

Regressing Workplace Emotions on Organisational Commitment of University Lecturers: Mediating Role of Job Burnout and Satisfaction

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ABSTRACT

The study aims to examine the effect of workplace emotions, such as emotional support (EMS) and emotional work (EMW) on the organisational commitment (OC) of lecturers in the universities of China. OC has been a significant concern of Chinese higher education institutions. This study considers job satisfaction (JS) and job burnout (JB)—whether these factors, along with workplace emotions, create OC amongst lecturers. It employs the quantitative research method to analyse the relationship amongst the variables. The data are collected through an online survey from lecturers working in Chinese universities. The data are analysed using structural equation modelling, which depicted that EMS and EMW significantly affected OC. Furthermore, the mediation results showed that JB has a significant but negative relationship between EMW and OC and also, EMS and OC.

Keywords: emotional support; organisational commitment; job burnout; job satisfaction

INTRODUCTION

Lecturers are independent educational professionals working in the 21st century. University lecturers are considered extremely important for higher education institutes given that they help institutions grow (Aslan, 2014). However, their profession entails exhaustive efforts given that they must manage several factors. Although they feel stressed and their performance is affected because of many factors, such as JS, JB and OC, OC helps lecturers or employees to develop professionally, and it is the major determinant of an organisation's effectiveness (Preet, 2018). Organization commitment has been an important concern for organisations given that retaining and motivating employees is crucial nowadays. Moreover, organisations face tremendous challenges to sustain employees' morale and motivation, which has been the most explored concept in research. Lack of OC leads to the poor performance, which ultimately results in job turnover because people are not committed to the organisation and do not want to play a part in the organisation's effectiveness (Jillian, 2015). In Chinese universities, there exists the problem of OC amongst teachers because of the conflict between the role of teachers and researchers, which increases burnout at the individual and organisational level. However, committed and motivated lecturers or employees in higher education are the assets for institutions. According to the researchers, OC has three components that enable them to remain in the organization, such as affective commitment, in which the employee has an emotional attachment to the organisation and works for goal attainment. Whereas the continuance commitment component allows the employee to stay in the organisation because of their devolved interest. The employee who prefers to stay in the organisation because they feel obligated to be there follows the normative commitment. Based on various studies relating to OC, the researchers prefer that affective commitment is the crucial factor that determines an employee's loyalty and motivation towards their work (Bart, 2014; Almutairi, 2016). Presently, co-workers interact with one another at the workplace, and these interactions and connections play an important role in achieving the organisational outcome. Moreover, these interactions help shape an organisation's social environment. Interactions in the workplace

create workplace emotions amongst employees (Jessica, 2017). Emotion interaction at the workplace is a social process that influences employees' actions. Hence, these actions affect the outcomes at the individual and organisational levels. Based on studies that have been conducted to analyse the effect of emotions on organisations, workplace emotions can be negative or positive. Emotions can negatively or positively affect an organisation or workplace. These negative effects are anxiety, frustration and anger. Whereas positive workplace emotions include increased commitment and organisational citizenship behaviour, enhanced job performance and other positive outcomes (Carolyn, 2017). The issue of managing emotions in the workplace has been extremely important for management practices. Different studies have been conducted to determine the positive role of emotions on an organization's performance (Avas, 2017). This study defines workplace emotions with different terms because previous research has also explored how the regulation of emotional displays in the workplace are dependent on what is needed. Based on this concept, every organisation wants its employees to manage the feelings and emotions at the workplace in offering the services. In universities, the lecturers provide teaching services. Therefore, emotional labour is managing emotions in such a way that these emotional expressions or norms help to attain organisational goals (Soni, 2017). However, other researchers defined workplace emotion in terms of EMS and EMW, given that the EMS is from the side of colleagues in which they help the employees in their emotional difficulties by listening to their concerns at the workplace. This kind of support provides the socio-emotional resources which motivate the person or employee intrinsically by fulfilling the needs of affection, sympathy, acceptance and they perceive that people understand which enhance their self-esteem (Michael & Eschleman, 2018). Studies have been conducted to explore the effects of emotions and academic identity on the lecturer's experience in which how a change in the policy of higher education affects the emotions of the lecturers in Chinese universities. EMW is also related to workplace emotions as defined by various researchers in the context of organisation. Currently, lecturers' emotional management is extremely important unlike in the past when teachers' emotions were neglected. Management of emotions in teaching is the professional demand by educational institutions and they are expected to manage change and display emotions appropriately. An educator's complex EMW has been defined by various researchers, and its importance has been raised as the teachers are trained about the EMW of the teaching. However, fewer research efforts have been exerted towards the EMW of teachers and how it negatively or positively affects their performance (Gallant, 2013). Nonetheless, many studies have been conducted to determine how OC is influenced through perceived organisational support, organisation justice and so on. (Yongzhan, 2018; Owais, 2017).

However, to study the effect of JB on OC, it has been studied by various researchers as it is related to the negative work-related mindset of an individual. In which the person develops negative behavioural outcomes that affect the organisation and the individual outcomes as well because of the reduced personal developments and the depersonalization feeling. It can negatively affect the commitment or JS, given that JS plays an important part in OC (Keles, 2015). As explained by many researchers, JS leads towards a positive work attitude. A study relating to the factors affecting the motivation and JS of university lecturers in China was conducted for this purpose (Sylvestre, 2017). Fundamentally, this study is related to study how workplace emotions affect the OC amongst university lecturers in China and what role it plays between JS and JB.

LITERATURE REVIEW

THEORETICAL FOUNDATION

Based upon the above studies, the present study aims to examine the relationship between workplace emotions and OC amongst university lecturers in China. Based on social exchange theory, when an employee receives EMS from the organisations and colleagues the employee performs well in the organisation. Moreover, through EMW and EMS, JS increases, which leads to enhanced OC. According to Blau (1964), social exchange theory explains the relationship between supervisor and subordinate, that it affects JS and performance. However, the information, emotional and social support from the supervisors in an organisation can help in averting the stressors in the workplace that leads to JB (Himle, 1989).

EMOTIONAL SUPPORT (EMS) AND ORGANISATIONAL COMMITMENT (OC)

Emotional support (EMS) at the workplace is important for performing well in organisations. If the employee receives complete guidance from the supervisor, he or she will perform well and his or her self-esteem will be enhanced. However, social support in the workplace helps to alleviate the negative emotions at the workplace. Support from supervisors significantly impacts employee's wellbeing. Other resources of EMS in the workplace, such as trust, care and sympathy from the colleagues, can help the employees to perform effectively (Colbert, 2016). The profession of educating is related to professionals in the public serving sector wherein the employees working in the institutions have the intrinsic motivation of serving people. Nonetheless, the EMS from the supervisor reduces the negative emotions relating to stress or burnout thus intriguing the employee's loyalty and improving the OC of educators (Izhak, 2015). OC is increased amongst employees if they receive support from the organisation in which through positive EMS the employee is committed to work and prefer to stay there. However, many studies have been conducted to increase emotional regulation amongst educators whilst helping them to overcome negative emotions (Chengting, 2015). Various scholars confirmed that the support from the organisation positively affects OC (Kyoung, 2016; Talukder, 2019). Thus, based on these studies, if the lecturers in Chinese universities receive EMS from the institution and colleagues, the OC will be enhanced. Hence, the proposed hypothesis is as follows:

H1: EMS significantly and positively influences OC.

EMOTION WORK (EMW) AND ORGANISATIONAL COMMITMENT (OC)

Given that teaching is a profession related to the service sector and involves serving the nation by educating students, workplace emotions play an important part in the professional development of teachers. This profession teaches the lecturers or the teachers in the institution relating to EMW in which are taught how to manage their emotions according to the changing demands and needs whilst neglecting the need of the teacher's emotions relating to the work that can positively and negatively impact organisational outcomes, thus reducing the affiliation of the employees towards the organisation (Avas, 2017). EMW is dependent upon the employee's self-esteem as they believe in being recognised, respected and understood in the organisation. Thus, try to regulate their emotions and plan them on the basis of the organisation's needs and wants. EMW is related to the workplace emotions as in which the employee perceiving EMS from the organisation takes the work as an EMW in which they work for the goal attainment and feel obliged to be a part of the organisation following the normative commitment. Many studies have been conducted to investigate teachers' emotions at the workplace and explained that teachers' emotions play an important role in their professional wellbeing (Jamie, 2015). However, in other countries, the work attitude and emotional intelligence affect the OC of the educators teaching in the institutions, which indicates that EMW or intelligence positively affects commitment (Rosnee, 2021). Moreover,

the role of workplace emotions has been predictable in determining the OC as if the positive EMS is received by the employee the more enhanced the performance is (Yoon-Na, 2017). Thus, the above studies on workplace emotions and OC reveal that if the employee manages the emotions in the workplace by being connected to the work emotionally, it is considered EMW, wherein the employee prefers to regulate the emotions for personal goals and organisational goals thus influencing more commitment towards the workplace. Hence, the proposed hypothesis is as follows:

H2: EMW positively and significantly affects OC.

MEDIATING ROLE OF JOB BURNOUT (JB) AMONGST EMOTIONAL SUPPORT (EMS) AND ORGANISATIONAL COMMITMENT (OC)

Job burnout is related to the psychological emotional syndrome in the workplace encountered by the employee in which they feel unaccepted, emotionally depersonalised and that they are underdeveloped professionally. This creates the negative attitudes and behaviours of employees towards the organisation (Xiaojian, 2019). In JB, the employee is exhausted emotionally, which can negatively impact the organisation's performance. (Jeannie, 2017) Thus, workplace emotions are crucial in the organization, because the organisation's management of emotions brings the employees closer to the organisation as the employees perceive the positive EMS and guidance from the supervisors working. (Avas, 2017). Many studies have been related to managing workplace emotions because mismanagement can lead to the negative consequences of job-related stress amongst the employees, which can create mental health problems leading to employee turnover, absenteeism and so on. The positive EMS from the side of the organisation can motivate the employees. However, based on the studies by various researchers, the EMS from the organisation can reduce JB as revealed by a study conducted in the UK to determine how social support from the institution affects emotional labour and JB amongst teachers. Thus, it shows that EMS negatively affects JB, whereas EMS increases OC (Gail, 2011). Therefore, based on the above literature, JB decreases as EMS and OC are increased (Owais, 2017). For the EMS received by the employees in Chinese university, they will feel appreciated and accepted, which will reduce JB, and ultimately, increase OC. Hence the proposed hypothesis is as follows:

H3: JB has a significant and negative relationship with EMS and OC.

MEDIATING ROLE OF JOB BURNOUT (JB) BETWEEN EMOTIONAL WORK (EMW) AND ORGANISATIONAL COMMITMENT (OC)

Although an organisation's success depends upon the employees and management, the organisation can achieve effectiveness and productivity through a high level of OC amongst the employees. In which the employees have an affective commitment in where they feel emotional to devote their time and efforts to the organisation. Different factors affect OC. Job burnout is one of the factors that negatively affect the OC of employees. Burnout is the situation wherein the employee is disturbed mentally, physically and emotionally because of the demanding work environment of the organisation (David, 2006). Emotional exhaustion is the main factor relating to JB, which means that the employee loses the energy to continue the work in the organisation. When no support comes from the organisation, the employee feels neglected and his satisfaction decreases. In the education profession, it has been explained by several researchers that employees experience a high level of JB as a study was conducted in Sweden to analyse the burnout amongst teachers as the teachers are at high risk of stress-related disorders. Many studies have tested the relationship between JB, JS and OC amongst the

teachers working in the public and private sectors and found that burnout causes decreased JS, which in return negatively affects the commitment amongst employees (Sajid, 2014). Studies report that burnout negatively affects OC. Organisations should work on workplace emotions given that emotions are now considered important for the organisation performance as recognised by various researchers and practitioners. Teaching is an EMW given that it involves the display of emotions required by the job requirement as in this the actual emotions are modified in such a way that the two emotions relate with each other, which is called deep acting (Bozionelos, 2008). Considering the EMW in which deep acting enacted it positively impacts the OC and the lecturers obtain EMS from the organisation. Whereas, when EMW is regulated effectively, it negatively impacts JB but increases OC. Thus, the fourth hypothesis is proposed is as follows:

H4: JB has a significant negative relationship with EMW and OC.

MEDIATING ROLE OF JOB SATISFACTION (JS) BETWEEN EMOTIONAL SUPPORT (EMS) AND ORGANISATIONAL COMMITMENT (OC)

Job satisfaction (JS) is related to what extent the employee is satisfied with his or her job or work (Adrian, 2009). JS is related to work performance. Ultimately, some factors motivate the employee to be satisfied with his or her work. Thus, a relationship exists between satisfaction and work performance, which shows that they are positively related to each other. Moreover, many researchers explained that organisations with many satisfied employees are more likely to have a low turnover and high performance than that of organisations with dissatisfied employees (Chen, 2006). Many organisations today focus on acquiring employee opinion through surveys to obtain information on how satisfied and committed they are to their work. However, many studies have been conducted that support that supervisory support in the organisation helps employees in being satisfied with their jobs. Consequently, it enhances affective commitment towards the organisation because they feel or find themselves connected with the organisation emotionally (Hee, 2015). Meanwhile, in other studies, the JS and OC positively affect the work performance of the employees if they obtain leadership or supervisory support from the organisation (Anis, 2019). The OC in higher education has been considered highly important given that it was studied by various researchers in business sector organisations. Nonetheless, OC gained much importance in academic institutions as researchers continued to investigate whether or not OC matters in the teaching or education profession (Zhang, 2017). Moreover, many studies were conducted to identify the factors associated with OC. A study relating to the factors that affect the employee's commitment in academics reported that the factors are mostly the actions and decisions from the side of the management or organisation (Thabo, 2018). Positive EMS plays an important role in JS in service sector employees, which in return increases OC (Şchiopu, 2015). Thus, it can be concluded that EMS increases JS amongst university lecturers in China, which will increase OC. Therefore, the proposed hypothesis is as follows:

H5: JS has a significant positive relation with EMS and OC.

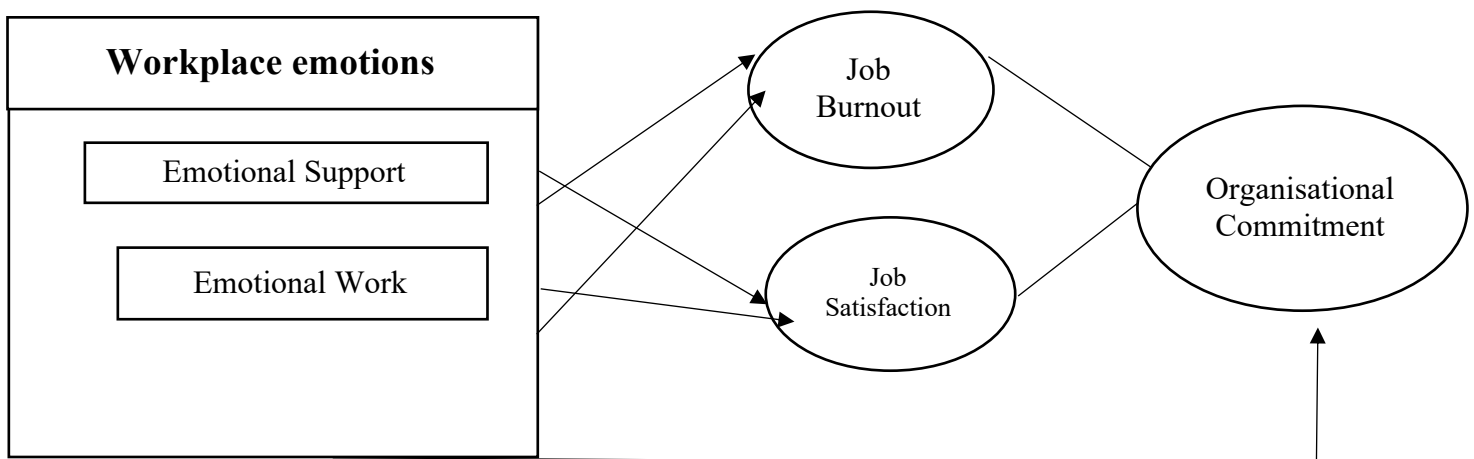
MEDIATING ROLE OF JS BETWEEN EMW AND OC

Emotional work (EMW) is related to the surface acting in which the emotions of the employees are regulated in such a way that a difference exists between the actual and the required emotion for performing the work. Consequently, it will negatively affect JS given that the employees will experience emotional exhaustion because of the dissonance in the emotional regulations. However, in the work emotions of the deep acting, there would be no difference in the actual

and required emotion to perform the work or job so it will increase the JS as the EMW is regulated in such a way that provides support to the employees working in the organisation, which increases OC (Gail, 2011). However, many studies have been conducted to determine which amongst emotions of the teachers at the workplace are fake or hidden (Jamie, 2015). Considering the importance of emotions in the workplace, how it contributes to JS and increases the OC must be studied. Studies have been conducted to know how emotional intelligence in the workplace affects commitment, and it is found that positive emotion work positively affects OC and JS (Michael, 2018; Bozionelos, 2008; Izhak, 2015) Thus, based on the above literature, it is concluded that positive EMW increases JS amongst employees which ultimately positively impacts OC. Hence the proposed hypothesis is as follows:

H6: JS significantly mediates the relationship between EMW and OC.

FIGURE 1. Conceptual framework



RESEARCH METHOD

To study the effect of workplace emotions on OC amongst the lecturers in Chinese universities. A model has been proposed to empirically test the relationship amongst the variables. Figure 1 illustrates the conceptual framework of this study. Fundamentally, workplace emotions comprise two dimensions, namely, EMS and EMW. However, the conceptual framework involves the two mediating variables of JB and how they affect the OC along with the workplace emotions. This model is proposed to determine how the factors affect the OC in the university lecturers given that it has been a significant topic these days because of the numerous job stressors and risk (Sylvestre, 2017).

POPULATION AND SAMPLING

The population targeted in this study for empirically testing the relationship amongst the variables is the educational institutions working in China. However, collecting the data from the whole population is difficult. Thus, this study selected university lecturers in China for the participants. The sample size selected is 300 to reach the normality and apply the statistical technique of structural equation modelling.

DATA COLLECTION AND INSTRUMENTATION

The data are collected by using a structured questionnaire comprising 22 items through an online Google Doc from lecturers working in the Chinese universities. The questionnaire is designed by adapting the scales of various studies and is examined by an experienced supervisor in the research field. To reliability and validity, the questionnaire used was adapted from the studies of previous studies. Given that the questions were closed ended, the responses have been measured by using a 5-point scale ranging from strongly agree to strongly disagree. To measure the workplace emotions, scale items were adapted from the studies of (Scott, 2010) in which 6 items were adapted for EMS and 6 items for EMW. However, to measure the OC, a Porters (1961) scale was adapted comprising 3 items from the studies of (Natalie, 1996). To measure JS, a 4-item scale was adapted from the studies of (Brayfield, 1951; Nordin, 2012). Furthermore to measure JB, 3 items were adapted from the studies of (Jing, 2013).

DATA ANALYSIS

The quantitative research method is followed as the study is related to the relationship testing. Data analysis is done by applying statistical techniques through SPSS and AMOS. Meanwhile, data entry and variable design are done in the SPSS software. The following analysis is done through SPSS to check the accuracy of the questionnaire. Descriptive analysis, in which descriptive statistics are calculated, was performed. Meanwhile, AMOS is used for conducting a model fitness confirmatory factor analysis, in which the convergent validity and discriminant validity is measured for hypotheses testing and partial least square and structural equation modelling are used to check the relationship.

ANALYSIS AND FINDINGS

Table 1 depicts the results about the demographics details of the respondents. A total of 447 response were received, which comprises males and females with different ages and experiences. There were 55% males and 45% of females of which 247 were males and 200 were females. The age profile depicts those 140 respondents representing 31% were below the age of 25 years, whereas 43% were aged between 25 and 35 years and the remaining 22% were aged over 40 years. The experience profile depicts that 16% of the lecturers had less than two years of experiences where the 42% had 2 to 5 years. Meanwhile, 32% had experience between 5–8 years and 9% had over 8 years.

TABLE 1. Profile

		Frequency	Percent
Gender	Male	247	55.3
	Female	200	44.7
	Total	447	100.0
Age	Less Than 25 Years	140	31.3
	25 to 35 Years	192	43.0
	35 to 45 Years	99	22.1
	More Than 45 Years	16	3.6
	Total	447	100.0
Experience	Less than 2 Years	75	16.8
	2 to 5 Years	190	42.5
	5 to 8 Years	141	31.5
	More than 8 Years	41	9.2
	Total	447	100.0

Table 2 presents the results of the descriptive statistics relating to the study in which the values of mean and skewness of the data are computed to check whether the data collected are normally distributed or not. The table depicts that all the minimum and maximum values against the variables lie in the threshold range of 1.00 and 5.00. However, all the mean values relating to EMS, EMW, JB and OC are in the range depicting that the data are normal and are skewed as the values are between +1 and -1.

TABLE 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Std. Error
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
EmotSupp	447	1.00	5.00	3.1682	1.03868	-0.104	0.115
EmotWork	447	1.00	5.00	3.3139	0.94893	-0.334	0.115
JobBurn	447	1.00	5.00	2.4817	1.13186	0.414	0.115
JobSatis	447	1.00	5.00	3.3512	1.12352	-0.369	0.115
OrgCommit	447	1.00	5.00	3.5533	1.10648	-0.369	0.115
Valid N (listwise)	447						

Table 3 exhibits the results of the KMO and Bartlett tests explaining the sample adequacy and the model fitness as the value of the KMO 0.918, which shows that the sample is adequate because it is in the threshold range of 1.00 and 8.00. Moreover, Bartlett's Test is significant as it is less than 0.05, which shows that research factors have no redundancy.

TABLE 3. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.918
Bartlett's Test of Sphericity	Approx. Chi-Square
	Df
	Sig.
	7146.656
	231
	0.000

Table 4 presents the results of the rotated component matrix, which is used to estimate the correlations amongst variables and estimate the components of the factor loadings. It shows either one component is correlated with the other components or not, if the value is greater than 0.7. Then the variables are highly correlated, as shown in all the values against each component in between 0.5 and 0.7 or greater than 0.7. Thus, no cross-loading exists because all components have a cross-loading greater than 0.7. Ultimately, the results show that the data are accurate and valid.

TABLE 4. Rotated Component Matrix^a

	Component				
	1	2	3	4	5
ES1	0.810				
ES2	0.835				
ES3	0.801				
ES4	0.784				

ES5	0.828		
ES6	0.835		
EW1		0.704	
EW2		0.652	
EW3		0.776	
EW4		0.837	
EW5		0.796	
EW6		0.828	
JB1			0.813
JB2			0.838
JB3			0.809
JS1		0.810	
JS2		0.797	
JS3		0.753	
JS4		0.831	
OC1			0.771
OC2			0.835
OC3			0.832

Table 5 exhibits the results of the convergent and discriminant validity, in which the association between the constructs is measured whether they are correlated with each other or not as the convergent validity is depicted through average variance extracted (AVE) and composite reliability (CR). Thus, the results show that all the values of AVE and CR are within the threshold range of >0.7 and less than 0.5. Thus, no issue of convergent validity exists. Nonetheless, MSV values are also in a threshold range of less or equal to 0.05 showing no discriminant validity issue.

TABLE 5. Convergent and Discriminant Validity

	CR	AVE	MSV	JS	ES	EW	JB	OC
JS	0.892	0.675	0.356	0.821				
ES	0.939	0.719	0.321	0.496	0.848			
EW	0.905	0.615	0.321	0.457	0.567	0.784		
JB	0.873	0.698	0.356	-0.597	-0.450	-0.428	0.836	
OC	0.868	0.687	0.262	0.503	0.489	0.512	-0.493	0.829

Table 6 is related to the model fitness in which it is measured through five indicators, namely, CMIN/DF, IFI, CFI, GFI and RMSEA having threshold values. Thus, the results reveal that all values are in the threshold range depicting the model fitness.

TABLE 6. Model Fit Indices

CFA Indicators	CMIN/DF	GFI	IFI	CFI	RMSEA
Threshold Value	≤ 3	≥ 0.80	≥ 0.90	≥ 0.90	≤ 0.08
Observed Value	2.680	0.902	0.953	0.953	0.061

FIGURE 2. Confirmatory factor Analysis CFA

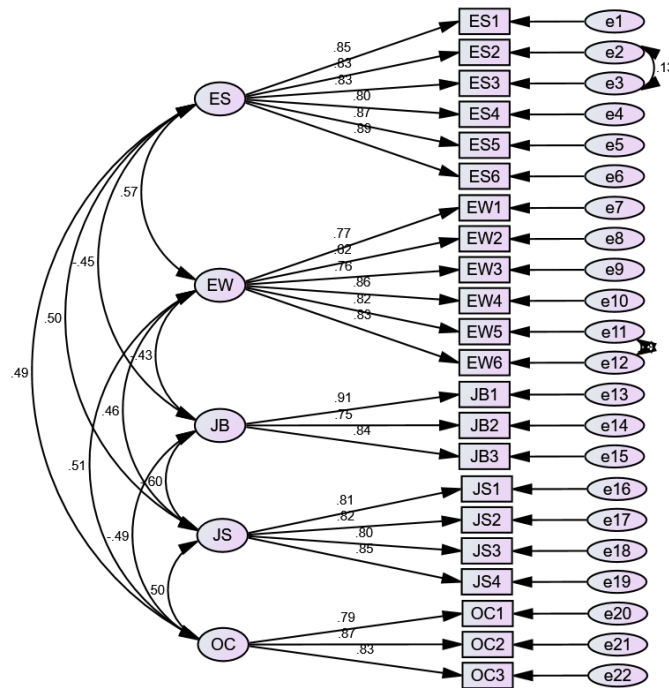


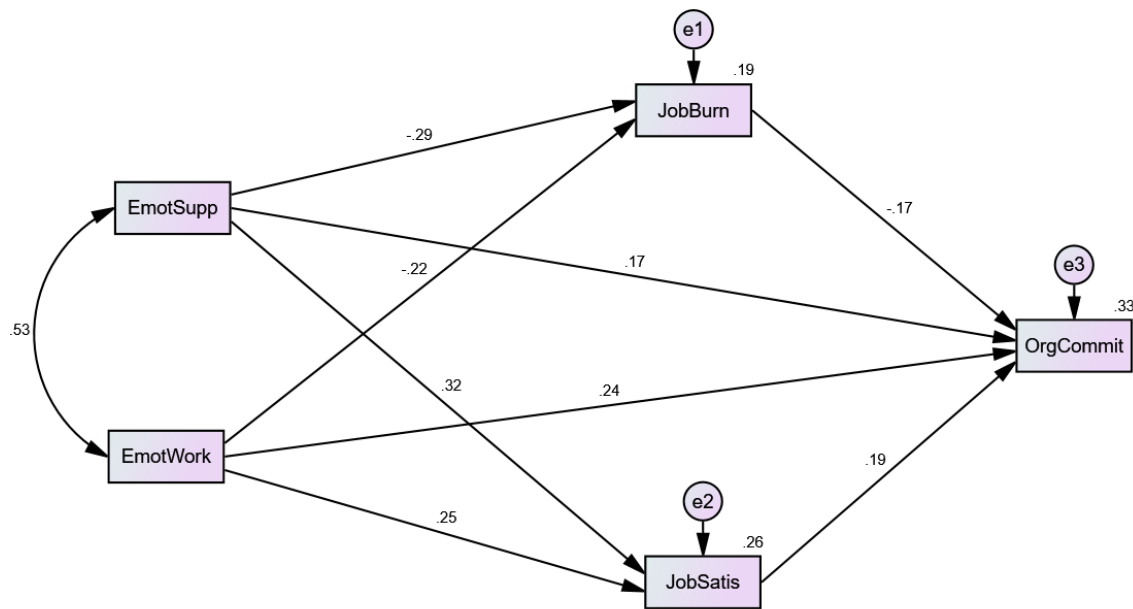
Figure 2 shows the confirmatory factor analysis (CFA). Meanwhile, table 7 exhibits the results of the structural equation modelling, which involves hypotheses testing, explaining the table that presents the total, direct or indirect effects of the variables EMS, EMW, JB, JS, OC. As the results of the direct effect depict that EMW and EMS significant impact on the OC as the p values are significant EMW=0.024., EMS = 0.0168 which are <0.05 which shows that if 1 unit of EMW is increased it causes an increase of 24% in OC. Whereas if 1 unit of EMS is increased it causes an increase of 16% in the OC. As the indirect effects explain the mediation impact. The results depict that the mediation is present between the OC and EMW as the p-value is 0.085. However, the p-value is 0.0109 for EMS and OC. As the path analysis is considered, EMW significantly impacts JS as it has the value of 0.0254. However, the JS significantly impacts OC as the p-value is 0.0187 which shows that it significantly mediates the relationship between the EMW and OC. Moreover, the JS also positively and significantly mediates the relationship between EMS and OC as the p-value (EMS =0.0234) is significant. However, for the JB the p values for (EMW= -0.0218; EMS= -0.0285) are negative but significant, which shows that it had a mediating impact on the EMW and EMS. The results show that mediation exists between the EMS and OC; EMS and OC dependently or independently.

TABLE 7. Structural Equation Modelling

Total Effect	EmotWork	EmotSupp	JobSatis	JobBurn
JobSatis	0.254**	0.324**	0.000	0.000
JobBurn	-0.218**	-0.285**	0.000	0.000
OrgCommit	0.326**	0.277**	0.187**	-0.171**
Direct Effect	EmotWork	EmotSupp	JobSatis	JobBurn
JobSatis	0.254**	0.324**	0.000	0.000
JobBurn	-0.218**	-0.285**	0.000	0.000
OrgCommit	0.241**	0.168**	0.187**	-0.171**

Indirect Effect	EmotWork	EmotSupp	JobSatis	JobBurn
JobSatis	0.000	0.000	0.000	0.000
JobBurn	0.000	0.000	0.000	0.000
OrgCommit	0.085**	0.109**	0.000	0.000

FIGURE 3. Standard Error of the Measurement (SEM)



DISCUSSIONS AND CONCLUSIONS

The proposed hypothesis is tested by applying various statistical techniques to the data collected from the lecturers working in Chinese universities. Figure 3 illustrates the SEM. Meanwhile, table 7 presents the results of the effect of workplace emotions on the OC. The direct effect results depict that EMS and EMW significantly affect the as it has positive significant p- values so the hypotheses H1, H2 are supported by the results of past researcher. However, the indirect effects depict that JB negatively mediates the relationship between the EMS and OC; EMW and OC as the p values are significant but negative. So, hypotheses H3, H4 are supported, and the results are supported by the studies of (Bozionelos, 2008; Jamie, 2015) However, the JS positively mediates the relationship between the EMS and OC; EMW and OC as the p values are significant and positive respectively. So, hypotheses H5, H6 are supported, and the results are supported by the studies of (Aslan, 2014; Anis, 2019).

IMPLICATIONS, FUTURE DIRECTIONS AND LIMITATIONS

The study has theoretical and practical implications as it can practically help universities to work on the workplace emotions because it will create JS and OC. Ultimately, JB will decrease. However, theoretically, the study introduced factors of workplace emotions to emphasise the importance of emotions in organisations. This will influence policymakers to devise strategies that will increase OC or JS in the universities through emotion management.

This study has limitation in that it uses the cross-sectional horizon to conduct the study. In future, longitudinal studies can be conducted. However, future research can be carried out in other service organisations, given that the current research was conducted at universities in China.

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