performance when interacting with clients. 9. The emotions I show to clients match what I spontaneously feel. 10. The emotions I	Strongly Agree=1 Agree=2 Neutral=3 Disagree=4 Strongly Disagree=5

	express to clients are genuine. 11. I show feeling to clients that are different from what I feel inside. 13. I just pretend to have the emotions I need to display for my job. 14. I put on an act in order to deal with clients in an appropriate way.	
• Deep Acting	2. I make an effort to actually feel the emotions that I need to display towards clients. 5. I work at developing the feelings inside of me that I need to show clients. 6. I try to actually experience the emotions that I must show clients. 12. I work hard to feel the emotions that I need to show for clients.	
Independent Variable		
• Job Position	16. Please specify your position with the agency.	In-Home=1 Facility=0
• Gender	18. Are you male or female?	Male=1 Female=0
• Age	19. What is your age?	Years
• Race	20. Please select your race/ethnicity.	White=0 Minority=1

• Field of Education	15. I have a degree in psychology, social work, criminal justice, sociology, or education.	
○ Criminal Justice[+]		Criminal Justice=1 All Others=0
○ Social Work Group[+]		Social Work Group = 1 All others = 0
• Tenure	17. How long have you been with the agency?	Less than 4 years=0 More than 4 years=1

[+]*Social Work Group (Social Work, Psychology, and Sociology) was used as the reference group. N=659*

Strengths and Weaknesses of Methodology

Babbie affirms, "Survey research is probably the best method available to the social researcher who is interested in collecting original data for describing a population too large to observe directly" (2010, 254). In addition, online surveys have a comparable response rate to that of mail surveys and they cost significantly less (Babbie 2010). Strength of this survey was that it covered all employees of Adult Protective Services workers across the state of Texas. The email was sent out via Survey Monkey to all current APS In-Home caseworkers and Facility investigators. The survey was short, 20 questions, contains short and specific instructions, and was conducted over a three week period with one email reminder prior to the third week. The survey yielded 203 responses out of 659 totals.

It should be noted that using a survey questionnaire also has its weaknesses. First, people may provide answers in which they will look good and not answer each question honestly. Most individuals do not want to admit they may not treat clients, caregivers, and staff as they should. Second, the survey results may not be a representation of the general population (Babbie 2010). Thirdly, "surveys often appear superficial in their coverage of complex topics" (Babbie 2010,

287). While emotion labor has been studied for many years it is complex in way that most organizations do not recognize it as a job duty. Lastly, the survey itself was limited, because it did not permit additional comments from the respondents.

Statistical Method

A multiple regression analysis was used as the statistical procedure for this study. This method will determine the factors that are likely to impact emotional labor of the employees. Multiple regressions provide a mean of analyzing one dependent variable simultaneously against multiple independent variables (Babbie 2010). The Likert scale was transposed and converted backwards for questions 4, 9, and 10 for the purpose of presenting the findings. These three questions were written in a negative format.

Human Subjects

APS In-Home caseworkers and Facility investigators within the Texas Department of Family and Protective Services are the respondents for this study. The workers were asked to participate in a survey questionnaire on emotional labor. The respondents were not placed in harm nor were they placed at risk by participating in this study. The workers' employment was not jeopardized with the Texas Department of Family and Protective Services based on their participation or non-participation in this study. Additionally, there was no benefit to the respondents who participated in this study. Finally, participation in this study was voluntary and anonymity was ensured for all respondents. The information provided cannot be deduced back to any one respondent. Survey respondents were able to contact Christine Ashworth at ca1684@txstate.edu, or the supervising professor over this research study, Dr. Hassan Tajalli, at Texas State University at 512/245-3284 or at tajalli@txstate.edu with any questions regarding this research project.

Chapter Summary

In this chapter the conceptual framework was operationalized through the survey questions. The survey questions were drawn from the literature review and used to test the hypotheses of this research. Furthermore, the sample used, research method, dependent and independent variables, strengths and weaknesses of survey, statistics utilized, and the human subject disclosure were discussed. The results of the survey are presented in the following chapter.

Chapter 4 - Results

The purpose of this chapter is to present and discuss the findings obtained from the independent variables that affect emotional labor of Texas Adult Protective Services employees. The results address the eight hypotheses of the study. The results of multiple regressions analysis as well as some descriptive statistics are presented below.

Results Summary

Table 4.1 presents the regression results of this study. R^2 is 12.3% on Surface Acting and 3.9% on Deep Acting. While this is a low percentage it is common to have a low R^2 number when studying human behavior as human behavior is difficult to predict. The significant coefficients described below still represent the mean change in the response for one variable, while holding the other variables constant.

Table 4.1: Impacts of Job Related Factors and Demographics of Employees on Surface and Deep Acting when Controlling for Independent Variable.

	Surface Acting	Deep Acting
In-Home	-.166	-.031
Male	.102	-.066
Age	-.017[**]	.005
White	.136	.136
Tenure	.204[*]	-.123
Criminal Justice Education[†]	-.296[*]	-.148
Social Sciences & Other Education[†]	.077	.166
Constant	3.037[**]	2.727[**]
R^2	.123	.039
F	3.657[**]	1.055

* Significant at $\alpha < .05$
**Significant at $\alpha < .01$
[†] Social Sciences is used as the reference group
N=659

Job Position

The findings indicate there is not a significant difference on emotional labor between APS In-Home caseworkers and Facility investigators in Surface or Deep Acting. Therefore, the findings are in support of H_{1a} and H_{1b}.

Gender

With regard to the impact of gender on emotional labor, the results show there is not a significant difference between female or male workers in Surface and Deep Acting. Therefore, the findings are not in support of H_{2a} and H_{2b}.

Age

However, the findings are in partial support of the relevant hypotheses with regard to the impact of age on emotional labor. The results show that the younger an APS employee is the more he/she engages in Surface Acting. However, such relationship does not exist for Deep Acting. Therefore, the findings are in support of H_{3a} but not in support of H_{3b}.

Race

With regard to the impact of race on emotional labor, the findings are not in support of the relevant hypotheses. The results show there is not a significant difference between minority workers and their white counterparts in Surface or Deep Acting. Therefore, the findings are not in support of H_{4a} and H_{4b}.

Field of Study

The findings indicate that APS employees, when education is in the field of criminal justice, are engaged in Surface Acting significantly less than those counterparts that are educated in social work, sociology, or psychology. However, the results do not show any difference in the Deep Acting of the two groups. Similarly, the results do show significant in Surface and Deep Acting when comparing employees that are schooled in the field of education and those who are educated in other social service fields.

Tenure

While tenure was not an independent variable the results did show significant finding for Surface Acting. The longer an employee has been with Adult Protective Services the more they engage in surface acting. This is not reflective of the literature review as it outlines employees are no longer engaged job promotions and office politics, but they are satisfied with their job.

Summary of Findings

In Table 4.2, a summary of the findings for each hypothesis is listed. This chapter described the results of the survey administered to APS In-Home caseworkers and Facility investigators across the state of Texas. The survey measured variables that could affect surface and deep acting on emotional labor.

While there was not a significant difference in surface and deep Acting between APS In-Home caseworkers and Facility investigators, there was a significant difference noted with regard to age. The results indicated younger APS employees engage in higher surface acting. Furthermore, the findings indicated there was a significant difference between APS employees whose field of study was in criminal justice. These employees engaged in significantly less surface acting than their counterparts educated in Social Sciences (social work, sociology, or psychology).

The remaining independent variables did not yield enough difference to substantiate the relevant hypotheses. One reason may be other significant variables such as workload, burnout, and pay could be significant. Additional studies are needed to capture and assess other variables on emotional labor with Texas Adult Protective Services. For the purpose of this research, only variables dealing with persons were studied.

Table 4.2: Summary Findings

Hypothesis	Findings
Position and Surface Acting	Supported
Position and Deep Acting	Supported
Gender and Surface Acting	Not Supported
Gender and Deep Acting	Not Supported
Age and Surface Acting	Supported
Age and Deep Acting	Not Supported
Race and Surface Acting	Not Supported
Race and Deep Acting	Not Supported

Chapter 5 - Conclusion

Texas Adult Protective Services has two programs: In-Home and Facility. Both put forth daily efforts to protect the unprotected. They are both charged with investigating allegations of abuse, neglect, and exploitation. APS In-Home caseworkers and Facility investigators work with external partners and the community on a regular basis to meet organizational outcomes. Their interactions create a perception of how the community views Texas Adult Protective Services. Yet, the community may not always see how emotionally draining and rewarding this job can be.

The literature review supports emotional labor as a service that can be taught and paid for. The literature supports the need for display rules in organizations. An employee, who is aware, trained, and supported surrounding the multiple facets of emotional labor is more likely to continuously meet organizational expectations.

In conclusion of this research study on emotional labor, independent variables age, tenure, and field of study (criminal justice) were found to have a significant difference in surface acting. Younger employees and employees who have been with APS more than 4 years engage in higher levels of surface acting; while employees who hold a degree in criminal justice engage in lower levels of surface acting. The results illustrated how APS workers perceive themselves and their daily interactions with clients, caregivers, and staff.

While this study does not address all the complexities of Adult Protective Services workers and their emotional labor, it does offer some insight to how they perceive themselves when in the field working. Future research may benefit the APS program with a focus on field of study. Why does an education in Criminal Justice decrease surface acting. Additional research may also include why does surface acting increase the longer an employee has been

with APS. Lastly, future research on emotional labor may benefit the APS program if focus is

on workload, turnover, and burnout while separating the two programs.

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Appendix A - Survey Questionnaire

IRB Number: 2014W4614

This survey is being conducted for research purposes on Emotional Labor yielded by Texas Adult Protective Service (APS) caseworkers. Emotional Labor are the actions you make on a reoccurring basis over the phone or face-to-face to meet your agency expectations. Emotional Labor is vital to an organizations success as it directly affects internal and external partner relationships. Arlie Hochschild defined emotional labor as, "The management of feelings to create a publicly observable facial or bodily display intended to produce a particular state of mind in others" (Guy at al., 2008, 6).

Your participation should take no more than 10 minutes to answer the following 20 questions. An example question would be: "I put on a "mask" in order to display the emotions I need for my job." Or, "I work at developing the feelings inside of me that I need to show clients." All 20 questions must be answered and cannot be skipped.

This survey is confidential and you will only be identified by a number that will correspond to the answers you provided. Neither your name, employee ID, nor any other personal identification is requested. There is no risk or benefits to you as a subject in this research on Emotional Labor and Texas APS caseworkers. This survey will not affect your relationship with Texas APS or Texas State University. Lastly, this project is not funded by Texas State University nor the Texas Department of Family and Protective Services.

The goal of this research is to shed light on the amount of Emotional Labor you yield on a daily basis when working with the clients (clients, caregivers, staff). Research has not been conducted within the United States on Adult Protective Services caseworkers and Emotional Labor. The data collected will be secure in a locked storage cabinet and will be saved for one year. As mandated by the State of Texas reporting laws if there is a suspicion of abuse, neglect, or harm to others it must be reported. If you have any questions or would like a summary of findings please contact myself or my supervising professor as we are the only ones with access to your responses at:

Christine Ashworth@ ca1694@txstate.edu or Hassan Tajalli, Ph.D. @ tajally@txstate.edu(512) 245-3284

Again, your participation is completely voluntary and refusal to participate will involve no penalty, and you may discontinue your participation at any time without penalty. Moving forward to the survey acknowledges your consent to participate in this research study on Emotional Labor and Texas Adult Protective Services workers.

This project 2014W4614 was approved by the Texas State IRB on August 20, 2014. Pertinent questions or concerns about the research, research participants' rights, and/or research-related injuries to participants should be directed to the IRB chair, Dr. Jon Lasser (512-245-3413 - lasser@txstate.edu) and to Becky Northcut, Director, Research Integrity & Compliance (512-245-2314 - bnorthcut@txstate.edu).

Disclaimer: The goal of this research is to shed light on the amount of emotional labor you yield on a daily basis working with your clients. Broadly speaking, for this survey 'clients' are individuals served, their caretakers, and/or staff. While the questions may seem redundant, answer all 20 questions to ensure reliability.

Emotional Labor among APS In-Home and Facility Workers in Texas

1) I fake a good mood when interacting with clients.
2) I make an effort to actually feel the emotions that I need to display towards clients.
3) I fake emotions I show when dealing with clients.
4) The emotions I show clients come naturally.
5) I work at developing the feelings inside of me that I need to show clients.
6) I try to actually experience the emotions that I must show clients.
7) I put on a "mask" in order to display the emotions I need for my job.
8) I put on a "show" or "performance" when interacting with clients.
9) The emotions I show to clients match what I spontaneously feel.
10) The emotions I express to clients are genuine.
11) I show feelings to clients that are different from what I feel inside.
12) I work hard to feel the emotions that I need to show for clients.
13) I just pretend to have the emotions I need to display for my job.
14) I put on an act in order to deal with clients in an appropriate way.
15) I have a degree in psychology, social work, criminal justice, sociology, or education.
16) Please specify your position with the agency:
    a. In-Home caseworker
    b. Facility Investigator
    c. Other
17) How long have you been with the agency?
18) Are you male or female?
    a. Male
    b. Female
19) What is your age?
20) Please select your race/ethnicity from the list below:
    a. White/Caucasian
    b. African American
    c. Hispanic
    d. Other

Appendix B - IRB Approval

DO NOT REPLY TO THIS MESSAGE. This email message is generated by the IRB online application program.

Application Number: 2014W4614

Application is now approved.

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Institutional Review Board

Office of Research Compliance

Texas State University-San Marcos

(ph) 512/245-2314 / (fax) 512/245-3847 / ospirb@txstate.edu / JCK 489

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Appendix C - Texas Adult Protective Services Approval Email

<u>TDFPS/APS Approval Committee</u>

Beth Engelking - Assistant Commissioner for APS
Kezeli Wold - APS State Office Director of Field
Lori Henry - APS State Office Manage
Pam Rogers - APS State Office Research Specialist

_____

From: Rogers,Pamela A (DFPS)
Sent: Tuesday, September 30, 2014 2:30 PM
To: Ashworth,Christine (DFPS)
Subject: Your Emotional Labor Project

Christy,

I am happy to let you know that the committee (Beth, Kez, Lori, and I) approved your project and you have permission to send a survey to APS In-Home and Facility workers.

We would like add a short disclaimer explaining the project. I will send it shortly. Share this with your professor when you receive it so he can approve before you send out.

It is also fine that you use the DFPS email to send out notification since you may have difficulties using a personal account.

Good luck!

Pam

Pamela A. Rogers, Ph.D.
Research Specialist V
Texas Dept. of Family and Protective Services
Adult Protective Services