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# Insights



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## RECTOR'S MESSAGE



A heartiest congratulation is extended to the Faculty of Business and Management, Universiti Teknologi MARA Cawangan Kedah, Kampus Sungai Petani, on the publication of the seventh volume of FBM Insights.

This most recent volume of FBM Insights covers 25 emerging issues related to microcredit, micromanagement, marketing, consumer behaviour, social media, disability, dark tourism, and food security. This compilation demonstrates UiTM Cawangan Kedah's commitment to disseminate business-related information and relevant content to a wider audience.

I believe that this bulletin is an apt platform for members of the Faculty of Business and Management to produce more academic materials which can benefit the faculty members themselves and also other people at large. Such an initiative is indeed laudable since as academicians, writing to share information is definitely crucial to our personal and professional development.

Again, I would like to congratulate the Faculty of Business and Management and all individuals involved in the publication of FBM Insights volume 7. May FBM Insights continue to grow from strength to strength in the future.

Sincerely,

Prof. Dr. Roshima Haji Said  
Rector  
Universiti Teknologi MARA (UiTM)  
Cawangan Kedah

## FROM THE DESK OF THE HEAD OF FACULTY



Assalamualaikum w.b.t

Welcome to the 7th Edition of FBM Insights 2023. This edition presents 25 articles by the academics of Faculty of Business and Management UiTM Kedah Campus. The topics involved a broad range of business and management knowledge, including matters relating to Covid 19, entrepreneurship, microfinance, and gold investing. Congratulations to all authors for your endless support and valuable contribution to the newsletter.

FBM Insights was created in the year 2020 with the aspiration to inculcate the scholarly writing culture among FBM UiTM Kedah's lecturers. Thank you to the Almighty, this bulletin still receives a positive response for each of its editions. It is our hope this continues and that FBM Insights will one day progress to another level.

Publish or perish, one phrase that all academics must embrace. The importance of academic publication is evident when it is included in several of the university's Key Performance Index (KPI). We need to strive to produce scholarly work. I hope FBM Insights can become a small steppingstone for all FBM academics of UiTM Kedah, in our efforts to improve our publications numbers.

Congratulations again to all authors. Heartiest congratulations to the bulletin's editorial board who worked hard in making FBM Insights what it is today. I wish everyone the best and keep up the excellent work.

Dr. Yanti Aspha Ameira Mustapha  
FBM Insights Advisor

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# EMOTIONAL LABOR AMONG ACADEMICS

Rosliza Md Zani  
rosliza568@uitm.edu.my

Faculty of Business and Management, Universiti Teknologi MARA, Cawangan Kedah

Anita Abu Hassan  
anita397@uitm.edu.my

Faculty of Business and Management, Universiti Teknologi MARA, Cawangan Kedah

Abd Rasyid Ramli  
arasyidr@uitm.edu.my

Faculty of Business and Management, Universiti Teknologi MARA, Cawangan Kedah

## INTRODUCTION

Hochschild (1983) defines emotional labor as the management of emotions to create publicly observable representations of faces and bodies in exchange for payment. It is a situation in which an employee expresses organizationally desired emotions during interpersonal interactions at work (Robbins & Judge, 2019). Emotional labor involves managing emotions and emotional expressions to be in line with the expectations about appropriate emotional expressions that exist within a profession. It is said to be a stress factor for employees to regulate their feelings and expressions to achieve organizational goals.

Emotional labor is frequently associated with caring acts, roles, and emotions in both paid and unpaid contexts. Emotional labor is considered a professional skill in the world of remunerated employment, which includes repressing personal feelings in favor of work-related or socially acceptable feelings. Emotional labor can be bought and sold and forms part of a worker's wages. Emotional work is seen as important in jobs that require workers to show emotions and generate emotions in others while performing work, such as teaching, social work, and health care (Hochschild, 2012; Mastracci, 2012, as cited in Newcomb, 2021).

## EMOTIONAL LABOR AMONG ACADEMICS

Emotional labor has always been a characteristic of teaching, and it is expected to become even more important in the 21st century. Teaching requires a significant amount of emotional labor. Teaching is a multitasking profession with both cognitive and emotional components, with academics engaging in emotional labor on a daily basis to achieve teaching goals and positive learning outcomes. Academics are constantly subjected to criticism from their students, parents, coworkers, and department heads, and they are required to deal with a variety of emotional situations while also serving as role models for their students. Due to that, unlike other service sector employees, academics engage in emotional labor not only to comply with the prescribed emotional-display rules, but also because they see such efforts as critical to achieving their teaching objectives and positive learning outcomes. It is a complex combination of decision making and emotional regulation. They must, for example, manage their own anger in the classroom, show sympathy for awkward situations, care about their students' progress, continually encourage them, and collaborate with their colleagues (Kariou, et al., 2021).

According to de Ruiter et al. (2021), academics encounter a wide range of positive and negative events when interacting with each of their students over the course of a college or university year. These events elicit a range of emotions in academics. Some emotions can be freely expressed, whereas others, in particular negative emotions, cannot. Academics have internalized rules that dictate whether or not it is appropriate to express emotion in a given teaching situation. Academics in Western cultures appear to avoid displaying strong negative emotions, particularly in the presence of students. This may be especially true for academics from Eastern,

more collectivistic cultures. As a result, academics must engage in emotional labor, such as hiding their emotions (e.g., not showing their anxiety) or even pretending to enjoy the situation while actually feeling angry. Despite being viewed as necessary for the benefit of student learning and development, academics who frequently fake and hide their emotions report lower occupational wellbeing (Wang et al., 2019, as cited in de Ruiter et al., 2021).

## CONCLUSION

Academics are expected to play a variety of roles in today's educational environment, including modeling and mentoring students, teaching about learning, and instilling democratic attitudes and values. While fulfilling these roles, academics should diligently try not to project personal issues onto their relationships with the university, and should strive to act in accordance with formal and informal professional norms. However, it is possible to predict that emotional regulation may adversely affect academic psychology. Thus, it is quite likely that in the future, academics who experience more emotional labor will be more emotionally exhausted and dissatisfied with their work, as well as more likely to depersonalize their students.

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