

The Relationship Between School Managers' Authentic Leadership Behaviors and Teachers' Emotional Labor Behaviors

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Abstract

This study examines the relationship between authentic leadership behaviors of school administrators and emotional labor behaviors of teachers. A total of 426 teachers working in the Tuzla district of Istanbul province in the 2022-2023 academic year participated in the study. In this quantitative study using relational survey model, Demographic Information Form, Authentic Leadership Scale and Emotional Labor Scale were used in the data collection process. As a result of the study, it was found that teachers' emotional labor behaviors and deep acting sub-dimension did not differ significantly according to gender. However, they differed in the sub-dimensions of surface acting and genuine emotions. While there were significant differences in general emotional labor level and genuine emotions sub-dimension according to age variable, there were no significant differences in surface acting and deep acting sub-dimensions. It was observed that teachers who chose the teaching profession voluntarily had a higher level of genuine emotions than those who chose the teaching profession with the influence of family and environment. A positive relationship was found between self-awareness, balanced processing and an internalized moral perspective, sub-dimensions of authentic leadership, and emotional labor behaviors. No significant relationship was found between relational transparency and emotional labor behaviors.

Keywords: Authentic Leadership, Emotional Labor, School Manager, Teacher

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Okul Yöneticilerinin Otantik Liderlik Davranışları ile Öğretmenlerin Duygusal Emek Davranışları Arasındaki İlişki

Özet

Bu çalışma, okul yöneticilerinin otantik liderlik davranışları ile öğretmenlerin duygusal emek davranışları arasındaki ilişkiyi incelemektedir. Araştırmaya 2022-2023 akademik yılında İstanbul ilinin Tuzla ilçesinde görev yapan toplam 426 öğretmen katılmıştır. İlişkisel tarama modelinin kullanıldığı bu nicel araştırmada veri toplama sürecinde Demografik Bilgi Formu, Otantik Liderlik Ölçeği ve Duygusal Emek Ölçeği kullanılmıştır. Araştırma sonucunda, öğretmenlerin genel duygusal emek düzeyleri yüksek, yüzeysel rol yapma düzeyleri orta, derin rol yapma düzeylerinin yüksek ve doğal davranışlar düzeylerinin çok yüksek olduğu bulunmuştur. Öğretmenlerin duygusal emek davranışları ve derinlemesine rol yapma alt boyutu cinsiyete göre anlamlı bir farklılık göstermemiştir. Ancak yüzeysel rol yapma ve doğal davranışlar alt boyutlarında farklılaştıkları görülmüştür. Ayrıca, katılımcı öğretmenlerin medeni durumlarına göre duygusal emek düzeyinde ve alt boyutlarında istatistiksel olarak anlamlı bir farklılık bulunmamıştır. Yaş değişkenine göre genel duygusal emek düzeyi ve doğal davranışlar alt boyutunda anlamlı farklılıklar bulunurken, yüzeysel rol yapma ve derin rol yapma alt boyutlarında anlamlı farklılıklar bulunmamıştır. Öğretmenlik mesleğini kendi isteğiyle seçen öğretmenlerin, aile ve çevre etkisiyle seçenlere göre daha yüksek düzeyde doğal duygulara sahip oldukları görülmüştür. Otantik liderliğin alt boyutları olan öz farkındalık, dengeli işleme ve içselleştirilmiş ahlaki bakış açısı ile duygusal emek davranışları arasında pozitif bir ilişki bulunmuştur. İlişkisel şeffaflık ile duygusal emek davranışları arasında anlamlı bir ilişki bulunmamıştır.

Anahtar Sözcükler: Otantik Liderlik, Duygusal Emek, Okul Yöneticisi, Öğretmen.

Introduction

Emotions are essential to personal and professional life and affect us daily. Researchers have emphasized the critical impact of emotions on work (Lord and Kanfer, 2002). Throughout the 1980s and into the 21st century, the study of emotions has expanded dramatically, with concepts such as emotional labor generating research interest. In addition, emotions have begun to be considered concerning more traditional issues such as personality, working conditions, job stress, and leadership (Barsade et al., 2003). Emotional labor is widespread in the workplace and was estimated to be a significant component of more than one-third (38.1%) of jobs in 1970. Brotheridge and Grandey (2002a) found that emotional labor is an essential component of many occupations and that there are different occupational requirements for performing emotional labor (Buckner, 2012)

Researchers suggest that emotional display rules are an important part of the emotional labor process (Brotheridge & Grandey, 2002b). Emotional display rules are standards for appropriate emotional display at work (Diefendorff & Richard, 2003). Since emotional display is critical in social interaction, many organizations specify which are appropriate and which are inappropriate. Employees are generally discouraged from expressing negative emotions and encouraged to display positive emotions (Diefendorff and Richard, 2003). Thus, when employees naturally feel positive and rarely negative emotions, their natural emotional expression is likely appropriate for work. However, when employees experience emotions that are inappropriate for the workplace, such as negative emotions, or when they do not experience expected emotions, such as positive emotions, they must regulate their expressions by taking surface or deeper actions to meet the organization's demands for appropriate emotional displays. Researchers have suggested that emotional labor can also damage one's

identity and sense of authenticity (Ashforth & Tomuik, 2000; Brotheridge & Lee, 2002; Erickson & Ritter, 2001; Gardner et al., 2009; Pugh et al., 2011).

Hochschild (1983) conceptualized emotional labor in two forms: surface acting and deep acting. Surface acting is defined as changing expressions by showing emotions that are not really felt or suppressing real emotions. Surface acting is like "wearing a mask" (Grandey, 2000). When employees reluctantly smile while interacting with a rude customer, they act superficially. Deep acting involves changing an emotional state by trying to feel the emotion on display. Deep acting can involve changing how one perceives a situation. For example, an employee might judge a rude customer as "under stress" to present a positive image.

Deep acting can also involve creating an emotion by imagining another situation or recalling a memory of an emotional state. For example, an employee might try to remember having fun or exciting time with friends to be excited about interacting with a customer. In addition to surface and deep action, naturally felt emotions have recently been included in various conceptualizations of emotional labor (Diefendorff et al., 2005). Genuine emotion refers to expressions consistent with felt emotion (Glomb & Tews, 2004). In the genuine emotion dimension; it is not necessary to dominate the behavior as in surface and deep behavior, which is shown as it is felt. Since the employee will have shown the emotion that he/she feels to the other party, this situation has become an act that comes naturally. Genuine behavior has a positive effect on the employees within the organization. The teacher's smile during the lesson can be shown as an example of this situation. At the same time, this happiness is also seen in the behavior of a teacher who feels happiness while lecturing. In this way, it shows genuine emotional behavior (Oğuz & Özkul, 2016).

Begley (2004) defines authentic leadership as a function of self-awareness, sensitivity to others' orientations, and technical sophistication leading to the synergy of leadership action. Walumbwa et al. (2008) define authentic leadership as a model of leader behavior that leverages and supports both positive psychological capacities and a positive ethical climate to promote greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency of leaders working with followers and to support positive personal development. This study considers authentic leadership in four dimensions: relational transparency, internalized moral perspective, balanced processing, and self-awareness (Walumbwa et al., 2008). Self-awareness is the leader's self-knowledge, the way he/she perceives the world. As a result of this perception, he/she is aware of and conscious of his/her negative or positive behaviors (Memiş et al., 2009). The leader who exists in self-awareness can provide a clear and precise description of himself/herself to those around him/her, as well as interpret and make sense of the feelings, ideas, emotions, goals, and beliefs of those around him/her (Kılıç, 2015). A leader who can evaluate information in balanced processing can make sense of the information at hand by evaluating it ideally (Ilies et al., 2005). Internalized moral perspective is the consistency of the leader's behaviors in his/her own life with his/her beliefs. Despite external pressures and warnings, leaders with internalized morality make and implement decisions based on their internalized moral values and criteria. On the other hand, relational transparency means that the leader's relations with the individuals around him/her are natural and sincere, that he/she avoids fake and contrived behaviors towards those around him/her, and that he/she is sincere and sincere (Kernis, 2003).

The relationship between authenticity and emotional labor is particularly relevant to leadership research (Gardner et al., 2009). In particular, emotional labor is expected to be

related to authentic leadership. According to Avolio and Gardner (2005), authentic leaders value the interests of others, while inauthentic leaders value their interests at the expense of others (Michie & Gooty, 2005: 441). Authentic leaders are guided by their intrinsic values to do what is suitable for their followers and stakeholders (Luthans & Avolio, 2003), which leads them to express more positive emotions such as gratitude, appreciation, and caring towards others (Michie & Gooty, 2005). Rini and Safrizal (2023). indicate that authentic leadership and emotional labor have a positive impact on employee productivity in modern organizations. Authentic leadership can help increase employee confidence and motivation in achieving organizational goals, while emotional labor can help employees deal with stress and maintain high engagement in their jobs.

Emotional labor is an important concept that expresses individuals' processes of managing and expressing their emotions in their work lives (Hochschild, 1983). Teachers' emotional labor levels are critical, especially in education, because teachers constantly interact with students, and the quality of these interactions can affect students' achievement and development (Oplatka, 2009). Emotional labor was significantly related to kindergarten teachers' organizational commitment and intention to leave (Zheng et al., 2023). Emotional labor is essential for teachers to show sensitivity toward students and colleagues, empathize, and improve their communication skills (Yin et al., 2019). means showing sensitivity in areas such as (Avolio & Gardner, 2005). This leadership style is thought to positively affect teachers' emotional labor levels and the quality of education (Moore et al., 2017). The findings reveal transactional and laissez-faire leaders who display deep acting arouse higher levels of perceived supervisor support compared to their counterparts displaying surface acting. Lastly, laissez-faire leaders who display deep acting will arouse higher levels of perceived organizational support as compared to laissez-faire leaders who display surface acting (Baker, 2023). In this context, this study examines the relationship between school administrators' authentic leadership behaviors and teachers' emotional labor behaviors.

Method

Research Model

A relational survey model examined the relationship between teachers' emotional labor behaviors and school administrators' authentic leadership behaviors. The Relational survey model determines the relationships between variables and predicts the results. It is a model that aims to measure whether there is a change in more than one variable and, if there is, the degree of this change (Karasar, 2011).

Population and Sample

The population of this study consists of 4235 teachers working in schools in the Tuzla district of Istanbul province in the 2022-2023 academic year (MoNE, 2022). The sample of this study consisted of 426 volunteer teachers randomly selected from the population. The demographic characteristics of the teachers participating in the study are given in Table 1.

Table 1. Demographic Characteristics of the Participants

Variables	Groups	Frequency	Percentage
Gender	Female	299	70,4
	Male	126	29,6
Marital Status	Married	313	73,6
	Single	112	26,4
Age	21-30 Age	86	20,2
	31-40 Age	203	47,8
	41-50 Age	107	25,2
	51 Age and over	29	6,8
Level of Education	Kindergarten	32	7,5
	Primary School	100	23,5
	Middle School	233	54,8
	High School	60	14,1
Choosing the Teaching Profession Status	Voluntarily	378	88,9
	Family and Environment Effect	47	11,1
Total		426	100

Of the teachers who participated in the study, 70% were female, 30% were male; 74% were married, 26% were single, 48% were between the ages of 31-40, and 55% were middle school teachers. 89% of the participants chose the teaching profession voluntarily.

Data Collection Tools

In the form prepared to learn the demographic information of the participants in the study, the participants were asked about their gender, marital status, age, level of education, and their choice of teaching profession.

The Authentic Leadership Scale and Emotional Labor Scale were used to collect research data. The Authentic Leadership Scale developed by Walumbwa et al. (2008) was adapted into Turkish by Tabak et al. (2012). In the factor structure of the scale, the Cronbach Alpha value was found as relational transparency (.81), internalized moral perspective (.78), balanced processing (.78), and self-awareness (.89). The number of items of the sub-dimensions of the Authentic Leadership Scale is as follows: self-awareness (5 items), relational transparency (5 items), balanced processing (3 items), and internalized moral perspective (4 items). The scale consists of 16 items and 5-point Likert type (Frequency level 1=Never, 2=Very rarely, 3=Sometimes, 4=Frequently, 5=Always). In this study, Cronbach's Alpha reliability coefficient was found to be .946 for the total score of authentic leadership, .816 for relational transparency, .807 for internalized moral perspective, .778 for balanced processing, and .903 for self-awareness.

The Emotional Labor Scale was developed by Diefendorff et al. Basım and Begenirbaş (2012) conducted a Turkish adaptation of the scale. As a result of the reliability analysis, Cronbach's Alpha coefficient for the whole scale was calculated as .80 for both samples. Emotional Labor

Scale is a 5-point Likert-type scale. In the Emotional Labor Scale, participants evaluated the scale items using a five-point Likert scale (1=Never, 5=Always). The scale measures surface acting with six items, deep acting with four items, and genuine emotions with three items. In this study, Cronbach Alpha reliability coefficient was .805 for emotional labor, .867 for surface acting, .887 for deep acting and .760 for genuine emotions.

Data Analysis

Skewness and kurtosis values of the scales and sub-dimensions used in the study were checked. The skewness and kurtosis values for the research data are given in Table 2.

Table 2. Normality Test Results

Scale and Subscales	Skewness	Kurtosis
Authentic Leadership Scale	-,794	,479
Relational Transparency	-,679	,371
Internalized Morale Perspective	-,842	,738
Balanced Processing	-,668	,129
Self-awareness	-,694	,096
Emotional Labor Scale	,009	,316
Surface Acting	,168	-,481
Deep Acting	-,757	,368
Genuine Emotions	-,288	-,310

According to Hair (2013) skewness and kurtosis values should be between -1 and +1 for the data to be accepted as normally distributed. It is determined that the data set has a normal distribution. Therefore, parametric tests were conducted to test the hypotheses. Frequency analysis was conducted to obtain general information about the participants and research variables. The reliability of the scales and sub-dimensions used in the research was checked with Cronbach's Alpha coefficient and found to be reliable. T-Test and ANOVA analyses were conducted to determine whether the scales and dimensions in the study differed in terms of demographic variables. As a result of ANOVA analysis, Tukey Test was conducted to determine between which groups there is a significant difference. Pearson correlation analysis was used to determine the relationship between the scales and sub-dimensions. Simple regression analysis was used to determine the effect of the independent variable (authentic leadership) on the dependent variable (emotional labor). In addition, simple regression analysis was conducted to determine the effect of the sub-dimensions of the independent variable (4 sub-dimensions of authentic leadership) on the dependent variable (emotional labor).

Findings

The results of the analysis conducted to determine the characteristics of teachers' responses to emotional labor and its sub-dimensions are shown in Table 3.

Table 3. Descriptive Findings on Emotional Labor and its Sub-Dimensions

Scale and Subscales	n	\bar{X}	S.S	Level
Emotional Labor Scale	425	3,27	0,58	High
Surface Acting	425	2,61	0,90	Middle
Deep Acting	425	3,52	0,97	High

Genuine Emotions	425	4,25	0,54	Very High
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When Table 3 is examined, it is seen that teachers' general emotional labor levels are high, surface acting levels are moderate, deep acting levels are high, and genuine emotions levels are very high.

The results of the analysis conducted to test whether emotional labor and its sub-dimensions differ according to the gender of the teachers are shown in Table 4.

Table 4. Gender Comparison of Emotional Labor and its Sub-Dimensions

Scale and Subscales	Gender	n	\bar{X}	S.S.	t	p
Emotional Labor Scale	Woman	299	3,25	0,59	,242	,649
	Male	126	3,32	0,55		
Surface Acting	Woman	299	2,54	0,92	-2,220	,027*
	Male	126	2,76	0,85		
Deep Acting	Woman	299	3,51	0,98	-,358	,721
	Male	126	3,55	0,96		
Genuine Emotions	Woman	299	4,30	0,54	2,841	,005*
	Male	126	4,14	0,52		

* p<.05

Emotional labor level ($t=,242$; $p>.05$) and deep acting sub-dimension ($t=2,674$; $p>.05$) did not show a statistically significant difference according to the gender of the teachers. The surface acting sub-dimension showed a statistically significant difference according to the gender of the teachers ($t=-2,220$; $p<.05$). When the mean scores are analyzed, it is seen that male teachers ($\bar{X}=2,76$) have a higher perception of surface acting than female teachers ($\bar{X}=3,42$). The genuine emotions sub-dimension showed a statistically significant difference according to the gender of the teachers ($t=2,841$; $p<.05$). When the mean scores are examined, it is seen that female teachers ($\bar{X}=4,30$) have higher genuine emotions than male teachers ($\bar{X}=4,14$).

The results of the analysis conducted to test whether emotional labor and its sub-dimensions differ according to the age of the teachers are shown in Table 5.

Table 5. Comparison of Emotional Labor and its Sub-Dimensions and Age

Scale and Subscales	Age	n	\bar{X}	S.S.	F	p	Post-Hoc (Tukey Testi)
Emotional Labor Scale	(1) 21-30 Age	86	3,21	0,53	3,164	,024*	
	(2) 31-40 Age	203	3,21	0,59			
	(3) 41-50 Age	107	3,36	0,54			
	(4)51 Age and over	29	3,48	0,66			
Surface Acting	(1) 21-30 Age	86	2,49	0,80	1,809	,145	
	(2) 31-40 Age	203	2,56	0,93			
	(3) 41-50 Age	107	2,75	0,88			
	(4)51 Age and over	29	2,75	1,04			
Deep Acting	(1) 21-30 Age	86	3,56	0,98	1,995	,114	
	(2) 31-40 Age	203	3,42	1,00			
	(3) 41-50 Age	107	3,63	0,88			
	(4)51 Age and over	29	3,79	0,98			
Genuine Emotions	(1) 21-30 Age	86	4,20	0,52	3,037	,029*	4-1
	(2) 31-40 Age	203	4,25	0,56			4-2
	(3) 41-50 Age	107	4,23	0,51			4-3
	(4)51 Age and over	29	4,54	0,47			

* p<,05

Emotional labor level showed a statistically significant difference according to the age of the teachers (F=3,164; p<.05). According to the Tukey Test result, no significant difference was found between the groups. The sub-dimensions of superficial acting (F=1,809; p>.05) and deep acting (F=1,995; p>.05) did not show a statistically significant difference according to the age of the teachers. Natural behaviors sub-dimension showed a statistically significant difference according to the age of the teachers (F=3,037; p<.05). According to the result of Tukey Test; it is seen that teachers aged 51 and over (\bar{X} =4,54) have a higher perception of natural behavior compared to teachers in other age groups.

The results of the analysis conducted to test whether emotional labor and its sub-dimensions differ according to the status of choosing teaching as a profession are shown in Table 6.

Table 6. Comparison of Emotional Labor and its Sub Dimensions with the Status of Choosing the Teaching Profession

Scale and Subscales	Profession Selection Status	n	\bar{X}	S.S.	t	p
Emotional Labor Scale	Own Request	378	3,27	0,58	0,429	,668
	Family and Environment	47	3,24	0,57		
Surface Acting	Own Request	378	2,57	0,90	-2,103	,036*
	Family and Environment	47	2,87	0,89		
Deep Acting	Own Request	378	3,57	0,96	2,775	,006*
	Family and Environment	47	3,15	0,98		
Genuine Emotions	Own Request	378	4,27	0,54	2,411	,016*
	Family and Environment	47	4,07	0,53		

Emotional labor level did not show a statistically significant difference according to the status of choosing the teaching profession ($t=0,429$; $p>.05$). It was found that the surface acting sub-dimension showed a statistically significant difference according to the status of choosing the teaching profession ($t=-2,103$; $p<.05$). When the mean scores are analyzed, it is seen that teachers who chose the profession with the influence of family and environment ($\bar{X}=2,87$) have a higher perception of surface acting than teachers who chose the profession voluntarily ($\bar{X}=2,57$).

It was found that the deep acting sub-dimension showed a statistically significant difference according to the status of choosing the teaching profession ($t=-2,775$; $p<.05$). When the mean scores are examined, it is seen that teachers who chose the profession voluntarily ($\bar{X}=3,57$) have a higher perception of deep acting than teachers who chose the profession with the influence of family and environment ($\bar{X}=3,42$).

The genuine emotions sub-dimension showed a statistically significant difference according to the status of choosing the teaching profession ($t=2,411$; $p<.05$). When the mean scores are examined, it is seen that teachers who chose the profession voluntarily ($\bar{X}=4,27$) have higher genuine emotions than teachers who chose the profession with the influence of family and environment ($\bar{X}=4,07$).

The results of the correlation analysis conducted to determine whether there is a relationship between teachers perceived authentic leadership and their emotional labor are shown in Table 7.

Table 7. Relationship between Authentic Leadership and Emotional Labor

Scale and Sub Dimensions	Emotional Labor		Surface Acting		Deep Acting		Genuine Emotions	
	r	p	r	p	r	p	r	p
Authentic Leadership	,140	,004**	,026	,591	,154	,001**	,195	,001**
Relational Transparency	,093	,055	-,026	,589	,127	,009**	,216	,001**
Internalized Morale Perspective	,096	,048*	-,004	,928	,115	,018*	,184	,001**
Balanced Processing	,141	,004**	,055	,258	,143	,003**	,128	,008**
Self-awareness	,183	,001**	,077	,112	,175	,001**	,172	,001**

*p<,05 ** p<,01

There is a positive and statistically significant relationship between authentic leadership ($r=,140$), internalized ethics ($r=,096$), balanced processing ($r=,141$), and self-awareness ($r=,183$) sub-dimensions and emotional labor ($p<,01$). There is no statistically significant relationship between relational transparency and emotional labor ($r=,093$; $p>,05$). There is no statistically significant relationship between authentic leadership, relational transparency, internalized moral perspective, balanced processing and self-awareness sub-dimensions, and surface acting ($p>,05$). There is a positive and statistically significant relationship between authentic leadership ($r=,154$), relational transparency ($r=,127$), internalized moral perspective ($r=,115$), balanced processing ($r=,143$), and self-awareness ($r=,175$) sub-dimensions and deep acting ($p<,01$). There is a positive and statistically significant relationship between authentic leadership ($r=,195$), relational transparency ($r=,216$), internalized moral perspective ($r=,184$), balanced processing ($r=,128$), and self-awareness ($r=,172$) sub-dimensions and genuine emotions ($p<,01$).

Discussion

Considering the occupational components, the teaching profession is one of the occupational groups in which emotional labor is intensely encountered. In this context, teachers must regulate their emotions to create a positive teaching environment (Hargreaves, 2000). In this study, it was seen that the dimension of natural behaviors, one of the sub-dimensions of the emotional labor scale, was perceived at a high level by teachers based on the total score, and the dimension perceived at the lowest level was superficial role-playing behavior. Teachers exhibit natural behavior the most. According to Yalçın (2012), since the teaching profession includes emotional processes, it is considered a positive result that teachers show the highest level of natural behaviors. The study observed that teachers' emotional labor and its sub-dimensions were generally above average and at a high level. This result shows that teachers prefer to be sincere and sincere in their relationships with their students. It can be said that teachers exhibit positive emotions in their working lives and make efforts to feel the emotions expected by their schools.

According to the study, teachers' emotional labor behaviors and deep-acting sub-dimension do not vary significantly according to gender. In the superficial role-playing sub-dimension, it is seen that male teachers have a higher level of superficial role-playing perception than female teachers, and according to the natural behaviors sub-dimension, female teachers have a higher perception of natural behaviors than male teachers. Karasu (2019), in his research

with secondary school teachers, reached a similar finding in the superficial role-playing sub-dimension that male teachers showed more superficial role-playing behavior than female teachers. The studies conducted reached similar results (Beğenirbaş, 2013; Na & Park, 2019; Yılmaz et al., 2015). They found that the superficial role-playing dimension showed more superficial role-playing behavior in male teachers than female teachers. Polatkan (2016) and Kaya (2014) concluded that teachers' emotional labor behaviors did not vary according to gender. More women work in occupational groups such as teaching and nursing, where emotional labor is required more (Hochschild, 1983). The fact that the teaching profession is seen as more suitable for women than men can be explained by the fact that women can exhibit the requirements of the teaching profession with less emotional effort, while male teachers spend more effort.

According to the research findings, it was found that the level of emotional labor and the sub-dimensions of superficial role-playing, deep role-playing and natural behaviors did not show a statistically significant difference according to the marital status of the participant teachers. The results of Karasu (2019), Polatkan (2016) and Köksel (2009) are similar and support the results of the current study. It can be said that marital status variable has no effect on teachers' emotional labor behaviors.

As a result of the research, it was found that teachers aged 51 and over exhibited more natural behaviors than other teachers. This finding can be explained by the increase in authentic behaviors exhibited in the career with advancing age (Tarhan, 2019). Beğenirbaş (2013) found that teachers over the age of 50 exhibit more emotional labor. Ceylan (2017) stated in his study that the emotional labor levels of teachers aged 41 and over were higher than teachers aged 40 and under.

It was found that teachers who chose the teaching profession voluntarily had a higher perception of deep acting and genuine emotions than teachers who chose the profession with the influence of family and environment. In the surface acting sub-dimension, teachers who chose the profession with the influence of family and environment had a higher level than teachers who chose the profession voluntarily. If the individual did not choose the teaching profession voluntarily, the dimension of exhibiting the behaviors required by profession remains in the surface acting dimension.

As a result of the research, a low-level positive and significant relationship was found between school administrators' authentic leadership behaviors and teachers' emotional labor behaviors. In other words, more implementation of authentic leadership attitudes and behaviors is necessary to increase emotional labor. Kaygın et al. (2018) concluded that there is a significant relationship between authentic leaders and emotional labor in the energy sector. This result supports the result obtained in this study. A positive relationship was found between relational transparency, one of the sub-dimensions of authentic leadership, and genuine emotions, one of the sub-dimensions of emotional labor. In this context, the sincere attitudes and behaviors exhibited by school principals in the school environment enable them to be better known by teachers and enable teachers to exhibit more genuine emotions in the school environment.

According to the research results, there was a positive relationship between the internalized moral perspective dimension of authentic leadership behaviors of school principals and the genuine emotions sub-dimension of teachers' emotional labor behaviors. Leaders make

decisions by behaving according to the moral values and measures they adopt despite external pressures. In addition, they both make their followers adopt their internalized moral values and guide their followers as a model (Şimşek et al., 2017). In the decision-making process, the internalized understanding of morality adopted by school principals, who are leaders in schools, the most basic organizational structure of education, is effective in choosing the right decision under their ethical understanding. It can be said that teachers tend to exhibit more genuine emotions and avoid fake behaviors towards school principals who have moral, ethical, cultural and social value judgments and are in the position of decision-making within this understanding.

Suggestion

According to the results of the research, to reduce the surface acting behaviors of male teachers, which are higher than female teachers, male teachers can be provided with support on emotion management, and their emotion management skills can be increased. Since the teaching profession requires communication skills, emotion management skills, and emotional effort, training and psychological support can be provided to increase these skills of teachers who have problems exhibiting these skills by reducing surface acting behavior. Teachers aged 51 and older can mentor younger teachers and support them to demonstrate genuine behaviors. It was seen that the teachers who preferred the teaching profession voluntarily had a higher level of genuine emotions than those who preferred it with the influence of family and environment. In this case, it would be beneficial to emphasize students' preferences in choosing a profession by carrying out practical guidance activities in the secondary education process.

Contribution Rate Declaration

The authors contributed equally to the study.

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