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Emotional Labor, Dissonance, and Job Satisfaction Among Black Student Affairs Professionals

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This is to certify that the doctoral dissertation by

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Walden University
2025

Abstract

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MEd, University of Virginia, 2020

BMus, Norfolk State University, 2019

Dissertation Submitted in Partial Fulfillment

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Abstract

Black Student Affairs Professionals (SAPros) at predominantly White institutions (PWIs) experience high levels of emotional labor that diminish job satisfaction and increase turnover, threatening workforce diversity and culturally affirming student support. However, limited understanding exists of how emotional labor relates to job satisfaction among Black SAPros at PWIs and whether emotional dissonance mediates this relationship. Grounded in Hochschild's emotional labor theory, the purpose of this quantitative correlational study was to examine the relationship between emotional labor scores as measured by the Emotional Labor Scale and job satisfaction scores as measured by the Job Satisfaction Survey and to determine whether emotional dissonance scores as measured by the Emotional Dissonance Scale mediated this relationship. Data were collected through an online survey from 86 full-time Black SAPros with at least 1 year of employment at PWIs in the United States. Results of the regression-based analysis indicated that emotional labor was a significant negative predictor of job satisfaction, $F(1, 85) = 7.83$, $p = .006$, $R^2 = .085$. When emotional dissonance was included, the effect of emotional labor was no longer significant, $F(2, 83) = 8.56$, $p < .001$, $R^2 = .171$. Based on these results, PWIs could reduce emotional dissonance through better supervision, restorative practices, and systems of care. The implications for positive social change are that reducing emotional dissonance among Black SAPros strengthens retention and increases the likelihood that students, particularly students of color, experience stable, affirming support that promotes belonging, persistence, and success.

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Dedication

To the memory of Dr. Antoinette “Bonnie” Candia-Bailey (March 12, 1974–January 8, 2024), a Black student affairs professional who served as vice president of student affairs at Lincoln University of Missouri. Dr. Candia-Bailey’s life ended tragically, brought on by the weight of workplace psychological harm. Her loss reminds us that the cost of silence is too high, that the well-being of those who lead and serve must never be an afterthought, and that behind every act of care is a person who needs care too. This work stands as both a tribute and a call. To those who labor in love, carry burdens in silence, and teach us what it means to serve with unwavering integrity: This is for you.

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To Mommy, who never missed a chance to call and say, “Hello, Mr. Dr. Joseph Jamarr Glover” long before the title was mine, and who faithfully checked in with, “How’s your li’l paper going?” even when the answer was complicated. Your faith in me has been an anchor.

To Daddy, who would say, “Sheesh! We got the same name. I might as well call myself Dr. Joseph Glover, too.” Thank you for reminding me to laugh even when the weight of this work felt heavy.

To my Brothers of Alpha who embody the truth that our mission is not only to achieve but to uplift, not only to lead but to serve. Your brotherhood has been iron, sharpening me when I was dull, and my reminder that excellence is our birthright and our responsibility.

To my chair, Dr. Inkpen, your guidance, support, and WhatsApp messages filled with ideas, insights, and, when needed, unvarnished truths pushed me toward my best work. To Dr. Karpel, my committee member, thank you for your thoughtful feedback and the care you brought to every stage of this process. This dissertation bears both of your fingerprints in the finest ways.

To my Gigi and Gramps, my angels in Glory, thank you for cheering me on from the other side. I carry your pride in my spirit and your legacy in my heart.

To the student affairs professionals who participated overwhelmingly in this study, thank you for entrusting me with your truths. Your voices, your labor, and your resilience are the heartbeat of this work. This dissertation is not just about you, it is for

you and because of you. May it stand as both recognition of your invisible load and a call for the care, justice, and support you so deeply deserve.

And finally, but always at the forefront, I give all honor to God, the sustainer of my mind, the keeper of my heart, and the source of every ounce of strength it took to see this work through. Without His grace, this journey would have ended long before it began. It is my prayer that this work will not only change lives but save them. May this work stand as both scholarship and safeguard, a reminder that the well-being of those who serve is sacred.

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Chapter 1: Introduction to the Study

Student affairs professionals (SAPros) are critical within higher education institutions in supporting student development, engagement, and retention (Davila, 2023). SAPros work to actualize universities' missions through student engagement, crisis response, identity development, community-building efforts, and so much more (Hutchings et al., 2023), and with this responsibility comes emotional demands. The inherent demands and emotional intensity of student affairs work often go unsupported (Lynner, 2023), contributing to an alarming turnover rate of 58% among SAPros (Bishel & Schneider, 2025).

Within this group, Black SAPros, particularly at predominantly White institutions (PWIs), encounter additional unique and amplified emotional demands (Dissassa, 2025). PWIs often operate through dominant cultural norms that fail to recognize and/or support the emotional and racialized labor of Black professionals, creating environments that marginalize authenticity and suppress culturally responsive engagement (Diaz, 2022). As a result, Black SAPros may experience diminished satisfaction with their work, reduced engagement, and a desire to exit the profession, further exacerbating the high turnover rate (Diaz, 2022; Dos, 2021). Black SAPros are not only expected to fulfill their formal roles but also act as cultural interpreters, diversity ambassadors, and emotional anchors for students of color (Diaz, 2022; Dissassa, 2025). These expectations lead many Black SAPros to engage in emotional labor, which is characterized by managing and suppressing their internal feelings to meet perceived institutional norms (Diaz, 2022). When Black SAPros’ emotional expression contradicts their authentic emotional

experience, that is defined as emotional dissonance (Hochschild, 1983). Over time, this psychological strain can negatively affect job satisfaction and influence turnover (Precht, 2022).

The emotional toll felt by Black SAPros is not carried by them alone; it impacts the student populations they often support (Dixon, 2021; T. F. Garnett, 2023). Burnout and turnover among Black SAPros directly affect student engagement and student retention, particularly among students of color who rely on culturally affirming mentorship and advocacy within institutional systems often marked by racial inequities (Anderson, 2021; Dixon, 2021; T. F. Garnett, 2023; Mistretta & DuBois, 2023; Preston et al., 2023). Research has shown that when Black SAPros leave or disengage from their roles, students of color lose critical sources of support, advocacy, and affirmation that are often absent in predominantly White environments (Lynner, 2023). The relational and identity-centered labor that Black SAPros provide is not easily replaced, and its absence can contribute to a sense of isolation, decreased belonging, and diminished academic persistence for students of color (Rickey, 2024).

This study focused on Black SAPros at PWIs to explore the relationships derived from the emotional toll of their work. The findings of this study have the potential to drive positive social change by challenging prevailing definitions of professionalism, standards often rooted in White cultural norms that exclude or marginalize Black professionals (Ferguson & Dougherty, 2022; Cumberbatch, 2021). Considering the findings, institutions may be compelled to reimagine their support systems, retention strategies, and workplace expectations to reflect more inclusive values. These changes

can inform equity-driven leadership development, culturally responsive mental health programs, and policies that promote the long-term well-being and success of Black SAPros at PWIs (Hinson, 2025).

Throughout this chapter, I outlined the background and rationale for the study, identified the research problem, and articulated the purpose, research questions (RQs), and hypotheses. Following, I introduced the theoretical framework, research design, and methodology. Next, I defined key terms and discuss the study assumptions, scope, delimitations, limitations, and significance. Finally, I ended with a summary of the chapter before moving to Chapter 2 which contains the literature review.

Background

Research on emotional dissonance highlights the eroding effects on well-being, burnout, and professional disengagement among SAPros. For Black SAPros, the phenomenon is often intensified by a lack of structural support and rigid professionalism norms shaped by White institutional culture (Hutchings et al., 2023; Simmons, 2024). These dynamics directly impact job satisfaction (National Center for Institutional Diversity, 2024), which was defined as an employee's affective response to their work environment and job role (Spector, 1997). Job satisfaction is a known predictor of employee retention and institutional commitment, making it a critical concern for stability in student affairs leadership (Rickey, 2024).

Although the emotional experiences of Black SAPros have been documented in recent qualitative studies (Briscoe & Jones, 2022; Cruter, 2024; Dixon, 2021; Hurst, 2022), there is a lack of evidence-based models that generalize findings across

institutional contexts. Scholars including Dixon (2021), Lynner (2023), and Davila (2023) have urged higher education researchers to move beyond thematic narratives and toward quantitative investigations that uncover patterns, test theoretical models, and support actionable institutional change. The gap in research this study addressed is the lack of quantitative data examining the relationship between emotional labor and job satisfaction among Black SAPros at PWIs and whether emotional dissonance mediated the relationship. Using a correlational design and regression-based mediation analysis, this study aimed to build on previous qualitative findings while offering generalizable evidence to lay the foundation for positive social change within higher education. Answering the call from Dixon (2021), Lynner (2023), and Davila (2023) for data-driven solutions to advance the retention and well-being of marginalized professionals, this study aimed to make a necessary and timely contribution to the practice of higher education leadership and institutional change.

Problem Statement

The specific research problem addressed in this study was the limited understanding of the relationship between emotional labor and job satisfaction among Black SAPros at PWIs and whether emotional dissonance mediated the relationship. While the general turnover rate for SAPros has reached 57% (Bishel & Schneider, 2025; Wilson et al., 2025), emerging research suggested that Black SAPros may experience even higher turnover rates, driven by the compounding effects of racialized emotional labor and institutional inequities (Peacock, 2023; Thompson, 2025). Addressing this problem was not only the next logical step in extending existing qualitative research but

also critical for institutional efforts to foster equitable, supportive, and sustainable work environments for Black professionals in higher education (Jackson Preston et al., 2023).

Black SAPros at PWIs face disproportionate emotional and psychological challenges that jeopardize job satisfaction and long-term retention (George, 2024). These challenges are driven, in part, by institutional cultures that demand high levels of emotional labor while simultaneously overlooking the racialized dimensions of such labor when performed by Black professionals (Thompson, 2025). In particular, the cumulative emotional toll of identity suppression, cultural translation, and unacknowledged labor often results in emotional dissonance. This psychological strain is deeply racialized and structurally reinforced in White institutional spaces (Bhangal, 2025).

Black SAPros are expected to serve as informal DEI advocates, racial equity navigators, and emotional anchors during racially charged campus events, all while managing their personal experiences with institutional bias and racial trauma (Peacock, 2023; George, 2024). However, this form of invisible labor remains largely unsupported, and when left unaddressed, it contributes to decreased job satisfaction, professional burnout, and, ultimately, high turnover (Bishel & Schneider, 2025; Wilson et al., 2025). As mentioned previously, while the overall turnover rate for SAPros was nearing 60% (Bishel & Schneider, 2025; Wilson et al., 2025), growing evidence indicated that Black SAPros may face even higher attrition (Peacock, 2023; Thompson, 2025). This study addressed this concern by examining how emotional dissonance may contribute to

diminished job satisfaction and, ultimately, to the underexplored attrition patterns among Black SAPros at PWIs.

The higher education field has responded with a growing body of qualitative research, which captures the lived realities of Black SAPros navigating White-dominant institutional environments (Breeden, 2021; Lafferty, 2024; Thompson, 2025). These studies described the chronic racial fatigue, code-switching, and emotional exhaustion endured by Black professionals. However, despite these critical insights, a meaningful gap remained. There was limited understanding of the relationship between emotional labor and job satisfaction among Black SAPros at PWIs and whether emotional dissonance mediated this relationship. This research was necessary in understanding the psychological pathways of emotional labor, emotional dissonance, and job satisfaction affecting Black SAPros and laying the foundation to design systemic interventions (Brown, 2025; Ostrander, 2024; Robinson, 2025).

Purpose of the Study

The purpose of this quantitative study was to examine the relationship between emotional labor and job satisfaction among Black SAPros employed at PWIs and to determine whether emotional dissonance mediated this relationship. Emotional labor, the independent variable (IV), referred to professionals' psychological effort to align their emotional expressions with institutional expectations (Hochschild, 1983). Job satisfaction, the dependent variable (DV), captured professionals' affective evaluation of their workplace environment and roles (Spector, 1997). Emotional dissonance, the MV, represented the internal conflict arising when outward emotional displays contradict

genuine emotional experience (Davila, 2023; Dixon, 2021). Mediation, as explained by Hayes (2017), referred to a statistical process used to determine whether the effect of one variable on another occurs through a third intervening variable.

This research aimed to build on previous qualitative studies by generating generalizable evidence through a correlational design. This research expanded knowledge about the psychological costs of student affairs work for Black SAPros at PWIs. The results of this study provided institutional policy direction and leadership development guidance as well as support for retention and well-being strategies for Black professionals in student affairs roles. This research fills a meaningful gap in the literature by developing quantitative data, moving beyond anecdotal and qualitative narratives to provide statistically grounded insights that institutions can use to design targeted, equity-focused interventions.

Research Questions and Hypotheses

RQ1: What is the relationship between emotional labor, as measured by the Emotional Labor Scale (Brotheridge & Lee, 2003), and job satisfaction, as measured by the Job Satisfaction Survey (Spector, 1997), among Black SAPros at PWIs?

$H_0$1: There is no statistically significant relationship between emotional labor and job satisfaction among Black SAPros at PWIs.

H_a1: There is a statistically significant relationship between emotional labor and job satisfaction among Black SAPros at PWIs.

RQ2: What is the mediating role of emotional dissonance, as measured by the Emotional Dissonance Scale (Andela et al., 2017), in the relationship between emotional labor and job satisfaction among Black SAPros at PWIs?

$H_0$2: Emotional dissonance does not mediate the relationship between emotional labor and job satisfaction among Black SAPros at PWIs.

H_a2: Emotional dissonance mediates the relationship between emotional labor and job satisfaction among Black SAPros at PWIs.

Theoretical Framework for the Study

This study was grounded in Hochschild's (1983) emotional labor theory, which conceptualizes emotional labor as the process by which individuals regulate their emotional expressions in alignment with institutional or occupational expectations. Initially developed in the context of service industries, emotional labor theory has since been widely applied to emotionally intensive professions, including higher education roles such as student affairs (Grace, 2021). According to emotional labor theory, emotional labor can appear as surface acting (modifying outward emotional expressions without changing inner feelings) or deep acting (modifying internal feelings to match required emotional displays). While both forms of emotional labor can promote professional functioning, surface acting is more likely to produce emotional dissonance (Jaikla & Piyakun, 2025; Nath & Pandey, 2025). Research has found that emotional dissonance is associated with reduced job satisfaction, burnout, and increased turnover in higher education settings (Yoon et al., 2024). These outcomes are particularly prevalent in roles that require high emotional investment yet offer little institutional recognition or

support for that labor. SAPros, especially Black SAPros operating within PWIs, must often suppress authentic emotional responses to align with dominant cultural expectations (Briscoe & Jones, 2022; Cruter, 2024; Dixon, 2021). This mismatch places Black SAPros at heightened risk for emotional fatigue, marginalization, and diminished professional well-being (Wilson et al., 2025). Emotional labor theory provided a psychological framework to understand how emotional expression becomes regulated within workplace settings, particularly those with service-oriented or relational roles such as student affairs.

Three key propositions of emotional labor theory shaped the structure and inquiry of this study:

1. Emotional labor is a form of institutional regulation: Emotional labor involves deliberate emotional management by professionals to meet externally defined expectations, particularly in settings where institutional cultures prescribe appropriate emotional expressions (Hochschild, 1983; Kinman & Wray, 2021). Within PWIs, these expectations are often shaped by unspoken White middle-class norms, compelling Black SAPros to engage in emotional regulation that aligns with racially dominant standards (Cruter, 2024). This proposition underpins the study's investigation into the relationship between emotional labor and job satisfaction (RQ1).
2. Surface acting is a key driver of emotional dissonance: Surface acting, where employees fake emotional expressions without internal congruence, creates psychological strain known as emotional dissonance (Andela et al., 2015). Research has shown that Black professionals often engage in surface acting in

response to racialized institutional norms, which intensifies the dissonance experienced when authentic emotions must be suppressed to maintain professional acceptance (Dixon, 2021; Lewis, 2023; Moise, 2021). This phenomenon justified the inclusion of emotional dissonance as the MV in the study (RQ2).

3. Sustained emotional dissonance may reduce job satisfaction and well-being: Emotional dissonance over time leads to emotional exhaustion, identity suppression, and burnout, which are all factors directly linked to lower job satisfaction and higher turnover (Van der Merwe, 2021). Sustained emotional dissonance is particularly harmful to Black SAPros, who must simultaneously manage student support, racial advocacy, and personal racial trauma without sufficient institutional support (Wilson et al., 2025). Understanding emotional dissonance as a pathway through which emotional labor impacts job satisfaction aligned with the study's mediation model and supported using regression-based mediation analysis.

These propositions directly related to the central RQs of the study, which investigate (a) the relationship between emotional labor and job satisfaction and (b) whether emotional dissonance mediated this relationship among Black SAPros at PWIs.

Nature of the Study

This study used a correlational research design to examine the relationship between emotional labor and job satisfaction among Black SAPros at PWIs and to explore whether emotional dissonance mediated this relationship. Correlational research

is appropriate for identifying and analyzing the strength and direction of relationships between psychological variables without asserting causality (Creswell & Creswell, 2022; Wang et al., 2021). While this approach does not determine causal direction, it provided valuable insights into how emotional labor, emotional dissonance, and job satisfaction are related to the experiences of Black SAPros at PWIs.

The IV was emotional labor, which was measured using the Emotional Labor Scale (Brotheridge & Lee, 2003). The DV was job satisfaction, which was measured through the Job Satisfaction Survey (Spector, 1997). The MV, emotional dissonance, was measured using the Emotional Dissonance Scale (Andela et al., 2017), based on the original construct first introduced by Hochschild (1983). All variables were continuous and derived from a Likert scale.

The target population was Black SAPros who have been employed full-time at the same PWI in the United States for at least one year. This criterion was selected to ensure participants have had sustained exposure to institutional dynamics and emotional labor demands characteristic of PWIs. Research indicated that between 40% and 60% of new SAPros leave the field within the first five years, with significant turnover often occurring within the first two to three years (Franklin & Musoba, 2025). Including participants with at least one year of experience at the same PWI enhanced the probability that they have had substantial involvement in their positions, enabling them to provide better insights into emotional dissonance and job satisfaction. Participants were recruited through targeted outreach in professional social media communities such as the Student Affairs and Higher Education Professionals (SAHEPros) group, NASPA Black

Diaspora (BDKC), and the BLKSAP (Black Student Affairs Professionals) group, which provided high concentrations of eligible Black SAPros. These three groups alone have a total membership of 57,800. The study aimed to recruit at least 68 participants, aligning with recommendations for mediation analysis in social science research (Hayes, 2017).

Participants completed an online survey comprising four sections: a demographic questionnaire, the Emotional Labor Scale, the Emotional Dissonance Scale, and the Job Satisfaction Survey. The survey was composed of 17 questions with an estimated completion time of five to ten minutes. I collected data through SurveyMonkey, a secure online platform, and participant confidentiality was maintained.

Data analysis was conducted using SPSS 30.0.0 and included (a) simple linear regression to assess the relationship between emotional labor and job satisfaction (RQ1) and (b) regression-based mediation analysis to test whether emotional dissonance mediated this relationship (RQ2). This methodology was consistent with best practices in institutional and psychological research where mediation is hypothesized (Hayes, 2017). By utilizing a correlational design and validated survey instruments, this study offered a rigorous and systematic approach to quantify emotional labor, emotional dissonance, and job satisfaction.

Definitions

Emotional Labor: Emotional labor is how employees regulate their emotional expressions to conform to institutional or occupational expectations, particularly in service-oriented roles (Hochschild, 1983). In this study, emotional labor was the IV and was measured using the Emotional Labor Scale (Brotheridge & Lee, 2003). The

Emotional Labor Scale captures key dimensions such as surface acting, deep acting, and naturally felt emotions. Emotional labor was treated as a continuous, interval-level variable for statistical analysis (Gou et al., 2022).

Emotional Dissonance: Emotional dissonance is the psychological discomfort that arises when there is a misalignment between an individual's felt emotions and the emotions they are expected to display in the workplace (Hochschild, 1983; Zapf, 2002). In this study, emotional dissonance was the MV and was measured using the Emotional Dissonance Scale (Andela et al., 2017). This scale captures the frequency and intensity of emotional conflict experienced in professional settings and was treated as a continuous variable (Andela et al., 2017).

Job Satisfaction: Job satisfaction refers to an employee's overall affective and evaluative orientation toward their job, encompassing satisfaction with work tasks, supervision, rewards, and institutional culture (Spector, 1997). In this study, job satisfaction was the DV, and was measured using the Job Satisfaction Survey (Spector, 1997). The Job Satisfaction Survey provides a comprehensive, multidimensional view of job attitudes and is widely validated in workplace studies (Gage et al., 2025).

Mediation: Mediation refers to a statistical mechanism through which the effect of an IV on a DV is transmitted through a third variable, known as the mediator (Hayes, 2017). In this study, emotional dissonance was the MV through which the relationship between emotional labor and job satisfaction was explained. This mediation analysis tested whether emotional dissonance accounted for or partially explained the link between emotional labor and job satisfaction (Andela et al., 2017).

Black Student Affairs Professionals (Black SAPros): Black SAPros were defined in this study as student affairs professionals who self-identify as Black. This inclusive and self-proclaimed definition reflects the racial and cultural diversity within the Black diaspora (Cruter, 2024).

Predominantly White Institutions (PWIs): PWIs are institutions of higher education in which the majority of the student, faculty, and administrative population is White and where institutional norms are rooted in Eurocentric traditions. These contexts often present racialized challenges for professionals of color, especially regarding emotional labor and institutional support (Edens, 2024; Gonzalez, 2021; Perry, 2024). Since PWIs are not a formal designation, a PWI in this study was any institution that is not designated a minority-serving institution (MSI). MSIs include Historically Black Colleges and Universities (HBCU), Alaska Native and Native Hawaiian Serving Institutions (AANH), Asian American and Native American Pacific Islander Serving Institutions (AANAPISI), Hispanic Serving Institutions (HSI), Native American-Serving Nontribal Institutions (NASNTI), Predominantly Black Institutions (PBI), and Tribal Colleges and Universities (TCU).

Assumptions

This study was built on several important key assumptions to help understand its findings. These assumptions cannot be proven, but they are necessary for the study to make sense and be useful. First, it was assumed that participants would answer the survey questions honestly and accurately. This research relied on self-reported responses using three well-established instruments: the Emotional Labor Scale (Brotheridge & Lee,

2003), the Emotional Dissonance Scale (Andela et al., 2017), and the Job Satisfaction Survey (Spector, 1997). Because there was no way to verify how truthful each response was, it was assumed that participants would respond openly, especially since the survey was anonymous and directly relevant to their past or present professional experience.

Second, these instruments were assumed to be valid and reliable for use with Black SAPros at PWIs. While these tools have been tested in previous research (Bridges, 2023; Dixon, 2021; Humphrey, 2021; Thomas, 2022) and shown to perform well in different work settings, they have not been widely used within this specific population. Still, this study assumed that the instruments effectively measured emotional labor, emotional dissonance, and job satisfaction among Black SAPros (Wilson et al., 2025; Hutchings et al., 2023).

Finally, it was assumed that the sample of participants fairly represented the larger population of Black SAPros working at PWIs across the United States. Participants were recruited from online professional communities including BLKSAP, BDKC, and SAHEPros, which are known to attract active Black professionals in student affairs. The assumption was that the diversity in these groups, in terms of geography, job roles, and institutions, reflected broader patterns in the field (Bates, 2021; Jackson Preston et al., 2023).

Scope and Delimitations

This study examined the relationship between emotional labor and job satisfaction among Black SAPros at PWIs and whether emotional dissonance was a mediator of this relationship. The scope of the study was guided by a commitment to produce

generalizable and data-driven findings that contributed to both scholarly literature and institutional practice in higher education leadership and equity. The scope included only Black SAPros, defined as individuals who self-identified as Black, who have been employed at the same PWI in the United States for a minimum of one year. This decision ensured that the study captured the experiences of those with sustained exposure to racialized institutional dynamics and the emotional demands of their roles (Jackson Preston et al., 2023).

A delimitation within the study was the correlational design. This approach was appropriate for identifying statistical relationships between emotional labor, emotional dissonance, and job satisfaction (Creswell & Creswell, 2022). While this design allowed for exploring relationships and potential mediation effects, it did not permit conclusions about causality or the direction of influence between variables. As such, the findings described patterns of relationships rather than establish cause-and-effect dynamics (Creswell & Creswell, 2022). Future research using longitudinal or experimental designs would be necessary to determine whether these relationships persist over time or operate causally.

The research introduced sampling bias by selecting professionals who joined BLKSAP, NASPA Black Diaspora (BDKC), and SAHEPros national online communities. The high level of professional activity in these communities may have led to an overrepresentation of engaged professionals while excluding those who are less connected or disengaged because of workplace burnout.

Despite these delimitations, the study's design allowed for strong internal consistency and analytical clarity. The research focused on Black SAPros at PWIs, making its findings directly relevant for institutional leaders who may want to improve retention and the work environment. The research findings demonstrated potential for broader application to similar populations working in predominantly White, emotionally demanding professional settings.

Limitations

This study's limitations were primarily associated with its correlational design, self-reported survey methodology, and sampling approach. While this design effectively identified relationships between emotional labor, emotional dissonance, and job satisfaction, it limited the ability to assume causal relationships among variables (Creswell & Creswell, 2022). The mediation model used in this study assumed directional influence, but without longitudinal data, temporal precedence and long-term effects could not be determined (Hayes, 2017). This limitation reduced internal validity and suggested caution when interpreting mediational inferences (Hayes, 2017).

Another limitation was the reliance on self-reported data collected through standardized instruments: the Emotional Labor Scale (Brotheridge & Lee, 2003), the Emotional Dissonance Scale (Andela et al., 2017), and the Job Satisfaction Survey (Spector, 1997). While these instruments have demonstrated strong psychometric effects in general workplace research, they were not originally validated with Black SAPros in PWIs. As such, there were limitations in construct validity regarding whether these tools fully captured this population's culturally specific and racialized emotional labor

experiences (Wilson et al., 2025; Hutchings et al., 2023). Additionally, social desirability bias may have influenced how participants responded to questions about emotional strain and workplace satisfaction (Spector et al., 2023).

Sampling bias was another methodological concern. Participants were recruited from active professional online communities. While these communities provided access to a concentrated population of Black SAPros at PWIs, they may have overrepresented highly engaged, networked professionals and excluded those who are burned out, disengaged, or less connected to virtual support networks (Rickey, 2024). As a result, the study may have underestimated the emotional toll experienced by the most isolated or overworked professionals, potentially skewing the results toward a more resilient sample.

To address these limitations, this study applied several strategies. First, while the design restricted the ability to make causal claims, the use of regression-based analysis allowed for examination of indirect relationships between variables. Results were interpreted with caution and framed as relationships rather than causal. It would be beneficial for future research to replicate this study with longitudinal data to assess whether these relationships hold over time and to confirm mediation temporally (Ng & Yang, 2023; O'Laughlin et al., 2018). Secondly, to address the limitations of self-reported data, the study ensured anonymity and informed participants that their responses were confidential, hoping to reduce social desirability bias (Bernardi & Nash, 2023). Although the instruments were not originally validated for Black SAPros at PWIs, they are widely used and validated in diverse settings (Andela et al., 2017; Brotheridge & Lee, 2003; Spector, 1997). Results were interpreted cautiously, and the need for future culturally

specific validation was noted. Lastly, to potentially reduce sampling bias, the survey was distributed across diverse professional networks serving Black SAPros, which offered broad geographic and institutional reach (Boe, 2024). While the sample may have leaned toward more engaged professionals, this approach potentially increased the likelihood of diverse perspectives (A. Garnett & Northwood, 2022).

Significance

This study offered a timely and necessary contribution to higher education by addressing a critical and underexplored area: the psychological effects of emotional labor and emotional dissonance on job satisfaction among Black SAPros at PWIs. While previous research had illuminated the lived experiences of Black SAPros through qualitative inquiry (Cornelius, 2023; Dixon, 2021; Hurst, 2022; Jordan, 2022), few studies had empirically tested these dynamics using validated, quantitative methods. By examining whether emotional dissonance mediated the relationship between emotional labor and job satisfaction, this study filled a significant methodological and theoretical gap and extended emotional labor theory in a racially contextualized setting.

From a disciplinary perspective, this study advanced higher education leadership by offering generalizable data on the psychological toll of emotionally intensive work environments for Black SAPros. This study expanded on emerging scholarship that called for theory-based, statistically grounded studies to move beyond anecdotal and narrative-based conclusions (Davila, 2023; Dixon, 2021; Lynner, 2023). The findings contributed to a stronger empirical foundation in student affairs literature, offering validated measures and regression-based models that other scholars can replicate or extend across

institutional types and marginalized populations. The study's quantitative focus aligned with current calls in the discipline for scalable and policy-relevant research that translates into actionable reform (Haramain, 2023).

In terms of practical significance, the findings from this research had essential value for human resource professionals, DEI leaders, and university administrators who establish inclusive work environments. Institutions may be compelled to reevaluate their professional standards as well as wellness and support programs. Findings can inform the development of training modules, mental health initiatives, and leadership development programs that specifically target the emotional well-being of Black SAPros. The research findings serve as evidence to support increased transparency about invisible labor and culturally sensitive supervisory systems, which are vital for maintaining diverse talent in higher education (Wilson et al., 2025). The research findings have the potential to create significant positive social changes by drawing attention to how White institutional frameworks create psychological marginalization of Black professionals, which affects both employee mental health and the student experience. Improving workplace conditions and satisfaction for Black SAPros can have a ripple effect: better retention of diverse staff can lead to improved mentorship for students of color, increased institutional trust, and more inclusive campus climates (Hutchings et al., 2023). The findings, therefore, aligned with broader equity and justice goals in higher education and contributed to the mission of creating healthier, more supportive environments for all campus stakeholders. This study not only builds new academic knowledge but offers

applied strategies for dismantling systemic inequities embedded in higher education work environments.

Summary

This study examined the relationship between emotional labor and job satisfaction among Black SAPros at PWIs, with emotional dissonance as a potential mediating factor. Grounded in Hochschild's (1983) emotional labor theory, the study responded to a critical gap in the literature by offering a quantitative, data-driven approach to explore psychological stressors experienced by Black SAPros. The study used a correlational design to gather data through validated instruments, which produced findings that supported equity-focused policy development and retention strategies. The research aimed to advance inclusive higher education practices by revealing the structural barriers that Black SAPros experience. Chapter 2 presents a comprehensive review of the literature, situating this study within existing scholarship on emotional labor, emotional dissonance, job satisfaction, and the racialized workplace experiences of Black professionals in higher education.

Chapter 2: Literature Review

Introduction

The research problem that was addressed in this study was the limited quantitative understanding of the relationship between emotional labor and job satisfaction among Black SAPros at PWIs and whether emotional dissonance mediated this relationship. Black SAPros' experiences with emotional labor and its effects on job satisfaction remained underexplored in empirical research (Dixon, 2021; Hutchings et al., 2023; Taylor, 2022). Therefore, the purpose of this quantitative study was to examine the relationship between emotional labor and job satisfaction among Black SAPros at PWIs and to assess whether emotional dissonance mediated this relationship. Existing literature has increasingly emphasized the emotional demands placed on SAPros in general, as well as Black SAPros, highlighting phenomena such as burnout, high turnover, and diminished well-being (Lynner, 2023; Rickey, 2024). However, much of this work remains qualitative and lacks statistically validated models that generalized across institutional contexts (Davila, 2023; G. W. Parker, 2023). Furthermore, there has been a growing call within higher education to move beyond thematic narratives and toward quantitative studies that clarify how emotional constructs like labor and dissonance interact with job satisfaction (Davila, 2023; Dixon, 2021; Lynner, 2023). This study responded to that call by using the lens of Hochschild's (1983) emotional labor theory to assess whether emotional dissonance mediated the relationship between emotional labor and job satisfaction for Black SAPros at PWIs.

This chapter includes 15 sections that build a foundation for understanding the emotional experiences of Black SAPros at PWIs. The first section begins with Hochschild's (1983) emotional labor theory. The following sections examine emotional labor in student affairs, the impact of emotional dissonance, and how these factors shape job satisfaction among Black SAPros. This chapter explores how White norms of professionalism lead to cultural dissonance and an overview of turnover trends and racialized pressures.

Literature Search Strategy

I conducted a search to gather seminal and current peer-reviewed literature published between 2021 and 2025 that informed this study's focus on emotional labor, emotional dissonance, and job satisfaction among Black SAPros at PWIs. The literature search used major academic databases, including ProQuest Dissertations and Theses Global, EBSCOhost (Academic Search Complete, Education Source), JSTOR, SAGE Journals, Taylor & Francis Online, and Google Scholar. Supplemental searches were also performed via ERIC, PsycINFO, and ScienceDirect to identify psychological and institutional behavior studies that extended to higher education environments. Search terms included *emotional labor theory, emotional labor, emotional dissonance, job satisfaction, student affairs professionals, Black professionals in higher education, professionalism and Whiteness, racialized emotional labor,* and *psychological strain in PWIs*.

Limited research was found in several areas, especially quantitative studies, exploring mediation models between emotional labor, emotional dissonance, and job

satisfaction for Black SAPros. The review incorporated relevant dissertations (e.g., Chambers, 2023; Dixon, 2021) and recent empirical studies in adjacent workplace and educational settings (Lewis, 2023; Moise, 2021). These sources offered valuable insights where peer-reviewed journal articles were scarce. Literature related to emotional labor theory and Black professionals was purposively selected to frame how emotional regulation functions as both an institutional expectation and a psychological burden within higher education, especially for professionals navigating racially coded environments (Kelly et al., 2021).

Theoretical Foundation

This study was grounded in Arlie Hochschild's (1983) emotional labor theory, which notes that certain professions, especially those requiring direct interpersonal engagement, demand that employees manage their emotional expressions to align with institutional expectations. Emotional labor involves regulating surface-level emotional displays and internal emotional experiences to conform to professional norms (Qiu et al., 2024). Hochschild (1983) identified two primary strategies of emotional labor within the theory: surface acting, where individuals fake or suppress emotions without altering internal feelings, and deep acting, where individuals attempt to modify their internal emotions to match required outward expressions. While these strategies may support effective social functioning in the workplace, they can also lead to emotional dissonance (Andela et al., 2017; Qiu et al., 2024).

A core assumption of emotional labor theory is that this type of labor is not neutral; it is gendered, racialized, and occupationally stratified. This study directly

addressed that assumption by focusing on Black SAPros at PWIs. Initially developed in the context of flight attendants, emotional labor theory has since been applied to a wide range of emotionally demanding fields, including health care (Hülsheger & Schewe, 2011), education (Mahoney et al., 2011), and increasingly, higher education administration (Dixon, 2021; Lynner, 2023). Scholars have documented that SAPros often perform high levels of emotional labor due to their responsibilities in student support, crisis intervention, and institutional representation (Lewis, 2023). Within these environments, professionals must often manage complex emotions, especially those related to identity, belonging, and institutional expectations.

More recent applications of emotional labor theory in higher education have examined how Black professionals experience emotional labor differently due to the racialized nature of institutional culture (Moise, 2021). In PWIs, the unwritten rules of emotional expression are often shaped by White cultural norms, which reward stoicism, deference, and the idea of professionalism that align closer with Whiteness (Burleson, 2025; Moise, 2021). These unwritten rules of emotional expression create conditions where Black SAPros must perform additional labor to navigate tone policing, cultural translation, and expectations to suppress authentic emotional responses (Kelly et al., 2021). Such expectations intensify the demand for surface acting and elevate the risk of emotional dissonance and burnout, contributing to higher turnover among SAPros (Bridges, 2023).

Multiple empirical studies have supported the link between emotional labor, emotional dissonance, and job-related outcomes. Barboza-Wilkes (2022) studied how

racialized and gendered emotional labor in public organizations negatively affected minority employees. The research showed that emotional dissonance was strongly linked to burnout, emotional fatigue, and higher attrition rates among professionals of color because institutional structures increased their emotional regulation demands (Barboza-Wilkes, 2022). Moise (2021) studied the emotional work of Black graduate teaching assistants at PWIs and discovered that enduring emotional dissonance led to increased emotional exhaustion, decreased job satisfaction, and reduced professional belonging. The research showed that White institutions often enforce norms that force Black professionals to hide their genuine emotions to preserve institutional comfort, leading to adverse effects on their well-being and retention rates (Moise, 2021). These studies connected the existing research gap by showing how racial bias influences emotional labor in education and demonstrated associations with job satisfaction and burnout, as well as career sustainability for Black professionals.

The selection of emotional labor theory as this study's framework stemmed from its ability to explain how emotional regulation serves both as a workplace requirement and a psychological coping mechanism (Davila, 2023; Hochschild, 1983). Emotional labor theory provides strong evidence about emotional suppression costs while matching the workplace experiences documented in recent qualitative studies about Black SAPros (Dixon, 2021; Lynner, 2023). This study built upon existing theory by combining emotional labor theory with emotional dissonance and job satisfaction constructs to analyze their dynamics within racially coded institutional settings, which lacked sufficient research in the literature. The RQs built upon emotional labor theory by

empirically testing whether emotional dissonance mediated the relationship between emotional labor and job satisfaction among Black SAPros at PWIs.

Literature Review Related to Key Variables and Concepts

Emotional labor theory provided the theoretical anchor for this study and served as the lens through which each variable of emotional labor, emotional dissonance, and job satisfaction, were explored in the literature. As previously outlined, emotional labor theory posits that individuals manage emotional expressions to meet institutional expectations, and when those expressions conflict with internal feelings, emotional dissonance arises (Hochschild, 1983). Within the racialized context of PWIs, emotional labor theory helped explain how emotional regulation is compounded by systemic inequities and professional expectations shaped by Whiteness (Briscoe & Jones, 2022; Cruter, 2024). The following sections use emotional labor theory as a foundation to examine how emotional labor operates in student affairs, how dissonance emerges, and how these constructs contribute to job satisfaction for Black SAPros. This framework linked the theoretical foundation to the study's empirical focus and guided the review of related concepts and variables.

Emotional Labor in Student Affairs

Emotional labor is a fundamental yet often unacknowledged component of student affairs work (Davila, 2023; Lynch & Klima, 2021). Emotional labor refers to how professionals regulate their emotional expressions to align with institutional expectations (Hochschild, 1983). In student affairs, this labor is constant and demanding; staff are expected to remain calm during crises, convey enthusiasm during student programming,

and model emotional stability regardless of their personal experiences (Lynch & Klima, 2021). Although emotional labor is required across all levels of student-facing roles (e.g., faculty), SAPros often feel their contributions are undervalued by institutional structures prioritizing administrative outcomes over emotional investments (Mistretta & DuBois, 2023).

The mechanisms of surface acting and deep acting are central to emotional labor (Brotheridge & Lee, 2003). Surface acting refers to expressing outward emotions that are not genuinely and honestly felt, while deep acting involves modifying internal feelings to align with institutional expectations (Brotheridge & Lee, 2003). Both surface acting and deep acting are heavily utilized in the context of student affairs (Davila, 2023). SAPros are frequently required to perform surface acting: smiling when exhausted, suppressing frustration during conflict, or appearing calm during emergencies, which are behaviors strongly linked to emotional dissonance and burnout (Lynner, 2023). By contrast, deep acting, though often seen as more sustainable, demands significant emotional energy and can also lead to emotional fatigue when practiced continually without institutional recognition or support (Davila, 2023).

Numerous studies have documented the emotional intensity of student affairs roles. For example, Davila (2023) found that live-in residence life professionals described their work as emotionally exhaustive, citing the need to consistently perform care, calm, and composure in crises without institutional systems in place to address their burnout. These live-in residence life professionals often alternated between surface and deep acting depending on the nature of student interactions (Davila, 2023). Similarly, Dixon

(2021) traced the erosion of well-being among Black SAPros to chronic overwork, limited recognition, and the invisible nature of their emotional contributions. These findings echo concerns raised by Crandall et al. (2022), who emphasized that Black SAPros experienced a distinct form of emotional labor at PWIs. This distinct form of emotional labor was shaped by job demands and race-related expectations, such as mentoring students of color, translating cultural codes, and softening institutional messages that are harmful or dismissive (Crandall et al., 2022).

The limited systemic reward or relief sets emotional labor in student affairs apart from many other fields (Lynch & Klima, 2021). In their review of burnout and well-being, Wilson et al. (2025) noted that many SAPros internalized emotional exhaustion as part of the job due to cultural messaging within higher education that values sacrifice, flexibility, and resilience over well-being. This internalization is especially true for entry- and mid-level professionals, who often lack autonomy in their roles and face pressure to embody institutional values even when those values are misaligned with their ethics or experiences (Rickey, 2024; Walker et al., 2023). Surface acting, in particular, is common among professionals who must consistently fake institutional enthusiasm while suppressing feelings of stress, disengagement, or ethical discomfort (Lynner, 2023). The high emotional expectations of SAPros are rarely matched with compensatory structures such as equitable pay, flexible leave policies, or robust mental health support (Klima, 2021; Lynch et al., 2023).

From a methodological perspective, much of the literature on emotional labor in student affairs was qualitative. While qualitative studies provide critical insights into the

lived experiences of SAPros, they are limited in generalizability and often dismissed in policy-making spaces that favor quantifiable outcomes (Davila, 2023). Only a handful of studies, such as those by Dixon (2021) and Wilson et al. (2025), have used demographic or identity-based analyses to examine the impact of emotional labor on outcomes like burnout, job satisfaction, or turnover intent. Many of the studies examined SAPro populations in general; however, many did not examine findings by race and institutional type which created a significant knowledge gap. This study aimed to fill this gap centering how racial identity affects professional experiences through emotional labor.

Crandall et al. (2022) argued that expectations for emotional labor in PWIs reflect a legacy of undervalued care work historically assigned to Black professionals. Within predominantly White spaces, emotional labor becomes racialized labor, where Black professionals are disproportionately expected to be emotionally available to students, explain the impact of racial incidents to White colleagues, and serve as ambassadors for institutional diversity while receiving minimal structural support (Bazner, 2022; Briscoe and Jones, 2022; Cruter, 2024; Lewis, 2023). These responsibilities represent a form of invisible labor that is neither formally acknowledged nor equitably compensated, creating a misalignment between expectations and support (Lynch & Klima, 2021; Mistretta & DuBois, 2023). These layered and racialized responsibilities characterize emotional labor in student affairs and allow space for surface acting to become a survival strategy.

Surface Acting

Surface acting is a critical construct within emotional labor theory, which refers to modifying outward emotional displays without changing corresponding internal feelings

(Hochschild, 1983). In student affairs, professionals often engage in surface acting to adhere to institutional expectations of neutrality, care, and positivity despite potentially experiencing stress, frustration, or alienation (Davila, 2023). For Black professionals at PWIs, surface acting is further compounded by racialized institutional cultures that demand emotional suppression while overlooking the cultural and identity-specific toll this has on Black SAPros (Dixon, 2021; Perry, 2024).

Recent findings by Dixon (2021) revealed that Black SAPros frequently engaged in surface acting as a survival strategy to mask emotional responses to microaggressions, racial bias, and institutional invalidation. This emotional masking, however, led to emotional dissonance (Dixon, 2021). Similarly, Davila (2023) emphasized that surface acting is often institutionalized in student affairs roles, where professionals were expected to perform care for students and colleagues, regardless of their internal well-being. Humphrey (2021) confirmed that surface acting, more than deep acting, is strongly linked to job dissatisfaction, emotional exhaustion, and psychological distress across professions requiring interpersonal service. For Black professionals in PWIs, the stakes are even higher; Lynner (2023) found that surface acting among racially marginalized staff was driven not only by emotional labor expectations but by fear of being perceived as unprofessional or too emotional. While surface acting may serve as a protective mechanism in emotionally or racially hostile environments, its cumulative psychological toll is significant (Lewis, 2023). Lewis (2023) noted that Black faculty and staff often feel compelled to engage in institutional loyalty through surface acting, even when experiencing systemic marginalization. This behavioral dissonance of surface acting

leads to identity suppression and disengagement (Carvalho & Pinto, 2025). While research has shown that surface acting often results in emotional suppression and identity strain, some Black SAPros turn to deep acting as a more sustainable, though still taxing, strategy for navigating the racialized emotional demands of their roles.

Deep Acting

Deep acting is a core emotional labor theory strategy where individuals attempt to authentically align their internal emotional states with expected emotional displays rather than faking outward expressions (Hochschild, 1983). Deep acting contrasts with surface acting in that it involves genuinely modifying one's internal feelings to align with expected emotional displays, rather than merely faking outward expressions (Hochschild, 1983). Within student affairs, particularly at PWIs, deep acting often emerges as a more sustainable but still taxing method of emotional regulation (Davila, 2023).

Recent scholarship indicates that deep acting is positively associated with job satisfaction and professional engagement across service-oriented roles (Gunawan et al., 2024; J. S. Kim & Park, 2023; Lee, 2021). For Black professionals, however, this strategy can be more complex. Dixon (2021) found that deep acting among Black professionals at PWIs was frequently used to navigate racialized expectations and institutional surveillance, particularly in interactions where authenticity and racial representation intersected. The pressure to deeply feel and express institutional values that may conflict with one's lived experiences of marginalization can result in emotional dissonance (Moise, 2023). Moreover, Davila (2023) found that Black professionals used deep acting to maintain composure and care in emotionally volatile student interactions.

While deep acting mitigated short-term dissonance, it also led to long-term emotional depletion when institutional support structures were lacking (Davila, 2023). These findings aligned with the broader observations by Lynch and Klima (2021), who suggested that although deep acting could promote job satisfaction and relational connection, it must be paired with institutional acknowledgment to prevent burnout. Finally, deep acting as a racialized coping strategy is especially pronounced in the context of racial battle fatigue as Chen and McCarron (2024) emphasized that Black SAPros and student activists engaged in deep acting to protect themselves from institutional retaliation while still advocating for racial equity.

Influences on Emotional Labor

Emotional labor theory offered a lens through which to understand the emotional demands placed on SAPros, particularly Black SAPros working at PWIs. As the literature demonstrated, emotional labor, whether through surface acting or deep acting, was embedded in the daily work of SAPros, who were expected to perform care, composure, and positivity regardless of their inner feelings (Davila, 2023; Hochschild, 1983; Klima, 2021). These behaviors were not just coping mechanisms but institutional expectations that have become normalized, especially within cultures that value employee resilience over well-being (Rickey, 2024; Wilson et al., 2025). For Black SAPros, emotional labor is often further complicated by racialized institutional dynamics that impose additional pressures to conform, suppress identity, and emotionally support others with little acknowledgment or support in return (Briscoe & Jones, 2022; Crandall et al., 2022; Dixon, 2021). The cumulative impact of these expectations exhausts professionals and

potentially affects how they feel about their jobs, their sense of purpose, and whether they see a future in the field of student affairs (Dixon, 2021). Therefore, understanding emotional labor is critical to understanding broader job satisfaction. The following section built on this foundation by exploring job satisfaction in student affairs, focusing on how retention and turnover are shaped by the same emotional demands discussed previously.

Job Satisfaction in Student Affairs

Job satisfaction among SAPros remains a significant concern in higher education, especially for Black professionals navigating PWIs (Briscoe, 2022; Dixon, 2021). For SAPros, satisfaction is shaped not only by compensation or workload but by the systemic emotional and cultural demands embedded in institutional environments (Dixon, 2021; Hutchings et al., 2023; Taylor, 2022). Emotional labor driven by the need to align with White-coded norms, play a critical role in job satisfaction outcomes (Moise, 2021).

Davila (2023) and Rickey (2024) highlighted how surface acting contributes to emotional exhaustion and withdrawal, with SAPros describing their work as relentlessly emotionally taxing. For Black SAPros, this labor is racialized, involving the suppression of genuine emotional responses in order to conform to expectations of professionalism shaped by Whiteness (Cruter, 2024; Lynner, 2023). In environments where authenticity is demanded and penalized, this dissonance leads to decreased morale, disengagement, and, ultimately, high turnover, approximately 57% (Bishel & Schneider, 2025; Bridges, 2023; Hutchings et al., 2023; Wilson et al., 2025). Research by Hutchings et al. (2023) revealed that professionals of color, especially Black professionals, experienced emotional

alienation stemming from constant self-monitoring and code-switching. These dynamics of emotional alienation diminish satisfaction with the profession and exacerbate the racialized expectations to support students of color, mediate race-based conflicts emotionally, and represent institutional diversity (Clark, 2023; Wright et al., 2022). Recent quantitative and mixed-methods studies had reinforced this connection. Rickey (2024) found that over 70% of SAPros of color reported moderate to severe burnout, citing emotional labor and racial climate as the primary contributors. In a related study, Dissassa (2025) connected racial battle fatigue to lower job satisfaction, noting that the emotional burden of racial incidents intensified feelings of workplace isolation and undervaluation. These findings affirmed earlier theoretical claims that emotional labor was not race-neutral and must be understood in context-specific and identity-informed ways (Dixon, 2021; Moise, 2021).

Institutional inaction around these issues only deepened dissatisfaction, as Hutchings et al. (2023) described promises of diversity support as empty, with tokenized representation often replacing systemic change. Black SAPros, therefore, feel a dual dissonance between their personal identities and institutional expectations as well as between institutional rhetoric and lived realities (Diaz, 2022). Furthermore, workplace culture played a critical role in job satisfaction as Precht (2022) found that mid-career SAPros cited supervisor support, cultural congruence, and recognition of emotional labor as critical to retention. However, for Black SAPros, such support often remained inconsistent or performative as Lynner (2023) noted that even positive supervisory relationships do not offset the toll of systemic Whiteness embedded in institutional norms

(Precht, 2022). Quantitative evidence has begun to affirm these qualitative findings. In a 2023 study, Davila found emotional dissonance strongly predicted job dissatisfaction. The study concluded that institutional leaders must recognize and actively intervene in the structures that normalize racialized emotional labor (Davila, 2023). Unless institutions explicitly acknowledge and address the racialized burden of emotional labor, satisfaction and retention will remain low (Batiste, 2022; Davila, 2023; Hinson, 2025).

Retention and Turnover

Turnover among SAPros, particularly Black SAPros at PWIs, remains a critical challenge in higher education (Briscoe, 2022; Dixon, 2021). Studies consistently demonstrate that student affairs faces high turnover rates, especially among racially marginalized groups, due to factors such as institutional racial climate, emotional labor expectations, lack of mentorship, and systemic inequities (Briscoe, 2022; Dixon, 2021; Gonzalez, 2021). The emotional toll of student affairs work is a key contributor to turnover (Mistretta & DuBois, 2023; Rickey, 2024). Pino (2025) emphasized that turnover among SAPros came at high costs for institutions, disrupting student support systems and depleting institutional knowledge. For Black SAPros, retention and turnover are compounded by chronic emotional dissonance, racialized labor, and cultural misalignment with institutional norms (Dixon, 2021).

Chronic emotional dissonance, racialized labor, and cultural misalignment create a psychological burden that diminishes institutional commitment and contributes to turnover (McDonald, 2024). Multiple studies have documented these patterns. Gonzalez (2021) found that Black, Indigenous, and People of Color (BIPOC) SAPros often left

PWIs due to the lack of culturally responsive leadership, systemic bias, and under-recognition of emotional labor. Gonzalez (2021) emphasized the need for retention models that prioritize mentorship, cultural validation, and equity-focused institutional practices. Similarly, Dixon (2021) explored the lived experiences of Black millennial SAPros and found that the intersection of race, age, and institutional culture led to feelings of invisibility, burnout, and resignation. Briscoe (2022) focused on how campus racial climates, particularly those that appeared neutral but perpetuated Whiteness, triggered feelings of isolation, emotional fatigue, and professional disengagement among Black SAPros. Respondents in Briscoe's (2022) study expressed that they frequently contemplated leaving the profession due to being emotionally exhausted by microaggressions and the unspoken expectation to emotionally support both students and colleagues of color during racial crises.

SAPros' retention is also closely linked to institutional support structures (Hoyt, 2023). Pino (2025) and George (2024) emphasized that recognition of emotional labor, consistent mentorship, and authentic inclusion practices were decisive factors in retaining SAPros of color; without these supports, professionals were more likely to feel devalued, unseen, and expendable (Pino, 2025). Studies also have shown that culturally affirming leadership and peer networks played a protective role (Friedman et al., 2021; Murrell, 2021; Pino, 2025). Claybrook (2021) advocated for mentor circles and community-building efforts specifically for Black women SAPros as a retention strategy; these spaces counteracted the isolation many experienced in PWIs by offering emotional validation and strategic career support. McDonald (2024) highlighted that burnout and job

dissatisfaction were strongly correlated among HBCU SAPros and likely more pronounced in PWIs where racialized emotional labor was more intense and less supported. These findings reinforced the idea that institutional context shaped burnout outcomes and retention decisions (Claybrook, 2021; McDonald, 2024). Taken together, the research made clear that retention challenges for SAPros, particularly Black SAPros, stemmed from a mixture of factors: systemic inequity, lack of support, racialized emotional labor, and cultural dissonance (Dixon, 2021; Dos, 2021; Ueda et al., 2024; Hall-Michel, 2024).

Influences on Job Satisfaction

Emotional labor theory offered a foundational lens for understanding how job satisfaction is influenced by emotional dynamics within student affairs, especially for Black SAPros at PWIs. The literature confirmed that emotional labor, whether surface acting or deep acting, is expected and normalized in SAPros' roles (Davila, 2023; Klima, 2020). This pressure to manage emotions that align with institutional expectations directly affects job satisfaction, particularly when the labor is racialized and compounded by systemic inequities (Briscoe & Jones, 2022; Dixon, 2021). For Black SAPros, emotional labor is not just about managing emotions; it involves code-switching, masking reactions to microaggressions, and continuously performing care even in racially uninviting environments (Cruter, 2024; Dixon, 2021). Studies have shown that this consistent strain of emotional labor resulted in burnout and lower job satisfaction (Hutchings et al., 2023; Rickey, 2024). As such, the final section of this review turned to the MV in this study, emotional dissonance. The final section unpacks how

professionalism, racialization, racial battle fatigue, and cultural dissonance operate together within emotional dissonance experienced by many Black SAPros in White institutional spaces.

Emotional Dissonance in Student Affairs

Emotional dissonance, a concept rooted in Hochschild's (1983) emotional labor theory, refers to the psychological tension that arises when there is a mismatch between felt emotions and the emotions one must display in a professional setting. For Black SAPros at PWIs, this dissonance can be especially complex, as it intersects with racialized expectations and institutional norms that often conflict with authentic emotional expression (Moise, 2021). However, not all Black SAPros experience emotional dissonance the same way. As this study explored, those with lower levels of emotional dissonance may not experience the same negative relationship between emotional labor and job satisfaction as those with higher levels.

Recent research in higher education has increasingly focused on how emotional dissonance undermines employee well-being, particularly among marginalized professionals. Research has shown that emotional dissonance led to burnout and exhaustion as well as decreased job satisfaction (Lewis, 2023; Moise, 2021). According to Lewis (2023), Black professionals at PWIs practiced emotional suppression to fit into dominant norms, which resulted in chronic stress and psychological fatigue. Similarly, Moise (2021) found that emotional dissonance functioned as a coping mechanism but also a source of internalized distress for Black professionals navigating White institutional spaces. The costs of emotional dissonance are not only psychological, but

also professional, considering research showed persistent dissonance led to decreased institutional commitment and higher intentions of turnover (Bridges, 2023; Dixon, 2021).

While the broader literature on emotional labor emphasized the general consequences of surface acting and emotional suppression, few studies have explored these dynamics with a racial lens; nonetheless, emerging work has begun to fill this gap. Burton (2024), in a study of race-related stress among Black educators at PWIs, identified emotional dissonance as a mediator between racialized experiences and burnout. Likewise, Bridges (2023) found that emotional regulation among support staff at historically Black and White institutions reflected underlying racial dynamics that shaped satisfaction and retention. From the studies mentioned previously, understanding the impacts of emotional dissonance requires attention to how systemic expectations of composure, deference, and professionalism imposed disproportionate burdens on Black professionals.

Professionalism

Professionalism, as traditionally defined in higher education and institutional settings, often reflects unspoken White, middle-class norms that dictate acceptable behavior, communication styles, and appearance (Cumberbatch, 2021; Ferguson & Dougherty, 2022; Tansey & Parks, 2022). While professionalism is thought to be race-neutral, scholars argued that the construct is inherently racialized and historically aligned with Whiteness (Briscoe & Jones, 2022; Cruter, 2024). For Black SAPros at PWIs, conforming to these expectations frequently entails emotional suppression, code-

switching, and tone policing to be seen as competent or promotable (Cruter, 2024; Walker, 2025).

Briscoe and Jones (2022) asserted that professionalism functions as a gatekeeping mechanism that reinforced institutionalized racism under the guise of objectivity. Black professionals often felt scrutinized not for their professional performance but for how closely they adhered to White normative standards of professionalism, such as speaking in a neutral tone or avoiding displays of emotion (Briscoe & Jones, 2022). These standards often conflict with cultural ways of knowing and expressing common within Black communities (Ferguson & Dougherty, 2022; Watson, 2024). Similarly, Cruter (2024) explored how Black SAPros internalized and resisted White-coded professionalism in their day-to-day roles. Black SAPros engaged in what is termed racialized professionalism or consciously adjusted their demeanor to avoid being labeled angry, unprofessional, or difficult (Cruter, 2024). This emotional adjustment compounded the psychological toll of emotional labor, especially when institutional norms remain unacknowledged or unchallenged by leadership (Cruter, 2024).

Further evidence of the racialized expectations embedded in professionalism can be found in Webster's (2024) study on Black men who have exited the student affairs profession. These Black men noted that their dress, speech, and demeanor were constantly read through a racialized lens, with deviations from White norms resulting in subtle disciplinary feedback or diminished career advancement opportunities (Webster, 2024). Likewise, Hutchings et al. (2023) reported that Black and Brown SAPros often feel they must overcompensate through hyper-professionalism just to be afforded the

same legitimacy as White colleagues. The perception of professionalism as a neutral standard becomes particularly damaging when it obscures the lived experiences of racialized professionals who must perform emotional and identity labor to survive within institutional cultures that privilege Whiteness (Ferguson & Dougherty, 2022). Black professionals often face a double bind of maintaining professional decorum while suppressing authentic emotional responses to microaggressions, exclusion, and inequity (Allen, 2024; Hinson, 2025). These dynamics are not only inconvenient; they reinforce systemic barriers to advancement and contribute to the emotional dissonance (Ferguson et al., 2022).

Racialization

Racialization in professional settings refers to the process by which racial meanings are assigned to behaviors, emotions, and expressions within institutions that maintain Whiteness as a normative idea (Cumberbatch, 2021; Nelson & Johnson, 2024). In higher education, and especially within PWIs, this racialization subtly yet powerfully shapes the expectations, interactions, and evaluations of Black SAPros (Bazner, 2022; Briscoe & Jones, 2022). Black SAPros must navigate workplace cultures that project neutrality but are ingrained with White norms around expression, appearance, and affect (Cruter, 2024; Ferguson & Dougherty, 2022).

The emotional labor Black SAPros perform is rarely evaluated on the merits of their competence alone; instead, it is filtered through racialized interpretations of tone, passion, and demeanor (Briscoe & Jones, 2022). Research showed that this added scrutiny resulted in intensified emotional dissonance to meet institutional standards of

decorum rooted in Whiteness (Moise, 2021; Perry, 2024). For example, Perry (2024) found that Black women SAPros at PWIs often moderated their emotional expressions out of fear of being perceived as unprofessional or threatening, even when their behavior aligned with institutional expectations.

Similarly, a poignant metaphor for racialization, professionalism, and cultural labor can be found in Percival Everett's novel, James (2024), a powerful retelling of Mark Twain's (1884) Adventures of Huckleberry Finn from Jim's/James' perspective who is enslaved. In one of the most haunting scenes, Jim/James was captured and sold back into slavery not in the conventional sense but to a minstrel troupe enabling the reality of him, a Black man being forced to don blackface and perform caricatures of himself. After Jim/James was sold to the minstrel troupe, he reflected, capturing the brutal reality of being required to perform an identity that is both his and not his:

> We were Black men pretending to be White men pretending to be Black men. It was a performance of a performance, a grotesque mirror that fractured who we were. I moved like them, laughed like them, wore the painted face like them, but I was them. And yet, I wasn't. What they wanted from me was not me. It was something uglier, something smaller, a lie they could laugh at and feel superior to. But the worst part was not that I was forced to play the fool—it was that I had to disappear to do it. (Everett, 2024, p. 231)

This moment did not only signify physical captivity; it revealed how identity, authenticity, and performance were distorted under racialized expectations. This symbolic moment mirrored the experience of Black SAPros in White-coded professional

spaces: they are expected to present an acceptable version of their racial identity: palatable, deferential, and emotionally controlled. Like Everett's (2024) James, Black SAPros must navigate the emotional labor of performing Blackness in a way that reassures White comfort, all while suppressing the exhaustion, anger, or grief that accompanies racialized marginalization (Moise, 2021). Cruter (2024) identified this performance as racialized professionalism, where Black professionals must constantly self-monitor their tone, posture, and expression to conform to White institutional norms.

Hinson (2025) described how White institutional norms operated in ways of exclusion and reinforced through subtle disciplinary feedback. These feedback loops, ranging from being labeled aggressive to being passed over for promotion, ensured that those who do not conform to racialized standards of professionalism were penalized (Hinson, 2025). The lived reality of Black SAPros is, therefore, similar to Everett's (2024) James: trapped in a system that demands an inauthentic version of oneself to be deemed acceptable or even visible. Through this lens, racialization becomes more than a theoretical construct. Racialization is a lived, emotional, and embodied experience that shapes how Black professionals show up, speak, and survive in spaces that some would argue were never designed with their full humanity in mind (Moise, 2021).

Cultural Dissonance

The layered emotional demands explored previously, such as emotional dissonance shaped by professionalism and compounded by racialization, culminate in a phenomenon that many Black SAPros at PWIs encounter daily: cultural dissonance (Cruter, 2024; Patterson, 2021). If emotional dissonance arises from the gap between felt

emotions and institutional expectations, and racialization imposes a performance of self that conforms to White norms, then cultural dissonance emerges at the crossroads of identity and institutional culture (Patterson, 2021). Cultural dissonance represents the broader psychological and social tension that occurs when one's cultural values, communication styles, and ways of knowing consistently conflict with the dominant culture of the institution (Patterson, 2021).

Cultural dissonance is not simply discomfort; it is a sustained condition of cultural misalignment, often experienced by those whose identities fall outside the normative expectations of White, middle-class, heteronormative institutions (Patterson, 2021). As Moise (2021) and Perry (2024) highlighted, Black professionals often feel compelled to minimize or sanitize expressions of their cultural identity to maintain perceived professionalism and emotional equilibrium. This sanitized expression included altering speech patterns, self-censoring, and downplaying community-based values that may diverge from institutional expectations of individualism, neutrality, and objectivity.
In higher education settings, this dissonance can result in what Hinson (2025) called identity-splitting, a process by which professionals compartmentalize parts of their cultural identity to avoid scrutiny or social penalty. Such practices come at the cost of a lowered sense of belonging, persistent vigilance, and in many cases, premature exit from the profession (Webster, 2024).

Cultural dissonance is especially pronounced for Black SAPros who serve in student-facing roles that demand authenticity, empathy, and relational engagement, traits often grounded in their cultural frameworks (Moise, 2021; Perry, 2024). However, when

these traits do not match the institution's norms, they are deemed unprofessional, overly familiar, or emotionally undisciplined (Cruter, 2024). These conflicting expectations intensify role strain and internal conflict, particularly when Black professionals find their cultural intuition and relational intelligence devalued by White-centric leadership models (Cruter, 2024).

The symbolic weight of Percival Everett's *James* (2024) again proves helpful here. In the minstrel scene, Jim/James reflected: *"What they wanted from me was not me. It was something uglier, something smaller, a lie they could laugh at and feel superior to"* (Everett, 2024, p. 231). This statement echoed the experience of cultural dissonance in the professional environment, where Black SAPros are often asked, explicitly or implicitly, to offer a version of themselves that fits institutional narratives of who belongs, who leads, and who is worthy of advancement (Dixon, 2021). For Black professionals, navigating these conditions require emotional labor, cultural translation, and identity negotiation (Dixon, 2021; Moise, 2021).

Racial Battle Fatigue

For Black SAPros at PWIs, emotional labor is not just about adhering to professional norms; it is often racialized, invisible, and constant. Black SAPros must regulate their emotional displays to conform to institutional expectations while simultaneously enduring microaggressions, racial invalidation, and an expectation of enduring composure. This dual burden leads to what researchers identified as Racial Battle Fatigue (RBF), a psychosocial stress response resulting from constant exposure to racial stressors (Fleming et al., 2022).

RBF manifests physically and psychologically; symptoms include exhaustion, anger suppression, hypervigilance, and disillusionment (Fleming et al., 2022). Within this context, Nicholson (2024) investigated Black women in higher education and documented how sustained deep and surface acting, undertaken in response to systemic racism and leadership scrutiny, directly fed into RBF symptoms such as insomnia, isolation, and identity strain. As Chen and McCarron (2024) suggested, emotional labor in racially hostile spaces was not just an occupational issue but a human rights concern. When spaces and institutions fail to recognize or address the racialized nature of emotional labor, they reinforced patterns of harm that enable emotional dissonance (Chen & McCarron, 2024).

Influences on Emotional Dissonance

Emotional labor theory provided a lens to understand emotional dissonance, particularly for Black SAPros in PWIs. Emotional dissonance occurs when there is a disconnect between the emotions professionals truly feel and the emotions they must display to meet institutional norms (Hochschild, 1983; Moise, 2021). For Black SAPros, this dissonance is compounded by the pressures of racialized professionalism and cultural misalignment, requiring constant emotional self-regulation (Cruter, 2024; Briscoe & Jones, 2022). Research has shown that emotional dissonance amplifies burnout and can mediate the relationship between emotional labor and job satisfaction by absorbing or distorting its effects (Lewis, 2023; Moise, 2021). By examining this relationship, the study highlighted the role of systemic and racialized institutional pressures in shaping how Black SAPros experience and internalize emotional demands.

Mediation Model: Emotional Dissonance as a Mechanism

Hochschild's (1983) emotional labor theory provided a clear framework for understanding the emotional demands of professional roles that require managing one's feelings to conform to institutional expectations. While prior research had consistently shown that performing emotional labor can diminish job satisfaction (Briscoe & Jones, 2022; Moise, 2021), the underlying process through which this occurs is less frequently examined. Emotional dissonance has been identified as a common consequence of surface acting and other high-demand emotional labor strategies (Andela et al., 2015; Jin & Ha, 2024). This mismatch between felt and expressed emotion has been linked to strain, burnout, and decreased well-being, suggesting it may be a key mechanism explaining the negative association between emotional labor and job satisfaction (Andela et al., 2018; Hutchings et al., 2023). Despite this theoretical foundation, relatively few studies have explicitly tested emotional dissonance as a MV in this relationship, and fewer still have examined this dynamic among SAPros working at PWIs (Briscoe & Oates, 2024; Cruter, 2024). Understanding whether emotional dissonance explained (mediated) the link between emotional labor and job satisfaction has both theoretical and practical significance; it clarifies the psychological process behind reduced satisfaction and identifies a potential leverage point for institutional interventions. Guided by Hochschild's emotional labor theory, the study tested a mediation model in which emotional dissonance was hypothesized to carry part of the effect of emotional labor on job satisfaction.

Summary and Conclusions

Research in higher education consistently affirmed that emotional labor, particularly in student affairs, is a significant contributor to job dissatisfaction and burnout (Davila, 2023; Dixon, 2021; Lynch & Klima, 2021; Mistretta & DuBois, 2023; Rickey, 2024). Studies such as Dixon (2021) and Lynner (2023) illustrated that this labor was racialized for Black SAPros at PWIs, who must engage in surface or deep acting to meet institutional norms. Emotional dissonance is a consequence, as it has been linked to lower job satisfaction and increased turnover (Bridges, 2023; Davila, 2023).

Much of the existing research was qualitative and lacked the generalizability needed to influence institutional policy for Black SAPros at PWIs. For example, studies like Taylor (2022) emphasized the lived experience of racialized emotional labor but did not test models that quantified these impacts. Furthermore, although prior research had acknowledged the existence of burnout, job dissatisfaction, and racialized emotional labor, few studies have empirically tested how emotional dissonance functions as a mediator between emotional labor and job satisfaction, particularly among Black SAPros; this gap was significant. As Olatundun (2024) and Via (2024) suggested, understanding mediating psychological constructs such as emotional dissonance was essential to designing interventions that improve professional satisfaction and retention. However, few studies centered this mediation examination on Black SAPros or within the PWI setting. This study addressed that gap by empirically testing whether emotional dissonance mediated the relationship between emotional labor and job satisfaction among Black SAPros at PWIs. By centering Black professionals and using validated survey

instruments to test mediation, the study extended existing knowledge and offered statistically grounded insights. The methods described in Chapter 3, including targeted sampling of Black SAPros at PWIs and structural equation modeling, built upon this gap by offering a quantitative examination of emotional dissonance as a MV in this population.

Chapter 3: Research Method

Introduction

The purpose of this study was to examine the relationship between emotional labor and job satisfaction among Black SAPros at PWIs and whether emotional dissonance mediated this relationship. This chapter outlines the methodological framework that guided this quantitative study. The first sections begin with the research design and rationale for a correlational design, followed by the methodology, population, and sampling procedures. The next sections describe the recruitment and data collection processes, outline the instruments used to measure key variables, and explain the data analysis plan, including mediation testing. The final sections address threats to validity and ethical considerations. This chapter concludes with a summary that transitions to the presentation of results in Chapter 4.

Research Design and Rationale

I used a correlational design to examine the relationships among emotional labor, emotional dissonance, and job satisfaction among Black SAPros at PWIs. The IV in this study was emotional labor, conceptualized as the psychological effort to manage one's emotional expressions to meet institutional expectations (Hochschild, 1983). Emotional dissonance, the MV, represented the internal conflict experienced when an individual's outward emotional expressions do not align with their actual emotional state (Andela et al., 2017). Job satisfaction was the DV and reflected the individual's overall affective evaluation of their work environment (Spector, 1997).

A correlational design was chosen because the study's goal was to explore the degree and direction of relationships between variables. A correlational framework allowed for assessing direct relationships, such as the one between emotional labor and job satisfaction, and indirect relationships, such as the mediation effect of emotional dissonance. Given the structure of the RQs, regression analysis was the appropriate method for examining these relationships. RQ1 focused on determining whether emotional labor directly predicted job satisfaction, and RQ2 assessed whether emotional dissonance statistically mediated that relationship. A mediation analysis was conducted using a regression-based mediation model. Regression analysis was best for testing the hypothesized model because the model contained multiple predictor variables (emotional labor and emotional dissonance) and a single outcome variable (job satisfaction) (Davila, 2023). This design also addressed logistical considerations. Recruiting Black SAPros from across the United States required a data collection method that was both scalable and efficient, as Davila (2023) noted that using an online survey allowed for broad participation across the country while maintaining data quality and participant anonymity. Lastly, this design aligned with methodological standards in higher education research, where correlational studies were commonly used as foundational examinations into complex psychological and institutional dynamics before transitioning to longitudinal or experimental frameworks (Davila, 2023; Dixon, 2021; Wilson et al., 2025).

Methodology

Population

The target population for this study was Black SAPros employed full-time at PWIs in the United States and who had worked at their current institution for at least 1 year. For the purposes of this research, the term Black referred to individuals who self-identified as Black. PWIs were defined as higher education institutions where most of the student, staff, and faculty populations were White and where institutional norms were predominantly Eurocentric (Briscoe & Jones, 2022). Researchers estimated that Black professionals represent approximately 7% of the national student affairs workforce (West & Greer, 2019). Given that there are an estimated 133,000 student affairs professionals employed in U.S. higher education (U.S. Bureau of Labor Statistics, 2023), it could be inferred that approximately 9,310 were Black SAPros. However, when filtered to those working specifically at PWIs, the estimated number reduced further due to the concentration of Black SAPros at MSIs. Based on institutional reports and qualitative surveys, an estimated 4,500–6,000 Black SAPros were employed at PWIs nationally (Cruter, 2024; West, 2020).

For this study, the population was derived from active online professional communities, including the SAHEPros group (42,200+ members), the BLKSAP community (13,400+ members), and NASPA'S BDKC (2,200+ members). These platforms had been previously identified as effective sites for engaging Black professionals in higher education (Hutchings et al., 2023). This population was particularly relevant due to their unique exposure to racialized emotional labor within

White institutional environments, a central variable in this study's design (Briscoe & Oates, 2024; West, 2020).

Sampling and Sampling Procedures

The sample for this study consisted of Black SAPros who were currently employed full-time at PWIs in the United States and had worked at their current institution for at least 1 year. These individuals served in administrative, student support, and/or leadership roles within student affairs divisions. Participants were selected through a voluntary sampling process, ensuring every eligible individual who met the defined inclusion criteria had an equal chance of selection. To be included in the study, individuals had to (a) self-identify as Black; (b) be currently employed as a student affairs professional at a PWI in the United States; (c) work full-time; and (d) have worked at the same institution for at least 1 year. Individuals who did not meet all these criteria were excluded from the study.

Sampling Frame

The sampling frame for this study consisted of members drawn from national professional communities that primarily served higher education practitioners. These groups included the SAHEPros group (42,200+ members), the BLKSAP group (13,400+ members), and NASPA'S BDKC (2,200+ members). I recruited participants for the study by posting the social media flyer. Each post included a link to the online survey hosted on SurveyMonkey, along with an IRB-approved statement explaining the purpose of the research, eligibility criteria, the voluntary and anonymous nature of participation, as well as information about data protection protocols.

Inclusion Criteria

Participants were eligible for this study if they self-identified as Black, were currently employed full-time in student affairs at a U.S.-based PWI and had worked at the same institution for a minimum of 1 year. These criteria were established to ensure that the sample would contain individuals with sufficient exposure to the institutional norms, professional expectations, and racialized workplace dynamics under investigation. This focus enhanced the relevance and depth of insights into the roles of emotional labor, emotional dissonance, and job satisfaction among Black SAPros (Cruter, 2024). The 2023–2024 MSI list (NASA Office of STEM Engagement, Minority University Research and Education Project, 2023) is included in Appendix A to clarify exclusions.

Power Analysis and Sample Size

To determine the appropriate sample size for this mediation model, I conducted an a priori power analysis using G*Power 3.1, a validated statistical software (Faul et al., 2007). A medium effect size ($f^2 = 0.15$) was selected based on recommendations for social science research, where medium effects were commonly anticipated in studies of psychological and institutional processes (Lakens, 2021). An alpha level of 0.05 was a widely accepted standard to limit the risk of Type I error, while a power level of 0.80 balanced the likelihood of detecting actual effects without requiring an impractically large sample size (Cohen, 1992; Lakens, 2021). Assuming a medium effect size ($f^2 = 0.15$), an alpha level of 0.05, and a power level of 0.80, G*Power 3.1 indicated that a minimum of 68 participants was needed to detect significant mediation effects using linear and multiple regression for mediation analysis.

Procedures for Recruitment, Participation, and Data Collection

The recruitment process for this study took place entirely online using targeted professional networks known to include Black SAPros working in higher education. Specifically, the study was shared in active and relevant groups including SAHEPros, BLKSAP, and NASPA's BDKC because they provided direct access to a national audience of professionals who reflect the study's inclusion criteria. I expanded recruitment efforts by posting additional invitations in professional listservs, and affinity groups that served Black SAPros on GroupMe, Facebook, and LinkedIn communities. Additionally, I leveraged peer networks by directly contacting colleagues and asking them to share the link within their professional circles to help increase visibility and reach. I shared the flyer and an invitation with these communities; the flyer and invitation included a brief description of the study, its purpose, and eligibility criteria. The invitation also provided a link to access the SurveyMonkey platform. The survey remained active for 1 week.

The survey began with an informed consent form that described the research goals, explained that participation was voluntary, detailed potential risks and benefits, and reiterated response confidentiality. Participants received information about their right to exit the study at any point without facing any adverse effects. The survey took approximately 5 to 10 minutes to complete and consisted of four main parts. First, a brief demographic section to collect non-identifiable background information such as gender identity and years of experience in student affairs. This information was used solely to contextualize the findings and examine potential patterns in the data. Next, the Emotional

Labor Scale assessed the extent of surface acting, deep acting, and emotional expression in the workplace. Third, the Emotional Dissonance Scale measured the frequency and intensity of emotional misalignment between internal feelings and external expression. Finally, the Job Satisfaction Survey evaluated the participants' perceptions of their work environment and professional contentment.

Participants exited the study simply by advancing through the final page of the survey. Upon submission, a brief message thanked them for their time and reiterated the anonymous nature of the survey. No identifying information was captured or stored. All survey data collected was stored securely in password-protected files only accessible only to the researcher and the data will be retained for 5 years following publication and then permanently deleted.

Instrumentation and Operationalization of Constructs

I used three published instruments to measure the key variables of emotional labor, emotional dissonance, and job satisfaction. Each instrument was selected based on its alignment with the constructs under investigation, prior use with diverse professional populations, and psychometric rigor. All instruments were well-established in institutional and psychological research literature, and permission was obtained from the original developers for use in this study. The permissions are included in Appendices B, C, and D. The study instrument is included in Appendix E.

The Emotional Labor Scale was developed by Brotheridge and Lee (2003) to measure the degree to which individuals engage in emotional labor behaviors, including surface acting, deep acting, and expression of naturally felt emotions. The Emotional

Labor Scale is a 14-item, self-report Likert-type scale, with responses ranging from 1 (“never”) to 5 (“always”). This scale was selected for this study due to its specificity in capturing workplace emotion regulation strategies aligned with Hochschild’s (1983) emotional labor theory, the theoretical framework guiding this research. Brotheridge and Lee (2003) validated the Emotional Labor Scale using samples of health care workers and public sector employees, establishing Cronbach’s alpha values of 0.86 for surface acting, 0.89 for deep acting, and 0.74 for natural emotional expression, confirming high internal consistency. The instrument has since been used in numerous studies across education, health care, and service industries, further validating its relevance to workplace settings involving interpersonal labor (Yin, 2016). The Emotional Labor Scale was appropriate for this study, as Black SAPros frequently engage in deep acting and emotion suppression as part of their job responsibilities (Briscoe & Jones, 2022).

The Emotional Dissonance Scale, developed by Andela, Truchot, and Borteyrou (2015), is a 4-item instrument designed to assess the frequency and intensity of emotional dissonance, specifically, the mismatch between felt and expressed emotions. Responses are rated on a five-point Likert scale. The Emotional Dissonance Scale is grounded in emotional labor theory and is specifically helpful in studies where the psychological toll of workplace emotion regulation is a key variable (Andela et al., 2015). The developers reported a Cronbach’s alpha of 0.85 in their validation study involving health care professionals in France, demonstrating strong internal reliability (Andela et al., 2015). Additional studies have replicated this scale’s psychometric strength among professionals in emotionally demanding roles, including education, counseling, and customer service

(Jin & Ha, 2024; Zapf et al., 1999). This instrument was appropriate for Black SAPros, as prior qualitative studies have documented persistent emotional dissonance among this group at PWIs (Cruter, 2024; Hutchings et al., 2023).

The Job Satisfaction Survey was developed by Paul E. Spector (1997) to measure overall job satisfaction and satisfaction across nine job-related dimensions (e.g., pay, supervision, nature of work). The survey includes 36 items rated on a six-point Likert scale ranging from "strongly disagree" to "strongly agree." The Job Satisfaction Survey is widely recognized for its comprehensive structure and multidimensional assessment of employee satisfaction (Spector, 1997). Spector (1997) reported strong internal consistency for the total score ($\alpha = 0.91$) and subscales ranging from 0.60 to 0.82. The scale has been validated across a wide range of occupational groups, including educational administrators, public sector employees, and human service workers (Fields, 2002). Use of the Job Satisfaction Survey in research involving culturally diverse and racially minoritized populations further supported its applicability to this study.

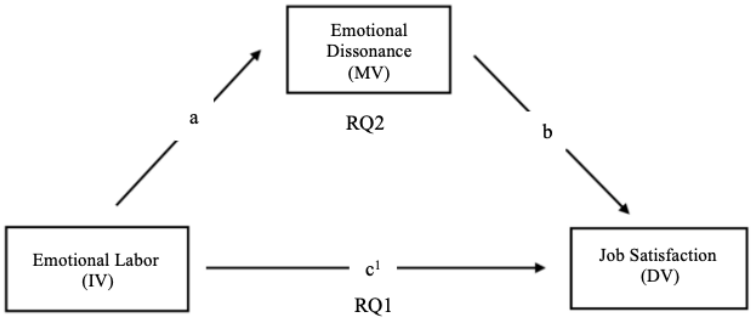
Together, the Emotional Labor Scale, Emotional Dissonance Scale, and Job Satisfaction Survey captured the core variables necessary to answer the study's RQs: the relationship between emotional labor and job satisfaction, and the mediating role of emotional dissonance. These instruments have been tested in occupational and academic contexts, show consistent internal reliability and construct validity, and have been adapted for use in diverse populations similar to the study's target group. Since all instruments are published and previously validated, no new measures were created for this study.

Data Analysis Plan

All data analyses for this study were completed using IBM SPSS Statistics (version 30), a standard software in social science research for running statistical tests. To test the mediation model in RQ2, the original plan was to use Hayes' PROCESS macro (version 4.2) for SPSS, which must be downloaded and installed separately and is commonly applied to examine whether a mediator explains the relationship between an independent and a dependent variable (Hayes, 2017). However, consistent with guidance on regression-based approaches to mediation (Baron & Kenny, 1986; Kenny et al., 1998; S. B. Kim & Lee, 2021), the analysis was conducted using standard regression models in SPSS Version 30. This approach allowed for the mediation paths to be tested directly while maintaining transparency at each step (see Figure 1). While designing the survey, I set all items to forced-response to ensure participants would answer every question. This approach decreased missing data and reduced data cleaning. Despite forced responses, it was still necessary to review the results and remove any participants who did not complete the survey.

Figure 1

Mediation Analysis



Note. MV = mederating variable; RQ = research question; IV = independent variable; DV = dependent variable.

I explored the following two RQs and hypotheses:

RQ1: What is the relationship between emotional labor as measured by the Emotional Labor Scale (Brotheridge & Lee, 2003), and job satisfaction, as measured by the Job Satisfaction Survey (Spector, 1997), among Black SAPros at PWIs?

$H_0$1: There is no statistically significant relationship between emotional labor and job satisfaction among Black SAPros at PWIs.

H_a1: There is a statistically significant relationship between emotional labor and job satisfaction among Black SAPros at PWIs.

RQ2: What is the mediating role of emotional dissonance, as measured by the Emotional Dissonance Scale (Andela et al., 2017) in the relationship between emotional labor and job satisfaction among Black SAPros at PWIs?

$H_0$2: Emotional dissonance does not mediate the relationship between emotional labor and job satisfaction among Black SAPros at PWIs.

H_a2: Emotional dissonance mediates the relationship between emotional labor and job satisfaction among Black SAPros at PWIs.

To test the study's hypotheses, I conducted three analyses. To address RQ1 (direct effect), I used a linear regression to examine the direct relationship between emotional labor (IV) and job satisfaction (DV). This test estimated the direction (positive or negative) and strength of the relationship, consistent with quantitative approaches to exploring non-causal relationships in the design (Xu & Fan, 2023). This test also served as Condition 1 (Path c) of the mediation sequence.

For RQ2, I conducted a mediation analysis using a series of regression models in SPSS Version 30. Following Kenny et al. (1998), Barron and Kenny (1986), and S. B. Kim and Lee (2021), mediation was tested through a three-step sequence:

1. Condition 1 (Path c): Emotional labor predicts job satisfaction (addressing RQ1).
2. Condition 2 (Path a): Emotional labor predicts emotional dissonance (addressing RQ2).

3. Condition 3 (Paths b and c′): Emotional dissonance predicts job satisfaction while controlling for emotional labor, and the effect of emotional labor on job satisfaction is reduced or eliminated (addressing RQ2).

This approach assessed whether emotional dissonance (MV) explained the relationship between emotional labor and job satisfaction by testing each path of the mediation model through regression analyses (Baron & Kenny, 1986; Kenny et al., 1998; S. B. Kim & Lee, 2021). The key indicators were the size of the indirect effect and its confidence interval, which, if it did not include zero, suggested a significant mediation effect (Hayes, 2017). Considering the primary plan included only two focused hypotheses, formal correction was not necessary, and interpretation emphasized effect sizes and confidence intervals over sole reliance on p-values (Hayes, 2017). For the mediation model, the indirect effect's confidence interval was the primary indicator of whether emotional dissonance significantly mediated the relationship. These interpretations aligned with best practices for mediation analysis and facilitated transparent, evidence-based conclusions about whether emotional dissonance weakened, strengthened, or did not affect the relationship between emotional labor and job satisfaction among Black SAPros at PWIs.

Threats to Validity

External Validity

External validity refers to the extent to which findings from this study can be generalized beyond the sample of Black SAPros at PWIs who participated in the research (Findley et al., 2021). A primary threat was sampling bias because recruitment relied on

online professional networks as SAPros with limited internet access or less engagement in professional organizations may be underrepresented, which could limit the generalizability of results to the broader population of Black SAPros nationwide (Raifman et al., 2022). Additionally, differences among PWIs, such as institutional size, region, or campus racial climate, could affect emotional labor experiences but may not be fully captured in this study, posing a risk to external validity if the sample skewed toward certain types of institutions (Lindsey et al., 2022). Addressing these concerns required broad outreach efforts, clear inclusion criteria, and transparency in reporting sample characteristics so readers can judge the contexts to which findings apply.

Internal Validity

Internal validity refers to the degree to which observed relationships between emotional labor, emotional dissonance, and job satisfaction can be confidently attributed to these constructs rather than other variables (Creswell & Creswell, 2022). While the study was not designed to infer causality, several threats still applied. Selection bias was a risk if participants self-selected into the study based on heightened engagement or strong feelings about their work environment, which could have influenced their responses and introduced biases (Kern et al., 2021). To reduce this threat, broad recruitment and clearly stated inclusion criteria helped support more representative participation.

Construct Validity

Construct validity relates to whether the instruments accurately measure emotional labor, emotional dissonance, and job satisfaction. Any mismatch between

constructs and measures can threaten the integrity of findings. Using established and validated instruments with demonstrated reliability among diverse populations supports construct validity in this study (Rickey, 2024). Care was taken to maintain the original wording of scale items and adhere to recommended scoring procedures to protect validity.

Ethical Procedures

Several important steps were taken to make sure this study was conducted ethically and responsibly. Before data collection began, I received IRB approval (no. 08-25-25-1178002). This approval confirmed that the study met all ethical standards for research involving human participants.

The survey invitation made it clear that participation was voluntary and anonymous and that participants could stop at any time without any consequences. The invitation was reviewed for clarity and sensitivity to avoid any coercion or pressure. The invitation and consent form included contact information for the researcher and the university IRB office in case participants had questions or concerns about their rights.

All data collected were anonymous, as no names, emails, or identifying details were requested or recorded, as SurveyMonkey allows survey creators to disable IP tracking, email collection, and other identifying metadata. Data were downloaded to a password-protected computer and stored in files only accessible to the researcher for 5 years. Lastly, no incentives were offered for participation, which avoided any potential ethical issues related to coercion or undue influence.

Summary

In this chapter, I presented the research design and methodology used to examine the relationship between emotional labor, emotional dissonance, and job satisfaction among Black SAPros at PWIs. A correlational design was selected to explore the strength and direction of these relationships, making it well-suited for testing mediation effects in a non-experimental setting. I identified the IV (emotional labor), the DV (job satisfaction), and the MV (emotional dissonance), and aligned each to the study's RQs. The target population included Black SAPros who had worked full-time at the same U.S.-based PWI for at least 1 year. Clear inclusion and exclusion criteria were defined, and participants were selected using a random sampling strategy from national professional networks such as SAHEPros, BLKSAP, and NASPA'S BDKC. A power analysis using G*Power determined that a minimum sample size of 68 participants was necessary to detect medium effect sizes with sufficient statistical power.

Data were collected through a secure, anonymous online survey and analyzed using IBM SPSS to evaluate direct and mediated effects. Validated instruments were selected to measure the constructs: the Emotional Labor Scale (Brotheridge & Lee, 2003), the Emotional Dissonance Scale (Andela et al., 2015), and the Job Satisfaction Survey (Spector, 1997). I also discussed the data analysis plan, which included linear regression for RQ1 and mediation analysis for RQ2, and I specified how results were interpreted using effect sizes, confidence intervals, and significance levels. Threats to external, internal, and construct validity were addressed with detailed mitigation strategies, including broad recruitment outreach, validated measures, and random

sampling. Ethical procedures were outlined to ensure participant confidentiality and data protection. In the next chapter, the results of the data analysis are presented, including descriptive statistics, regression outcomes, and the mediation findings.

Chapter 4: Results

Introduction

The purpose of this quantitative study was to examine the relationship between emotional labor and job satisfaction among Black SAPros employed at PWIs and to determine whether emotional dissonance mediated this relationship. Emotional labor, the IV, was measured using the Emotional Labor Scale (Brotheridge & Lee, 2003). Job satisfaction, the DV, was measured using the Job Satisfaction Survey (Spector, 1997). Emotional dissonance, the MV, was measured using the Emotional Dissonance Scale (Andela et al., 2017). By testing this mediation model, this study sought to provide a quantitative understanding of the psychological costs of emotional labor and dissonance for Black SAPros at PWIs.

The following RQs and hypotheses underpinned the study:

RQ1: What is the relationship between emotional labor as measured by the Emotional Labor Scale (Brotheridge & Lee, 2003), and job satisfaction, as measured by the Job Satisfaction Survey (Spector, 1997), among Black SAPros at PWIs?

$H_0$1: There is no statistically significant relationship between emotional labor and job satisfaction among Black SAPros at PWIs.

H_a1: There is a statistically significant relationship between emotional labor and job satisfaction among Black SAPros at PWIs.

RQ2: What is the mediating role of emotional dissonance, as measured by the Emotional Dissonance Scale (Andela et al., 2017), in the relationship between emotional labor and job satisfaction among Black SAPros at PWIs?

$H_0$2: Emotional dissonance does not mediate the relationship between emotional labor and job satisfaction among Black SAPros at PWIs.

H_a2: Emotional dissonance mediates the relationship between emotional labor and job satisfaction among Black SAPros at PWIs.

In this chapter, I present the study's results. It begins with an overview of the data collection process, including recruitment procedures and participant response rate. Next, I present the assumptions and results of the statistical analyses addressing each research question and hypothesis. I conclude with a summary of key findings that inform Chapter 5.

Data Collection

Data collection for this study occurred from August 25 to September 2, 2025, following IRB approval. The recruitment strategy outlined in Chapter 3 was executed as planned, targeting Black SAPros currently employed full-time at PWIs in the United States for at least 1 year. Participants were recruited through online professional communities on LinkedIn, GroupMe, and social media, including NASPA's BDKC, the BLKSAP group, and the SAHEPros group.

A total of 136 individuals initiated the survey, and of these, 86 Black SAPros completed the survey in its entirety, resulting in a final response rate of 63%. This sample size exceeded the minimum requirement established by the a priori power analysis for

mediation analysis (N = 68), ensuring adequate statistical power to detect medium-sized indirect effects (Hayes, 2017). There were no discrepancies between the original data collection plan and the procedures implemented. The online survey, administered via SurveyMonkey, included the Emotional Labor Scale (Brotheridge & Lee, 2003), the Emotional Dissonance Scale (Andela et al., 2017), and the Job Satisfaction Survey (Spector, 1997). The survey also included a brief section designed to capture participants' gender, years of experience in student affairs, and a participant criteria verification checklist. To proceed, participants were required to first confirm that they: (1) identified as Black, (2) currently worked full-time in a student affairs role, and (3) currently worked at a U.S.-based PWI for a minimum of 1 year. Each participant confirmed informed consent before beginning the instrument, and no technical issues or platform interruptions were reported.

Data Cleaning

Following data collection, I engaged in a systematic data cleaning process to prepare the data set for analysis. First, all incomplete responses were removed from the final sample. Specifically, 50 responses were excluded due to missing data, as these individuals did not complete all three instruments in full. This data cleaning process yielded a final sample of 86 complete cases used for statistical analysis.

Second, the Job Satisfaction Survey included several negatively worded items that required reverse coding to ensure interpretability. Reverse coding is an essential step that transforms negatively framed items so that higher numerical values correspond to higher levels of job satisfaction (Spector, 1997). This process creates consistency across all

items, such that for every item, a higher score reflects greater satisfaction. Without this transformation, total scale scores would not accurately reflect participants' true attitudes (Spector, 1997).

The following Job Satisfaction Survey items were reverse-coded to align directionality across the scale:

6.2 – *Raises are too few and far between.*

6.3 – *I feel unappreciated by the organization when I think about what they pay me.*

7.1 – *There is really too little chance for promotion on my job.*

8.2 – *My supervisor is unfair to me.*

8.3 – *My supervisor shows too little interest in the feelings of subordinates.*

9.1 – *I am not satisfied with the benefits I receive.*

9.4 – *There are benefits we do not have which we should have.*

10.2 – *I do not feel that the work I do is appreciated.*

10.3 – *There are few rewards for those who work here.*

10.4 – *I don't feel my efforts are rewarded the way they should be.*

11.1 – *Many of our rules and procedures make doing a good job difficult.*

11.3 – *I have too much to do at work.*

11.4 – *I have too much paperwork.*

12.2 – *I find I have to work harder at my job because of the incompetence of people I work with.*

12.4 – *There is too much bickering and fighting at work.*

13.1 – *I sometimes feel my job is meaningless.*

14.2 – *The goals of this organization are not clear to me.*

14.3 – *I often feel that I do not know what is going on with the organization.*

14.4 – *Work assignments are not fully explained.*

Results of the Study

The original plan for this study was to test the mediating role of emotional dissonance using Hayes' (2017) PROCESS macro for SPSS. However, upon review of the statistical procedures available in SPSS Version 30, it became clear that mediation could be tested using standard regression analyses eliminating the need for the PROCESS macro, which is not built into SPSS but rather an external add-on. Following the recommendations of Kenny et al. (1998), Baron and Kenny (1986), and S. B. Kim and Lee (2021), mediation was tested by conducting a series of regression analyses in which the predictor, mediator, and outcome were examined path by path. These researchers explained that this traditional regression approach remains an accepted approach to test mediation, particularly when the paths between the independent, mediator, and dependent variables are significant (Baron & Kenny, 1986; Kenny et al., 1998; Kim & Lee, 2021). Specifically, this involves Condition 1: (Path c) testing the direct effect of emotional labor on job satisfaction, Condition 2: (Path a) testing the effect of emotional labor on emotional dissonance, and Condition 3: (Path b and c^{1}) testing the effect of emotional dissonance on job satisfaction while controlling for emotional labor. By using regression models directly in SPSS, this study followed the paths necessary to establish mediation while documenting each stage of the analysis transparently (Baron & Kenny, 1986; Kenny et al., 1998; Kim & Lee, 2021).

Assumptions

Standard regression assumptions were examined for all analyses in this study. Specifically, assumptions of linearity, independence of errors, normality of residuals, homoscedasticity, and multicollinearity were evaluated.

Linearity was assessed by inspecting scatterplots, and independence of errors was confirmed using the Durbin–Watson statistic, which fell within the acceptable range. Normality of residuals was examined through histograms and P–P plots, and homoscedasticity was evaluated by reviewing scatterplots of standardized residuals against predicted values. Multicollinearity was checked using tolerance and variance inflation factor (VIF) values; as expected in mediation models, some mild collinearity was present but was not problematic.

All assumptions were met across the regression analyses. For clarity of presentation, complete statistics and assumption plots are provided in Appendix F: Assumptions.

Research Question 1

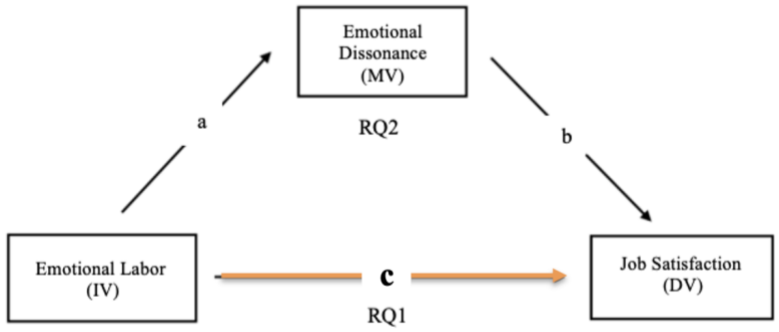
RQ1: What is the relationship between emotional labor and job satisfaction among Black SAPros at PWIs?

Findings for Linear Regression Analysis of Emotional Labor and Job Satisfaction (Condition 1: Path c)

A simple linear regression was conducted to examine whether emotional labor significantly predicted job satisfaction (see Figure 2).

Figure 2

Condition 1: Path (c)



Note. MV = mediating variable; RQ = research question; IV = independent variable; DV = dependent variable.

The ANOVA results, shown in Table G1 in Appendix G, were significant, $F(1, 85) = 7.826$, $p = .006$, indicating that emotional labor significantly predicted job satisfaction. Since $p < .05$, the null hypothesis was rejected. Therefore, a significant relationship exists between emotional labor and job satisfaction among Black SAPros at PWIs. The model summary, shown in Table G2 of Appendix G, indicated that emotional labor explained 8.5% of the variance in job satisfaction ($R^2 = .085$). Although this represents a small effect size, the relationship is statistically significant.

The regression equation was:

Job Satisfaction = 151.146 − 0.608 × Emotional Labor

This regression equation shows that, on average, participants had a baseline job satisfaction score of 151.15. For every one-point increase in emotional labor, job

satisfaction decreased by 0.608 points. This finding demonstrates a negative relationship, indicating that higher levels of emotional labor are associated with lower levels of job satisfaction.

Research Question 2

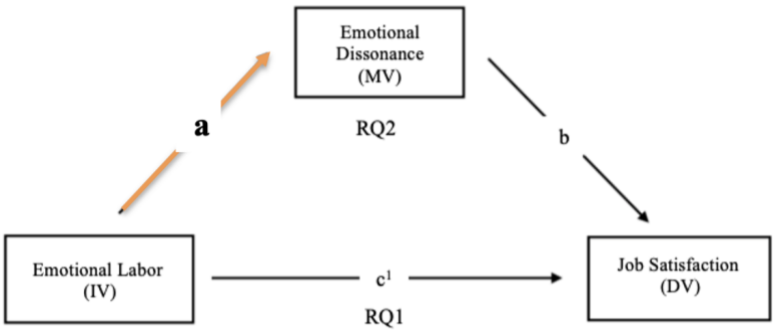
RQ2: What is the mediating role of emotional dissonance in the relationship between emotional labor and job satisfaction among Black SAPros at PWIs?

Findings for Linear Regression Analysis of Emotional Labor and Emotional Dissonance (Condition 2: Path a)

A simple linear regression was conducted to examine whether emotional labor significantly predicted emotional dissonance (see Figure 3).

Figure 3

Condition 2: Path (a)



Note. MV = mediating variable; RQ = research question; IV = independent variable; DV = dependent variable.

The ANOVA results, shown in Table G3 of Appendix G, were significant, $F(1, 85) = 81.218$, $p < .001$, indicating that emotional labor significantly predicted emotional dissonance. Since $p < .05$, this relationship was statistically significant among Black SAPros at PWIs. Shown in Table G4 of Appendix G, the model summary indicated that emotional labor explained 49.2% of the variance in emotional dissonance ($R^2 = .492$).

The regression equation was:

Emotional Dissonance = 3.48 + 0.197 × Emotional Labor

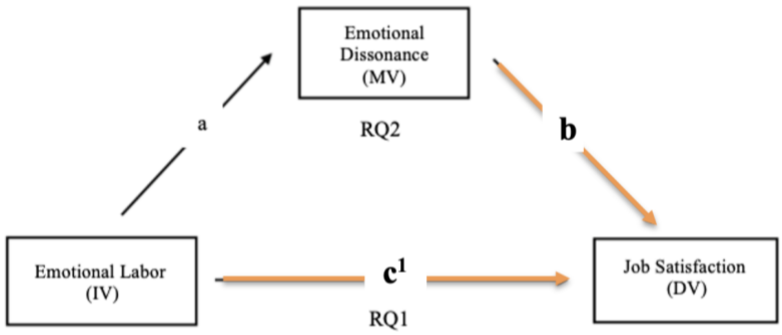
This equation shows that, on average, participants had a baseline emotional dissonance score of 3.48. For every one-point increase in emotional labor, emotional dissonance increased by 0.197 points. This finding, shown in Table G5 of Appendix G, demonstrates a strong positive relationship, indicating that higher levels of emotional labor are associated with higher levels of emotional dissonance.

Findings for Multiple Regression Analysis of Emotional Labor, Emotional Dissonance, and Job Satisfaction (Condition 3: Paths b and c[1])

A multiple regression analysis was conducted to examine whether emotional labor and emotional dissonance significantly predicted job satisfaction (see Figure 4).

Figure 4

Condition 3: Paths (b) and (c^1)



Note. MV = mediating variable; RQ = research question; IV = independent variable; DV = dependent variable.

The overall regression model was significant, $F(2, 83) = 8.561$, $p < .001$, indicating that the combination of emotional labor and emotional dissonance significantly predicted job satisfaction (shown in Table G6 of Appendix G). Since $p < .05$, the null hypothesis was rejected. The model summary, shown in Table G7 of Appendix G, indicated that emotional labor and emotional dissonance explained 15.1% of the variance in job satisfaction ($R^2 = .151$). This variance represents a meaningful increase compared to emotional labor alone, which explained only 8.5% of the variance. Examination of the coefficients, shown in Table G8 of Appendix G, revealed that emotional dissonance was a significant negative predictor of job satisfaction ($\beta = -.411$, $t = -2.93$, $p = .004$). In contrast, emotional labor was no longer a significant predictor when emotional dissonance was included in the model ($\beta = -.004$, $t = -.028$, $p = .978$).

The regression equation was:

Job Satisfaction = 161.73 − 3.04 × Emotional Dissonance

These results showed that when both predictors were included in the model, emotional dissonance emerged as a significant contributor to job satisfaction, while emotional labor no longer accounted for unique variance. In fact, emotional labor dropped from the equation entirely due to its lack of statistical significance once emotional dissonance was introduced. The previously observed negative effect of emotional labor on job satisfaction was entirely obliterated by emotional dissonance, demonstrating complete mediation.

Summary

The purpose of this study was to examine the relationship between emotional labor and job satisfaction among Black SAPros employed at PWIs and to determine whether emotional dissonance mediated this relationship. Guided by two RQs, the findings of this study provide important insight into the psychological costs associated with performing emotional labor and dissonance in student affairs roles.

For RQ1, which asked about the relationship between emotional labor and job satisfaction, a simple linear regression analysis indicated a statistically significant negative relationship. Specifically, emotional labor significantly predicted job satisfaction, $F(1, 85) = 7.826$, $p = .006$, with higher levels of emotional labor associated with lower levels of job satisfaction. Although emotional labor accounted for 8.5% of the variance in job satisfaction, this result demonstrates that the emotional demands placed

on Black SAPros at PWIs significantly diminish their sense of satisfaction in their professional roles.

For RQ2, which examined the mediating role of emotional dissonance in the relationship between emotional labor and job satisfaction, findings from regression analyses demonstrated complete mediation. Emotional labor significantly predicted emotional dissonance, $F(1, 85) = 81.218$, $p < .001$, explaining 49.2% of the variance. Emotional dissonance, in turn, was a significant negative predictor of job satisfaction ($\beta = -.411$, $p = .004$). When both predictors were entered into the model, emotional labor no longer accounted for unique variance in job satisfaction ($p = .978$). Emotional labor's negative effect was entirely explained and obliterated by emotional dissonance. Collectively, emotional labor and emotional dissonance accounted for 15.1% of the variance in job satisfaction, with emotional dissonance emerging as the more critical factor. These findings reveal that it is not only the performance of emotional labor but the strain of emotional dissonance that most significantly undermines the job satisfaction of Black SAPros at PWIs.

Mediation was assessed using a three-step regression approach following Baron and Kenny (1986), Kenny et al. (1998), and S. B. Kim and Lee (2021). This approach involved testing: Condition 1: (Path c) whether emotional labor predicted job satisfaction, Condition 2: (Path a) whether emotional labor predicted emotional dissonance, and Condition 3: (Paths b and c^1) whether emotional dissonance predicted job satisfaction while controlling for emotional labor. This methodology supported the conclusion that

emotional dissonance completely mediated the relationship between emotional labor and job satisfaction.

This chapter has presented the study's results and established a clear pattern: emotional dissonance plays a mediating role in the relationship between emotional labor and job satisfaction among Black SAPros at PWIs. In other words, the results demonstrate that job satisfaction erodes not just because of emotional labor but when authentic emotions are silenced and replaced with forced ones. In Chapter 5, these findings will be interpreted in greater depth and be discussed through a critical lens. The implications for practice, policy, and future research will also be discussed, offering prescriptive strategies for institutions to better support well-being, reduce attrition, and promote professional sustainability of Black SAPros.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this quantitative study was to examine the relationship between emotional labor and job satisfaction among Black SAPros employed at PWIs and to determine whether emotional dissonance mediated this relationship. This study used a correlational design to produce generalizable evidence and inform institutional policy, leadership development, and retention strategies for Black professionals in student affairs.

This study was conducted in response to a documented gap in the literature: the limited understanding of how emotional labor affects job satisfaction among Black SAPros at PWIs, and whether emotional dissonance mediated this relationship (Dixon, 2021; Hutchings et al., 2023; Taylor, 2022). Prior research has been largely qualitative, calling for theory-based, data-driven studies to support institutional change (Davila, 2023). This research addressed that call by using validated instruments and regression-based mediation analysis to produce findings intended to guide equity-centered support systems.

The key findings from this study revealed that emotional labor is a significant negative predictor of job satisfaction among Black SAPros at PWIs. However, when emotional dissonance was introduced into the model, the direct effect of emotional labor on job satisfaction was no longer significant, indicating that emotional dissonance completely mediated the relationship between emotional labor and job satisfaction among Black SAPros at PWIs. These results suggested that it is the psychological strain of

emotional dissonance, rather than emotional labor itself, that most directly undermines job satisfaction.

Interpretation of the Findings

The results of this study offered important contributions to the existing body of knowledge regarding emotional labor, emotional dissonance, and job satisfaction among Black SAPros at PWIs. The findings confirmed, extended, and provided clarity to earlier research by explaining how emotional dissonance rather than emotional labor itself is the direct predictor of job dissatisfaction among Black SAPros at PWIs. These results support and build upon the foundational understanding of emotional labor as theorized by Hochschild (1983), which indicates that the performance of emotions as part of one's job responsibilities can produce internal tension when inauthentic.

In line with emotional labor theory, this study found that emotional labor had a significant negative effect on job satisfaction. However, when emotional dissonance was introduced as a mediator, the direct relationship between emotional labor and job satisfaction became nonsignificant, demonstrating complete mediation. This result aligns with previous research suggesting that emotional dissonance is the core mechanism through which emotional labor affects individual well-being (Adewale & Muhammad, 2025; Amat & Wang, 2025; Finn & Cutcher, 2025; Zhang et al., 2025). Dixon (2021) also asserted that Black SAPros at PWIs experience heightened emotional dissonance due to the racialized expectations of institutional culture, which often require masking authentic emotional responses to maintain professionalism and workplace decorum.

These findings confirm the emotional toll of navigating the dual pressures of meeting institutional norms while managing the psychological impact of racial marginalization (Briscoe & Jones, 2022; Cruter, 2024; Dixon, 2021; Hutchings et al., 2023). In addition, the findings extend previous work by offering quantitative evidence that centers emotional dissonance as a mediating factor (Davila, 2023; Dixon, 2021; Wilson et al., 2025). Davila (2023) argued that institutional climates often reward emotional conformity while ignoring the racialized nature of those demands, therefore contributing to long-term dissatisfaction and burnout among SAPros of color (Davila, 2023). This study's findings emphasized the importance of higher educational institutions explicitly recognizing the racial dimensions of emotional labor.

Additionally, this research contributed to the field by reinforcing earlier qualitative observations with statistically significant results (Breeden, 2021; Cornelius, 2023; Davila, 2023; Dixon, 2021; Jordan, 2022; Lynner, 2023). Taylor (2021) emphasized that Black SAPros often feel pressure to present a sanitized version of themselves in professional environments at PWIs. This form of identity suppression intensifies emotional dissonance, leading to internal conflict, emotional fatigue, and ultimately reduced job satisfaction. These findings are consistent with research by Hutchings et al. (2023), who similarly observed that racialized expectations in higher education settings heighten the emotional toll on professionals of color, often leaving them overextended in providing support without institutional recognition. This study reinforces these observations by providing statistical evidence of the very pattern Taylor (2021) described and demonstrates that emotional dissonance is not only an emotional

outcome but a measurable variable that shapes workplace satisfaction for marginalized professionals.

Viewed through the lens of emotional labor theory, the findings suggest that while emotional labor is an expected component of student affairs work, the negative consequences for Black SAPros emerge primarily when there is a mismatch between the emotions they must display and those they genuinely feel (emotional dissonance). This mismatch is particularly heightened in predominantly White settings where racialized microaggressions, invisibility, and cultural exclusion are common (Briscoe & Jones, 2022; Chen & McCarron, 2024; Dixon, 2021; Fleming et al., 2022; Hinson, 2025; Moise, 2021; Perry, 2024). Moise (2021) described this tension as navigating the White waters of academia where professionals must constantly calibrate their emotions to protect both their professional standing and emotional well-being.

The findings also reflect a growing recognition in the literature that emotional labor is not a neutral or evenly distributed burden. As Hutchings et al. (2023) noted, professionals of color are more likely to be placed in emotionally demanding roles without corresponding institutional support. This reality reinforces emotional dissonance by creating a double standard: Black SAPros are expected to provide support, mentorship, and cultural translation while simultaneously downplaying their own emotional experiences (Hutchings et al., 2023).

Overall, this study's results did not conflict with prior findings but instead clarify the mechanism through which emotional labor influences job satisfaction. By identifying emotional dissonance as the complete mediator, this research advances understanding of

how internalized strain undermines professional well-being. Importantly, the findings suggest that institutional efforts to support Black SAPros must extend beyond acknowledging emotional labor to addressing the structural and cultural conditions that produce emotional dissonance in the first place.

Limitations of the Study

Like all empirical research, this study has limitations that should be considered when interpreting the results. While the findings provide meaningful insights into the relationship among emotional labor, emotional dissonance, and job satisfaction for Black SAPros at PWIs, they cannot be generalized to all contexts or populations. The study focused on SAPros employed at PWIs in the United States; therefore, the results may not apply to those working at HBCUs, community colleges, or other types of institutions. Institutional context plays a substantial role in shaping workplace climate, emotional expectations, and job satisfaction (Duckett, 2025; Stephens, 2025). Future studies should include a broader range of institutional settings to better understand how context influences these dynamics.

Limitations related to validity and reliability also arose from the study's execution. While appropriate for this research design, using self-report survey instruments introduced the potential for social desirability bias, which can significantly affect the accuracy of responses, even when confidentiality is promised. Researchers from the National Institutes of Health noted that individuals may still feel motivated to present a positive self-image, fear potential consequences of their answers, or perceive questions about sensitive topics as intrusive (National Institutes of Health, 2022). These

dynamics are especially relevant in studies that ask participants to disclose experiences of emotional strain or dissatisfaction in professional roles. While this study used confidentiality assurances, such protections cannot eliminate bias. As such, responses should be interpreted with this consideration in mind.

Another limitation involved the length of the survey. The overall response burden was considerable because the study combined three validated instruments into a single survey. Out of 136 individuals who initiated the survey, 86 completed it in full. This attrition rate may indicate that survey fatigue influenced participation, which could affect the final sample's representativeness. It is possible that those who completed the survey differ in meaningful ways from those who did not, which introduces an additional consideration for the generalizability of results. However, including all three instruments in one survey was necessary to ensure construct validity and capture the full complexity of the relationships among emotional labor, emotional dissonance, and job satisfaction. Reducing or separating the measures would have limited the study's ability to test the mediating effects at the heart of its RQs.

The cross-sectional design presented another limitation. The data reflected participants' experiences at a single point in time, which restricts the ability to draw causal inferences. This design captured a snapshot rather than the longitudinal nature of how emotional labor, emotional dissonance, and job satisfaction evolve in response to institutional and sociopolitical changes. Given the rapidly shifting landscape of higher education, the timing of data collection likely shaped the responses in ways unique to the political moment.

The political climate during the study represented a further limitation. Data were gathered during a period of heightened federal scrutiny of DEI programs in higher education. For instance, the Department of Education's *Dear Colleague Letter* (2025) reaffirmed that race-conscious practices are prohibited under Title VI following *Students for Fair Admissions v. Harvard*. Similarly, the Department of Justice memorandum (2025) cautioned federally funded institutions against using DEI practices that could be interpreted as discriminatory, even when framed as "cultural competence" or "lived experience". For Black SAPros, whose roles often involve DEI-related work and direct student support, these federal directives likely intensified the already high levels of emotional labor and emotional dissonance. As such, participants' reported job satisfaction may have been shaped not only by institutional dynamics but also by broader policy pressures that complicated the legitimacy of their work. This context indicates that the findings represent a historically specific moment in which federal scrutiny amplified this professional group's emotional burdens. Despite these limitations, the study's credibility was strengthened by using validated instruments, appropriate statistical methods, and grounding in emotional labor theory.

Recommendations

The findings and limitations of this study suggest several avenues for future research. First, while this study focused on Black SAPros at PWIs, additional research should extend to other institutional contexts, such as HBCUs, Hispanic-Serving Institutions (HSIs), and community colleges. These institutions' distinct cultural and institutional climates may shape the nature of emotional labor, emotional dissonance, and

job satisfaction in ways that are different from PWIs. Duckett (2025) emphasized the role of institutional belonging in shaping the well-being of Black students; future research should examine how institutional mission and culture influence the experiences of Black professionals in similar ways.

Second, the cross-sectional design of this study limited the ability to track how emotional labor and emotional dissonance evolve. Longitudinal studies may add to the body of literature by capturing fluctuations in job satisfaction in relation to institutional events, policy changes, and broader sociopolitical dynamics. Future longitudinal designs would allow researchers to assess how shifting political climates intensify or alleviate emotional strain over time.

Third, given that 86 of 136 individuals completed the survey, future research should explore methods to minimize attrition when administering multiple instruments in one survey. Shorter or adaptive surveys, qualitative interviews, or mixed-methods approaches may provide rich data while reducing participant fatigue. As Penn-Mekile (2025) noted in research on admissions professionals, the cumulative impact of high workload and emotional fatigue can affect study participation; therefore, future researchers should balance methodological rigor with realistic participant demands.

Fourth, the mediation results of this study identified emotional dissonance as the key pathway linking emotional labor and job satisfaction. Future studies should investigate institutional strategies that explicitly target emotional dissonance. Burleson (2025) and Moore (2025) highlighted how professionals of color often face compounded emotional labor that is rarely acknowledged or compensated. Further research could test

whether restorative practices, culturally responsive supervision, or identity-based affinity groups reduce emotional dissonance and improve retention among SAPros of color.

Finally, it would be beneficial for future research to move beyond documenting the problem to evaluating the outcomes of institutional interventions and policy reforms. For instance, studies should assess the effects of implementing equity-centered supervision models, sabbaticals, or workload redistribution on levels of emotional dissonance and job satisfaction. Murdock and Ross (2025) suggested that structural changes aimed at reducing cultural isolation can produce measurable gains in well-being. Building on this, researchers should conduct experimental or quasi-experimental studies to determine which institutional practices best mitigate the indirect strain of emotional dissonance. By focusing on intervention testing, future research can generate actionable evidence to inform institutional policies that strengthen retention and sustainability outcomes for Black SAPros. While this section outlined recommendations for future research, the following section addresses the broader implications of this study for positive change, with particular attention to institutional practices and policies.

Implications

Positive Social Change Implications

This study carries important implications for positive social change at both the individual and institutional levels. At the individual level, the findings highlighted how emotional dissonance is the central pathway through which emotional labor affects job satisfaction for Black SAPros. By acknowledging and addressing the emotional costs of racialized professional expectations, institutions can create conditions that support well-

being, retention, and authentic professional expression. Such changes have the potential to enhance psychological safety, reduce burnout, and foster greater professional fulfillment among Black SAPros (Snowden-Gregg, 2025).

At the institutional level, the findings provided evidence that systemic policies and norms, not individual shortcomings, drive much of the emotional burden experienced by Black SAPros at PWIs. Aligning institutional policies with culturally responsive and equity-driven practices can reduce emotional dissonance, resulting in healthier, more sustainable workplaces. Research by Duckett (2025) and Muhamed (2025) showed that institutional climates directly shape the extent to which professionals of color feel supported, valued, and able to thrive. Therefore, addressing emotional labor and dissonance constitutes an equity issue and a strategic imperative for retention and institutional excellence.

Methodological Implications

Methodologically, this study demonstrated the value of using validated, multi-instrument survey designs to capture complex psychological constructs such as emotional labor, emotional dissonance, and job satisfaction. While survey length contributed to participant attrition, using multiple instruments ensured construct validity and allowed for strong mediation analysis. This approach can guide future researchers exploring multi-faceted psychosocial relationships in higher education contexts. At the same time, strategies to reduce survey fatigue should be integrated into future studies to enhance response rates and data reliability.

Theoretical Implications

Theoretically, this research extended Hochschild's (1983) emotional labor theory by demonstrating that emotional dissonance is not a secondary byproduct but a mediating mechanism central to job satisfaction outcomes. These findings refined the application of emotional labor theory in student affairs, emphasizing the importance of considering how racialized institutional contexts shape the expression and suppression of emotions. This study supported calls from scholars such as Opamen (2023) and Irving (2024) to situate emotional labor within broader socio-cultural and racial frameworks.

Empirical Implications

Empirically, this study contributed quantitative evidence to a body of literature often dominated by qualitative research. Previous studies (Burleson, 2025; Dixon, 2021) have described the lived realities of racialized emotional labor at PWIs; this research added measurable evidence that emotional dissonance completely mediated the relationship between emotional labor and job satisfaction. These results support the need for more empirical studies that move beyond describing emotional strain to testing mechanisms and outcomes, providing actionable policy and practice insight.

Recommendations for Practice

The mediation results indicated that emotional dissonance explained the relationship between emotional labor and job satisfaction. This finding provides a direct basis for actionable recommendations that institutions can implement to reduce emotional dissonance and improve the experiences of Black SAPros.

Reevaluation of Institutional Expectations of Professionalism and Emotional Expression

The mediation results indicated that institutional expectations surrounding emotional expression can exacerbate emotional dissonance, diminishing job satisfaction and increasing the risk of burnout. These findings highlight the need to critically examine how dominant norms of professionalism, which are often rooted in White cultural frameworks, shape expectations for "emotional neutrality." Research shows that these rigid norms disproportionately burden Black professionals (Dixon, 2021; Opamen, 2023). Policies should be revisited to affirm authenticity and emotional expression, particularly in DEI and student support roles where emotional demands are highest. Organizations may create healthier and more equitable professional environments by shifting institutional culture away from conformity toward authenticity.

Implementation of Culturally Responsive Supervision Models

The mediation results demonstrated that the indirect effect of emotional labor on job satisfaction operates through emotional dissonance, meaning that supervisory responses to emotional expression can either intensify or alleviate dissonance. Culturally responsive models that emphasize empathy, validation, and cultural awareness are especially important within supervisory relationships (De Luca, 2025; J. Parker, 2025). Briscoe and Jones (2022) emphasized that supervisors significantly influence whether Black SAPros experience strain or support. Creating supervisory structures that lessen emotional dissonance may foster greater sustainability and retention outcomes for professionals of color.

Embedding of Emotional Labor Awareness in Leadership Training and Policy Development

Findings from the mediation analysis highlighted emotional dissonance as a central mechanism influencing job satisfaction. However, institutional leaders often treat emotional labor as an individual matter rather than an institutional responsibility (McKay et al., 2022; Nixon & Scullion, 2022). Leadership training programs and policy development processes may benefit by explicitly addressing emotional labor and emotional dissonance as structural concerns that affect workforce sustainability. Penn-Mekile (2025) demonstrated that emotional fatigue is a systemic issue that requires institutional acknowledgment and intervention. Leaders should be trained to audit policies and workplace practices to identify hidden emotional demands and design supports that proactively reduce dissonance.

Funding and Normalization of Restorative Practices for Black Student Affairs Professionals

The indirect pathway from emotional labor through emotional dissonance to job satisfaction emphasized the costs of unacknowledged labor. Restorative practices such as sabbaticals, retreat programs, flexible or hybrid scheduling, and therapy stipends represent direct institutional responses to the indirect strain identified in this study's mediation results. Moore (2025) argued that rest and healing practices should not be viewed as optional or supplementary but as essential to sustaining professionals engaged in racialized labor. Funding these practices affirms the legitimacy of emotional labor,

helps repair its effects, and demonstrates institutional commitment to equity and retention.

Shift From Resilience Narratives to Systems of Care

The evidence that emotional dissonance mediated the relationship between emotional labor and job satisfaction complicates narratives that rely solely on individual resilience. The mediation pathway suggests that outcomes are less about personal coping and more about institutional structure. Institutions may benefit from replacing resilience-centered expectations with systemic supports that create identity-affirming, trauma-informed, and restorative work environments. Systems of care may include trauma-informed supervision, designated mental health days, identity-affirming spaces, and restorative feedback processes (Moore, 2025; Wilson et al., 2025). This approach shifts responsibility away from individuals and places it squarely on institutions to design structures that minimize dissonance and foster sustainable careers for Black SAPros.

Conclusion

This study demonstrated that emotional labor is not merely an individual struggle but a structural reality shaping the lives and work of Black SAPros at PWIs. By revealing that emotional dissonance completely mediated the relationship between emotional labor and job satisfaction, the findings made clear that institutional expectations of silence, neutrality, or resilience carry personal and professional costs for Black SAPros at PWIs. The implications are undeniable: authentic expression, culturally responsive supervision, restorative practices, and systems of care are not optional but necessary for the sustainability and well-being of Black SAPros at PWIs. When institutions shift from

placing responsibility on individuals to building structures that affirm, support, and validate, they not only improve retention and satisfaction but also model the kind of equity and justice they seek to instill in students. In this way, these findings call for higher education to move beyond rhetoric to action, transforming workplaces into spaces where authenticity is honored, emotional burdens are shared, and Black professionals are empowered to thrive.

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Appendix A: List of Minority-Serving Institutions for Participant Exclusion

Aaniiih Nakoda College MT Pub 4yr TCU	Los Medanos College CA Pub 2yr AANAPISI, HSI
Adams State University CO Pub 4yr HSI	Louisiana State University -Alexandria LA Pub 4yr NASNTI
Adelphi University NY Priv 4yr AANAPISI	Madera Community College CA Pub 2yr HSI
Adventhealth University FL Priv 4yr HSI	Manhattan College NY Priv 4yr HSI
Agape College of Business and Science CA Priv 2yr HSI	Manhattanville College NY Priv 4yr HSI
Alabama A & M University AL Pub 4yr HBCU	Marymount California University CA Priv 4yr HSI 2023 -2024 List of Minority Serving Institutions
Alabama State University AL Pub 4yr HBCU	Marymount University VA Priv 4yr HSI
Alaska Pacific University AK Priv 4yr ANNH, NASNTI	McLennan Community College TX Pub 2yr HSI
Albany State University GA Pub 4yr HBCU	McMurry University TX Priv 4yr HSI
Albany Technical College GA Pub 2yr PBI	Meharry Medical College TN Priv 4yr HBCU
Albizu University -Miami FL Priv 4yr HSI	Mendocino College CA Pub 2yr HSI
Albizu University -San Juan PR Priv 4yr HSI	Menlo College CA Priv 4yr HSI
Alcorn State University MS Pub 4yr HBCU	Merced College CA Pub 2yr HSI
Allen University SC Priv 4yr HBCU	Mercy College NY Priv 4yr HSI
Altierus Career College -Bissonnet TX Priv 2yr HSI	Mesa Co mmunity College AZ Pub 2yr HSI
Altierus Career College -Tampa FL Priv 2yr HSI	Messenger College TX Priv 4yr HSI
Alverno College WI Priv 4yr HSI	Metropolitan College of New York NY Priv 4yr HSI, PBI
Alvin Community College TX Pub 2yr HSI	Metropolitan State University MN Pub 4yr AANAPISI
Amarillo College TX Pub 2yr HSI	Metropolitan State University of Denver CO Pub 4yr HSI
American Baptist College TN Priv 4yr HBCU	Miami Dade College FL Pub 4yr HSI

American River College CA Pub 2yr AANAPISI	Middlesex Community College MA Pub 2yr AANAPISI
American Samoa Community College AS Pub 4yr AANAPISI, ANNH	Middlesex County College NJ Pub 2yr AANAPISI, HSI
American University of Puerto Rico - Bayamon Campus PR Priv 4yr HSI	Midland College TX Pub 4yr HSI
American University of Puerto Rico - Manati Campus PR Priv 4yr HSI	Miles College AL Priv 4yr HBCU
Ana G. Mendez University FL Priv 4yr HSI	Miracosta College CA Pub 4yr HSI
Andrews University MI Priv 4yr AANAPISI	Mission College CA Pub 2yr AANAPISI, HSI
Angelina College TX Pub 2yr HSI	Mississippi Delta Community College MS Pub 2yr PBI
Angelo State University TX Pub 4yr HSI 2023 -2024 List of Minority Serving Institutions	Mississippi Valley State University MS Pub 4yr HBCU
Antelope Valley College CA Pub 4yr HSI	Modesto Junior College CA Pub 4yr HSI
Antioch University -Santa Barbara CA Priv 4yr HSI	Mohave Community College AZ Pub 2yr HSI
Arizona Christian University AZ Priv 4yr HSI	Montana State University -Northern MT Pub 4yr NASNTI
Arizona State University Campus Immersion AZ Pub 4yr HSI	Montclair State University NJ Pub 4yr HSI
Arizona Western College AZ Pub 2yr HSI	Monterey Peninsula College CA Pub 2yr HSI
Arkansas Baptist College AR Priv 4yr HBCU	Montgomery College MD Pub 2yr AANAPISI, HSI 2023 -2024 List of Minority Serving Institutions
Arlington Baptist University TX Priv 4yr HSI	Moorpark College CA Pub 2yr HSI
Atenas College PR Priv 4yr HSI	Moraine Valley Community College IL Pub 2yr HSI
Atlanta Technical College GA Pub 2yr PBI	Morehouse College GA Priv 4yr HBCU
Atlantic Cape Community College NJ Pub 2yr HSI	Morehouse School of Medicine GA Priv 4yr HBCU
Atlantic University College PR Priv 4yr HSI	Moreno Valley College CA Pub 2yr HSI
Augsburg University MN Priv 4yr AANAPISI	Morgan Community College CO Pub 4yr HSI

Augusta Technical College GA Pub 2yr PBI	Morgan State University MD Pub 4yr HBCU
Aurora University IL Priv 4yr HSI	Morris Brown College GA Priv 4yr HBCU
Austin College TX Priv 4yr AANAPISI	Morris College SC Priv 4yr HBCU
Austin Community College District TX Pub 4yr HSI	Morton College IL Pub 2yr HSI
Azusa Pacific University CA Priv 4yr AANAPISI, HSI	Mount Mary University WI Priv 4yr HSI
Bacone College OK Priv 4yr NASNTI	Mount Saint Mary's University CA Priv 4yr AANAPISI, HSI
Bakersfield College CA Pub 4yr HSI	Mt San Jacinto Community College District CA Pub 2yr HSI
Baltimore City Community College MD Pub 2yr PBI	Mt. San Antonio College CA Pub 2yr AANAPISI, HSI
Baptist University of the Americas TX Priv 4yr HSI	
Barry University FL Priv 4yr HSI	Napa Valley College CA Pub 2yr AANAPISI, HSI
Barstow Community College CA Pub 2yr HSI	Nassau Community College NY Pub 2yr HSI
Baton Rouge Community College LA Pub 2yr PBI	National Louis University IL Priv 4yr HSI
Bay Mills Community College MI Pub 4yr TCU	National University CA Priv 4yr HSI
Belhaven University MS Priv 4yr PBI	Navajo Technical University NM Pub 4yr TCU
Bellevue College WA Pub 4yr AANAPISI	Nebraska Indian Community College NE Pub 2yr TCU
Benedict College SC Priv 4yr HBCU 2023 -2024 List of Minority Serving Institutions	Nevada State College NV Pub 4yr AANAPISI, HSI
Benedictine University IL Priv 4yr AANAPISI	New Hope Christian College -Eugene OR Priv 4yr AANAPISI
Bennett College NC Priv 4yr HBCU	New Jersey City University NJ Pub 4yr HSI
Bergen Community College NJ Pub 2yr AANAPISI, HSI	New Jersey Institute of Technology NJ Pub 4yr AANAPISI
Berkeley City College CA Pub 2yr AANAPISI, HSI	New Mexico State University - Alamogordo NM Pub 2yr HSI
Bethune -Cookman University FL Priv 4yr HBCU	New Mexico State University -Dona Ana NM Pub 2yr HSI

Big Bend Community College WA Pub 2yr HSI	New Mexico State University -Grants NM Pub 2yr ANNH, HSI, NASNTI 2023 -2024 List of Minority Serving Institutions
Bishop State Community College AL Pub 2yr HBCU	New Mexico State University -Main Campus NM Pub 4yr HSI
Blackfeet Community College MT Priv 2yr TCU	New York Institute of Technology NY Priv 4yr AANAPISI
Bladen Community College NC Pub 2yr NASNTI	Norco College CA Pub 2yr AANAPISI, HSI
Bloomfield College NJ Priv 4yr HSI, PBI	Norfolk State University VA Pub 4yr HBCU
Blue Mountain Community College OR Pub 2yr HSI	North Carolina A & T State University NC Pub 4yr HBCU
Bluefield State College WV Pub 4yr HBCU	North Carolina Central University NC Pub 4yr HBCU
Boricua College NY Priv 4yr HSI	North Carolina Wesleyan College NC Priv 4yr PBI
Bossier Parish Community College LA Pub 2yr PBI	North Central Texas College TX Pub 2yr HSI
Bowie State University MD Pub 4yr HBCU	North Park University IL Priv 4yr AANAPISI, HSI
Brazosport College TX Pub 4yr HSI	North Seattle College WA Pub 4yr AANAPISI
Broward College FL Pub 4yr HSI	Northampton County Area Community College PA Pub 2yr HSI
Bunker Hill Community College MA Pub 2yr AANAPISI, HSI	Northeast Lakeview College TX Pub 2yr HSI
Butte College CA Pub 2yr HSI	Northeast Texas Community College TX Pub 2yr HSI
CBD College CA Priv 4yr AANAPISI, HSI	Northeastern Illinois University IL Pub 4yr HSI
CUNY Borough of Manhattan Community College NY Pub 2yr AANAPISI, HSI	Northeastern Oklahoma A& M College OK Pub 2yr NASNTI
CUNY Bernard M Baruch College NY Pub 4yr AANAPISI, HSI	Northeastern State University OK Pub 4yr NASNTI
CUNY Bronx Community College NY Pub 2yr HSI	Northeastern Technical College SC Pub 2yr PBI
CUNY Brooklyn College NY Pub 4yr AANAPISI	Northern Arizona University AZ Pub 4yr HSI
CUNY City College NY Pub 4yr AANAPISI, HSI	Northern Essex Community College MA Pub 2yr HSI

CUNY College of Staten Island NY Pub 4yr AANAPISI, HSI	Northern Marianas College MP Pub 4yr AANAPISI, ANNH
CUNY Hostos Community College NY Pub 2yr HSI	Northern New Mexico College NM Pub 4yr HSI
CUNY Hunter College NY Pub 4yr AANAPISI, HSI	Northern Oklahoma College OK Pub 2yr NASNTI
CUNY John Jay College of Criminal Justice NY Pub 4yr AANAPISI, HSI	Northern Virginia Community College VA Pub 2yr AANAPISI
CUNY Kingsborough Community College NY Pub 2yr AANAPISI	Northwest Indian College WA Pub 4yr TCU
CUNY Laguardia Community College NY Pub 2yr AANAPISI, HSI	Northwest Vista College TX Pub 2yr HSI
CUNY Lehman College NY Pub 4yr HSI	Nova Southeastern University FL Priv 4yr AANAPISI, HSI
CUNY New York City College of Technology NY Pub 4yr AANAPISI, HSI	Nueta Hidatsa Sahnish College ND Pub 4yr TCU
CUNY Queens College NY Pub 4yr AANAPISI, HSI 2023 -2024 List of Minority Serving Institutions	Nunez Community College LA Pub 2yr PBI 2023 -2024 List of Minority Serving Institutions
CUNY Queensborough Community College NY Pub 2yr AANAPISI, HSI	Nyack College NY Priv 4yr HSI
CUNY York College NY Pub 4yr AANAPISI, HSI, PBI	Oak Point University IL Priv 4yr AANAPISI, HSI
Cabrillo College CA Pub 2yr HSI	Oak Valley College CA Priv 4yr HSI
Caldwell University NJ Priv 4yr HSI	Oakton Community College IL Pub 2yr AANAPISI
California Baptist University CA Priv 4yr HSI	Oakwood University AL Priv 4yr HBCU
California Polytechnic State University - San Luis Obispo CA Pub 4yr AANAPISI	Oconee Fall Line Technical College GA Pub 2yr PBI
California State Polytechnic University - Humboldt CA Pub 4yr HSI	Odessa College TX Pub 4yr HSI
California State Polytechnic University - Pomona CA Pub 4yr AANAPISI, HSI	Oglala Lakota College SD Pub 4yr TCU
California State University -Bakersfield CA Pub 4yr HSI	Oklahoma Panhandle State University OK Pub 4yr HSI
California State University -Channel Islands CA Pub 4yr HSI	Oklahoma State University Institute of Technology OK Pub 4yr NASNTI
California State University -Chico CA Pub 4yr HSI 2023 -2024 List of Minority Serving Institutions	Oklahoma Technical College OK Priv 2yr NASNTI

California State University -Dominguez Hills CA Pub 4yr HSI	Orangeburg Calhoun Technical College SC Pub 2yr PBI
California State University -East Bay CA Pub 4yr AANAPISI, HSI	Otero Junior College CO Pub 2yr HSI
California State University -Fresno CA Pub 4yr AANAPISI, HSI	Otis College of Art and Design CA Priv 4yr AANAPISI
California State University -Fullerton CA Pub 4yr AANAPISI, HSI	Ottawa University -Phoenix AZ Priv 4yr HSI
California State University -Long Beach CA Pub 4yr AANAPISI, HSI	Ottawa University -Surprise AZ Priv 4yr HSI
California State University -Los Angeles CA Pub 4yr AANAPISI, HSI	Our Lady of the Lake University TX Priv 4yr HSI
California State University -Monterey Bay CA Pub 4yr HSI	Oxnard College CA Pub 2yr HSI
California State University -Northridge CA Pub 4yr HSI	Pacific Islands University GU Priv 4yr AANAPISI, ANNH
California State University -Sacramento CA Pub 4yr AANAPISI, HSI	Pacific Oaks College CA Priv 4yr HSI
California State University -San Bernardino CA Pub 4yr HSI	Pacific Rim Christian University HI Priv 4yr AANAPISI, ANNH
California State University -San Marcos CA Pub 4yr AANAPISI, HSI	Pacific Union College CA Priv 4yr AANAPISI, HSI
California State University -Stanislaus CA Pub 4yr AANAPISI, HSI	Pacific University OR Priv 4yr AANAPISI
Calumet College of Saint Joseph IN Priv 4yr HSI	Paine College GA Priv 4yr HBCU
Canada College CA Pub 2yr AANAPISI, HSI	Palau Community College PW Pub 2yr AANAPISI, ANNH
Cankdeska Cikana Community College ND Pub 2yr TCU	Palm Beach State College FL Pub 4yr HSI
Caribbean University -Bayamon PR Priv 4yr HSI	Palo Alto College TX Pub 2yr HSI
Caribbean University -Carolina PR Priv 4yr HSI	Palo Alto University CA Priv 4yr AANAPISI, HSI 2023 -2024 List of Minority Serving Institutions
Caribbean University -Ponce PR Priv 4yr HSI	Palo Verde College CA Pub 2yr HSI
Caribbean University -Vega Baja PR Priv 4yr HSI	Palomar College CA Pub 2yr HSI
Carl Albert State College OK Pub 2yr NASNTI	Paradise Valley Community College AZ Pub 2yr HSI
Casa Loma College -Van Nuys CA Priv 4yr AANAPISI, HSI	Pasadena City College CA Pub 2yr AANAPISI, HSI

Central Arizona College AZ Pub 2yr HSI	Passaic County Community College NJ Pub 2yr HSI
Central Georgia Technical College GA Pub 2yr PBI	Paul Quinn College TX Priv 4yr HBCU
Central New Mexico Community College NM Pub 2yr HSI	Philander Smith College AR Priv 4yr HBCU
Central State University OH Pub 4yr HBCU	Phoenix College AZ Pub 2yr HSI
Central Texas College TX Pub 2yr HSI	Pillar College NJ Priv 4yr HSI
Century College MN Pub 2yr AANAPISI 2023 -2024 List of Minority Serving Institutions	Pima Community College AZ Pub 2yr HSI
Cerritos College CA Pub 2yr HSI	Polk State College FL Pub 4yr HSI
Cerro Coso Community College CA Pub 2yr HSI	Polytechnic University of Puerto Rico - Miami FL Priv 4yr HSI
Chaffey College CA Pub 2yr HSI	Polytechnic University of Puerto Rico - Orlando FL Priv 4yr HSI
Chaminade University of Honolulu HI Priv 4yr AANAPISI, ANNH	Pontifical Catholic University of Puerto Rico -Arecibo PR Priv 4yr HSI
Chandler -Gilbert Community College AZ Pub 2yr HSI	Pontifical Catholic University of Puerto Rico -Mayaguez PR Priv 4yr HSI
Charles R. Drew University of Medicine and Science CA Priv 4yr HBCU	Pontifical Catholic University of Puerto Rico -Ponce PR Priv 4yr HSI
Chattahoochee Valley Community College AL Pub 2yr PBI	Porterville College CA Pub 2yr HSI
Chemeketa Community College OR Pub 2yr HSI	Portland State University OR Pub 4yr AANAPISI
Cheyney University of Pennsylvania PA Pub 4yr HBCU	Prairie State College IL Pub 2yr PBI
Chicago State University IL Pub 4yr PBI	Prairie View A & M University TX Pub 4yr HBCU
Chief Dull Knife College MT Pub 2yr TCU	Presbyterian Theological Seminary in America CA Priv 4yr AANAPISI
Christ Mission College TX Priv 4yr HSI	Prince George's Community College MD Pub 2yr PBI
Cisco College TX Pub 2yr HSI	Providence Christian College CA Priv 4yr HSI
Citrus College CA Pub 2yr HSI	Pueblo Community College CO Pub 4yr HSI
City College -Fort Lauderdale FL Priv 4yr HSI	Randall University OK Priv 4yr HSI
City College of San Francisco CA Pub 2yr AANAPISI, HSI	Ranger College TX Pub 2yr HSI

City Colleges of Chicago -Harold Washington College IL Pub 2yr HSI	Raritan Valley Community College NJ Pub 2yr HSI
City Colleges of Chicago -Harry S Truman College IL Pub 2yr AANAPISI, HSI	Reading Area Community College PA Pub 2yr HSI 2023 -2024 List of Minority Serving Institutions
City Colleges of Chicago -Kennedy -King College IL Pub 2yr PBI	Red Lake Nation College MN Pub 2yr TCU
City Colleges of Chicago -Malcolm X College IL Pub 2yr HSI, PBI	Reedley College CA Pub 2yr HSI
City Colleges of Chicago -Olive -Harvey College IL Pub 2yr PBI	Regis University CO Priv 4yr HSI
City Colleges of Chicago -Richard J Daley College IL Pub 2yr HSI	Remington College -Dallas Campus TX Priv 4yr HSI
City Colleges of Chicago -Wilbur Wright College IL Pub 2yr HSI	Remington College -Houston Southeast Campus TX Priv 2yr HSI
Claflin University SC Priv 4yr HBCU	Remington College -North Houston Campus TX Priv 4yr HSI
Clarendon College TX Pub 2yr HSI	Richmond Community College NC Pub 2yr NASNTI
Clark Atlanta University GA Priv 4yr HBCU	Rio Hondo College CA Pub 4yr HSI
Clayton State University GA Pub 4yr PBI	Rio Salado College AZ Pub 2yr HSI
Clinton College SC Priv 4yr HBCU 2023 -2024 List of Minority Serving Institutions	Riverside City College CA Pub 2yr HSI
Clovis Community College CA Pub 2yr AANAPISI, HSI	Robeson Community College NC Pub 2yr ANNH, NASNTI
Clovis Community College NM Pub 2yr HSI	Rockland Community College NY Pub 2yr HSI
Coahoma Community College MS Pub 2yr HBCU	Rogers State University OK Pub 4yr NASNTI
Cochise County Community College District AZ Pub 2yr HSI	Roosevelt University IL Priv 4yr HSI
Coconino Community College AZ Pub 2yr NASNTI	Rowan College South Jersey Cumberland Campus NJ Pub 2yr HSI
Colorado Mountain College CO Pub 4yr HSI	Rust College MS Priv 4yr HBCU
Colorado State University Pueblo CO Pub 4yr HSI	Rutgers University -Camden NJ Pub 4yr AANAPISI
Columbia Basin College WA Pub 4yr HSI	Rutgers University -Newark NJ Pub 4yr AANAPISI, HSI

Columbus Technical College GA Pub 2yr PBI	SUNY College at Old Westbury NY Pub 4yr AANAPISI, HSI
Community Care College OK Priv 2yr NASNTI	SUNY Westchester Community College NY Pub 2yr HSI
Community College of Aurora CO Pub 2yr HSI	SUNY at Purchase College NY Pub 4yr HSI
Community College of Denver CO Pub 4yr HSI	Sacramento City College CA Pub 2yr AANAPISI, HSI
Community College of Philadelphia PA Pub 2yr AANAPISI, PBI	Saddleback College CA Pub 2yr AANAPISI, HSI
Community College of Rhode Island RI Pub 2yr HSI 2023 -2024 List of Minority Serving Institutions	Saginaw Chippewa Tribal College MI Pub 2yr TCU
Compton College CA Pub 2yr HSI	Saint Augustine's University NC Priv 4yr HBCU
Concordia University -Chicago IL Priv 4yr HSI	Saint Elizabeth University NJ Priv 4yr HSI
Concordia University -Irvine CA Priv 4yr AANAPISI, HSI	Saint Martin's University WA Priv 4yr AANAPISI
Concordia University -Saint Paul MN Priv 4yr AANAPISI	Saint Mary's College of California CA Priv 4yr AANAPISI, HSI
Connors State College OK Pub 2yr NASNTI	Saint Paul College MN Pub 2yr AANAPISI 2023 -2024 List of Minority Serving Institutions
Contra Costa College CA Pub 2yr AANAPISI, HSI	Saint Peter's University NJ Priv 4yr HSI
Copiah -Lincoln Community College MS Pub 2yr PBI	Saint Xavier University IL Priv 4yr HSI
Coppin State University MD Pub 4yr HBCU	Salish Kootenai College MT Pub 4yr TCU
Cossatot Community College of the University of Arkansas AR Pub 2yr HSI	Sam Houston State University TX Pub 4yr HSI
Cosumnes River College CA Pub 2yr AANAPISI, HSI	Sampson Community College NC Pub 2yr HSI
County College of Morris NJ Pub 2yr HSI	San Antonio College TX Pub 2yr HSI
Crafton Hills College CA Pub 2yr HSI	San Bernardino Valley College CA Pub 2yr HSI
Cuesta College CA Pub 2yr HSI	San Diego Christian College CA Priv 4yr HSI
Cypress College CA Pub 4yr AANAPISI, HSI	San Diego City College CA Pub 2yr AANAPISI, HSI

Dallas College TX Pub 4yr HSI	San Diego Mesa College CA Pub 4yr AANAPISI, HSI
Dalton State College GA Pub 4yr HSI	San Diego State University CA Pub 4yr AANAPISI, HSI
De Anza College CA Pub 2yr AANAPISI, HSI	San Francisco State University CA Pub 4yr AANAPISI, HSI
Del Mar College TX Pub 2yr HSI	San Jacinto Community College TX Pub 4yr HSI
Delaware State University DE Pub 4yr HBCU	San Jose City College CA Pub 2yr AANAPISI, HSI
Delgado Community College LA Pub 2yr PBI	San Jose State University CA Pub 4yr AANAPISI, HSI
Denmark Technical College SC Pub 2yr HBCU	San Juan Bautista School of Medicine PR Priv 4yr HSI
	San Juan College NM Pub 2yr NASNTI
Dewey University -Carolina PR Priv 4yr HSI	Santa Ana College CA Pub 4yr HSI
Dewey University -Juana Diaz PR Priv 4yr HSI	Santa Barbara City College CA Pub 2yr HSI
Dewey University -Manati PR Priv 4yr HSI	Santa Fe Community College NM Pub 2yr HSI
Diablo Valley College CA Pub 2yr AANAPISI, HSI	Santa Monica College CA Pub 4yr HSI
Dillard University LA Priv 4yr HBCU	Santa Rosa Junior College CA Pub 2yr HSI
Dine College AZ Pub 4yr TCU	Santiago Canyon College CA Pub 2yr HSI
Dominican College of Blauvelt NY Priv 4yr HSI	Savannah State University GA Pub 4yr HBCU
Dominican University IL Priv 4yr HSI	Savannah Technical College GA Pub 2yr PBI
Dominican University of California CA Priv 4yr AANAPISI, HSI	Schenectady County Community College NY Pub 2yr AANAPISI
Donnelly College Kansas Priv 4yr HSI	Schreiner University TX Priv 4yr HSI
Dutchess Community College New York Pub 2yr HSI	Scottsdale Community College AZ Pub 2yr HSI 2023 -2024 List of Minority Serving Institutions
EDP University of Puerto Rico -Humacao PR Priv 4yr HSI	Seattle Central College WA Pub 4yr AANAPISI
EDP University of Puerto Rico -Manati PR Priv 4yr HSI	Seminole State College OK Pub 2yr NASNTI
EDP University of Puerto Rico -Villalba PR Priv 4yr HSI	Seminole State College of Florida FL Pub 4yr HSI

EDP University of Puerto Rico Inc -San Juan PR Priv 4yr HSI	Seward County Community College KS Pub 2yr HSI
EDP University of Puerto Rico Inc -San Sebastian PR Priv 4yr HSI	Shaw University NC Priv 4yr HBCU
East -West University IL Priv 4yr HSI	Shelton State Community College AL Pub 2yr HBCU
East Central University OK Pub 4yr AANAPISI, NASNTI	Shoreline Community College WA Pub 2yr AANAPISI
East Georgia State College GA Pub 4yr PBI	Shorter College AR Priv 2yr HBCU
East Los Angeles College CA Pub 2yr HSI	Simmons College of Kentucky KY Priv 4yr HBCU
Easter n New Mexico University -Roswell Campus NM Pub 2yr HSI 2023 -2024 List of Minority Serving Institutions	Sinte Gleska University SD Pub 4yr TCU
Eastern Arizona College AZ Pub 2yr HSI	Sisseton Wahpeton College SD Pub 2yr TCU
Eastern New Mexico University -Main Campus NM Pub 4yr HSI	Sitting Bull College ND Pub 4yr TCU
Eastern New Mexico University Ruidoso Branch C ommunity College NM Pub 2yr HSI, NASNTI	Skyline College CA Pub 4yr AANAPISI, HSI
Ecclesia College AR Priv 4yr HSI	Solano Community College CA Pub 4yr AANAPISI, HSI
Edmonds College WA Pub 4yr AANAPISI	Sonoma State University CA Pub 4yr HSI
Edward Waters College FL Priv 4yr HBCU	South Carolina State University SC Pub 4yr HBCU
El Camino Community College District CA Pub 2yr AANAPISI, HSI	South Florida State College FL Pub 4yr HSI
El Paso Community College TX Pub 2yr HSI	South Georgia Technical College GA Pub 2yr PBI
Elgin Community College IL Pub 2yr HSI	South Mountain Community College AZ Pub 2yr HSI
Elizabeth City State University NC Pub 4yr HBCU	South Plains College TX Pub 2yr HSI
Elmhurst University IL Priv 4yr HSI	South Seattle College WA Pub 4yr AANAPISI
Epic Bible College CA Priv 4yr AANAPISI	South Suburban College IL Pub 2yr PBI
Essex County College NJ Pub 2yr HSI, PBI	South Texas College TX Pub 4yr HSI

Estrella Mountain Community College AZ Pub 2yr HSI	Southeast Arkansas College AR Pub 2yr HSI, PBI
Evergreen Valley College CA Pub 2yr AANAPISI, HSI	Southeast New Mexico College NM Pub 2yr HSI
Fairleigh Dickinson University - Metropolitan Campus NJ Priv 4yr HSI	Southeastern Oklahoma State University OK Pub 4yr NASNTI
Faith International University WA Priv 4yr AANAPISI	Southern Adventist University TN Priv 4yr AANAPISI, HSI
Farmingdale State College NY Pub 4yr AANAPISI, HSI	Southern California Seminary CA Priv 4yr HSI 2023 -2024 List of Minority Serving Institutions
Fayetteville State University NC Pub 4yr HBCU	Southern Crescent Technical College GA Pub 2yr PBI
Felician University NJ Priv 4yr HSI	Southern University and A & M College LA Pub 4yr HBCU
Fisher College MA Priv 4yr HSI	Southern University at New Orleans LA Pub 4yr HBCU
Fisk University TN Priv 4yr HBCU	Southern University at Shreveport LA Pub 2yr HBCU
Florida Agricultural and Mechanical University FL Pub 4yr HBCU	Southwest Tennessee Community College TN Pub 2yr PBI
Florida Atlantic University FL Pub 4yr HSI 2023 -2024 List of Minority Serving Institutions	Southwest Texas Junior College TX Pub 2yr HSI
Florida International University FL Pub 4yr HSI	Southwestern Adventist University TX Priv 4yr HSI
Florida Memorial University FL Priv 4yr HBCU	Southwestern Christian College TX Priv 4yr HBCU
Florida Southwestern State College FL Pub 4yr HSI	Southwestern College CA Pub 2yr AANAPISI, HSI
Fond Du Lac Tribal and Community College MN Pub 2yr TCU	Southwestern Community College NC Pub 2yr NASNTI
Foothill College CA Pub 4yr AANAPISI, HSI	Southwestern Indian Polytechnic Institute NM Pub 2yr TCU
Fort Lewis College CO Pub 4yr NASNTI	Southwestern University TX Priv 4yr HSI
Fort Peck Community College MT Pub 2yr TCU	Spelman College GA Priv 4yr HBCU
Fort Valley State University GA Pub 4yr HBCU	St. Augustine College IL Priv 4yr HSI
Frank Phillips College TX Pub 2yr HSI	St. Catherine University MN Priv 4yr AANAPISI

Fresno City College CA Pub 2yr AANAPISI, HSI	St. Edward's University TX Priv 4yr HSI
Fresno Pacific University CA Priv 4yr HSI	St. Francis College NY Priv 4yr HSI
Fullerton College CA Pub 2yr AANAPISI, HSI	St. John's University -New York NY Priv 4yr AANAPISI
Gadsden State Community College AL Pub 2yr HBCU	St. Mary's University TX Priv 4yr HSI
Galveston College TX Pub 4yr HSI	St. Philip's College TX Pub 2yr HBCU
Gateway Community College AZ Pub 2yr HSI	Stillman College AL Priv 4yr HBCU
Gateway Community College CT Pub 2yr HSI	Stone Child College MT Pub 4yr TCU
Gavilan College CA Pub 2yr HSI	Suffolk County Community College NY Pub 2yr HSI
George C Wallace State Community College -Selma AL Pub 2yr PBI	Sul Ross State University TX Pub 4yr HSI
George Mason University VA Pub 4yr AANAPISI	Sum Bible College and Theological Seminary CA Priv 4yr HSI
Georgia Gwinnett College GA Pub 4yr AANAPISI, HSI	Taft College CA Pub 2yr HSI
Georgia Piedmont Technical College GA Pub 2yr PBI	Talladega College AL Priv 4yr HBCU 2023 -2024 List of Minority Serving Institutions
Georgia State University GA Pub 4yr AANAPISI, PBI	Tallahassee Community College FL Pub 4yr HSI
Georgia State University -Perimeter College GA Pub 2yr AANAPISI, PBI	Tarrant County College District TX Pub 2yr HSI
Glendale Community College AZ Pub 2yr HSI	Temple College TX Pub 2yr HSI
Glendale Community College CA Pub 2yr HSI	Tennessee State University TN Pub 4yr HBCU
Goshen College IN Priv 4yr HSI	Texas A & M University -San Antonio TX Pub 4yr HSI
Grace Mission University CA Priv 4yr AANAPISI	Texas A & M International University TX Pub 4yr HSI
Grambling State University LA Pub 4yr HBCU 2023 -2024 List of Minority Serving Institutions	Texas A & M University -Central Texas TX Pub 4yr HSI
Great Basin College NV Pub 4yr HSI	Texas A & M University -College Station TX Pub 4yr AANAPISI
Green River College WA Pub 4yr AANAPISI	Texas A & M University -Corpus Christi TX Pub 4yr HSI

Guam Community College GU Pub 4yr AANAPISI, ANNH	Texas A & M University -Kingsville TX Pub 4yr HSI
H. Councill Trenholm State Community College AL Pub 2yr HBCU	Texas College TX Priv 4yr HBCU
Hallmark University TX Priv 4yr HSI	Texas Lutheran University TX Priv 4yr HSI
Hampton University VA Priv 4yr HBCU	Texas Southern University TX Pub 4yr HBCU
Harris -Stowe State University MO Pub 4yr HBCU	Texas Southmost College TX Pub 2yr HSI
Hartnell College CA Pub 2yr HSI	Texas State Technical College TX Pub 2yr HSI
Haskell Indian Nations University KS Pub 4yr TCU	Texas State University TX Pub 4yr HSI
Haverford College PA Priv 4yr AANAPISI	Texas Tech University TX Pub 4yr HSI
Hawaii Community College HI Pub 2yr AANAPISI, ANNH	Texas Tech University Health Sciences Center TX Pub 4yr HSI
Hawaii Pacific University HI Priv 4yr AANAPISI, ANNH	Texas Tech University Health Sciences Center -El Paso TX Pub 4yr HSI
Heritage University WA Priv 4yr HSI	Texas Wesleyan University TX Priv 4yr HSI
Herzing University -Kenosha WI Priv 4yr AANAPISI, HSI	Texas Woman's University TX Pub 4yr HSI
Herzing University -Minneapolis MN Priv 4yr AANAPISI	The Chicago School of Professional Psychology at Chicago IL Priv 4yr HSI
Herzing University -Orlando FL Priv 4yr HSI	The Chicago School of Professional Psychology at Los Angeles CA Priv 4yr HSI
Hill College TX Pub 2yr HSI	The College of the Florida Keys FL Pub 4yr HSI
Hillsborough Community College FL Pub 2yr HSI	The University of Texas Health Science Center at San Antonio TX Pub 4yr HSI
Hinds Community College MS Pub 2yr HBCU, PBI	The University of Texas MD Anderson Cancer Center TX Pub 4yr AANAPISI
Hodges University FL Priv 4yr HSI	The University of Texas Permian Basin TX Pub 4yr HSI
Holmes Community College MS Pub 2yr PBI	The University of Texas Rio Grande Valley TX Pub 4yr HSI
Holy Names University CA Priv 4yr AANAPISI, HSI	The University of Texas at Arlington TX Pub 4yr AANAPISI, HSI
Homestead Schools CA Priv 4yr AANAPISI	The University of Texas at Austin TX Pub 4yr AANAPISI, HSI

Honolulu Community College HI Pub 2yr AANAPISI, ANNH	The University of Texas at El Paso TX Pub 4yr HSI
Hope International University CA Priv 4yr HSI	The University of Texas at San Antonio TX Pub 4yr HSI 2023 -2024 List of Minority Serving Institutions
Housatonic Community College CT Pub 2yr HSI	Tohono O'Odham Community College AZ Pub 2yr TCU
Houston Baptist University TX Priv 4yr HSI	Tougaloo College MS Priv 4yr HBCU
Houston Community College TX Pub 2yr AANAPISI, HSI 2023 -2024 List of Minority Serving Institutions	Trinidad State Junior College CO Pub 2yr HSI
Howard Community College TX Pub 2yr AANAPISI	Trinity International University -Florida FL Priv 4yr HSI
Howard Payne University TX Priv 4yr HSI	Trinity Valley Community College TX Pub 2yr HSI
Howard University DC Priv 4yr HBCU	Trinity Washington University DC Priv 4yr HSI, PBI
Hudson County Community College NJ Pub 2yr HSI	Truckee Meadows Community College NV Pub 4yr HSI
Humacao Community College PR Priv 4yr HSI	Turtle Mountain Community College ND Priv 4yr ANNH, TCU
Humphreys University -Stockton and Modesto Campuses CA Priv 4yr AANAPISI, HSI	Tuskegee University AL Priv 4yr HBCU
Huston -Tillotson University TX Priv 4yr HBCU	Tyler Junior College TX Pub 4yr HSI
Ilisagvik College AK Pub 4yr TCU	Ultimate Medical Academy FL Priv 2yr PBI
Imperial Valley College CA Pub 2yr HSI	Union Bible College IN Priv 4yr AANAPISI
Indian River State College FL Pub 4yr HSI	Union County College NJ Pub 2yr HSI
Indiana University -Northwest IN Pub 4yr HSI	Union Institute and University OH Priv 4yr HSI
Inter American University of Puerto Rico -Aguadilla PR Priv 4yr HSI	United Tribes Technical College ND Priv 4yr TCU
Inter American University of Puerto Rico -Arecibo PR Priv 4yr HSI	Universal Technology College of Puerto Rico PR Priv 4yr HSI
Inter American University of Puerto Rico -Barranquitas PR Priv 4yr HSI	Universidad Ana G. Mendez -Carolina Campus PR Priv 4yr HSI
Inter American University of Puerto Rico -Bayamon PR Priv 4yr HSI	Universidad Ana G. Mendez -Cupey Campus PR Priv 4yr HSI

Inter American University of Puerto Rico -Fajardo PR Priv 4yr HSI	Universidad Ana G. Mendez -Gurabo Campus PR Priv 4yr HSI
Inter American University of Puerto Rico -Guayama PR Priv 4yr HSI	University of Colorado Denver Anschutz Medical Campus CO Pub 4yr AANAPISI
Inter American University of Puerto Rico -Metro PR Priv 4yr HSI	University of Connecticut -Hartford Campus CT Pub 4yr AANAPISI
Inter American University of Puerto Rico -Ponce PR Priv 4yr HSI	University of Connecticut -Stamford Campus CT Pub 4yr AANAPISI, HSI
Inter American University of Puerto Rico -San German PR Priv 4yr HSI	University of Connecticut -Waterbury Campus CT Pub 4yr AANAPISI, HSI
J. F. Drake State Community and Technical College AL Pub 2yr HBCU	University of Hawaii Maui College HI Pub 4yr AANAPISI, ANNH
Jackson State University MS Pub 4yr HBCU	University of New Mexico -Gallup Campus NM Pub 2yr ANNH, NASNTI
James Sprunt Community College NC Pub 2yr HSI 2023 -2024 List of Minority Serving Institutions	University of New Mexico -Los Alamos Campus NM Pub 2yr HSI
Jarvis Christian College TX Priv 4yr HBCU	University of New Mexico -Main Campus NM Pub 4yr HSI
John Paul the Great Catholic University CA Priv 4yr HSI	University of New Mexico -Taos Campus NM Pub 2yr HSI
Johnson & Wales University -Charlotte NC Priv 4yr PBI	University of New Mexico -Valencia County Campus NM Pub 2yr HSI
Johnson C Smith University NC Priv 4yr HBCU	University of Washington -Bothell Campus WA Pub 4yr AANAPISI
Johnson University Florida FL Priv 4yr HSI	University of Washington -Tacoma Campus WA Pub 4yr AANAPISI
Judson University IL Priv 4yr HSI	University of the District of Columbia DC Pub 4yr HBCU
Kapiolani Community College HI Pub 2yr AANAPISI, ANNH	Urban College of Boston MA Priv 2yr AANAPISI, HSI
Kauai Community College HI Pub 2yr AANAPISI, ANNH	Valencia College FL Pub 4yr HSI
Kean University NJ Pub 4yr HSI	Valor Christian College Florida Pub 4yr HSI
Keiser University -Ft Lauderdale FL Priv 4yr HSI	Vandercook College of Music Ohio Priv 4yr HSI
Kentucky State University KY Pub 4yr HBCU	Vanguard University of Southern California CA Priv 4yr HSI
Keweenaw Bay Ojibwa Community College MI Pub 2yr TCU	Vaughn College of Aeronautics and Technology NY Priv 4yr AANAPISI, HSI

La Sierra University CA Priv 4yr AANAPISI, HSI	Ventura College CA Pub 2yr HSI
Lac Courte Oreilles Ojibwe College WI Pub 4yr TCU	Vernon College TX Pub 2yr HSI
Laguna College of Art and Design CA Priv 4yr AANAPISI	Victoria College TX Pub 2yr HSI
Lake Tahoe Community College CA Pub 2yr HSI	Virginia Commonwealth University VA Pub 4yr AANAPISI
Lamar Community College CO Pub 2yr HSI	Virginia Polytechnic Institute and State University VA Pub 4yr AANAPISI
Lamar Institute of Technology TX Pub 2yr AANAPISI	Virginia State University VA Pub 4yr HBCU
Lamar State College -Port Arthur TX Pub 2yr HSI	Virginia Union University VA Priv 4yr HBCU
Lane College TN Priv 4yr HBCU	Virginia University of Lynchburg VA Priv 4yr HBCU
Laney College CA Pub 2yr AANPISI	Voorhees College SC Priv 4yr HBCU 2023 -2024 List of Minority Serving Institutions
Langston University OK Pub 4yr HBCU	Walla Walla Community College WA Pub 4yr HSI
Laredo College TX Pub 4yr HSI	Warner Pacific University OR Priv 4yr AANAPISI, HSI
Las Positas College CA Pub 2yr AANAPISI, HSI	Waubonsee Community College IL Pub 2yr HSI
Lassen Community College CA Pub 2yr HSI	Wayland Baptist University TX Priv 4yr HSI
Latin American Bible Institute CA Priv 4yr HSI	Wayne County Community College District MI Pub 2yr PBI
Lawson State Community College AL Pub 2yr HBCU	Wayne State University MI Pub 4yr AANAPISI
Le Moyne -Owen College TN Priv 4yr HBCU 2023 -2024 List of Minority Serving Institutions	Wenatchee Valley College WA Pub 4yr HSI
Lee College TX Pub 2yr HSI	West Hills College -Coalinga CA Pub 2yr HSI
Leech Lake Tribal College MN Pub 2yr TCU	West Hills College -Lemoore CA Pub 2yr HSI
Leeward Community College HI Pub 2yr AANAPISI	West Los Angeles College CA Pub 4yr HSI
Lehigh Carbon Community College PA Pub 2yr HSI	West Texas A & M University TX Pub 4yr HSI

Life Pacific University CA Priv 4yr HSI	West Virginia State University WV Pub 4yr HBCU
Lincoln University MO Pub 4yr HBCU	Western Connecticut Sta te University CT Pub 4yr HSI
Lincoln University PA Pub 4yr HBCU	Western Nevada College NV Pub 4yr HSI
Little Big Horn College MT Pub 2yr TCU	Western New Mexico University NM Pub 4yr HSI
Little Priest Tribal College NE Pub 2yr TCU	Wharton County Junior College TX Pub 2yr AANAPISI, HSI
Livingstone College NC Priv 4yr HBCU	White Earth Tribal and Community College MN Priv 2yr TCU
Loma Linda University CA Priv 4yr AANAPISI, HSI	Whittier College CA Priv 4yr HSI
Lone Star College System TX Pub 4yr HSI	Wilberforce University OH Priv 4yr HBCU
Long Beach City College CA Pub 2yr HSI	Wiley College TX Priv 4yr HBCU
Long Island University NY Priv 4yr AANAPISI	William Paterson University of New Jersey NJ Pub 4yr HSI
Los Angeles City College CA Pub 2yr AANAPISI, HSI	William Rainey Harper College IL Pub 2yr AANAPISI, HSI
Los Angeles Harbor College CA Pub 2yr AANAPISI, HSI	Windward Community College HI Pub 2yr AANAPISI, ANNH
Los Angeles Mission College CA Pub 2yr HSI	Winston -Salem State University NC Pub 4yr HBCU
Los Angeles Pacific University CA Priv 4yr AANAPISI, HSI	Woodbury University CA Priv 4yr AANAPISI, HSI
Los Angeles Pierce College CA Pub 2yr HSI	Woodland Community College CA Pub 2yr AANAPISI, HSI
Los Angeles Southwest College CA Pub 2yr HSI, PBI	World Mission University CA Priv 4yr AANAPISI, HSI
Los Angeles Trade Technical College CA Pub 2yr HSI	Xavier University of Louisiana LA Priv 4yr HBCU 2023 -2024 List of Minority Serving Institutions
Los Angeles Valley College CA Pub 2yr HSI	Yakima Valley College WA Pub 4yr HSI

Appendix B: Permission to Use the Emotional Labor Scale

Outlook

Re: Request for Permission to Use Emotional Labor Scale (ELS) in Research

From Raymond Lee
Date Fri 3/21/2025 4:45 PM
To Joseph Glover

1 attachment (62 KB)
els.items.pdf;

Hi Joseph,
You have permission to use the Emotional Labour Scale. I attach the scale items and scoring key.
Raymond Lee

From: Joseph Glover >
Sent: March 21, 2025 9:36 PM
To: grimard.celeste@u >
Subject: Request for Permission to Use Emotional Labor Scale (ELS) in Research

Caution! This message was sent from outside the University of Manitoba.

Dear Dr. Brotheridge & Dr. Lee,

I hope this email finds you well! My name is Joseph Glover, and I am a PhD student in Walden University's Higher Education Leadership & Policy program. I am currently conducting research on Emotional Labor, Emotional Dissonance, and Job Satisfaction Among Black Student Affairs Professionals at PWIs and would love to include your Emotional Labor Scale (ELS) (Brotheridge & Lee, 2003) in my study.

I am reaching out to request your permission to use the ELS as part of my survey. If there are any specific guidelines, terms of use, or citation requirements associated with using the scale, I would be happy to follow them accordingly. Additionally, if there are any associated fees or permissions forms I need to complete, please let me know.

Thank you in advance for your time and consideration! I truly appreciate your work and look forward to your response.

Best regards,

Joseph Glover

Joseph J. Glover
Pronouns: *he/him*

Appendix C: Permission to Use the Emotional Dissonance Scale

PsycTESTS

Emotional Dissonance Scale

PsycTESTS Citation:
Andela, M., Truchot, D., & Borteyrou, X. (2015). Emotional Dissonance Scale [Database record]. Retrieved from PsycTESTS. doi: https://dx.doi.org/10.1037/t44697-000

Instrument Type:
Rating Scale

Test Format:
This 4-item measure utilizes a 5-point scale (5 = always, 1 = never).

Source:
Andela, Marie, Truchot, Didier, & Borteyrou, Xavier. (2015). Emotional labour and burnout: Some methodological considerations and refinements. Canadian Journal of Behavioural Science / Revue canadienne des sciences du comportement, Vol 47(4), 321-332. doi: https://dx.doi.org/10.1037/cbs0000024

Appendix D: Permission to Use the Job Satisfaction Survey

SEARCH paul@paulspector.com

PAUL SPECTOR

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

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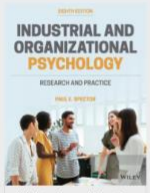

Click picture for more information

HARDCORE SOFT SKILLS PODCAST ABOUT HIRING AND IO PSYCHOLOGY

Paul talks with Yadi Caro of Hardcore Soft Skills Podcast.

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For commercial uses there is a fee for using these scales. A commercial use means you are charging someone a fee to provide a service that includes use of one or more of these scales. Contact me at paul@paulspector.com to discuss fees for commercial use.

Translations

You are welcome to translate any of these scales into another language if you agree to send me a copy of the translation. Word (.doc or .docx) is best, but .pdf is also acceptable. Be sure to include the copyright statement on the translated version, as well as credit the person who did the translation and the year.

Sharing Results

A condition for free use of these assessments is that you share results. The results I need include:

1. Means per subscale and total score
2. Sample size
3. Brief description of sample, e.g., 220 hospital nurses. I don't need to know the organization name if it is sensitive.
4. Name of country where collected, and if outside of the U.S., the language used. I am especially interested in nonAmerican samples.
5. Standard deviations per subscale and total score (optional)
6. Coefficient alpha per subscale and total score (optional)

Results can be shared by providing an e-copy of a published or unpublished research report (e.g., a conference paper, dissertation, journal article, thesis, etc.) where one or more of these assessments are used.

You can share the material with me via e-mail: paul@paulspector.com

Appendix E: Survey

Emotional Labor, Emotional Dissonance, and Job Satisfaction Among Black Student Affairs Professionals at PWIs

* 1. Eligibility (all 3 must be checked to continue)

- ☐ Identify as Black
- ☐ Work full-time as a Student Affairs Professional
- ☐ Employed at a U.S.-based PWI for at least one year

* 2. Gender Identity

- ◯ Woman
- ◯ Man
- ◯ Non-binary / Third gender
- ◯ Other
- ◯ Prefer not to say

* 3. Years of Professional Experience in Student Affairs

- ◯ 1-5 years
- ◯ 6-10 years
- ◯ More than 10 years

* 4. Emotional Labor: On an average day at work, how frequently do you:

	Never	Rarely	Sometime	Often	Always
4.1 Display specific emotions required by your job.	○	○	○	○	○
4.2 Adopt certain emotions as part of your job.	○	○	○	○	○
4.3 Express intense emotions.	○	○	○	○	○
4.4 Express particular emotions needed for your job.	○	○	○	○	○
4.5 Use a wide variety of emotions in dealing with people.	○	○	○	○	○
4.6. Resist expressing my true feelings.	○	○	○	○	○
4.7 Pretend to have emotions that I don't really feel.	○	○	○	○	○
4.8 Display many different emotions when interacting with others.	○	○	○	○	○
4.9 Make an effort to actually feel the emotions that I need to display toward others.	○	○	○	○	○
4.10 Show some strong emotions.	○	○	○	○	○
4.11 Express many different emotions when dealing with people.	○	○	○	○	○
4.12 Hide my true feelings about a situation.	○	○	○	○	○
4.13 Try to actually experience the emotions that I must show.	○	○	○	○	○
4.14 Really try to feel the emotions I have to show as part of my job.	○	○	○	○	○
4.15 Display many different kinds of emotions.	○	○	○	○	○

* 5. Emotional Dissonance

	Never	Rarely	Sometime	Often	Always
5.1 The emotions that I feel in my job do not correspond to these I would like to feel.	○	○	○	○	○
5.2 My work situation brings me to experience emotions at variance with those I would like to feel.	○	○	○	○	○
5.3 I experience a discrepancy between the emotions I express to be professional and what I feel.	○	○	○	○	○
5.4 The emotions I show in order to be professional are not in phase with my inner feelings.	○	○	○	○	○

* 6. Job Satisfaction: Pay

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
6.1 I feel I am being paid a fair amount for the work I do.	○	○	○	○	○	○
6.2 Raises are too few and far between.	○	○	○	○	○	○
6.3 I feel unappreciated by the organization when I think about what they pay me.	○	○	○	○	○	○
6.4 I feel satisfied with my chances for salary increases.	○	○	○	○	○	○

* 7. Job Satisfaction: Promotion

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
7.1 There is really too little chance for promotion on my job.	○	○	○	○	○	○
7.2 Those who do well on the job stand a fair chance of being promoted.	○	○	○	○	○	○
7.3 People get ahead as fast here as they do in other places.	○	○	○	○	○	○
7.4 I am satisfied with my chances for promotion.	○	○	○	○	○	○

* 8. Job Satisfaction: Supervision

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
8.1 My supervisor is quite competent in doing his/her job.	○	○	○	○	○	○
8.2 My supervisor is unfair to me.	○	○	○	○	○	○
8.3 My supervisor shows too little interest in the feelings of subordinates.	○	○	○	○	○	○
8.4 I like my supervisor.	○	○	○	○	○	○

* 9. Job Satisfaction: Fringe Benefits

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
9.1 I am not satisfied with the benefits I receive.	○	○	○	○	○	○
9.2 The benefits we receive are as good as most other organizations offer.	○	○	○	○	○	○
9.3 The benefit package we have is equitable.	○	○	○	○	○	○
9.4 There are benefits we do not have which we should have.	○	○	○	○	○	○

* 10. Job Satisfaction: Contingent rewards

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
10.1 When I do a good job, I receive the recognition for it that I should receive.	○	○	○	○	○	○
10.2 I do not feel that the work I do is appreciated.	○	○	○	○	○	○
10.3 There are few rewards for those who work here.	○	○	○	○	○	○
10.4 I don't feel my efforts are rewarded the way they should be.	○	○	○	○	○	○

* 11. Job Satisfaction: Operating conditions

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
11.1 Many of our rules and procedures make doing a good job difficult.	○	○	○	○	○	○
11.2 My efforts to do a good job are seldom blocked by red tape.	○	○	○	○	○	○
11.3 I have too much to do at work.	○	○	○	○	○	○
11.4 I have too much paperwork.	○	○	○	○	○	○

* 12. Job Satisfaction: Coworkers

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
12.1 I like the people I work with.	○	○	○	○	○	○
12.2 I find I have to work harder at my job because of the incompetence of people I work with.	○	○	○	○	○	○
12.3 I enjoy my coworkers.	○	○	○	○	○	○
12.4 There is too much bickering and fighting at work.	○	○	○	○	○	○

* 13. Job Satisfaction: Nature of work

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
13.1 I sometimes feel my job is meaningless.	○	○	○	○	○	○
13.2 I like doing the things I do at work.	○	○	○	○	○	○
13.3 I feel a sense of pride in doing my job.	○	○	○	○	○	○
13.4 My job is enjoyable.	○	○	○	○	○	○

* 14. Job Satisfaction: Communication

	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
14.1 Communications seem good within this organization.	○	○	○	○	○	○
14.2 The goals of this organization are not clear to me.	○	○	○	○	○	○
14.3 I often feel that I do not know what is going on with the organization.	○	○	○	○	○	○
14.4 Work assignments are not fully explained.	○	○	○	○	○	○

Thank you! Your perspective is essential. By sharing your experience, you have contributed to a deeper understanding of the challenges and strengths of working in this field and helping advocate for more inclusive and supportive campus environments!

Please share this survey with SAPros who may be interested in sharing their experiences!

For questions, concerns, and/or the final results, please feel free to reach out to me!

Joseph Glover
joseph.glover@waldenu.edu

Appendix F: Assumptions

This appendix provides the full diagnostic statistics and plots for the regression analyses reported in Chapter 4. Assumptions were examined for each analysis: linearity, independence of errors, normality of residuals, homoscedasticity, and multicollinearity.

Assumption 1: Linearity

Scatterplots of the independent and dependent variables, as well as partial regression plots, indicated linear relationships between predictors and outcomes (see Figures F1–F3).

Figure F1

Scatterplot of Emotional Labor and Job Satisfaction

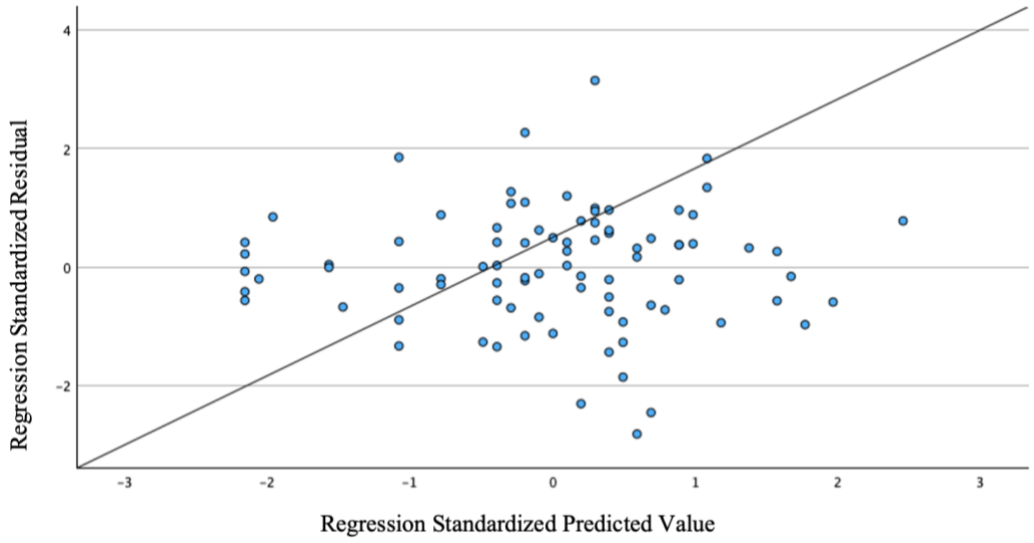


Figure F2

Scatterplot of Emotional Labor and Emotional Dissonance

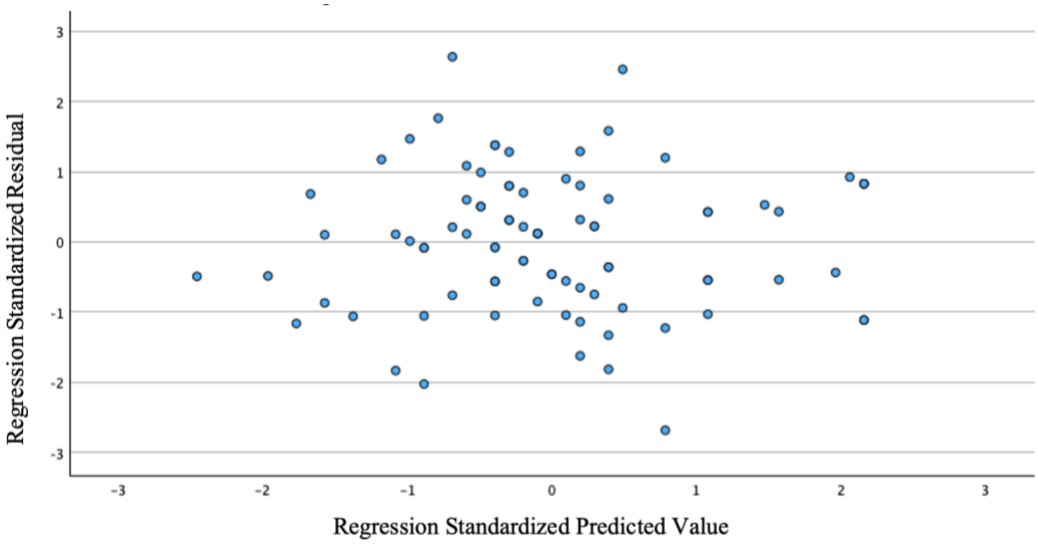
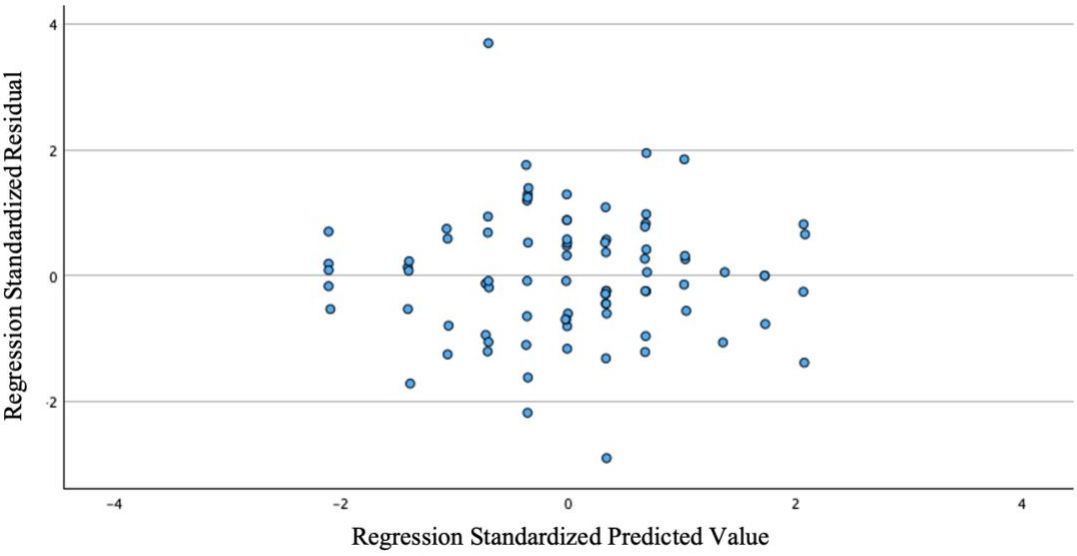


Figure F3

Scatterplot of Emotional Dissonance and Job Satisfaction



Assumption 2: Independence of Errors

The Durbin–Watson statistics were within the acceptable range of 1.5–2.5 for all analyses, indicating that residuals were independent (see Tables I2, I4, and I7 in Appendix G).

Assumption 3: Normality of Residuals

Histograms of standardized residuals and normal probability (P–P) plots suggested that the residuals were approximately normally distributed across all models (see Figures F4–F9).

Figure F4

Histogram of Standardized Residuals for Emotional Labor and Job Satisfaction

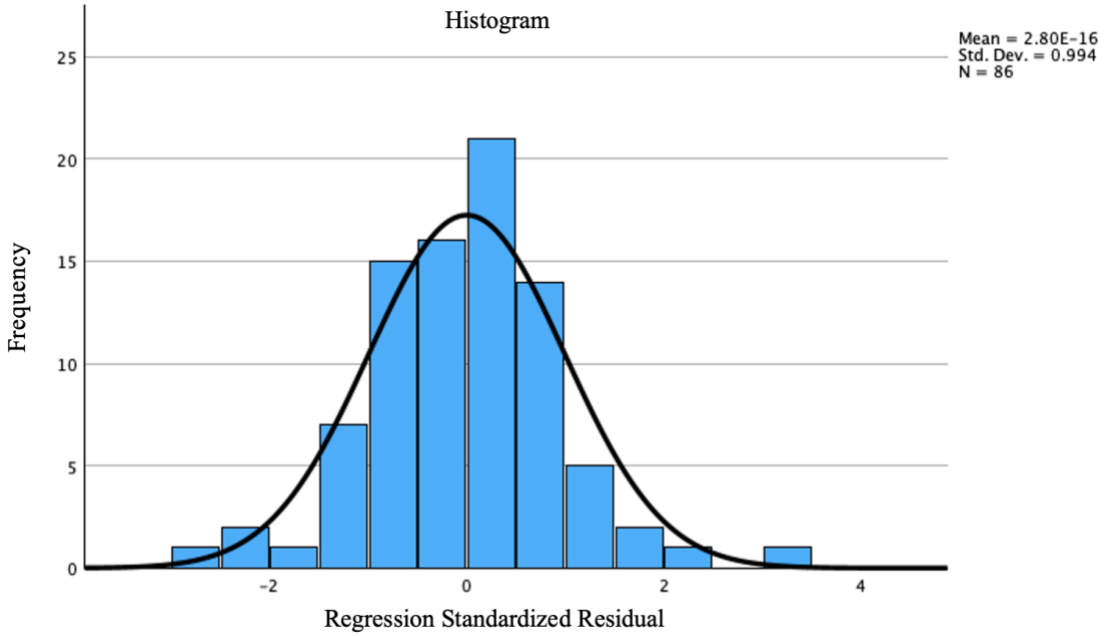


Figure F5

Probability–Probability Plot of Standardized Residuals for Emotional Labor and Job Satisfaction

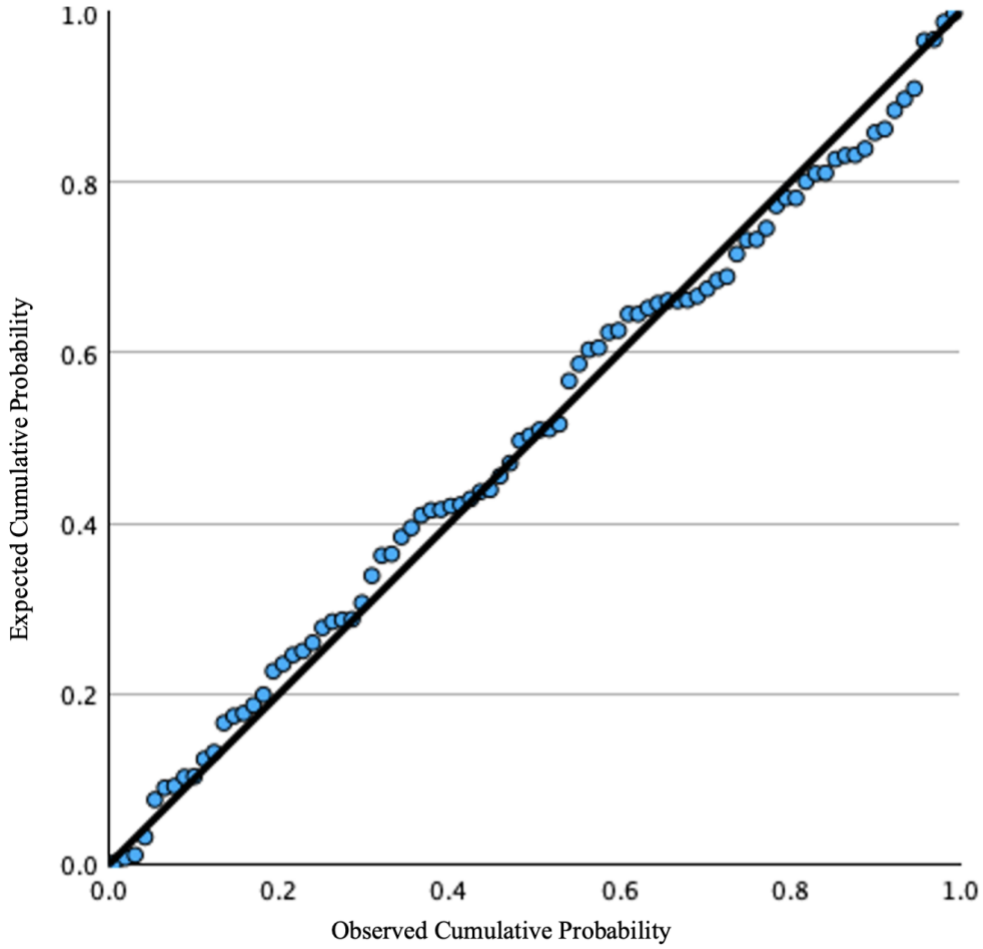


Figure F6

Histogram of Standardized Residuals for Emotional Labor and Emotional Dissonance

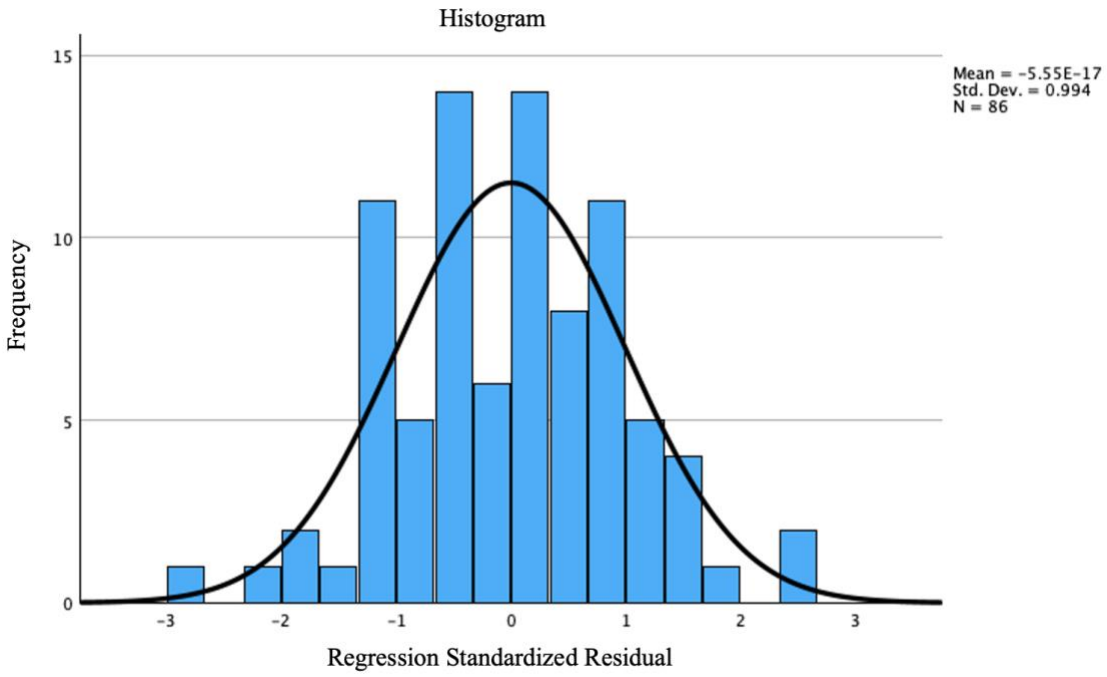


Figure F7

Probability–Probability Plot of Standardized Residuals for Emotional Labor and Emotional Dissonance

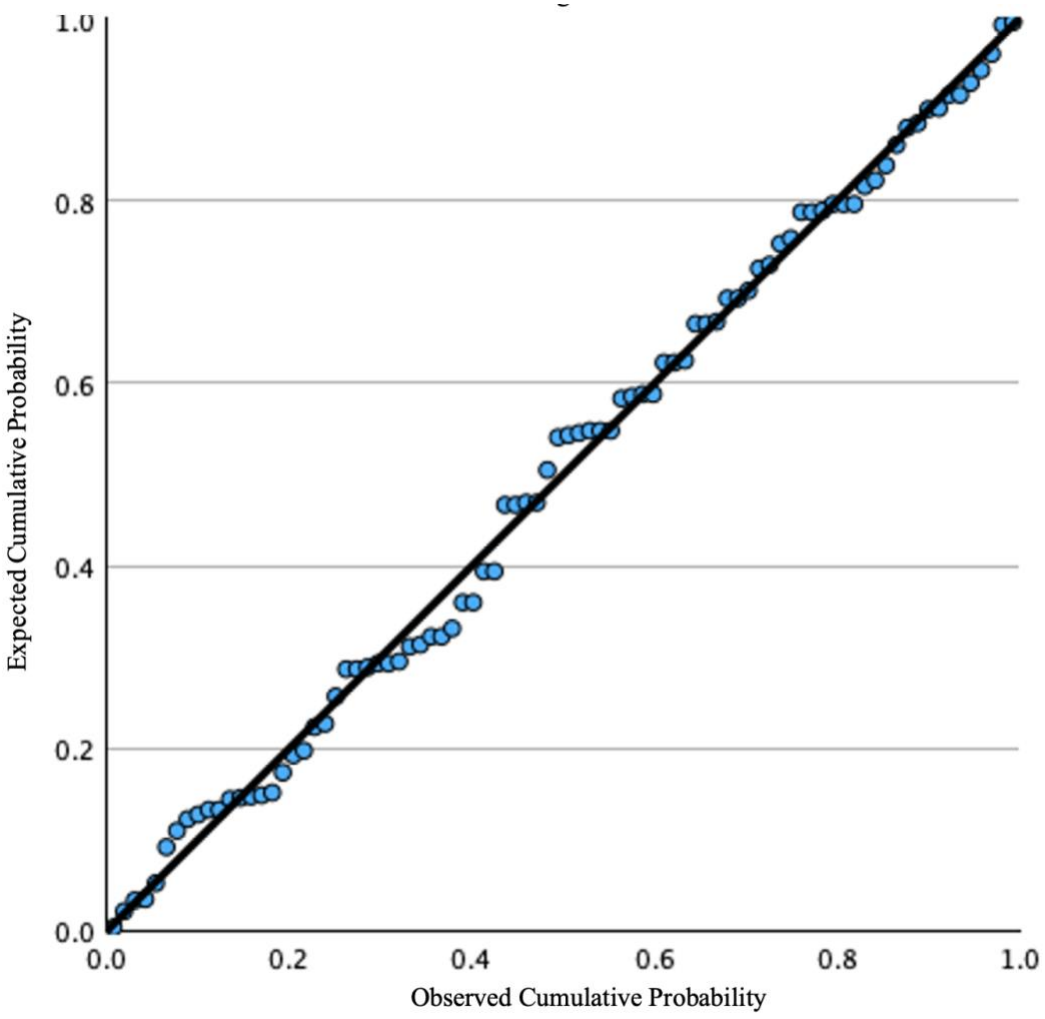


Figure F8

Histogram of Standardized Residuals for Emotional Dissonance and Job Satisfaction

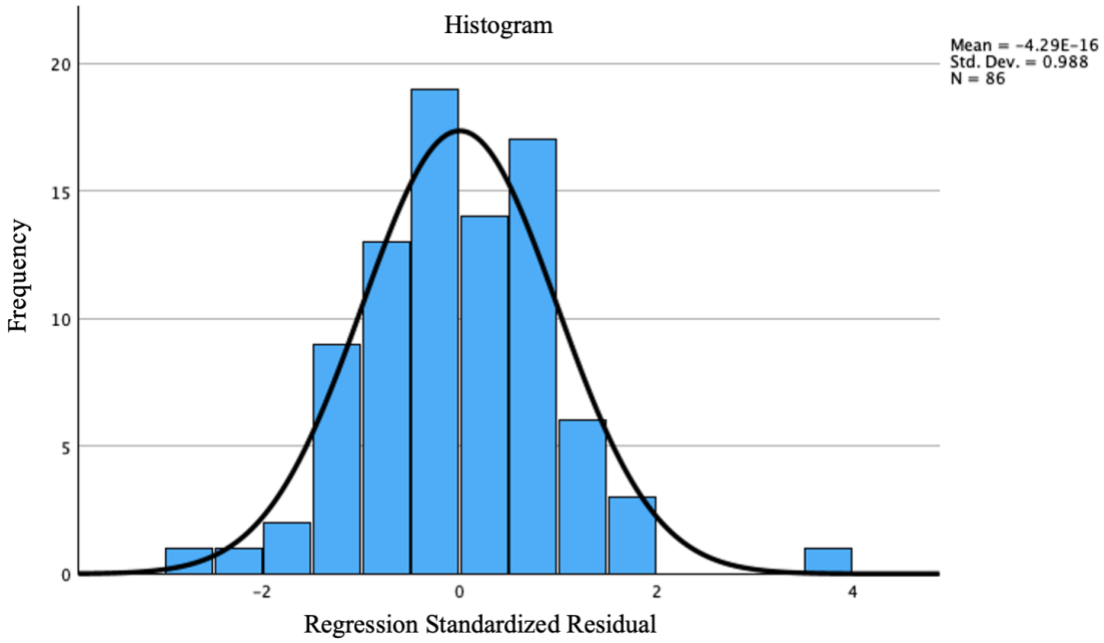
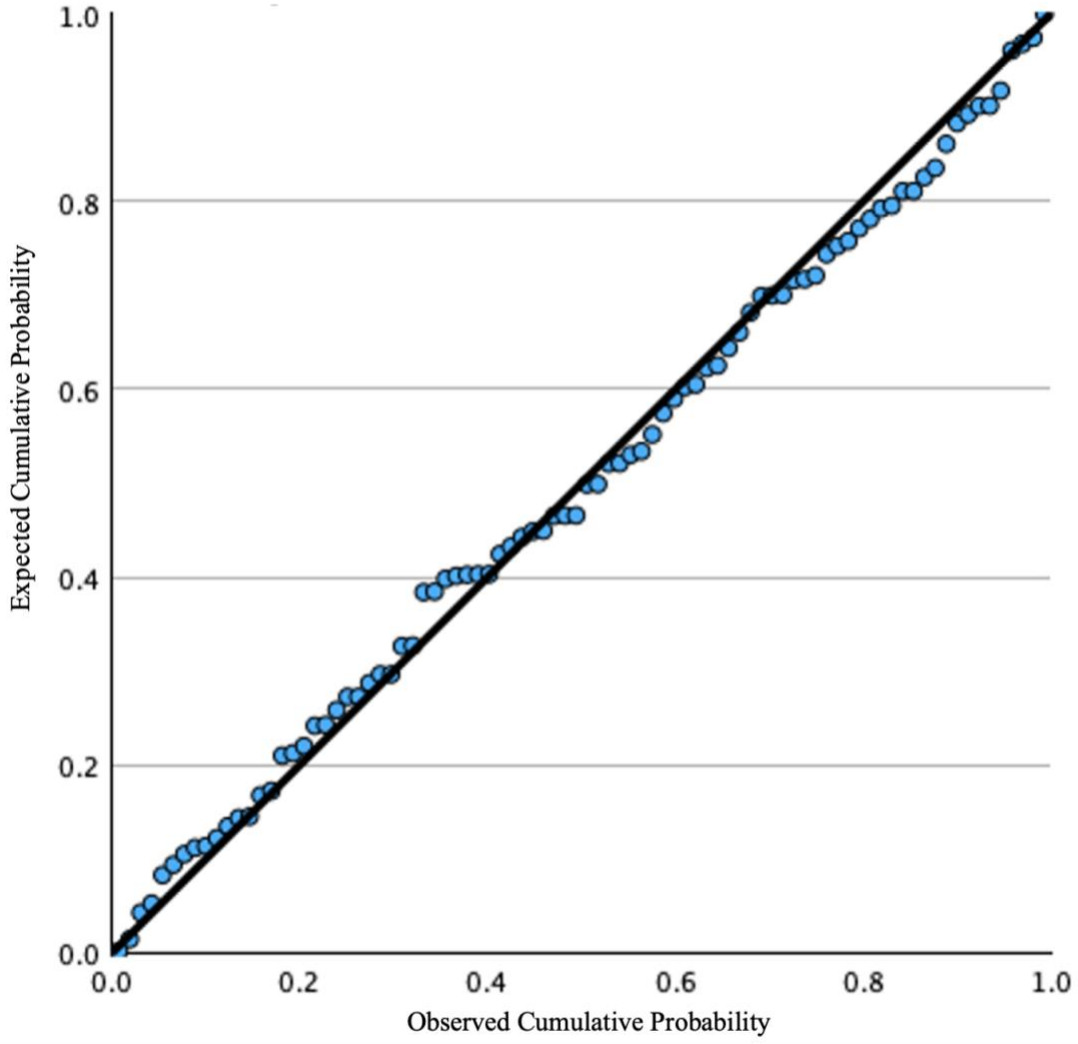


Figure F9

Probability–Probability Plot of Standardized Residuals for Emotional Dissonance and Job Satisfaction



Assumption 4: Homoscedasticity

Scatterplots of standardized residuals against standardized predicted values demonstrated that the variance of residuals was roughly equal across all levels of predicted values. See Figures 6, 7, and 8.

Assumption 5: Multicollinearity

Tolerance and variance inflation factor (VIF) values were examined. All values were within acceptable thresholds (tolerance > .10; VIF < 10). Some mild collinearity was expected in mediation models but was not problematic.

Appendix G: Tables

Table G1

Analysis of Variance for the Regression Model Predicting Job Satisfaction From Emotional Labor

Source	SS	df	MS	F	p
Regression	3266.05	1	3266.05	7.83	.006
Residual	35054.79	84	417.32		
Total	38320.84	85			

Note. SS = Sum of Squares; MS = Mean Square. Dependent variable: Job Satisfaction; Predictor: Emotional Labor.

Table G2

Model Summary for Regression Predicting Job Satisfaction From Emotional Labor

Model	R	R^2	Adjusted R^2	SE Est.	Durbin–Watson
1	.292	.085	.074	20.43	1.69

Note. SE Est. = Standard Error of the Estimate. Dependent variable: Job Satisfaction; Predictor: Emotional Labor.

Table G3

Analysis of Variance for the Regression Model Predicting Emotional Dissonance From Emotional Labor

Source	SS	df	MS	F	p
Regression	344.02	1	344.02	81.22	< .001
Residual	355.80	84	4.24		
Total	699.81	85			

Note. SS = Sum of Squares; MS = Mean Square. Dependent variable: Emotional Dissonance; Predictor: Emotional Labor.

Table G4

Model Summary for Predicting Emotional Dissonance From Emotional Labor

Model	R	R^2	Adjusted R^2	SE Est.	Durbin–Watson
1	.701	.492	.486	2.06	1.82

Table G5

Regression Coefficients for Predicting Emotional Dissonance From Emotional Labor

Predictor	B	SE B	β	t	p	Tolerance	VIF
Constant	3.48	1.18	—	2.94	.004	—	—
EL	0.20	0.02	.70	9.01	< .001	1.00	1.00

Note. B = Unstandardized coefficient; SE B = Standard error of B; β = Standardized coefficient. Dependent variable: Emotional Dissonance.

Table G6

Analysis of Variance for the Regression Model Predicting Job Satisfaction From Emotional Labor and Emotional Dissonance

Source	SS	df	MS	F	p
Regression	6553.29	2	3276.65	8.56	< .001
Residual	31767.55	83	382.74		
Total	38320.84	85			

Note. SS = Sum of Squares; MS = Mean Square. Dependent variable: Job Satisfaction.

Table G7

Model Summary for Regression Predicting Job Satisfaction From Emotional Labor and Emotional Dissonance

Model	R	R^2	Adjusted R^2	SE Est.	Durbin–Watson
1	.414	.171	.151	19.56	1.76

Note. SE Est. = Standard Error of the Estimate. Dependent variable: Job Satisfaction; Predictors: Emotional Labor, Emotional Dissonance.

Table G8

Regression Coefficients for Predicting Job Satisfaction From Emotional Labor and Emotional Dissonance

Predictor	B	SE B	β	t	p	Tolerance	VIF
Constant	161.73	11.81	—	13.70	< .001	—	—
EL	-0.01	0.29	-0.00	-0.03	.978	.51	1.97
ED	-3.04	1.04	-0.41	-2.93	.004	.51	1.97

Note. B = Unstandardized coefficient; SE B = Standard error of B; β = Standardized coefficient. Dependent variable: Job Satisfaction.

Table G9

Collinearity Diagnostics for Regression Predicting Job Satisfaction From Emotional Labor

Dimension	Eigenvalue	Condition Index	Constant	EL Total
1	1.98	1.00	.01	.01
2	0.018	10.565	.99	.99

Note. Dependent variable: Job Satisfaction.

Table G10

Collinearity Diagnostics for Regression Predicting Emotional Dissonance From Emotional Labor

Dimension	Eigenvalue	Condition Index	Constant	EL Total
1	1.98	1.00	.01	.01
2	0.018	10.565	.99	.99

Note. Dependent variable: Emotional Dissonance.

Table G11

Collinearity Diagnostics for Regression Predicting Job Satisfaction From Emotional Labor and Emotional Dissonance

Dimension	Eigenvalue	Condition Index	Constant	EL Total	ED Total
1	2.967	1.00	.00	.00	.00
2	0.022	11.67	.96	.08	.23
3	0.011	16.339	.04	.92	.76

Note. Dependent variable: Job Satisfaction.