

THE IMPACT OF WORK-FAMILY CONFLICT ON EMOTIONAL LABOR: A RESEARCH ON SECONDARY SCHOOL TEACHERS^{1 2}



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ABSTRACT

The aim of this study is to determine the effects of work-family conflicts on the emotional labor of secondary school teachers working in the education sector. The study was carried out with the participation of 280 secondary school teachers in Bafra, Samsun. The data of the research on the effect of work-family conflict on emotional labor were collected by questionnaire method. The findings show that there are significant relationships between variables. It has been determined that work-family conflict has a significant effect on emotional labor. In addition, it has been observed that work-family conflict has a positive and significant effect on surface acting, one of the emotional labor sub-dimensions. Finally, it was determined that work-family conflict did not have a significant effect on deep acting and genuine acting, which are sub-dimensions of emotional labor.

Keywords: *Work-family conflict, education sector, emotional labor*

Jel codes: *M10, D23, M12*

Scope: *Business administration*

Type: *Research*

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¹ It has been declared that the relevant study complies with ethical rules.

² This study was derived from master's thesis with the title "The Impact of Work-Family Conflict On Emotional Labor: A Research On Secondary School Teachers" that was written in the Department of Business of the Graduate School at Kütahya Dumlupınar University

İŞ-AİLE ÇATIŞMASININ DUYGUSAL EMEK ÜZERİNDEKİ ETKİSİ: ORTAOKUL ÖĞRETMENLERİ ÜZERİNDE BİR İNCELEME



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ÖZ | Bu çalışmanın amacı, eğitim sektöründe çalışmakta olan ortaokul öğretmenlerinin iş-aile çatışmalarının duygusal emekleri üzerindeki etkilerini belirlemektir. Çalışma, Samsun İlinin Bafra ilçesinde bulunan 280 ortaokul öğretmenin anketiyle gerçekleştirilmiştir. İş-aile çatışmasının, duygusal emek üzerindeki etkisine yönelik yapılan araştırmanın verileri anket yöntemiyle toplanmıştır. Analiz bulguları, değişkenler arası anlamlı ilişkilerin olduğunu göstermektedir. İş-aile çatışmasının duygusal emek üzerinde anlamlı bir etkisi olduğu tespit edilmiştir. Bunun yanı sıra iş-aile çatışmasının duygusal emek alt boyutlarından yüzeysel rol yapma üzerinde pozitif yönde ve anlamlı bir etkisi olduğu gözlenmiştir. Son olarak iş-aile çatışmasının duygusal emek alt boyutlarından derinlemesine davranış ve doğal duygular üzerinde anlamlı bir etkiye sahip olmadığı tespit edilmiştir.

Anahtar Kelimeler: İş-aile çatışması, eğitim sektörü, duygusal emek

JEL Kodu: M10, D23, M12

Alan: İşletme

Türü: Araştırma

1. INTRODUCTION

Every human being is born and spends most of his life with his family. In a certain period of their life, they start working life. Due to reasons such as the multiplicity of working hours in business life, the changes in the family characteristics of individuals, the significant increase in the ratio of female employees, the increase in family responsibilities, the expectations of individuals from life and the roles they display directly affect both family and working life.

The concept of emotion has had a great importance since the existence of humanity. In studies in which individual distinctions are expressed, it has been argued that individuals have different emotional experiences. With the realization of the effect of the concept of emotion in explaining human behavior in the organization, the importance of emotional behaviors in family and working life has increased. Behaviors and attitudes exhibited by people are important in business life and cause various effects in family life. Experiencing all these interactions indicates the existence of a relationship between work-family conflict (WFC) and emotional labor (EL).

Today, developments in the competitive market lead to the improvement of the relations between work and family life. Both work life and family life are effective in the formation of the behavior of working individuals. On the one hand, the place of emotions in business life is becoming increasingly important, on the other hand, it is seen that they have an impact on the performance of employees in business life.

In this study, it was tried to examine the effect of WFC on EL with the participation of 280 secondary school teachers working in Bafra, Samsun. In the research, first of all, the literature on WFC was examined. The definition of WFC, its consequences for the individual, family and organization are discussed. Afterwards, the literature on EL and the positive and negative consequences of EL in organizations are mentioned.

The main purpose of the study is to determine whether the WFC of teachers working in the education sector have an effect on EL. This study, which was conducted on secondary school teachers, examines the effect of WFC on EL and makes recommendations to practitioners within the findings obtained from the research results.

2. LITERATURE REVIEW

Work and family are two important elements for individuals' lives (Özdevecioğlu & Doruk, 2009, p. 71). The roles of individuals in the family and the roles in the business environment differ from each other. For this reason, the individual may experience a conflict between his role in the work environment

and his role in the family environment. Since both roles are interdependent, one can affect the success rate of the other, and the connection between the roles can lead to negative situations related to the individual, family and work (Çarıkçı, 2001, p. 24). WFC is expressed as a role conflict that arises as a result of the incompatibility of the individual's roles in work and family life, such as place, duration and psychological tensions (Greenhaus & Beutell, 1985, p. 77). According to Parasuraman and Simmers (2001, p. 556), WFC is a state of incompatibility that occurs when work and family roles appear at the same time. WFC can be expressed as the situation where the expectations of the individual in working life are insufficient to meet his role in family life (Frone & Rice, 1987, p. 46).

WFC can be defined as the conflict that occurs when role expectations in the fields of "work" and "family" are not met (Netemeyer, Boles, & McMurrin, 1996, p. 400). In other words, the situation of incompatibility between the role a person assumes in his family and the role he performs in the business can be defined as WFC (Efeoğlu & Özgen, 2007, p. 238).

In this context, considering the definitions of previous studies with the concept of WFC; it is seen that some studies deal with WFC as "role incompatibility", some studies as "role mixing" and some studies as "role inhibition".

The dominance of one role can suppress other roles and prevent the functioning of these suppressed roles. In such cases, individuals may have to experience role conflict, role ambiguity or role confusion (Özdevecioğlu & Doruk, 2009, p. 70). The consequences of WFC affect both the individual and the organization. Studies have shown that married women are more exposed to conflict than men. The roles assumed by working women and their high responsibilities towards the family have been identified as the reason for these conflicts (Küçükusta, 2007, p. 245).

Individuals with high job and family role satisfaction levels also have high life satisfaction. However, the problems that the individual may encounter while fulfilling their roles lead to a decrease in life satisfaction in the individual and to feel unhappy in his personal life (Çarıkçı, 2001, pp. 108-109). Studies have shown that family life satisfaction levels of those who have WFC are negatively affected (Higgins, Duxbury & Irving, 1992, p. 51). Job satisfaction is defined as the happiness experienced by the working individual due to his/her work life experiences, the balance of his/her expectations and attitudes towards his/her job, and the positive emotional reactions that arise regarding his/her working life. The main reason why individuals experience conflict in their work lives arises because their job satisfaction levels are negatively affected. There is a certain

connection between the job satisfaction of individuals in the organizational environment and their mental and physical health. The fact that working individuals are healthy increases both their work efficiency and job satisfaction. While dissatisfaction of individuals causes negative consequences such as low performance in terms of the organization, it also affects the health status of the individual negatively (Atabay, 2012, p. 47). The job satisfaction and job success of the working individual who is exposed to WFC decreases significantly. The individual's commitment to the organization weakens and causes an increase in the tendency to quit (Karatepe & Kılıç, 2007, p. 249). Yoon and Suh (2003, p. 601) state in their research that individuals with job satisfaction put in more effort, provide good quality service to the organization and approach their duties towards the organization more willingly. Individuals reflecting the problems they encounter in family relationships to business life causes conflict in the work environment. All these conditions, which cause great problems related to personnel affairs, will also cause various problems for the organization (Fleishman, 2005, p. 265). An individual's performance in working life may be negatively affected, absenteeism may increase, and in this case, the individual's productivity towards work may decrease (Özen & Uzun, 2005, p. 135). WFC can damage the individual's work and individual life order.

Emotions play a decisive role in ensuring customer satisfaction in the service sector. Therefore, it has become mandatory to reflect the emotional states of the employee positively to the customer. The main reason for this situation is the existence of a customer satisfaction policy in the competitive market. Due to the conditions in daily life, individuals working in the service sector can fulfill their functions by taking advantage of their individual feelings and directing the emotions of the customers in the desired direction. All these developments are seen as the most important factors in the emergence of EL (Oral & Köse, 2011, pp. 464-465). In studies on the concept of emotional labor, it has been studied on issues related to keeping emotions under control in order to maintain positive communication with customers, depending on events and time, aiming to ensure customer satisfaction (Pala, 2008, p. 9).

According to Hochschild (1983, p. 7) the concept of EL is a situation in which individuals seek to persuade people in their working environment, in their relations with other individuals, or are followed by facial expressions and bodily appearances without the state of confidentiality. Another definition related to the concept of EL is the effort of individuals to shape their emotional states according to the organization in their relations with customers due to their working life or to create emotions in line with the goals of the organization. Organizations expect their employees to display positive emotions in their interactions with customers.

If the emotions felt by the employee reflect reality, he will not need to make a certain effort. However, while the employee feels negative feelings about his inner life during the day, he will have to make more emotional effort to approach the customer with positive emotions (Köksel, 2009, p. 5).

EL has three sub-dimensions: surface acting dimension, deep acting dimension and genuine acting dimension. According to Chu and Murrmann (2006, p. 1182), surface acting refers to the employee's reflecting the emotions that he does not actually feel, by changing his gestures and facial expressions in line with the demands of the organization, and reflecting that emotion on his appearance as if he were feeling it. Surface acting is about showing that emotions are felt that are not actually present. It is stated that employees will control their emotional impressions only if they can change their real feelings in line with the expectations of the organization (Grandey, 2000, p. 97). Ashforth and Humphrey, on the other hand, explained the surface acting dimension as conveying, in other words, animating emotions that do not actually exist, through gestures and mimics or body movements as if they were actually felt (Saltık, 2014, p. 23). Surface acting is related to preventing the emergence of negative emotions, not reflecting the emotions felt on the behaviors, and exhibiting behaviors as if they are feeling positive emotions. In other words, surface acting are attempts not only to change the real feelings of the employees, but also to change their behavior and to protect these rules by following the organizational rules (Grandey, 2000, pp. 100-101). Ashforth and Humphrey (1993, p. 93) while describing deep acting, use the expression that employees strive to truly feel the emotions they need to show by following the rules of emotional behavior. Deep acting often requires the display of positive emotions. The reason for this is that the consciousness of reflecting positive emotions is dominant in almost every profession. Deep acting, which is also described as act in good faith behavior, is about encouraging the employee individually to feel the emotions that the organization wants to be exhibited, by not revealing the negative emotions he actually feels (Bıyık, 2014, p. 23). In order to ensure customer satisfaction, employees' empathy towards customers and their positive behavior in response to customers' extreme attitudes when necessary cause them to make extra efforts. The extra efforts shown lead to an increase in the performance of the employee in the management of emotions. The fact that the exhibited labor is actually felt adds sincerity to the interactions with the customers for the employee (Gürsoy, 2016, p. 15). The third dimension of the concept of EL is genuine acting. Ashforth and Humphrey (1993, pp. 93-94) state that people do not have to provide the role factor that requires EL at every moment of their lives. They argue that only in certain situations will their own emotions and the emotions they need to show be considered separately.

Therefore, those who work for genuine acting do not have to make an intense emotional effort due to individual and organizational factors. For example, the sadness felt by healthcare professionals for the death of a child who died from blood cancer, or the sadness of a teacher due to the death of a very successful student are examples of genuine acting (Beğinirbaş, 2013, p. 97). When genuine acting are examined, the employee does not have to play an artificial role in his communication with customers. It interacts with the people in front of it with realistic feelings (Diefendorff, Croyle & Gosserand, 2005, p. 352). While displaying genuine acting provides the opportunity to strengthen communication with the customer, it also strengthens the sense of commitment (İştahlı, 2013, p. 25). The spontaneous emergence of genuine acting is its distinguishing feature from deep and surface acting. In the other two behaviors, working individuals direct their emotions within the rules of emotional display (Grandey, 2003, p. 86).

Studies on the relationship between EL and WFC have recently been given more space in foreign and domestic literature. Montgomery, Panagopolou and Benos (2005, p. 395), as a result of their study with health workers, found that doctors exhibit surface acting more in work areas and nurses more in family areas. In the study, it was determined that surface acting, one of the dimensions of emotional labor, has a positive relationship with work-family and family-work conflicts. Seery, Corrigall and Harpel (2008, p. 461) found a positive and significant relationship between WFC and EL. Cheung and Tang (2009) discussed WFC as an antecedent of EL in their study. As a result of the study, they concluded that there is a positive relationship between WFC and surface acting. However, they did not find a significant relationship between WFC and deep acting and genuine acting. In their study, Yanchus, Eby, Lance and Drollinger (2010, p. 107) examined the interaction frequency, interaction variety, and interaction duration between customers and employees, prior to surface acting and deep acting, which are sub-dimensions of emotional labor. In addition, they stated that the frequency, variety and duration of interaction were effective on the EL sub-dimensions in the family through mutual communication with family members.

Nwankwo, Kanu and Obi (2012, p. 77) investigated whether EL and psychological distress, which are the determinants of WFC, are the antecedent of WFC, in their study on nurses who are healthcare professionals. Looking at the result of the research, they concluded that EL does not have a significant effect on WFC and that EL is not an antecedent of WFC. Işık (2015, p. 86) found that there is a significant relationship between WFC and EL. Demircan and Turunç (2017, p. 76) found that WFC and family-work conflict have a positive and significant relationship on EL. In addition, it has been stated that WFC and

family-work conflict have a positive and significant effect on surface acting, which is one of the sub-dimensions of EL. Serçek and Serçek (2017, p. 433) found that there is a significant relationship between EL and WFC in their study on EL in the tourism sector.

3. METHODOLOGY

This research is a descriptive research conducted with quantitative methods. In addition, it shows the feature of field research as it is carried out for a certain occupational group. The data were collected face-to-face and on a voluntary basis with the questionnaire technique. In this context, the data collection and research process was carried out in accordance with the rules of publication ethics, with the approval of the ethics committee. Exploratory factor analysis, correlation analysis and linear regression analyzes applied within the scope of the research were carried out using the SPSS 22.0 package program.

3.1. Ethical Permissions for the Research

In this study, all the rules required to be followed within the scope of “Higher Education Institutions Scientific Research and Publication Ethics Directive” were complied with. None of the things stated under the title of “Actions Contrary to Scientific Research and Publication Ethics”, which is the second part of the directive, have been carried out.

Ethics committee permission information

Name of the board conducting the ethical review = Kütahya Dumlupınar University Research and Publication Ethics Committee

Date of ethics review decision = 21.07.2017

Ethics assessment document issue number = E.6644

The scales used in the research were adapted from studies that had validity and reliability many times. WFC scale (5 items) was obtained from the study of Efeoğlu (2006), EL scale (13 items) from the study of Basım, Beğenirbaş and Can-Yalçın’s (2013) study.

3.2. Purpose of the Research

The concept of work constitutes the whole that people aim to meet their financial expectations in return for their efforts and actions. Individuals determine the work process by spending effort to achieve a result. The family is expressed as the smallest unit in the society. Individuals from the same lineage or individuals with a certain kinship relationship mutually affect each other both materially and spiritually. As a result of these interactions, role conflicts occur between individuals. The fact that people take on numerous roles in their life processes triggers conflicts. WFC is seen as a result of the incompatibility between the roles of the people. This study is based on the concept of WFC.

Therefore, the aim of this study was to reveal the effect of secondary school teachers' WFC on their EL.

3.3. Data Collection Method and Sampling

Depending on the quantitative research design, the data collection method in this study was a questionnaire. While the demographic information of the participants is included in the first part of the questionnaire, the second part contains items related to EL and WFC levels. Items related to the scales in the questionnaire were measured using the 5-point Likert method (1: Strongly disagree, 5: Strongly agree).

The population of the study consists of secondary school teachers working in Bafra District of Samsun Province between October-November 2017. Since it is predicted that secondary school teachers working in the field of education may have high levels of WFC and EL, it was determined as the universe of the study. Purposive sampling technique was used as the sampling technique. In order to determine the number of teachers in the main population, information on the number of teachers was obtained from the Bafra District Directorate of National Education, and it was stated that 523 secondary school teachers were employed in this context. The following equations (Bartlett et al., 2001: 46) were used to calculate the sample size to be surveyed:

$$n_0 = \frac{(t)^2 * (s)^2}{(d)^2} \quad n = \frac{n_0}{\left(1 + \frac{n_0}{N}\right)}$$

$$n_0 = \frac{(1.96)^2 * (0.5)^2}{(0.05)^2} = 384.16 \quad n = \frac{384.16}{\left(1 + \frac{384.16}{523}\right)} = 222$$

Based on the information that the population is 523 and proportional expressions, the minimum sample size to represent the population was calculated as 222. During the study, 320 questionnaires were distributed and only 295 questionnaires were collected from the questionnaires. It was observed that 15 of the collected questionnaires were incompletely filled and the analysis of the data was evaluated using scientific methods out of a total of 280 available questionnaires. It can be said that this number is sufficient for analysis. In other words, the return rate of the questionnaires was 87.5%. This rate is at an acceptable level in terms of scientific competence (Ogbonna & Harris, 2000, pp. 773-774).

3.4. Demographic Data of Participants

The demographic characteristics of the 280 participants included in the study are as follows (Table 1). While 50,4% of the participants were female, 49,6% were male. While the ratio of the participants working in the public sector is 82,5%, the ratio of those working in the private sector is 17,5%. While 78,2% of the participants are married, 21,8% are single.

According to Table 1, 6,1% of the participants are aged 20-25; 17,1% of the participants are aged 26-30; 24,6% of the participants are aged 31-35; 22,9% of the participants are aged 36-40; 16,1% of the participants are aged 41-45 and 13,2% of the participants are aged 46 years old and over. 22,9% of the participants have only one child; 37,9% had two children; 11,4% had three children or more, and finally 27,9% of the participants had no children. According to total working years, 12,1% of the participants are less than 1 year, 38,6% are between 1-5 years, 21,1% are between 6-10 years, 13,2% are between 11-15 years, 8,9% are between 16-20 years, and finally 6,1% are 21 or more years.

Table 1: Sample Characteristics (n=280)

Gender	f	%	Age Group	f	%
Female	141	50,4	20-25	17	6,1
Male	139	49,6	26-30	48	17,1
			31-35	69	24,6
Sector			36-40	64	22,9
Public	231	82,5	41-45	45	16,1
Private	49	17,5	46+	37	13,2
Total Working Time	f	%	Number of Children	f	%
Less than a year	34	12,1	1	64	22,9
1-5	108	38,6	2	106	37,9
6-10	59	21,1	3+	32	11,4
11-15	37	13,2	I don't have any children	78	27,9
16-20	25	8,9			
21+	17	6,1	Marital Status	f	%
			Married	219	78,2
			Single	61	21,8

3.5. Research Model and Hypotheses

There are few studies in the literature that deal with WFC and EL variables together. Montgomery et al. (2005, p. 395) surface acting, one of the sub-dimensions of EL variable they found that physicians exhibited in business life and nurses in family life. Montgomery et al. (2005, p. 395) found that surface

acting, which is one of the sub-dimensions of EL variable, is exhibited by physicians in business life and nurses in family life. In addition, they found a positive and significant relationship between surface acting and WFC variables. A similar result was reported by Seery et al. (2008, p. 461) determined by Nwankwo et al. (2012, p. 77), on the other hand, in their research on nurses, questioned whether psychological distress and EL are the antecedent of WFC. As a result, they emphasized that EL did not have a statistically significant effect on WFC. Carlson, Ferguson, Hunter and Whitten (2012, p. 856) examined the relationship between abusive treatments of senior managers and WFC through the concepts of both EL and professional burnout. As a result, they determined that the first-level managers, to whom the employees are affiliated, increase the WFC through surface acting as a result of their ill-treatment towards their employees. Morkoç (2014, p. 111), on the other hand, concluded that there is a positive and significant relationship between genuine acting and time-based conflict, which is one of the types of WFC, in his research on hotel employees. As a result of the study conducted by Işık (2015, p. 86) on employees working in accommodation businesses, a positive and significant relationship was found between genuine acting and time-based behavior, which is one of the types of WFC. Demircan and Turunç (2017, p. 76) determined that there is a positive and significant relationship between WFC and EL in the study he conducted in 2016 on İzmir city hotels in the tourism sector. Finally, Serçek and Serçek (2017, p. 433) determined that there is a significant relationship between EL and WFC in the tourism sector. When the domestic and foreign literature is examined, it is seen that previous studies were mostly carried out on employees working in the health and tourism sectors. At this point, no study has been found on teachers in the education sector. It is thought that this study will make an important contribution to the literature in terms of revealing the relationship between WFC and EL variables within the scope of secondary school teachers working in the education sector. In this context, a model has been developed for the relationships between WFC and the sub-dimensions of EL on the axis of the findings of the studies referenced above and the model has been tried to be tested with the field research conducted in secondary schools (Figure 1).

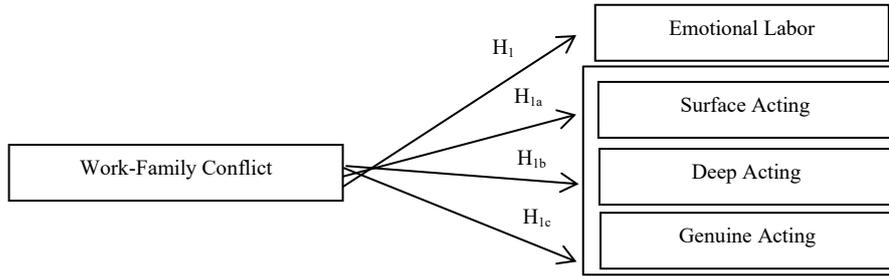


Figure 1: Research Model

As seen above, a model has been created regarding the relationship between WFC with EL and its sub-dimensions. In relation to the research model, the hypotheses regarding the WFC dimension and EL and its dimensions are as follows:

H₁: WFC has a significant effect on EL.

H_{1a}: WFC has a significant effect on surface acting.

H_{1b}: WFC has a significant effect on deep acting.

H_{1c}: WFC has a significant effect on genuine acting.

4. FINDINGS

4.1. Validity and Reliability Analysis

The fact that the kurtosis and skewness quantities calculated by dividing the kurtosis and skewness coefficients by the standard errors of the relevant kurtosis and skewness values are within the limits of ± 2 is evidence of a normal distribution (Demir, Saatçioğlu, & İmrol, 2016, p. 133; Tabachnick & Fidell, 2013, p. 618). Liu, Marchewka, Lu and Yu (2005), the kurtosis and skewness coefficients were ± 2.58 for the 5% confidence interval; For the 1% confidence interval, it should be ± 1.96 . Therefore, the kurtosis and skewness quantities for the items of each scale were examined at the 5% confidence interval and it was determined that the skewness values ranged from +,431 to -1,320. It was observed that the kurtosis quantities were also within the limits of +1.161 and -1.314. In other words, it can be said that the scales provide the assumption of multivariate normality.

Table 2: Results on the Measurement Model

Factors		Cronbach Alpha Value	CR	AVE
WFC	I1...I5	0,921	0,956	0,815
Surface Acting	D1...D6	0,857	0,931	0,692
Deep Acting	D7...D10	0,871	0,901	0,695
Genuine Acting	D11...D13	0,877	0,866	0,683
EL	D1...D13	0,821		

Convergent validity states that the items related to the variables are related to each other and to the factor they create. Divergent validity, on the other hand, is that propositions about variables should be less related to factors other than the factor, to which they belong, than to their own factor. For convergent validity, all AVE values for the scale are expected to be less than CR values and AVE values higher than 0,5. Therefore, the AVE values of each factor were examined and it was determined that the value was above 0.5 in all factors. In addition, the fact that the CR values for each factor are greater than the AVE value can be interpreted as ensuring the reliability of the measurement model.

4.2. Correlation Analysis

In the study, Pearson correlation analysis was performed regarding the research variables and dimensions. As a result of the analysis, the arithmetic mean, standard deviation, correlation and Cronbach Alpha coefficients for all variables and dimensions are presented in Table 3.

Table 3: Correlation Analysis Results

Variables	Mean	SD	1	2	3	4	5
WFC	2,84	1,05	1				
EL	3,18	0,55	,139*	1			
Surface Acting	2,49	0,80	,257**	,778**	1		
Deep Acting	3,48	0,88	-,003	,775**	,285**	1	
Genuine Acting	4,17	0,64	-,017	,376**	,111*	,348**	1

N=280 p<0,05* p<0,01**

When the averages of the variables measured according to the findings in Table 3 are examined, it can be stated that the averages of WFC and EL of the secondary school teachers included in the sample are high. When the averages of the sub-dimensions of the EL variable are examined, it is seen that the average of the genuine acting sub-dimension is higher than the other two sub-dimensions. When the correlation coefficients between the variables are examined, the relationship between WFC and EL is positive (p<0,05); it is seen that there is a positive relationship between the surface acting and the relationship (p<0,01).

When the relationship between the EL variable's own sub-dimensions is examined, it is seen that there is a positive relationship with all sub-dimensions ($p < 0,01$). However, there is no significant relationship between deep acting and genuine acting sub-dimensions of WFC.

4.3. Testing Hypotheses

The regression model, in which WFC was accepted as the independent variable and EL as the dependent variable, was found to be statistically significant ($R^2 = 0,019$; $F = 5,458$; $p < 0,05$). According to the model, the independent variable explains 1,9% of the variance in the dependent variable. In the model, it was observed that WFC had a positive effect on EL ($\beta = 0,139$; $p < 0,05$). Considering this result, hypothesis H_1 is supported (Table 4).

Table 4: Linear Regression Analysis Result on the Effect of WFC on EL

Model (Independent Variables)	Unstandardized Coefficients		Standardize d	t - score	p
	B	Standard Error	Beta		
Constant	2,977	,095		31,475	,000
<i>Work-Family Conflict</i>	,073	,031	,139	2,336*	,020
R			,139		
R²			,019		
Adj. R²			,016		
Standard error of est.			,54565		
F			5,458		
p			,020		

Dependent Variable: Emotional Labor

* $p < 0,05$ ** $p < 0,01$

The regression model in which WFC was accepted as the independent variable and surface acting as the dependent variable was statistically significant ($R^2 = 0,066$; $F = 19,663$; $p < 0,01$). According to the model, the independent variable explains 6,6% of the variance in the dependent variable. In the model, it was observed that WFC had a positive effect on surface acting ($\beta = 0,257$; $p < 0,01$). Considering this result, the H_{1a} hypothesis is supported (Table 5).

Table 5: Linear Regression Analysis Result on the Effect of WFC on Surface Acting

Model (Independent Variables)	Unstandardized Coefficients		Standardize d	t - score	p
	B	Standard Error	Beta		
Constant	1,938	,134		14,490	,000
<i>Work-Family Conflict</i>	,196	,044	,257	4,434**	,000
R			,257		
R²			,066		
Adj. R²			,063		
Standard error of est.			,77165		
F			19,663		
p			,000		

Dependent Variable: Surface Acting

* p<0,05 **p<0,01

The regression model, in which WFC was accepted as the independent variable and deep acting as the dependent variable, was statistically insignificant ($R^2=0,000$; $F=.003$; $p>0,05$). Considering this result, the H_{1b} hypothesis is not supported (Table 6).

Table 6: Linear Regression Analysis Result on the Effect of WFC on Deep Acting

Model (Independent Variables)	Unstandardized Coefficients		Standardize d	t - score	p
	B	Standard Error	Beta		
Constant	3,488	,152		22,900	,000
<i>Work-Family Conflict</i>	-,003	,050	-,003	-,050	,960
R			-,003		
R²			,000		
Adj. R²			-,004		
Standard error of est.			,87868		
F			,003		
p			,960		

Dependent Variable: Deep Acting

* p<0,05 **p<0,01

The regression model in which WFC was accepted as the independent variable and genuine acting as the dependent variable was statistically insignificant ($R^2=0,000$; $F=,068$; $p>0,05$). Considering this result, the H_{1c} hypothesis is not supported (Table 7).

Table 7: Linear Regression Analysis Result on the Effect of WFC on Genuine Acting

Model (Independent Variables)	Unstandardized Coefficients		Standardize d	t - score	p
	B	Standard Error	Beta		
Constant	4,373	,111		39,367	,000
<i>Work-Family Conflict</i>	-,012	,067	-,017	-,078	,060
R			-,017		
R²			,000		
Adj. R²			-,002		
Standard error of est.			,64090		
F			,068		
p			,060		

Dependent Variable: Genuine Acting

* $p<0,05$ ** $p<0,01$

5. CONCLUSION

The study includes secondary school teachers working in Bafra district of Samsun province. In this study, the questionnaire form prepared using the WFC scale and the EL scale was applied to secondary school teachers in Bafra, Samsun. A total of 280 participants were included in the survey evaluation. Validity and reliability tests were conducted for the scales used. It has been determined that the average of the genuine acting dimension, which is one of the sub-dimensions of the EL variable, is higher than the averages of the surface and deep acting dimensions. When the relationship between the EL variable and its sub-dimensions is considered, it has been concluded that there is a positive relationship with all sub-dimensions.

According to the results of the linear regression analysis, it was determined that WFC has a positive and significant effect on the EL. Looking at the literature Demircan and Turunç (2017, p. 75) concluded in his study that WFC has a positive and significant effect on EL. At the same time, Seery et al. (2008, p. 461) determined that WFC has a positive and significant effect on EL. These findings support the conclusion of our study regarding the H_1 hypothesis.

As a result of the linear regression analysis, it was concluded that WFC has a significant and positive effect on surface acting. When the literature is examined, Demircan and Turunç (2017, p. 76) concluded that WFC has a positive and significant effect on surface acting. This finding supports the result of our study's finding related to the H_{1a} hypothesis. As a result of the linear regression analysis, it was concluded that WFC did not have a significant effect on deep acting. Demircan and Turunç (2017, p. 76) concluded that WFC does not have a significant effect on deep acting. This finding is similar to the result of the finding related to the H_{1b} hypothesis of our study. As a result of the linear regression analysis, it was concluded that WFC did not have a significant effect on genuine acting. Demircan and Turunç (2017, p. 76) concluded that WFC does not have a significant effect on genuine acting. This finding is similar to the result of the finding related to the H_{1c} hypothesis of our study.

6. LIMITATIONS AND FURTHER RESEARCH

The study has some limitations. First of all, data were collected on a relatively small sample due to time constraints and limited financial resources. The measurement of the variables included in the study is based on self-report and participants' perceptions. In this context, it is possible to have a social desirability effect. Another limitation of the study is that it was applied only to secondary school teachers. In addition, since the study is a cross-sectional study, there are also limitations on cause-effect inference and generalizability of the findings.

In the study, only WFC was included. In future studies, different findings can be obtained by considering the family-work conflict dimension. In this study, the effect of WFC on EL and its sub-dimensions is mentioned. Therefore, it will be useful to investigate the relationship between WFC with variables such as workaholism, job satisfaction, and burnout.

7. CONFLICT OF INTEREST STATEMENT

There is no conflict of interest between the authors.

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9. AUTHOR CONTRIBUTIONS

ES, BK : The idea;
ES, BK : Design;
BK : Collection and / or processing of resources;
ES, BK : Empirical Analysis and / or interpretation;
BK : Literature search;
ES, BK : Writer.

10. ETHICS COMMITTEE STATEMENT AND INTELLECTUAL PROPERTY COPYRIGHTS

Ethics committee principles were complied with in the study and necessary permissions were obtained in accordance with the intellectual property and copyright principles.

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