

## Teachers' Emotional Labor Behaviors: The Role of Positive Psychological Capital and Organizational Commitment

### Öğretmenlerin Duygusal Emek Davranışı: Pozitif Psikolojik Sermaye ve Örgütsel Bağlılığın Rolü\*

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**Abstract:** The main aim of this research was to reveal the role of the positive psychological capital and organizational commitment of teachers working in high schools on their emotional labor behaviors. The research sample consisted of a total of 711 teachers, 561 of whom were from public schools and 150 of whom are from private secondary schools, all working in the city of Mersin. The data were collected using the "Positive Psychological Capital Scale" developed by Tösten and Özgan (2014), the "Emotional Labor Scale" adapted for teachers by Kırıl (2016), and the "Organizational Commitment Scale" adapted into Turkish by Al (2007). The data were analyzed using multiple regression analysis. The analysis conducted on the entire sample revealed that teachers' positive psychological capital and organizational commitment explain 12% of the total variance in emotional labor. The analysis conducted on the sample from public schools revealed that these two variables together predict 11.6% of the total variance in emotional labor, while the analysis conducted on the sample from private schools revealed that organizational commitment did not significantly predict emotional labor, and that positive psychological capital alone predicted 21% of the total variance in emotional labor.

**Key words:** Emotional labor, positive psychological capital, organizational commitment.

**Özet:** Bu araştırmanın amacı, ortaöğretim okullarında görev yapmakta olan öğretmenlerin pozitif psikolojik sermaye ve örgütsel bağlılıklarının duygusal emek davranışları üzerindeki rolünü ortaya koymaktır. Araştırma örneklemini, Mersin ilinde görev yapmakta olan 561'i kamu, 150'si özel ortaöğretim okulu öğretmeni olmak üzere toplam 711 öğretmenden oluşmaktadır. Tösten ve Özgan (2014) tarafından geliştirilen “Pozitif Psikolojik Sermaye Ölçeği”; Kırıl (2016) tarafından öğretmenler için uyarlanan “Duygusal Emek Ölçeği” ve Türkçeye Al (2007) tarafından uyarlanan “Örgütsel Bağlılık Ölçeği” ölçme araçları kullanılarak elde edilen veri çoklu regresyon analizi yöntemi ile analiz edilmiştir. Toplam örneklem için yapılan analiz sonucunda öğretmenlerin pozitif psikolojik sermaye ve örgütsel bağlılıklarının duygusal emeğe ait toplam varyansın %12'sini açıkladığı belirlenmiştir. Kamu okulu örneklemini üzerine yapılan analiz sonucunda bu iki değişkenin birlikte duygusal emeğe ait toplam varyansın %11,6'sını yordadığı görülürken, özel okul örneklemini için yapılan analiz sonucunda ise örgütsel bağlılığın duygusal emeği anlamlı bir şekilde yordamadığı, pozitif psikolojik sermaye değişkeninin ise tek başına duygusal emeğe ait toplam varyansın %21'ini yordadığı belirlenmiştir.

**Anahtar Kelimeler:** Duygusal emek davranışları, pozitif psikolojik sermaye, örgütsel bağlılık.

#### Introduction

The developments that have taken place in various fields around the world from the past to the present have necessitated a change in the management and employee behavior of educational organizations, whose most important stakeholders are people such as students, teachers, administrators, and other support staff. Within this scope, the behaviors expected of teachers, who have a significant share in effectively achieving the goals of educational organizations, have undergone a change over time. It is no longer enough for teachers to simply transfer knowledge; they are also expected to be role models for their students, provide guidance, establish empathy

\*Bu çalışma, birinci yazarın Mersin Üniversitesi, Eğitim Bilimleri Enstitüsü'nde Ekim 2022 tarihinde tamamlanan yüksek lisans tez çalışmasından üretilmiştir.

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with their students, and be patient and understanding. Along with their academic and pedagogical qualifications, teachers' psychological competencies have also become important. In addition, teachers are expected to be in active communication and interaction not only with their students but also with other stakeholders in the school, such as the school principal, assistant principals, and parents. However, it is not always possible for teachers to express their emotions as they are while fulfilling their assigned roles during this process. In such cases, teachers are often forced to suppress their negative emotions or exhibit their emotions differently to their surroundings, or act according to the emotions the organization expects from them (Aytekin, 2020; Erel, 2020). This process of emotional management is considered emotional labor, and research shows that emotional labor behaviors can lead to negative outcomes such as burnout (Basım, Beğenirbaş & Can, 2013; Yağcı, 2020), alienation (Aksu, 2021), intention to leave the job (Yağcı, 2020; Yürür & Ünlü, 2011), psychological distress, and work-family conflict (Çelik & Turunç, 2011). Additionally, Beğenirbaş and Meydan (2012) have stated that teaching is a profession that requires emotional labor and that considering teachers' emotional states ensures that they work more effectively, devotedly, and willingly in educational activities.

Moreover, the findings that highlight the importance of the human factor, emotions, and their emotional management for productivity and performance in the workplace have also brought about changes in the concept of capital. As a result, the concept of positive psychological capital has gained significance in the field of positive organizational behavior, which emerged within the positive psychology movement focusing on individuals' positive aspects. Positive psychological capital is considered as a new concept for developing and managing organizations' human resources, with a focus on discovering and developing individuals' strengths rather than their weaknesses (Seligman & Csikszentmihalyi, 2000). Luthans and Youssef (2004) defined positive psychological capital as the effective use of individuals' strengths by discovering them, which enables them to cope with challenges and manage themselves. Focusing on individuals' "who" they are, psychological capital consists of four basic components that enable individuals to overcome challenging tasks and show the necessary effort to successfully achieve their goals, despite difficulties. These components are self-efficacy, perseverance and resilience to achieve goals, optimism, and the ability to cope with difficulties without giving up (Luthans, Norman, Avolio, & Avey, 2008; Luthans & Youssef, 2004). It is suggested that positive psychological capital can be developed through educational interventions and short-term motivation interventions, and that its cost is relatively lower than other types of capital, making it a more preferred choice for organizations (Luthans et al., 2008; Şimşek, 2018).

Begenirbaş (2015) states that employees' positive psychological capital affects their emotional states, which in turn affects their emotional expression. However, there are many factors that influence employees' ability to transform their emotions into behavior, and one of these factors is organizational commitment (Begenirbaş, 2015). Organizational commitment is defined as employees' wholehearted belief and acceptance of the organization's goals and values, voluntary efforts to achieve the organization's goals, and strong will to remain a member of the organization (Swales, 2002). When reviewing the relevant literature, it can be seen that the level of employees' commitment to the organization plays a role in emotional labor behaviors (Deliveli, 2018; Kerse & Özdemir, 2018; Sezer, 2019).

Also literature review showed that employees who develop emotional commitment to the organization are less affected by the negative consequences of emotional labor behaviors (Acar, 2019; Deliveli, 2018). It is thought that the level of commitment of employees to the organization affects their behavior towards the individuals with whom they interact in the organization. While employees exhibit emotional display in line with the expectations of the organization, it is seen that especially those who have high affective commitment display sincere behavior, and it is emphasized that these employees experience less emotional dissonance as they have internally adopted the goals of the organization. In this context, it is understood that the level of commitment

and emotional labor behaviors exhibited by teachers in schools, which are educational organizations where they interact intensively with individuals who will shape the future of society, are important. Sezer (2019) found that organizational commitment has a positive effect on emotional labor and 19.3% of the change in emotional labor is explained by organizational commitment. The place where employees' emotions are displayed gains even more importance when it comes to educational organizations that train individuals who will contribute to the future of society.

When the relevant literature is examined, it is observed that emotional labor is generally treated as an independent variable, and the studies are conducted on its consequences such as burnout, insensitivity, and alienation (Beğenirbaş, 2012; Biçkes et al., 2014; Çelik & Turunç, 2011). However, the studies on the positive effects of emotional labor, which can prevent its negative consequences and strengthen its positive outcomes with precursor variables such as positive psychological capital and organizational commitment (Hoşgörür & Yorulmaz, 2015), are quite limited. Moreover, the studies conducted on educational organizations, where the likelihood of emotional labor leading to significant outcomes is high, are also insufficient. In addition, in both domestic and international literature on educational organizations, limited number of studies have been conducted on the relationship between organizational commitment and emotional labor, and no study has been found that examines the three variables of positive psychological capital, organizational commitment, and emotional labor together. Based on this information, this study aims to reveal to what extent the positive psychological capital and organizational commitment of high school teachers predict their emotional labor behavior.

### **Emotional labor**

The concept of emotional labor was introduced to the literature by Hochschild's (1983) work, 'The Managed Heart: Commercialization of Human Feeling.' Hochschild conceptualized emotional labor as a new dimension distinct from physical and mental labor, defining it as the regulation of emotions to be displayed through gestures, facial expressions, and body language that can be observed by others in the workplace. Subsequent research has indicated that emotional labor encompasses any effort that is reflected in behavior, including adjusting one's tone of voice (Wharton & Erickson, 1993). Ashforth and Humphrey (1993) defined emotional labor as the act of displaying appropriate emotions to others, shifting the focus away from underlying emotions and towards the behaviors being displayed. Morris and Feldman (1996) defined the concept as the effort, planning, and control required to express the emotions that an organization expects in interactions between employees and customers. Grandey (2000) further elaborated on the concept, noting that it involves exaggerating, suppressing, or faking true emotions in accordance with an organization's expectations.

According to Hochschild (1983), professions that require emotional labor include lawyers, doctors, teachers, business owners and managers, sales representatives, civil servants, domestic workers such as nannies, and waiters/waitresses. Hochschild points out that there are three common characteristics of jobs that require emotional labor: first, employees must communicate face-to-face or over the phone with customers; second, employees must elicit an emotional response from customers; and third, employers must control the emotional expressions of employees through training or supervision. Taking into account these characteristics, it is understood that teachers, who address various audiences in different ways and rely heavily on face-to-face communication, inevitably have to use emotional labor while performing their jobs.

It is known that in almost every profession, employees are expected to display certain behaviors according to the nature of their job. The "emotional behavior rules" defined as appropriate and inappropriate attitudes are determined by the organization, and employees are expected to control their emotions while exhibiting these behavior rules (Baysal, 2022; Smith & Gray, 2001). The emotions displayed by employees in the service sector, which is focused on customer satisfaction,

are monitored by the organization, and employees can be warned for inappropriate emotional expression (Erken, 2018). However, it is not always possible for individuals to feel the emotions that their organization expects them to feel. In this case, when the real emotions that employees feel and the emotions, they have to display conflict with each other, emotional dissonance occurs (Erel, 2020). Hochschild (2003) has shown that if emotional dissonance persists for a long time, it can create pressure on employees and lead to negative outcomes. According to these results, it is possible for employees to face burnout risk, feel like they are acting a role rather than being sincere due to exhibiting emotions in line with the organization's expectations, become alienated from their own emotions, belittle their job, and feel like they are in a deception (Aksu, 2021; Hochschild, 2003).

Hochschild (1983) associated the concept of emotional labor with the management of emotions, and stated that employees manage their emotions through two basic ways: 'surface acting' and 'deep acting'. The researcher pointed out the two dimensions of emotional labor while trying to explain what the dimensions of the concept of emotional labor could be. Surface acting is defined as employees changing and controlling their emotional expressions towards the people they interact with, without reflecting their actual feelings. In other words, it means that employees display fake behaviors in line with the emotional display rules of the organizations, in order to comply with the expectations of the organizations (Grandey, 2000; Hochschild, 1983; Özdemir & Koçak, 2018). Hochschild (1983) stated that the level of surface acting includes more behavioral displays than emotions, and verbal and nonverbal expressions accompany these displays. Additionally, it is defined that when surface acting is displayed, employees only adjust their reactions without internalizing the emotion. It is emphasized that employees who display surface emotional labor behaviors only show emotions that are different from what they actually feel (Basım et al., 2013). In this context, individuals at the surface acting level do not make any effort to shape the emotions they feel internally, but rather exhibit the behaviors expected of them without changing their emotions, in order to comply with social and organizational norms and protect them, and therefore display fake emotions consciously, by acting a role (Ashforth & Humphrey, 1993; Fay, 2011; Sezer, 2019). For example, a teacher's smile towards students, parents, other teachers and administrators while feeling angry or sad indicates that they are displaying surface acting. The behaviors displayed by employees at the surface acting level can be perceived as real by others, but the individual knows that they do not actually feel those emotions, and that there is a discrepancy between the emotions felt and displayed (Tomruk Ünal, 2020).

The second type of emotional labor behavior that Hochschild (1983) emphasized is deep acting. Ashforth and Humphrey (1993) defined deep acting as employees' attempts to truly experience and feel the emotions they exhibit. This dimension is defined as employees trying to align their genuine emotions with the behaviors required by the job and the rules they need to follow. In other words, deep acting involves not suppressing the actual feelings, but rather going through a cognitive process to regulate emotions and match them with the required behaviors (Aksu, 2021). Kıyat, Özgüleş, and Günaydın (2018) state that deep acting occurs when employees change their genuine emotions to match the emotional displays required by the organization. This level of behavior also requires emotional control, like surface acting, but in this dimension, the employee is expected to genuinely feel the behavior they exhibit (Deliveli, 2018). Unlike surface acting, in deep acting, employees not only change the emotions they exhibit, but also try to internalize the emotions they exhibit by changing their actual feelings. Employees who exhibit deep acting try to empathize with customers by consciously making an effort to feel like the customers do, in order to truly understand them in a sincere and genuine way (Yağcı, 2020). For example, when a teacher tries to empathize with a student who exhibits problematic behavior and tries to understand the underlying reasons for their behavior by approaching the student with positive emotions, the teacher is exhibiting deep acting.

Unlike Hochschild, some researchers have focused on observable behaviors instead of managing emotions (Grandey, 2000). While Hochschild emphasizes the emotions underlying emotional labor behaviors, Ashforth and Humphrey (1993) focus directly on behaviors (Kaçamak, 2019). Based on this, Ashforth and Humphrey state that individuals change their emotions in order to express themselves correctly in social and work life and to create an environment of accurate interpersonal communication, and that this situation is reflected in observable behaviors (Aksu, 2021). According to the researchers, what is important is not what emotions employees actually feel, but which behavior they exhibit to show the appropriate emotion to the other party, because the researchers argue that only behaviors or adherence to rules determined by the organization are directly observable (Uzun, 2021). Ashforth and Humphrey (1993) argue that directly observable behaviors can be in compliance with display rules, and employees can comply with these rules without having to manage their emotions. Display rules are explained as emotional responses regulated by social, professional, and organizational norms that are expected to be exhibited by employees in order to achieve organizational goals (Aksu, 2021). According to Ashforth and Humphrey (1993), these rules facilitate employees' work, contribute to their performance improvement, and enable them to feel competent in their work. Display rules can vary from industry to industry, organization to organization, profession to profession, and even from nation to nation (Uzun, 2021). Another point where this approach differs from Hochschild's (1983) approach is that it focuses on the relationship between observable emotional displays and performance instead of the negative effects of emotional labor on employees (Grandey, 2000).

#### **The consequences of emotional labor**

It is observed that emotional labor has both positive and negative consequences, both individually and organizationally. In the literature, the negative aspects of emotional labor are mainly emphasized in terms of individual significance. Hochschild (1983) states that employees' engagement in emotional labor can lead to the loss of emotions in the short term, and in the long term, it can lead to results such as medication use, alcohol consumption, headaches, and sexual dysfunction. Similarly, Abraham (1998) states that internal conflicts experienced during the process of emotional labor can lead to physiological problems such as stomach and intestinal pain, psychological problems such as nerves, stress, depression, and insomnia, and social problems such as alcohol addiction, medication use, late arrival to work or absenteeism. According to Grandey (2000), as organizations' expectations for emotional display increase, employees' behaviors in emotional labor also increase, and as a result, negative consequences such as low motivation, professional inadequacy, intention to leave the job, emotional mismatch, and burnout can arise in employees. The negative consequences encountered as a result of emotional labor behaviors are usually caused by the inconsistency between the emotions employees actually feel and the behaviors they exhibit within the display rules (surface acting) (Ashforth & Humphrey, 1993). This inconsistency causes employees to experience emotional mismatch. Also, Efendioğlu (2021) states that there is a sequential result relationship between emotional mismatch, stress, role conflict, and burnout. According to Van Dijk and Brown (2006), role conflict triggers emotional mismatch, and emotional mismatch triggers alienation and burnout if stress continues in the process. It is seen in the literature that burnout syndrome is the most frequently mentioned concept among the negative consequences of emotional labor (Chou, 2009; Ghanizadeh & Royaei, 2015; Grandey, 2003; Hochschild, 1983; Morris & Feldman, 1996; Özgün, 2015; Pug, Groth, & Hennig-Thurau; 2010). Maslach and Jackson (1981) define burnout as a syndrome that occurs when physical exhaustion, long-term fatigue, helplessness, and hopelessness feelings, which are seen in individuals who are exposed to intense emotional demands and require constant face-to-face communication at work, are reflected in negative attitudes and behaviors towards work, life, and other people. In addition, studies indicating that emotional labor leads to negative consequences such as low self-esteem, job dissatisfaction, and work-family conflict are also present in the literature (Ashforth & Humphrey, 1993; Çelik & Turunç, 2011; Wharton & Erickson, 1993).

Furthermore, there are also negative consequences of emotional labor from an organizational perspective. If the emotions reflected are not natural and are not going beyond superficial behavior, employees can be perceived as insincere by customers if they understand it (Özgül, 2015). This can lead to negative impacts on customer satisfaction and damage the organization's image. In addition, an increase in employee absenteeism due to the psychological or physiological discomfort caused by prolonged emotional dissonance has been observed, and absenteeism reduces both employee and organizational productivity (Erken, 2018). Absenteeism also leads to a decrease in employees' sense of loyalty and belonging to the organization (Keser, Yılmaz, and Yürür, 2012), and employees who have been absent from work for a long time may express an intention to leave their job (Grandey, 2000). These problems can lead to high workforce turnover and result in negative consequences for the quality of service provided by the organization (Eroğlu, 2010).

### **Emotional labor in educational organizations**

When considering the people teachers address and influence and also comparing it to other professions, the teaching profession has distinct characteristics. While teachers guide students in learning within a limited time frame in the classroom, in terms of widespread impact, they address generations and shape individuals who will shape the future of society (Karataş, 2020). It is important for teachers to not only impart knowledge but also be good role models that support the overall personality development of their students (Karataş, 2010). Given these responsibilities, it is possible to note that the roles attributed to teachers are much more than other professions. In order to establish an effective educational environment, teachers need to constantly control their emotions and exhibit variable behaviors appropriate to the situation in order to maintain order in the classroom and engage students (Hochschild, 1983). Teachers are expected to set aside their own emotional states and listen to and advise students on their problems and concerns, show love, and remain calm and patient in the face of problematic students in order to provide an effective educational environment (Basım et al., 2013). According to Zhang and Zhu (2008), teachers who deal with their students' problems and seek ways to help them overcome these issues need to empathize with their students and during this process, teachers may experience various intense emotions. Wrobel (2013) notes that empathetic teachers may exhibit deep emotional labor even if they do not superficially role-play, which can lead to emotional exhaustion. Empathizing with students is considered one of the necessary competencies for success in the teaching profession, but it is important to consider that this can also lead to negative consequences (Şahin Özcan, 2021). The teaching profession, which requires continuous interaction with students and other stakeholders in education, emphasizes the use of emotional labor (Yücebalkan & Karasakal, 2016). Zhang and Zhu (2008) state that increasing teachers' awareness of emotion regulation and training them to display emotions appropriately in different situations can be a beneficial step in facilitating education.

It is well-known that there are dogmatic expectations of teachers in almost every culture. The teaching profession is inherently one of the professions that involve intense emotions. The expectations for teachers to display their emotions can vary from culture to culture, organization structure, type, organizational roles, school level, and even gender (Alemdar, 2019). When considering private schools' more perfectionist and competitive policies compared to public schools (Kandemir, 2015), it is inevitable that the expected behaviors of teachers in private and public schools will differ. In recent years, the customer satisfaction-oriented approach in the service sector has also been observed in the education sector, which has a significant share in this sector. There are variances in several aspects between educators employed in public schools and those employed in private schools, such as recruitment processes, job security, salary, and parent expectations. Teachers working in private schools, who are inherently in competition and keep high customer satisfaction for parents and students, are selected based on a series of tests according to certain criteria (Kaçamak, 2019). When the literature is examined, it is seen that among the reasons why parents choose private schools, factors such as the physical conditions of

the school, the variety of social activities, and the abundance of foreign language class hours are accompanied by having high-quality academic staff and teachers with good communication skills (Bağcı, 2019; Nargün & Kaya, 2016; Pulat, 2019). In this context, for private schools to effectively sustain their presence in the competitive market, it is inevitable for the management to expect teachers to exhibit behaviors that meet the expectations of parents and students.

In summary, it is suggested that teachers need to possess many competencies in order to increase their qualifications towards achieving the desired goals of education at the societal level. This includes being able to assess their own abilities, talents, strengths and weaknesses, planning processes, thinking skills, and controlling their emotions (Alemdar, 2019). At this point, the concept of psychological capital, which focuses on developing individuals' strengths, has become increasingly important within the positive psychology movement. It is believed that strengthening individuals' positive psychological capital will help them be less affected by the negative consequences of emotional labor.

### **Positive psychological capital**

Positive psychological capital focuses on individuals' current and future positive development, setting it apart from other types of capital (Luthans et al., 2007). Psychological capital is defined as a set of various individual and organizational characteristics that can be developed and changed through education and experience, with a focus on discovering and effectively utilizing individuals' strengths (Luthans & Youssef, 2004). Luthans et al. (2007) view positive psychological capital as a set of practices related to psychological capacity that can be measured in terms of organizational success and managed effectively to enhance performance. Positive psychological capital is seen as a psychological resource that can promote individual development and performance and provide leverage, return on investment, and competitive advantage at the organizational level (Çetin, Şeşen & Basım, 2013). Luthans et al. (2007) propose positive psychological capital as a means of competing in the workplace, suggesting that simple training within organizations can develop employees' positive psychological capital, resulting in increased job satisfaction, performance, and productivity.

Positive psychological capital is seen as a new perspective for organizations to effectively and efficiently sustain their existence, better manage and understand their human resources which are an integral part of organizational life. Psychological capital, which is approached as the positive development of individuals, can be more elaborately defined through its components (Büyükgöze & Kavak, 2017). Luthans et al. (2008) have characterized psychological capital through four basic components, namely self-efficacy, which is the belief in one's ability to exert the necessary effort to overcome challenging tasks; hope, which involves showing the necessary perseverance and determination to achieve goals and redirecting paths to success when needed; optimism, which is the positive expectation of being successful now and in the future; and resilience, which is the ability to achieve success without giving up when faced with difficulties and problems. In addition to these basic components, Tösten (2015) has added two components, trust and extroversion, taking into account cultural characteristics.

Upon reviewing the relevant literature, it can be seen that there are limited studies on the relationship between positive psychological capital and emotional labor. For instance, Tösten and Toprak (2017) found in their study on teachers' positive psychological capital and emotional labor behaviors that the competence of positive psychological capital had an impact on their tendencies to display emotional labor behaviors. Similarly, in their study investigating the mediating role of psychological capital in the relationship between emotional labor and job satisfaction among teachers, Biçkes et al. (2014) found that all sub-dimensions of psychological capital (self-efficacy, hope, optimism, and resilience) had a partial mediating role in the relationship between the display of genuine emotions and job satisfaction. Furthermore, studies have shown that positive psychological capital positively affects organizational commitment (Yazar & Özutku, 2019). For

example, Uygungil and İşcan (2018) found in their study on the relationship between positive psychological capital, organizational commitment, and cynicism that positive psychological capital was significantly and positively related to organizational commitment and negatively related to organizational cynicism. Moreover, Ocak, Güler and Basım (2016) investigated the main effect of psychological capital on organizational commitment and job satisfaction among teachers. They found that only the optimism dimension of psychological capital had positive effects on job satisfaction and organizational commitment.

### **Organizational commitment**

Commitment, in its simplest form, is an emotional orientation developed towards a certain entity, identifying oneself with that entity, and feeling a strong connection and responsibility towards it. Organizational commitment refers to the psychological attachment to the organization, including efforts to accept its goals and values (Durna & Eren, 2005), participation in work, loyalty, and belief in organizational values (Karcıoğlu & Çelik, 2012). Swailes (2002) defines organizational commitment as the sincere belief and acceptance of the organization's goals and values by employees, voluntary efforts to achieve the organization's goals, and demonstrating a strong will to remain a member of the organization.

It is widely accepted that one of the factors that enable an organization to compete, sustain its existence, and increase productivity is the quality of its employees. In today's organizations, organizational commitment is believed to be a significant determinant in achieving competitive advantage over competitors and contributing positively to employee productivity (Taşkın & Dilek, 2010). Tengimiloğlu and Akdemir Mansur (2009) emphasize that retaining qualified employees who identify with the organization's goals and feel committed to the organization is crucial for effective organizational sustainability. Employees with high organizational commitment are said to work with a strong sense of duty, avoiding behaviors that harm the organization, such as absenteeism and turnover (Tiryaki, 2005). Similarly, Kamil (2007) found a positive relationship between organizational commitment and job satisfaction, participation, motivation, and the desire to remain in the organization, while finding a negative relationship with absenteeism and job turnover.

Although there are different classifications and approaches regarding organizational commitment (Dogan & Kılıç, 2007), the most frequently focused classification in the literature is seen to be the classification made by Meyer and Allen (1993). Meyer and Allen approach organizational commitment as emotional, continuous, and normative. Emotional commitment is based on voluntarism and encompasses the individual's identification with the organization. It is stated that individuals who remain in the organization with a strong commitment do so because they want to, rather than because they need to (Dogan & Kılıç, 2007; Meyer & Allen, 1991). Normative, or rule-based commitment, reflects employees' feelings of responsibility and loyalty to continue to stay in the organization. It is suggested that this feeling of commitment helps employees exhibit certain behavioral actions because they believe what they are doing is ethical and right (Dogan & Kılıç, 2007). It is noted that individuals who have developed this type of commitment feel a sense of obligation and responsibility towards the organization and therefore feel a moral obligation to remain in the organization (Jaros, 2007). Finally, the dimension of continuous commitment (or calculative commitment) is explained as the desire to stay in the organization by considering the personal investments made by employees (Balay, 2014). According to Karcıoğlu and Çelik (2012), a worker who develops continuous commitment to an organization takes into account factors such as the status, seniority, retirement benefits, and close social relationships with co-workers that they have gained with the time, effort, and labor they have put in. In other words, if the benefits an employee receives from an organization exceed the cost of leaving the organization, the employee is considered to be committed to the organization. Meyer and Allen (1991) also stated that the cost of leaving the organization, which leads to the formation of



continuous commitment, is supported by the idea that there are few alternative jobs and that employees will not be able to find suitable jobs based on their knowledge and competencies.

It can be seen that organizational commitment, which is important for the sustainability of organizations, has been the subject of research in many fields. However, the review of literature revealed a scarcity of research that concentrated on examining the correlation between emotional labor and organizational commitment. (Acar, 2019; Han et al., 2018; Kerse & Özdemir, 2018). For example, Deliveli (2018) found that sincere and deep acting behaviors of faculty members significantly and positively influenced their emotional, normative, and general commitments. Furthermore, as previously mentioned, various studies have focused on the relationships between each of the variables considered in this study, but no study was found that examined the three variables together. In this context, this study aims to reveal to what extent the positive psychological capital and organizational commitment of secondary school teachers predict their emotional labor behaviors. In addition, considering that expectations regarding the display of emotions by teachers may vary from culture to culture, organizational structure, type, organizational roles, school level, and even gender (Alemdar, 2019), the extent to which these variables predict the emotional labor behaviors of teachers was also examined separately for private and public schools in this study. With this aim, answers the following research questions were sought:

1. What is the predictive power of positive psychological capital and organizational commitment on secondary school teachers' emotional labor behaviors in school?
2. What is the predictive power of positive psychological capital and organizational commitment on secondary school teachers' emotional labor behaviors in public schools?
3. What is the predictive power of positive psychological capital and organizational commitment on secondary school teachers' emotional labor behaviors in private schools?

### **Method**

With the mentioned aim, this study was conducted using the cross-sectional and correlational model, which aims to define the individual, object, or event under investigation in its natural and existing conditions (Creswell, 2009; Karasar, 2005).

### **Participants**

The study population of the research consisted of secondary school teachers working in public and private schools in Mersin during the 2021-2022 academic year. In the determination of the research sample, a convenient sampling method was preferred due to pandemic restrictions. During this process, as the data was obtained, the distribution of the sample in terms of school and participant demographic diversity was attempted to be increased. In addition, since the number of private school teachers was lower than that of public school teachers, all private school teachers in Mersin that were operating for at least three years were attempted to be reached. The distribution of the sample by school type, gender, and age was presented in Table 1.

The sample of the study consisted of a total of 711 teachers, 561 (78.9%) of whom were from public schools and 150 (21.1%) were from private schools. When the distribution of the sample was examined by gender, it was seen that 49.9% (355 people) of the participants were female teachers and 50.1% (356 people) were male teachers. 8.2% (58 people) of the participants were in the age range of 22-29, 26.3% (187 people) were in the age range of 30-39, 49.6% (353 people) were in the age range of 40-49, and 15.9% (113 people) were in the age range of 50 and above. The sample consisted of 77.8% (553 people) undergraduate, 21.7% (154 people) graduate, and 0.6% (4 people) doctoral graduates.

Table 1  
*Distribution of the Sample by School Type, Gender, and Age*

School Type	Gender	Age				Sub-total	Total
		22-29	30-39	40-49	50 and above		
Public	Female	9	77	144	43	273	561
	Male	9	49	166	64	288	
Private	Female	29	40	13	-	82	150
	Male	11	21	30	6	68	
Sub-total	Female	38	117	157	43	355	711
	Male	20	70	196	70	356	
Total		58	187	353	113	711	

When the distribution of the participating teachers according to their seniority was examined, it was determined that 9.3% (66 people) have served for 1-5 years, 14.5% (103 people) for 6-10 years, 17.6% (125 people) for 11-15 years, and 58% (417 people) have served for 16 years or more. In addition, 8.9% (63 people) of the teachers work in the same school for less than 1 year, 42.5% (302 people) for 1-5 years, 18.3% (130 people) for 6-10 years, and 30.4% (216 people) for 11 years or more. 26.4% (288 people) of the participants were single, while 73.6% (523 people) were married.

**Instruments**

The measurement tool used in this study consists of two parts. The first part, called the "Demographic Information Form," consists of questions aimed at obtaining participants' demographic information, and the second part includes scale items aimed at measuring positive psychological capital, emotional labor, and organizational commitment variables. Demographic information form included questions related with Participants' age, gender, education, marital status, tenure and school type (public or private).

***Emotional labor scale***

The "Emotional Labor Scale" developed by Chu and Murmann (2006) and adapted to Turkish by Kırıl (2016) consists of 16 items and 3 sub-dimensions, rated on a 7-point Likert scale (1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=undecided, 5=somewhat agree, 6=agree, 7=strongly agree). In the original scale developed by Chu and Murmann (2006), 8 items (1, 2, 3, 5, 6, 7, 8, and 9) were reverse-coded. According to the adaptation study conducted by Kırıl (2016), the first sub-dimension, surface acting, consists of eight items (1, 2, 3, 5, 6, 7, 8, and 9) with a reliability coefficient of .903. The second sub-dimension, deep acting, consists of three items (4, 10, and 11) with a reliability coefficient of .642. The third sub-dimension, named genuine acting, consists of five items (12, 13, 14, 15, and 16) with a reliability coefficient of .808. The reliability coefficient for the overall scale was found to be .787 by Kırıl (2016). The scoring range for arithmetic means assuming that the intervals are equal in the 7-point Likert scale was calculated as 0.80 (score range: (highest value - lowest value) / highest value = (7-1)6 / 7 = 0.85).

***Positive psychological capital scale***

The "Positive Psychological Capital Scale," developed by Tösten and Özgan (2014), consists of 26 items and 6 sub-dimensions, and is a 5-point Likert scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree). According to the adaptation study conducted by Tösten and Özgan, the first sub-dimension, self-efficacy, consists of four items (items 1-4) and has a reliability coefficient of .796. The second sub-dimension, optimism, consists of five items (items 5-9) and has a reliability coefficient of .800. The third sub-dimension, confidence, consists of four items (items 10-13) and has a reliability coefficient of .825. The fourth sub-dimension, extraversion, consists of five items (items 14-18) and has a reliability coefficient of .794. The fifth sub-dimension, resilience, consists of five items (items 19-23) and has a reliability coefficient of

.757. The final sub-dimension, hope, consists of three items (items 24-26) and has a reliability coefficient of .727. Tösten and Özgan (2014) determined the overall reliability coefficient for the scale to be .927.

### ***Organizational Commitment Scale***

The "Organizational Commitment Scale" developed by Meyer and Allen (1990) to measure organizational commitment, but later revised and tested by Meyer, Allen, and Smith (1993), and adapted into Turkish by Al (2007) was used to determine the level of commitment of teachers. The scale consists of 18 items and 3 subscales and is 5-point Likert type (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree). Three items (3rd, 4th, and 5th items) are reverse coded. According to Al's adaptation study, the first subscale, emotional commitment, consists of six items (1-6 items) and has a reliability coefficient of .85. The second subscale, continuance commitment, consists of six items (7-12 items) and has a reliability coefficient of .73. The third subscale, normative commitment, consists of six items (13-18 items) and has a reliability coefficient of .67. The overall reliability coefficient for the scale is reported as .84.

### **Procedure**

The data for this study were obtained from volunteer teachers following the approval of the Mersin University Social and Humanities Ethics Committee on 30.11.2021 with decision number 219, and the decision of Mersin Governorate on 21.01.2022 with reference number E-34776202-605.01-41845561. A total of 756 participants were included in the study, but 45 participants were excluded from the sample due to missing or careless completion of demographic information and/or relevant scale items.

### **Data analysis**

In the data analysis stage, firstly, the assumptions of multiple regression analysis were tested. In this context, it was determined that scores obtained from all scales showed a normal distribution and there was a linear relationship between the predictor variables (positive psychological capital and organizational commitment) and the criterion variable (emotional labor). Then, taking into account the results of the Mahalanobis test, Pearson correlation coefficients between variables were calculated. It was observed that the obtained correlation coefficients were below .80 (Gravetter & Wallnau, 2007), and the VIF (Variance Inflation Factor) value (between 1.123-1.135) was less than 10 (Büyüköztürk, 2011). After determining that there was no multicollinearity between the variables, multiple regression analysis was conducted to determine whether positive psychological capital and organizational commitment predicted teachers' emotional labor behaviors, separately for the total sample and for the public and private school sample groups. Data analysis was performed using SPSS.25 package program.

### **Results**

In this section, the findings obtained from multiple regression analysis separately conducted for the total sample and the sample groups of public and private schools were presented.

#### **Results of the analysis for the total sample**

##### ***Descriptive statistics***

The Pearson correlation coefficients between the predicted variable (emotional labor) and the predictor variables (positive psychological capital and organizational commitment) for the 711 teachers who constitute the total sample were presented in Table 2.

Table 2  
*Descriptive Statistics and Pearson Correlations between Variables (N=711)*

Variables	Emotional Labor	Positive Psych. Capital	Organizational Commitment
1. Emotional Labor			
2. Positive Psych. Capital	.32*	-	
3. Organizational Commitment	.25*	.33*	-
Mean	74.98	113.19	59.15
Sd	10.21	12.64	11.12
Cronbach's alpha	.69	.94	.82

\* $p < .01$

When the findings presented in Table 2 were examined, it can be observed that there are significant positive relationships between all variables considered in the study. The relationship between participants' emotional labor and positive psychological capital scores ( $r = .32, p < .01$ ) was found to be positively moderate, while there was a low and positive significant relationship between emotional labor and organizational commitment scores ( $r = .25, p < .01$ ). When the relationship between predictor variables is examined, it can be seen that there is a significant positive and moderate relationship ( $r = .35, p < .01$ ) between positive psychological capital and organizational commitment.

**Results of multiple regression analysis for total sample**

The multiple regression analysis results for positive psychological capital and organizational commitment variables, which are thought to be predictors of emotional labor for the total sample group, were presented in Table 3.

Table 3  
*Results of Multiple Regression Analysis for Total Sample*

Variables	B	SEB	$\beta$	$t$	$p$
Constant	42.231	3.260	-	12.570	.000
Positive Psych. Capital	.213	.030	.264	7.062	.000
Organizational Commitment	.146	.034	.159	4.257	.000

$R^2 = .123; F_{(2, 708)} = 49.5, p < .001$

According to the multiple regression analysis results, positive psychological capital ( $\beta = .26, t(70) = 7.06, p < .001$ ) and organizational commitment ( $\beta = .16, t(70) = 4.25, p < .001$ ) significantly predict emotional labor ( $F_{(2, 708)} = 49.5, p < .001, R^2 = .123$ ). These two variables explain 12% of the total variance of emotional labor, according to the standardized regression coefficients ( $\beta$ ) presented in Table 3. The relative importance of predictor variables on emotional labor, based on the standardized regression coefficients, is in the order of positive psychological capital ( $\beta = .264$ ) and organizational commitment ( $\beta = .159$ ). According to the findings, positive psychological capital explains approximately 8% of the total variance, while organizational commitment explains 4%.

**Results of the analysis for public schools**

**Descriptive statistics**

The Pearson correlation coefficients between the predicted variable (emotional labor) and the predictor variables (positive psychological capital and organizational commitment) for the sample of 561 teachers from public schools were presented in Table 4.

Table 4  
*Descriptive Statistics and Pearson Correlations between Variables (N=561)*

Variables	Emotional Labor	Positive Psych. Capital	Organizational Commitment
1. Emotional Labor			
2. Positive Psych. Capital	.30*	-	
3. Organizational Commitment	.25*	.33*	-
Mean	75.10	112.08	58.85
Sd	9.97	12.98	10.71
Cronbach's alpha	.68	.95	.82

\* $p < .01$

As shown in Table 4, the findings that indicate the relationships between research variables in the total sample are similar to the findings of the relationships obtained from the public school sample. There is a positive and moderate relationship ( $r = .30, p < .01$ ) between emotional labor behaviors and positive psychological capital of public school teachers. When examining the relationship between emotional labor and organizational commitment of teachers ( $r = .25, p < .01$ ), it is observed that there is a positive and low-level significant relationship. When examining the relationship between predictor variables, it is seen that there is a positive and moderate relationship ( $r = .33, p < .01$ ) between positive psychological capital and organizational commitment.

***Results of multiple regression analysis for public schools***

The findings of the multiple linear regression analysis conducted on the predicted variables of positive psychological capital and organizational commitment as predictors of emotional labor for the public school sample were presented in Table 5.

Table 5  
*Results of Multiple Regression Analysis for Public Schools*

Variables	B	SE <sub>B</sub>	$\beta$	t	p
Constant	44.796	3.623	-	12.365	.000
Positive Psych. Capital	.185	.032	.241	5.715	.000
Organizational Commitment	.163	.039	.175	4.141	.000

$R^2 = .116; F_{(2,147)} = 19.84, p < .001$

Upon examining the findings obtained from the analysis, it can be seen that positive psychological capital ( $\beta = .24, t(147) = 5.71, p < .001$ ) and organizational commitment ( $\beta = .18, t(147) = 4.14, p < .001$ ) significantly predicted emotional labor ( $F_{(2,147)} = 19.84, p < .001, R^2 = .116$ ). These two variables together predict 11.6% of the total variance in emotional labor. According to the standardized regression coefficients presented in Table 5, the relative importance of the predictor variables on emotional labor is in the order of positive psychological capital ( $\beta = .241$ ) and organizational commitment ( $\beta = .175$ ).

**The results of the analysis for private schools**

***Descriptive statistics***

The Pearson correlation coefficients between the predicted variable (emotional labor) and the predictor variables (positive psychological capital and organizational commitment) for the sample of 150 teachers from the private school were presented in Table 6.

Table 6  
*Descriptive Statistics and Pearson Correlations between Variables (N=150)*

Variables	Emotional Labor	Positive Psch. Capital	Organizational Commitment
1. Emotional Labor			
2. Positive Psch. Capital	.45*	-	
3. Organizational Commitment	.23*	.34*	-
Mean	74.50	117.34	60.26
Sd	11.11	10.33	12.51
Cronbach's alpha	.72	.92	.84

\*  $p < .01$

According to Table 6, there is a positive and moderately significant correlation ( $r = .45, p < .01$ ) between emotional labor behaviors and positive psychological capital scores among private school teachers. Additionally, a positive and low-level significant relationship ( $r = .23, p < .01$ ) is observed between emotional labor behaviors and organizational commitment. Among the predictor variables, there is a moderately significant and positive correlation ( $r = .34, p < .01$ ) between positive psychological capital and organizational commitment.

**Results of Multiple Regression Analysis for Private Schools**

The multiple regression analysis results for the variables of positive psychological capital and organizational commitment, which are considered as predictors of emotional labor for the sample of 150 teachers in private schools, were presented in Table 7.

Table 7  
*Results of Multiple Regression Analysis for Private Schools*

Variables	B	SEB	$\beta$	t	p
Constant	16.345	9.306		1.756	.081
Positive Psych. Capital	.457	.084	.425	5.446	.000
Organizational Commitment	.076	.069	.085	1.094	.276

$R^2 = .213; F_{(2,147)} = 19.84, p < .001$

The multiple regression analysis conducted to predict emotional labor variable using positive psychological capital and organizational commitment variables for the private school sample revealed that positive psychological capital significantly predicts emotional labor ( $\beta = .42, t(147) = 5.44, p < .001$ ). However, it was observed that organizational commitment ( $\beta = .16, t(147) = 1.09, p > .005$ ) does not significantly predict emotional labor. Positive psychological capital alone predicts 21% of the total variance in emotional labor ( $F_{(2,147)} = 19.84, p < .001, R^2 = .213$ ).

**Discussion, Conclusion, and Suggestions**

The aim of this study was to determine the role of positive psychological capital and organizational commitment variables on emotional labor behaviors of teachers working in public and private secondary schools. Separate analyses were conducted for the total sample group and for the public and private school sample groups. The analysis conducted for the total sample group revealed that the positive psychological capital and organizational commitment of teachers significantly explained their emotional labor behaviors. The analysis showed that positive psychological capital and organizational commitment explained approximately 12% (11.6) of the emotional labor behavior for the total sample group. The result of the analysis conducted for the public school sample was similar to the total sample result (12%). However, in the private school sample analysis, positive psychological capital alone predicted 21% of emotional labor behavior. It was found that organizational commitment did not have statistically significant predictive

power for emotional labor in the private school sample. Emotion management is involved in all types of human relationships. People tend to exhibit behavior in line with social norms when interacting with anyone they encounter in their daily lives, whether on the street or in the same environment. In this context, it is expected that those who work in professions where face-to-face communication is intense will display emotional expressions in line with the expectations of their organization. In this regard, the teaching profession, by its nature, requires face-to-face communication with both students and other stakeholders in education, and it is inevitable that teachers will exert emotional labor in addition to physical and mental labor while performing their profession. The results of this study are consistent with the findings of previous studies on emotional labor and positive psychological capital in the relevant literature. For example, in their research with teachers, Tösten and Toprak (2017) found that teachers had high levels of positive psychological capital, and this had a positive effect on their tendency to exhibit emotional labor behavior. Additionally, in a study on psychological capital and emotional labor in terms of sub-dimensions, Tamer (2015) found that the hope and resilience sub-dimensions positively affected the deep behavior sub-dimension. Similarly, the findings of the present study are consistent with Acaray's (2019) findings that the level of positive psychological capital among employees is a precursor to increasing emotional labor behavior. Therefore, it can be stated that having positive psychological capital is an important resource in the context of emotional labor.

Emotional labor is defined as the regulation of employees' emotional displays in line with the expectations of the organization (Ashforth & Humphrey, 1993). When employees' actual emotions conflict with the emotions expected to be displayed by the organization, emotional incongruence occurs, which can affect employee job performance (Kapu, Yıldız & Medet Bukni, 2020). Organizational commitment, which can be closely related to employee job performance, can encourage employees to exert effort beyond what is expected of them to contribute to organizational goals. Therefore, highly committed employees may exhibit more sincere behavior to serve the organization's objectives. Özdemir and Tarım (2022) found that emotional labor had a positive relationship with organizational commitment among teachers. The findings of the current study support Özdemir and Tarım's (2022) findings. Surface acting is defined as the display of fake emotions by employees (Hochschild, 1983), and this sub-dimension of emotional labor can have negative consequences both individually and organizationally. Long-term surface acting can alienate employees from the organization and prevent them from exhibiting sincere behavior. Indeed, Beytekin, Arslan, and Doğan (2020) found a positive and significant relationship between middle school teachers' surface acting and alienation. Teaching, which is among the professions that require intense emotional labor, is based on an understanding that requires dedication, sacrifice, morale, motivation, empathy, patience, and commitment. Therefore, increasing teachers' level of organizational commitment and exhibiting sincere behavior is important. This can create a conducive learning environment, raise high expectations for student achievement, and improve the quality of educational environments for both teachers and students. Otherwise, teachers' artificial behavior in the classroom can be perceived as insincere by students, which can make them hesitant to participate actively in class and adversely affect their morale and motivation, hindering the achievement of educational goals. Increasing teachers' level of sincere behavior can contribute to both student achievement and teachers' effective management of classroom processes.

As a result of this study, it was found that organizational commitment was not a predictor of emotional labor behaviors among teachers working in private schools. This finding may be due to the low levels of organizational commitment among private school teachers. Relevant literature includes studies that show a positive relationship between organizational commitment and age (Çakmakçı, 2006; Durna & Eren, 2005; Ertürk, 2014; Hemedoğlu & Evliyaoğlu, 2012; İllez, 2012; Karapınar, 2020; Yoldaş, 2019), seniority (Bıçak, 2021; Çoban & Demirtaş, 2011; Gülenç, 2019), and length of service (Yavuz, 2020). In other words, studies have shown that as employees get older, have longer tenure, and longer length of service in the organization, their organizational

commitment increases. It is believed that the lower levels of organizational commitment among the private school sample, which is younger, has lower seniority, and shorter length of service in the organization compared to public school teachers, may explain the lack of organizational commitment as a predictor of emotional labor behaviors in this study. There are also studies that show a positive relationship between seniority and length of service and the continuity commitment dimension of organizational commitment (Baysal & Paksoy, 1999; Özutku, 2008). It is known that the contracts of private school teachers are renewed annually. This situation may lead to low commitment of teachers working in private schools towards their organization. Indeed, Poyraz and Kama (2008) found a significant positive relationship between job security perception and organizational commitment. İncekara (2020), in his research on the organizational commitment of private school teachers, revealed that factors such as longer working hours but lower pay, parental involvement in classroom processes, annual contract renewals, and different salary policies for each teacher were among the reasons that reduced organizational commitment compared to teachers working in public schools. In light of this information in the literature and considering the demographic characteristics of the current research sample, it is likely that teachers working in private schools have developed low commitment towards their organization, thus the lack of predictive power of organizational commitment on emotional labor behavior has been revealed.

This study is limited to teachers' positive psychological capital and organizational commitment; therefore, it is recommended to conduct research on different variables that can be associated with teachers' emotional labor behaviors. Thus, it is believed that new research conducted with different antecedent and consequent variables, such as alienation, burnout, insensitivity, will contribute to understanding and explaining teachers' emotional labor behaviors. This study was also conducted with teachers working in public and private secondary schools in Mersin province. Conducting similar research on different sample groups in different cultures can be recommended to increase the generalizability of the study for new researchers. Similarly, this study was conducted only with teachers working in secondary schools. Therefore, research on the subject in other levels, especially to ensure the comparability of the findings across levels, is considered important. In addition, teachers can be given emotion management and emotion awareness trainings.

#### **The Ethical Committee Approval (Etik Kurul Onay Bilgileri)**

This study was conducted in accordance with the decision of Mersin University Social and Humanities Ethics Committee dated 30.11.2022 and numbered 2022/219 in accordance with research and publication ethics.

The authors declared that this study complied with all the rules specified in the "Directive on Scientific Research and Publication Ethics of Higher Education Institutions" and that none of the actions specified in the second part of the directive under the title "Actions Contrary to Scientific Research and Publication Ethics" were carried out.

#### **Conflict of Interest (Çıkar Çatışması)**

The authors declared that they have no conflict of interest within the scope of this study.

#### **Financial Support (Finansal Destek)**

The authors declared that they did not receive any financial support for this study.



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## Uzun Özet

### Giriş

Çeşitli alanlarda yaşanan gelişmeler sonucunda, eğitim örgütlerinin en önemli paydaşları arasında yer alan öğretmenler, öğrenciler ve yöneticilerin örgüt içerisindeki davranışları da zamanla değişime uğramıştır. Bu gelişmelerin etkisi, özellikle öğretmenlerin, okulların amaçlarına ulaşması için sergilemesi gereken davranışlarda gözlenmiştir. Günümüzde öğretmenlerden sadece bilgi aktaran kişiler olarak değil, aynı zamanda öğrencilerine rol model olma, rehberlik etme, empati kurma, sabırlı ve anlayışlı olma gibi özellikleri de sergilemeleri beklenmektedir. Bu beklentiler, öğretmenlerin akademik ve pedagojik yeterliliklerinin yanı sıra psikolojik yeterliliklerinin de önem kazanmasına neden olmuştur. Aynı zamanda öğretmenlerin örgütün hedeflerine ulaşmak adına fiziksel ve zihinsel çabaya ek olarak duygusal olarak da çaba sarf etmelerini gerekli kılmıştır. Bununla birlikte, öğretmenlerin sınıf içindeki öğrencilerle iletişim ve etkileşimlerinin yanı sıra okul müdürü, müdür yardımcıları ve veliler gibi okulun diğer paydaşlarıyla da aktif bir iletişim ve işbirliği içinde olmaları beklenmektedir. Ancak, öğretmenlerin bu rolleri yerine getirirken doğal duygularını sergilemeleri her zaman mümkün olmayabilir. Öğretmenler bu tür durumlarda hissettikleri bazı olumsuz duyguları sergileyememekte ve çevrelerine farklı yansıtmak zorunda kalmakta; hatta örgütlerinin

kendilerinden sergilemesini bekledikleri duyguları göstermek zorunda kalmaktadırlar (Aytekin, 2020; Erel, 2020). Öğretmenlerin duygularını bu şekilde yönetme süreçleri duygusal emek olarak adlandırılmaktadır. Hochschild, 1983 yılında alan yazına kazandırdığı duygusal emek kavramını çalışanların duygularının diğer bireyler tarafından gözlemlenebilecek şekilde işin gerektirdiği yönde düzenlenerek jest, mimik ve beden dili vasıtasıyla gösterilmesi olarak tanımlamaktadır. Çalışanların işleri gereği sergilemesi gereken olumlu davranışların yanı sıra, olumsuz duygularının bastırılması ya da gizlenmesi de duygusal emek davranışları altında ele alınmaktadır. Çalışanların gerçekte hissettikleri duygularla örgüt tarafından sergilemeleri beklenen duygular uyumsuzluk gösterdiğinde yoğun duygusal emek sarf etmeleri gerekmektedir ve yapılan araştırmalar duygusal emek davranışlarının tükenmişlik, yabancılaşma, işten ayrılma niyeti, psikolojik sıkıntı ve iş-aile çatışması gibi olumsuz sonuçlara yol açabileceğini göstermektedir (Aksu, 2021; Basım ve diğerleri, 2013; Çelik ve Turunç, 2011; Yağcı, 2020; Yürüt ve Ünlü, 2011).

Bunun yanı sıra çalışma yaşamında insana ve onların duygularına verilen önemin artmasıyla birlikte, çalışanların duygularını örgütün beklentileri doğrultusunda yönetmesinin örgütün verimliliğini ve çalışan performansını arttırdığına dair bulgular, sermaye anlayışında da değişime yol açmış ve böylece sadece finansal ve fiziksel sermayenin örgütün değerini açıklamaya yeterli olmadığını anlaşılmasıyla pozitif psikolojik sermaye kavramı araştırmacıların ilgi odağına haline gelmiştir. Bu doğrultuda, psikoloji biliminin bireylerin sadece güçsüzlükleri, patolojisi ve olumsuzlukları üzerine odaklanan çalışmalarına tepki olarak bireylerin güçlü yönlerinin, erdemlerinin ve pozitif yönlerinin de ele alındığı çalışmalara eşit derecede önem verilmesi gerektiğini öne süren Seligman tarafından ilk defa 1998 yılında pozitif psikoloji akımı dile getirilmiştir. Bireylerin olumsuz yönlerinden çok olumlu ve güçlü yönlerine odaklanan pozitif psikoloji akımı doğrultusunda gelişen pozitif örgütsel davranış alanında da psikolojik sermaye kavramı sıklıkla ele alınmaya başlanmış ve örgütlerde insan kaynaklarının etkili bir şekilde yönetilmesindeki önemi öne çıkmaya başlamıştır (Seligman ve Csikszentmihalyi, 2000).

Bireylerin "kim" olduklarına ve pozitif gelişim sayesinde gelecekte kim olabileceklerine odaklanarak diğer sermaye türlerinden ayrılan pozitif psikolojik sermaye Luthans ve Youssef (2004) tarafından bireylerin güçlü taraflarının keşfedilerek etkin hale getirilmesi, böylece zorluklar karşısında mücadele edebilme ve kendini yönetebilme kapasitesi olarak tanımlanmıştır. Pozitif psikolojik sermaye bireylerin gelişim ve performansına, örgütlerin ise artan performansla birlikte yatırım getirisine ve rekabet avantajına katkı sunan psikolojik bir kaynak olarak görülmektedir (Çetin, Şeşen ve Basım, 2013). Pozitif psikolojik sermaye, zorlu durumlarla baş ederek başarılı olmak için çaba sarf etmede öz-yeterliliğe sahip olma, umut ve irade göstererek amaçlara zor da olsa başarıyla ulaşma, iyimserlikle gelecekte ve şimdiki zamanda başarılı işler yapabileceğine inanma ve dayanıklılıkla zorluklarla baş etme gücü gibi dört temel unsurdan oluşmaktadır (Luthans, ve diğerleri, 2008). Pozitif psikolojik sermayenin örgütlerde artırılabilmesi için eğitim ve kısa süreli motivasyon müdahalelerinin kullanılabilmesi savunulmaktadır ve bu tür müdahalelerin maliyetinin diğer sermaye türlerine göre daha düşük olması, örgütlerin pozitif psikolojik sermayeye daha fazla yönelmesini sağlamaktadır (Şimşek, 2018).

Begenirbaş (2015) çalışanların duygu durumları ve duygularını gösterme biçimlerinde pozitif psikolojik sermayelerinin etkili olduğunu ileri sürmektedir. Beğenirbaş'a göre çalışanların duyguları ve duygularını gösterme biçimlerinde etkili olan birçok faktörden bir tanesi de örgütsel bağlılıktır. Bu kavram örgüt çalışanlarının örgütün amaçlarına inanması ve bu amaçların gerçekleşmesi için istekle çalışması ve örgütün bir parçası olmak için güçlü bir istek duyması şeklinde tanımlanmaktadır (Swales, 2002). İlgili alanyazında çalışanların örgütsel bağlılıkları ile duygusal emek davranışları arasındaki ilişkilenebilirliği ele alan çalışmalarda, duygusal emeğin sıklıkla bağımsız değişken olarak ele alındığı ve bu davranışların yabancılaşma, duyarsızlık ve tükenmişlik gibi sonuçları üzerine odaklanıldığı görülmektedir (Beğenirbaş, 2012; Biçkes ve

diğerleri, 2014; Çelik ve Turunç, 2011; Deliveli, 2018; Kerse ve Özdemir, 2018; Sezer, 2019), duygusal emek davranışları sergilemenin olumsuz sonuçlarını engelleme, olumlu sonuçlarını ortaya çıkarabilen örgütsel bağlılık ve pozitif psikolojik sermaye gibi öncül değişkenlere odaklanan çalışmaların, eğitim alanı da dahil olmak üzere, sınırlı sayıda olduğu görülmektedir (Hoşgörür ve Yorulmaz, 2015). Bu bilgiler temelinde bu araştırma, ortaöğretim okulu öğretmenlerinin pozitif psikolojik sermaye ve örgütsel bağlılıklarının duygusal emek davranışlarını ne derece yordadığını ortaya koymayı amaçlamaktadır.

### **Yöntem**

Bu çalışmanın evreni, 2021-2022 öğretim yılında Mersin ilindeki ortaöğretim okullarında görev yapan öğretmenler oluşmaktadır. Çalışmanın örneklemini ise 561'i kamu, 150'si özel ortaöğretim okulu öğretmeni olmak üzere toplam 711 öğretmen oluşturmaktadır. Luthans ve diğerleri (2007) tarafından geliştirilen, Tösten ve Özgan (2014) tarafından Türkçeye uyarlanan "Pozitif Psikolojik Sermaye Ölçeği", Chu ve Murrmann (2006) tarafından geliştirilen ve Kıral (2016) tarafından öğretmenler için uyarlanan "Duygusal Emek Ölçeği" ve Meyer ve diğerleri (1993) tarafından geliştirilen, Türkçeye Al (2007) tarafından uyarlanan "Örgütsel Bağlılık Ölçeği" ölçme araçları kullanılarak elde edilen veri çoklu regresyon analizi yöntemi ile analiz edilmiştir.

### **Bulgular ve Tartışma**

Toplam örneklem için yapılan analiz sonucunda öğretmenlerin pozitif psikolojik sermaye ve örgütsel bağlılıklarının duygusal emeğe ait toplam varyansın %12'sini açıkladığı belirlenmiştir. Kamu okulu örneklemini üzerine yapılan analiz sonucunda bu iki değişkenin birlikte duygusal emeğe ait toplam varyansın %11.6'sını yordadığı görülürken, özel okul örneklemini için yapılan analiz sonucunda ise örgütsel bağlılığın duygusal emeği anlamlı bir şekilde yordamadığı, pozitif psikolojik sermaye değişkeninin ise tek başına duygusal emeğe ait toplam varyansın %21'ini yordadığı belirlenmiştir.

Ortaöğretim okullarındaki öğretmenlerin duygusal emek davranışlarında pozitif psikolojik sermaye ve örgütsel bağlılığın rolünün belirlenmesinin amaçlandığı bu çalışmada, toplam örneklem grubu ile kamu ve özel okul örneklem grupları için ayrı ayrı analiz yapılmıştır. Toplam örneklem grubu için yapılan analiz sonucunda öğretmenlerin pozitif psikolojik sermaye ve örgütsel bağlılıklarının duygusal emek davranışlarını anlamlı düzeyde açıkladığı belirlenmiştir. Toplam örneklem grubu için yapılan analiz sonucu, pozitif psikolojik sermaye ve örgütsel bağlılığın, duygusal emek davranışının yaklaşık %12'sini (11,6) yordadığını göstermektedir. Kamu örneklemini için yapılan analizin sonucu da toplam örneklem için yapılan analiz sonucuyla benzerlik göstermektedir (%12). Özel okul örneklemini için yapılan analiz sonucunda ise pozitif psikolojik sermayenin tek başına duygusal emeği %21 yordadığı; örgütsel bağlılığın duygusal emeği açıklamada istatistiksel olarak anlamlı düzeyde yordama gücünün olmadığı tespit edilmiştir.

Her türlü insan ilişkilerinde söz konusu olan duygu yönetimi, yüz yüze iletişimin yoğun olduğu meslek çalışanlarının da örgütün beklentileriyle uyumlu bir şekilde duygu gösterimlerinde bulunma zorunluluğu olarak kendini göstermektedir. Bu doğrultuda öğrenci, öğretmen, yönetici, veli gibi eğitimin çeşitli paydaşlarıyla sıklıkla yüz yüze iletişim kuran öğretmenlerin bu süreçte hem fiziksel hem zihinsel emeklerinin yanı sıra kaçınılmaz olarak duygusal emek davranışları da sergiledikleri görülmektedir. Tösten ve Toprak (2017) tarafından yapılan çalışma bulguları, bu çalışmada elde edilen bulgularla paralellik göstermektedir. Tösten ve Toprak yaptıkları çalışma sonucunda öğretmenlerin pozitif psikolojik sermaye düzeylerinin yüksek olmasının, öğretmenlerin duygusal emek davranışı sergileme eğilimleri üzerinde olumlu bir etkisi olduğu bulgusuna ulaşmışlardır. Bunun yanı sıra Tamer (2015) psikolojik sermayenin ve duygusal emek değişkenlerinin alt boyutlarını dikkate alarak yaptıkları araştırma sonucunda, umut ve dayanıklılık alt boyutlarının duygusal emeğin derin davranış alt boyutunu pozitif olarak etkilediğini belirlemişlerdir. Ayrıca bu çalışmada elde bulgu, Acaray (2019) tarafından yapılan

çalışmada çalışanların pozitif psikolojik sermaye düzeylerinin duygusal emek davranışlarını arttıran bir öncül olduğuna yönelik bulguyla paralellik göstermektedir. Bu doğrultuda, pozitif psikolojik sermayeye düzeyinin duygusal emek davranışı sergilemede önemli bir kaynak olduğu ileri sürülebilir.

Daha önce de belirtildiği gibi duygusal emek, çalışanların duygularını göstermeye yönelik örgütün amaç ve beklentileri doğrultusunda düzenlemesi olarak tanımlanmaktadır (Ashforth ve Humphrey, 1993). Çalışanların gerçekte hissettikleri duygular ile örgütün sergilemesi beklenen duygular uyuşmadığında ise duygusal uyumsuzluk yaşanmakta ve dolayısıyla çalışanların iş performansını da etkilenmektedir (Kapu ve diğerleri, 2020). Çalışanların iş performansı ile yakından ilişkili olan örgütsel bağlılık ise örgütsel amaçlara katkı sağlamak için çalışanların kendilerinden beklenen performansın ötesinde çaba göstermelerini sağlayabilir. Bu sebeple örgütsel bağlılığı yüksek olan çalışanlar daha fazla samimi davranış sergileyerek örgütün amaçlarına hizmet edebilir. Özdemir ve Tarım (2022) öğretmenler üzerinde yaptığı araştırmasında duygusal emeğin örgütsel bağlılığı olumlu yönde etkilediğini ifade etmiştir.

Bu çalışma sonucunda ayrıca özel okulda görev yapmakta olan öğretmenlerin duygusal emek davranışlarını yordamada örgütsel bağlılığın bir rolü olmadığı belirlenmiştir. Bu bulgunun, özel okul öğretmenlerinin örgütsel bağlılıklarının düşük olmasıyla ilişkili olabileceği düşünülmektedir. İlgili alanyazın incelendiğinde örgütsel bağlılık ile yaş; kıdem ve hizmet süresi arasında olumlu yönde ilişki olduğunu ortaya koyan araştırmalara sıklıkla rastlanmaktadır (Atik, 2012; Balcı, 2000; Bıçak, 2021; Çoban, 2010; Çoban ve Demirtaş, 2011; Ertürk, 2014; İllez, 2012; Özkırış, 2012; Karapınar, 2020; Yavuz, 2020). Bu çalışmalar incelendiğinde çalışanların yaşı, kıdemi ve örgütteki hizmet süreleri arttıkça örgütsel bağlılıklarında artış olduğu belirtilmektedir. Bu kapsamda bu araştırmanın özel okul örnekleminin kamu okul öğretmenlerine kıyasla daha genç, kıdemi düşük ve örgütteki hizmet sürelerinin daha az olması sebebiyle örgütsel bağlılıkları düşük olabileceği düşünülmektedir.

Bu araştırma, öğretmenlerin pozitif psikolojik sermaye ve örgütsel bağlılıkları ile duygusal emek davranışları arasındaki ilişkilenebilirlik odaklanılarak yürütülmüştür. Dolayısıyla öğretmenlerin duygusal emek davranışlarıyla ilişkilenebileceği düşünülen farklı değişkenlerle araştırmalar yapılması gerekmektedir. Duygusal emek ile ilişkilenen farklı öncül ve ardıl değişkenler ile yapılacak yeni araştırmaların, öğretmenlerin duygusal emek davranışlarını anlama ve açıklamaya katkı sağlayacağı düşünülmektedir. Bunun yanı sıra farklı kültürlerde farklı örneklem grupları üzerinde benzer bir araştırma yürütme, araştırmanın genellenebilirliğini artırmak adına yeni araştırmacılara önerilmektedir.