



Investigation Of Teachers' Emotional Labour And Organizational Alienation Behaviours¹

Osman Ferda BEYTEKİN², Hasan ARSLAN,³ Miray DOĞAN⁴

Abstract

The aim of this research was to analyze the relationships between emotional labour behaviours and organizational alienation behaviours of secondary school teachers according to some variables. In the study, Emotional Labour Scale developed by Chu and Murrmann (2006) and adapted into Turkish by Kırıl (2016) and Organizational Alienation Scale developed by Eryılmaz (2010) were used to search for the behaviors of secondary school teachers. The study universe consists of secondary school teachers who work in the public secondary schools of İzmir in Karşıyaka, Bornova, Bayraklı and Gazimir districts in 2018-2019 academic year. The sample consisted of 342 secondary school teachers who were selected by the easily accessible sampling method. According to findings of the research, secondary school teachers emotional labour was highest on surface acting dimension and it was followed by genuine acting and deep acting dimensions. According to the age variable of secondary school teachers, it was found that the dimensions of genuine acting and deep acting differed significantly. According to the professional seniority variable of secondary school teachers, surface acting and deep acting dimensions have been found significantly different. According to the level of organizational alienation of the secondary school teachers, the highest average score is the dimension of powerlessness, normlessness, isolation, self-estrangement and meaninglessness respectively. According to the gender variable of secondary school teachers, the dimensions of powerlessness and isolation differed a significantly. It was found that male participants have higher average scores in both powerlessness and the isolation dimensions of organizational alienation compared to women participants of the study.

Keywords

Emotional Labour
Organizational Alienation
Teacher,
Secondary School

Article Info

Gönderim Tarihi: 30.03.2020
Kabul Tarihi: 12.11.2020
E-Yayın Tarihi: 30.12.2020

¹ This article was produced from Miray Doğan's master thesis "Investigation of Teachers' Emotional Labor and Organizational Alienation Behaviors." The data in this article was presented as an oral presentation at the Prevenierea Chi Combaterea Phenomenon Bullying Congress held in Romania, 30-31 October 2019.

² Assoc. Prof. Dr., Ege University, İzmir, Türkiye, ferda.beytekin@ege.edu.tr , <https://orcid.org/0000-0003-3934-0814>

³ Prof. Dr., Çanakkale Onsekiz Mart University, Çanakkale, Türkiye, harslan@comu.edu.tr
<https://orcid.org/0000-0001-8011-3069>

⁴ PhD. Candidate, Çanakkale Onsekiz Mart University, Çanakkale, Türkiye, mraydogan@gmail.com
<https://orcid.org/0000-0002-6734-8947>

Introduction

With the transition of the globalizing world to, the advancement of technology and science constitutes an important element for the economic and social progress of organizations. Emotions of employees have positive or negative reflections in terms of organizational effectiveness. The efforts of organizations to shape and manage the emotions of the employees made the concept of emotional labour crucial in the field of organizational behaviour. Employees in organizations are expected to reflect their emotions, not only by using their physical but also mental and emotional labour. Recently, the growth and development of the service sector has made emotional labour indispensable for many professions. One of these professions is the teacher profession. The more important the effective use of knowledge and skills in the teaching profession make the management of emotions of teachers as vital. Teachers' emotional labour behaviour can be defined as the degree of mismatch between emotions actually felt and repressed. The reason for this is that teachers perform a profession that requires them to constantly interact and communicate with their stakeholders.

Teaching is a profession where emotional labour is used very intensively (Aydm, 2016). The teaching profession also requires the management of emotions as part of their work. Emotions suppressed in educational organizations affect teachers' self-esteem and social life. Nevertheless, factors such as rapid and intense developments in technology, competition conditions among organizations, performance pressure and the adoption of work-based understanding can cause employees to experience negative feelings such as alienation from their professions (Yüksel, 2014). Alienation, which is expressed as a concept that includes negative feelings and thoughts of individuals against private and social situations, emphasizes the effects of social structure on personality. Alienation in organizations may have negative effects on employees in commitment to their professions. The disagreements between teachers' labour role and values, aims and needs are seen as indicators of alienation. The alienation experienced in educational organizations is not only at the individual level but also has the effect of the organizational structure. It was seen that there is a relationship between teachers' organizational alienation levels and emotional labour, productivity, organizational involvement, professional commitment and performances (Averberk, 2016; Polatkan, 2016).

Emotional Labour

Emotional labour; it is a form of labour in which workers organize their emotions in order to fulfill the emotional needs of the organization (Hochschild, 1983; Ashforth & Humphrey, 1993; Grandey, 2000). The concept of Emotional Labour was first used by the American sociologist Hochschild (1983) in the book: *The Managed Heart: Commercialization of Human Feeling*, which investigates the behaviour of airline workers. According to Hochschild (1983), emotional labour is defined as mental and physical management of emotions as required by the profession. Morris & Feldman (1996) described emotional labour as effort, planning, and control that employees use to demonstrate the emotions desired by the organization during interpersonal processes. According to Grandey (2000), emotional labour may involve increasing, imitating or suppressing emotions to make emotional changes. According to Hochschild (1983), works involving emotional labour have three common characteristics; the first requires employees to communicate with people face to face, the second with body language and the third with voice communication. Hochschild (1983) in her study, she describes the working environment to scene, employees; actors and service areas. From this point of view, the actors should convey the role required by the play to the audience sincerely and naturally and take on the desired identity (Eroğlu, 2010).

Hochschild (1983) stated that emotional labour is exhibited in two dimensions; these are defined as surface acting and deep acting. Surface acting refers to the behavior of the employee by "wearing a mask" even though she does not feel it, the behaviors displayed in the image (Çoruk, 2014). The surface acting describes the presentation of imperceptible emotions through gestures, tone of voice, and mimics. Deep acting represents; experiencing or suppressing the emotion as it wants to feel. Thus, surface acting focuses on extraverted behaviour, while deep acting role focuses on internal emotions. The focus is on how the employee should feel at work, rather than focusing on rules that lead to the display of rules, which are a function of social norms, professional norms and

organizational norms (Hochschild, 1983). Ashforth & Humphrey (1993) added the dimension of genuine acting in addition to Hochschild's surface acting and deep acting. It is parallel to the feelings that the organization expects from them without changing the feelings that employees actually feel.

Emotional Labour in Educational Organizations

Today, the interest in the concept of emotional labour in educational organizations has been rising gradually. Besides, emotional labour is seen as one of the essential quality to contribute the effectiveness of service sector (Seçer, 2005). Although the term 'emotional labour' is used more often to describe the feelings of employees in the service sectors, it has been found that teaching is a profession that requires much more intensive emotional labour than the others (Zheng et al., 2018). Teachers are one of the influential factors of the social structure in educational organizations. A teacher is a person who not only transfers information to students but also shows positive attitudes and emotions to their students and school community. Thus, a teacher not only uses physical but also emotional and mental labour in performing his / her profession. So, teachers perform a high level of emotional labour in their duties at schools (Ye & Chen, 2015). Teachers are constantly interacting and communicating with school stakeholders through emotional labour (Kıral, 2016). Emotional formations affect the quality of education and training in educational organizations. Although the priority in teaching profession focuses on expertise and teaching knowledge but the recent research has shown that teaching is widely an emotional practice (Hargreaves, 1998; Brown, 2011). In this context, education and training is not only a “technical initiative” but more than this (Zembylas, 2004).

Teachers perceive surface acting as an obligation and act reluctantly but deep acting role in the dimension of emotional labour is a necessity for teachers to exhibit the emotional behaviours required by the profession (Aydın, 2016). Teachers' ability to correctly manage how they feel and the emotions required by the profession can have a positive impact on their commitment and performance. Therefore, the positive display of teachers' emotions has a priority on the effectiveness and goodness of the school.

Concept of Alienation

When the literature on alienation is examined, it is understood that the concept started with Hegel (Ofluoğlu & Büyükyılmaz, 2008). Following Hegel, philosophers such as Feuerbach, Marx, Marcuse, Mills, Fromm and Seeman, respectively, appear to have alienation theories (Tekin, 2010; Averbek, 2016).

Schacht (1970) stated that, alienation is an individual situation of separation of some other elements in their environment. According to Miller (1975), alienation is the objective state of loneliness made by others. Alienation can be defined as a state of psychological separation from the profession that does not have the potential to meet the prominent needs and expectations of the person (Kanungo, 1979). On the other hand, Horowitz (1966) defined alienation as a separation from the objects of the world first, second from people and thirdly from other people's thoughts. Alienation can be accepted as a phenomenon where people start living together and need each other and can create a continuous agenda both in past and present-day organizational structures (Şimşek et al., 2006). Alienation means the loss of interest of the individual towards the values and environment of the society and an attitude towards the world. The concept of alienation is generally an action or development that alienates one person or the others from another and makes it alien to another (Aydoğan, 2015).

Seeman's first attempt to clarify the concept of alienation after World War II and made it to measurable dimensions by empirical research (Emir, 2012). Seeman stands out with his research on alienation and especially focuses on the alienation of individuals living in society with their personal aspects. Seeman defined (1959) socio-psychological aspects of alienation and evaluated the social situations that constitute the five types of alienation and their consequences. These are powerlessness, meaninglessness, normlessness, isolation and self-estrangement. *Powerlessness*; is an effort to develop an expectation or probability that an individual's own behavior cannot determine the results as intended. Powerlessness in educational organizations can be defined as the absence of teachers in

decision-making at all levels of the educational process. *Meaninglessness* is defined as the fact that the employee cannot make sense between the actions and the aims, does not know which truths to believe or does not understand what to be connected. *Normlessness* is the person's tendency towards behaviours that are not accepted by the society in achieving the specified goals (Kahveci & Demirtaş, 2014). *Isolation* is the minimization or termination of an individual's relationship with a community. The values, beliefs and behavior norms of the community have been defined as the exclusion or disregard of what is the continuation of an individual's life (Brooks et al., 2008). *Self-estrangement* is the fourth and final form of alienation as “loss of internal meaning and self-decline (Seeman, 1959).

Organizational Alienation in Educational Organizations

Teachers have significant responsibilities to provide students with a qualified education, to guide them to the right goals, and to help them grow as individuals who are beneficial to society and themselves (Averberk, 2016). Teachers have a profound impact on the personality and future of students so the schools and the society. It is problematic for teachers who are alienated from their profession to be helpful to students in critical period in terms of learning and personality development (Yıldız et al., 2013). Largely centralization and bureaucratic structural elements are seen among the causes of alienation, (Nair & Vohra, 2010). In addition, economic problems, teaching in the combined large classrooms, intensive curriculum the continuous change in the educational system can be defined as the causing factors of teachers' alienation (Erjem, 2005). As a result of the researches (Elma, 2003; Averberk, 2016; Brooks et al. 2008), the high level of organizational alienation experienced by teachers can prevent their commitment and loyalty to their profession and negatively affect the organization's productivity, effectiveness and success, and therefore the teachers' performance can be reduced (Eryılmaz, 2010).

In this case, the purpose of this research is to investigate the emotional labour behaviours and organizational alienation behaviours of teachers working in secondary schools. Teachers' emotional labour behaviours and organizational alienation behaviours should be investigated as crucial factors in the capacity, creativity and performance of educational organizations. Organizational alienation in educational organizations is thought to be a negative factor on productivity and performance in the teaching profession. Furthermore, it is aimed to investigate the emotional labour behaviours and organizational alienation behaviours of secondary school teachers according to gender, age, branch, professional seniority and education level. Accordingly, the problem of this research is determined as whether the emotional labour and organizational alienation behaviours of secondary school teachers differ significantly according to gender, age, branch, professional seniority and educational status.

Method

Research Design

In this study, descriptive survey model was used to determine the relationship between emotional labour behaviours and organizational alienation behaviours of secondary school teachers.

Research Group

The study universe consists of 3081 the teachers working in secondary schools of Bornova, Karşıyaka, Bayraklı and Gaziemir districts of İzmir. The sample of the study including 342 secondary school teachers represent the study universe with a level of $\alpha = .05$. The distribution of secondary school teachers who participated in the study according to gender, age, education level, branch and professional seniority variables were examined in Table 1.

Table 1. Frequency and Percentages of Secondary School Teachers According to Various Variables

Demographic variables	Factors	n	%
Gender	Female	210	61.4
	Male	132	38.6
	Total	342	100.0
Age	25 and below	16	4.7
	26 -30	29	8.5
	31-35	60	17.5
	36-40	103	30.1
	41 and above	134	39.2
	Total	342	100.0
Educational level	Undergraduate	266	77.8
	Graduate	76	22.2
	Total	342	100.0
Branch	Social Science	189	55.3
	Math and Science	123	36.0
	Skill courses branch	30	8.8
	Total	342	100.0
Professional seniority	1-5	29	8.5
	6-10	37	10.8
	11-15	82	24.0
	16-20	87	25.4
	21 and above	107	31.3
	Total	342	100.0

As shown in Table 1, 210 (61.4%) of the secondary school teachers were female and 132 (38.6%) were male. As the ages of the teachers participating in the study were examined, the number of teachers aged 25 and under was 16 (4.7%); the number of teachers between the ages of 26-30 was 29 (8.5%); the number of teachers in the 31-35 age range was 60 (17.5%) and the number of teachers in the 36-40 age range was 103 (30.1%); the number of teachers aged 41 and over is 134 (39.2%). As the education level of the teachers participating in the study is examined, it is seen that 266 (77.8%) are undergraduate and 76 (22.2%) are graduates. As the branches of the teachers participating in the study were examined, the number of teachers in the social science (Turkish, English, Social Studies) was 189 (55.3%); the number of teachers in the math and science (Mathematics, Science and Technology and Information Technologies) is 123 (36.0%) and the number of teachers in the skill courses branch (Visual Arts, Physical Education and Music) is 30 (8.8%). In terms of professional seniority, the number of teachers who have seniority of 1-5 years is 29 (8.5%); 37 (10.8%) of the teachers have a seniority of 6-10 years; 82 (24.0%) teachers with 11-15 years of seniority; 87 (25.4%) teachers with 16-20 years of seniority and the number of teachers with seniority of 21 years and over is 107 (31.3%).

Instruments

The first part of the instrument personal information consists of gender, age, branch, professional seniority and educational status. In the study, *Emotional Labour Scale* developed by Chu & Murrmann (2006) and adapted into Turkish by Kiral (2016) and *Organizational Alienation Scale* developed by Eryılmaz (2010) were used to search for the behaviors of secondary school teachers. The internal consistency coefficients for the overall and sub-scales of the Emotional Labour Scale ranged from 0.71 to 0.90. and Cronbach alpha coefficient of Organizational Alienation found as 0,94 for the whole scale. It is accepted that reliability co-efficient with 0.70 and over is regarded as reliable.

Data Analysis

In order to measure the emotional labour and organizational alienation behaviors of the secondary school teachers, descriptive analysis; percentage, arithmetic means, frequency, standart deviation, and to find out the differences between the variables, t-test, ANOVA and Kruskal Wallis tests were used ($p>0.5$ value is statistically significant). In order to determine the differences in organizational alienation and emotional labour scales according to gender variable, t-test was used for independent samples, and Anova test was used to determine differences in organizational alienation

and emotional labour scales according to age, branch, professional seniority variables. Scheffe and Mann Withney tests were performed to determine the differences between the groups.

Findings

Arithmetic means of emotional labour levels of secondary school teachers in surface acting, genuine acting, and deep acting were examined in Table 2.

Table 2. Emotional Labour Levels of Secondary School Teachers

Emotional Labour Levels	N	\bar{x}	SS
Surface acting	342	5,5463	1,37599
Genuine acting	342	5,4103	1,22038
Deep acting	342	5,1058	1,35626
Valid N (listwise)	342		

As shown in Table 2, the level of emotional labour in which secondary school teachers had the highest average score was surface acting dimension ($\bar{x} = 5,5463$), while genuine acting ($\bar{x} = 5,4103$) and deep acting ($\bar{x} = 5,1058$) respectively.

According to the age variable, the surface acting, genuine acting and deep acting behaviours of secondary school teachers' emotional labour levels were examined in Table 3.

Table 3. Kruskal Wallis Test Results Of Secondary School Teachers' Emotional Labour Levels According to Age Variable

Variables	Age	N	\bar{X}	X^2	df	p	
Surface acting	(1)25 and below	16	153,69	4,838	4	,110	
	(2)26-30	29	151,83		337		
	(3)31-35	60	164,67		342		
	(4)36-40	103	166,09				
	(5)41 and above	134	185,10				
Genuine acting	(1)25 and below	16	184,31	11,541	4	3-5	
	(2)26- 30	29	182,74		337	4-5	
	(3)31-35	60	150,05		,010*		
	(4)36-40	103	154,49				
	(5)41 and above	134	190,22				
Deep acting	(1)25 and below	16	267,94	20,255	4	1-2	
	(2)26-30	29	190,90		337	1-3	
	(3)31-35	60	147,35		342	,003*	1-4
	(4)36-40	103	170,68			1-5	
	(5) 41 and above	134	167,23			2-3	

*p<.05 **p<.01 ***p<.001

As shown in Table 3, as Kruskal Wallis test results were examined the surface acting dimension of secondary school teachers did not show significant difference according to age variable ($X^2 = 4,838,897$; $p > 0.05$), whereas genuine acting ($X^2 = 11,541$; $p < 0.01$) and deep acting ($X^2 = 20,255$; $p < 0.01$) dimensions were found to be significantly different. Mann Withney was applied in order to determine the source of the difference.

According to Mann Withney test results the genuine acting dimension of secondary school teachers shows a significant difference between 36-40 years and 41 years and older age groups. According to the average scores of secondary school teachers, the highest average of the genuine acting variable was 41 years and over ($X^2 = 190,22$) and the lowest average in the 31-35 age group ($X^2 = 150.05$).

The deep acting role of secondary school teachers shows a statistically significant difference between the age group 25 and below and the groups 31-35, 36-40 and 41 and over. The highest mean

score in the deep acting variable of secondary school teachers exists in the age group 25 and below ($\bar{x} = 6.2625$), while the lowest mean score exists in the age group 31-35 ($X^2 = 147.35$). It can be estimated that secondary school teachers aged 41 and over are more outstanding in the process of showing emotional labour compared to secondary school teachers aged 25 and 31-35.

The emotional labour levels of secondary school teachers in the dimensions of surface acting, genuine acting and deep acting according to professional seniority variable were examined in Table 4.

Table 4. Kruskal Wallis Test Results of Emotional Labour Levels of Secondary School Teachers According to Professional Seniority Variable

Variables	Professional seniority	N	\bar{x}	X^2	df	p
Surface acting	(1)1-5	29	189,66	4,417	4	,516
	(2)6-10	37	155,81			
	(3)11-15	82	166,99			
	(4)16-20	87	161,99			
	(5)21 and above	107	183,19			
Genuine acting	(1)1-5	29	190,97	7,512	4	,393
	(2)6-10	37	157,91			
	(3)11-15	82	155,75			
	(4)16-20	87	164,98			
	(5)21 and above	107	188,29			
Deep acting	(1)1-5	29	218,76	8,593	4	,050
	(2)6-10	37	165,95			
	(3)11-15	82	160,41			
	(4)16-20	87	163,36			
	(5) 21 and above	107	175,73			

*p<.05 **p<.01 ***p<.001

As shown in Table 4, Kruskal Wallis test was conducted to determine whether the emotional labour levels of secondary school teachers show the significant difference between surface acting and deep acting according to professional seniority. The genuine acting dimension of secondary school teachers did not show significant difference ($X^2 = 7,512$; $p > 0.05$).

However, surface acting ($X^2 = 4,417$; $p < 0.05$) and deep acting ($X^2 = 8,593$; $p < 0.05$) showed significant difference according to professional seniority. In the surface acting of emotional labor behaviours of secondary school teachers, secondary school teachers whose professional seniority is between 1-5 years and 16-20 years, and those whose professional seniority is between 16-20 years and 21 years' teachers showed significant differences ($p < .05$). Emotional labour behaviors of secondary school teachers were significantly different in terms of deep acting whose occupational seniority was between 1-5 years and 11-15 years and between 1-5 years and 16-20 years ($p < .05$).

The arithmetic means of organizational alienation levels of secondary school teachers in powerlessness, meaninglessness, normlessness, isolation, self-estrangement were examined in Table 5.

Table 5. Organizational Alienation Levels of Secondary School Teachers

Variables	N	(\bar{x})	SS
Powerlessness	342	2,0283	,74646
Meaninglessness	342	1,4538	,61808
Normlessness	342	1,9656	,66469
Isolation	342	1,7885	,74859
Self-estrangement	342	1,5175	,62336
Valid N (listwise)	342		

As shown in Table 5, the level of organizational alienation, where teachers had the highest average score was powerlessness dimension ($\bar{x} = 2,0283$), normlessness ($\bar{x} = 1,9656$), isolation ($\bar{x} = 1,7885$), self-estrangement ($\bar{x} = 1.5175$) and the lowest average score as meaninglessness ($\bar{x} = 1.4538$).

Organizational alienation levels of secondary school teachers according to the gender variable were examined in Table 6.

Table 6. t-test Results of Organizational Alienation Levels of Secondary School Teachers According to Gender Variable

Variables	Gender	N	\bar{x}	SS	Sd	t	p
Powerlessness	Male	132	2,1586	,83517	340	2,581	,010
	Female	210	1,9463	,67414			
Meaninglessness	Male	132	1,5227	,66420	340	1,639	,102
	Female	210	1,4105	,58472			
Normlessness	Male	132	2,0133	,62572	340	1,050	,294
	Female	210	1,9357	,68784			
Isolation	Male	132	1,8914	,75916	340	2,025	,044
	Female	210	1,7238	,73632			
Self estrangement	Male	132	1,5682	,67267	340	1,192	,234
	Female	210	1,4857	,58970			

*p<.05 **p<.01 ***p<.001

As shown in Table 6, according to the results of independent group t test to determine whether organizational alienation levels of secondary school teachers didn't show a significant difference in gender variable; meaninglessness ($t = 1,639$; $p > 0.05$), normlessness ($t = 1,050$; $p > 0.05$) and self-estrangement ($t = 1,192$; $p > 0.05$). Powerlessness ($t = 2,581$; $p < 0.05$) and isolation dimensions ($t = 2,025$; $p < 0.05$) differed significantly between male and female secondary school teachers. It is seen that male secondary school teachers have higher average scores in both powerlessness dimension and isolation dimension than female secondary school teachers.

Organizational alienation levels of secondary school teachers according to the age variable were examined in Table 7.

Table 7. Kruskal Wallis Test Results of Secondary School Teachers' Organizational Alienation Levels According to Age Variable

Variables	Age	N	\bar{x}	X^2	df	p
Powerlessness	(1)25 and below	16	99,13	11,014	4	,044*
	(2)26-30	29	193,67			
	(3)31-35	60	169,69			
	(4)36-40	103	180,57			
	(5)41 and above	134	169,18			
Meaninglessness	(1)25 and below	16	101,00	11,843	4	,171
	(2)26-30	29	185,55			
	(3)31-35	60	191,83			
	(4)36-40	103	170,00			
	(5)41 and above	134	168,93			
Normlessness	25 and below	16	159,88	7,687	4	,121
	26-30	29	208,45			
	31-35	60	168,06			
	36-40	103	181,31			
	41 and above	134	158,89			

Table 7. Kruskal Wallis Test Results of Secondary School Teachers' Organizational Alienation Levels According to Age Variable (Devamı)

Variables	Age	N	\bar{X}	X^2	df	p
Isolation	25 and below	16	143,56	3,867	4	,276
	26-30	29	186,67			
	31-35	60	159,42			
	36-40	103	180,74			
	41 and above	134	169,86			
Self-estrangement	25 and below	16	121,78	6,864	4	,292
	26-30	29	194,90			
	31-35	60	168,88			
	36-40	103	167,25			
	41 and above	134	176,81			

As shown in Table 7, organizational alienation in the meaningfulness dimension ($X^2 = 11,843$; $p > 0,05$), normlessness ($X^2 = 7,687$; $p > 0,05$), and the dimensions of isolation ($X^2 = 3,867$; $P > 0,05$) and self-estrangement ($X^2 = 6,864$; $p > 0,05$) did not show significant difference. Powerlessness dimension ($X^2 = 11,014$; $p < 0,05$) showed significant difference according to age variable. There is a significant difference between 25 and below and 26-30 and 36-40 years of secondary school teachers. In the powerlessness dimension is lower in secondary school teachers aged 25 and below, while it is higher in secondary school teachers aged 36-40.

Organizational alienation levels of secondary school teachers according to the branch variable were examined in Table 8.

Table 8. Scheffe Results of Secondary School Teachers' Organizational Alienation Levels According to Branch Variable

Variables	(I) Branch	(J) Branch	$-ij$	Sh_{α}	p
Meaninglessness	Social science	Math and science	-,02365	,07117	,946
		Skill courses branch	,27984	,12074	,070
	Math and science	Social science	,02365	,07117	,946
		Skill courses branch	,30350	,12509	,054
	Skill courses branch	Social science	-,27984	,12074	,070
		Math and science	-,30350	,12509	,054
Normlessness	Social science	Math and science	-,35163*	,07479	,000
		Skill courses branch	-,06667	,12688	,871
	Math and science	Social science	,35163*	,07479	,000
		Skill courses branch	,28496	,13147	,097
	Skill courses branch	Social science	,06667	,12688	,871
		Math and science	-,28496	,13147	,097

* $p < .05$ ** $p < .01$ *** $p < .001$

As shown in Table 8, according to the Scheffe test results, which were used to determine which sub-groups differed according to the branch variable of organizational alienation levels of secondary school teachers. The meaningfulness dimension of secondary school teachers varies significantly different in the math and science and skill courses branches. According to the results of Scheffe test, the meaningfulness dimension is found to be significantly different in skill courses branches. Secondary school teachers differ significantly in the dimension of normlessness according to the social science and math and science. This difference was found to be in favor of secondary school teachers. In terms of meaningfulness, math and science is higher than skill courses branches.

Organizational alienation levels of secondary school teachers according to the professional seniority were examined in Table 9.

Table 9. Kruskal Wallis Test Results of Secondary School Teachers' Organizational Alienation Levels According to Professional Seniority Variable

Variables	Professional Seniority	N	\bar{x}	χ^2	df	p	
Powerlessness	(1)1-5	29	116,43	12,855	4	1-2	
	(2)6-10	37	187,47			1-3	
	(3)11-15	82	165,12			,012*	1-4
	(4)16-20	87	188,34			1-5	
	(5)21 and above	107	172,10				
Meaninglessness	(1)1-5	29	143,97	2,817	4	,471	
	(2)6-10	37	178,31				
	(3)11-15	82	177,05				
	(4)16-20	87	173,01				
	(5)21 and above	107	171,13				
Normlessness	(1)1-5	29	183,47	3,129	4	,610	
	(2)6-10	37	186,72				
	(3)11-15	82	161,56				
	(4)16-20	87	178,61				
	(5)21 and above	107	164,83				
Isolation	(1)1-5	29	145,45	5,570	4	,134	
	(2)6-10	37	177,04				
	(3)11-15	82	161,56				
	(4)16-20	87	188,25				
	(5)21 and above	107	170,64				
Self-estrangement	(1)1-5	29	145,97	6,195	4	,481	
	(2)6-10	37	178,86				
	(3)11-15	82	185,44				
	(4)16-20	87	157,86				
	(5)21 and above	107	176,28				

*p<.05 **p<.01 ***p<.001

As shown in Table 9, organizational alienation levels of secondary school teachers according to the seniority variable were meaningfulness ($X^2 = 2,817$; $p > 0.05$), normlessness ($X^2 = 3,129$; $p > 0.05$), isolation ($X^2 = 5,570$; $p > 0.05$) and self-estrangement ($X^2 = 6,195$; $p > 0.05$). Organizational alienation of powerlessness ($X^2 = 12,855$; $p < 0.05$) dimension showed significant difference in professional seniority variable. The powerlessness dimension of secondary school teachers was the lowest in secondary school teachers whose professional seniority year was 1-5 years and there was also significant difference in secondary school teachers who are 16-20 years in seniority.

Results, Discussion and Suggestions

As a result of this research, it was seen that the emotional labour levels of secondary school teachers were the highest in the surface acting dimension after the genuine acting and deep acting dimensions respectively. The reason for the higher level of surface acting of secondary school teachers may be due to the fact that they keep their emotions under pressure in the organization and pretend to feel the behaviours that they are expected to show in educational organizations. In the study conducted by Polatkan (2016), it was observed that secondary school teachers were at a higher level with surface acting, genuine acting and deep acting respectively in their research on emotional labour. The emotional labour levels of secondary school teachers show significant differences in genuine acting and deep acting according to age variable. It was concluded that genuine behavior and deep acting dimensions differed significantly in the highest of genuine acting in the 41 year-old group and the lowest in the 36-40 year old group. In the deep acting dimension, the highest mean score belonged to the age group 25 and below while the lowest mean score in the 36-40 age group.

Hochschild (1983) found that the level of emotional labour is significantly higher in individuals who are older in their profession than young people. The reason for the highest dimension in 41 years and older of secondary school teachers may have the knowledge and experience to reflect the emotions they should exhibit in their profession. It was seen that teachers over 41 years of age in educational organizations were more outstanding in exhibiting emotional labour than 25 years and 31-35 years. The emotional labour levels of secondary school teachers in surface acting and deep acting dimensions showed significant differences according to professional seniority variable. The surface acting dimension showed a significant difference between those whose professional seniority years were between 16-20 years and over 21 years. The role of deep acting varied significantly between the years of professional seniority and 1-5 years and 16-20 years. In the surface acting dimension, it was found that the level of professional seniority was lower for the teachers with 16-20 years and higher for the teachers over 21 years seniority. Professional seniority can express more successfully in the representation of emotional labour of teachers.

According to the results of the research, while the highest organizational alienation level of the teachers was in powerlessness dimension, it was followed by normlessness, isolation, self-estrangement and meaningfulness dimensions respectively. Similar to the results of this study, most of the researches related to alienation in educational organizations found the most intense feeling as powerlessness (Çimen, 2018; Averberk, 2016; Eryılmaz, 2010 Elma 2003; Erjem, 2005; Yılmaz & Sarpkaya, 2009). The high level of powerlessness of secondary school teachers can be related to the fact that teachers have lack of control in the management and decision making processes at schools. It was concluded that powerlessness and isolation dimensions differ significantly according to gender and males were higher in both powerlessness and isolation dimensions than women. It can be said that female secondary school teachers in educational organizations have sincerer attitudes and behaviours in their relations with school stakeholders and school administrators.

It was concluded that organizational alienation levels of secondary school teachers showed significant differences in powerlessness dimension according to age variable. The reason for the powerlessness dimension of secondary school teachers was higher in teachers aged 25 and below because the probability of beginning the teaching profession with enthusiasm. It was concluded that organizational alienation levels of secondary school teachers showed significant differences in the meaningfulness and normlessness dimensions according to the branch variable. The results showed

that skill course branch teachers had lower in meaningfulness dimension than math and science branch teachers and social science branch teachers had lower in normlessness dimension than math and science branch teachers. The study revealed that in order to reduce the organizational alienation behaviors of secondary school teachers in educational policy makers should search for the solutions to implement new management strategies at schools.

Suggestions

Suggestions for researchers and practitioners; in order to improve emotion management skills of secondary schools teachers', seminars and activities can be organized by the Ministry of National Education and Universities. In order to minimize the sense of meaningfulness of math and science teachers, approaches that will strengthen the connection between the purpose of the course and real life activities can be added to the curriculum. In order to minimize the surface acting behaviours by suppressing the emotions of secondary school teachers, practical lessons for teacher candidates can be introduced in the teacher training model. According to their professional seniority, secondary school teachers between the ages of 25 and 31-35 trainings should be provided on the content of genuine acting and deep acting behaviors. This research subject can be conducted comparatively to include teachers of private schools and different educational levels and this research can be conducted in qualitative methods.

References

- Ashforth E. B. & R. H. Humphrey (1993). Emotional Labor in Service Roles: The Influence of Identity. *The Academy of Management Review*, 18(1), s. 88-115.
- Aydın, İ. (2016). Eğitimde Duygusal Emek. Gazi kitapevi: Ankara
- Aydoğan, E. (2015). Marx Ve Öncüllerinde Yabancılaşma Kavramı: Alienation Concept by Marx and His Predecessors. *Atatürk Üniversitesi Edebiyat Fakültesi Sosyal Bilimler Dergisi Journal of Social Sciences*,54(6) s.273-282.
- Averbek, E. (2016). İlkokullarda Görevli Öğretmenlerin Örgütsel Yabancılaşma İle Örgütsel Vatandaşlık Davranışları Arasındaki İlişki. Dicle Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Bilimleri Anabilim Dalı Eğitim Yönetimi, Teftişi, Planlaması Ve Ekonomisi Bilim Dalı, Yüksek Lisans Tezi, Diyarbakır.
- Brooks, J.S, Huges, M.R. & Brooks, M. C. (2008). Fear and trembling in the American high school. *Educational Policy*. 22 (1), s.45-62.
- Brown, E. L. (2011). Emotion Matters: Exploring The Emotional Labor Of Teaching.
- Submitted to the Graduate Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Philosophy University of Pittsburgh.
- Chen, Yu-Chen; Chen, Y. H.Shang, R.A.and Kung C. L.(2012). Humour, "Organizational Alienation, Organizational Support And Behavioral Intention To Adopt Information Systems".Proceedings. <http://aisel.aisnet.org/pacis2012/10> s: 1-10.
- Chu, K. & Murrmann, S. (2006), Development and Validation of the Hospitality Emotional Labor Scale, *Tourism Management*, 27(2), s.1181-1191.
- Çimen L. K. (2018). Okul Öncesi Öğretmenlerinin Mesleğe Yabancılaşma Düzeylerinin Bazı Değişkenler Açısından İncelenmesi. *Kalem Eğitim ve İnsan Bilimleri Dergisi*, 8(2), 519-552.
- Çoruk, A. (2014). Yükseköğretim Kurumlarında Görev Yapan İdari Personelin Duygusal Emek Davranışları. *Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi*, 33(1), s:79-93
- Elma, C. (2003). İlköğretim okulu öğretmenlerinin işe yabancılaşması (Ankara İli Örneği) Yayımlanmamış Doktora Tezi, Ankara Üniversitesi, Ankara
- Emir, S. (2012). Ortaöğretim Öğretmenlerinin Yabancılaşma Düzeyleri (Aydın İli Örneği), Adnan Menderes Üniversitesi Sosyal Bilimler Enstitüsü: Aydın
- Erjem, Y. (2005). Eğitimde yabancılaşma olgusu ve öğretmen: lise öğretmenleri üzerine sosyolojik bir araştırma. *Türk Eğitim Bilimleri Dergisi*, 3 (4), 395-415.

- Eroğlu, E. (2010). Örgütsel iletişimin iş görenlerin duygu gösterimlerinin yönetimine olan etkisi [Effects of organizational communication on the management of the labors' expressing their emotions]. *Selçuk Üniversitesi İletişim Fakültesi Akademik Dergisi*, 6, s.18-33.
- Eryılmaz, A. (2010). Lise öğretmenlerinin örgütsel yabancılaşma düzeyi. Yayımlanmamış yüksek lisans tezi. Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü Eğitim Bilimleri Anabilim Dalı Eğitim Yönetimi, Teftişi, Planlaması ve Ekonomisi Bilim Dalı, Ankara
- Grandey, A. (2000), Emotion Regulation In The Workplace: A New Way To Conceptualize Emotional Labor, *Journal of Occupational Health Psychology*,5(1),95-110.
- Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, 14(8), s.853-854.
- Hochschild, A.R.(1983). *The Managed Heart*, Berkeley, CA: University of California Pres.
- Horowitz, I.L.(1966). On alienation and the social order. *Philosophy and Phenomenological Research*, 27(2), s.230-237.
- Kahveci, G. Demirtaş, Z. (2014). Örgüt kültürünün örgütsel yabancılaşmaya etkisi: Örgütsel güvenin aracılık rolü. *Turkish journal of Educational Studies*, 1 (3), s.27-62.
- Kanungo, R. N. (1982). *Work alienation: An integrative approach*. New York: Praeger Publishers.
- Kıral, E. (2016). Psychometric properties of the emotional labor scale in a Turkish sample of school administrators. *Eurasian Journal of Educational Research*, 63, s.71-88.
- Miller, J. (1975), Isolation in Organizations: Alienation from Authority, Control, and Expressive Relations, *Administrative Science Quarterly*, 20 (2), s.260-271.
- Morris, J.A. & Feldman, D.C. (1996), "The Dimensions, Antecedents, And Consequences Of Emotional Labor", *Academy of Management Journal*, 21,s. 989-1010.
- Nair, N. & Vohra, N. (2010). An exploration of factors predicting work alienation of knowledge workers *Management Decision*, Emerald Publishing 48(4), s.600-615.
- Ofluoğlu, G, Büyükyılmaz O. (2008). Türkiye Taşkömürü Kurumu Kozlu İşletme Müessesesinde Yabancılaşmanın Boyutları Üzerinde Etkisi Olan Sebeplerin Araştırılması. (Kamu-İş) *İş Hukuku ve İktisat Dergisi*. 9.s.4.
- Polatkan, N.N.(2016). Ortaokul Öğretmenlerinin Duygusal Emek Davranışları ile İş Doyumları Arasındaki İlişki. Yayımlanmamış Yüksek Lisans Tezi. Adnan Menderes Üniversitesi Sosyal Bilimler Enstitüsü Eğitim Yönetimi Teftişi, Planlaması Ve Ekonomisi Anabilim Dalı. Aydın.
- Schacht, R. (1970). *Alienation*. Garden City, N.J. Doubleday.
- Seçer, Ş. (2005). Çalışma Yaşamında Duygular ve Duygusal Emek: Sosyoloji, Psikoloji ve Örgüt Teorisi Açısından Bir Değerlendirme, *Sosyal Siyaset Konferansları Dergisi*, Prof. Dr. Nevzat Yalçıntaş'a Armağan Özel Sayısı, 50. Kitap, İstanbul: İÜ Yayınevi, s.813-834.
- Seeman, M. (1959). On the meaning of alienation. *American Sociological Review*, 24(6),s.783-791.
- Şimşek, M. Ş. Akgemci, T. Çelik, A. & Fettahloğlu, T. (2006), Örgütlerde Yabancılaşmanın Yönetimi Araştırması, *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 15, s.69-587.
- Tekin, M. (2010). Mevlâna Celâleddin Rûmi'de Din ve Yabancılaşma. İ.Ü. *İlahiyat Fakültesi Dergisi*, 1(1) s.101-118.
- Ye, M. L. Chen, Y. (2015). A Literature Review on Teachers' Emotional Labor. *Creative Education*, 6, s.2232-2240. <http://dx.doi.org/10.4236/ce.2015.620230>
- Yıldız, K., Akgün N., Yıldız S., (2013). İşe Yabancılaşma İle Örgütsel Sinizm Arasındaki İlişki, *International Journal of Social Science*, 6(6), s. 1253-1284
- Yılmaz, S. Sarpkaya, P. (2009). Eğitim örgütlerinde yabancılaşma ve yönetimi. *Uluslararası İnsan Bilimleri Dergisi*.6:(2), s.315-333.
- Yüksel, H. (2014). Yabancılaşma Kavramı Paralelinde Emegın Yabancılaşması Ve Sonuçları. *AİBÜ Sosyal Bilimler Enstitüsü Dergisi*, 14(2), s.159-188

- Zheng, X. H. Yin & M. Wang (2018). Leading with teachers' emotional labour: relationships between leadership practices, emotional labour strategies and efficacy in China, *Teachers and Teaching*, 24(8), s.965-979,
- Zembylas, M. (2004). Emotion Metaphors and Emotional Labor in Science Teaching. *Science Education*,88(3), s. 301-324.