THE RELATIONSHIP BETWEEN TEACHERS' EMOTIONAL LABOR AND
VOCATIONAL BELONGING

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ABSTRACT

THE RELATIONSHIP BETWEEN TEACHERS' EMOTIONAL LABOR AND VOCATIONAL BELONGING

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The purpose of this study is to examine the relationship between teachers' levels of emotional labor and vocational belonging. The study is a quantitative study adopting a relational screening model. Participants of the study included 416 primary, middle and high school teachers currently working in public and private schools in Bergama, İzmir. Data were collected through two questionnaires; Emotional Labor Scale and Vocational Belonging Scale. For data analysis, standard multiple linear regression analysis, T-Tests and ANOVA were conducted. The results of the study determined that deep acting and expression of naturally felt emotions significantly predicted vocational belonging. Deep acting and expression of natural emotions sub dimensions of emotional labor explain approximately 13% of the total variance of vocational belonging. In addition, emotional labor and vocational belonging were examined based on different demographic variables. Findings showed that there is a significant difference for participant teachers' emotional labor levels based on their gender, age, experience in teaching profession, experience in the current school, subject area and school grade level. Teachers' vocational belonging levels significantly differed based on their subject area and school grade level.

ÖZ

ÖĞRETMENLERİN DUYGUSAL EMEĞİ İLE MESLEKİ AİDİYETLERİ ARASINDAKİ İLİŞKİ

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Bu çalışmanın amacı, öğretmenlerin duygusal emek düzeyleri ile mesleki aidiyet düzeyleri arasındaki ilişkiyi incelemektir. Araştırma, ilişkisel tarama modelini benimseyen nicel bir araştırmadır. Araştırmanın katılımcıları İzmir ili Bergama ilçesindeki devlet okulu ve özel okullarda görev yapmakta olan toplam 416 ilkokul, ortaokul ve lise öğretmenidir. Veriler iki anket aracılığıyla toplanmıştır: Duygusal Emek Ölçeği ve Mesleki Aidiyet Ölçeği. Veri analizi için standart çoklu doğrusal regresyon analizi, T-Testleri ve ANOVA yapılmıştır. Araştırmanın bulguları, derinden rol yapma ve doğal duyguların ifadesinin mesleki aidiyeti önemli ölçüde yordadığını belirledi. Duygusal emeğin derinden rol yapma ve doğal duyguların ifadesi alt boyutları, mesleki aidiyetin toplam varyansının yaklaşık %13'ünü açıklamaktadır. Ayrıca duygusal emek ve mesleki aidiyet farklı demografik değişkenlere göre incelenmiştir. Bulgular, katılımcı öğretmenlerin cinsiyetlerine, yaşlarına, öğretmenlik mesleğindeki deneyimlerine, bulundukları okuldaki deneyimlerine, branşlarına ve okul düzeylerine göre duygusal emek düzeylerinde anlamlı bir farklılık olduğunu göstermiştir. Öğretmenlerin mesleki aidiyet düzeyleri ise branş ve okul düzeyine göre anlamlı farklılık göstermiştir.

Anahtar Kelimeler: Duygusal Emek, Yüzeysel Rol Yapma, Derinden Rol Yapma, Doğal Duyguların İfadesi, Mesleki Aidiyet

To My Dearest Family

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EL   Emotional Labor

SA   Surface Acting

DA   Deep Acting

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Capitalism is essentially profit-driven. Companies all around the world put great emphasis on service quality to attain their long term-goals to make profit and remain in an advantageous position in the business world (Monaghan, 2006; Zapf & Holz, 2006). The fact that employees' interactions with customers is a main determinant for service quality requires employees' management and monitoring of their emotional responses during interactions with clients. When it's done and paid for the wage, this emotional management and regulation is called emotional labor (EL) (Hochschild, 1983). The concept of emotional labor first entered the working life literature with the publication of the American sociologist Arlie Russell Hochschild (1983)'s book The Managed Heart: Commercialization of Human Feeling. After this book, the concept has received increasing attention among researchers.

The term emotional labor has many definitions. Morris and Feldman (1996, p.987) describe emotional labor as the process of planning, controlling and displaying the emotions of individuals during interpersonal interactions - in order to display the emotions expected by the organization (Morris and Feldman, p. 987; 1996). In recent years, with the rapid expansion of the service sector, emotional labor has become an indispensable and generalized part of many service areas and many professional sectors, including teaching (Begenirbaş, 2013). In schools, teachers have to perform emotional labor during their interactions with students, parents, administrators and colleagues while they are doing their jobs (Beğenirbaş & Yalçın, 2012). Emotional labor, which is also defined as managing emotions according to the situation in a required and expected way with gestures and facial

expressions, is very important for professions where direct communication with people is required (Karataş, Tösten, Kansu & Aydın, 2016). Professions that require intense focus such as teaching, not only require emotional sensitivity but also an active emotional labor because of high levels of social interaction. This situation implies that emotional labor is referred to in the related literature as an attribute of professionalism for teachers (Altınkurt & Yılmaz, 2014; Truta, 2014; Altınkurt & Ekinci, 2016; Hoşgörür, 2017).

Another prominent concept that is significant in the teaching profession is vocational/ professional belonging. The sense of belonging can be discussed as belonging to a group which brings along that group members are significant for each other and share common objectives and association (Hagerty & Patusky, 1995; Keskin & Seferoğlu, 2017). Vocational belonging is defined as "the act of a profession's becoming important in an individual's life" by Greenhaus (1971) whereas it is defined as "a relative power by which an individual identifies with a profession." by Aranya, Pollock and Amernic (1981) and as "career commitment" by Morrow (1983). The more an individual adopts the goals and objectives of the institution and feel belonged, the more willing and efficient they will be to achieve the objectives of the institution. Therefore, teacher's feelings of vocational belonging enhance a high work motivation and improvement of work efficiency which makes vocational belonging a significant determinant for attitudes and behaviors towards work (Güler et al., 2020). Consequently, teachers' sense of belonging levels both towards their organizations and jobs affect their performance at work in a positive way and thus has great importance in whether educational organizations reach their objectives or not.

In the light of the explained concepts, it can be concluded that emotional labor levels of teachers may influence their perceptions, feelings, and attitudes regarding their profession and the organization they work for. Thus, the concept of emotional labor constitutes a debatable field. Hochschild (1983) argued that hating a job where deep acting (DA) and surface acting (SA) constitutes an important part of the work, can prevent one from doing it well. For this reason, the relationship

between emotional labor and vocational/professional belonging is worth further investigation.

1.2. Statement of the Problem

Due to their structure, schools are institutions where social relations and face-to-face communication are intense. Both in the teaching process in classroom and during their interactions with colleagues, administrators and parents, teachers are expected to manage their emotions and express them appropriately as a part of their professional life. However, Hochschild (1983) argued that this expectancy has certain negative consequences: while institutions and organizations benefit from them, workers suffer from psychological and physiological illnesses because of these emotional demands. In fact, Hochschild (1983) conducted a study with flight attendants and bill collectors which showed that participants experienced stress, headaches, emotional exhaustion, and high amounts of alcohol and sex problems. These findings led to several studies that investigated the personal and organizational outcomes of emotional labor. On the other hand, the results of empirical studies for emotional labor have shown inconsistency and remained controversial. Even though Arlie Russell Hochschild (1983) directed scientific attention to the term emotional labor and argued that it would always be a burden to those showing it, research has shown that emotional labor is not always associated with negative psychological outcomes in recent years. When literature is investigated, the negative effects of emotional labor include stress, emotional exhaustion, emotional dissonance, burnout, job dissatisfaction, reduced job involvement, and feelings of inauthenticity; while the positive consequences of emotional labor can be listed as task effectiveness, self-expression, self-esteem, customer satisfaction, and job satisfaction (Yalçın, 2010). Vocational belonging, on the other hand, has been found to have a positive relationship with self-efficacy (Chan et al., 2008; Kruse & Lillie, 2000) and job satisfaction (Pesonen et al., 2020), while it is negatively related to emotional exhaustion (Skaalvik & Skaalvik, 2011; Pesonen et al., 2020).

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When the literature on the subject is examined, there are many studies that examine the emotional labor levels of teachers and the level of professional commitment. However, there are limited studies examining the relationship between emotional labor and vocational belonging. The concept of belonging can be discussed as the mutual responsibility between the thing that is belonged to and ones who feel belonged to that thing (Alptekin, 2012). In this sense, the concept of 'commitment', which is sometimes intended to be used instead of the concept of ''belonging'', does not fully meet the same depth of meaning as belonging is a much more rooted and two-sided concept. While commitment evokes a unilateral 'relatedness', the term belonging is a reflection of the mutual acceptance and ownership of the parties (Keskin & Pakdemirli, 2016). Therefore, rather than ''commitment'' which has been subjected to many studies, professional ''belonging'' is to be investigated in this study. Considering how intense emotional labor is in teaching profession and the importance of vocational belonging in organizational well-being and success, the lack of such a study on teachers is considered as a deficiency in the literature.

Research on emotional labor has shown that the consequences of performing emotional labor depend on the strategies individuals adopt to regulate their emotions Côté (2005). In other words, performing surface acting (SA), deep acting (DA), or expressing of naturally felt emotions are associated with different consequences for performers. While strong negative associations have been found between surface acting and psychological health outcomes, no or only weak negative associations between deep acting and psychological health have been documented as well as positive associations between deep acting and performance (e.g., Brotheridge & Lee, 2003; Glomb & Tews, 2004; Grandey, 2000; Martınez-Inigo, Totterdell, Alcover, & Holman, 2007; Totterdell & Holman, 2003). Similarly, while in emotional labor theory surface acting is conceptualized as a source of stress that causes strain and emotional exhaustion, deep acting is seen as a strategy that causally precedes enhanced service performance (Grandey, 2000; Holman, Martinez-Inigo, & Totterdell, 2008; Rubin et al., 2005). These findings make it clear that the associations between emotional regulation strategies and

vocational belonging might also differ from each other, which constitutes a gap in current emotional labor literature.

1.3. Purpose of the Study

The main purpose of the study is to investigate whether teachers' the level of emotional labor predicts their levels of vocational belonging or not. When the Turkish literature is investigated, it is seen that there are inconsistent results for these two variables and their relation to teacher demographic variables. Therefore, another purpose of this research is to examine the levels of emotional labor and vocational belonging based on different demographic variables such as gender, age, experience in teaching profession, experience in the current school, degree, subject area, school grade level, and student number in class.

Consequently, the research questions of the study are:

1. What's the relationship between emotional labor performed by teachers and their vocational belonging levels?

    1.A. What's the relationship between surface acting, deep acting, natural emotions and vocational belonging?

2. Is there a significant difference for teachers' emotional labor and vocational belonging levels in terms of their gender, marital status, degree, subject area, and school grade level?

    2.A. Is there a relationship between teachers' emotional labor and vocational belonging levels and their age, experience, experience in the current school, student number in class?

1.4. Significance of the Study

Previous research related to emotional labor has been conducted in big cities like Istanbul, İzmir and Ankara. However, there may be differences for emotional labor

levels and dimensions between teachers who work for schools in big cities and the ones that work at schools in the small districts in big cities. The lifestyle, societal and cultural differences may determine what is expected from teachers (Çelikten et al., 2005). Consequently, the main significance of the study is that it will provide information related to teachers working in a populous district of İzmir.

As stated previously, the results of empirical studies have shown inconsistency and remained controversial when it comes to emotional labor. Even though Arlie Russell Hochschild (1983) associated emotional labor with negative consequences, research has shown it is not always associated with negative psychological outcomes in recent years. Thus, this study will provide new insights into the emotional labor literature regarding its association and predictiveness for professional belonging, which includes commitment to the goals of the profession and the ownership of the job, and therefore is associated with positive effects on educational institutions such as higher levels of teacher motivation and performance.

Both emotional labor and vocational belonging constitute suitable target variables for research. As emotional labor can be considered as a requirement for professionalism and it's very common in teaching, its association with professional belonging may result in significant discussions regarding teacher sense of belonging, job satisfaction, job embeddedness, and motivation. What is more, the findings will help contribute emotional labor literature by adding valuable information on the teachers' demographic variables and their relation to emotional labor levels. Finally, the study results would enlighten school administrators about the levels of professional belonging of teachers based on different demographic variables, which would inform administration and give them a wholesome idea on teacher sense of belonging which is an essential for healthy organizational school culture. Descriptive results on the dimensions of the vocational belonging would help school administrators specify what to improve regarding their organizations as well as help them decide which type of

administrative style they would adopt and what kind of seminars and training they should provide.

1.5. Definition of the Key Terms

Emotional Labor: Emotional labor was defined as ''the silent work of evoking or suppressing feeling in us and in others'' and "…the management of feeling to create a publicly observable facial and bodily display" by Hochschild (1983).

Surface Acting: Surface acting was defined as ''deceiving others about what we really feel but not deceiving ourselves'' which involves masking true emotions by pretending like having another emotion by Hochschild (1983).

Deep Acting: Deep acting is a form of "real feelings that has been self-induced" and happens when workers' emotions are the same with the appropriate and required expressions of the organization (Hochschild, 1983).

Natural/Genuine Emotions: Employees' display of the naturally felt emotions that do not include any obligation, as in surface and deep acting dimensions (Ashforth & Humprey, 1993). This term is also defined by (Humphrey et al., 2015, p. 751) as "comply with social expectations and organizational display rules such that they do not have to deliberately summon the correct emotions' '.

Emotion Regulation: Emotional regulation is defined as "the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions. Emotion regulatory processes may be automatic or controlled, conscious or unconscious, and may have their effects at one or more points in the emotion generative process" by Gross (1998).

Emotional Display Rules: Emotional display rules were defined as the underlying principles that guide people to make decisions consciously or unconsciously to

express or not to express their emotions by Hochschild (1983).

Vocational Belonging: Greenhaus (1971) defined vocational belonging as ''when a job gains importance in an individual's life'' whereas Morrow (1983) recognized it as "career commitment" and Lee et al. (2000), argued it is the relationship between the individual and their profession. Dimensions of vocational belonging include ¨Vocational ¨Organization Belonging¨, ¨Vocational Place Belonging¨ and ¨Vocational Management Belonging¨.

CHAPTER 2

LITERATURE REVIEW

2.1. Theory of Emotional Labor and Approaches

Emotional labor is a multidimensional notion that reflects different stages such as the emotions that employees display within the framework of emotional display rules, emotional regulation methods and emotions that occur in internal processes (Hochschild, 1983; Ashforth & Humprey, 1992; Grandey, 2000; Morris & Feldman, 1996). Emotional labor requires the display of expected feelings in organizational context. Organizations have certain display rules to make their employees manage emotions according to the desired way regardless of how they really feel (Diefendorff et al. 2005). Based on this emotional management expectation, employees may develop certain strategies to ensure emotion management in the expected way. There are four major seminal approaches to emotional labor, each of which has their own unique definitions and highlights and provided new insight into emotional labor theory.

The term emotional labor was first defined by Arlie Russell Hochschild (1983) as the silent work of evoking or suppressing feeling in ourselves and in others. In the book "The Managed Heart: The Commercialization Human of Feeling", Hochschild (1983) also defined emotional labor as "…the management of feeling to create a publicly observable facial and bodily display" (p. 7). The first and initial work by Hochschild focused on the way laborers act in an attempt to please customers. Hochschild (1983) put emphasis on the laborer's responsibility to make customers feel important and gave several examples in her book to discuss the ways workers act and control their emotions in different situations that require emotional labor.

What Hochschild (1979, 1983) mainly emphasized was the common expectations in terms of workers' appropriate emotional reactions during service transactions. These expectations bring about feeling rules that determine the range, intensity, duration, and object of emotions that should be experienced. In her study, she discussed how flight attendants, funeral directors and nurses were expected to feel in certain ways (cheerful, friendly, reserved, somber, empathetic, etc.) and required to comply with the feeling rules of their profession.

Hochschild' Emotional Labor Theory has two origins: Goffman's dramaturgical theory and Marx's theory of alienation (Turner and Stets, 2005). Hochschild (1979, 1983) explains that in society there are certain emotional rules that can be categorized as feeling rules and expression rules based on Goffman's theory. As their names suggest, feeling rules are defined as the appropriate feeling in each social situation whereas expression rules are the appropriate guidance and display of those feelings. If social actors fail to adjust their emotions according to these two rules in social settings, they become emotional deviants (Thoits,1990). Hochschild (1979,1990) suggested that the act of complying with feeling and expression rules and managing emotions accordingly in order not to become an emotional deviant is called ''emotion work''. She also argued in her book that it is inevitable for any social actor to avoid emotion work throughout their lifetime. Hochschild (1979,1990) proposes two kinds of emotion management strategies which are surface acting and deep acting.

Based on the Marxist Theory perspective, she indicates that emotion management is a prominent act in work life for wage in post-industrial societies for many people. She (1983, 1990) defines this kind of emotion management as ''emotional labor'' in her books and gives the example of flight attendants and how they must smile all the time to sell service to customers. It was discussed that the private emotional system has been mandated by capitalism's commercial logic and has been altered by it. Capitalism took advantage of emotion management and efficiently organized it. Consequently, emotional labor has become a competition and advertisement area and used for corporate profit. As the possible consequences

of emotional labor, she mentions emotional dissonance which is defined as the incongruence between feelings and their display.

In her study where she collected data from flight attendants and bill collectors, she discussed how different jobs require different kinds of emotional labor. She gave the example of an organization that aims to create demand for a service and deliver it, which requires its workers to smile and use the soft questioning voice. Therefore, the service providers were asked to feel trust, sympathy, and good will behind this delivery display. On the other hand, the worker may be asked to use a grimace or a raised voice of command when it comes to collecting money for what the organization has sold. In this situation, the service role requires workers to feel distrust. Based on these examples, Hochschild (1983) asserted that jobs that require EL have three common characteristics as requiring face-to-face and voice-to-voice contact with people, requiring service providers to bring out an emotional state in another, and allowing employers to control workers' emotional activities through training and supervision.

Hochschild discussed social class and stated that a great majority of emotional laborers have middle class jobs. Moreover, gender decided on which emotional tasks workers would specialize in. While women are generally presented with the task of mastering anger and aggression in the service of "being nice", men were assigned with the task of mastering fear and vulnerability- they were assigned with organizational roles such as aggressing against those who break rules. In addition, women did more emotional work than men based on evidence.

Following Hochschild's approach, Ashforth & Humphrey (1993) contributed to the advancement of the emotional labor concept by stating that it occurs when "the laborer deliberately attempts to direct his or her behavior toward others in order to foster both certain social perceptions of himself or herself and a certain interpersonal climate". With Rafaeli and Sutton's (1989) lead, they used the term ''display rules'' (Ekman, 1973) instead of ''feeling rules'' which was used by Hochschild. Display rules refer to behavior -that is publicly expressed- rather than internal states, which makes them relatively easy to be observed by colleagues,

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customers, and managers. Therefore, they defined emotional labor as complying with the display rules by displaying the appropriate emotion, which differed from Hochschild's (1983: 7) definition as "the management of feeling to create a publicly observable facial and bodily display." They emphasized behavior instead of the presumed emotions underlying them because behavior is directly observable, and one may comply with display rules without managing their feelings. This notion gave rise to the third means of accomplishing emotional labor after surface and deep acting which is ''expression of naturally felt emotions''. Thus, their approach focused on behavior and separated expression of emotion from the experience of emotion (Ashforth and Humphrey, 1993).

They prominently discussed the term ''task effectiveness'' regarding production of expected organizational outcomes. Granted that emotion expression is perceived as more or less sincere by the target, compliance with the emotional display rules facilitates task accomplishment (Rafaeli & Sutton, 1989). Thus, emotional labor may increase task effectiveness and self-efficacy as it provides a critical means of interaction regulation, facilitates self-expression, and makes interactions relatively more predictable. On the other hand, they used the metaphor of ''double-edged sword'' for emotional labor as it creates the expectation of good quality service from the employees, which is associated with sincere concern of the laborers, and which cannot always be served and mandated by the organizations. Furthermore, they discussed that things that are functional for organizations and customers can be dysfunctional for the providers of service. Previously, Hochschild discussed how surface acting creates a sense of strain, which results in ''emotive dissonance'' which is similar to cognitive dissonance. Ultimately this dissonance may lead to feelings of hypocrisy and maladjustments related to a person or organization such as cynicism, poor self-esteem, depression, and alienation among service providers. In addition, Ashforth & Humphrey (1993) elaborated that the negative effects of emotional labor results in a discrepancy between what is expected and what is experienced. Even though expressive behavior can be regulated by display rules, expressive experience cannot be, which is the reason why the discrepancy is common. They concluded that dysfunctional

effects of performing emotional labor are more likely to become apparent in the long term compared to functional effects.

Finally, they contended that ''identity'' plays a critical role in EL process through discussing social identity theory. More specifically, they persisted that service providers' identification with their roles, including the values and norms of the role, moderated emotional labor's negative effects on well-being. According to social identity theory, an individual is apt to feel authentic while complying with role expectations such as display rules, if they strongly identify themself with organizational roles. If they regard these roles as a part of who they are, they tend to feel like they are authentic while fulfilling their role. In fact, they may still feel this authenticity if there is a consistency between the display rules and their own personal identity elements -such as being extroverted, sympathetic- even if the social identity is weak. This situation, as Ashforth & Humphrey (1993) discusses, may even make the emotional labor process enjoyable and enhance well-being. On the contrary, individuals tend to experience self-alienation and emotional dissonance if they define themselves in regard to different social groups or idiosyncratic character traits whose display rules are not compatible with those of the   organizational   role.
As the concept continued to be studied, researchers found that emotional display rules varied based on context. What is more, the intensity, length and frequency of the worker-customer interaction influenced organizations' expectations of laborers' emotional labor (Morris & Feldman, 1996). Thus, this time emotional labor was defined as "the effort, planning and control needed to express organizationally desired emotion during interpersonal transactions'' by Morris and Feldman (1996) who emphasized different social environments provoke different emotions and therefore emotional labor should be considered contextually.
In their study ''The Dimensions, Antecedents, and Consequences of Emotional Labor'' (1996), EL construct was conceptualized in terms of four dimensions which were frequency, attentiveness, variety, and emotional dissonance. In the first dimension, frequency of emotional display, it was discussed that the more

frequent an organizational role requires socially appropriate emotional display, the more an organization will demand for regulated display of emotion. This statement was compatible with Wharton & Erickson's (1993) premise that stakeholders prefer doing business with organizations in which employee behavior establishes the affective bonds of liking, trust, and respect. The second dimension, attentiveness to required display rules, indicated attentiveness level to display rules required by the role. Attentiveness to display rules requires physical effort and psychological energy, which means more labor. This dimension included the duration and intensity of emotional display, which were found to be positively correlated to each other. The third major dimension, variety of emotions required to be expressed, referred to how various -positive, neutral, negative (Wharton & Erickson, 1993)- emotions are displayed by the role occupants. It was discussed that when service providers display greater variety of emotions, they engage in greater amount of conscious monitoring and active planning of their behavior and thus greater emotional labor. The last dimension, emotional dissonance, was taken as a fourth dimension rather than a consequence of EL construct. Previously it was defined as the conflict between genuinely felt emotions and the ones that must be displayed in accordance with emotional display rules by Middleton (1989). In their study they discussed that the greater mismatch between genuinely felt emotions and organizationally required ones, in other words emotional dissonance; the more control, skill, and attentive action is required when performing EL.

Morris & Feldman (1996) also focused on some of the most expectedly impactful antecedents on the four dimensions they previously discussed. For frequency dimension, they considered explicitness of display rules, closeness of monitoring, gender, and routineness of task. For attentiveness, they considered routineness of task and power of role receiver. For variety of emotional display, power of role receiver and task variety were considered. And for emotional dissonance, they considered form of interaction, job autonomy, and affectivity as impactful antecedents.

Finally, having reviewed the existing literature so far, Grandey (2000) synthesized the findings on the constructs of emotional labor based on emotion regulation theory and proposed an operational definition: The deliberate suppression or expression of emotion to meet the goals of an organization. In addition, Grandey (2000) introduced organizational regulations (i.e., length, intensity, and frequency) which have an influence on one's emotional labor as well as suggesting that emotional regulation properties affect the understanding of emotional labor.

Grandey's model of EL centered-on antecedent-focused emotion regulation and response-focused emotion regulation which mainly corresponded with deep and surface acting strategies by Hochchild. It was discussed that predictors such as situational, individual, and organizational factors influenced EL. Emotion regulation process was said to have long term consequences on output variables such as well-being and performance of individuals in an organizational context. Grandey interpreted the EL dimensions in Morris & Fieldman (1996), in terms of frequency, duration, variety of interactions and display rules which were situational influence factors. While Ashworth and Humphrey (1993) and Morris and Fieldman (1996) centered their work on observable behavior according to organizational rules, Grandey conceptualized EL utilizing the concepts of internal feeling management and emotion display management following Hochschild (Karsten, 2015).

Building on the literature, Glomb and Tews (2004) came up with an EL conceptualization that includes inner and observable events and contributes the development of measurable indicators through these constructs. They offered three aspects to EL which were emotional dissonance, emotion regulation and expression of emotion which were respectively considered as an internal state, an internal process and behavioral display. The researchers developed an instrument to measure genuine expression, faked expression, and feeling suppression. They discussed that even though it requires less effort, displaying of genuine emotions in an organizational context is considered EL and thus used a single category for it. However, this conceptualization and the categorization of genuine expression,

as Karsten, (2015) discussed, disallowed to differentiate deep acting (effortful management of emotions for authentic display) from authentic emotion display. Still, their work was a valid starting point to measure emotional dissonance.

2.2. Dimensions of Emotional Labor

In this part, dimensions of emotional labor which are surface acting, deep acting, and expression of naturally felt emotions will be explained.

2.2.1. Surface Acting

Hochschild (1983) defines surface acting as ''deceiving others about what we really feel but not deceiving ourselves'' which involves masking true emotions by pretending like having another emotion. Surface acting requires a careful display and presentation of verbal and nonverbal signs such as gestures, facial expressions, and tone of voice. She likens deep acting to the actual art of acting by giving Hamlet and Ophelia examples. In surface acting, she explains, the body is the main tool instead of the soul and the body evokes passion in the ''audience'' as in the art of acting. Fundamentally, surface acting is categorized as an acting type to perform emotional labor and address emotional display rules. The most common example for surface acting in literature appears as the flight attendant case. Even though the flight attendant is experiencing fear or anxiety during an emergency landing, they should remain displaying a calm and soft attitude towards travelers while making an announcement. A flight attendant described her own experience during a crisis that made her anxious:

> Even though I'm a very honest person, I have learned not to allow my face to mirror my alarm or my fright. I feel very protective of my passengers ... my voice might quiver a little during the announcements, but somehow, I feel we could get them to believe ... the best (Hochschild,1983:107).

Ashforth and Humphrey (1993) and Grandey et al. (2013) discussed that teaching is one of the professions that require emotional labor in which display rules are necessary to fulfill occupational roles. Surface acting occurs when teachers alter

their emotional expression to comply with normative roles and patterns, through faking an emotion they do not really feel. In Dürüst's (2021) study, one of the teachers describes her emotional experience in class by stating these words:

> I do it by directly putting on a mask. I have a lot on my mind, especially lately. I feel so unhappy and anxious, but I behave and seem like a very calm and happy person who has no problems in front of the camera, under the students' eyes. I think that they are completely unaware of what I am going through (Dürüst, 2021, p. 89).

This case explicitly demonstrates how teachers use surface acting strategy to hide their actual emotions, in other words "putting on a mask", and to filter unpleasant emotions even if they are not feeling happy, enthusiastic, or excited in the classroom.

2.2.2. Deep Acting

While the expression management belongs to surface acting, deep acting happens when workers' emotions are the same with the appropriate and required expressions of the organization (Hochschild, 1983). In other words, deep acting occurs when internal true feelings are managed intentionally which leads to a modified observable expression to meet the job demands. Here's a scenario to depict the utilization of deep acting: During a flight, a flight attendant (Manuel) moves to the back of the plane to discuss his feelings with a colleague after he becomes frustrated with rude demands of a traveler. The conversation reveals to Manuel that the traveler is anxious due to her child's sickness. Manuel understands that she needs his help and assistance to care for her sick child. After the conversation, his level of frustration with the traveler decreases while his appreciation for her parental concerns increases. By this way, Manuel adjusts his emotions by means of his vocational position and becomes more helpful to the travelers. Then he asks the lady if she needs anything else for her child, with water and paper towels. Ashforth & Humphrey (1993) discussed that performing deep acting may distort authentic reactions and thus lead to the deterioration of sense of authentic self, which can affect psychological well-being. Similarly, as one loses

touch with this authentic self, and start to lose their ability to recognize or even experience genuine emotions, deep acting may result in self-alienation (Ashforth, 1989).

Teachers may employ a deep acting strategy which refers to "trying to experience positive emotions so that positive displays naturally follow" (Diefendorff et al., 2005, p. 341). King (2016) gives the example of a language teacher who deliberately puts an effort to care for a student failing in an exam. Even though the teacher is disappointed by their failure, she attempts to enhance her caring by recalling prior experiences to keep the students motivated, because she believes that it's a part of her professional identity.

2.2.3. Expression of Naturally Felt Emotions

Hochschild's (1983) definition of emotional labor ''the management of feeling to comply with display rules'' assumes that compliance occurs only through surface and deep acting. In other words, emotional laborers are viewed as needing to manage their emotions actively and/or consciously. Ashforth and Humphrey (1993) asserted that such a conception of emotional labor did not allow for the genuine, spontaneous, naturally felt and expressed emotions which are also appropriate and expected. However, such instances happen for service agents, where they naturally feel what they are supposed to express without having to put an effort for the expected emotion, as Hochschild discussed. A teacher who is sad over their best student's graduating and leaving or a nurse who is worried about an injured child does not need to act. Consequently, Ashforth and Humphrey (1993) formed '' genuine experience and expression of expected emotion '' or as it is called in this study ''expression of naturally felt
 emotions'' as the third means of accomplishing emotional labor by asserting that emotions may be felt and expressed with relatively little effortful prompting.

2.3. Antecedents of Emotional Labor

In this study, emotional labor levels of teachers according to some variables are examined to answer the second research question. In this part, literature and previous studies related to these variables are given.

2.3.1 Gender

Gender as a personal characteristic (or individual factor) is considered to be an important antecedent of emotional labor (Hochschild 1983; Grandey 2000). Hochschild (1979) argued that women are expected to engage in more emotional management than men not only at home but also at work. As Hochschild (1989, p.182) stated, "the world turns to women for mothering, and this fact silently attaches itself to many job requirements.". Even for the same occupational position, female employees are expected to perform emotional labor more than men do (Adelmann, 1995; Wharton & Erickson, 1993).

In studies regarding emotional labor, gender has been suggested to be one of the most common and important variables (Meier et al. 2006). As women are expected to manage their feelings more effectively compared to men (Morris and Feldman 1996), a profession that requires emotion work used to be considered as a women's work (Guy and Newman 2004; Taylor and Tyler 2000). In parallel with this, many studies showed that women use surface acting strategy more often than men (Erickson and Ritter 2001; Kruml and Geddes 2000; Schaible and Gecas 2010). Similarly, female teachers were found to use deep acting strategy more often than male teachers (Ogbonna and Harris, 2004). Again, Akın et al. (2013) found that female teachers used deep acting and surface acting strategies significantly more frequently compared to male teachers while there were no significant differences in genuine emotions scores.

On the contrary, in the recent years there are many up to date studies that has found otherwise. Yin (2015) found that male teachers had significantly higher scores for surface acting than female teachers which indicated that males were more inclined

to use surface acting in teaching. Similarly, in Özdemir and Koçak's (2018) study, male teachers were found to be displaying both surface acting and deep acting more than female teachers meanwhile female teachers displayed genuine emotions more. Overlapping with their study results, Şat, Amil, and Özdevecioğlu (2015) also found that the male teachers were significantly better at displaying surface acting compared to female teachers. In line with these findings, (Yurtseven &Hoşgörür, 2021) found out male teachers demonstrated more surface and deep acting behaviors than female teachers while female teachers were found to be determined to display more naturally felt emotions than men. Similarly, Akgün & Yılmaz (2021) observed that male teachers' level of performing emotional labor behavior was higher than female teachers. What is more, male teachers were engaging in surface acting strategy more than female teachers while female teachers perform more natural feelings than male teachers. According to Ertürk et al. (2010), Bıyık and Aydoğan (2014), Akbaş and Bozkurt Bostancı (2019) male teachers' emotional labor behavior levels were higher than the female teachers. Some other researchers such as Ceylan (2017) Kadan & Aral (2018), Yakar (2015) found that deep acting, and the surface acting levels of male teachers were meaningfully higher compared to female teachers. Yılmaz et al. (2015) found that male teachers engaged in more surface acting than female teachers, and Begenirbaş (2013) found that men used more surface acting strategy than women. Hochschild (1981) discussed that there are gender patterns for the commercial use of human feeling and each gender may call for different emotional tasks within the same profession. Women are generally presented with the emotional task of being nice meanwhile men are presented with aggressing against those who do not comply with rules. In teaching profession, being nice and understanding towards students and mastering anger and aggression may be considered the main emotion work. Therefore, these results that show male teachers engage in more emotional labor strategies may indicate that male teachers are trying to perform an emotional task that normally is not socially assigned to their gender, and thus, they try harder to comply with it for professional mastery. In other words, they are trying to perform emotional tasks that considered ''woman's work'' in Turkish society, and

thus, they may be internally conditioned to think they are putting more effort into such tasks compared to a woman.

On the other hand, there are also studies that could not find a significant difference considering gender effect on emotional labor. Yılmaz-Daban (2018) found no significant difference in the dimensions of deep acting and natural emotions according to the gender variable. However, it was observed that there was a significant difference in the surface acting dimension based on gender variable. What is more, the emotional labor levels of male teachers for the surface acting dimension were again found to be higher than female teachers. In addition, in the studies conducted by Uysal (2007), Kaya (2009), Köksel (2009), Kıral (2016), and Polatkan (2016) no significant difference was found for the sub-dimensions of emotional labor based on the gender variable. Such inconsistent results in EL literature proves that it is important to explore the role of gender on emotional labor in teachers.

2.3.2. Age

Teachers' age as a personal characteristic has been one of the frequently examined variables in emotional labor literature. Truta (2012) indicated that regulation of negative emotions varied according to age variable, and age had an impact on deep acting of school psychologists. Similarly, Dahling and Perez (2010) stated that employees engage more frequently in deep acting as they age. When it comes to Turkish context, Akgün & Yılmaz (2021) found a statistically significant difference for emotional labor behavior and surface acting behavior of teachers based on age variable. EL levels of the teachers who were 41 years old and over were found to be higher compared to those who are 20-25 and 31-35 age range. Surface acting behavior of teachers aged 41 and older was higher than teachers aged between 20-25 and 31-35. Accordingly, it was observed that as the ages of the teachers increased, their level of emotional labor and surface acting behaviors also increased. According to Bıyık and Aydoğan (2014), emotional labor level of participants aged 20-30; the participants aged 41-50 and 51-60 years differ

significantly. EL level of the participants in the 31-40 age range differs significantly from the participants in the 41-50 age range. It was seen that the level of emotional labor increases as the age range increases. They interpreted this result as teachers can control their emotions better as they get older. However, Erken (2018) and Moran (2018) concluded that teachers' perceptions of emotional labor do not differ according to the age variable.

2.3.3. Experience in Teaching Profession (Seniority)

Experience has been also one of the popular variables when it comes to EL behaviors of teachers. Truta (2012) indicated that authenticity in expressing emotions varies based on years in profession. In addition, years in profession have an impact on deep acting. The more they gain experience, the more frequent employees engage in deep acting (Dahling & Perez, 2010). Similarly, Bıyık and Aydoğan (2014) found that EL Levels of teachers with more years of experience were higher compared to those with less experience. They associated this finding with work commitment levels of teachers depending on their years of experience in the profession. Similarly, Begenirbaş (2013) determined that the emotional labor levels of teachers with an experience of 21 years or more were higher compared to those with less experience. In line with these results, Akgün and Yılmaz (2021) found a significant difference in emotional labor behavior and surface acting sub-dimension based on professional seniority of the teachers. The level of perception of emotional labor behavior of teachers with a professional seniority of 20 years and above was higher than that of teachers with a professional seniority of 1-5 years and 6-10 years. Teachers with 20 years or more professional seniority found to perform higher levels of surface acting than teachers with 1-5 years and 6-10 years of professional seniority. Similarly, Ertürk et al. (2016), determined that teachers' emotional labor behaviors differed significantly according to professional seniority. It has been concluded that the level of perceptions of emotional labor behavior of teachers with a professional seniority of 16 years or more were higher than the teachers with a professional seniority of 1-5, 6-10 and 11-15 years. Also, Bıyık (2014) determined that the emotional labor

levels of teachers with a professional seniority of 6-10, 16-20, and 21 years and above were higher than teachers with professional seniority of 1-5 years. In Akbaş's (2016) study, it was found that the level of surface acting of teachers with a professional seniority of 21 years and above were higher than that of teachers with a professional seniority of 1-10 years. Cingöz (2018) concluded that teachers with 41 years or more of professional seniority had a higher level of deep acting behavior than teachers with a professional seniority of 16-20 years. Finally, Moran (2018) also concluded that the surface acting behaviors of teachers with a professional seniority of 21 years and above were higher than those of with a professional seniority of 16-20 years.

On the other hand, Özdemir and Koçak's (2018) study showed that the less experienced teachers were more likely to engage in surface acting strategy. This finding may indicate that experienced teachers who identify with their professions may not need to use surface acting strategy due to natural feelings. There also some studies that found no significant difference when it comes to seniority. When teachers' emotional labor behaviors were examined based on seniority variable, (Yurtseven &Hoşgörür, 2021) did not find any significant difference in the dimensions of surface acting and deep acting behaviors and expression of naturally felt emotions. Similarly, there was no significant difference for teachers' emotional labor levels (surface acting, deep acting, natural feelings dimensions) based on experience variable in different studies conducted by Kaya (2009), Kıral (2016), and Özgün (2015). Similarly, Polatkan (2016), Erken (2018) and Yılmaz-Daban (2018) stated in their research that the emotional labor levels of teachers do not differ according to professional seniority.

2.3.4. Experience in the School

Compared to experience in the teaching profession, teachers' years of experience in their current schools has not been as frequently examined. Akbaş's (2016) study determined that teachers' perceptions of emotional labor differ according to the

length of time they work at the school they work in, and it was found that the level of deep acting of teachers who worked in their own school for 1-3 years was higher than that of teachers between 4-6 years. However, Akgün and Yılmaz (2021) found that the emotional labor and surface acting, deep acting and natural feelings levels of the teachers did not make a significant difference according to the working time in the current school that teachers work at. Apparently, there is a lack of investigation for this variable in Turkish EL literature. Thus, this factor is examined and discussed in the current study.

2.3.5. Subject Area

It can be said that teachers' subject area are not investigated as frequently as other variables. For Turkish context, Şener (2014) determined that classroom teachers display more emotional labor behavior for all dimensions compared to branch teachers. They considered it as an expected situation as classroom teachers deal with younger students and live sentimentalism intensively more real and intimate when compared to branch teachers. Similarly, Yılmaz et al. (2015) determined that teachers' emotional labor levels differed based on their subject area. On the other hand, Yılmaz-Daban (2018) found that teachers' emotional labor levels did not show a significant difference in terms of surface acting, deep acting, natural feelings dimensions according to subject area variable. Similarly, in the studies conducted by Begenirbaş and Basım (2013) and Polatkan (2016), it was found that the levels for emotional labor dimensions did not make a significant difference based on the subject area variable. It can be said that subject area variable has not been investigated as frequently as other variables, which makes the relevant investigation necessary for current study.

2.3.6. Education Level

Zaretsky and Katz (2019) indicated that teachers who held teaching diplomas used surface acting strategy significantly more frequent compared to the ones who held master's degrees. In addition, their findings indicated that teachers with a teaching

diploma used deep acting strategy significantly more compared to those with either a bachelor's or master's degree. Similarly, Özan & Şener (2014) who examined the relationship between teachers' educational levels and the emotional labor techniques that they preferred found the same results for surface and deep acting. For teachers with higher educational levels (bachelor's and master's degrees), a non-significant tendency to use natural acting technique more frequently than those with a teaching diploma was found (Hoy & Woolfolk, 1993; Cantrell et al., 2003, Akbari & Moradkhan, 2009, Zaretsky and Katz, 2019).

On the other hand, there are studies that found no significant difference for the education level variable. Akgün & Yılmaz (2021) determined that the education levels of the teachers did not make a significant difference in the surface acting and deep acting sub-dimensions of the emotional labor behavior, but it created a significant difference in the natural feelings sub-dimension. Accordingly, it was determined that the level of displaying natural emotions of teachers with graduate education was higher than teachers with undergraduate degrees. Ertürk et al. (2016), Bıyık (2014), Bıyık and Aydoğan (2014), Polatkan (2016), Moran (2018) and Erken (2018) determined that the emotional labor levels of teachers do not differ according to their educational status. It is concluded that there are inconsistent findings for this variable.

2.3.7. Marital Status

Marital status has been one of the most frequently investigated variables in EL literature. Kariou et al. (2021) found that marital status of teachers has a significant effect on their emotional labor. Similarly, Anomneze et al. (2016) found that marital status was a significant predictor of emotional labor of teachers. On the other hand, for the Turkish context Yılmaz-Daban (2018) found no significant difference for surface acting, deep acting, and natural feelings in secondary school teachers according to the marital status variable. These results are similar to the findings of the studies (Begenirbaş & Basım, 2013; Kaya, 2009; Kıral, 2016; Polatkan, 2016) revealing that marital status of teachers does not make a difference

in emotional labor levels. Akgün & Yılmaz (2021) found that there was no significant difference in the levels of emotional labor behavior and surface acting, deep acting and natural feelings behaviors according to the marital status of the teachers. This result of the research is consistent with the results of Erken (2018) and Moran (2018).

On the other hand, Yilmaz et al. (2015) stated in his research that married teachers show more surface acting behavior than single teachers, revealing a different finding with their study. The research was not limited to the field of education and there was no significant difference between the sub-dimensions of marital status and emotional labor according to the studies conducted in fields such as health and tourism (İrigüler, 2015; Köksel, 2009). Similarly, Bıyık (2016) determined in his research that the emotional labor levels of teachers differ according to marital status and that the emotional labor behaviors of married teachers are higher than those of single teachers. Yılmaz et al. (2015) and Cingöz (2018) determined that the level of performing surface acting behavior of married teachers was higher than that of single teachers. In Bıyık and Aydoğan's (2015) study, the EL level of the married participants was significantly higher than the EL level of the single participants. They interpreted this result as marriage may enhance the emotional aspects of individuals. These results can be evaluated as emotional labor levels of teachers may or may not make a difference based on marital status variable, which indicates inconsistency for EL literature.

2.3.8. School Grade Level

School grade level has been investigated in many studies for its relation to emotional labor. Akgün & Yılmaz (2021) found that there was a significant difference for surface acting and deep acting behaviors of teachers' emotional labor behavior according to the grade level of the schools they work for. Teachers working in primary schools had higher levels of emotional labor behavior, surface acting, and deep acting behaviors compared to teachers working in secondary

schools. Yılmaz et al. (2015) revealed that primary school teachers' levels of surface acting, natural feelings, and deep acting were higher than those of high school teachers. In the study of Ertürk et al. (2016), it was determined that emotional labor behaviors of teachers differ according to the type of school they work in, and the level of teacher perception of emotional labor behavior working in primary schools is higher than teachers working in secondary and high schools. Moran (2018) determined that teachers working in primary schools have higher levels of natural emotions compared to secondary school teachers. However, Erken (2018) and Moran (2018) concluded that teachers' perceptions of emotional labor do not differ according to which grade level teachers work at. General findings indicate that students' age may be a significant predictor for teacher emotional labor. Teachers may engage in more emotional labor behaviors when their students are young learners. Therefore, this factor is examined and discussed in the current study.

2.4. Consequences of Emotional Labor

Dysfunctional consequences of emotional labor include health consequences. Surface and deep acting strategies often result in emotional dissonance (Richard & Converse, 2016). It has been argued in the literature that these strategies generally lead to poor self-esteem, estrangement from self or self-denial (Dunbar & Baker, 2014; Yin et al., 2017). Indregard et al. (2018) states that such experiences are health-risk-related problems that may result in depression, exhaustion and mental distress. In addition, if the experience of emotional discrepancy is persistent, it can increase the chance of physical-health-related problems (eg. headache, sleeplessness, cardiovascular problems) (Gross, 2002). Moreover, if the employees are psychologically and physically depleted (Mishra and Kumar, 2016), they may be susceptible to emotional exhaustion (Yilmaz et al., 2015).

Employees need to make a certain effort to show the necessary emotions, which causes burnout and job stress. In some cases, employees can display the required

emotions without effort, as they have become a habit (Grandey, 2000). This distinction leads us to surface acting and deep acting behaviors. Employees who use deep acting strategy are less likely to experience negative effects such as emotional dissonance, job dissatisfaction and burnout because they really feel the emotions necessary for the job (Judge, Woolf, & Hurst, 2009). Therefore, some of the negative consequences of emotional labor are mostly associated with surface acting strategy. Employees who engage in surface acting behaviors experience emotional dissonance by keeping their emotions separate from their actual feelings. On the other hand, when engaging in deep acting, employees harmonize the desired emotions with their real emotions (Yanchus, Eby, Lance, & Drollinger, 2010).

Employee efforts to display the emotions required by the job lead to some consequences (Grandey, 2000). These consequences may include emotional dissonance, which results from the conflict between the naturally felt emotion and the expected emotion. When emotional dissonance is considered a result of role conflict, role conflict causes stress and therefore emotional burnout (Van Dijk & Brown, 2006). Negative effects such as emotional dissonance, decreased self-confidence, depression, and emotional burnout occur in jobs that require emotional labor, where employees distinguish between their personalities and organizational roles (Wharton, 1993). The masking or reworking of authentic emotions have been associated with psychological and physical dysfunctions (King & Emmons, 1990; Parkinson, 1991; Pennebaker, 1985). In addition, the obligation of the employees to change their actual feelings or the feelings of the other party increases job stress and reduces job satisfaction (Pugliesi, 1999). Rutter and Fielding (1988) found that a perceived need for emotional suppression in the workplace was positively related to overall stress and negatively related to job satisfaction. What is more, the higher the degree of emotional dissonance in employees, the higher the degree of alienation, dehumanization, and depersonalization (Ashforth and Tomiuk, 2000; Diefendorff, et al., 2008; Hochschild, 1983; Hopfl and Linstead, 1993; Lewig and Dollard, 2003).

Job dissatisfaction, lack of self-esteem, attention deficit, and depression symptoms are observed in employees in jobs requiring emotional labor (Morris & Feldman, 1996). Similarly, another effect encountered in jobs that require emotional labor is burnout. Constantly controlling the emotions of employees and managing it causes emotional burnout (Mesmer-Magnus, DeChurch, & Wax, 2012). However, in the EL literature, it is concluded that the effects of emotional labor on employees cannot be generalized as the individual differences are important in terms of the mentioned effects (Judge et al., 2009).

Emotional labor, whose negative effects we have mentioned, also has positive effects for employees in some cases. Financial gain is one of them. For example, the waiter, who has a warm communication with the customers, can earn a profit by taking tips from them. Since emotional labor determines some social expectations, it can prevent future problems between people. In fact, when employees behave according to the appropriate roles expected by the organization, it is possible to prevent employees from encountering negative situations (Rafeeli & Sutton, 1987). The positive results of emotional labor are realized under certain conditions. When the desired success is achieved with the help of emotional labor in individuals who make their profession an important part of their identity, their job satisfaction increases. This is valid for these individuals when they can improve themselves and manage their emotions under their own control (Pugliesi, 1999).

2.5. The Concept of Emotional Labor in Teaching Profession

When we think that the concept of emotional labor has become almost a necessity for those working in service sector (Grandey, 2000), emotional labor is often needed especially for those working in service-based and charitable institutions and organizations such as teachers, health workers, flight attendants and sales representatives (James, 2000). Hochschild (1983) stated that some of the jobs that require a high level of emotional labor are teaching, nursing and salesperson. In addition, since the teaching profession is one of the professions that require social

expectations and sacrifice (Acker, 1995), the emotional labor performance of teachers while fulfilling their duties will increase their success and can also contribute significantly to the effectiveness of educational institutions and organizations.

In some professions, emotional labor affects the whole job. If we compare an engineer and a banker, the emotional labor process does not matter much for the engineer, while the banker has to comply with the emotional display rules expected by the institution (Hochschild, 1989). Due to their nature, there is intense emotion management for some professions in which employees manage their emotions bilaterally and affect the emotional state of the other person while managing their own emotions (Svensson, 2011). The first kind of jobs Hochschild (1983) relates to emotional labor are the ones for which it's a requirement for employees to have face to face contact or voice to voice contact. The second type of jobs are the ones that require employees to produce a positive or negative emotional state in other people whereas the third one is the type that require employees to tolerate others' supervision and control over their emotional activities.

Emotions in the teaching profession are considered as an inevitable and prominent part of the job as it has a great potential to influence academic outcomes and educational goals (Becker, Goetz, Morger, & Ranellucci, 2014; Day, 2004). It can be said that teaching is a profession that struggles with the deadlocks and experiences very different emotions in this process (Isenbarger & Zembylas, 2006). Teachers have to regulate their emotions in order to create a positive learning process (Gates, 2000; Leidner, 1999). Consequently, emotional labor is an important component for the teaching profession (Sutton & Wheatley, 2003; Wharton, 1993).

Teachers need to perform emotional labor to be able to do their duties that include entertaining students, arousing interest, and creating a positive curriculum (Begenirbaş & Yalçın, 2012). It is among the duties of the teacher to develop and

establish positive relationships with students and to develop close bonds with them. Therefore, teachers perform intense emotional labor behavior through their interactions with many students (Youngmi, 2016: 12). However, the area where teachers will show emotional labor is not limited to students only. Teachers also have to manage their emotions when interacting with parents and colleagues (Troman, 2000). In this case, teachers use emotional labor strategies, since emotions need to be compatible with display rules in order to achieve educational goals (Zembylas, 2002).

The elements that determine the display rules for teachers can be listed as cultural norms, educational programs, and the expectations of administration. If teachers incorporate these rules into their own life, the emotion regulation process becomes a natural process (Sutton, 2004). Teachers make an effort to develop an attitude in accordance with the expected rules and believe that managing their emotions is an important factor affecting their professional success (Youngmi, 2016, p.15).

Teachers' expressions of emotions especially in the classroom are mostly guided and limited by certain emotional-display rules which can be defined as the norms regarding the nature of emotions, and their appropriate expression or suppression (Brotheridge, 2006). As stated previously, teachers must comply with these display rules and perform emotional labor to align their feelings and their external expressions with emotions that are considered appropriate and desirable. In fact, teachers not only have to express positive emotions more frequently and avoid expressing the negative ones, but also they should keep the intensity of their emotions at moderate levels (Taxer & Frenzel, 2015; Winograd, 2003). They either have to externally express desired feelings through surface acting or they force themselves to feel the expected feeling through deep acting (Brotheridge, 2006; Brotheridge & Lee, 2003).

2.6. Studies Regarding Teachers' Emotional Labor in Turkey

In terms of relations with people, teaching is a profession that is carried out in relation and interaction with a wide range of people. It is intertwined not only with students in the school and classroom environment, but also with parents and society outside of school. The expectations from teachers may also change especially based on the region where they serve, and the social and cultural structure of the place. However, no matter where the teacher works, regardless of village, town or city, the group of people that teachers deal with the most is undoubtedly students. Although teacher-student relations are officially determined by the relevant laws and regulations, the emotional aspect of these interactions and relations predominates due to the nature of the profession. Çelikten, Şanal and Yeni (2005) stated that in literature effective teacher characteristics and traits include being patient, friendly, supportive, keeping emotions under control, being respectful, not occupying the class and school with personal problems, being a model for students, being tolerant and affectionate, being reliable, honest, objective, having leadership qualities, being kind, understanding and humorous, and finding solutions instead of complaining about problems. Çelikten and Can (2003) also argued that the "Ideal Teacher" should be friendly, tolerant, affectionate, reliable, honest, objective, confidant and friendly towards students, and should be a model for students with their thoughts and behaviors. When all these qualities are reviewed, it can be said that almost all effective teacher traits inherently require emotion management and thus emotional labor.

In studies conducted in some other countries, it has been determined that the level of economic income is one of the most important factors affecting the adjustment of teachers at school (Klassen et al.,2008). Contrarily, Sağlam and Sağlam (2005) states that Turkish teachers cannot devote themselves enough to work due to the economic difficulties they experience. What is more, in addition to salaries, there are significant differences between EU countries and Turkey in terms of working hours, the number of students per class and the ratio of teaching staff to the number of students (Çalışkan Maya, 2006). Considering, the financial issues teachers face in Turkey, loss of status and respect of teaching profession as a result of rapidly

changing educational policies and regulations based on political power dynamics (Çelikten et al., 2005), and the motivation and emotional well-being of Turkish teachers as a result of these; performing emotional labor may become even more troublesome.

In Turkey, there have been many studies regarding emotional labor levels of teachers. When the literature is examined, it is seen that the emotional labor levels of the teachers are generally at a moderate level (Akbaş, 2016; Bıyık, 2014; Ertürk, Keskinkılıç-Kara & Zafer-Güneş, 2016; Moran, 2018; Töre, 2021). According to the results of the sub-dimensions of emotional labor, teachers' level of surface acting is generally low. Begenirbaş and Meydan (2012), Demircan and Turunç (2017), Özdemir and Koçak (2018), Şahin (2018), and Töre, (2021) have found consistent results with this notion. However, there are also studies determined that teachers' surface acting behaviors were at a moderate level (Akbaş, 2016; Cingöz, 2018; Mavi, 2015; Moran, 2018). In addition, Bakar (2018) and Polatkan (2016) revealed in their research that teachers mostly exhibit surface acting behavior.

Literature also shows that the teachers' level of perceptions of deep acting behavior is high (Akgün & Yılmaz,2021; Bakar, 2018; Demircan & Turunç, 2017; Polatkan, 2016; Yılmaz et al., 2015) Although Bakar (2018) and Polatkan (2016) stated that teachers exhibit deep acting behavior the least, there are also studies determined that teachers' deep acting behaviors were moderate (Akbaş, 2016; Begenirbaş & Meydan; 2012; Erken, 2018; Töre, 2021) and at a high level (Mavi, 2015; Moran, 2018; Özdemir & Koçak, 2018; Yılmaz-Daban, 2018).

It has also been shown many times that teachers' natural emotion levels were at a very high level. This result can be seen in the studies conducted by Begenirbaş and Meydan (2012), Moran (2018), Yılmaz-Daban (2018), Özdemir and Koçak (2018), Şahin (2018), Akgün & Yılmaz (2021) and Töre, (2021). However, in Demircan and Turunç's (2017) study, it was determined that teachers' levels of natural emotions were at a moderate level.

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In Turkish context, studies regarding teachers' emotional labor generally include other variables such as well-being, job performance, job satisfaction, burnout, emotional dissonance, stress, and depersonalization. In the study conducted by Uysal (2007), ¨the effects of emotional experience patterns and emotional labor observed in teachers on professional job satisfaction and burnout¨ are examined. For this reason, data were collected from 199 teachers working in primary schools in the central districts of İzmir. According to the findings of this research, teachers generally display positive emotions and show more deep acting behavior. There is a negative significant relationship between emotional dissonance and job satisfaction. Similarly, in the study conducted by Kaya (2009), the relationship between private school teachers' perceptions of emotional labor behavior, job satisfaction and job stress were examined. Data were collected from 174 teachers working in private schools in Istanbul. According to the results of the research, it is seen that there is a significant relationship between emotional labor behaviors and external satisfaction. In addition, as a result of the regression analysis, it is seen that emotional labor levels do not predict job satisfaction. The effect of teachers' emotional labor behaviors on job satisfaction was also examined by Karataş, Tösten, Kansu, and Aydın (2016). Their sample consiststed of 380 teachers working in the city center of Batman. They concluded that emotional labor predicts job satisfaction. Finally, Töre (2021) found that high level of natural emotions and low level of surface acting increased positive organizational behaviors such as job satisfaction and performance.

Yalçın's (2012) research aimed to identify some antecedents and consequences of emotional labor behaviors of primary and secondary school teachers in Ankara. The findings obtained in the research showed that organizational culture and personality traits, which are considered as the antecedents of emotional labor behaviors, are effective on emotional labor. In addition, emotional labor behaviors predicted burnout and job satisfaction variables. Similarly, Begenirbaş (2013) aimed to reveal the effects of personality on teaching styles, as well as whether emotional labor and burnout play a mediating role in these effects. Data were collected from 405 teachers working in primary, high school, and equivalent

schools. Research findings showed that emotional labor, especially personality teaching styles, influences burnout. In addition, emotional labor and burnout predicted teaching styles, and emotional labor and burnout have a mediating effect on the effect of personality on teaching styles. Akın, Aydın, Erdoğan, and Demirkasimoğlu (2014) investigated whether emotional labor is a predictor of burnout. The sample consisted of 370 teachers working in primary schools in Ankara. According to the results of the research, emotional labor was determined as a predictor of burnout. Yilmaz et al. (2015) aimed to determine the relationship between emotional labor and burnout levels in a sample of teachers. According to the results of the study, surface acting and natural emotions were found to be predictors of burnout and depersonalization of teachers. Finally, Yılmaz-Daban (2018) found that teachers' emotional labor behaviors and their burnout levels were related. There were mostly low-level and mostly significant relationships between emotional labor dimensions and burnout dimensions. According to the results on the relationship between emotional labor and burnout levels of secondary school teachers, it was found that there was a low level of positive and significant relationship between teachers' surface acting and their burnout and depersonalization. Özgün (2015) examined the effect of emotional labor on job stress in his research. According to the results of the research, it is seen that surface acting behavior and work stress are related and in some situations that cause work stress, showing surface behavior increases work stress.

Apart from these, emotional labor has been investigated in terms of its relation to organizational administration. Ertürk et al (2016) concluded that teachers' perceptions of administrative support and psychological well-being were determined to be high, and their emotional labor levels were moderate. In addition, it was found that perceived administrative support was not a significant predictor of teachers' emotional labor levels, while it predicted psychological well-being at a low level. Bakar (2018) also found a low-level positive and significant relationship between teachers' emotional labor and their subjective well-being levels. Similarly, Demircan and Turunç (2017) conducted empirical study to determine the relationship between work-family conflict and emotional labor in the education sector and to determine whether leader support has a mediating role

in this relationship. As a result of the study, it was determined that there is a relationship between work-family and family-work conflict and emotional labor, and that leader support does not play a mediating role in this relationship.

Consequently, there is a gap for emotional labor and vocational belonging relationship for teachers in Turkish literature. Similarly, for the Turkish context, research related to emotional labor has been conducted in big cities like Istanbul, İzmir and Ankara. However, there may be differences for emotional labor levels and dimensions between teachers who work for schools in big cities and the ones that work at schools in the small districts in big cities. The lifestyle, societal and cultural differences may determine what is expected from teachers (Çelikten, Şanal &Yeni, 2005). For this reason, emotional labor levels of teachers that work for schools in İzmir-Bergama district is worth investigating.

2.7. The Concept of Vocational/ Professional Belonging

Goodenow and Grady (1993) states that the sense of belonging is a result of feeling of being accepted and respected by other community members and receiving support from the community. It was defined by Hagerty and Patusky (1995) as valuable participation and fitting into a community. What is meant by valuable participation is that the individual feels as a valuable and desired individual in the community. The sense of belonging is the opposite of alienation and isolation; it can also be considered as belonging to a group, being important to each other, a shared common purpose and togetherness (Hagerty & Patusky, 1995). Belonging can be perceived as the feeling of being valued and relatedness (Roeser et al.,1996). The need to belong can be conceptualized as a fundamental human motivation (Baumeister and Leary,1995). The concept of belonging has also taken its place in Maslow's pyramid of needs and is defined as the need for belonging and love at the third level after physiological needs and safety needs. According to Maslow, belonging is the individual's need to be accepted, recognized, valued and seen as important by others. Accordingly, at the beginning of the most

important needs of human beings, especially with adolescence, comes the identity and the needs of status and commitment, belonging and higher self (Kuşat, 2003).

The concept of vocational belonging was first defined by Greenhaus in 1971. Greenhaus (1971) defined vocational belonging as ''when a job gains importance in an individual's life'' whereas Morrow (1983) recognized professional belonging as "career commitment". Lee et al. (2000), discussed it as the relationship between the individual and their profession. They also stated that this emotional bond has an effect on whether the individual wants to stay in the profession or not.

Professional belonging is considered as an attitude that results from the whole and balancing of many desirable and undesirable experiences related to the profession (Şimşek, 1999). With this aspect, belonging refers to the whole of the attitudes that are fed by various aspects of the individual's profession (Erdoğan, 1996). Different definitions of professional belonging have been made by many authors. Similarly, Şenel (2021) states that vocational belonging can be seen as the emotional bond between a person and their profession. It can be said that vocational belonging is one of the most significant factors affecting the organizational behavior of the individual, which is related to the attitude of the person towards his profession, including the goals of the employee regarding the profession. Greenfield et al. (2008) states that professional belonging is related to the employee's various attitudes and behaviors related to their job and covers the professional goals of the employee, thus, professional belonging is one of the most important factors affecting the organizational behavior of the individuals.

Şahinkuş (2006) states that managers' positive attitude towards their employees, their valuation, and the positive relations that exist between the manager and the employee are a separate factor that leads to an increase in the employee's belonging. Belonging is also related to the general condition of the organization. The main policies of the organization, personnel practices, and organizational image in the society play a role in the development of the employee's sense of

belonging. What is more, belonging is related to positive human relations in the workplace, and therefore the pleasure an employee feels from belonging to any subgroup within the organization is considered as a sense of belonging.

Consequently, it can be said that vocational belonging is related to many issues such as attitudes and behaviors of administrators towards employees, the organizational administration and communication styles, and the qualities of the workplace. Positive thoughts and feelings of employees on these issues mean that they identify with the business organization or institution. These positive thoughts enhance the feelings of vocational belonging, which ensures high work motivation and increases work efficiency. Therefore, vocational belonging is an important factor that determines the attitudes and behaviors of employees towards work life and affects performance positively (Gören and Sarpkaya 2014: 69). The more an individual adopts the values and goals of the business organization and institution, or the higher the level of their belonging to the organization, the more willing they are to work for the benefit of that organization or institution (Ören et al. 2005: 5; Sevinç and Şahin, 2012).

Professional belonging is directly related to the professional life and quality of life of individuals and directly affects professional satisfaction (Özdevecioğlu & Aktaş, 2007). In fact, belonging to the profession directly affects job performance (Lee et al., 2004). Professional belonging is also an extremely important factor in motivating an employee. An employee's job satisfaction and productivity can improve if they are motivated to work (Tella et al., 2007).

Employees with high professional belonging are defined as employees who have a strong belief in their profession, accept the aims of the profession, make effort on behalf of their profession and are willing to exist in the profession (Lord & DeZoort, 2001). Individuals with high professional belonging levels are more willing to define themselves with their professions and institutions, as well as participating in various processes related to their professions and institutions, making efforts on behalf of them. Those with high belonging live longer and more peacefully because they are not under stress. An individual who is happy in their

job reflects their happiness outside of the job. A satisfied employee maintains their positive behaviors. These people have positive attitudes towards life and their environment and look at life more dynamically and optimistically (Özkalp & Kırel, 2000). Similarly, individuals with high professional belonging tend to engage in fewer activities that are harmful to the institutions they work for (Greenfield et al., 2008).

Since the concept of belonging is defined as "relatedness, interest" (TDK); professional belonging refers to an individual's interest in their profession. In other words, if the individual is interested in their job then they have a sense of belonging; if they are indifferent and careless, they are deprived of the sense of belonging. This indifference that may occur in teaching may cause difficult results for students who graduate from schools that are responsible for raising future generations. Professional belonging of teachers can affect the educational process, their relations with students and relations with other people in a positive or negative way (Öztaş, 2010).

Professional belonging in the teaching profession has important results such as improving job performance (Lee et al., 2004), decreasing school dropout rates, and increasing organizational and professional satisfaction (Elias, 2006). Therefore, teacher's feeling of belonging is associated with positive and supporting relationships with colleagues and school administration. What is more, Haworth (2015) states that when teachers gain a sense of belonging, this assists them in becoming part of a diverse learner community, and in being more open to developing promising pedagogies.

When the literature on professional belonging is examined, there are various studies based on the belonging of the employees and emphasize the importance of the sense of belonging in organizational effectiveness. In a study examining the effects of managerial behaviors and employee differences on their sense of belonging (Şahinkuş, 2006), it was concluded that employees' evaluations of managerial behaviors in terms of their demographic characteristics and their sense of belonging, education level and age significantly affect the employees. It has

also been determined that females are more committed to work than males. In another study conducted on the sense of belonging in terms of the new management approach (Erdoğan, 2006), the importance of ensuring employee satisfaction was emphasized. The high level of commitment to the company affected the organizational performance positively. While the development of this sense of commitment reduces undesirable consequences such as absenteeism, being late for work and leaving; it was determined that it increased the quality of the product or service.

2.8. Teacher Professional Belonging in Turkish Context

The number of studies that focused on teacher professional belonging for Turkish context is limited. As stated previously, teacher professional belonging is significant in terms of the educational process, relations with students and relations with other people in a positive or negative way. Öztaş (2010) found that teachers' professional belonging levels were high for the dimension of "Professional View", which includes loving the profession, thinking that the profession is the most suitable for the individual, as well as having the necessary authority and responsibility for profession. In their study, Güler et al. (2020) aimed to determine the relationship between teachers' effective school perceptions and their professional belonging. Classroom teachers' professional belonging levels were found to be lower compared to preschool teachers and other branch teachers. In addition, teachers working in schools with 600 or less students were found to have higher levels of professional belonging. Another important finding was that as teachers' perceptions of effective school increased, their professional belonging also increased. In their study, Keskin & Seferoğlu (2017) found that teachers displayed moderate levels for the dimension of belonging to the teaching profession. It was determined that prospective teachers' increased competence and skills in using online tools would positively contribute to their vocational belonging. Şenel (2021) investigated the professional belonging perceptions of the redundant teachers and whether these perceptions change based on some individual variables. Norm staffing refers to the number of administrators and

teachers that should be in formal and non-formal education institutions of all degrees and types under the Ministry of National Education (MEB Norm Kadro Yönetmeliği, M.4,, h). In the Turkish Education system, teachers become redundant when they are outside/above the norm staff number. Teachers' professional belonging was determined to be at a moderate level. It was also observed that the professional belonging of teachers did not differ according to gender, age, education level, seniority, receiving rewards/punishments, and additional courses, but it differed according to the year they were redundant and the number of schools they were assigned to during the period when they were redundant. Şenel concluded that the sense of belonging decreased as the number of years teachers were redundant increased and as the number of schools they were assigned to increased.

Aydınol and Üredi (2020) investigated the relationship between professional belonging and professional satisfaction of classroom teachers in Mersin. They found a positive and significant relationship between the professional satisfaction levels of classroom teachers and their sense of professional belonging. In other words, as the sense of professional belonging of classroom teachers increased, their level of professional satisfaction also increased. The teachers' professional belonging did not differ significantly in terms of gender, age, and the last graduated school variables while the variable of whether they chose the profession willingly or not created a significant difference in their feelings of professional belonging. In another study, Kaya and Balyer (2020) examined the relationship between the managerial behaviors of school administrators and the professional belonging of teachers. In the study, professional belonging levels of the teachers were found to be moderate, and it differed in terms of age, professional seniority, educational status, and gender. Again, a moderate positive relationship was found between the managerial behaviors of school administrators and the teacher professional belonging.

Even though organizational or professional commitment (Gören & Sarpkaya, 2014; Nartgün & Menep,2010) and identification (Özgözgü,2016) are frequently

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studied subjects, current literature shows the lack of a study that investigates the teacher feelings of professional belonging in general, especially in terms of its association to emotional labor. From this point of view, current study is conducted to determine whether teachers' emotional labor levels predict their sense of professional belonging.

2.9. Emotional Labor and Vocational/Professional Belonging Relationship

Although the rights and responsibilities of teachers are determined legally, it is thought that the duty of education is not only a job to be done with legal rules, but also requires many duties and behaviors that are not available in these legal rules at school (Öztaş, 2010). Emotion management in the teaching profession constitutes an example to these duties and behaviors. As stated previously, an effective teacher is thought to be friendly, tolerant, affectionate, reliable, honest, objective, confidant, friendly and a model for students with their thoughts and behaviors (Çelikten & Can, 2003; Çelikten, Şanal & Yeni, 2005). In line with this, it is concluded that teaching is a profession that requires intense emotional labor.

Even though emotional labor and professional belonging relationship has not been investigated in literature, there are studies that have investigated the relation between emotional labor and organizational citizenship behaviors, organizational outcomes, job performance, organizational commitment, leadership practices and support, and organizational alienation which are closely associated with professional belonging. Emotional labor is claimed to be influenced by various factors including situational and individual factors (Hoshchild, 1983). In fact, some situational factors including job autonomy and quality orientation was found to be closely correlated to emotional labor (Morris and Feldman 1996). Similarly, Gardner et al. (2009) determined that there is a strict relationship between leadership and emotional labor. What is more, Alof (2014) reported that ethical leadership is also associated with emotional labor. For educational context, Şahin (2018) found a negative correlation between leadership behaviors of female school principals and teachers' surface acting. However, when the female principals

exhibit leadership function effectively, teachers displayed deep acting and genuine emotions more frequently. Gülova et al. (2013) suggested that supervisor support has a role in the relationship between emotional labor and job involvement. It was found that there was a positive and statistically significant relationship between three emotional labor behaviors and job involvement, and these relationships became stronger as supervisor support increased. Leadership is also significant when it comes to a sense of belonging within a school culture. School leaders have a vital role in helping create healthy organizational cultures which support teacher sense of belonging (Riley, 2018). Such results indicate that emotional labor may also have a significant relationship with professional belonging as they are related to leadership and management practices. In the Vocational Belonging Scale developed by Keskin and Pakdemirli (2016) which is used in this study, there are 18 items that measure teachers' vocational management belonging.

Organizational citizenship behaviors (OCB) are behaviors that are not obligatory and not included in the job descriptions and that individuals do voluntarily and generally benefit the organization (Podsakoff et al., 2000). The level of belonging and the level of willingness to benefit the organization has also a positive correlation (Ören et al. 2005: 5; Sevinç and Şahin, 2012). Similarly, Cheung and Lun (2015) found that deep acting and the expression of naturally felt emotions had a significant positive correlation with teachers' organizational citizenship behaviors. Beğenirbaş and Meydan (2012) also found that OCB was associated with surface acting and deep acting in a low negative direction, and low positively with natural emotions. Considering professional belonging affects one's attitudes and behaviors towards their profession and organization (Gören and Sarpkaya, 2014), these results suggest that emotional labor and professional belonging relationship is worth further investigation.

Türkay et al. (2011) determined that the supervisory support and emotional labor affect surface acting. Moreover, surface acting has a statistically significant effect on job loyalty. Similarly, Deliveli and Kıral (2020) found a positive significant relationship between emotional labor levels and organizational commitment levels of instructors. These results suggest that emotional labor may also have an effect

on the sense of belonging, which has the same antecedents with organizational commitment (Davila & Garcia, 2012).

Previously, alienation was defined as the opposite of the sense of belonging (Hagerty & Patusky, 1995). Therefore, alienation in organizations may have negative effects on teachers in belonging to their professions. Related literature shows that there is a relationship between teachers' organizational alienation and emotional labor, productivity, organizational involvement, professional commitment and job performances (Averberk, 2016; Polatkan, 2016). Scott (1998) states that the nature of emotional labor is inevitably exploitative and alienating. Due to educational reforms that transform education into a service-like industry (Hargreaves, 2003), teachers become similar to service workers who have to respond to the demands and needs of the students and parents who are "educational consumers" (Smyth et al., 2000). Accordingly, teachers are potentially alienated (Zembylas, 2002) as they need to perform emotional labor. Consequently, current literature indicates that there may be a relationship between emotional labor and professional belonging.

2.10. Summary of the Literature Review

Emotional labor, which is defined as managing emotions according to the situation in a required and expected way with gestures and facial expressions, is very important for jobs that require direct communication with people (Karataş, Tösten, Kansu & Aydın, 2016). Professions that require intense focus such as teaching, not only require emotional sensitivity but also an active emotional labor because of high levels of social interaction. This situation implies that emotional labor is referred to in the related literature as an attribute of professionalism for teachers (Altınkurt & Yılmaz, 2014; Truta, 2014; Altınkurt & Ekinci, 2016; Hoşgörür, 2017). Therefore, it can be said that teachers often perform emotional labor during their interactions with students, parents, administrators and colleagues in schools (Beğenirbaş & Yalçın, 2012). When literature is investigated, teacher emotional labor is examined based on different demographic variables such as gender, age,

experience, subject area, marital status, and school grade level for which there are inconsistent results. It is seen that emotional labor has negative and positive consequences including emotional dissonance, burnout, job stress, job dissatisfaction, alienation, financial gain, and job satisfaction. Teacher professional belonging is also significant in terms of relations with students and relations with other people in a positive or negative way Öztaş (2010). Literature has shown that teacher professional belonging has positive associations with improved job performance (Lee et al., 2004), and increased organizational and professional satisfaction (Elias, 2006), job satisfaction and lower levels of emotional exhaustion (Skaalvik & Skaalvik, 2011). However, there is a gap for emotional labor and vocational belonging relationship for teachers in Turkish literature.

CHAPTER 3

METHODOLOGY

The methodology part includes ¨research design, population and sample of the study, data collection instruments, data collection procedure, and finally data analysis.

3.1. Research Design

This study is conducted utilizing a quantitative research method. Relational screening model was adopted to examine the relationship between teacher emotional labor and vocational belonging levels. Karasar (2012) states that relational screening model aims to determine the degree of covariance of two or more variables. What is more, the relational models are used in examining whether there is any relationship between two or more variables and the degree of that relationship; as well as in obtaining clues about cause and effect, and for better understanding of the facts examined (Karasar, 2015).

3.2. Population and Sample

The target population consisted of all teachers working at public and private primary, middle and high schools in Bergama. The total number of public primary, middle and high schools in Bergama center is 33, consisting of 12 primary schools, 9 middle schools, and 12 high schools. The total number of teachers that work for these public schools are 950, consisting of 238 primary school teachers, 299 middle school and 413 high school teachers. In addition to these, there are 2 private schools both of which provide primary, secondary, and high school level education. There are also 110 private school teachers working for these schools. The sample of the study consists of private and public-school teachers working at

primary, secondary and high school level from the central district of Bergama in Izmir. The sample was selected by convenience sampling method. The permission for the study was obtained from the Human Subjects Ethics Committee in METU. Next necessary official permissions were taken from provincial directorate for national education and district directorate of national education. Data was collected from a total of 445 participants consisting of 54 private school teachers and 391 public school teachers.

3.3. Instrumentation and Measurement

At first, consent forms together with a general information sheet about the research were given to the participants. Then, questionnaires consisting of two parts were presented to the participants. The first part included demographic information form to collect general information about the participants such as their gender, age, marital status, experience, the subject they teach, the grade level they teach to, and other demographic information. The second part included Emotional Labor Scale developed by Diefendorff et al. (2005) and adapted into Turkish by Nejat Basım and Memduh Begenirbaş (2012) to measure the emotional labor levels of participating teachers together with Vocational Belonging Scale developed by Keskin and Pakdemirli (2016) to measure the vocational belonging levels.

3.3.1. Emotional Labor Scale

In order to examine the emotional labor levels of teachers in the research, The Emotional Labor Scale, which was developed by Diefendorff, Croyle and Gosserand (2005), and was adapted into Turkish by Basım and Begenirbaş (2012) was used. The scale consists of three dimensions and thirteen Likert items rated on a five-point scale from "(1) Never to (5) Always". The scale includes three dimensions: surface acting, deep acting and natural emotions. It consists of statements such as "I act to deal with students appropriately", "I really try to feel the emotions that I have to show the students", "The feelings I show to the students are sincere". Higher scores indicate an increased display of emotional labor.

Internal consistency of the scale was found; α=0.92 for surface acting dimension, α=0.85 for deep acting dimension and α=0.83 for natural emotions (Diefendorff et al., 2005). Basım and Meydan (2012) performed confirmatory factor analysis (CFA) using Structural Equation Modeling (SEM) to test the validity of the scale and internal consistency coefficients. Goodness of fit values obtained as a result of CFA were at an acceptable level ($\Delta\chi^2$=256.72, sd=131, $\Delta\chi^2$/sd=1.96, RMSEA=0.076, CFI=0.90, IFI=0.90). Cronbach alpha internal consistency coefficients was found to be 0.84 for surface acting, 0.72 for deep acting, and 0.83 for natural emotions while the total internal consistency of the scale was determined as 0.81. The Cronbach's Alpha reliability coefficient of the instrument for the current study was obtained as .88 for surface acting dimension, .86 for deep acting dimension, .71 for natural emotions dimension, and .83 for total emotional labor for current study.

3.3.2. Vocational Belonging Scale

¨Vocational Belonging Scale developed by Keskin and Pakdemirli (2016)¨ was used to measure participant's levels of vocational belonging. It is a 39 item 5-point Likert-type scale with three factors. Among dimensions of the scale, there are 18 items in vocational management belonging, 16 items in vocational organization belonging, and 5 items in vocational place belonging. It consists of statements such as '' I am glad to have chosen this profession.'', '' Working in this institution contributes to my professional development.'', '' Administrators are sensitive to the professional problems of employees.'' and '' The library and research facilities of the institution are sufficient.''.Keskin and Pakdemirli (2016) investigated The Cronbach-Alpha (α) value of the scale, and they found a high reliability with a score of 0,945. The Cronbach's Alpha reliability coefficient was .95 for the current study.

3.4. Data Collection Procedure

The data collection process took place in the second semester of the 2021-2022 academic year. All the primary, middle and high schools in the Bergama center were visited in two months during the second semester. The data was collected face to face by survey method and participation was on a voluntary basis. No identifying documents were asked from the participants during the process, which ensured anonymity of the participants and thus their sincere answers to the questions in the questionnaires. At the visited schools, researcher met with school principals and principal assistants to inform them about the study and to get their permission before surveying the teachers.

3.5. Data Analysis

Relational screening model was utilized for this study. The data were analyzed through IBM SPSS for Windows 10 program. Frequency analyses were used to determine the descriptive characteristics of the teachers participating in the research. Descriptive statistical analysis was conducted to determine means, standard deviations, and frequencies. To determine whether emotional labor and vocational belonging levels of teachers vary depending on the demographic characteristics, correlational analysis, t-tests and ANOVA were conducted. Multiple linear regression analysis was used to examine whether emotional labor predicts vocational belonging.

CHAPTER 4

RESULTS

In this chapter, checking of outliers, demographic characteristics of participants, descriptive statistics of the variables, Pearson correlation analysis results, t-tests and ANOVA results, and standard multiple regression analysis results were presented.

4.1. Checking of Outliers

Before starting the analysis of the study, the outliers were examined. Outlier values should be deleted before performing correlational studies (Tabachnick & Fidell, 2007). For this reason, the z-score values suggested by Tabachnick and Fidell (2007) were used to control the outlier values. Since the sample size is larger than 80, 5 of them were removed from the total data set as the z-score value is greater than 3.29. Then, by examining the box plots, 24 more data showing outlier values were removed from the total data set, and the data obtained from a total of 416 individuals were used in data analysis. In addition, the normality distributions of the data set were examined, and it was concluded that the data showed a normal distribution.

4.2. Demographic Characteristics of Participants

Participant teachers' age varies between 23 and 64 (M=42.69; SD=8.62). The average year of teachers' experience in the teaching profession was 18.85 with the standard deviation of 9.00. Teachers' experiences in their current school were 1 to 45 years (M=6.60; SD=5.60). Teachers' student number in class varied between 5 and 39 (M=25.10, SD=6.96) (See Table 1).

Table 1. Demographic Characteristics of Participants

Variable	Min	Max	M	SD
Age	23.00	64.00	42.69	8.62
Experience	1.00	45.00	18.85	9.00
Experience in Current School	1.00	31.00	6.60	5.60
Student Number in Class	5.00	39.00	25.10	6.96

Eighty eight percent of the teachers were working at public schools (N=367) while 11.8% were working for private schools (N=49). Twenty seven percent of the participants were teachers in primary schools (N=111), 24.3% were middle school teachers (N=101) and 49% were high school teachers (N=204). In addition, 55.5% (N=231) of the participants were female while 44.5% (N=185) were male. Nine percent of the teachers participating in the study were single (N=37), 85.6% were married (N= 356) and 5.5% of them marked ''other'' for their marital status (N=23). Teachers with no kids constituted 16.6% (N=69), teachers who had 1 kid constituted 28.8% (N=120), teachers with 2 kids constituted 47.8% (N=199), and teachers with 3 or more kids constituted 6.8% (N=28) of the total number. 66.3% of the participant teachers were graduates of faculty of education (N=276), while 21.9% of them were graduates of faculty of science and literature (N=91), and 11.8% of them graduated from other faculties (N=49). Teachers who did not graduate from educational faculty (N=140) constituted 33.65% of the total number (416), and %95 of these teachers received educational formation certificate (N=133) while 5% of them did not (N=7). Also, the majority of the participant teachers, which comprised 87.7% (N=365), did not have any graduate education degree; however, 12.3% had master's degree (N=51). When it comes to their subject area, 38.8% of participant teachers taught social subjects such as Turkish, English, literature, social sciences, psychological guidance, religion (N=160); 32.9 % taught science and technical classes such as math, science, biology, chemistry, physics, computer technologies, design (N=137); 21.4% were class teachers at primary level (N=89); 7.2% thought arts and sports classes (art, music, physical education, dance, swimming) (N=30). Majority of participant teachers, 89.9%, had

no other responsibility in their schools (N=374) while 1.2% were school head principals (N= 5), 6.3% were vice principals (N=26), 1.7% were coordinators (N=7) and 1% were IT formators (N=4) in their schools. Finally, 91.1% of the participants were staffed teachers (N=379), while 5.8% were contracted (N=24) and 3.1% were paid teachers (N=13) (See Table 2).

Table 2. Demographic Characteristics of Participants

Category	*Sub-Category*	*F*	*%*
Gender	female	231	55.5
	male	185	44.5
Marital Status	single	37	8.9
	married	356	85.6
	other	23	5.5
Kids	no kids	69	16.6
	1 kid	120	28.8
	2 kids	199	47.8
	3 or more	28	6.8
Degree	bachelor's degree	365	87.7
	master's degree	51	12.3
Subject Area	social	160	38.8
	science/ technical	137	32.9
	arts and sports	30	7.2
	class teacher	89	21.4
School Grade Level	primary	111	26.7
	middle	101	24.3
	high school	204	49.0
School Type	public	367	88.2
	private	49	11.8

Table 2. (cont'd)

Other Responsibility	none	374	89.9
	principal	5	1.2
	principal assistant	26	6.3
	coordinator	7	1.7
	IT formator		1.0

Graduate Faculty	education	276	66.3
	science and literature	91	21.9
	other	49	11.8
Educational Formation	yes	133	32.0
	no	7	1.7
Agreement	staffed	379	91.1
	contracted	24	5.8
	paid	13	3.1

4.3. Results of Descriptive Data Analysis

Emotional Labor Scale developed by Diefendorff et al. (2005) and adapted into Turkish by Nejat Basım and Memduh Begenirbaş (2012) and Vocational Belonging Scale developed by Keskin and Pakdemirli (2016) were used as data collection tools in this study, both of which are 5-point Likert Type scales.

Descriptive statistics were given regarding the dimensions of teachers' surface acting, deep acting and natural emotions dimensions as well as their total emotional labor and vocational belonging levels. The results of descriptive statistics showed that the mean score of overall emotional labor is 3.44 (SD= .65) at the moderate level while the mean score for vocational belonging is found to be 3.97 (SD=.65) which is high. When it comes to emotional labor subdimensions, it was determined that teachers' level of surface acting is low with a mean score of 2.80 (SD=1.02), while deep acting is also high with a mean

score of 3.74 (SD=.93) and expression of natural/genuine emotions had a very high score with a mean score of 4.34 (SD=.58) (See Table 3).

Table 3. Descriptive Statistics

Dependents	N	Mean	Std. Deviation
Emotional Labor (EL)	416	3.44	.65
EL_Surface Acting	416	2.80	1.02
EL_Deep Acting	416	3.74	.93
EL_Natural Emotions	416	4.34	.58
Vocational Belonging	416	3.97	.65

4.4. Results of Pearson Correlation Analysis

The results of Pearson correlation analysis indicated that there is a significant weak positive relationship between vocational belonging and overall emotional labor levels of teachers (r=.256**). In addition, vocational belonging was found to be positively correlated to emotional labor subdimensions which are surface acting (r=.117*), deep acting (r=.258**) and natural emotions (r=.278**) on a significant level. Results indicated that if overall teacher emotional labor level and sub dimension (surface acting, deep acting, natural emotions) levels increase, the level of teacher vocational belonging level also increases.

Table 4. Pearson Correlation Analysis

Dependent	Pearson Correlation	Emotional Labor (EL)	Surface Acting (EL)	Deep Acting (EL)	Natural Emotions (EL)	Vocational Belonging
Emotional Labor (EL)	r	1				
	p					
	N	416				
Surface Acting (EL)	r	.868**	1			
	p	.000				
	N	416	416			
Deep Acting (EL)	r	.766**	.402**	1		
	p	.000	.000			
	N	416	416	416		
Natural Emotions (EL)	r	.151**	-.172**	.158**	1	
	p	.002	.000	.001		
	N	416	416	416	416	
Vocational Belonging	r	.256**	.117*	.258**	.278**	1
	p	.000	.017	.000	.000	
	N	416	416	416	416	416

*(2-Tailed); *p<0.05; **p<0.01*

4.5. Results for the 1st Research Question

For the first research question, standard multiple regression analysis was used to evaluate how well the degree to which teachers perform emotional labor, surface acting, deep acting, and natural emotions predict teachers' vocational belonging.

4.5.1. Multiple Regression Analysis

In this study, standard multiple regression analysis was used to evaluate how well the degree to which teachers perform emotional labor, surface acting, deep acting, and natural emotions predict teachers' vocational belonging. As Fraenkel, Wallen

and Hyun (2011) explains, multiple regression analysis is used to examine the correlation between a criterion variable (dependent variable) and several predictor variables (independent variables). In the present study, teachers' vocational belonging level is the criterion or the dependent variable while the emotional labor levels of teachers including their surface acting, deep acting and natural emotions levels are the predictor or independent variables. For current study, the first research question was: 'What's the relationship between emotional labor performed by teachers and their vocational belonging levels? What's the relationship between surface acting, deep acting, natural emotions and vocational belonging?'. To answer this question, multiple linear regression analysis was conducted.

4.5.1.1 Assumptions of Multiple Regression Analysis

Assumptions of sample size, variable types and normality were checked before starting the multiple regression analysis.

4.5.1.1.1. Sample Size

Sample size should be checked to determine the generalizability of the results. Green's (1991) formula for checking the required number of sample size was $N > 50 + 8m$. Considering "m" is the number of independent variables in the formula (cited in Tabachnick & Fidell, 2007), the required sample size for the current study should be more than 74, as the number of independent variables is 3 (surface acting, deep acting, natural emotions). Consequently, the sample size of this study was suitable for using multiple regression analysis (N=416).

4.5.1.1.2. Variable Types

In regression studies, the predictor variables should be continuous or categorical, and the dependent variable should be continuous (Field, 2009). In this context, when the data set at hand is evaluated, it is seen that both predictive and predicted

variables are continuous since emotional labor and vocational/professional belonging are continuous variables.

4.5.1.1.3 Normality

In order to perform regression analysis, many assumptions need to be provided initially. Accordingly, the normality values of the data set were examined (See Table 5).

Table 5. Normality of the scales

Variables	Skewness	Kurtosis
Emotional Labor (EL)	.063	-.347
EL_Surface Acting	.074	-.954
EL_Deep Acting	-.613	-.328
EL_Natural Emotions	-.534	-.394
Vocational Belonging	-.440	-.347

When Table 5 is examined, it is seen that the kurtosis skewness values of the predictor and criterion variables are between -1 and +1. The values of kurtosis and skewness between -1 and +1 indicate that the related data set has a normal distribution (Büyüköztürk, 2004). In addition, it is shown in the Graph 1 that the residual values also show normal distribution.
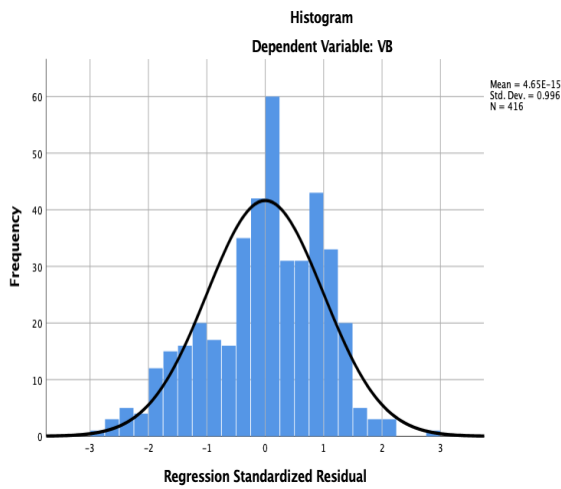
Figure 4. 1. The Histogram of Standardized Residuals
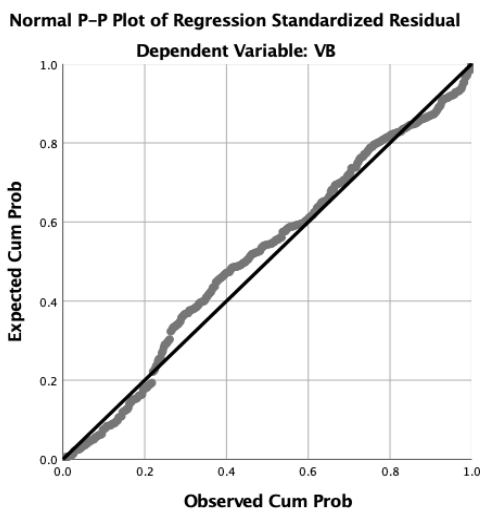
Figure 4. 2. The Normal Probability Plot

Accordingly, when Figure 4.1 and Figure 4.2 is examined, it is seen that the residual values are also normally distributed. In addition, the distribution of residuals should focus in the center (Tabachnick & Fidell, 2007). For this reason, Scatterplot is examined in Figure 4.3.

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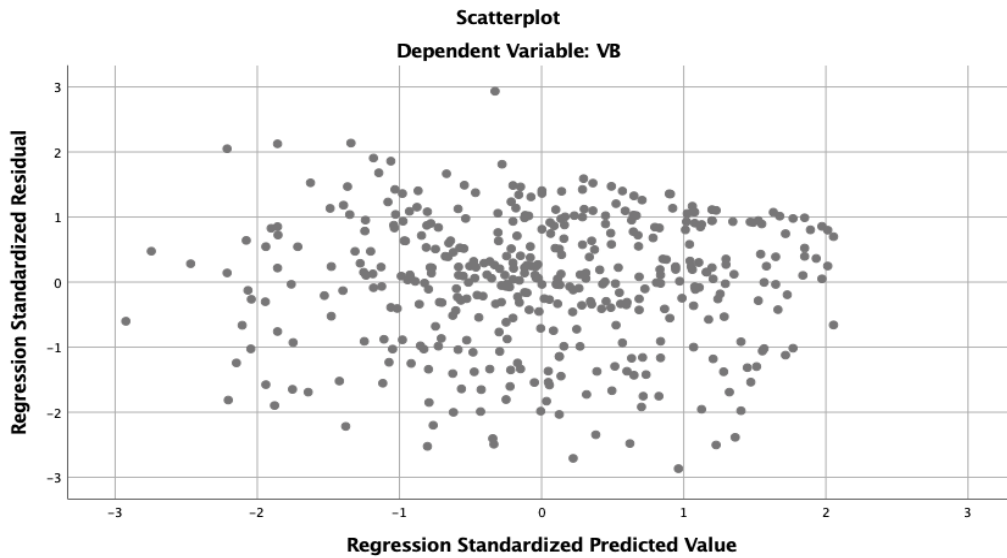
Figure 4. 3. Scatter plot

It was determined that outlier values were not observed in the scatterplot graph. In addition, it is also seen that linearity is provided. In order to understand whether there is a ulticollinearity problem, the correlation between the variables was examined. The multicollinearity problem arises when the correlation value is .90 and above (Çokluk et al., 2012). It was observed that all of the correlation values were below .90. Durbin-Watson test, which should be between 0-4 (Field, 2009), performed to determine the presence of autocorrelation. In addition, tolerance and VIF values were also examined. It is expected that the tolerance value will be greater than 0.1 (Kim & Kim, 2005) and the variance affecting factors (VIF) value should be less than 5 (Božić, 2007). In line with the analyzes made, it was concluded that Durbin-Watson value was .476 while VIF values were between 1.101-1.279 and Tolerance values between .782-.909.

4.5.1.2. Findings of Multiple Linear Regression Analysis

The result of the multiple regression analysis was given in Table 6 and Table 7. According to the multiple linear regression analysis, it was determined that deep acting and expression of naturally felt emotions significantly predicted vocational belonging (R=.362, R2=.131, p<.01). However, it is seen that surface acting does

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not have a statistically significant effect on vocational belonging. In the light of the information obtained, it can be said that deep acting and natural emotions explain approximately 13% of the total variance of vocational belonging. In other words, it can be said that 13% of the total change in the vocational belonging variable is determined by the independent variables "deep acting" and "natural emotions". Beta value indicated how independent variable contributed to the equation (Pallant, 2007). Specifically, two beta coefficients were found to be statistically significant (p<.05) (See Table 7). These significant values belonged to the predictors which were deep acting (β =.18, p=.001) and natural emotions (β =.27, p=.000). In other words, deep acting and expression of natural emotions were predictors which made the statistically significant strongest unique contribution to the equation (Pallant, 2007).

Table 6. Model Summary of Standard Multiple Regression

Model	R	R^2	Adj. R^2	F	Durbin-Watson
1	.362	.131	.124	20.66*	.476

*p<0.001

Table 7. Multiple Regression Analysis

Model	Unstd. β	Std. Error$_\beta$	β	t	p	95.0% Confidence Interval for B	
						Lower Bound	Upper Bound
(Constant)	2.053	.258	-	7.945	.000*	1.545	2.561
EL_SA	.057	.033	.090	1.728	.085	-.008	.122
EL_DA	.126	.036	.180	3.477	.001*	.055	.196
EL_NE	.297	.054	.265	5.501	.000*	.191	.403

*p<0.05; Constant= Vocational Belonging; EL_SA= Emotional Labor-Surface Acting; EL_DA= Emotional Labor-Deep Acting; EL_NE=Emotional Labor-Natural Emotions

4.6. Results for 2nd Research Question

For current study, the second research question was: 'Is there a significant difference for teachers' emotional labor and vocational belonging levels in terms of their gender, marital status, degree, subject area, and school grade level? Is there a correlation between teachers' emotional labor and vocational belonging levels and their age, experience, experience in the current school, student number in class?' Therefore, various t-Tests including Welch t-Test, ANOVA and correlational analysis were conducted for each variable to answer this question. The assumptions for the t-test and ANOVA were checked before conducting the analyses.

4.6.1. Gender

The findings of the t-Test performed to determine the emotional labor and vocational belonging levels of teachers based on gender variable are presented in Table 8. Results showed that there is a significant difference between males and females for overall emotional labor ($t=-1.97$; $p<.05$). Overall emotional labor score for male participants ($X=3.51$, $SD=.59$) was determined to be higher than those of female participants ($X=3.39$, $SD=.69$). When it comes to subdimensions of emotional labor, there is a significant difference for deep acting ($t=2.67$, $p<.05$) and natural emotions ($t=2.15$, $p<.05$) based on gender. Male participants perform deep acting ($X=3.87$, $SD=.87$) more compared to female participants ($X=3.63$, $SD=.96$) while female participants perform natural emotions ($X=4.39$, $SD=.56$) more than male participants ($X=4.27$, $SD=.60$). There is no significant difference for surface acting subdimension based on gender variable ($t=1.66$, $p>.05$). Still, it can be said that male participants' surface acting score ($X=2.89$, $SD=.96$) is higher than female participants ($X=2.72$, $SD=1.06$). Similarly, for vocational belonging no significant difference for gender variable has been found ($t=.03$, $p>.05$) (See Table 8).

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Table 8. The results of the teachers' scores from the scales by gender

Variables	Gender	N	$\overline{X}$	Std. Deviation	df	t	p
Emotional Labor (EL)	Female	231	3.39	.69	414	-1.972	.049*
	Male	185	3.51	.59			
EL_Surface Acting	Female	231	2.72	1.06	414	-1.660	.098
	Male	185	2.89	.96			
EL_Deep Acting	Female	231	3.63	.96	414	-2.667	.008*
	Male	185	3.87	.87			
EL_Natural Emotions	Female	231	4.39	.56	414	2.150	.032*
	Male	185	4.27	.60			
Vocational Belonging	Female	231	3.97	.64	414	.027	.979
	Male	185	3.97	.65			

*p<0.05

4.6.2. Age

The correlation coefficients to determine the emotional labor and vocational belonging levels of teachers based on age variable are presented in Table 9. As seen in Table 9, overall emotional labor (r=.12) and surface acting dimension (r=.11) are found to have a weak positive correlation (Cohen,1988) with age variable. In other words, as teachers age, their overall emotional labor levels increase as well as their surface acting levels. On the other hand, deep acting, natural emotions, or vocational belonging levels of teachers do not vary based on their age (See Table 9).

Table 9. The results of the teachers' scores from the scales by age

Dependent	Pearson Correlation	Emotional Labor (EL)	Surface Acting (EL)	Deep Acting (EL)	Natural Emotions (EL)	Vocational Belonging

	r	.12*	.11*	.09	-.02	.05
Age	p	.02	.02	.06	.66	.34
	N	416	416	416	416	416

(2-Tailed); *p<0.05

4.6.3. Experience in Teaching Profession

The correlation coefficients to determine the emotional labor and vocational belonging levels of teachers based on their experience in teaching profession are presented in Table 10. As seen in the Table 10, overall emotional labor has a weak positive correlation with experience at 0.05 significance level (r=.12). In addition, surface acting dimension (r=.13) has a weak positive correlation with experience variable at 0.01 significant level. In other words, when teachers' years of experience in teaching profession increase, their emotional labor and surface acting levels also increase. There is no correlation between experience variable and deep acting, natural emotions, or vocational belonging (See Table 10).

Table 10. The results of the teachers' scores from the scales by experience

Dependent	Pearson Correlation	Emotional Labor (EL)	Surface Acting (EL)	Deep Acting (EL)	Natural Emotions (EL)	Vocational Belonging
Experience	r	.12*	.13**	.08	-.02	.07
	p	.01	.01	.10	.67	.18
	N	416	416	416	416	416

(2-Tailed); *p<0.05; **p<0.01

4.6.4. Experience in the Current School

The correlation coefficients to determine the emotional labor and vocational belonging levels of teachers based on their experience in their current school are presented in Table 11. Results show that there is a weak positive correlation between teachers' experience in their current schools and their overall emotional

labor (r=10) as well as their surface acting levels (r=.13) at a 0.05 significance level. In other words, as teachers' years of experience in the current school they work for increases, their emotional labor and surface acting levels also increase. As seen in Table 11, there is no correlation between experience in the current school and deep acting, natural emotions, and vocational belonging levels.

Table 11. The results of the teachers' scores from the scales by experience in the same school

Dependent	Pearson Correlation	Emotional Labor (EL)	Surface Acting (EL)	Deep Acting (EL)	Natural Emotions (EL)	Vocational Belonging
Experience in the Same School	r	.10*	.13*	.04	-.05	.09
	p	.05	.01	.45	.28	.07
	N	416	416	416	416	416

*(2-Tailed); *p<0.05*

4.6.5. Subject Area

One-Way ANOVA results based on subject area variable are presented in Table 12. Overall emotional labor levels of class teachers (X=3.71, SD=.72) are determined to be significantly higher than teachers who teach social subjects (X=3.35, SD=.59) and science/technical subjects (X=3.37, SD=.61). Similarly, surface acting levels of class teachers (X=3.28, SD=1.02) are determined to be significantly higher compared to teachers who teach social subjects (X=2.59, SD=.94), science/ technical subjects (X=2.75, SD=.98) and arts and sports (X=2.69, SD=1.12). No significant difference for deep acting and natural emotions subdimensions based on subject area variable has been found. Finally, class teachers' vocational belonging levels (X=4.19, SD=.58) are determined to be significantly higher compared to teachers who teach social subjects (X= 3.87, SD=.63) and science/technical subjects (X=3.92, SD=.69).

Table 12. The results of the teachers' scores from the scales by subject area

Dimensions	Subject Area	N	$\bar{X}$	Std. Deviation	df	F^+	p	Difference**
Emotional Labor (EL)	Social [a]	160	3.35	.59	3-116.001	5.771	.001*	d>a d>b
	Science/technical [b]	137	3.37	.61				
	Arts and sports [c]	30	3.49	.64				
	Class teacher [d]	89	3.71	.72				
EL_Surface Acting	Social [a]	160	2.59	.94	3-114.797	9.391	.000*	d>a d>b d>c
	Science/technical [b]	137	2.75	.98				
	Arts and sports [c]	30	2.69	1.12				
	Class teacher [d]	89	3.28	1.02				
EL_Deep Acting	Social [a]	160	3.72	.94	3-119.343	1.605	.192	
	Science/technical [b]	137	3.64	.90				
	Arts and sports [c]	30	3.94	.86				
	Class teacher [d]	89	3.86	.95				
EL_Natural Emotions	Social [a]	160	4.38	.57	3-120.880	2.173	.095	
	Science/technical [b]	137	4.25	.59				
	Arts and sports [c]	30	4.49	.50				
	Class teacher [d]	89	4.34	.60				
Vocational Belonging	Social [a]	160	3.87	.63	3-120.146	6.141	.001*	d>a d>b
	Science/technical [b]	137	3.92	.69				
	Arts and sports [c]	30	4.08	.59				
	Class teacher [d]	89	4.19	.58				

[+]Asymptotically F distributed (Welch). *p<0.05; **Bonferroni

4.6.6. Education Level

The findings of the t-Test performed to determine the emotional labor and vocational belonging levels of teachers based on educational level variable are presented in Table 13. Results showed that there is no significant difference for any of the variables based on educational level variable. In other words, teachers overall emotional labor, surface acting, deep acting, natural emotions, and vocational belonging levels do not differ based on whether they have a master's degree or not.

Table 13. The results of the teachers' scores from the scales by degree

Variables	Degree	N	$\overline{X}$	Std. Deviation	df	t	p
Emotional Labor (EL)	Bachelor's degree	365	3.45	.64	414	.56	.57
	Master's degree	51	3.40	.70			
EL_Surface Acting	Bachelor's degree	365	2.81	1.02	414	.68	.50
	Master's degree	51	2.71	.99			
EL_Deep Acting	Bachelor's degree	365	3.75	.93	414	.44	.66
	Master's degree	51	3.69	.95			
EL_Natural Emotions	Bachelor's degree	365	4.33	.59	414	-.61	.55
	Master's degree	51	4.39	.52			
Vocational Belonging	Bachelor's degree	365	3.97	.64	414	.38	.70
	Master's degree	51	3.94	.66			

$p < 0.05$

4.6.7. Marital Status

Welch's t-Test results based on marital status variable are presented in Table 14. As seen in the table, there is no significant difference for overall emotional labor,

surface acting, deep acting, natural emotions, and vocational belonging based on marital status variable (p>.05) (See Table 14).

Table 14. The results of the teachers' scores from the scales by marital status

Dimensions	Marital Status	N	$\bar{X}$	Std. Deviation	df	F[+]	p
Emotional Labor (EL)	Bachelor	37	3.40	.68	2-40.422	.091	.914
	Married	356	3.45	.63			
	Other	23	3.47	.82			
EL_Surface Acting	Bachelor	37	2.65	1.10	2-40.937	.371	.693
	Married	356	2.81	1.00			
	Other	23	2.80	1.12			
EL_Deep Acting	Bachelor	37	3.82	1.04	2-40.325	.118	.889
	Married	356	3.73	.90			
	Other	23	3.75	1.12			
EL_Natural Emotions	Bachelor	37	4.34	.55	2-41.713	.201	.819
	Married	356	4.33	.58			
	Other	23	4.42	.63			
Vocational Belonging	Bachelor	37	3.92	.61	2-41.353	.639	.533
	Married	356	3.98	.64			
	Other	23	3.82	.76			

[+]Asymptotically F distributed (Welch). p<0.05

4.6.8. School Grade Level (Primary/ Middle/ High School)

One-Way ANOVA results based on school grade level variable are presented in Table 13. Results has shown that primary school teachers' overall emotional labor levels (X=3.69, SD=.71) are significantly higher than high school teachers (X=3.29, SD=.59). Similarly, middle school teachers' overall emotional labor levels (X=3.49, SD=.60) are significantly higher than high school teachers. Among all levels, primary school teachers' emotional labor level (X=3.69, SD=.71) is the highest one even though there is no significant difference between primary school and middle school teachers (X=3.49, SD=.60). For surface acting dimension, primary school teachers had a significantly higher score (X=3.22, SD=1.01) than middle school teachers (X=2.88, SD=1.03) as well as high school teachers (X=2.52, SD=.93). What is more, middle school teachers had a

significantly higher score compared to high school teachers. For deep acting subdimension, primary school teachers (X= 3.91, SD=.96) had a significantly higher score compared to high school teachers (X=3.60, SD=.96). No significant difference has been found for natural emotions subdimension based on school grade level (p>.05). Finally, primary school teachers' vocational belonging levels (X= 4.15, SD=.57) are determined to be significantly higher than high school teachers (X= 3.86, SD=.86).

Table 15. The results of the teachers' scores from the scales by school grade level

Dimensions	School Grade Level	N	$\bar{X}$	Std. Deviation	df	F	p	Difference**
Emotional Labor (EL)	1[a]	111	47.98	9.22	2/413	15.410	.000*	a>c b>c
	2[b]	101	45.34	7.83				
	3[c]	204	42.72	7.62				
EL_Surface Acting	1[a]	111	19.34	6.07	2/413	19.054	.000*	a>b a>c b>c
	2[b]	101	17.29	6.16				
	3[c]	204	15.14	5.57				
EL_Deep Acting	1[a]	111	15.63	3.82	2/413	4.752	.009*	a>c
	2[b]	101	15.35	3.19				
	3[c]	204	14.40	3.82				
EL_Natural Emotions	1[a]	111	13.01	1.75	2/413	2.602	.075	
	2[b]	101	12.70	1.70				
	3[c]	204	13.18	1.73				
Vocational Belonging	1[a]	111	161.79	22.22	2/413	7.217	.001	a>c
	2[b]	101	155.51	25.69				
	3[c]	204	150.71	25.72				

*p<0.05; **Bonferroni

4.6.9. Student Number in Class

The correlation coefficients to determine the emotional labor and vocational belonging levels of teachers based on the student number in their classes are presented in Table 17. Results show that there is no correlation between student number in class and teachers' overall emotional labor, surface acting, deep acting, natural emotions, or vocational belonging levels (See Table17). In other words,

these variables do not get affected by how many students there are in teachers' classes.

Table 16. The results of the teachers' scores from the scales by student number in class

Dependent	Pearson Correlation	Emotional Labor (EL)	Surface Acting (EL)	Deep Acting (EL)	Natural Emotions (EL)	Vocational Belonging
Student Number in Class	r	-.04	-.04	-.04	.06	.06
	p	.45	.37	.44	.24	.24
	N	416	416	416	416	416

(2-Tailed); p<0.05

CHAPTER 5

DISCUSSION

In this chapter, the results of the study were discussed in terms of the present research and previous studies in the literature. Implications, recommendations and limitations of the study were also provided.

5.1. Discussion of the Results

The study investigated whether teachers' emotional labor levels predict their vocational belonging levels. The first research question was: 'What's the relationship between emotional labor performed by teachers and their vocational belonging levels? What's the relationship between surface acting, deep acting, natural emotions and vocational belonging?''. In order to answer the main research question, correlation research design was adopted. Data were analyzed by multiple linear regression analysis. Overall results for the first research question showed that there is a significant weak positive relationship between vocational belonging and overall emotional labor levels of teachers. In addition, vocational belonging was found to be positively correlated to emotional labor subdimensions which are surface acting, deep acting, and natural emotions. This finding may indicate that the more teachers put effort into their profession the more they feel belonged despite the challenges of emotional labor. Pearson Correlation scores showed that there is a significant weak negative relationship between natural emotions and surface acting subdimensions (r=-.172). Even though this finding was not discussed in previous studies, such a finding within the same scale may be a threat to validity of the scale. Multiple linear regression analysis determined that deep acting (β =.18, p=.001) and expression of naturally felt emotions (β =.27, p=.000) significantly predicted vocational belonging. Deep acting and natural emotions explained approximately

13% of the total variance of vocational belonging. In other words, 13% of the total change in the vocational belonging variable is determined by deep acting and natural emotions subdimensions. Considering there are many other predictors, the current study finding that emotional labor alone determines 13% of the total change in the vocational belonging variable is a significant implication for research. In literature, there is no other studies that investigated whether teacher emotional labor predicts professional belonging. Therefore, current study results cannot be compared with previous research. Previously, deep acting was defined by Hochschild as a form of "real feelings that has been self-induced". It happens when workers' emotions are the same with the appropriate and required expressions of the organization. While strong negative associations have been found between surface acting and psychological health outcomes, no or only weak negative associations between deep acting and psychological health have been documented as well as positive associations between deep acting and performance (e.g., Brotheridge & Lee, 2003; Glomb & Tews, 2004; Martınez-Inigo, Totterdell, Alcover, & Holman, 2007; Totterdell & Holman, 2003). Similarly, while in emotional labor theory surface acting is conceptualized as a source of stress that causes strain and emotional exhaustion, deep acting is seen as a strategy that causally precedes enhanced service performance (Grandey, 2000; Holman, MartinezInigo, & Totterdell, 2008; Rubin et al. 2005). In fact, (Shulei & Miner, 2006) investigated whether surface acting or deep acting has better effect on performance and self-authenticity. They found that deep acting is the positive one if employees need to keep smiling under sad experience. Consequently, current study findings have contributed to the existing literature in that deep acting is associated with professional belonging, which is also related to positive organizational outcomes. Expression of naturally felt emotions was another predictor of teacher vocational belonging. It is known that display of the naturally felt emotions do not include any obligation, as in surface and deep acting dimensions (Ashforth & Humprey, 1993). This term is also defined by (Humphrey et al., 2015, p. 751) as "comply with social expectations and organizational display rules such that they do not have to deliberately summon the correct emotions' '. Thus, as it does not require ''acting''. Most studies in literature found positive

organizational associations with expression of natural emotions such as job satisfaction, performance and organizational citizenship behaviors (Beğenirbaş& Meydan, 2012; Töre, 2021). Current study findings also showed it predicts teacher professional belonging which is associated to many positive organizational factors.

The second research question for the study was: 'Is there a significant difference for teachers' emotional labor and vocational belonging levels in terms of their gender, marital status, degree, subject area, and school grade level? Is there a correlation between teachers' emotional labor and vocational belonging levels and their age, experience, experience in the current school, student number in class?''. To answer this question, t-tests, ANOVA and correlational analyses were conducted. Results of the analyzes showed that male teachers displayed more emotional labor compared to female teachers. What is more, male teachers perform deep acting more compared to female teachers while female teachers perform natural emotions more than male teachers. No significant difference was found for surface acting sub dimension or vocational belonging. This result is consistent with Ertürk et al. (2016), Bıyık and Aydoğan (2014), and Akbaş and Bozkurt Bostancı (2019) which also found that male teachers' emotional labor levels were higher than the female teachers. On the other hand, most studies in literature determined that there was a significant difference for the surface acting dimension based on gender variable unlike the current study. In literature, most researchers discussed female teachers are more emotional and emotional behavior is generally expected of women (Scott and Barnes, 2011). Similarly, Hochschild (1983) discussed that women are generally presented with the emotional task of being nice while men are presented with aggressing against those who do not comply with rules. In the teaching profession, being nice and understanding towards students and mastering anger and aggression may be considered the main emotion work. Therefore, the findings of the current study may indicate that male teachers are trying to perform an emotional task that is not assigned to their gender, and thus, they try harder to comply with it for the sake of professional mastery. In other words, as they are trying to perform emotional tasks that are considered

''woman's work'', they may be internally conditioned to think they are putting more effort into such tasks compared to a woman. Thus, their perception of performing emotional labor is higher than that of females.

Results showed that overall emotional labor and surface acting dimension have a weak positive correlation with age variable. In other words, as teachers age, their overall emotional labor levels increase as well as their surface acting levels. On the other hand, deep acting, natural emotions, or vocational belonging levels of teachers do not have any correlation with age. In literature similar results were found by Akgün & Yılmaz (2021) and Bıyık and Aydoğan (2014), who also determined that the level of emotional labor increases as teachers age. This result can be interpreted as teachers can control their emotions better as they get older. Or it can be said that this situation stems from the fact that teachers want to be more effective on the other party they are dealing with.

According to results, emotional labor has a weak positive correlation with experience in teaching profession. In addition, surface acting dimension has a weak positive correlation with experience. In other words, when teachers' years of experience in the teaching profession increase, their overall emotional labor and surface acting levels also increase. However, no correlation between experience variable and deep acting, natural emotions, or vocational belonging has been found. This result is consistent with Bıyık and Aydoğan (2014), Begenirbaş (2013), Akgün and Yılmaz (2021), Ertürk et al. (2016), Akbaş (2016) and Moran (2018) who also found that emotional labor and/or surface acting levels increase when experience increase. The reason for this may be the result of doing the same profession for many years and improving their emotional labor strategies. On the other hand, surface acting has been found to be associated with negative consequences in literature. Thus, this finding may also indicate experienced teachers' surface acting levels may cause some individual and organizational problems for them.

Similarly, results show that there is a weak positive correlation between teachers' experience in their current schools and their emotional labor as well as their

surface acting. In other words, when teachers' years of experience in the current school they work for increase, their emotional labor and surface acting levels also increase. No correlation between experience in the current school and deep acting, natural emotions, or vocational belonging was found. This result is not consistent with Akbaş's (2016) study which determined that teachers' deep acting was higher if they spent less years in the same school as well as Akgün and Yılmaz's (2021) study which found that the emotional labor levels of the teachers did not make a significant difference based on this variable. This finding may indicate teachers get better at managing their emotions using surface acting strategy and ''put a mask on'' when their years of experience is higher in the same school. The reason for this situation may be their feelings of familiarity and knowing what type of students they are dealing with. In other words, they know what type of demands and needs students have and get better at surface acting for them, even if they don't really feel the displayed emotion.

Results related to subject area variable showed that emotional labor and vocational belonging levels of class teachers are significantly higher than teachers who teach social subjects and science/technical subjects. Similarly, surface acting levels of class teachers are significantly higher compared to teachers who teach social subjects, science/ technical subjects and arts and sports. No significant difference for deep acting and natural emotions subdimensions was found. These findings are consistent with Şener's (2014) study which determined that classroom teachers display more emotional labor behavior for all dimensions compared to branch teachers. They considered it as an expected situation as classroom teachers deal with younger students and live sentimentalism intensively more real and intimate when compared to branch teachers. This finding may indicate being a class teacher may require more emotional labor as they spend more time with students compared to any other branch teacher and they may feel more emotionally responsible towards them. In addition, they are better at using surface acting strategy by "putting on a mask", and to filter unpleasant emotions even if they are not feeling happy, enthusiastic, or excited in the classroom. The reason for this may be the fact that their students are young learners and young learners may

require frequent use of a careful presentation of gestures, facial expressions, and tone of voice. As Moran and Çoruk (2021) states, it is desirable that teachers perform surface acting in terms of the efficiency of education and the approach to students. Consequently, as class teachers put more emotional effort into their profession, their professional belonging may increase accordingly. Another reason for class teachers' higher sense of belonging might be the level of moral responsibility and moral rewards (Başkaya, 2018).

Results related to education level variable showed that there is no significant difference for teachers' emotional labor, surface acting, deep acting, natural emotions, and vocational belonging levels based on their educational degree. Similarly, most studies in literature showed consistent results including Ertürk et al. (2016), Bıyık and Aydoğan (2014), Polatkan (2016), Moran (2018) and Erken (2018) which also determined that the emotional labor levels of teachers do not differ according to their educational status. Teaching profession requires the same amount of emotional labor whether teachers have a master's degree or not. Thus, having a master's degree and specializing in a field may not contribute to their emotion management strategies. Still, not finding a significant result may be a result of the huge number difference in the categories (bachelor's degree=365, master's degree=51).

Findings related to marital status variable also showed that there is no significant difference for emotional labor, surface acting, deep acting, natural emotions, and vocational belonging based on teachers' marital status. This result is consistent with many up-to-date studies including Yılmaz-Daban (2018) Akgün & Yılmaz (2021) Erken (2018) and Moran (2018) revealing that marital status of teachers does not make a difference in emotional labor levels. This finding indicates that having a spouse may not contribute to emotion management in a professional context or their professional belonging. However, this finding may again be related to the number difference between the categories (single=37, married=356, other=23) as they are not comparable. Similarly, there is no correlation between student number in class and teachers' overall emotional labor, surface acting, deep

acting, natural emotions, or vocational belonging levels. In other words, these variables do not get affected by how many students there are in teachers' classes.

According to the results for school grade level, primary and middle school teachers' emotional labor levels are significantly higher than high school teachers. Primary school teachers had a significantly higher score for surface acting than middle school and high school teachers. Middle school teachers' surface acting level was significantly higher compared to high school teachers. For deep acting, primary school teachers had a significantly higher score compared to high school teachers. No significant difference has been found for natural emotions sub dimension. Finally, primary school teachers' vocational belonging levels are significantly higher than high school teachers. These results are consistent with results of Akgün & Yılmaz (2021), Moran (2018), Ertürk et al. (2016), and Yılmaz et al. (2015) which also found that emotional labor levels of primary school teachers are higher compared to other levels. It can be said that students' age may have an impact on teacher emotional labor and vocational belonging. Primary students' academic achievement increases as their teachers' motivational levels increase (Engin, 2020). Accordingly, primary school teachers' surface acting levels may increase even when they don't feel happy or enthusiastic. As stated previously, younger learners may require more emotional labor. Thus, teachers manage their emotions more effectively when it comes to primary school students.

Results for school type showed that there is no significant difference for teachers' emotional labor, surface acting, deep acting, or natural emotions levels based on the school type they work for. This finding is consistent with Yurtseven & Hoşgörür's (2021) study which also found no significant difference for the dimensions of surface acting, deep acting, and naturally felt emotions when the EL behaviors of teachers were investigated according to school type variable. Even though private schools are generally thought to require more emotion management due to strict working conditions, the findings indicated no significant difference. This result may be related to the fact that the group that teachers mainly communicate with is students rather than administrators. Therefore, public school

and private school students may not differ in terms of the emotional labor levels they require. Another reason for this non-significant finding might be the number difference between the categories (public=367, private=49). On the other hand, teachers who work for public schools had a significantly higher score for vocational belonging compared to teachers who work for private schools. It is known that private school teachers in Turkey feel more stressed while performing their profession compared to public school teachers (Karaköse & Kocabaş, 2006). Similarly, a teacher in a private school feels parental pressure more than a teacher in a public school (Koç, 2019). Still, their salaries are often lower than public school teachers' salaries (Gürler, 2020). Thus, this finding is expectable when private schools working conditions in Turkey are considered.

5.2. Implications

The current study has implications for educational theory, research, and practice. The relationship between teachers' emotional labor and their professional belonging was investigated and a significant relation was found through some predictors. This study contributed to literature theoretically by identifying the predictors of teachers' sense of belonging to their professions. Deep acting, and expression of naturally felt emotions subdimensions of the emotional labor were the predictors of teachers' vocational belonging. A positive relationship between teacher emotional labor and vocational belonging has been found which can be interpreted with regard to Ashforth and Humphrey's emotional labor approach (1993). Even though they discussed that dysfunctional effects of performing emotional labor are more likely to become apparent in the long term, they stated that identification with roles, including the values and norms of the role, moderated emotional labor's negative effects on well-being. According to social identity theory, an individual is apt to feel authentic while complying with role expectations such as display rules, if they strongly identify themself with organizational roles. If they regard these roles as a part of who they are, they tend to feel like they are authentic while fulfilling their role. In fact, they may still feel this authenticity if there is a consistency between the display rules and their own

personal identity elements -such as being extroverted, sympathetic- even if the social identity is weak. This situation, as Ashforth and Humphrey (1993) discusses, may even make the emotional labor process enjoyable and enhance well-being. High levels of sense of belonging are strongly associated with well-being in literature (Steger & Kashdan, 2009). Theoretically, findings of the current study may be considered as a functional effect of emotional labor. Deep acting strategy and expression of natural emotions may be beneficial for teachers as they feel authentic through them.

Although there were many studies related to emotional labor, there had not been a study that investigated its relation to professional belonging. Thus, with regard to research, this study has filled an important gap in EL literature. In terms of practice, these findings provide important implications for educational institutions, schools and administrative staff within them. Descriptive results on the dimensions of emotional labor showed that teachers perform moderate levels of overall emotional labor, low levels of surface acting, high levels of deep acting, and very high levels of expression of natural emotions. These findings may help school administrators specify what to improve regarding their organizations as well as help them decide which type of administrative style they would adopt and what kind of seminars and training they should provide. Various trainings can be provided on how to ease the surface acting and deep acting strategies.

5.3. Limitations and Recommendations

By considering weaknesses and strengths of this study, the researcher of the current study has some recommendations to other researchers and practitioners interested in the field. First of all, this study adopted a quantitative approach which can be considered as a limitation. A study that investigates teachers' emotional labor should be supported with qualitative methods to increase the validation as well as gathering in-depth information from participants. Usage of interviews

would provide a more detailed insight into how teachers use emotional labor strategies and how it affects their sense of belonging to the teaching profession. The second limitation is related to the study population and sample. The population of this study were teachers in public and private schools at primary, middle and high school levels in Bergama center. However, new studies may also include teachers from village schools in Bergama. New studies can be done in different districts of İzmir or different small districts in other cities. The third limitation of the study is the sampling method. Convenient sampling method is a form of non-probability sampling. In order to minimize systematic error and increase validity and reliability, future research should adopt a probability sampling method. Moreover, such a study may also include preschool teachers and university level instructors as results showed that there are significant differences based on school grade level. This study has been conducted with 416 teachers. However, it can be repeated with a larger sample size to compare the results. Lastly, the measurement scales of the study should be used by other researchers to increase their reliability and validity.

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APPENDICES

APPENDIX A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

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Sayı: 28620816   /   15 ŞUBAT 2022

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Gökçe GÖKALP

Danışmanlığını yürüttüğünüz Deniz ÇABUK'un "ÖĞRETMENLERIN
DUYGUSAL EMEK VE MESLEKI AIDIYETLERI ARASINDAKI
ILIŞKI ÜZERINE ÇALIŞMA" başlıklı araştırmanız İnsan
Araştırmaları   Etik Kurulu tarafından uygun görülmüş ve **0096-
ODTUİAEK-2022** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof. Dr. Mine MISIRLISOY

İAEK Başkan

APPENDIX B. DEMOGRAPHIC INFORMATION FORM

Sayın Öğretmen,

Bu araştırmada öğretmenlerin duygusal emeği ve mesleki aidiyetleri arasındaki ilişki incelenmektedir. Bu amaçla size iki adet anket ve bir bilgi formu verilmiştir. Bilgi formuna ve anketlerde yer alan sorulara vereceğiniz içten cevaplarınız çalışmanın amacına ulaşması için büyük önem taşımaktadır. Anketlerde yer alan sorulara vereceğiniz cevaplar sadece araştırmanın amacına

 yönelik olarak kullanılacak ve araştırmacı dışında hiç kimse cevaplarınızı öğrenmeyecektir. Yardımlarınız için çok teşekkür ederim.

Deniz Çabuk

ODTÜ Eğitim Fakültesi

1. Cinsiyetiniz	☐ Erkek ☐ Kadın	
2. Yaşınız	Lütfen belirtiniz ………	
3. Medeni durumunuz	☐ Bekar ☐ Evli ☐ Diğer	
4. Çocuğunuz var mı?	Lütfen sayı olarak belirtiniz …………	
5. Öğretmenlik deneyiminiz	Lütfen yıl olarak belirtiniz……………	
6. Kaç yıldır bu okulda görev yapıyorsunuz?	Lütfen yıl olarak belirtiniz……………	
7. Öğrenim durumunuz	☐ Üniversite ☐ Yüksek Lisans ☐ Doktora	
8. Branşınız	Lütfen belirtiniz………………………	
9. Çalıştığınız okulun düzeyi	☐ İlkokul ☐ Ortaokul ☐ Lise	
10. Çalıştığınız okulun türü	☐ Devlet okulu ☐ Özel okul	
11. Sınıfınızda/sınıflarınızda ortalama kaç öğrenci var?	Lütfen sayı olarak belirtiniz………..	
12. Öğretmenlik dışında okulda başka bir göreviniz var mı? (Müdür yardımcılığı, koordinatörlük vb.)	Lütfen belirtiniz……………………..	
13. Mezun olduğunuz fakülte (lisans)	☐ Eğitim Fakültesi ☐ Fen-Edebiyat Fak. ☐ Diğer	
14. Mezun olduğunuz bölüm	Belirtiniz…………………………….	
15. Eğer eğitim fakültesi mezunu değilseniz formasyonunuz var mı?	☐ Evet var. ☐ Hayır yok.	
16. Çalıştığınız kurumdaki anlaşmanız?	☐ Kadrolu ☐ Sözleşmeli ☐ Ücretli	

APPENDIX C. SCALES

Duygusal Emek Ölçeği / Emotional Labor Scale

Her bir ifadeyi okuyarak, şu anda sizin durumunuzu en iyi yansıtan seçeneği (X) ile işaretletiniz.

DUYGUSAL EMEK ÖLÇEĞİ					
1: Hiçbir zaman 2: Çok nadir 3: Bazen 4: Çoğu zaman 5: Her zaman	1	2	3	4	5
1. Öğrencilerle uygun şekilde ilgilenebilmek için rol yaparım.					
2. Öğrencilerle ilgilenirken iyi hissediyormuşum rolü yaparım.					
3. Öğrencilerle ilgilenirken bir şov yapar gibi ekstra performans sergilerim.					
4. Mesleğimi yaparken hissetmediğim duyguları hissediyormuşum gibi davranırım.					
5. Mesleğimin gerektirdiği duyguları sergileyebilmek için sanki bir maske takarım.					
6. Öğrencilerime, gerçek hissettiğim duygulardan farklı duygular sergilerim.					
7. Öğrencilere sergilemek zorunda olduğum duyguları gerçekten yaşamaya çalışırım.					
8. Göstermem gereken duyguları gerçekte de hissetmek için çaba harcarım.					
9. Öğrencilere göstermem gereken duyguları hissedebilmem için elimden geleni yaparım.					
10. Öğrencilere sergilemem gereken duyguları içimde de hissedebilmek için yoğun çaba gösteririm.					
11. Öğrencilere sergilediğim duygular samimidir.					
12. Öğrencilere gösterdiğim duygular kendiliğinden ortaya çıkar.					
13. Öğrencilere gösterdiğim duygular o an hissettiklerimle aynıdır.					

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Mesleki Aidiyet Ölçeği / Vocational Belonging Scale

Bu kısımda 39 adet ifade bulunmaktadır. Lütfen her bir ifadeyi dikkatle okuyarak, ("1-kesinlikle katılmıyorum" ve "5-tamamen katılıyorum") anlamına gelecek şekilde 1'den 5'e kadar size en uygun seçeneği (X) ile işaretleyiniz.

MESLEKİ AİDİYET ÖLÇEĞİ					
1:Kesinlikle katılmıyorum 2:Katılmıyorum 3:Ne katılıyorum ne katılmıyorum 4:Katılıyorum 5:Tamamen katılıyorum					
1.Mesleğimin toplumsal imajına önem verir, iyi temsil etmeye çalışırım.	1	2	3	4	5
2.Mesleğimde başarılı olduğumu düşünüyorum.	1	2	3	4	5
3.Bu mesleği kendi isteğimle tercih ettim.	1	2	3	4	5
4.Mesleğimi herkese gururla söylerim	1	2	3	4	5
5.Bu mesleği tercih etmiş olmaktan memnunum.	1	2	3	4	5
6.Mesleğimi değiştirmeyi asla düşünmem.	1	2	3	4	5
7.Geçmişe dönebilseydim yine bu mesleği seçerdim.	1	2	3	4	5
8.Başkalarına da bu mesleği tercih etmelerini öneririm.	1	2	3	4	5
9.Bu mesleğin kişisel gelişimime katkı sağladığını düşünüyorum.	1	2	3	4	5
10.Bu mesleğin kişisel ve ailevî yaşantıma katkı sağladığını düşünüyorum.	1	2	3	4	5
11.Bu mesleğin sosyalleşmeme katkı sağladığını düşünüyorum.	1	2	3	4	5
12.Görev yaptığım kurumun toplumda olumlu bir imajı vardır.	1	2	3	4	5
13.Kurumumun toplumsal imajına önem verir, iyi temsil etmeye çalışırım.	1	2	3	4	5
14.Bu kurumda görev yapmanın meslekî gelişimime katkı sağladığını düşünüyorum.	1	2	3	4	5

15.Kurumun hizmete hazırlama ve hizmet içi eğitim programları son derece yararlıdır.	1	2	3	4	5
16.Kurumun hizmete hazırlama ve hizmet içi eğitim programlarına istekle katılırım.	1	2	3	4	5
17.Kurumun kütüphane ve araştırma imkânları yeterlidir.	1	2	3	4	5
18.Kurumun teknolojik donanımı (bilgisayar, internet vs.) yeterlidir.	1	2	3	4	5
19.Kurumun fiziksel imkânları (bina, malzeme vs.) yeterlidir.	1	2	3	4	5
20.Bu kurumda görev yapmaktan memnunum.	1	2	3	4	5
21.Emekli olduğumda bile kurumuma aidiyetimi sürdüreceğime inanıyorum.	1	2	3	4	5
22.Kurum yöneticileri mesleğinde son derece başarılıdır.	1	2	3	4	5
23.Kurum yöneticileri kurumun toplumsal imajına ve tanıtımına önem verirler.	1	2	3	4	5
24.Kurum yöneticileri çalışanların meslekî yeterliklerini sık sık denetlerler.	1	2	3	4	5
25.Kurum yöneticileri çalışanların meslekî açıdan yetersiz oldukları konuları tespit etmeye yönelik araştırmalar yaparlar.	1	2	3	4	5
26.Kurum yöneticileri hizmete hazırlama ve hizmet içi eğitim programları hazırlarken çalışanların ihtiyaçlarını dikkate alırlar.	1	2	3	4	5
27.Kurum yöneticilerinin yaklaşımı insancıldır.	1	2	3	4	5
28.Kurum yöneticileri hatalara karşı hoşgörülüdürler.	1	2	3	4	5
29.Kurum yöneticileri çalışanlara eşit muamele ederler.	1	2	3	4	5
30.Kurum yöneticilerini meslekî sorunlarımı paylaşabilecek kadar yakın görüyorum.	1	2	3	4	5
31.Kurum yöneticileri çalışanların meslekî sorunlarına duyarlıdırlar.	1	2	3	4	5
32.Kurum yöneticileri çalışanların meslekî sorunlarına çözüm üretirler	1	2	3	4	5

33.Kurum yöneticilerini kişisel ve ailevî sorunlarımı paylaşabilecek kadar yakın görüyorum.	1	2	3	4	5
34.Kurum yöneticileri çalışanların kişisel ve ailevî sorunlarına duyarlıdırlar.	1	2	3	4	5
35.Kurum yöneticileri çalışanların kişisel ve ailevî sorunlarına çözüm üretirler.	1	2	3	4	5
36.Kurum yöneticileri çalışanlar arasındaki iletişimin güçlü olmasına önem verirler.	1	2	3	4	5
37.Kurum yöneticileri çalışanları birbiriyle kaynaştıracak etkinlikler düzenlerler.	1	2	3	4	5
38.Kurum yöneticileri çalışanlarının motivasyonunu arttıracak etkinlikler düzenlerler.	1	2	3	4	5
39.Kurum yöneticileri çalışanların başarılarını ödüllendirirler.	1	2	3	4	5

APPENDIX D. INFORMED CONSENT FORM

Bu çalışma, ODTÜ Eğitim Bilimleri Bölümü öğretim üyesi Doç. Dr. Gökçe Gökalp'ın danışmanlığında Deniz Çabuk'un yüksek lisans çalışması kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek amacıyla hazırlanmıştır.

Çalışmanın Amacı Nedir?

Çalışmanın amacı, öğretmenlerin duygusal emeği ve mesleki aidiyetleri arasındaki ilişkiyi Bergama'da bulunan okullardaki öğretmenler açısından nicel bir yaklaşımla incelemektir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden bireysel olarak iki farklı ölçeğin sorularına cevap vermeniz beklenmektedir. Toplamda yaklaşık olarak 15 dakika sürmesi beklenen bu ölçeklerde sorulara verilen yanıtlar yalnızca araştırmacılar tarafından değerlendirilecektir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve sadece bilimsel amaçla kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Katılımınızla ilgili bilmeniz gerekenler:

Çalışma, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplamayı yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan araştırmacıya, çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için ODTÜ Eğitim Bilimleri öğretim üyelerinden Doç. Dr. Gökçe Gökalp (E-posta: ggokalp@metu.edu.tr) ya da araştırmacı Deniz Çabuk (E-posta: e215981@metu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Ad Soyad   Tarih   İmza

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APPENDIX E. TURKISH SUMMARY / TÜRKÇE ÖZET

Giriş

Öğretmenlerin hem sınıf içi öğretim sürecinde hem de meslektaşlar, yöneticiler ve velilerle etkileşimleri sırasında duygularını yönetmeleri ve mesleki yaşamlarının bir parçası olarak uygun şekilde ifade etmeleri beklenmektedir. Ancak Hochschild (1983), bu beklentinin bazı olumsuz sonuçları olduğunu ileri sürmüştür: Kurum ve kuruluşlar bunlardan yararlanırken, çalışanlar bu duygusal talepler nedeniyle psikolojik ve fizyolojik hastalıklara yakalanmaktadır.

Öte yandan, duygusal emek için ampirik çalışmaların sonuçları tutarsızlık göstermiş ve tartışmalı kalmıştır. Arlie Russell Hochschild (1983) duygusal emeğin gösterenlere her zaman bir yük olacağını savunsa da, araştırmalar son yıllarda duygusal emeğin her zaman olumsuz psikolojik sonuçlarla ilişkili olmadığını göstermiştir. Literatür incelendiğinde duygusal emeğin olumsuz etkileri arasında stres, duygusal tükenme, duygusal uyumsuzluk, tükenmişlik, iş tatminsizliği, işe bağlılığın azalması ve özgün olmama duyguları; duygusal emeğin olumlu sonuçları ise görev etkinliği, kendini ifade etme, benlik saygısı, müşteri memnuniyeti ve iş tatmini olarak sıralanabilir (Yalçın, 2010). Mesleki aidiyet ise öz-yeterlik (Chan vd., 2008; Kruse ve Lillie, 2000) ve iş doyumu (Pesonen vd., 2020) ile pozitif, duygusal tükenme ile ise negatif yönlü bir ilişkiye sahiptir (Skaalvik & Skaalvik, 2011; Pesonen vd., 2020).

Yüzeysel rol yapma ve psikolojik sağlık sonuçları arasında güçlü negatif ilişkiler bulunurken, derinden rol yapma ve psikolojik sağlık arasında hiç veya sadece zayıf negatif ilişkilerin yanı sıra derinden rol yapma ve performans arasındaki pozitif ilişkiler belgelenmiştir (örn., Brotheridge & Lee, 2002; Brotheridge & Lee, 2003;

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Glomb & Tews, 2004; Grandey, 2013; Martinez-Inigo, Totterdell, Alcover ve Holman, 2007; Totterdell & Holman, 2003). Benzer şekilde, duygusal emek teorisinde yüzeysel davranış, gerginliğe ve duygusal tükenmeye neden olan bir stres kaynağı olarak kavramsallaştırılırken, derinden rol yapma davranışı, artan hizmet performansından nedensel olarak önce gelen bir strateji olarak görülmektedir (Grandey, 2000; Holman, Martinez-Inigo & Totterdell, 2008; Rubin vd., 2005). Bu bulgular, duygusal düzenleme stratejileri ile mesleki aidiyet arasındaki ilişkilerin de birbirinden farklı olabileceğini açıkça ortaya koymaktadır ki bu da güncel duygusal emek literatüründe bir boşluk oluşturmaktadır.

Araştırmanın temel amacı, öğretmenlerin duygusal emek düzeylerinin mesleki aidiyet düzeylerini yordayıp yordamadığını araştırmaktır. Bu araştırmanın bir diğer amacı, cinsiyet, yaş, öğretmenlik mesleğindeki deneyim, mevcut okuldaki deneyim, eğitim düzeyi, branş, okul düzeyi, ve sınıftaki öğrenci sayısı gibi demografik faktörlerin duygusal emeği ve mesleki aidiyeti etkileyip etkilemediğini araştırmaktır. Sonuç olarak, çalışmanın araştırma soruları şunlardır:

1. Öğretmenlerin duygusal emek ve mesleki aidiyet düzeyleri arasında nasıl bir ilişki vardır? Yüzeysel rol yapma, derinden rol yapma, doğal duygular ve mesleki aidiyet arasındaki ilişki nedir?

2. Öğretmenlerin duygusal emek ve mesleki aidiyet düzeyleri arasında cinsiyet, medeni durum, eğitim durumu, branş ve okul düzeylerine göre anlamlı bir farklılık var mıdır? Öğretmenlerin duygusal emek ve mesleki aidiyet düzeyleri ile yaşları, deneyimleri, mevcut okuldaki deneyimleri, sınıftaki öğrenci sayıları arasında bir ilişki var mıdır?

Alanyazın

Duygusal emeğin yüzeysel rol yapma, derinden rol yapma ve doğal duyguların ifadesi olarak üç alt boyutu vardır. Hochschild (1983) yüzeysel rol yapmayı, başka

bir duyguya sahipmiş gibi davranarak gerçek duyguları maskelemeyi içeren "gerçekten ne hissettiğimiz konusunda başkalarını kandırmak ama kendimizi kandırmamak" olarak tanımlamaktadır. Yüzeysel rol yapma, jestler, yüz ifadeleri ve ses tonu gibi sözlü ve sözsüz işaretlerin dikkatli bir şekilde gösterilmesini ve sunulmasını gerektirir. Yüzeysel rol yapmada, beden ruh yerine ana araçtır ve beden, oyunculuk sanatında olduğu gibi "seyircide" tutkuyu uyandırır. Derinden rol yapma, içsel gerçek duygular kasıtlı olarak yönetildiğinde ortaya çıkar ve bu da iş taleplerini karşılamak için değiştirilmiş gözlemlenebilir bir ifadeye yol açar. Ashforth ve Humphrey (1993) duygusal emeği gerçekleştirmenin üçüncü yolu olarak "beklenen duygunun gerçek deneyimi ve ifadesi" veya bu çalışmada denildiği gibi "doğal olarak hissedilen duyguların ifadesi"ni oluşturmuşlardır. Bunlar nispeten daha az çaba gerektiren bir yönlendirmeyle hissedilir ve ifade edilir.

Öğretmenlik mesleğinde duygular, akademik çıktıları ve eğitim hedeflerini etkileme konusunda büyük bir potansiyele sahip olduğu için işin kaçınılmaz ve öne çıkan bir parçası olarak kabul edilmektedir (Becker, Goetz, Morger ve Ranellucci, 2014; Day, 2004). Öğretmenliğin çıkmazlarla mücadele eden ve bu süreçte çok farklı duygular yaşatan bir meslek olduğu söylenebilir (Isenbarger ve Zembylas, 2006). Öğretmenlerin olumlu bir öğrenme süreci oluşturabilmeleri için duygularını düzenlemeleri gerekmektedir (Gates, 2000; Leidner, 1999). Sonuç olarak, duygusal emek öğretmenlik mesleği için önemli bir bileşendir (Sutton & Wheatley, 2003; Wharton, 1993).

Öğretmenlerin öğrencileri eğlendirmek, ilgi uyandırmak ve olumlu bir müfredat oluşturmak gibi görevlerini yerine getirebilmeleri için duygusal emek vermeleri gerekmektedir (Begenirbaş & Yalçın, 2012). Öğrencilerle olumlu ilişkiler geliştirmek, onlarla yakın bağlar geliştirmek öğretmenin görevleri arasındadır. Bu nedenle öğretmenler birçok öğrenci ile etkileşimleri yoluyla yoğun duygusal emek davranışı sergilemektedirler (Youngmi, 2016: 12). Ancak öğretmenlerin duygusal emek göstereceği alan sadece öğrencilerle sınırlı değildir. Öğretmenler, ebeveynleri ve meslektaşları ile etkileşim kurarken de duygularını yönetmek

zorundadır (Troman, 2000). Bu durumda öğretmenler duygusal emek stratejilerini kullanırlar, çünkü eğitim amaçlarına ulaşmak için duyguların sergileme kurallarıyla uyumlu olması gerekir (Zembylas, 2002).

Öğretmenler için sergileme kurallarını belirleyen unsurlar kültürel normlar, eğitim programları ve idarenin beklentileri olarak sıralanabilir. Öğretmenler bu kuralları kendi yaşamlarına dahil ederlerse duygu düzenleme süreci doğal bir süreç haline gelir (Sutton, 2004). Öğretmenler, beklenen kurallara uygun bir tutum geliştirmek için çaba sarf ederler ve duygularını yönetmenin mesleki başarılarını etkileyen önemli bir faktör olduğuna inanırlar (Youngmi, 2016: 15).

Öğretmenlerin özellikle sınıfta duygu ifadeleri çoğunlukla duyguların doğasına ilişkin normlar olarak tanımlanabilecek belirli duygu gösterim kuralları ve bunların uygun ifade edilmesi veya bastırılması ile yönlendirilir ve sınırlandırılır (Brotheridge, 2006). Daha önce de belirtildiği gibi, öğretmenler bu sergileme kurallarına uymalı ve duygularını ve dışsal ifadelerini uygun ve arzu edilen duygularla uyumlu hale getirmek için duygusal emek göstermelidir. Aslında öğretmenlerin sadece olumlu duygularını daha sık ifade etmeleri ve olumsuz olanları ifade etmekten kaçınmaları değil, aynı zamanda duygularının yoğunluğunu da orta düzeyde tutmaları gerekmektedir (Taxer ve Frenzel, 2015; Winograd, 2003). Ya yüzeysel rol yapma yoluyla arzu edilen duyguları dışa vurmak zorunda kalırlar ya da derinden rol yapma yoluyla kendilerini beklenen duyguyu hissetmeye zorlarlar (Brotheridge, 2006; Brotheridge & Lee, 2003).

Mesleki aidiyet kavramı ilk olarak 1971 yılında Greenhaus tarafından tanımlanmıştır. Greenhaus (1971) mesleki aidiyeti "bir işin bireyin hayatında önem kazanması" olarak tanımlarken Morrow (1983) mesleki aidiyeti "kariyer bağlılığı" olarak tanımlamıştır. Lee et al. (2000), bunu birey ve mesleği arasındaki ilişki olarak ele almıştır. Ayrıca bu duygusal bağın bireyin meslekte kalmak isteyip istememesi üzerinde etkisi olduğunu belirtmişlerdir.

Mesleki aidiyet, mesleğe ilişkin arzu edilen ve istenmeyen birçok deneyimin bütünü ve dengelenmesinden kaynaklanan bir tutum olarak değerlendirilmektedir (Şimşek, 1999). Bu yönüyle aidiyet, bireyin mesleğinin çeşitli yönlerinden beslenen tutumların bütününü ifade eder (Erdoğan, 1996). Mesleki aidiyetin birçok yazar tarafından farklı tanımları yapılmıştır. Şenel (2021), mesleki aidiyetin kişi ile mesleği arasındaki duygusal bağ olarak görülebileceğini belirtmektedir. Mesleki aidiyetin, çalışanın mesleğe ilişkin hedefleri de dahil olmak üzere, kişinin mesleğine yönelik tutumu ile ilgili olan, bireyin örgütsel davranışını etkileyen en önemli faktörlerden biri olduğu söylenebilir.

Eğer bir kişi işiyle ilgileniyorsa, o zaman bir aidiyet duygusuna sahip olur; kayıtsız ve dikkatsizlerse aidiyet duygusundan yoksun kalır. Öğretimde oluşabilecek bu ilgisizlik, gelecek nesillerin yetiştirilmesinden sorumlu okullardan mezun olan öğrenciler için zor sonuçlar doğurabilmektedir. Öğretmenlerin mesleki aidiyetleri eğitim sürecini, öğrencilerle olan ilişkilerini ve diğer insanlarla olan ilişkilerini olumlu ya da olumsuz yönde etkileyebilir (Öztaş, 2010).

Öğretmenlik mesleğine profesyonel aidiyetin iş performansını iyileştirme (Lee vd., 2004), okul terk oranlarını düşürme, örgütsel ve mesleki tatmini artırma gibi önemli sonuçları vardır (Elias, 2006). Bu nedenle öğretmenin aidiyet duygusu, meslektaşları ve okul yönetimi ile olumlu ve destekleyici ilişkilerle de ilişkilidir. Dahası, Haworth (2015), öğretmenler aidiyet duygusu kazandıklarında, bunun onların çeşitlilik içeren bir öğrenen topluluğunun parçası olmalarına ve gelecek vaat eden pedagojiler geliştirmeye daha açık olmalarına yardımcı olduğunu belirtmektedir.

Öğretmenlik gibi yoğun odaklanma gerektiren meslekler, sadece duygusal duyarlılık değil, aynı zamanda yüksek düzeyde sosyal etkileşim nedeniyle aktif bir duygusal emek gerektirir. Bu durum, ilgili literatürde duygusal emeğin öğretmenler için profesyonelliğin bir özelliği olarak anıldığını ima etmektedir (Altınkurt & Yılmaz, 2014; Truta, 2014; Altınkurt & Ekinci, 2016; Hoşgörür, 2017). Bu nedenle öğretmenlerin okullarda öğrenciler, veliler, yöneticiler ve

meslektaşları ile olan etkileşimlerinde sıklıkla duygusal emek sergiledikleri söylenebilir (Beğenirbaş & Yalçın, 2012). Alanyazın incelendiğinde öğretmenin duygusal emeği cinsiyet, yaş, deneyim, branş, medeni durum, okul düzeyi gibi farklı demografik değişkenlere dayalı olarak incelenmekte olup bu değişkenler arasında çelişkili sonuçlar bulunmaktadır. Duygusal emeğin duygusal uyumsuzluk, tükenmişlik, iş stresi, iş tatminsizliği, yabancılaşma, maddi kazanç ve iş tatmini gibi olumlu ve olumsuz sonuçları olduğu görülmektedir. Öğretmen mesleki aidiyeti, öğrencilerle ilişkiler ve diğer insanlarla olumlu ya da olumsuz ilişkiler açısından da önemlidir (Öztaş, 2010). Literatür, öğretmen mesleki aidiyetinin iş performansının artması (Lee vd., 2004) ve artan örgütsel ve mesleki tatmin (Elias, 2006), iş tatmini ve daha düşük duygusal tükenme seviyeleri (Skaalvik & Skaalvik, 2011) ile olumlu ilişkilere sahip olduğunu göstermiştir. Ancak Türkçe literatürde öğretmenler için duygusal emek ve mesleki aidiyet ilişkisi açısından bir boşluk bulunmaktadır.

Yöntem

Bu çalışma, nicel bir araştırma yöntemi kullanılarak gerçekleştirilmiştir. Öğretmenlerin duygusal emekleri ile mesleki aidiyet düzeyleri arasındaki ilişkiyi incelemek için ilişkisel tarama modeli benimsenmiştir. Hedef kitle, Bergama ilçe merkezindeki devlet ve özel okulların ilkokul, ortaokul ve lise derecelerinde görev yapan tüm öğretmenlerden oluşmaktadır. Örneklem, elverişli örnekleme yöntemiyle seçilmiştir. Veri, 54 özel okul öğretmeni ve 391 devlet okulu öğretmeninden oluşan toplam 445 katılımcıdan toplanmıştır.

Araştırmada, Diefendorff ve diğerleri tarafından geliştirilen Duygusal Emek Ölçeği'nin (2005) Nejat Basım ve Memduh Begenirbaş (2012) tarafından Türkçe'ye uyarlaması ve Keskin ve Pakdemirli (2016) tarafından geliştirilen Mesleki Aidiyet Ölçeği kullanılmıştır.

Bu çalışma için ilişkisel tarama modeli kullanılmıştır. Veriler IBM SPSS for Windows 10 programı ile analiz edildi. Araştırmaya katılan öğretmenlerin

betimsel özelliklerini belirlemek için frekans analizlerinden yararlanılmıştır. Ortalamaları, standart sapmaları ve frekansları belirlemek için tanımlayıcı istatistiksel analiz yapıldı. Öğretmenlerin duygusal emek ve mesleki aidiyet düzeylerinin demografik özelliklere göre değişip değişmediğini belirlemek için t-test ve ANOVA yapılmıştır. Duygusal emeğin mesleki aidiyeti yordayıp yordamadığını incelemek için çoklu doğrusal regresyon analizi kullanılmıştır.

Bulgular

İlk araştırma sorusuna ilişkin genel sonuçlar, öğretmenlerin mesleki aidiyetleri ile genel duygusal emek düzeyleri arasında anlamlı ve zayıf bir pozitif ilişki olduğunu göstermiştir. Ayrıca mesleki aidiyetin duygusal emek alt boyutları olan yüzeysel rol yapma, derinden rol yapma ve doğal duygular ile pozitif yönde ilişkili olduğu bulunmuştur. Derinden rol yapma ve doğal duygular, mesleki aidiyetin toplam varyansının yaklaşık %13'ünü açıklamaktadır. Diğer bir deyişle, mesleki aidiyet değişkenindeki toplam değişimin %13'ü derinden rol yapma ve doğal duygular alt boyutları tarafından belirlenmektedir.

Analiz sonuçları, erkek öğretmenlerin kadın öğretmenlere göre daha fazla duygusal emek sergilediklerini göstermiştir. Ayrıca erkek öğretmenler kadın öğretmenlere göre daha fazla derin rol yapma, kadın öğretmenler ise erkek öğretmenlere göre doğal duyguları daha fazla sergilemektedirler. Yüzeysel davranış alt boyutu ve mesleki aidiyet açısından anlamlı bir farklılık bulunamamıştır.

Sonuçlar, genel duygusal emek ve yüzeysel rol yapma boyutunun yaş değişkeni ile zayıf bir pozitif korelasyona sahip olduğunu göstermiştir. Diğer bir deyişle, öğretmenler yaşlandıkça, genel duygusal emek düzeyleri kadar yüzeysel rol yapma düzeyleri de artmaktadır. Öte yandan, öğretmenlerin derinden rol yapma, doğal duygular veya mesleki aidiyet düzeylerinin yaşla herhangi bir ilişkisi yoktur.

Sonuçlara göre, duygusal emeğin öğretmenlik mesleğindeki deneyim ile zayıf bir pozitif ilişkisi vardır. Ayrıca yüzeysel davranış boyutu deneyimle zayıf bir pozitif korelasyona sahiptir. Diğer bir deyişle, öğretmenlerin öğretmenlik mesleğindeki deneyimleri arttıkça, genel duygusal emek ve yüzeysel rol yapma düzeyleri de artmaktadır. Ancak deneyim değişkeni ile derinden rol yapma, doğal duygular veya mesleki aidiyet arasında bir ilişki bulunamamıştır.

Benzer şekilde, sonuçlar öğretmenlerin mevcut okullarındaki deneyimleri ile duygusal emekleri ve yüzeysel rol yapma arasında zayıf bir pozitif ilişki olduğunu göstermektedir. Diğer bir deyişle, öğretmenlerin çalıştıkları okuldaki deneyim yılları arttıkça duygusal emekleri ve yüzeysel rol yapma düzeyleri de artmaktadır. Mevcut okuldaki deneyim ile derinden rol yapma, doğal duygular veya mesleki aidiyet arasında bir ilişki bulunmadı.

Branş değişkenine ilişkin sonuçlar, sınıf öğretmenlerinin duygusal emek ve mesleğe ait olma düzeylerinin kültürel ve fen/teknik dersleri veren öğretmenlere göre anlamlı düzeyde daha yüksek olduğunu göstermiştir. Benzer şekilde sınıf öğretmenlerinin yüzeysel rol yapma düzeyleri kültürel konular, fen/teknik dersler ve sanat ve spor dersleri veren öğretmenlere göre anlamlı olarak daha yüksektir. ¨Derin rol yapma¨ ve ¨doğal duygular¨ alt boyutlarında anlamlı bir farklılık bulunamamıştır.

Eğitim düzeyi değişkenine ilişkin sonuçlar, öğretmenlerin eğitim derecelerine göre ¨duygusal emek, yüzeysel rol yapma, derinden rol yapma, doğal duygular ve mesleki aidiyet¨ düzeylerinde anlamlı bir farklılık olmadığını göstermiştir. Medeni durum değişkenine ilişkin bulgular da öğretmenlerin medeni durumuna göre duygusal emek, yüzeysel rol yapma, derinden rol yapma, doğal duygular ve mesleğe aidiyet için anlamlı bir farklılık olmadığını göstermiştir. Benzer şekilde, sınıftaki öğrenci sayısı ile öğretmenlerin genel ¨duygusal emek, yüzeysel rol yapma, derinden rol yapma, doğal duygular veya mesleki aidiyet¨ düzeyleri arasında bir ilişki yoktur. Başka bir deyişle, bu değişkenler öğretmenlerin sınıflarında kaç öğrenci olduğundan etkilenmez.

Okul düzeyi sonuçlarına göre, ilkokul ve ortaokul öğretmenlerinin duygusal emek düzeyleri lise öğretmenlerine göre anlamlı düzeyde yüksektir. İlkokul öğretmenleri, ortaokul ve lise öğretmenlerine göre yüzeysel rol yapma için önemli ölçüde daha yüksek puan aldı. Ortaokul öğretmenlerinin yüzeysel rol yapma düzeyleri lise öğretmenlerine göre anlamlı olarak daha yüksekti. Derinden rol yapma için, ilkokul öğretmenleri lise öğretmenlerine göre anlamlı derecede daha yüksek puan aldı. Doğal duygular alt boyutunda ise anlamlı bir farklılık bulunamamıştır. Son olarak, ilkokul öğretmenlerinin mesleki aidiyet düzeyleri lise öğretmenlerine göre anlamlı derecede yüksektir.

Tartışma

Mesleki aidiyet değişkenindeki toplam değişimin %13'ü derinden rol yapma ve doğal duygular alt boyutları tarafından belirlenmektedir. Başka birçok yordayıcı olduğu düşünüldüğünde, mevcut çalışma, tek başına duygusal emeğin mesleki aidiyet değişkenindeki toplam değişimin %13'ünü belirlediğini bulan araştırma için önemli bir çıkarımdır. Literatürde öğretmen duygusal emeğinin mesleki aidiyeti yordayıp yordamadığını araştıran başka bir çalışmaya rastlanmamıştır. Bu nedenle, mevcut çalışma sonuçları önceki araştırmalarla karşılaştırılamaz. Shulei ve Miner (2006) performans ve öz özgünlük üzerinde yüzeysel rol yapmanın mı yoksa derinden rol yapmanın mı daha iyi bir etkiye sahip olduğunu araştırmıştır. Çalışanların üzücü bir deneyim altında gülümsemeye devam etmeleri gerekiyorsa, derinden rol yapmanın daha olumlu olduğunu bulmuşlardır. Sonuç olarak, mevcut çalışma bulguları, derin rol oynamanın profesyonel aidiyet ile ilişkili olduğu ve aynı zamanda olumlu örgütsel sonuçlarla da ilişkili olduğu konusunda mevcut literatüre katkıda bulunmuştur. Doğal olarak hissedilen duyguların ifadesi, öğretmenin mesleki aidiyetinin bir başka yordayıcısıdır. Doğal olarak hissedilen duyguların sergilenmesinin, yüzeysel ve derinden rol yapma boyutlarında olduğu gibi herhangi bir zorunluluk içermediği bilinmektedir (Ashforth &e Humprey, 1993). Dolayısıyla "oyunculuk" gerektirmez. Literatürdeki çoğu çalışma, iş tatmini, performans ve örgütsel vatandaşlık davranışları gibi doğal duyguların ifadesi ile olumlu örgütsel ilişkiler bulmuştur (Beğenirbaş & Meydan, 2012; Töre,

2021). Mevcut çalışma bulguları ayrıca, birçok olumlu örgütsel faktörle ilişkili olan öğretmen mesleki aidiyetini yordadığını göstermiştir.

İkinci soruya dair analiz sonuçları, erkek öğretmenlerin kadın öğretmenlere göre daha fazla duygusal emek sergilediklerini göstermiştir. Ayrıca erkek öğretmenler kadın öğretmenlere göre daha fazla derinden rol yapma, kadın öğretmenler ise erkek öğretmenlere göre daha fazla doğal duygular sergilemektedirler. Yüzeysel rol yapma alt boyutu ve mesleki aidiyet açısından anlamlı bir farklılık bulunamamıştır. Ertürk ve diğerleri (2010), Bıyık ve Aydoğan (2014), Akbaş ve Bozkurt Bostancı (2019) da erkek öğretmenlerin duygusal emek düzeylerinin kadın öğretmenlere göre daha yüksek olduğunu bulmuştur. Öte yandan, literatürdeki çoğu çalışmada mevcut çalışmadan farklı olarak cinsiyet değişkenine göre yüzeysel rol yapma boyutunda anlamlı bir farklılık olduğu tespit edilmiştir. Literatürde çoğu araştırmacı kadın öğretmenlerin daha duygusal olduğunu ve duygusal davranışların genellikle kadınlardan beklendiğini tartışmaktadır (Scott & Barnes, 2011). Benzer şekilde, Hochschild (1981) kadınlara genellikle duygusal olarak iyi olma görevinin, erkeklere ise kurallara uymayanlara karşı saldırganlık gösterme görevi verildiğini tartışmıştır. Öğretmenlik mesleğinde öğrencilere karşı iyi ve anlayışlı olmak ve öfke ve saldırganlığa hakim olmak ana duygusal emek sayılabilir. Bu nedenle, mevcut araştırmanın bulguları, erkek öğretmenlerin cinsiyetlerine ait olmayan duygusal bir görevi yerine getirmeye çalıştıklarını ve bu nedenle mesleki ustalık adına daha çok uymaya çalıştıklarını gösterebilir. Başka bir deyişle, "kadın işi" olarak kabul edilen duygusal görevleri yerine getirmeye çalıştıkları için, bu tür görevlere kadınlara göre daha fazla çaba harcadıklarını düşünmeye içsel olarak koşullanmış olabilirler. Dolayısıyla duygusal emek gerçekleştirme algıları kadınlara göre daha yüksek çıkmış olabilir.

Öğretmenler yaşlandıkça, genel duygusal emek düzeyleri kadar yüzeysel rol yapma düzeyleri de artmaktadır. Literatürde öğretmenlerin yaşı arttıkça duygusal emek düzeyinin arttığını belirleyen Akgün ve Yılmaz (2021) ile Bıyık ve Aydoğan (2014) tarafından da benzer sonuçlara ulaşılmıştır. Bu sonuç, öğretmenlerin yaşlandıkça duygularını daha iyi kontrol edebildiği şeklinde yorumlanabilir. Ya

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da bu durumun öğretmenlerin muhatap oldukları karşı taraf üzerinde daha etkili olmak istemelerinden kaynaklandığı söylenebilir.

Öğretmenlerin öğretmenlik mesleğindeki deneyimleri arttıkça, genel duygusal emek ve yüzeysel rol yapma düzeyleri de artmaktadır. Bu sonuç Bıyık ve Aydoğan (2014), Begenirbaş (2013), Akgün ve Yılmaz (2021), Ertürk ve ark. (2016), Akbaş (2016) ve Moran (2018)' in çalışmalarında da bulmuştur. Bunun nedeni uzun yıllar aynı mesleği yapmaları ve duygusal emek stratejilerini geliştirmeleri olabilir. Öte yandan, yüzeysel rol yapma davranışı, literatürde olumsuz sonuçlarla ilişkilendirilmiştir. Dolayısıyla bu bulgu, deneyimli öğretmenlerin yüzeysel rol yapma düzeylerinin onlar için bireysel ve örgütsel bazı sorunlara yol açabileceğini de gösterebilir.

Öğretmenlerin çalıştıkları okuldaki deneyim yılları arttıkça duygusal emekleri ve yüzeysel rol yapma düzeyleri de artmaktadır. Bu bulgu, öğretmenlerin yüzeysel davranma stratejisini kullanarak duygularını yönetmede daha iyi olduklarını ve aynı okuldaki yılların deneyimi daha yüksek olduğunda "maske taktığını" gösterebilir. Bu durumun nedeni, onların aşinalık duyguları ve ne tür öğrencilerle uğraştıklarını bilmeleri olabilir. Başka bir deyişle, öğrencilerin ne tür talep ve ihtiyaçları olduğunu bilirler ve sergilenen duyguyu gerçekten hissetmeseler bile onlar için yüzeysel hareketlerde daha iyi olurlar.

Branş değişkenine ilişkin sonuçlar, sınıf öğretmenlerinin duygusal emek ve mesleğe ait olma düzeylerinin sözel/kültürel ve fen/teknik dersleri veren öğretmenlere göre anlamlı düzeyde daha yüksek olduğunu göstermiştir. Benzer şekilde sınıf öğretmenlerinin yüzeysel rol yapma düzeyleri sözel/kültürel konular, fen/teknik dersler ve sanat ve spor dersleri veren öğretmenlere göre anlamlı olarak daha yüksektir. Derinden rol yapma ve doğal duygular alt boyutlarında anlamlı bir farklılık bulunamamıştır. Bu bulgular, Şener'in (2014) sınıf öğretmenlerinin branş öğretmenlerine göre tüm boyutlarda daha fazla duygusal emek davranışı sergilediklerini belirleyen çalışmasıyla örtüşmektedir. Sınıf öğretmenlerinin daha küçük öğrencilerle ilgilendiği için duygusallığı branş öğretmenlerine göre daha

gerçek ve samimi bir şekilde yoğun bir şekilde yaşaması beklenen bir durum olarak görmüşlerdir. Bu bulgu, öğrencilerle diğer branş öğretmenlerine göre daha fazla zaman geçirdikleri için sınıf öğretmeni olmanın daha fazla duygusal emek gerektirebileceğini ve onlara karşı duygusal olarak daha sorumlu hissedebileceklerini gösterebilir. Ayrıca, "maske takarak" yüzeysel rol yapma stratejisini kullanmakta ve sınıfta mutlu, hevesli veya heyecanlı hissetmeseler bile hoş olmayan duyguları filtrelemekte daha iyidirler. Bunun nedeni, öğrencilerinin küçük öğrenciler olması ve küçük öğrencilerin sık sık jestlerin, yüz ifadelerinin ve ses tonunun dikkatli bir şekilde sunulmasını gerektirmesi olabilir. Moran ve Çoruk'un (2021) belirttiği gibi, öğretmenlerin yüzeysel rol yapmaları eğitimin verimliliği ve öğrencilere yaklaşım açısından arzu edilmektedir. Sonuç olarak, sınıf öğretmenleri mesleklerine daha fazla duygusal çaba harcadıkça, mesleki aidiyetleri de buna bağlı olarak artabilir. Sınıf öğretmenlerinin aidiyet duygusunun yüksek olmasının bir diğer nedeni de ahlaki sorumluluk ve ahlaki ödül düzeyi olabilir (Başkaya, 2018).

Okul düzeyi sonuçlarına göre, ilkokul ve ortaokul öğretmenlerinin duygusal emek düzeyleri lise öğretmenlerine göre anlamlı düzeyde yüksektir. İlkokul öğretmenleri, ortaokul ve lise öğretmenlerine göre yüzeysel rol yapma için önemli ölçüde daha yüksek puan almıştır. Ortaokul öğretmenlerinin yüzeysel rol yapma düzeyleri lise öğretmenlerine göre anlamlı olarak daha yüksektir. Derinden rol yapma için, ilkokul öğretmenleri lise öğretmenlerine göre anlamlı derecede daha yüksek puan almıştır. Doğal duygular alt boyutunda ise anlamlı bir farklılık bulunamamıştır. Son olarak, ilkokul öğretmenlerinin mesleki aidiyet düzeyleri lise öğretmenlerine göre anlamlı derecede yüksektir. Akgün & Yılmaz (2021), Moran (2018), Ertürk ve arkadaşları (2016) ve Yılmaz (2015) tarafından da sınıf öğretmenlerinin duygusal emek düzeylerinin diğer düzeylere göre daha yüksek olduğunu bulmuştur. Öğrencilerin yaşının öğretmen duygusal emeği ve mesleki aidiyet üzerinde etkili olabileceği söylenebilir. İlköğretim öğrencilerinin akademik başarıları, öğretmenlerinin motivasyon düzeyleri yükseldikçe artmaktadır (Engin, 2020). Buna göre sınıf öğretmenlerinin yüzeysel rol yapma düzeyleri kendilerini mutlu ya da hevesli hissetmedikleri zamanlarda bile

yükselebilmektedir. Daha önce belirtildiği gibi, küçük öğrenciler daha fazla duygusal emek gerektirebilir. Böylece öğretmenler, ilkokul öğrencileri söz konusu olduğunda duygularını daha etkili bir şekilde yönetirler.

APPENDIX F: THESIS PERMISSION FORM / TEZ İZİN FORMU

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Bölümü / Department   : Eğitim Bilimleri, Eğitim Yönetimi ve Planlaması / Educational Sciences, Educational Administration and Planning

TEZİN ADI / <u>TITLE OF THE THESIS</u> (**İngilizce** / English): THE RELATIONSHIP BETWEEN TEACHERS' EMOTIONAL LABOR AND VOCATIONAL BELONGING

TEZİN TÜRÜ / <u>DEGREE:</u>   **Yüksek Lisans** / Master ☒   **Doktora** / PhD ☐

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