Emotional Style, Boorishness and Smiles among Staff of Fr. Moses OrshioAdasu University, Makurdi, Benue State

Diana Owole Ijiga[1], Ogbu Gabriel Okpale[2], Ameh, James Akor PhD[3] & Guda Godwin Akura[4]

[1&2]Institute of Cognitive Neuroscience, Faculty of Social Sciences, National Research University, Higher School of Economics, Moscow, Russia

[3&4]Department of Educational Foundations, Rev. Fr Moses OrshioAdasu University, Makurdi, Benue State

Abstract	Original Research Article

This study investigated emotional styles, boorishness and smiles among staff of Fr. Moses Orshio Adasu University, Makurdi, Benue State, Nigeria. Two research questions guided the study and two corresponding null hypotheses were formulated and tested. A descriptive research design was adopted. The study population comprised 5,000 staff, while a sample size of 200 staff was determined using the Research Advisor Table and selected through a multi-stage sampling technique (stratified, proportional and simple random sampling).Three researcher-developed instruments were used for data collection: Emotional Styles Questionnaire (ESQ), Boorishness Questionnaire (BQ) and Smiles Questionnaire (SQ). The instruments were subjected to content and face validation by three experts. Data were analyzed using mean and standard deviation to answer the research questions, while Chi-square test was used to test the hypotheses at the 0.05 level of significance. The findings revealed that emotional styles had impact on boorishness and smiles among staff: negative emotional states such as stress, anger and emotional exhaustion were linked with harsh speech, rudeness, impatience and quarrels, while emotional stability, support and stress management were linked with natural smiles and friendly interactions. Theoretically, affective events theory explains that staff emotions can be studies as reactions to work experiences that influence how they relate with colleagues and students. Emotional contagion theory explains how boorishness can create a negative atmosphere, while smiles can spread positivity and improve relationships. The study concluded that emotional styles significantly impact boorishness and smiles among staff of Fr. Moses Orshio Adasu University. It was recommended that the university should organize regular training/workshops on emotional regulation, stress management and respectful communication and also strengthen staff welfare and support systems to improve positive staff–student relations.

Keywords: Emotional styles, Boorishness, Smiles, University staff, Workplace Behavior.

INTRODUCTION

There is a growing worry about the emotional style of staff in Fr. Moses OrshioAdasu University. Because staff interact with students and colleagues every day, their emotional behaviour may strongly shape the learning and working atmosphere, as well as how services are delivered. Usman, (2023) observed that when employees face constant pressure, they may find it harder to

regulate emotions appropriately and this may weaken service quality and workplace relationships. In a university setting, where communication, patience and support are expected, emotional challenges among staff may quickly affect how students feel and how effectively work is done. This worry is linked to the possibility that some staff experience stress from heavy workload, limited resources, role pressure which may trigger negative emotional responses such as anger, impatience, harsh speech or emotional withdrawal (Adebayo, 2020). When staff respond repeatedly in these ways, students may feel disrespected, unsupported or unsafe to ask for help, which may reduce student satisfaction and trust in the institution. At the same time, some staff may cope by constantly "putting on a smile and hiding their real feelings in order to appear calm and professional. While this may protect interactions in the short term, studies suggest that sustained emotional labour may lead to emotional exhaustion and burnout, reducing performance, commitment and willingness to go the extra mile (Schaufeli, Salanova, González-Romá, & Bakker, 2020).

Emotional style may mean a person's usual way of feeling and showing emotions in everyday life. It includes how someone controls anger, handles stress, reacts to problems, and shows care for other people (Davidson, 2020). In school, emotional style can be seen in behaviours like patience, calmness, empathy, or quick temper. Researchers explain that people differ in how they regulate emotions, and these patterns can affect how they relate with others and how they behave (Gross, 2020). Emotional style can be measured using questionnaires or observation, by checking how often someone shows anger, kindness, self-control, or emotional withdrawal. This is important because emotional style can shape the school environment. When a student or staff often shows negative emotions, it can increase conflict and poor behaviour, but when they show calmness and respect, it can support good relationships and discipline (Eisenberg, Spinrad, &Eggum, 2020).

Because emotional style is shown through daily interactions, it can also appear in specific social behaviours such as boorishness. Boorishness may mean rude and disrespectful behaviour that shows poor manners and little respect for other people's feelings (Von Bergen, & Collier, 2013). It may include shouting, insulting language, mocking, harsh jokes, interrupting others, or talking in a way that embarrasses someone. In school, boorishness can happen during classroom discussions, school offices, or peer interactions. This behaviour can be learned from the environment, especially when people copy what they see others do and get away with (Bandura, 1977). Boorishness matters because it can damage relationships, increase bullying and create fear or tension in the school. When rude behaviour becomes common, students may feel unsafe and it may lead to more deviant behaviours like fighting, disobedience and school disruption (Olweus, &Wentzel, 2022). A staff member's emotional style (their usual pattern of reacting, coping, and controlling emotions) can strongly influence boorishness (rude, disrespectful behaviour) in the workplace. When a person's emotional style is mainly reactive quick anger, low patience, and poor self-control stressful events at work are more likely to be appraised as threats, leading to negative feelings that can spill out as snapping, shouting, ignoring others, or harsh talk. In higher education, a recent study using Affective Events Theory shows that daily work events and negative feelings are closely connected to workplace incivility, and leadership climate can shape whether these emotions turn into uncivil behaviour (Sadaa, 2025). Also, evidence from hospitality settings shows that workplace incivility increases conflict and aggression and mindfulness can reduce how much incivility escalates into open hostility meaning better emotional regulation reduces boorish reactions (Singh & Bodhi, 2025).

However, emotional style is not only shown through rude behaviour; it can also be expressed through positive social signals such as smiles. Smiles may mean a facial expression that shows friendliness, approval, or politeness. In schools, smiling can help people feel welcome and reduce tension. A smile can be genuine, showing real happiness or encouragement, or it can be forced, used to hide stress or anger while trying to appear

polite (Hochschild, 1983). Smiles are important because they can affect how people see each other's emotions and intentions. When teachers, staff, or students smile in a respectful way, it can improve communication, increase cooperation and support a positive school climate (Fredrickson, 2021). However, when smiles are used to cover disrespect or anger, they can cause misunderstanding and conflict. This is why studying smiles as part of emotional style can help explain behaviour and relationships in school. Emotional style also influences smiles, because it shapes whether a smile is genuine (warm and natural) or forced (polite but emotionally fake). When someone has a calmer, more positive emotional style, they are more likely to smile naturally and use "deep acting" (aligning inner feelings with expected behaviour). But when someone is stressed, emotionally drained, or frequently irritated, they may rely on "surface acting forcing a smile while feeling angry or tired inside. Research on emotional labour shows that surface acting is a key pathway through which workplace strain grows, because faking emotions uses up mental energy and increases stress outcomes (Gu, Wang, & Ma, 2024). In school leadership, emotional labour is shown to increase job-related stress and that stress is strongly linked with burnout suggesting that forced emotional displays (including forced smiles) can harm wellbeing over time (Coşkun, Katıtaş, &Eriçok, 2025). Similarly, a large study on emotional labour shows that burnout can sit in the middle: emotional labour strategies can push burnout upward, and this can lead to negative work attitudes showing the "cost" of having to keep smiling under pressure (Üngüren, Tekin, &Avsallı, 2025). Evidence from nursing also supports this pattern: emotional labour and emotional regulation at work relate to burnout indicators, meaning that how workers manage facial and emotional expression (including smiling) connects to exhaustion and performance (Yalçın, Sarıköse, Göktepe, &Türkmen, 2025).

Statement of Problem

In Fr. Moses OrshioAdasu University, Makurdi, Benue State, there is a growing concern about how staff emotional style affects the daily functioning of the institution. Staff members interact with students and colleagues every day and the way they feel and express emotions at work may influence service delivery, teamwork and productivity. One major challenge is that the emotional patterns of staff such as showing enthusiasm, hiding frustration or reacting to stress are not clearly understood in this university. Another challenge is the poor management of negative emotions in the workplace. When staff frequently experience anger, constant stress, impatience, or emotional withdrawal, it may lead to misunderstandings, conflicts, low morale and reduced commitment to work. In a university setting, these behaviours may affect teaching quality, administrative efficiency and the way students are treated and supported. Students may feel disrespected, ignored, or discouraged from seeking help when staff respond harshly or appear emotionally distant. Over time, this may weaken student satisfaction and trust in the institution, and it may also reduce the overall effectiveness of university services. Emotional strain among staff may also be worsened by local realities such as workload pressure, limited resources, policy demands and economic challenges that affect workers. It is on this premise the researcher investigate emotional style, boorishness and smiles among staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria.

Purpose of the Study

The main purpose of the study was to investigate emotional style, boorishness and smiles among staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria. Specific the study seeks to;

1. Examine the impact of emotional styles on boorishness among staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria.

2. Ascertain the impact of emotional styles on smiles among staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria

Research Questions

The following research questions guided the study.

1. What is the impact of emotional styles on boorishness among staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria?

2. What is the impact of emotional styles on smiles among staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria?

Hypotheses

The following hypotheses are formulated and tested at r=0.01 level of significance

1. Emotional styles has no significant impact on boorishness among staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria.

2. Emotional styles has no significant impact on smiles among staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria

Methodology

The study adopted a descriptive research design to examine emotional styles, boorishness and smiles among staff of Fr. Moses OrshioAdasu University, MakurdiBneue State, Nigeria. The study area was Fr. Moses OrshioAdasu University, MakurdiBneue State, Nigeria, while the population consisted of 5000 staff. The sample size of 200 was determined using the Research Advisor Table. A multi-stage sampling technique was employed, involving stratified sampling; proportional samplingand simple random sampling to ensure fair representation of staff. Three researcher-developed instruments were used for data collection. These were Emotional Styles Questionnaire (ESQ) Boorishness Questionnaire (BQ) and Smiles Questionnaire (SQ). The instruments were subjected to content and face validation to ensure their appropriateness and relevance to the study objectives. Validation was carried out by three experts, two from the Department of Guidance and Counselling and one from Mathematics and Science Education, all from the Faculty of Education, Moses OrshioAdasu University. Data collected from the main study were analysed using standard deviation to answer the research questions and Chi-square test at 0.05 level. The study revealed that emotional styles had impact on boorishness and smiles among staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria.

RESULTS

Research Question One: What is impact of emotional styles on boorishness among staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria?

Table 1: Mean and Standard Deviation of the Impact of Emotional Styles on Boorishness among Staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria

Item No	Item Description	SA	A	D	SD	$\bar{x}$	Std	Decision
1	When staff feel emotionally stressed, they speak harshly to others	95	99	4	0	3.32	0.47	SA
2	Staff who cannot control anger easily may behave rudely toward students	76	84	38	0	3.19	0.73	SA
3	Emotional exhaustion among staff increase	77	91	27	3	3.22	0.73	SA

	impatience at work.							
4	Staff with frequent mood swings react aggressively to small issues	63	81	21	33	2.88	1.04	SA
5	Poor emotional control among staff lead to quarrels,	123	65	6	4	3.55	0.66	SA
	Average Mean and Standard Deviation	**86.8**	**84**	**19.2**	**8.0**	**3.23**	**0.73**	**SA**

Lower and upper boundaries 0.01 – 1.00 = SD, 1.01-2.00 = D 2.01 – 3.00 = A, 3.01 – 4.00 = SA, will be used for decision making to answer the research questions.

Table 1 shows that the mean score of the five items are 3.32, 3.19, 3.22, 2.88, and 3.55 with their corresponding standard deviation of 0.47, 0.73, 0.73, 1.04 and 0.66 indicating that the respondents strongly agreed that emotional styles influence boorishness among staff of Fr. Moses OrshioAdasu University. Specifically, respondents strongly agreed that when staff feel emotionally stressed they speak harshly to others, staff who cannot control anger behave rudely toward students, emotional exhaustion increases impatience at work and poor emotional control leads to quarrels. However, item showing that respondents agreed that staff with frequent mood swings react aggressively to small issues and responses to this item were more varied compared to others. The cluster means of 3.23 and standard deviation of 0.73 shows that the respondents strongly agreed that emotional styles had impact on boorishness among Staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria.

Research Question Two: What is theimpact of emotional styles on smiles among staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria?

Table 2: Mean and Standard Deviation of the Impact of Emotional Styles on Smiles among Staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria

Item No	Item Description	SA	A	D	SD	$\bar{x}$	Std	Decision
6	Staff who feel emotionally stable smile naturally at work	78	88	10	22	3.12	0.93	SA

7	When staff feels supported at work, they smile during interactions.	101	67	24	8	3.31	0.83	SA
8	Staff who can manage stress well appear friendly often	90	61	43	4	3.20	0.84	SA
9	Negative emotions like anger reduce how often staff smile at work.	78	94	23	3	3.25	0.71	SA
10	Staff who enjoy their work environment like to smile with colleagues	78	85	25	8	3.19	0.81	SA
	Average Mean and Standard Deviation	**85**	**79**	**25**	**9**	**3.21**	**0.83**	SA

Lower and upper boundaries 0.01 – 1.00 = SD, 1.01-2.00 = D 2.01 – 3.00 = A, 3.01 – 4.00 = SA, will be used for decision making to answer the research questions.

Table 2 reveals that the mean scores for the five items are 3.12, 3.31, 3.20, 3.25, and 3.19 with their corresponding standard deviation of 0.93, 0.83, 0.84, 0.71 and 0.81 indicating that the respondents strongly agreed that emotional styles influence smiles among staff of Fr. Moses OrshioAdasu University. Specifically, respondents strongly agreed that emotionally stable staff smile naturally at work, staff who feel supported at work smile during interactions, staff who manage stress well appear friendly often, negative emotions like anger reduce how often staff smile at work and staff who enjoy their work environment like to smile with colleagues. The cluster means of 3.21 and standard deviation of 0.83 shows that emotional styles had impact on smiles among Staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria.

Hypothesis One: Emotional styles has no significant impact on boorishness among staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria

Table 3: Chi-Square Test of the Impact of Emotional Styles on Boorishness among Staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria

Opinion	Observed N	Expected N	Df	Level of Sign	Chi-Square Cal	P. Value	Decision
Strongly Agree	86.8	49.5	3	0.05	638.87	0.00	Rejected
Agree	84	49.5					

Disagree	19.2	49.5
Strongly Disagree	8.0	49.5

Table 4 reveals chi-square (χ^2) =, at638.87Df = **3**; **P = 0.00 < 0.05**. Since the probability value of **0.00** is less than the alpha level of **0.05**, this shows that the null hypothesis, which states that emotional styles has no significant impact on boorishness among staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria, is rejected. This implies that emotional styles had significant impact on boorishness among staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria

Hypothesis Two: Emotional styles has no significant impact on smiles among staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria

Table 4: Chi-Square Test of the Impact of Emotional Styles on Smiles among Staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria

Opinion	Observed N	Expected N	Df	Level of Sign	Chi-Square Cal	P. Value	Decision
Strongly Agree	85	49.5	3	0.05	441.52	0.00	Rejected
Agree	79	49.5					
Disagree	25	49.5					
Strongly Disagree	9	49.5					

Table 4 reveals chi-square (χ^2) =, at **441.52Df = 3**; **P = 0.00 < 0.05**. Since the probability value of **0.00** is less than the alpha level of **0.05**, this shows that the null hypothesis, which states that of emotional styles has no significant impact on boorishness among Staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria, is rejected. This implies that emotional styles had significant impact on boorishness among Staff of Fr. Moses OrshioAdasu University Makurdi, Benue State, Nigeria.

Discussion of Findings

Findings from research one showed a significant impact of emotional styles on boorishness among staff of Fr. Moses OrshioAdasu University, Makurdi, Benue State. This implies that when staff feel emotionally stressed they speak harshly to others, staff who cannot control anger behave rudely toward students, emotional exhaustion increases impatience at work and poor emotional control leads to quarrels. This finding agreed with the work of Olweus, and Wentzel, (2022) who observed that when rude behaviour

becomes common, students feel unsafe and it lead to more deviant behaviours like fighting, disobedience and school disruption. The finding also agreed with the work of Sadaa, (2025) who observed that staff member's emotional style (their usual pattern of reacting, coping, and controlling emotions) can strongly influence boorishness (rude, disrespectful behaviour) in the workplace. When a person's emotional style is mainly reactive quick anger, low patience and poor self-control stressful events at work appraised as threats, leading to negative feelings that can spill out as snapping, shouting, ignoring others, or harsh talk.

Findings from research one showed a significant impact of emotional styles on smiles among staff of Fr. Moses OrshioAdasu University, Makurdi, Benue State. This implies that emotionally stable staff smile naturally at work, staff who feel supported at work smile during interactions, staff who manage stress well appear friendly often, negative emotions like anger reduce how often staff smile at work and staff who enjoy their work environment like to smile with colleagues. This finding agreed with the work of Coşkun, Katıtaş, &Eriçok, (2025) who observed that emotional labour is shown to increase job-related stress and that stress is strongly linked with burnout suggesting that forced emotional displays (including forced smiles) can harm wellbeing over time. The finding also agreed with the work of Üngüren, Tekin, &Avsallı, (2025) who observed emotional labour shows that burnout can sit in the middle, can push burnout upward, and this can lead to negative work attitudes.

Conclusion

The study concluded that emotional styles had significant impact on boorishness and smiles among staff of Fr. Moses OrshioAdasu University, Makurdi, Benue State, Nigeria. The findings of the study revealed that:

1. Emotional styles have significant impact on boorishness among staff of Fr. Moses OrshioAdasu University, Makurdi, Benue State, Nigeria, as staff emotional stress and poor emotional control were linked with

harsh speech, rude behaviour, impatience and quarrels.

2. Emotional styles have significant impact on smiles among staff of Fr. Moses OrshioAdasu University, Makurdi, Benue State, Nigeria, as emotional stability, support and stress management were linked with natural smiles and friendly interactions, while anger reduced smiling.

Recommendations

Based on the findings of the study on emotional style, boorishness and smiles among staff of Fr. Moses OrshioAdasu University, Makurdi, Benue State, Nigeria, the following recommendations were made:

1. University management should organize regular training/workshops on emotional regulation, stress management and respectful communication for staff, so that negative emotional reactions (e.g., harsh speech and quarrels) can reduce, while positive interactions increase.

2. The university should strengthen staff welfare and support systems (e.g., counselling services, peer-support, and fair workload arrangements) to help staff feel supported and emotionally stable, which can encourage natural smiles and better staff–student relations.

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