The Mediating Role of Organizational Climate in the Relationship Between School Principals' Managerial Roles and Teachers' Emotional Labors[*]

RESEARCH ARTICLE

Duran MAVİ[1], Murat ÖZDEMİR[2]

1 Dr., Ministry of National Education, Hoca Ahmet Yesevi Primary School (Elbistan), duranmavi@hotmail.com, ORCID: 0000-0001-7244-6448.

2 Prof. Dr., Hacettepe University, Institute of Education Sciences, mrtozdem@gmail.com, ORCID: 0000-0002-1166-6831.

Atıf: "Mavi, D., ve Özdemir, M. (2023).. The mediating role of organizational climate in the relationship between school principals' managerial roles and teachers' emotional labors. *Millî Eğitim, 52* (240), 2531-2552. DOI: 10.37669/milliegitim.1167593"

Abstract

Educational researchers have recently focused on the relationships between various organizational variables. The managerial roles of the principals are also one of the issues discussed in this context. Because these roles are closely related to the school atmosphere and teachers' feelings. The current study examined the mediation of organizational climate in the relationship between the roles of principals and teachers' emotional labor. For this, a structural regression model designed by the authors was tested. Data were collected from 535 teachers working in elementary schools in Kahramanmaras (Turkiye) and analyzed with MPlus 8.3. The findings show statistically significant and positive correlations between managerial roles-organizational climate, organizational climate-deep acting, and organizational climate-genuine emotions. Surface acting has a statistically significant, negative correlation with genuine emotions, and no statistically significant correlation exists with other variables. The structural regression model shows that organizational climate predicted by managerial roles predicts deep acting and genuine emotions. However, surface acting is not predicted by the organizational climate in the model. According to these results, the fact that the principals fulfill their roles contributes to the climate in the schools and thus the teachers' feeling of deep and genuine emotions. It is expected that the study will make original contributions to the managerial roles revised approach and the approach's school/educational management framework. The authors suggest that scholars investigate the managerial roles of principals in their future studies by designing multi-level procedures with different variables.

Keywords: principal, managerial roles, organizational climate, emotional labor

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Okul Müdürlerinin Yönetici Rolleri ile Öğretmenlerin Duygusal Emekleri Arasındaki İlişkide Örgüt İkliminin Aracı Rolü

Öz

Eğitim araştırmacıları son zamanlarda çeşitli örgütsel değişkenlerin arasındaki ilişkilere odaklanmış durumdadır. Müdürlerin yönetici rolleri de bu kapsamda ele alınan konulardan biridir. Zira bu roller, okul atmosferi ve öğretmen duyguları ile yakından ilişkilidir. Mevcut çalışmada, müdürlerin rolleri ile öğretmenlerin duygusal emekleri arasındaki ilişkide örgüt iklimin aracılığı incelenmiştir. Bunun için yazarlar tarafından tasarlanan yapısal regresyon modeli test edilmiştir. Veriler Kahramanmaraş'taki (Türkiye) ilkokullarda çalışan 535 öğretmenden toplanmış ve MPlus 8.3 ile çözümlenmiştir. Bulgular yönetici rolleri-örgüt iklimi, örgüt iklimi-derinden rol yapma ve örgüt iklimi-samimi duygular arasında istatistiksel olarak anlamlı ve pozitif yönlü korelasyonlar bulunduğunu göstermektedir. Yüzeysel rol yapmanın samimi duygularla istatistiksel olarak anlamlı ve negatif yönlü bir korelasyonu bulunurken diğer değişkenlerle istatistiksel olarak anlamlı bir korelasyonu bulunmamaktadır. Yapısal regresyon modeli yönetici rollerinin yordadığı örgüt ikliminin derinden rol yapmayı ve samimi duyguları yordadığını göstermektedir ancak modelde yüzeysel rol yapma örgüt iklimi tarafından yordanmamaktadır. Bu sonuçlara göre müdürlerin rollerini yerine getirmeleri okullardaki iklime, dolayısıyla öğretmenlerin derinden ve samimi duygular hissetmelerine katkı sunmaktadır. Çalışma ile yönetici rolleri revize edilmiş yaklaşımına ve yaklaşımın okul/eğitim yönetimi çerçevesine özgün katkılar sunulması beklenmektedir. Yazarlar araştırmacılara gelecekteki çalışmalarında farklı değişkenlerle çok düzeyli modeller tasarlayarak müdürlerin yönetsel rollerini araştırmalarını önermektedir.

Anahtar Kelimeler: *okul müdürü, yönetici rolleri, örgüt iklimi, duygusal emek*

Introduction

Education is a life-long process of both formal and informal nature through which new skills are acquired. Various factors within and outside the school play a role in these processes. Studies show that one of these relevant factors is teachers' emotions (Brown et al., 2018; Kitching, 2009; Winograd, 2003). It is known that feelings are used when appropriate to increase individual and organizational effectiveness in educational institutions. For this, the types of emotions that employees reflect are guided (Hochschild, 1983). According to the author, emotional labor, an essential variable in this perspective, explains where employees offer the emotions their organization wants instead of the emotions they feel at work. It is dimensioned as *surface acting*, *deep acting*, and *genuine emotions*. Emotional labor affects almost every profession

(Robbins and Judge, 2011). Educators' emotions also consider schools. In fact, according to recent studies (Fouquereau et al., 2019; Nyanjom and Naylor, 2021; Pappa and Hökkäb, 2021), teachers' emotional levels are highly influential on their professions. Depersonalization, low accomplishment (Zhang et al., 2020), teacher autonomy (Buyruk and Akbas, 2021), recruitment (Corcoran and O'Flaherty, 2022), and well-being (Wang et al., 2021) are some of these effects. In addition, various studies include burnout (Lee, 2019; Lee and Chelladurai, 2016), classroom management (Lee and Van Vlack, 2018), job characteristics (Bono and Vey, 2005), job satisfaction (Zhang and Zhu, 2008), leadership orientations (Ozdemir and Kocak, 2018), and turnover (Richardson et al., 2008) indicating these crucial variables are related to emotional labor. One of these variables is the organizational climate (Ashforth, 1985; Bosworth et al., 2018). Organizational climate shapes the emotions of employees in numerous ways, such as emotional (Yao et al., 2015), job satisfaction (Chu, 2002), and leadership (Ekvall, 1996; Zhou and Li, 2018) which hints at the relationship between, and emotional labor as it mentioned in specific studies (Ashforth and Humphrey, 1993; Brown et al., 2018).

Organizational climate can be defined as the psychological characteristics of the organization. Studies conducted on organizational climate include employees' innovation (Shanker et al., 2017), job satisfaction (Putti and Kheun, 2007), knowledge sharing, and work engagement (Song et al., 2014), relations (Sulak, 2017), and performance (Grayson and Alvarez, 2008; Steele et al., 2021). This situation reveals the importance of the organizational climate in the school context, which can affect every part of the societies. Organizational climate prevents bullying in schools (Low and Van Ryzin, 2014) and positively correlates with satisfaction and success (Cohen et al., 2009; Teng, 2020; Wehrli, 2019). All of this increases the importance of organizational climate. There are several numbers of factors that affect this variable. One of them is principals (Hallinger and Heck, 1998; Matić et al., 2017). Lunenburg and Ornstein (2012) describe the organizational climate as all of the environmental characteristics of the organization, including management and principals. The effects of principals are closely linked to their various behaviors. These behaviors, known as managerial roles, are explained by Mintzberg (2009) as people relations, information flow, and managerial actions in organizations. Studies in which the components of managerial roles and organizational climate are considered together (Glisson, 2007) suggest that managerial roles are in contact with the organizational climate. Relationships between the components of managerial dynamics and organizational climate (Werang and Lena, 2014) also support this concept. Previous studies on leadership and school climate (Bellibas and Liu, 2016; Bosworth et al., 2018; Sanchez et al., 2020) also strengthen these links between organizational climate and managerial roles.

The basic details of the first perspective of managerial roles are set by Mintzberg (1973). However, he (2009) pinpointed several theoretical arguments in his new view as *people*, *information*, and *action plane*s. Various researchers have recently studied the details of roles in various organizations, including educational institutions and educators (Fink, 2011; Lavigne, 2019; Sandhu and Kulik, 2019; White, 2020). In addition, those are discussed with variables such as knowledge sharing (Bock et al., 2005), leadership (Kruse, 2020; Saah, 2017), and teachers' trust (Dogan, 2019). When scrutinized, it is seen that these variables are found in the interface between managerial roles and organizational climate. In particular, organizational culture (Janicijevic, 2012) and managerial support (Madanayake, 2014) are essential references. When studies on principals and organizational climate in schools (Paloniemi et al., 2021; Vermeulen et al., 2020) are added, the subject's significance is better understood. However, all these studies are not based on the current managerial roles approach. This situation makes examining the organizational climate and emotions more interesting regarding this perspective of managerial roles.

When the literature is examined, it is seen that there are various studies on the dimensions and components of the variables of emotional labor, organizational climate, and managerial roles (Glisson, 2007; Richardson et al., 2008; Tengblad, 2006; Zhou and Li, 2018). Despite the effects and functions of each one, connections between these variables are unclear, especially for educational organizations. On the other hand, some opinions regarding the fact that managerial practices can predict organizational climate (Bellibas and Liu, 2016; Griffith, 1999; McCarley et al., 2016; Payne and Mansfield, 1973), and organizational climate can predict emotional labor (Bock et al., 2005; Katz-Navon et al., 2020; Yao et al., 2015) suggest that it would be appropriate to think these variables together. Considering the population of teachers, students, and Turkiye's educational and socio-economic position, a study to be carried out on the related variables will be suitable for national and international levels. In addition, the limitation of this literature offers us an opportunity to investigate relationships. In this respect, it is thought that examining the relationships among managerial roles, organizational climate, and emotional labor according to teachers' views will be a scientific activity that can fill an important gap in the literature and, thereupon, contributions. The following parts include the theoretical underpinnings of the study, along with the proposed hypothesis based on the conceptual and empirical relationships. The hypothetical model we will test in this study is presented in Figure 1.

Figure 1

Hypothetical Model of Study
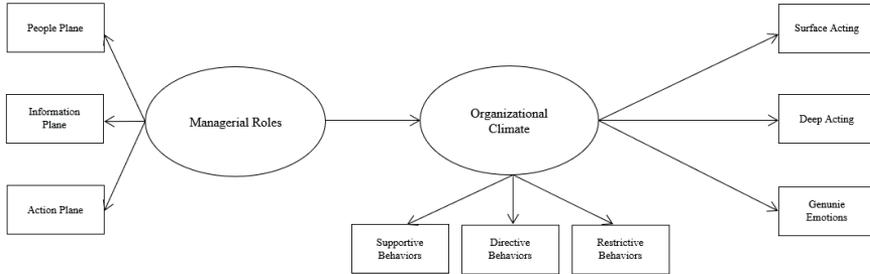
Note: *Surface Acting*, *Deep Acting*, and *Genuine Emotions* are dimensions of emotional labor.

Managerial roles are the attitudes and skills that managers use to achieve their goals by taking strength from their positions (Mintzberg, 1973). It is seen that the managerial roles approach is discussed in two periods. The first of these was presented for the benefit of researchers and managers under *Ten Managerial Roles*. This approach includes dimensions named interpersonal, informational, and decisional, and ten sub-dimensions under these dimensions. In the second period, managerial roles were revised by the studies that criticized the early period (Mintzberg, 2009). According to this approach called *Toward A General Model*, it is necessary to know what managers do, do not do, and will do for better management. In this regard, the administration is handled through personal knowledge and activity. The model's core is the manager, and internal and external environments surround the manager. These environments have three planes named (*i*)*people plane* (*PP*), (*ii*)*information plane* (*IP*), and (*iii*) *action plane* (*AP*), and a structure with six sub-dimensions and twenty-three components. From these planes, *PP* is associated with team building and developing relationships. *IP* is linked to obtaining and using information. *AP* can be summarized as developing projects and innovative approaches. The manager fulfills their roles with *framing* and *scheduling* tools. *Framing* is about how the manager's job looks and the experienced structure. On the other hand, *scheduling* is the prioritization of the works which are considered essential by the managers. Although limited, it is known that several studies have been made about the revised version of managerial roles (Mavi and Ozdemir, 2020). In addition, it is seen that subjects such as managerial or leadership practices are handled with different variables, one being organizational climate (Damanik and Aldridge, 2017; Kurland, 2019; Vermeulen et al., 2020).

Organizational climate is a critical managerial variable affecting employees' performance and job satisfaction. Tagiuri (1968) states that organizational climate

is connected to many factors, such as the environment, atmosphere, behavior, and culture. The author says that the *organizational climate* is the value experienced by employees, which influences an environment's behavior and characteristics or quality (p. 753). Similarly, Ashforth (1985) explains the organizational climate as a system of values. Based on these details, it can be said that the organizational climate is a social environment created through values and behaviors. The concept of individual perception often stands out in organizational climate definitions. For example, the way the members of the organization perceive organizational climate provides details about the organization's tendencies (Schneider et al., 2013, pp. 363-364). In other words, climate gives clues about the nature of the organizations.

There are some approaches to organizational climate, including schools. One of them was developed by Hoy et al. (1991). According to the author's study, organizational climate has two general categories of behavior and six dimensions. Three are related to principals: (*i*)*supportive*, (*ii*)*directive*, and (*iii*)*restrictive behaviors*. From these dimensions, *supportive behaviors* reflect genuine and constructive criticism. *Directive behaviors* mean close supervision. *Restrictive behaviors* hinder and over demand. The other three of them are related to teachers. These are *collegial*, *intimate*, and *disengaged behaviors*. *Collegial behaviors* include professional and supportive teacher practices. *Intimate behaviors* show good social relationships. *Disengaged behaviors* signify teachers have no shared goals (pp. 26-27). Many researchers with different topics have studied organizational climate. Employees and their emotions are among the most noticeable issues (Brown et al., 2018; Dreer, 2021; Lee and Van Vlack, 2018).

Emotional labor is defined by Hochschild (1983) as the displaying of emotions by employees as part of the work. The author highlights that emotional labor consists of (*i*)*surface acting* and (*ii*)*deep acting*. Here, *surface acting* means displaying behaviors wanted, even though related emotions are not real. Despite that, *deep acting* means that the employees try to feel the feelings associated with the behavior that should be displayed on the job. His study strengthened the parts of the concept of labor outside the physical and mental contexts. After Hochschild, many researchers contributed to emotional labor theoretically or practically. For example, Ashforth and Humphrey (1993) are notable contributors to emotional labor. They expressed emotional labor as presenting appropriate emotions and developed (*iii*)*genuine emotions* dimension, which means real emotions that do not require effort observed naturally. Grandey (2000) described it as exaggerating or suppressing certain emotions. It can be said that, according to her, the feelings of the employees are tried to be controlled or shaped. Controlling or shaping feelings may not be necessary in terms of the economic aspect of every profession.

By observing emotional labor, reducing the psychological pressure, and not being dragged into emotional dissonance of employees. All these are facilitated by analyzing emotional labor and the conditions that create it. Thus, empirical studies (Nyanjom and Naylor, 2021; Winograd, 2013; Zhang and Zhu, 2008). In the literature, no study deals with the aforementioned related variables simultaneously. However, it is known that managerial roles (Payne and Mansfield, 1973) or leadership practices (Allen et al., 2015; Damanik and Aldridge, 2017; Steele et al., 2021) have effects on organizational climate, the organizational climate has an impact on emotional labor (Bock et al., 2005; Katz-Navon et al., 2020, Zhou et al., 2019). Based on this background, we predict (hypothesis) that the organizational climate predicted by principals' managerial roles will predict the teachers' emotional labor.

Method

The present study utilized a survey-based cross-sectional predictional design, one of the correlational methods. Because correlational research is used to examine the relationships between at least two variables and to determine their degree (Pallant, 2005, p. 121), just as in the current study, on the other hand, it serves to clarify the importance of facts by identifying connections among variables (Fraenkel and Wallen, 2008); however, it is seen that path analysis is frequently used in similar studies in the literature, we used the structural regression model in this study for our research. Contrary to path analysis, it is suitable for examining the structural links between latent factors. This way, we avoided random errors and biased estimates in the path analysis (Sen, 2020). Thus, we also believe that we strengthen the validity and reliability of the study.

Sample

The study participants are in Kahramanmaras province of Turkiye, which constitutes 4632 elementary school teachers from 455 schools during the 2019-2020 academic year. In this context, participants were calculated using the determination table prepared by Saunders et al. (2006). Based on the authors, it was assumed that the universe of the study consisting of 4632 teachers could be represented by 370 teachers at the level of $\alpha=.05$ significance and 5% tolerance. The stratified sampling technique, which reflects the subgroups in the universe (Creswell, 2015), was used in selecting the participants. With this selection, it was tried to increase the reflective capability of the sample on the universe and provide maximum variance (Patton, 2015). Stratified sampling was also used in selecting the schools where the study was conducted. In this process, we reached 600 teachers in the universe, and the data collection tool used in the study filled by 535 teachers.

When the 535 participants are examined in terms of age, it has been found the participants between the ages of 30-39 constitute 48.6% (n=260) of all participants. 84.1% (n=450) of the participants were married. The largest branch group consists of primary school teachers, with 76.3% (n=408). It is seen that the participants with a seniority of 20 years or more constitute 27.5% (n=147) of all participants.

Variables and Measures

All the scales used in the study are Likert-type and rated between 1-5, ranging from *never* to *always*. The researchers added a section for obtaining demographic information to the combined scales. We adopted a three-planned managerial roles structure conceptualized by Mintzberg (2009) as the independent variable. To collect participants' views about the variable *Managerial Roles Scale* (*MRS*) developed by Mavi and Ozdemir (2020) was used. *MRS* consists of three subscales: *people plane subscale* (*PP-SS*) (14 items), *information plane subscale* (*IP-SS*) (9 items), and *action plane subscale* (*AP-SS*) (8 items). These subscales have dimensions: *leading* and *linking* (in *PP-SS*), *communicating* (in *AP-SS*), and *doing-dealing* (in *AP-SS*). An example of the item from *MRS* is as follows: *The principal guides teachers and supports their professional development*.

To collect data about organizational climate, the first dependent variable we benefited from Halpin and Croft's (1963) approach and *Organizational Climate Description Questionnaire for Elementary Schools* (*OCDQ-RE*). In this context adapted version of *OCDQ-RE* (by Hoy et al., 1991) was used. *OCDQ-RE* was adapted into Turkish by Kavgaci (2010). The scale consists of four dimensions: *supportive behaviors* (8 items), *intimate behaviors* (4 items), *restrictive behaviors* (5 items), and *directive behaviors* (8 items). An example of the item is as follows: *Teachers help and support each other*.

This study used Ashforth and Humphrey's (1993) emotional labor approach. Examining teachers' emotional labor level, *the Emotional Labour Scale* (*ELS*) developed by Diefendorff et al. (2005) was used. *ELS* was adapted into Turkish by Basim and Begenirbas (2012). The scale consists of three dimensions: *surface acting* (6 items), *deep acting* (4 items), and *genuine emotions* (3 items), which are the other dependent variables. An example of the item is given from *ELS* as follows: *The feelings I show to students come out naturally*.

The basic details about the validity (which was tested by confirmatory factor analysis [CFA]) and reliability of the scales' original versions are as follows in Table 1:

Table 1

Validity and Reliability Results of Scales

	Scale	N	AGFI	CFI	GFI	IFI	NFI	RMR	RMSEA	x^2/df
Validity (CFA)	PP-SS		.87	.95	.91	.95	.94	.03	.08	4.62
	IP-SS	165	.92	.95	.95	.97	.96	.02	.07	4.29
	AP-SS		.92	.98	.96	.98	.98	.02	.07	4.24
	OCDQ-RE	120	.86	.94	.89	.94	.91	.06	.06	3.01
	ELS	273	.87	.94	.91	.94	.92	.06	.08	4.88
	Cronbach's Alpha Coefficients									
Reliability	PP-SS					.97				
	IP-SS					.93				
	AP-SS					.95				
	OCDQ-RE					.88				
	ELS					.82				

As seen in Table 1, CFA results show that *MRS* (*PP-SS, IP-SS*, and *AP-SS*), *OCDQ-RE*, and *ELS* are valid (Schumacher and Lomax, 2004). Cronbach's alpha coefficients indicate that *MRS* (*PP-SS, IP-SS*, and *AP-SS*), *OCDQ-RE*, and *ELS* are reliable (Bryman, 2012, p. 280). Based on these data, it was concluded that all scales could be used in the present study.

Data Collection

Correspondence was made with Hacettepe University and the Ministry of National Education to carry out the study. The data were collected during the period of February-March 2020. The volunteer participants filled out the scales in 8-10 minutes during breaks at school and at the end of the lessons.

Analysis

Missing values and outliers were reviewed to understand whether the study data were suitable for analysis. The results showed that the data does not have missing values. Then, it was discussed whether the data had a bias or not. For this purpose, Harman's Single Factor Test was utilized. The results showed that the data does not have a common method variance feature ($R^2 < .50$) (Eichhorn, 2014). Secondly, for normality examinations, skewness, kurtosis values, and Mahalanobis distances of data were calculated. Skewness and kurtosis values were found between -1.50 and 1.50 as normal (Tabachnick and Fidell, 2012). Mahalanobis distances also were also checked ($p < .001$) and calculated as normal (Fidel and Tabachnick, 2003). After the-

se examinations, in the first phase, relationships among variables are handled with descriptive statistics (means [*M*] and standard deviations [*SD*]) and Pearson's product-moment correlation coefficients (*r*) calculations. In the second phase, structural regression was employed by maximum likelihood estimation using *M*Plus 8.3 in two steps, as suggested by Kline (2020).

The first step of the structural regression model examined regressions and co-variances between latent and observed variables based on the research hypothesis. In other words, the measuring model was analyzed in the first step. In the second step, only the paths between the latent variables were defined, and the structural model was investigated. After this process, the fit indices of the measurement and the structural model were checked, and the parameters were interpreted (Sen, 2020). *Chi-square* (*x^2*), *root mean square error of approximation* (*RMSEA*), *standardized root mean square* (*SRMR*), *comparative fit index* (*CFI*), and *Tucker-Lewis index* (*TLI*), which are the model fit indexes were examined (Kline, 2020) in these examinations. The following requirements were accepted for these values: for x^2, $p>.05$ ($n<200$), RMSEA<.08 (Thakkar, 2020), CFI>.90, TLI>.90, and SRMR<.08 (Hu and Bentler, 1999).

Results

In the first phase, Pearson's product-moment correlation coefficients were calculated (Table 2). This process determines the strength, direction, and significance of the relationships between variables.

Table 2

Pearson's Product Moment Correlation Coefficients

	Variables	N	M	SD	1	2	3	4	5
1	Managerial Roles		3.86	.80	1				
2	Organizational Climate		3.42	.54	.73**	1			
3	Surface Acting	535	2.65	1.00	.01	.06	1		
4	Deep Acting		3.68	1.00	.05	.11***	.28**	1	
5	Genuine Emotions		4.39	.60	.18**	.17**	-.23**	.18**	1

**p<.01, ***p<.05.

Table 2 shows the mean score for managerial roles is 3.86 (*SD*=.80); for organizational climate, it is 3.42 (*SD*=.54); for *surface acting*, it is 2.65 (*SD*=1.00); for *deep acting*, it is 3.68 (*SD*=.99), for *genuine emotions*, it is 4.39 (*SD*=.60). This means according to teachers, principals fulfill their roles at a high level. They were similarly, based on teachers' views on organizational climate at a high level in their schools.

Teachers also feel their emotions deeply at a high, genuinely at a very high level. On the other hand, teachers' *surface acting* scores are at a low level. As shown in Table 2 managerial roles has positive-high level relationship with organizational climate (r=.73, p<.01), and positive-low level relationship with *genuine emotions* (r=.18, p<.01). However, there are not any significant relationship managerial roles between, *surface acting* (r= .01, p>.05), and *deep acting* (r=.05, p>.05). On the other hand, organizational climate has positive-low level relationship with *deep acting* (r=.11, p<.05), and *genuine emotions* (r=.17, p<.01). But there is no significant relationship between organizational climate, and *surface acting* (r=.06, p>.05). *Surface acting* has positive-low level relationship with *deep acting* (r=.28, p<.01), and negative-low level relationship with *genuine emotions* (r=-.23, p<.01). Lastly *deep acting* has positive-low level relationship with *genuine emotions* (r=.18, p<.01). These results are consistent preliminarily with our hypothesis indicating that teachers' emotional labour level could be predicted by organizational climate which predicted by managerial roles. In the second phase of analysis, the structural regression model was tested. For this, the measuring model and structural model were examined (Table 3).

Table 3

Results of Structural Regression Model Analyzing Steps

	Steps	x^2(df)	RMSEA	CFI	TLI	SRMR
1	Measuring Model	693.446(163)*	.07	.92	.91	.05
2	Structural Model	3.299(3)	.01	.99	.99	.01

*p<.001.

In Table 3, p<.001 was calculated for x^2 in the measuring model; however, since *the x^2/df ratio is lower than five, this result can be considered* acceptable (Gurbuz, 2019, p. 34). Thus, both the measurement and structural models indicated well-fit indices. Based on these results, we concluded that the structural regression could be interpreted as the "Organizational climate predicted by principals' managerial roles will predict the teachers' emotional labor." The hypothesis can be answered (Figure 2).

Figure 2

Structural Regression Model
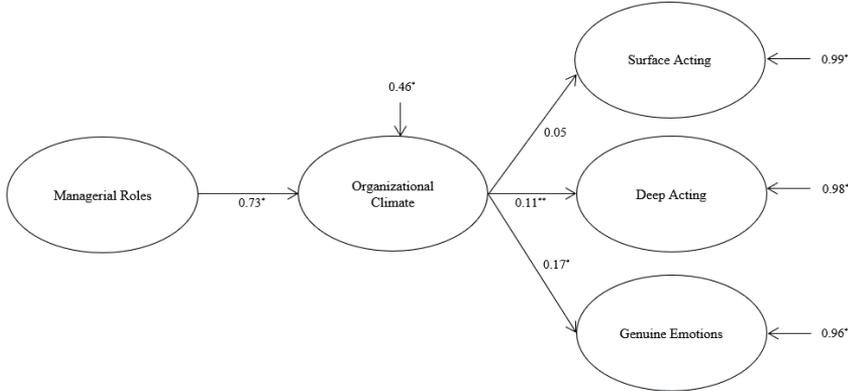
*p<.001, **p<.01, ****p>05.

As shown in Figure 2, the structural regression model indicates that managerial roles significantly predict organizational climate ($\boldsymbol{\beta}$=0.73, standard error [SE]=0.02, R^2=.53, p<.001). Similarly, organizational climate is a significant predictor of *deep acting* ($\boldsymbol{\beta}$=.11, SE=0.04, R^2=.01, p<.01) and *genuine emotions* ($\boldsymbol{\beta}$=0.17, SE=0.04, R^2=.02, p<.001). However, organizational climate ($\boldsymbol{\beta}$=0.05, SE=0.04, R^2=0.00 p>.05) is not a significant predictor of *surface acting*, which is predicted by managerial roles. This finding shows that the organizational climate predicted by managerial roles predicts *deep acting*, *genuine emotions*, and affirm our hypothesis.

Discussion

This study aimed to investigate the relations of organizational climate between managerial roles and emotional labor. For this investigation, our hypothesis was examined by a structural regression model. The model contains predictions of managerial roles to organizational climate and organizational climate to emotional labor.

It was found that the relevant variables are generally in relationship with each other. That confirmed one of the critical realities in organizational life regarding managerial implementations, climate, and employees' emotions (Aslam et al., 2021; Pritchard and Karasick, 1973; Sandhu and Kulik, 2019; Tengblad, 2006). Analyzes showed that elements such as interaction, effectiveness, and collaboration, which are components of managerial roles, organizational climate, and emotional labor variables, were linked (Saah, 2017; Tsui, 1984). Similar to these findings, recent studies

supported that principals are strong characters of schools in terms of positive organizational climate (Damanik and Aldridge, 2017; Fouquereau et al., 2019; McCarley et al., 2016) and teachers' feelings (Sanchez et al., 2020; Werang and Lena, 2014). In addition, sub-dimensions of managerial roles, which include critical components such as collaboration, resource allocation, innovation, and knowledge sharing, find places in school climate studies (Karademir and Oren, 2020; Karstanje and Webber, 2008; Kurland, 2019; Matić et al., 2017; Yao et al., 2015). These variables' relationships link managerial roles, organizational climate, and emotional labor. This implies that each variable has mutual connections in the school context, consistent with our hypothesis.

On the other hand, managerial roles and organizational climate do not have significant relationships with *surface acting*. Restricted studies stated that it had a close relationship with *deep acting* different approaches of organizational climate (Zhou and Li, 2018). In the same way, negative relations between *surface acting* and *genuine emotions* are seen, such as in various studies (Krannitz et al., 2015; Lee, 2019). The results emerging from this study corrected the theoretical and practical results about displaying behaviors wanted by organizations or principals even though related emotions might not be natural. This makes an original contribution to the managerial roles revised approach.

The hypothesis of the study*, 'Organizational climate predicted by principals' managerial roles will predict the teachers' emotional labor.'* was confirmed. Based on the structural regression model, managerial roles predict organizational climate. Likewise, organizational climate predicts *deep acting*. These results confirm partially limited research (Zhou and Li, 2018; Zhou et al., 2019). Additionally, findings suggest that variance in organizational climate predicted by principals' managerial roles and predict emotional labor can be explained through principals' performances. The study shows that managerial roles explain more than half of the variance in organizational climate. This suggests that a positive climate based on real emotions is more likely to occur when principals empower teachers for better professional dynamics, lead teams in an intimate atmosphere, and support all employees for natural feelings. The findings observed in this study reflect the literature suggesting that managerial efforts or leadership perspective on organizational climate (Allen et al., 2015; Bellibas and Liu, 2016; Bosworth et al., 2018; Griffith. 1999; McCarley et al., 2016); and teachers' emotions (Nyanjom and Naylor, 2021; Yao et al., 2015; Zhou et al., 2019) in schools that allows for practical work. The structural regression model shows principals are one of the most special factors in establishing a positive climate and spontaneous feelings because principals' knowledge and performance about school were found to be a predictor of collegial, intimate, and engaged teacher behaviors.

The results need to be interpreted with caution in terms of *surface acting*. As mentioned in the literature review, the organizational climate was not predicted by surface emotions, which are predicted by managerial practices consistently. More specifically, managerial works, and organizational climate by leadership, linking, communication, dealing, and supporting positively affect on *deep acting* and *genuine emotions* and negative impact on *surface acting*. Given this reality, it is evident that managerial roles are determinants of characteristics of a positive organizational climate and educators' emotional attitudes'. However, it is known that these variables have a complicated nature. Therefore, managerial roles may not be sufficient for the desired organizational and personal conditions.

Managerial roles were discussed through a newer approach in the study. In light of a thorough review of the literature review, no analysis has been spotted concentrating upon managerial roles in and outside Turkiye in the way the study does. Although the close relationship between the dimensions of managerial roles stated in recent studies (Madanayake, 2014; Sandhu and Kulik, 2019; White, 2020) coincides with this study on a theoretical plateau, the managerial roles were based on the early period. This significantly increases the originality of the study. In addition, findings show that organizational climate predicts *deep acting* and *genuine emotions*. This result statistically validates the background of the study, starting with managerial roles, continuing with organizational climate, and reaching emotional labor.

Limitations and Future Research

The present study provides considerable implications about the relationships and predictions between variables. All of these should be thought of with their limitations. First, the absence of empirical studies on managerial roles and their effects in the literature is noteworthy. On the other hand, this study was conducted an Eastern society. Therefore, it may not be correct to generalize the results fully to western societies because of organizational differences. Based on this limitation, studying the same subject in different cultures can be suggested. Unfortunately, this study is not sufficient to provide insight into these issues.

This study is delaminated with teachers' views obtained through the Turkish sample. This can involve some objectivity problems. Now we should ask ourselves: 'Is this study effectively identifying the relations and predictions?'. Because of this situation, the following suggestions can be made: Researchers can investigate the mediation of a different variable in the predictor of emotional labor by managerial roles—the present study employed a cross-sectional approach. Whereas data could be collected from teachers at two different times, temporal changes could be observed. Similar analyses can be designed with a multi-stakeholder (educators, students, and

parents) approach. Lastly, these results may be arguable regardless of characteristics such as school size, gender, educational level, teacher seniority, and socio-economic factors, which play significant roles in school life, establishing a productive managerial process, positive climate, and deep or genuine feelings for teachers, and students.

Implications

The results of the present study have contributed nuances to the literature that managerial roles can help form organizational climate in terms of the performing qualified relationships among principals, teachers, and students. Limited studies pointed out that managerial roles are a practical part of improving and neutralizing harmful elements of schools (Lavigne, 2019; Saah, 2017; Werang and Lena, 2019), and some of them highlight Mintzberg's views (Feldhoff et al., 2016; Hargreaves and Fink, 2008) or method (Tulowitzki, 2013). However, those did not investigate these by the revised managerial roles approach (Mintzberg, 2009). This study took them to a different level through the conclusion that by using organizational climate and emotional labor. Moreover, in this way, the present study will make significant contributions to the knowledge about emotional labor, organizational climate, and primarily managerial roles. Principals can carry out this by establishing teams, representing the school, negotiating with stakeholders, and strengthening organizational culture. In conclusion, all of these provide empirical evidence for researchers, practitioners, and policy-makers to be aware of experiences that focus on the function of the principals, the atmospheres of schools, and teachers' feelings, which affect schools and students by outcomes.

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