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## A QUALITATIVE STUDY OF PRIMARY SCHOOL TEACHERS' EMOTIONAL LABOR BEHAVIOR

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### ABSTRACT

The purpose of this study is to examine teachers' views on emotional labor. The research's study group used phenomenological design which is one of the qualitative research designs and composed of 15 teachers who work at primary schools in Gaziantep in the 2017-2018 academic year. Data was collected through semi-structured interview forms. Descriptive analysis and content analysis were used in the analysis of the data and the interrater level of agreement based on the ratings of researchers was calculated as 0.91. As a result of the research, it was determined that teachers displayed emotional labor behaviors at schools. The views of teachers on emotional labor are grouped under three sub-themes; "surface acting", "deep acting" and "natural emotions". In the surface acting sub-theme, teacher views are as follows: reflecting emotions by managing them, displaying different emotions based on the circumstances and displaying superficial emotions. The views on the deep acting sub-theme are expressed in the following order: demonstrating extra effort while displaying emotions, not reflecting the negative emotions (anxiety, fear, etc.) and hiding the true emotions. For the natural emotions sub-theme, teachers expressed the following views: assuming a calm attitude and displaying genuine (natural) emotions. It was concluded that teachers expressed their feelings in different ways according to the situation they're in or depending on the person that they're communicating with (student, teacher, parent). It was also determined that they engaged more in deep acting, which requires an extra effort in displaying emotions, and also in displaying natural emotions, where the emotions that are felt are displayed naturally (genuinely) with no need for any extra effort. Teachers can be provided with training on management of emotions so that they can accurately express their feelings and reflect their emotions by managing them based on the situation that they are in.

**Keywords:** Primary school, teacher, emotional labor.

## INTRODUCTION

Emotions have become one of the significant topics of interest for scientists in the organizational field in recent years, having been among the topics studied by sociologists and psychologists for a long time (Eroğlu, 2010; Morris and Feldman, 1996). Towards the end of the 1950s, James March and Herbert Simon advised managers to engage in practices that prioritize the desires, feelings, thoughts and personal needs of employees, instead of viewing them as parts of a machine (Gedikoğlu, 2015). Even if the person actually feels the emotion that they have to display, how they will reflect their feelings to the other person is determined by the rules of emotional behavior, and not by the person's initiative. Therefore, displaying emotions in the way that the organization requires, is accepted as labor. (Köse et al., 2011). Emotional labor, which is an important concept in the realization of organizational success, is described as employees' management of their emotions and their reflection of such emotions to another party through facial expressions and body movements that are observable from the outside (Hochschild, 1983) and the management of emotions to display the appropriate emotions at the workplace (Isenbarger and Zembyles, 2006).

Individuals manage their emotions and reflect them in different ways (surface acting, deep acting and natural emotions) based on the situation that they are in (Ashforth and Humphrey, 1993; Grandey, 2000; Hochschild, 1983). *Surface acting* is an individual's expression of emotions that do not truly exist and are not felt by making some changes in their gestures, body language and tone of voice as required by the other party. It is mostly associated with masking negative emotions such as anger, sadness and distress (Brotheridge and Grandey, 2002; Grandey, 2000). In surface acting, individuals reflect their personal feelings by way of filtering them in their relationship with customers in particular, as well as managers and other individuals around them, while they internally experience their own subjective world of emotion. As it can be seen, in surface acting, individuals reflect the emotions that they don't truly feel by managing them and taking into account the expectations of the other party and the circumstantial conditions. *Deep acting* is the process of controlling feelings and internal thoughts to be able to comply with the compulsory rules of display (Grandey, 2000) and the control of emotions that enables the employee to behave genuinely by specifically reviewing the emotion felt and then experiencing the emotion they are supposed to display (Kaya, 2009). In deep acting, unlike the behavior of surface acting, emotions are not only displayed by behaviors, but they are managed by making an effort to truly feel them as well (Brotheridge and Grandey, 2002; Brotheridge and Lee, 2003; Hochschild, 1983). In this context, for deep acting, individuals are required to make an effort to feel that emotion that they should display, rather than simply reflecting it superficially. *Natural emotions* represent the reflection of emotions that are actually felt without the need for any effort (Ashforth and Humphrey, 1993). It is possible to say that individuals will express their feelings more easily since there is no need for any extra effort during the display of natural emotions.

Today, as a result of the rapid changes that are taking place, the skills and qualifications that individuals need to adapt to these changes are becoming increasingly diverse. The most important role in enabling individuals to

gain these skills and qualifications is attributed to the schools that educate the human resources of society. Taking on various responsibilities to enable themselves, the students and the whole society in the long term, to gain new knowledge, skills and values, teachers are considered as people who will be role models for both students and society, rather than people who merely carry out educational activities. In this respect, several research studies have been conducted in the field of education in relation to the concept of emotional labor in recent years (Begenirbaş and Yalçın, 2012; Brown et al., 2014; Hargreaves, 1998; Hargreaves and Tucker, 1991; Ogbonna and Harris, 2004; Winograd, 2003). Since teaching is a profession that requires interacting with different people, interpersonal relationships play a very important role. The emotions that teachers actually feel and the emotions that they need to reflect in these relationships are different from each other from time to time, requiring the teachers to reflect the emotions expected of them by the stakeholders inside the school (manager, teacher, student) or outside the school (parents) and therefore leading them to display emotional labor behaviors (Cribbs, 2015; Hackney, 2012; Schutz and Lanehart, 2002; Youngmi, 2016). As can be seen, emotional labor behaviors are heavily displayed in the educational environment and in the profession of teaching.

Begenirbaş and Yalçın (2012) state that the concept of “emotional labor” has become a key and prevalent component of many fields of service and professions as a result of the growth in the service sector in recent years. Teaching is known to be one of those professions where the teacher has to constantly build personal relationships and communicate with the students, administrators and parents. In this respect, Schutz and Lanehart (2002) suggested that emotions are closely related to almost every aspect of the teaching and learning process, and therefore an understanding of the nature of emotions at schools is necessary. There are certain norms or rules that teachers need to comply with when expressing their emotions during their interactions in the class or with their colleagues, and they usually make an effort to display likable and sincere feelings by suppressing their negative emotions (Cribbs, 2015). In other words, teachers can mask their emotions and display emotions that they do not actually feel in the classroom, during classroom management, and in cases of equality and success among students, in order to realize the organizational goals of education more easily (Hackney, 2012: 10).

Teachers need to have the required professional qualifications and positive personality traits, as well as positive emotions about the school environment and other employees in order to perform their duties at their schools by displaying voluntary behaviors in an effective manner (Argon, 2015). Begenirbaş and Yalçın (2012) stated that one of the most important duties of teachers is to attract the attention of the students and to transform teaching into a show during the lecture, through gestures and mimics, different forms of expressions, hand and body movements. Therefore, it is mentioned that teachers can display behaviors of emotional labor while communicating with colleagues and parents, as well as students (Troman, 2000; Hackney, 2012), and while interacting with students in classroom activities, and during extracurricular activities (Youngmi, 2016). According to Hargreaves (1998), emotions are at the heart of teaching and it is important to understand the feelings of the other party, and to display appropriate emotional labor behaviors during

teaching. For example, teachers can conceal their boredom and try to read a story in an exciting way that would attract the attention of the students (Brown et al., 2014). In this context, it can be said that the teachers must express their feelings based on the situation they are in by suppressing their true feelings which indicates a behavior of emotional labor. As Winograd (2003) mentions, teachers should show affection and compassion to their students; behave calmly, friendly and impartially in the face of adverse incidents that may occur from time to time; reflect their passion for their profession to their students; and avoid reflecting extreme emotions. Therefore, it can be stated that teachers frequently resort to behaviors of emotional labor in the work environment either knowingly, or unknowingly.

The purpose of the study is to determine teacher views on emotional labor behaviors. For this purpose, the answer to the question, "What are the views of teachers on behaviors of emotional labor?" was sought.

## **METHOD**

### **Research Design**

In the research, phenomenological design, which is one of the qualitative research designs, was used. The phenomenology design focuses on the facts that we are aware of but do not have an in-depth and detailed understanding of (Yıldırım and Şimşek, 2013: 10). Phenomenology is aimed at defining the experiences of individuals in relation to a concept or a phenomenon (Creswell, 2016) and has the purpose of gaining an in-depth understanding of the meaning or nature of everyday experiences (Patton, 2014: 104). In this study, the concept of emotional labor, which is considered to be important in the educational environment, is addressed with phenomenology design and the opinions of teachers about the behaviors of emotional labor which are examined thoroughly and in detail.

### **The Study Group**

Data sources in phenomenology research are individuals or groups who have experienced the phenomenon that the research is focused on, and who can express or reflect upon this phenomenon (Yıldırım and Şimşek, 2013: 78). For this purpose, the study group consists of teachers working in primary schools. This is because, it is thought that emotional labor behaviors will be greater displayed, and the emotions will be reflected by being managed, in order to attract the interest and attention of the primary school students and avoid creating negative impressions upon them. The teachers in the study group were selected from purposive sampling methods with the maximum diversity sampling method. Purposive sampling is the main sampling technique used in qualitative research and is defined as the selection of the units (individuals, groups, etc.) relevant to answering of the research questions based on certain objectives (Teddlie and Yu, 2007: 77). In determining the number of participants, cases where the data became saturated, in other words, the data collected from the new participants started to become a repetition of the findings from the old data, and new codes and themes did not arise, were taken into account (Corbin and Strauss, 1990). In this respect, the study group consisted of

15 teachers who work at primary schools. 6 of the teachers were males, 9 were females, 10 were married, and 5 were single. According to the age variable, 5 of them were between the ages of 21-30, 9 were between the ages of 31-40, and 1 was at the age of 41 and above. In terms of seniority, 7 of the teachers had a seniority of 1-9 years, 7 had a seniority of 10-19 years, and 1 had a seniority of 20+ years. According to their specializations, 12 of them were classroom teachers while 3 were teachers of other branches. In terms of educational background, 13 of the teachers had bachelor's degrees, while 2 had postgraduate degrees.

### **Data Collection Tool**

The research data was collected through a semi-structured interview method. The interview is defined as the data collection method (Christensen, Johnson and Turner, 2015: 58) where the interviewer usually directs a series of questions to the interviewee to receive information. According to Teddlie and Tashakkori (2015: 271), interviewing is a strong method of data collection. This is because there is a one-on-one interaction between the researcher and the person interviewed in this method, and the person is given a lengthy amount of time to explain their answers to the questions to determine whether a question is understandable. Türnüklü (2000: 547) states that, in the semi-structured interview technique, the researcher prepares in advance the interview protocol, which includes the questions that are planned to be asked to the interviewees. Yıldırım and Şimşek (2013: 150) indicated that the interviewer had the freedom to ask the questions prepared in advance, in addition to asking additional questions in order to get more detailed information about the original questions, by remaining loyal to the topics or areas that were previously prepared.

In this context, a semi-structured interview form was prepared for teachers regarding emotional labor. Before the questions were prepared, the literature, national and international studies in the relevant area were reviewed. In this way, after obtaining comprehensive information on the subject, the items that were considered to be included in the interview form were identified. The views and opinions were received from three faculty members working at the Faculty of Education at Gaziantep University, a Turkish teacher (for an analysis of the language) and two teachers, one of whom was studying for a master's degree and the other who was studying for a doctoral degree in the field of educational administration, to assess the appropriateness of the items for the purpose and scope of the study. A pilot interview was conducted with two teachers. As a result of the interviews, the expressions in some of the questions were corrected in terms of understandability and expressed more clearly in line with the recommendations received from the teachers. As a result of these stages, the form was rewritten in its final version and the interview questions were directed to the teachers in the study group.

### **Data Collection and Analysis**

In a qualitative study, the objective is to make specific explanations, rather than generalized information (Creswell, 2016: 157). In this context, semi-structured interviews were conducted with 15 primary school teachers for the collection of data. The interviews were conducted at the schools where the participants

worked, with the approval of the school principals. The participants were provided with preliminary information on emotional labor so that healthier responses could be received by conducting the interviews more efficiently and with more interaction. In the interviews, the physical conditions of the place where the interview would take place were checked according to the rules of the interview and an effort was made to hold the participant interviews in a comfortable environment. The interviews were recorded with a voice recorder based on the consent of the participants. Each interview had durations between 30-55 minutes each and were conducted face-to-face during the dates scheduled by the researcher.

Both descriptive analysis and content analysis were used in the analysis of the data obtained during the research process. Descriptive analysis is a kind of analysis where the direct quotations of the individuals are included to reflect their views in a striking manner, and the obtained data is summarized according to previously identified themes (Yıldırım and Şimşek, 2013: 256). Content analysis is a commonly used technique in qualitative research (Stemler, 2001: 139). The researcher who conducts content analysis should decide what kind of things will create a pattern, what will constitute a theme, and what name this structure will be given (Patton, 2014: 442). Content analysis consists of the four stages of (i) *data coding* where the researcher divides the information obtained into meaningful sections by analyzing it with each section having a conceptual meaning; (ii) *theme identification* where the data can be explained in a general level through the resulting codes that are gathered under certain categories; (iii) *organization and definition of data based on codes and themes* where the data is organized based on codes and themes in a way that the reader will understand; and (iv) *interpretation of the findings* where the relationships between the collected data are explained (Yıldırım and Şimşek, 2013: 260-270).

In the first stage, the data was first transferred to a computer and the raw data texts were organized for each participant. The qualitative data analysis software, MAXQDA 2018 was used to generate coding keys for data analysis, and to code data. The data obtained as a result of the interviews, in addition to the concepts included in the literature, were used to determine the codes. Then, thematic coding was performed taking into account the common points between the concepts that emerged. From this, themes were created. During the thematic coding, attention was paid to the fact that the concepts underlying the themes constituted a meaningful whole, while the themes and sub-themes also constituted a meaningful whole. The themes and codes were organized in relation to each other and comments and thoughts on the purpose of the research were provided. While providing the opinions of the participants, care was taken to include expressions that exemplified certain opinions. The [...] mark was used to indicate the continuation of the opinion before or after the statement.

### **The Work on Validity and Reliability**

Credibility (internal validity), transferability (external validity), consistency (internal reliability) and repeatability (external reliability) studies were performed to ensure the validity and reliability of the research (Erlandson et al., 1993, cited in Yıldırım and Şimşek, 2013) were conducted. *Credibility* is the degree to which the researcher's conclusion regarding the causality of the observed relationship is accurate (Christensen et al., 2015). In order to

ensure credibility, data was collected by paying attention to keep the duration of the conducted interviews with the participants as long as possible and to establishing a long-lasting interaction with the participants to obtain in-depth information. In addition, analyses were carried out with experts in the area of the research and the qualitative research methods, on the process of data collection, data analysis and results. The interview questions prepared by the researchers, that utilized expert opinions, were read by 3 teachers and checks in relation to whether the questions were expressed accurately or not, and their understandability were completed. Finally, after the interviews were transcribed, they were read by the participants (teachers) and were confirmed to reflect their views. *Transferability* refers to the extent to which research results can be transferred to other environments, their suitability and generalizability (Miles and Huberman, 2015). A detailed description, defined as the communication of raw data to the reader revised based on the concepts and themes that emerged, without including any comments and including direct quotations of the participants were provided in order to ensure transferability (Yıldırım and Şimşek, 2013). *Consistency* is the relative stability of the study process against time, researcher and space (Miles and Huberman, 2015). Attention was paid to the adequacy of the carefully performed checks during the coding process of the data, and the grouping of these codes under appropriate themes during data analysis in order to ensure consistency. In addition, the consistency between the independent interraters was attempted to be ensured in the data analysis. 4 experts in the field were consulted for this purpose. The data was analyzed with MAXQDA 2018, which is a qualitative data analysis program. Based on the calculations made by using the formula of Miles and Huberman (1994) ( $\text{Reliability} = \frac{\text{agreements}}{\text{agreements} + \text{disagreements}} \times 100$ ), the interrater level of agreement was determined as 0.91. Finally, the most important measure that can be taken by the researcher regarding *repeatability* is to provide detailed and clear information of their own position and approach on the basic stages of the research, as well as the research process (Yıldırım and Şimşek, 2013). In this regard, the interview process (conducting the interviews, recording the data, taking of notes), the analysis process (raw form of the collected data, the stage of coding and theming) and the presentation of the obtained results are explained as thoroughly as possible.

## FINDINGS

The thematic and conceptual coding on the views of teachers on emotional labor are presented in Table 1.

**Table 1.** Thematic and Conceptual Coding on the Views of Teachers on Emotional Labor

Theme	Sub-theme	Conceptual Coding/Concepts and Sub-Concepts	f
EMOTIONAL LABOR	Surface Acting	Reflecting emotions by managing them	10
		Different emotions based on circumstances (student-parent-teacher)	8
	Deep Acting	Displaying superficial feelings	1
		Making an extra effort while displaying emotions	9
		Not reflecting the negative feelings (anxiety, fear, etc.)	11
		Hiding true feelings	10
	Natural Emotions	Assuming a calm attitude	12
		Displaying genuine (natural) feelings	13

An analysis of Table 1 reveals that the views of teachers on emotional labor are categorized under three sub-themes; “surface acting, deep acting and natural emotions”. In the sub-theme of surface acting, the views of teachers are as follows: reflecting emotions by managing them (f=10), displaying different emotions based on the circumstances (f=8) and displaying superficial emotions (f=1).

Under the surface acting sub-theme, opinions were mostly stated about the reflection of emotions by managing them. One of the teachers expressed their thoughts on the subject as follows:

*“When I feel too angry or upset, I’m trying not to let it be noticed to make a positive impression. Like I said, I don’t want to show the real feelings that I have to the person next to me. I express my feelings after weighing them up inside. Because reflecting my feelings as they are can result in negative ways.” (Aysel Teacher)*

As it can be understood from this statement, teachers who do not want to create a negative impression on the individuals around them do not reflect the real feelings they have and prefer to reflect their emotions by managing them so that they don’t create negative results.

One of the teachers who stated that they would consider the circumstantial conditions when managing their emotions, provided their opinion as follows:

*“I display different emotions around students so that I don’t leave a negative impression on them. Because my students are very important to me, I wouldn’t want to lose them for any reason. I think even a small gesture is important in communication and body language, because they are children [...].” (Zeynep Teacher)*

It is understood from this expression that the student factor is emphasized in the reflection of emotions and the importance of reflecting emotions by managing them to not create a negative impression is mentioned. Similarly, some of the teachers pointed out the fact that teaching is among those professions that require emotional labor and provided their views as follows:

*“We deal with many people since we are teachers. The teacher is actually a good performance artist. It is important for teachers to control, regulate and manage their emotions in any environment.” (Faruk Teacher)*

As for the sub-theme of surface acting, some teachers stated that they would reflect the actual feelings they have for mandatory assignments, by managing their feelings. One of the teachers who stated that they would reflect their feelings by managing them in case of compulsory assignments provided their opinion as follows:

*“I prefer to reflect my feelings by managing them in tasks that I do not want to do but have to. For example, when I’m asked to teach a class in place of a teacher who didn’t come to school,*

*although I have negative feelings, I don't reflect my feelings to the students in the class I will teach, thinking that the problem was not caused by the students [...].” (Güneş Teacher)*

One of the teachers who mentioned that they would reflect their feelings by managing them when they take part in a task that they don't want said:

*“I manage my feelings in cases where I need to do a task that I wouldn't want to be assigned to or I need to continue working during out of office hours as well so that I don't reflect the reluctance or unhappiness that I feel because of being there to the students.” (Harun Teacher)*

In the sub-theme of “Deep Acting” where extra effort is made to reflect emotions, unlike the surface acting behaviors, the opinions provided in the following order were as follows: making an extra effort while displaying emotions (f=9), not reflecting the negative emotions (anxiety, fear, etc.) (f=11) and hiding the true feelings (f=10). Some of the teachers mentioned that they made an extra effort while displaying their emotions, particularly in the classroom. One of the teachers who expressed their opinions on this subject stated their thoughts as follows:

*“[...] I am required to not reflect my sadness or frustration to the students. For example, if I reflect my anger, they come less to the guidance counselling office and share less with me. So, I usually try to suppress my feelings.” (Alkim Teacher)*

As it can be understood from this statement, it is mentioned that an extra effort will be made for students to comfortably express their thoughts, share their problems, to not reflect emotions that will create negative impressions, and to ensure that these negative emotions will not be reflected. Similarly, one of the teachers provided the following opinion, stating that they would make an effort from time to time while reflecting their emotions to the students in the classroom:

*“[...] I may reflect my feelings to the teacher whose course I'm teaching or the person who chose me. In fact, the teacher wouldn't have made anything wrong, I would reflect my feelings to the person who made it mandatory for me, I'd try not to reflect this to students. In this case I can put on a mask and try to have fun with the children. I make an effort to really feel what I feel.” (Ömer Teacher)*

As it can be seen through this opinion, it is emphasized that the behavior would be different towards a colleague or a student while making an emotional effort, and more care will be taken while reflecting emotions to the students.

One of the teachers who stated that they would make an extra effort to not reflect the negative emotions they have while displaying feelings, provided their opinion as follows:

*"[...] even if I was worried, I'd try to not reflect this concern to the other party and act professionally. Because negative emotions can damage our relationships with the people we engage in and they can also make me feel unhappy." (Metin Teacher)*

On the other hand, another teacher expressed their opinions as follows:

*"I keep my temper so that I can control the course of events. I make an effort to really feel the emotion that I have, while displaying my feelings as I think that should at least behave in a way that would allow the problem to be solved and that I need to have a calmness due to my profession." (Yasemin Teacher)*

As it can be seen, teachers display a behavior of deep acting by making an extra effort while reflecting their emotions so that relationships aren't damaged, negative course of events are prevented and behaviors that would allow the problem to be solved are displayed. In addition, a value is attributed to the profession of teaching, stating that the behavior of deep acting would be displayed to not leave negative impressions on other individuals.

One of the teachers who expressed their opinions about hiding emotions which is located under the sub-theme of deep acting indicated that they would hide their feelings to not encounter negative outcomes by saying:

*"[...] I hide my feelings. Because, I consider the reactions of the other party, and hide my feelings so that the event doesn't get more serious and my working conditions don't get any worse." (Sinem Teacher)*

In addition to teachers who said that they would hide their feelings to avoid negative outcomes as in this example, there are other teachers who expressed that they would hide their feelings in the face of negative consequences. One of the teachers expressed their opinions on this as follows:

*"I hide my feelings to not reflect negative emotions I may experience in the face of a negative outcome. Because, I'd like the people around me to see me happy when I arrive at school." (Alkım Teacher)*

Finally, for the sub-theme of "natural emotions", teachers expressed the following views: assuming a calm attitude (f=12) and displaying genuine (natural) emotions (f=13). Some of the teachers stated that they reflected the feelings they had while displaying their emotions without the need for any effort. One of the teachers who stated that they displayed natural behaviors during their communication with the students expressed their opinion as follows:

*"My feelings are sincere, I act the way I feel. I have to believe in some things first so that I can reflect those beliefs to the other party. I think, the person or people near you perceive fake*

*emotions quite easily anyway, I mean, they realize that you're acting. Because if you are not sincere about your feelings or if you cannot reflect that emotion to the student you are not able to communicate with the student anyway." (Aysel Teacher)*

As can be seen, displaying sincere and natural behaviors rather than managing emotions, provides the opportunity to communicate more easily with the students. Similarly, one of the teachers who stated that they displayed sincere behaviors in the class expressed their thoughts as follows:

*"[...] I think I'm sincere. I'd try to reflect whatever I'd like to reflect at that moment to the child. I may suppress my anger a little when I'm angry. Because anger is something that would scare or shut off the child. In the class environment, I try to hide or change my emotions in other ways, but other than that, if I'm going to laugh or mutually share some things with the children, I'd display sincere emotions." (Sinem Teacher)*

Here, it is stated that natural emotions will be reflected in the classroom, and various issues will be shared with the students by displaying friendly behaviors towards them. It is also pointed out that emotions such as anger, which may cause negative consequences, should be reflected by being taken under control to not create an undesirable impression on the students.

With the exception of the classroom environment, one of the teachers expressed their views about the necessity of reflecting their feelings in a calm manner in their relationships with colleagues at the school as follows:

*"[...] I can clearly and genuinely express that I'm offended. Of course, in such a case I would look calm. I guess that's because I wouldn't want the other party to see that I'm frustrated. I think it's because I wouldn't want people to say things like, 'Why are they so hot-tempered?'. Perhaps, I think that looking calm would make a better impression. Or it's because looking calm suits better to my profession." (Ömer Teacher)*

In this statement, it is emphasized that the reflection of emotions in a calm manner will contribute to being a positive role model and that it is important to be calm in the profession of teaching which requires interaction with various people.

## **CONCLUSION and DISCUSSION**

As a result of this research which examines the views of teachers on emotional labor behaviors, it was determined that teachers display emotional labor behaviors in the school environment. Some other studies (Bıyık, 2014; Ertürk, Kara and Güneş, 2016; Hargreaves, 1998; Isenbarger and Zembylas, 2006; Schutz, et al., 2007; Karakaş et al., 2016) also revealed that the job of teaching requires an intensive display of emotional labor behaviors, supporting this finding. In other words, teachers display emotional labor behaviors while

communicating with other colleagues or parents in addition to students in their daily lives (Troman, 2000) and while interacting with students in class as well as outside the class in different ways (Youngmi, 2016). In this context, it is believed that emotional labor is quite important in the profession of teaching. This is because teachers continuously try to manage the cognitive responses and emotions of the students during the educational process (Basım, Begenirbaş and Yalçın, 2013). As Winograd (2003) mentions, teachers should show affection and compassion to their students; behave calmly, friendly and impartially in the face of adverse incidents that may occur from time to time; reflect their passion for their profession to their students; and avoid reflecting extreme emotions. Therefore, it is possible to say that teachers will knowingly or unknowingly display emotional labor behaviors in the school environment.

When the results are evaluated in general, it is observed that teachers display surface acting less than deep acting, which requires an intense effort to feel an emotion while reflecting it. In addition, it is observed that teachers prefer to reflect the emotions that they feel the most in a natural (genuine) way. It is determined that natural emotions are displayed more by teachers, since their reflection does not require too much effort and they enable the creation of a positive impact on other individuals due to sincere behaviors. Similar to the findings of the study, the results of the research by Yılmaz et al. (2015) that examines the relationship between emotional labor and burnout levels of teachers reveal that teachers display the behaviors of surface acting the least out of the sub-dimensions of emotional labor. Surface acting is followed by the dimensions of deep acting and natural emotions, respectively.

According to Hackney (2012), teachers can mask their emotions and display emotions that they do not actually feel in the classroom, during classroom management, and in cases of equality and success among students, in order to realize the organizational goals of education more easily. In other words, this indicates that surface acting behaviors are occasionally displayed by teachers in the educational environment. In relation to surface acting, it is stated that teachers will reflect their emotions by managing them for an effective classroom management, discipline and interaction with students (Lee and Van-Vlack, 2018). As it can be seen, teachers may occasionally have to reflect emotions that they do not actually feel while expressing their feelings, especially in the classroom environment, in order not to negatively affect the students. However, it is stated that surface acting may cause negative consequences such as stress and anxiety (Cheung and Tang, 2010). According to Morris and Feldman (1996), surface acting on a continuous basis creates conflicts with the real emotions and this emotional conflict may lead to a decrease in job satisfaction. Therefore, teachers' display of the surface acting behaviors more than necessary may cause negative outcomes for both students and themselves.

Teachers occasionally reflect their emotions by managing them and make an extra effort in displaying their emotions while communicating with the people around them both in and out of the school environment. They also display deep acting behaviors by showing different emotions depending on the circumstances and the person, especially by trying to reflect their feelings towards students in a more careful manner in the classroom

environment (Alev, 2018). As a result of the research, it was also concluded that the teachers displayed behaviors of deep acting to reflect the emotions that they did not actually feel by making an extra effort while displaying their emotions. Similarly, Ogbonna and Harris (2004) refer to deep acting by mentioning that teachers may sometimes have to display exaggerated or suppressed feelings to attract the students' attention to the lesson by communicating with them effectively.

In another finding obtained from the study, it was determined that teachers were more likely to reflect their feelings in a natural (sincere) way in the school environment. As a result of their research, Özdemir and Koçak (2018) also found that teachers mostly display natural emotions. Teachers manage their feelings to get more satisfaction from their jobs and to adjust their feelings according to the needs of those around them (Isenbarger and Zembylas, 2006). For this reason, teachers are required to display genuine behaviors to communicate effectively with both students and other people in the school environment, to develop relationships with them, and to create a positive impression. In addition, it is considered to be important to pay attention to not reflecting feelings that may lead to negative consequences such as anger and panic, in order not to be a negative role model for the students in the classroom environment. In a qualitative study conducted by Hosotani and Imai-Matsumura (2011) on this topic, it was found that teachers preferred to reflect their emotions to students by managing them, particularly in the classroom environment, in order to be a positive role model. In other words, teachers reflect their emotions by managing them and taking the circumstantial conditions into account in the school environment.

## RECOMMENDATIONS

It is possible to make suggestions with respect to the research results for both practitioners and researchers. With respect to suggestions for practitioners; teachers can be provided with training on management of emotions so that they can accurately express their feelings and reflect their emotions by managing them based on the situation that they are in. At schools, a management approach that does not excessively formalize the rules and behavior patterns that the teachers should follow, in other words, an approach with a style that emphasizes the natural and genuine feelings of teachers without forcing them to engage in fake and superficial displays of emotion should be adopted. With respect to suggestions for researchers; the research was made in the teacher sample. In addition to teachers, administrators can also be included in the studies to determine their thoughts about the subject. It is observed that the studies conducted in this area are generally carried out by the quantitative method. For this reason, the number of studies on emotional labor behaviors through qualitative or combined methods can be increased, and the topic can be examined in more detail.

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