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Effects of psychological contract on organizational citizenship behavior: The mediating role of professors' emotional labor strategy

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The objective of this study was based on the social exchange theory (SET) to investigate the effect of psychological contract (PC) on organizational citizenship behavior (OCB) and the mediating effects of the professors' emotion labor strategy (ELS) on the relationship between PC and OCB. The sample was 504 professors randomly selected from 40 public universities in China. Measures of psychological contract, organizational citizenship behavior, and emotional labor strategy were administered to the respondents. Confirmatory factor analysis and structural equation modeling were conducted on the data collected. The results indicate a significant relationship between PC and OCB. In addition, ELS plays a significant mediating role in the relationship between PC and OCB. The results provide not only some evidence by which the nature of PC affects OCB but also a theoretical framework for investigating the mediating role of ELS in the relationship between PC and OCB. In addition, the results have important practical implications for training, motivating, and evaluating professors.

Key words: Social exchange theory, psychological contract, organizational citizenship behavior, emotional labor strategy.

INTRODUCTION

To attract and maintain high-quality professors, universities must achieve sustainable development and competitiveness. For this, university administrators need to develop policies that can encourage professors to show initiative. In this regard, entering into contracts with elite professors may be a good method. However, universities should also make active use of psychological contract (PC), which refer to professors' individual beliefs that emerge when they believe that a promise of future return has been made or an obligation has been created for future benefits (Robinson and Rousseau, 1994). If PC is actively employed, then it may maximize the performance of the university as well as its professors because PC can directly influence a member's job attitudes and behaviors toward his or her organization

(Aggarwal and Bhargava, 2010; Hui et al., 2004; Robinson and Rousseau, 1994; Rousseau and Tijoriwala, 1999; Turnley and Feldman, 1999; Turnley et al., 2004).

Peter F. Drucker (1909 to 2005) coined the term "knowledge worker" in his book "Post-Capitalist Society" and defined it as "someone who can develop and use knowledge to create wealth in the workplace." Professors are knowledge workers, and thus, they cannot be directly evaluated in economic terms. As the most important creator of mental property, a professor focuses on realizing personal values that are not directly constrained by external norms, but rely more on intrinsic voluntary behaviors. In addition, professors are known to be "the most difficult people to manage" (Horibe, 1999), and therefore, in addition to role-based behaviors, proactive and sincere voluntary behaviors, namely organizational citizenship behavior (OCB), are demanded of professors. Professors' OCB can directly influence their activeness and creativity as well as the realization of the

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organization's goals (Hemsley-Brown and Oplatka, 2006; Skarlicki and Latham, 1995). OCB is a type of voluntary work behavior that benefits the organization as well as task performance. With the increasing popularity of higher education, the public has been increasingly concerned about the quality of higher education, and as a result, the professional behavior of professors has received increasing attention from the public. Professors shoulder the important responsibility for educating students, and thus, the public has high expectations of them. To improve the quality of education, professors must not only fulfill their basic duties but also make efforts outside those duties.

Although OCB is crucial for organizational effectiveness (Podsakoff et al., 2000), few studies have examined the mechanism through which PC influences OCB. The present study explores this mechanism by using emotional labor strategy (ELS) as a mediating variable based on social exchange theory.

SOCIAL EXCHANGE THEORY

The psychological relationship between individuals and organizations plays an important role in organizational behaviors (Ashforth and Mael, 1989; Rhoades and Eisenberger, 2002; Rousseau and Parks, 1993). The magnitude of individuals' attachment to their organization and their evaluation of the relationship that the organization develops as it can have considerable influence on their job-related behavior, such as in-role behavior (Armeli et al., 1998; James and Greenberg, 1989) and extra-role behavior (Christ et al., 2003; Podsakoff et al., 2000). In this regard, social exchange theory provides the best tool for explaining the relationship between individuals and their organizations (Rousseau and Parks, 1993; Rhoades and Eisenberger, 2002).

Blau's (1964) social exchange theory posits that an organization's members work for economic and social rewards and that the relationship between an individual and his or her organization is based on the principle of reciprocity (Settoon et al., 1996). This prescribes that received benefits should be repaid in kind. Because the relationship between individuals and their organizations is built on the exchange of their effort and loyalty for performing their jobs for tangible benefits such as pay and welfare as well as psychological (intangible) benefits such as recognition, praise, attention, and care (Blau, 1964; Rhoades and Eisenberger, 2002), the higher the perceived quality of the exchange relationship, the more motivated they are to make efforts on behalf of the organization and maintain the relationship (Eisenberger et al., 2001; Gouldner, 1960). PC occurs based on social exchange theory (Levinson et al., 1962; Rousseau, 1989), which is regarded as the best theory for explaining OCB(Organ, 1990). Hochschild (1979) suggested that in

service organizations, employees pay close attention to their efforts to manage their emotions. In addition, she coined the term "emotional labor" based on social exchange theory. Therefore, the present study investigates the relationships among PC, ELS, and OCB based on social exchange theory.

Psychological contract

The term "psychological contract" was first used in industrial psychology by Argyris (1960) as the "psychological work contract" to describe invisible and tacit relationships between employers and employees in factory settings. Levinson et al. (1962) incorporated the concept of reciprocity into PC and emphasized the mutual obligations related to a PC between an individual and his or her organization (Baker, 1985; Schein, 1978).

On the other hand, Rousseau (1989) defined the "psychological contract" as an individual's beliefs about the terms and conditions of a reciprocal exchange agreement between the individual and his or her organization. This concept of PC emphasizes only the individual's beliefs about the organization instead of also considering those of the organization (Baker, 1985; Schein, 1978). Other scholars (Robinson and Rousseau, 1994; Rousseau and Parks, 1993) conceptualized the PC as an individual's beliefs in pay-for-implied promises or reciprocal obligations through a social exchange perspective. Thus, PC is a construct comprised of a belief that some form of a promise has been made and that the terms and conditions of the contract have been accepted by both parties (Robinson and Rousseau, 1994). A university's organizational performance depends mainly on professors' voluntary efforts, not on some mandatory requirements set by the university. Therefore, the present study adopts Robinson and Rousseau's (1994) definition of the PC based on the organizational characteristics of universities.

Based on Blau's (1964) concept of economic and social exchange, MacNeil (1985) suggested the following two dimensions of PC: transactional psychological contract (TPC) and relational psychological contract (RPC). TPC reflects short-term employment relationships between employees and employers and suggests that an individual's performance-based compensation depends on his or her specific contract. By contrast, RPC reflects long-term employment relationships and suggests that an individual's performance-based compensation depends on his or her comprehensive contract (Rousseau, 2000).

Guest and Conway (1997) constructed a theoretical model and empirically analyzed PC, concluding that employees' PC can be influenced by some antecedents such as organizational climate, organizational culture, HRM policies, experiences, and expectations. In addition, PC can influence some outcomes such as job satisfaction, organizational commitment, employment stability,

motivation, OCB, and turnover. The present study examines PC because it has considerable influence on organizational performance through employees' job attitudes and behaviors (Aggarwal and Bhargava, 2010; Rousseau and Tijoriwala, 1999; Turnley and Feldman, 1999).

Organizational citizenship behavior

Smith et al. (1983: 4) noted that OCB is not part of an employee's role requirements or job description because it is a type of voluntary behavior. Based on Smith et al.'s (1983) definition, Organ (1988) defined OCB as "behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in aggregate promotes the effective functioning of the organization…the behavior is not an enforceable requirement of the role or the job description…the behavior is matter of personal choice".

Farh et al. (2004) summarized a 9-dimension construct of OCB in the context of Western culture. These dimensions include altruism, conscientiousness, loyalty, civic virtue, voice, functional participation, sportsmanship, courtesy, and advocacy participation. In addition, they tested a 10-dimension construct in the context of Chinese culture. These dimensions include taking initiative, helping coworkers, voice, group activity participation, promoting firm image, self-training, social welfare participation, protecting/saving company resources, keeping the workplace clean, and interpersonal harmony. Comparing these two constructs of OCB, Farh et al. (2004) found five similar dimensions as well as five dissimilar ones in terms of these two constructs. In addition, Western OCB has three dimensions (sportsmanship, courtesy, and advocacy participation) that are not found in Chinese OCB. The present study adopts three dimensions that are found in both Chinese OCB and Western OCB (helping behavior, loyalty, and civic virtue) to examine professors' OCB.

Skarlicki and Latham (1995) introduced the concept of OCB in the university context to examine the effects of professors' OCB on their performance. Dipaola and Tschannen-Moran (2001) coined the term "teachers' organizational citizenship behaviors (TOCB)", which describes teachers' extra-role voluntary behavior to help students or other teachers. Previous studies of TOCB (Belogolovsky and Somech, 2010; Christ et al., 2003; Dipaola and Hoy, 2005; Oplatka, 2006; Somech and Ron, 2007; Vigoda-Gadot et al., 2007) have suggested that TOCB has considerable influence not only on a teacher's performance but also on that of students or schools.

Emotional labor strategy

Hochschild (1979, 1983) proposed the emotion manage-

ment perspective to define emotional labor as "the management of feeling to create a publicly observable facial and bodily display" (Hochschild, 1983: 7). Since then, many definitions of emotional labor have been presented in the literature, while according to the characteristics of university organization, the present discussion focuses of the concept of emotional labor: "a cyclical discrepancy-monitoring and reduction process in which perceptions of emotional displays and display rules are continuously compared" (Diefendorff and Gosserand, 2003: 955).

Hochschild (1979, 1983) argued that a service provider performs emotional labor by adopting the following two strategies: surface acting (SA) and deep acting (DA). In SA, employees comply with display rules to modify their outward emotional display without shaping their inner feelings such as facial expressions and gestures (Hochschild, 1979, 1983; Ashforth and Humphrey, 1993; Grandey, 2003). Yanchus et al. (2010) found that SA has a negative effect on employees' affective response to work. That is, SA can lead to emotive dissonance (Hochschild, 1983), burnout (Hochschild, 1983; Brotheridge and Grandey, 2002), work-family conflicts (Yanchus et al., 2010), and work withdrawal (Grandey, 2000; Scott and Barnes, 2011).

In DA, employees attempt to modify or internalize their feelings to match the display rules. That is, they modify their inner feelings to manage their displayed emotions (Hochschild, 1979, 1983; Ashforth and Humphrey, 1993; Grandey, 2003). Previous studies have consistently argued and found support for a positive relationship between DA and organizational effectiveness, including job satisfaction (Hochschild, 1983; Grandey, 2000), service performance (Grandey, 2000, 2003), and OCB (Salami, 2007; Jeong et al., 2008). SA and DA may be considered compensatory strategies that individuals employ when they cannot spontaneously display appropriate emotions (Ashforth and Humphrey, 1993; Grandey, 2003; Diefendorff and Gosserand, 2003).

On the other hand, Ashforth and Humphrey (1993) suggested that Hochschild's (1983) conceptualization of emotional labor is problematic in that emotions may be felt and displayed with relatively little effortful prompting. Their definition allows for the instances whereby an individual spontaneously and genuinely experiences and expresses expected emotions. This genuine experience or expression of expected emotions is the third emotional labor strategy. Zapf (2002) suggested that such emotional labor strategy is a type of performance of emotional internalization. The strategy was named as "expression of naturally felt emotions (ENFE)" by Diefendorff et al. (2005), which contributed to measuring it and empirically distinguished it from SA and DA.

Emotional labor of professors

The concept of emotional labor proposed by Hochschild

(1983) has three distinct characteristics. First, emotional labor requires face-to-face or voice-to-voice conversations with the public. Second, it requires employees to make customers produce a certain emotional state. Finally, it allows the employer to exercise some control over the emotional activity of its employees through training or supervision. Any professor's job reflects these three characteristics because teaching is meaningless without a close relationship between professors and students, and because the emotional goal of professors is to make students show their active psychological commitment to the class. Maintaining students' active emotional state can facilitate the professor's teaching activity. In addition, even if there is no direct supervision system for professors' emotional expression, they may control their own emotional activity, which reflects their internalization of emotional display rules. Hochschild (1983) considered six types of occupations requiring emotional labor based on their characteristics and the required level of emotional labor: (1) professional or skilled workers, (2) administrators, (3) salespeople, (4) clerks, (5) workers in the service sector, and (6) housekeepers. Among these occupations, professors are considered to require a particularly high level of emotional labor (Adelmann, 1989).

Hochschlid (1983) focused on the commercialization of emotional labor, but most studies considering the relationship between education and emotional labor have emphasized the teacher's emotional experience, display rules, and emotional expression. For example, Hargreaves (1999) argued that teachers depend on display rules to change their emotional expressions or perform emotional goals. Sutton (2004) examined middle school teachers' goals and strategies for regulating their emotions and found that this regulation can help them to improve their teaching effectiveness. In addition, one teacher responded to the question "What do you think about the relationship between emotion and teaching?" by stating that "Even if I am not interested in teaching, I have to pretend to be interested in the course in front of students." This phenomenon is known as "surface acting", which is one of ELSs proposed by Hochschild (1983). For such teachers, this regulation is considered an important factor influencing the entire teaching process (Sutton, 2004). Ekman and Friesen (1975) argued that teachers may regulate their emotions by following emotional display rules and that if they internalize such rules; their emotional regulation becomes an integral part of their good emotional image (Bonanno, 2001). Such internalized emotional expressions can be regarded as an expression of naturally felt emotions (Diefendorff et al., 2005).

Psychological contract and organizational citizenship behavior

In order to hypothesize the relationship between PC and

OCB, we suggested some theoretical and empirical evidences as follows.

First, for the theoretical evidence, Emerson (1981) suggested that economic theory is based on the assumption that transactions between parties are independent events such as the case for those which are not long-term and ongoing, unlike social exchange theory. He argued that "obligations, trust, interpersonal attachment, or commitment to specific exchange partners" (Emerson, 1981: 35) are not incorporated into economic exchange frameworks such as TPC. Rousseau (1990) found the evidence to support for MacNeil's (1985) typology of transactional and relational contracts in a survey of new recruits. She presented that RPC commit employers to job security and their employees to loyalty and a minimum length of stay, and TPC entails high pay, performance-based pay, and employee notice of resignation. When employees believe their employer is highly obliged to provide a broad range of obligations as in the relational and balanced contract forms, they may be more inclined to engage in wider range of citizenship behaviors. However, when employees believe their employer is only obligated to them to a short-term economic exchange like a transactional contract, they may be less likely to believe that extra-role contributions will bring them special rewards or recognition (Hui et al., 2004).

Second, for empirical evidence, we attempted to obtain the verification for hypothesis1 through the previous studies on the relationship between the violation of PC and OCB. Violation by definition reduced the benefits that an employee receives. It may subject the employee to feeling of injustice and betrayal (Bies, 1987; Rousseau, 1989). The violation of PC involves an assessment of fairness by the employee. This assessment may focus on distributive violations which refer to the distribution of outcomes such as training and merit pay. Unfulfilled transactional obligations would most often be associated with distributive violations since transactional contracts focus on specific monetization outcomes (Shore and Tetrick, 1994: 103).

Previous studies have found that PC is likely to influence employees' job attitudes and behaviors in the workplace (Coyle-Shapiro and Kessler, 2000; De Cuyper and De Witte, 2006; Turnley et al., 2004). Many studies have examined the effects of PC on OCB, including helping behavior (Van Dyne and Ang, 1998), loyalty (Turnley and Feldman, 1999), and civic virtue (Robinson and Morrison, 1995.) Violations are likely to affect transactional obligations primarily by creating inequity in the economic exchange and may nullify the socio-emotional obligations that are most central to relational contracts (Robinson et al., 1994). When employees perceive that a violation has occurred, their faith and trust are likely to be eroded. The trust and beliefs in good faith dealing represent a kind of socio-emotional concern involved relational obligations (MacNeil, 1985). An employee who experiences a violation may no longer want a long-term

relationship with a current employer and hence, may no longer feel the employer is obligated to provide job security or personal support. This employee may similarly feel much less obligated to be loyal or perform extra-role behaviors because the relational dimensions of the contract are no longer valued (Robinson et al., 1994).

In China, the strength of the relationships between PC and its outcomes may differ from other countries because of the distinct Chinese beliefs, values, and social structures. Chinese people are expected to value relational and balanced forms of employment, because their social orientation emphasizes harmony in relationships (Yang, 1995). Lee et al. (2000) found that RPC is more highly related to organizational behavior in work groups in Hong Kong than in the United Sates.

Based on the afore-mentioned discussions, we propose the following hypotheses:

H_1: PC has a significant effect on OCB.
H_{1-1}: TPC has a negative effect on helping behavior.
H_{1-2}: TPC has a negative effect on loyalty.
H_{1-3}: TPC has a negative effect on civic virtue.
H_{1-4}: RPC has a positive effect on helping behavior.
H_{1-5}: RPC has a positive effect on loyalty.
H_{1-6}: RPC has a positive effect on civic virtue.

Psychological contract and emotional labor strategy

Weiss and Cropanzano's (1996a) affective events theory and Lawler's (2001) affect theory of social exchange posit that the outcome of an employee's emotional labor can be regarded as an outcome of emotional exchange. This indicates that this exchange relationship is related to PC.

Rousseau (1995) argued that RPC can lead to an employee's affective commitment if he or she trusts the organization and thus that he or she is likely to internalize or identify with the organization. When employees' inner feelings are different from their organization's display rules, they try to change their inner feelings and internalize emotional expressions (Ashforth and Humphrey, 1993; Grandey, 2003; Diefendorff et al., 2005). Hence, when employees perform emotional labor, they make active emotional efforts and try to be consistent their emotional expression with display rules, thus they are more likely to use the strategy of DA or ENFE.

By contrast, for TPC, Rousseau (1995) remarked that employees' affective commitment is low and that they are not likely to be integrated into their organization. Kwon (1997) found that an individual's emotions are not important in TPC. These results imply that TPC can increase the possibility of using SA. Employees believe that acting should not be part of their job, and thus, they try not to change their deep feelings to be in compliance with display rules (Ashforth and Humphrey, 1993; Grandey, 2003; Diefendorff et al., 2005).

Zhao et al. (2007) conducted a meta-analysis based on

affective events theory to examine the effects of PCs on eight work-related outcomes (including affect), and verified the existence of some relationship between an employee's PC and emotions.

In this regard, we propose the following hypotheses:

H_2: PC has significant effect on ELS.
H_{2-1}: TPC has a positive effect on SA.
H_{2-2}: TPC has a negative effect on DA.
H_{2-3}: TPC has a negative effect on ENFE.
H_{2-4}: RPC has a negative effect on SA.
H_{2-5}: RPC has a positive effect on DA.
H_{2-6}: RPC has a positive effect on ENFE.

## Emotional labor strategy and organizational citizenship behavior

Salami (2007) examined the effects of emotional labor (SA and DA) on OCB (including helping behavior, sportsmanship, and civic virtue) and found that SA has a negative effect on OCB, whereas DA has a positive effect. Jeong et al. (2008) found a negative relationship between SA and OCB (including helping behavior and conscientiousness) and a positive relationship between DA and OCB. In addition, Kiffin-Petersen et al. (2011) concluded employees who engage in DA are more likely to show OCB than those engaging in SA. Few studies have found a relationship between ELS and loyalty, but because loyalty is based on trust and it is the most important component of PC, we can predict this relationship.

In this regard, we propose the following hypotheses:

H_3: ELS has a significant effect on OCB.
H_{3-1}: SA has a negative effect on helping behavior.
H_{3-2}: SA has a negative effect on loyalty.
H_{3-3}: SA has a negative effect on civic virtue.
H_{3-4}: DA has a positive effect on helping behavior.
H_{3-5}: DA has a positive effect on loyalty.
H_{3-6}: DA has a positive effect on civic virtue.
H_{3-7}: ENFE has a positive effect on helping behavior.
H_{3-8}: ENFE has a positive effect on loyalty.
H_{3-9}: ENFE has a positive effect on civic virtue.

Mediating role of the emotional labor strategy

A number of studies have examined the effects of PC on OCB (Podsakoff et al., 2000, Van Dyne and Ang, 1998; Turnley and Feldman, 1999; Robinson and Morrison, 1995; Zhao et al., 2007). However, few have considered the mediating effect on the relationship between PC and OCB. In this regard, the present study investigates the mechanism underlying the relationship between these two factors. This study considers ELS as the mediating
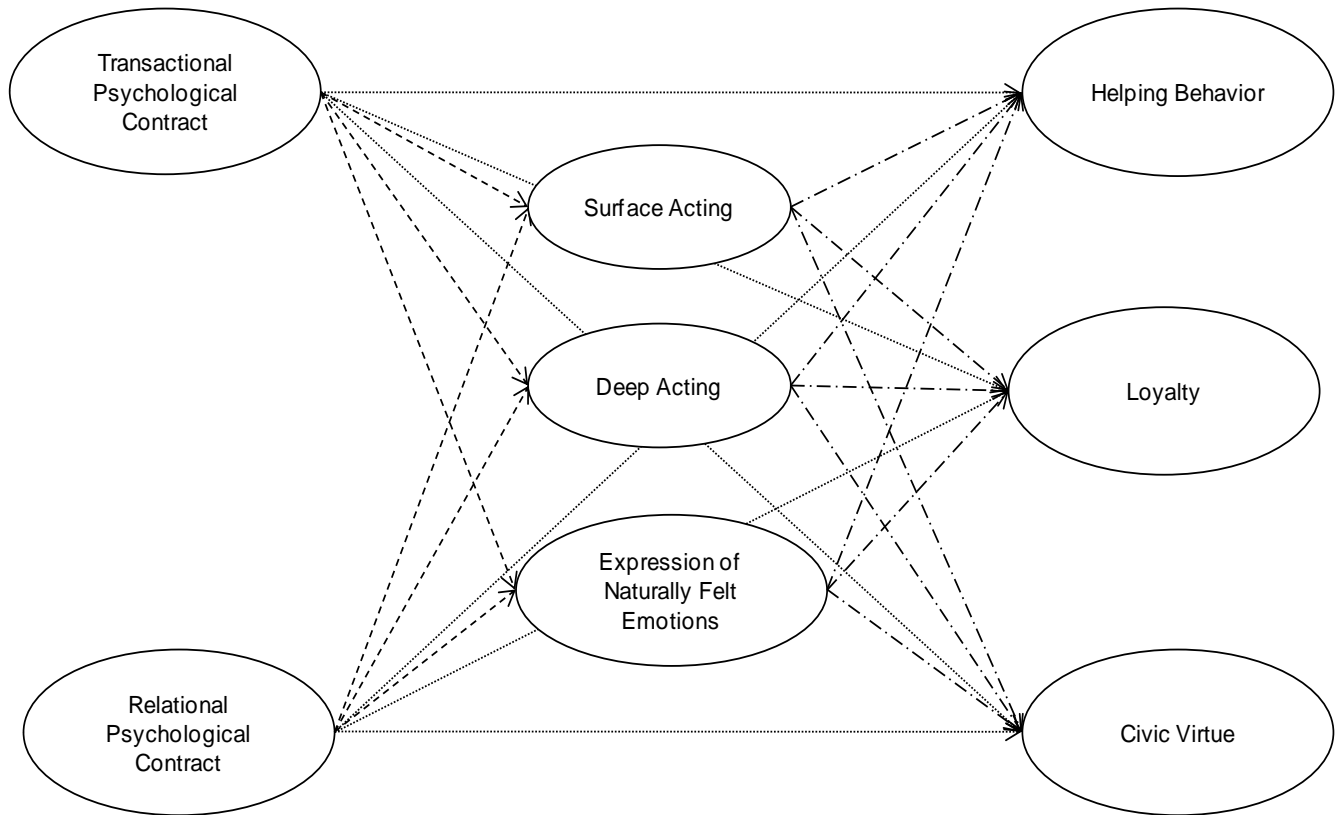
Figure 1. The research model. Hypotheses 1-1~1-6 are shown by the dotted lines. Hypotheses 2-1~2-6 are shown by the dashed lines. Hypotheses 3-1~3-9 are shown by the dotted/dashed lines.

variable through which PC may influence OCB. The reasons are as followed: First, effective teaching and learning must be affective and professors' emotional labor plays an important role in the education process (Hargreaves, 1998; Salzberger-Wittenberg et al., 1983; Zembylas, 2005). Second, PC, OCB, and ELS are closely related because all these variables are derived from social exchange theory. Finally, Morrison and Robinson (1997) and Weiss and Cropanzano (1996b) examined the "cognition-emotion-behavior" path by linking the affective states causing specific events. Cognition leads to emotions (Morrison and Robinson, 1997), and as this happens, emotion leads to a series of actions (Weiss and Cropanzano, 1996b).

Based on social exchange theory, Organ and Konovsky (1989) and Lee and Allen (2002) verified that cognition and emotions are predictors of OCB. PC represents a cognitive process, and OCB is directly related to organizational performance. Employees determine their behavior through their emotions in their cognitive process with respect to their organization. Based on this discussion, the present study proposes the model framework as "PC-ELS-OCB". In this regard, we propose the following hypotheses:

H_4 (H4-1~18): ELS mediates the relationship between PC

and OCB. Figure 1 shows the proposed research model.

MATERIALS AND METHODS

Data collection

Data for this research were collected from 40 public universities in China. We distributed a total of 900 questionnaires and allowed the respondents to complete them either online or through interviews. 556 questionnaires were collected (a 61.8% response rate), and after excluding those with missing or unusable data (52), we had a final sample of 504 responses. Demographic information on gender, age, education, current tenure, academic rank, type of institution, and marriage status were collected. Among the 504 respondents, valid samples consisted of 231 (45.8%) males and 273 (54.2%) females. In terms of their ages, 92 (18.2%) were 30 and below; 176 (34.9%) were between 31 and 35; 155 (30.8%) were between 36 and 45; 72 (14.3%) were between 46 and 55; and 9 (0.8%) were 56 and over. In terms of their education, 412(81.7%) had a master's or doctoral degree. In addition, 32(6.3%) were professors; 134(26.6%) were associate professors; 249 (49.4%) were assistant professors; and 89 (17.7%) were instructors. Further, 140 (27.8%) had less than 5 years of work experience; 155 (30.7%), 6 to 10 years; 137 (27.2%), 11 to 20 years; 64 (12.7%), 21 to 30 years; and 8 (1.6%), 31 or more years. A majority of the respondents were married (406, 80.5%). In terms of the type of institution, 104 (20.6%) were from first-tier universities; 162 (32.1%), from second-tier universities; 158 (31.3%), from general universities; and 80 (15.9%), from community colleges. Table 1 shows the demographic characteristics of

Table 1. Demographic characteristics of respondents.

Variable	Category	Sample	Percentage
Gender	Male	231	45.8
	Female	273	54.2
Word experience	≤ 5	140	27.8
	6-10	155	30.7
	11-20	137	27.2
	21-30	64	12.7
	≥ 31	8	1.6
Institutional type	First-tier university	104	20.6
	Second-tier university	162	32.1
	General university	158	31.3
	Community college	80	15.9
Marital status	Married	406	80.5
	Unmarried	89	17.7
	Other	9	1.8
Age	≤ 30	92	18.2
	31-35	176	34,9
	36-45	155	30.8
	46-55	72	14.3
	≥ 56	9	0.8
Education	Bachelor's	92	18.3
	Master's	116	58.7
	Doctorate	296	23.0
Academic rank	Professor	32	6.3
	Associate professor	134	26.6
	Assistant professor	249	49.4
	Instructor	89	17.7

n=504.

respondents.

Measures

We used existing scales to measure the constructs. The initial version of the questionnaire was pretested by a small sample (n=100). Based on the pretest results, some of the items were dropped to the original instrument, for the final data collection. The purpose of this process was to check face validity and confirm the expectations regarding the psychometric properties of the measures.

In the survey, we measured TPC by using 3 items and RPC by using 3 items from the 9-item scale developed by Raja et al. (2004). ELS was measured by using 9 items from the 14-item scale developed by Diefendorff et al. (2005). We measured SA, DA, and the ENFE by using three items for each. This scale items were drawn from the past studies done by Grandey (2003), as well as Kruml and Geddes (2000). Concerning organizational citizenship behavior, we used 6 items from the 8-item scale developed by

Smith et al. (1983) to measure help behavior and loyalty. The scale for civic virtue was a combination of existing and newly developed measures. Two items were adopted from Farh et al. (2004) while another one item was developed from our qualitative interviews. All items in the scales were measured on a 5-point Likert Scale ranging from "strongly agree" (1) to "strongly disagree" (5).

We conducted a confirmatory factor analysis (CFA) to test the composite reliability, the convergent validity, and the discriminant validity of the measures. If the value of the composite reliability is over 0.70, it is generally recognized as a reliable value in social science (Bollen, 1989). In addition, there is sufficient convergent validity if standardized factor loadings and AVE (average variance extracted) values exceed 0.50 (Fornell and Larcker, 1981). In this study, all items loaded onto their latent constructs were significant. These results are shown in Table 2. In addition, all squared correlations between the latent constructs were lower than the corresponding AVE values from the respective constructs, indicating sufficient discriminant validity (Fornell and Larcker, 1981). Table 3 shows the results for discriminant validity. All results indicate sufficient reliability, convergent validity, and discriminant

Table 2. Results of the confirmatory factor analysis.

Variable	Measurement Items	Standardized factor loading	Estimate	S.E	T-value	R^2	C.R	AVE
TPC	PC1	0.798	0.326	0.030	——	0.637	0.873	0.696
	PC2	0.816	0.280	0.027	18.154	0.666		
	PC3	0.812	0.249	0.024	18.132	0.660		
RPC	PC4	0.780	0.248	0.022	——	0.608	0.875	0.700
	PC5	0.810	0.258	0.025	17.434	0.656		
	PC6	0.780	0.295	0.026	16.835	0.608		
SA	ELS1	0.822	0.249	0.022	——	0.675	0.900	0.751
	ELS2	0.869	0.201	0.022	21.172	0.755		
	ELS3	0.822	0.250	0.022	20.307	0.675		
DA	ELS4	0.857	0.156	0.018	——	0.734	0.906	0.763
	ELS5	0.780	0.207	0.018	18.616	0.608		
	ELS6	0.759	0.232	0.019	17.810	0.576		
ENFE	ELS7	0.823	0.187	0.016	——	0.677	0.931	0.819
	ELS8	0.857	0.159	0.015	21.819	0.735		
	ELS9	0.879	0.136	0.015	22.309	0.772		
HB	OCB1	0.865	0.098	0.010	——	0.749	0.950	0.864
	OCB2	0.816	0.132	0.011	21.835	0.666		
	OCB3	0.858	0.109	0.011	22.679	0.737		
Loyalty	OCB4	0.838	0.193	0.021	——	0.702	0.898	0.745
	OCB5	0.752	0.267	0.022	17.457	0.565		
	OCB6	0.808	0.196	0.019	18.329	0.653		
CV	OCB7	0.874	0.120	0.013	——	0.764	0.927	0.808
	OCB8	0.856	0.147	0.014	23.260	0.733		
	OCB9	0.794	0.237	0.019	20.968	0.631		

Measurement model Fit: χ^2=272.587(p=0.015, df=224), χ^2/df=1.217, RMSEA=0.021, CFI=0.993, TLI=0.991, GFI=0.958, AGFI=0.944, NFI=0.962, RMR=.016. TPC: Transactional psychological contract; RPC: Relational psychological contract; SA: Surface acting; DA: Deep acting, ENFE: Expression of naturally felt emotions; HB: Helping behavior; CV: Civic virtue.

validity for all measures.

In Table 2, a good measurement model fit is also shown. The fitness of the measurement model was shown as χ^2=272.587(p=0.015, df=224), χ^2/df=1.217, RMSEA=0.021, CFI=0.993, TLI=0.991, GFI=0.958, AGFI=0.944, NFI=0.962, RMR=0.016.

RESULTS

Correlation analysis

In this study, a correlation analysis was conducted in order to confirm the single dimensions of each factor and determine the relationship and direction among the factors. The mean, standard deviations, and correlation coefficients of variables are shown in Table 3. The results of the correlation analysis indicate that all path coefficients were significant (p <0.05) and that multicollinearity was not a serious concern (correlation coefficients ranged from -0.260 to 0.517).

Verification of the research model

As shown in Table 4, verification of the overall research model was conducted. The fitness of the structural model is shown as χ^2=383.279 (p=0.000, df=230), χ^2/df =1.666; RMSEA=0.036, CFI=0.978, TLI=0.974, GFI=0.941, AGFI=0.923, NFI=0.947, RMR=0.028. Thus, the research model was judged as an explicable and satisfactory model for verifying the hypotheses.

Table 3. Means, standard deviations, and correlation coefficients of variables.

Variable	Mean	S.D.	1	2	3	4	5	6	7	8
1 TPC	2.342	0.796	0.696							
2 RPC	3.904	0.730	-0.312** (0.097)	0.700						
3 SA	2.145	0.794	0.337** (0.114)	-0.474** (0.225)	0.751					
4 DA	3.830	0.650	-0.405** (0.164)	0.496** (0.246)	-0.477** (0.228)	0.763				
5 ENFE	3.767	0.697	-0.395** (0.156)	0.369** (0.136)	-0.260** (0.068)	0.412** (0.170)	0.819			
6 HB	3.985	0.570	-0.413** (0.171)	0.413** (0.171)	-0.387** (0.150)	0.439** (0.193)	0.450** (0.203)	0.864		
7 Loyalty	3.570	0.680	-0.306** (0.094)	0.394** (0.155)	-0.380** (0.144)	0.399** (0.159)	0.264** (0.070)	0.468** (0.219)	0.745	
8 CV	3.833	0.675	-0.430** (0.185)	0.350** (0.123)	-0.409** (0.167)	0.435** (0.189)	0.411** (0.170)	0.517** (0.267)	0.433** (0.187)	0.808

Numbers in parentheses represent squared correlations between latent constructs. Cronbach's alphas are indicated along the diagonal. TPC: Transactional psychological contract; RPC: relational psychological contract; SA: surface acting; DA: deep acting; ENFE: expression of naturally felt emotions; HB: helping behavior; CV: civic virtue. ** $p < 0.01$, * $p < 0.05$.

Table 4. Structural model fit.

Parameter	χ^2/df	GFI	AGFI	NFI	CFI	TLI	RMR	RMSEA
Research model	1.666	0.941	0.923	0.947	0.978	0.974	0.028	0.036

χ^2=383.279, df =230, p =0.000.

Direct effects

The hypothesized relationships among PC, ELS and OCB were tested using structural equation modeling.

Table 5 shows the results for the direct relationships between PC and OCB (H1), PC and ELS (H2), and ELS and OCB (H3).

For Hypothesis 1, TPC had negative effects on helping behavior (β=-0.158, p<0.001), loyalty (β=-0.111, p<0.05), and civic virtue (β=-0.216, p<0.001), and RPC had positive effects on helping behavior (β=0.121, p<0.05) and loyalty (β=0.176, p<0.01), providing support for H1-1~H1-5. RPC had no direct positive effect on civic virtue (β=0.003, p>0.05). H1-6 was not supported.

For Hypothesis 2, TPC had a positive effect on SA (β=0.223, p<0.001) and negative effects on DA (β=-0.253, p<0.001) and ENFE (β=-0.338, p<0.001), and RPC had a negative effect on SA (β=-0.538, p<0.001) and positive effects on DA (β=0.425, p<0.001) and ENFE (β=0.315, p<0.001). These results provide support for H2-1~H2-6.

For Hypothesis 3, the results provide support for all hypotheses except for H3-8, which predicted that RPC would have a positive effect on loyalty. That is, SA had a negative effect on OCB (helping behavior, loyalty, and civic virtue); DA had a positive effect on OCB (helping behavior, loyalty, and civic virtue); and ENFE had positive effects on helping behavior and civic virtue but no such effect on loyalty.

Indirect effects

We conducted the Sobel test to evaluate the indirect effects of PC on OCB. Table 6 shows the results for ELSs.

In terms of the mediating effect of SA, the results indicate that SA had mediating effect on the relationships between TPC and helping behavior (Sobel test: Z=-1.964, p=0.05), loyalty (Sobel test: Z=-2.326, p=0.02), and civic virtue (Sobel test: Z=-2.854, p=0.004), and on the relationships between RPC and helping behavior (Sobel test: Z=2.147 p=0.032), loyalty (Sobel test: Z=2.650, p=0.008), and civic virtue (Sobel test: Z=3.526, p=0.000), providing support for H4-1~H4-6. RPC had no direct effect on civic virtue,

Table 5. Direct effects.

Hypotheses		Direct paths	Estimate	S.E	C.R
H1	H1-1	TPC -> HB	-0.158	0.043	-3.631***
	H1-2	TPC-> Loyalty	-0.111	0.052	-2.119*
	H1-3	TPC -> CV	-0.216	0.052	-4.171***
	H1-4	RPC -> HB	0.121	0.055	2.184*
	H1-5	RPC -> Loyalty	0.176	0.068	2.612**
	H1-6	RPC -> CV	0.003	0.065	0.047
H2	H2-1	TPC -> SA	0.223	0.052	4.297***
	H2-2	TPC-> DA	-0.253	0.040	-6.248***
	H2-3	TPC-> ENFE	-0.338	0.051	-6.660***
	H2-4	RPC -> SA	-0.538	0.059	-9.127***
	H2-5	RPC -> DA	0.425	0.046	9.183***
	H2-6	RPC-> ENFE	0.315	0.052	6.065***
H3	H3-1	SA -> HB	-0.095	0.043	-2.205*
	H3-2	SA -> Loyalty	-0.144	0.052	-2.753**
	H3-3	SA -> CV	-0.195	0.051	-3.829***
	H3-4	DA-> HB	0.163	0.064	2.539*
	H3-5	DA -> Loyalty	0.228	0.079	2.898**
	H3-6	DA -> CV	0.216	0.075	2.863**
	H3-7	ENFE -> HB	0.198	0.042	4.770***
	H3-8	ENFE -> Loyalty	0.033	0.050	0.658
	H3-9	ENFE -> CV	0.193	0.049	3.952***

TPC: Transactional psychological contract; RPC: relational psychological contract; SA: surface acting; DA: deep acting; ENFE: Expression of naturally felt emotions; HB: helping behavior; CV: civic virtue.
*** $p<0.001$, ** $p <0.01$, * $p <0.05$.

Table 6. Mediating effect of ELS.

Hypotheses	Indirect paths	Test statistic	p-Value	Mediating effect
H4-1	TPC -> SA-> HB	-1.964	0.050	Partial
H4-2	TPC -> SA-> Loyalty	-2.326	0.020	Partial
H4-3	TPC -> SA-> CV	-2.854	0.004	Partial
H4-4	RPC -> SA-> HB	2.147	0.032	Partial
H4-5	RPC -> SA-> Loyalty	2.650	0.008	Partial
H4-6	RPC -> SA-> CV	3.526	0.000	Complete
H4-7	TPC -> DA-> HB	-2.363	0.018	Partial
H4-8	TPC -> DA -> Loyalty	-2.626	0.009	Partial
H4-9	TPC -> DA-> CV	-2.621	0.009	Partial
H4-10	RPC -> DA-> HB	2.455	0.014	Partial
H4-11	RPC -> DA -> Loyalty	2.755	0.006	Partial
H4-12	RPC -> DA-> CV	2.750	0.006	Complete
H4-13	TPC -> ENFE-> HB	-3.842	0.000	Partial
H4-14	TPC -> ENFE-> Loyalty	-0.657	0.511	---
H4-15	TPC -> ENFE-> CV	-3.386	0.001	Partial
H4-16	RPC -> ENFE-> HB	3.720	0.000	Partial
H4-17	RPC -> ENFE-> Loyalty	0.656	0.512	---
H4-18	RPC -> ENFE-> CV	3.302	0.000	Complete

TPC: Transactional psychological contract; RPC: relational psychological contract; SA: surface acting; DA: deep acting; ENFE: expression of naturally felt emotions; HB: helping behavior; CV: civic virtue.

indicating that SA had a complete mediating effect on the relationship between RPC and civic virtue, whereas RPC had a partial mediating effect for helping behavior and loyalty respectively. These results imply that SA had a significant mediating effect on the relationship between PC (TPC and RPC) and OCB (helping behavior, loyalty, and civic virtue).

Similarly, the results of the Sobel test indicate that DA mediated the relationship between PC (TPC and RPC) and OCB (helping behavior, loyalty, and civic virtue), providing support for H4-7~H4-12. In addition, RPC had no direct effect on civic virtue, indicating that DA had a complete mediating effect on the relationship between RPC and civic virtue (Sobel test: Z=2.750, p=0.006), whereas it had a partial mediating effect for helping behavior and loyalty respectively.

Finally, the results of the Sobel test indicate that ENFE mediated the relationships between TPC and helping behavior (Sobel test: Z=-3.842, p=0.000) and civic virtue (Sobel test: Z=-3.386, p=0.001), and the relationships between RPC and helping behavior (Sobel test: Z=3.720 p=0.000) and civic virtue (Sobel test: Z=3.302, p=0.000), providing support for H4-13, H4-15, H4-16, and H4-18. RPC had no direct effect on civic virtue, indicating that ENFE had a complete mediating effect on the relationship between RPC and civic virtue, whereas it had a partial mediating effect for helping behavior and loyalty respectively. No support was found for H4-14 (Sobel test: Z=-0.657, p=0.511) and H4-17 (Sobel test: Z=0.656, p=0.512) that suggested ENFE mediated the relationship between PC (TPC and RPC) and loyalty.

DISCUSSION AND CONCLUSIONS

In this study, we considered a sample of professors from 40 public universities in China to explore the relationship between their PC and OCB. The results reveal not only direct effects (PC-OCB, PC-ELS, and ELS-OCB) but also indirect effects (PC-ELS-OCB).

The results can be summarized as follows: First, TPC and RPC had significant effects on helping behavior and loyalty. However, RPC had no significant effect on civic virtue. These results are consistent with the findings of Van Dyne and Ang (1998), Robinson and Morrison (1995), and Turnley and Feldman (1999), who asserted that RPC can foster employees' OCB but that TPC has the opposite effect.

Second, the results indicate a significant direct effect of PC on ELS. TPC had a positive effect on SA and a negative effect on DA and ENFE respectively. By contrast, RPC had a negative effect on SA and a positive effect on DA and ENFE respectively. Previous studies have found various factors that can influence employees' ELS. The results of this study provide support for Zhao et al.'s (2007) meta-analysis. PC as a potential antecedent to employees' emotional labor strategy has not been explored in the literature, and therefore, the present study fills this gap in the literature on empirical research.

Third, the results indicate that ELS had a direct effect on OCB. Salami (2007) tested the effects of employees' SA and DA on their helping behavior and civic virtue, and found that SA has a negative effect on helping behavior and civic virtue respectively, whereas DA, positive effects. Jeong et al. (2008) considered helping behavior and conscientiousness and found the same results as Salami (2007). The present study's results are consistent with the findings of Salami (2007) and Jeong et al. (2008). In addition, we included loyalty and ENFE by developing a path through which ELS influences employees' OCB.

Fourth, the results provide empirical evidence that ELS (SA, DA, and ENFE) mediates the relationship between PC (TPC and RPC) and OCB (helping behavior, loyalty, and civic virtue). Although ENFE did not mediate the relationship between TPC and loyalty and that between RPC and loyalty, the results indicate other indirect effects. In particular, each of ELSs (SA, DA, and the ENFE) had a complete mediating effect on the relationship between RPC and civic virtue respectively. In this regard, the results provide new avenues for management researchers to explore the mediating effect of ELS on unexplored but important behaviors of employees.

Most of the previous studies have generally examined the effects of the fulfillment or violation of PC on OCB instead of focusing on the nature of PC. In this regard, this study contributes to the literature by theoretically extending research on the relationship between PC and OCB by exploring the nature of PC. The results verify the "cognition-emotion-behavior" path in an individual's organizational behavior process, providing support for Morrison and Robinson (1997) and Weiss and Cropanzano (1996b). In particular, the results highlight the mechanism underlying the indirect relationship between PC and OCB through ELS.

The practical implications of this study include three areas. First, PC had a significant direct effect on OCB, indicating that the university itself must be a "good organization" to encourage its professors to become "good educators." This so-called "good organization" should try to meet the psychological needs of professors to ensure that they have favorable job attitudes to match the overall development goal of the organization. By providing organizational support and striking a balance between the needs of professors and those of the organization, universities should emphasize their professors' job satisfaction to encourage their OCB. In addition, universities should note that RPC are more likely to encourage professors' OCB than TPC.

Second, this study contributes to a mechanism research by providing an empirical analysis of the mediating role of professors' ELS in the relationship between PC and OCB. The results indicate that university administrators cannot ignore the effects of emotional factors on organizational performance in the HRM

context. According to the ambiguity of universities' organizational characteristics, the performance evaluation of universities depends mainly on their professors' achievements. Indeed, professors meet the psychological needs of self-development and achieve their own ideals through their interactions with students. Therefore, university administrators should determine the characteristics of their professors' emotional labor and develop appropriate incentives to meet their psychological needs to help them internalize their role as a "good teacher" and thus serve the organization more effectively.

Third, proactively managing emotional labor may require emotional training employees in how to DA or ENFE. Grandey (2000) suggested that emotional labor is learnable and thus that it is possible to learn from emotional training. In this regard, an insightful organization should develop the emotional labor ability of its employees actively instead of simply helping them to overcome stress. Training programs for professors may include attitude adjustment, appropriate emotional expressions, communication skills for the classroom, relationship skills, problem-solving ability, and decision-making skills, and so on. Therefore, through such training programs, universities may realize favorable changes in emotional capital based on the full use of professors' emotional resources.

There are some limitations to the present study that need to be acknowledged. First, because of the dynamics of PC, a longitudinal analysis of PC is necessary. Second, we used self-reported measures of OCB, which might have overestimated (Organ and Ryan, 1995) or underestimated (Organ, 1994) the results. In this regard, future research should consider supervisor-subordinate OCB ratings to verify this study's results. Finally, we considered professors only in China. However, management systems, organizational cultures, and country's cultures vary widely across countries. In this regard, future research may be an interesting research topic on a wider range of countries using the same mechanism framework with the present study, or by conducting a comparative study.

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