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Research Article

The relationship between preschool teachers' perceptions of parental approach and levels of emotional labor*

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Abstract

In this study, preschool teachers' perceptions of parental approach, their emotional labor levels, and the relationship between them were examined regarding various variables. 220 preschool teachers working in public and private preschool institutions in the 2020-2021 academic year participated in this research. The Emotional Labor Scale and Parental Approach Scale were applied to preschool teachers. It was found that there is a positive, moderate significant relationship between the parental approach perceptions of preschool teachers and their emotional labor levels. Preschool teachers scored highest from the factor of "natural emotions" related to emotional labor, and the lowest in the dimension of "superficial role playing". According to the answers given by the preschool teachers regarding their perceptions of parental approach, the highest mean was in the dimension of "positive and informative approach", and the lowest was in the dimension of "negative and critical approach".

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Introduction

Emotions are one of the most important factors affecting communication with people. The way people reflect on each other's emotions and interact through emotions significantly affects their behavior. Emotions affect people's decisions thanks to their emotional experiences (Goleman, 2020); hence, emotions are decisive in forming behaviors. The behaviors that institutions expect from their employees include not only physical elements, but also the emotions that will be reflected on the customer. Emotional labor, which is revealed by these behavior patterns and emotional displays expected from employees, have become a value that can be bought and sold in the labor market, just like physical and informational labor. One of the places where emotions are intensely experienced is educational institutions. Especially as a result of teacher and student interaction, two-way intense emotional relation is experienced. In addition to emotional labor, the need for teachers to cooperate with parents gains importance for students to feel safe at school, to achieve academic development and social-emotional harmony with their peers. In this context, when the literature is examined, the concepts of "emotional labor" as a concept that deals with the change experienced by people in the organization due to their internal emotional states, and "parental approaches" that reveal teachers' thoughts towards parents come to the fore (Basım & Beğenirbaş, 2012; Hatipoğlu & Kavas, 2016).

Emotional labor

Emotional labor was defined by Hochschild for the first time as "the effort of employees who are in one-to-one contact with customers due to their job, to display their emotional reactions to the organization and to display acceptable behavior according to demand or to create emotional displays that are compatible with organizational goals" (Hochschild, 1979, p. 561). In order to behave as expected, employees consciously or unconsciously regulate their own expressions by using various emotion management methods (Grandey, 2000). Hochschild (1983, 2006), in his book "The Managed Heart", represents the most fundamental criticism of this as the commodification of emotions and their economic pricing. At the same time, it is one of the behavioral results of emotional labor that employees are asked to behave politely during service by showing a friendly and smiling approach to individuals who exhibit negative behavior (Neckel, 2013). Considering the effects of emotional states on the performance of the institution and employees, it is necessary for managers to know how they will affect the emotional reactions of employees (Humphrey et al., 2008). Hochschild (1979) mostly conducted research on the emotions of flight attendants and drew attention to the importance of emotions in the workplace, daily life, and family. Morris and Feldman (1997) suggested in their study that emotional labor can be conceptualized in different dimensions which are: "a) the frequency of emotional display, (b) attention to the necessary display rules, (c) the various emotions that must be exhibited, and (d) the emotional dissonance that arises as a result of the obligation to express organizationally desired emotions that are not really felt" (Morris & Feldman, 1997, p. 987). Grandey (2000) included the concept of emotion regulation in the content of emotional labor (Grandey, 2000). These emotional regulations are deep behavior and superficial behavior. Emotional labor consists of three dimensions: superficial acting, deep acting and natural emotions (Ashforth & Humphrey, 1993; Grandey, 2000; Hochschild, 1983).

Hochschild (1983) argues that individuals working in the service sector develop emotion rules that determine the emotions they should feel. Emotions that require the ability to act

without showing one's real feelings in business life are a form of behavior that also forms the basis of the level of acting. In this case, in the superficial role-playing dimension, it is also possible that the employee could feel worrisome and control this behavior in addition to showing his emotions differently from what he has (Lin, 2000; Morris & Feldman, 1997; Neckel, 2013; Pugliesi, 1999).

Deep acting is an innate behavior that requires learning how one truly feels. It is a state of harmony showing that employees are willing to dedicate themselves to their work and exhibit expected emotional behaviors (Grandey, 2000; Hochschild, 1979).

Ashforth and Humphrey (1993) argued that individuals behave in a third way towards the institutions they work for, that is, they perform emotional labor through spontaneous and sincere emotion. In this case, the expression of naturally felt emotions has been characterized as an effective form of emotional labor and a naturally felt behavior (Diefendorff et al., 2008).

Individual factors affecting emotional labor are expressed as gender, expressing emotions, emotional intelligence, self-monitoring and affect. Organizational factors that affect emotional labor are autonomy and social support (Hochschild, 1983). The concept of autonomy according to Sacks and Eisenstein means "self-directed" (Sacks & Eisenstein, 1976, p.6). It can be said that autonomy, is seen as a term used for the relative independence of the individual to his emotional and cultural behaviors (Wrana, 2008, p. 38). Bailey (1996) suggested that when interpersonal relations are positive and supportive, employees in the service sector can help themselves on behalf of the organization by finding more comfortable solutions in applying methods of dealing with job stress and customers (Grandey, 2000, p. 107).

Teaching profession can be expressed as a constantly renewed and developing profession. In relation to this, it can be said that teachers not only train students but also contribute to the development of society in every aspect (Ayvaz Tuncel, 2011, p. 29). For this reason, teachers also have responsibilities towards the school administration and parents, apart from being in intense interaction with the children in the classroom environment in order to display their emotions sincerely. The different emotional states experienced by teachers in their institutions and the management system in the school can be daunting and therefore cause teachers to experience tense and stressful emotions (Frenzel, Götz, & Pekrun, 2008; Kesel, 2015). For this reason, the teaching profession is affected by emotional labor due to the fact that it is intertwined with people and intense emotional states.

Family and parent

Sacher (2008, p. 27) defines the family as "human communities based on marriage, kinship, adoption, guardianship or emotional attachment, who are responsible for and support each other". "Parent" is defined as "a person who protects a child, takes care of his affairs and is responsible for all his behaviors" (TDK, 2021). As can be seen from the descriptions, children always depend on someone for attention and care in the first years of life, therefore, providing a safe and suitable environment is among the most important duties of families and parents.

As a result of the "entering school" phase through pre-school education, new rules such as teachers and schools begin for children and families (Fölling-Albers & Heinzl, 2007, p. 309). For a healthy education process, these three elements, consisting of school-family-child, allow a strong bond to be formed if they work in coordination with each other. The school's establishing good relations with families is considered important for the success of the school. An

environment of trust is created between parents and the school, which increases the student's in-school motivation. It is important for the teacher to cooperate with the family as well as the family has the right to obtain information about the education opportunities of the child by cooperating with the teacher (Vural, 2004, pp. 37-39). The school-parent unions are established as the unit that plays the most effective role in establishing and maintaining deep-rooted and solid connections between the school and the family (Şehitoğlu & Koçyiğit, 2020).

It can be inferred from the related literature that an important part of the communication between the school and the family occurs through a parent-teacher cooperation, which is important for the success and motivation of the parents and their children at school (Epstein, Galindo, & Sheldon, 2011; Fölling-Albers & Heinzl, 2007; Konca & Dikmenli, 2021; Neuenschwander, Lanfranchi, & Ermert, 2008). In addition, Textor (1998) stated that for the education-teaching partnership between parents and teachers to function properly, the stakeholders should have an open relationship, consultation and interview quality, the parents should be included in the cooperation and decision processes, and the pre-school centers should be integrated with the society (Textor, 1998). Parents and teachers are the most important stakeholders in the educational life of children. For this reason, the elements of the quality and minimum norms of cooperation between parents and teachers are the habit of family participation, the systematic transfer of information between parents and teachers, the consideration of parents' suggestions, the organization of qualified home visits, the provision of collaborative activities, and the involvement of the parent-child relationship. (Fantuzzo, McWayne, Perry, & Childs, 2004; Fröhlich-Gildhoff, 2013; Pang, 2010). Communication resources such as parent meetings, written information (social media, e-mail, information letters, etc.) and face-to-face individual interviews are used especially in parent and teacher interaction processes (Genç, 2005; Koç Akran & Kocaman, 2018; Yıldırım & Dönmez, 2008; Yılmaz & Öznacar, 2016). In this direction, parents will be given tasks in school activities in order to realize parent-teacher cooperation and create healthy social interaction and this will help teachers reduce their emotional stress. Giving feedback to teachers about the happy feelings of children at home results in positive evaluations as well (Neuenschwander et al., 2008).

Since parents and teachers play an active role in the education process, introducing the understanding of the relationship between school and family, structuring education and training taking into account the family dimension, and strengthening the communication bonds between family and school are seen as important developing factors (Erdoğan, 2000; Şehitoğlu & Koçyiğit, 2020). In particular, teachers' awareness of the importance of cooperation for children's happiness and success is one of the factors that improve relationships. Among the factors that hinder parent-teacher relations are the negative background of families' own school life, families' economic problems, disciplinary information for families, demanding economic contributions and warnings in this direction, parents' lack of time for school, teachers' negative attitudes, and families' low education levels (Orman, 2012; Özgan & Aydın, 2010; Vural, 2004; Yılmaz & Öznacar, 2016).

Emotional labor is also a compulsive behavioral situation and therefore directly affects work and family life. For this reason, teachers' emotional labor in business life and interaction with families are important because of their potential to influence each other (Aydın, 2004; Edwards & Rotbhard, 2000 as cited in Cheung & Tang, 2009). In this direction, positive attitudes and cooperative behaviors of parents towards teachers should have a very high effect on teachers'

emotional states. This case also increases the expectations for teachers to include emotional labor in their work thus resulting with emotional labor and parent attitudes becoming important in the field of education, especially preschool education as it is important for preschool teachers to be in cooperation and solidarity with parents to learn the characteristics of children and support their development and determining the emotional labor levels of preschool teachers is important in terms of managing their fluctuating moods in that process.

Purpose of the research

The aim of this study is to determine the emotional labor levels and parental approach perceptions of preschool teachers. In addition, it is aimed to determine whether there is a significant difference between these levels and the demographic characteristics of the participants, such as gender, age, years of service, institution type, education level, marital status, position in the job, and to examine the relationship between preschool teachers' emotional labor and perceptions of parental approach. In this context, answers to the following questions were sought.

Research Questions

RQ1: What are the levels of emotional labor and perceptions of parental approach of preschool teachers and are there any significant differences in these in terms of gender, age, years of service, education level, marital status, position on duty, and type of institution?

RQ2: What kind of a relationship is there between preschool teachers' emotional labor levels and perceptions of parental approach?

Methodology

This is a quantitative, descriptive correlational study. In correlational studies, it is possible to examine the relationship between two or more variables without intervening in any way (Büyüköztürk, 2019). In the study, the data were collected by applying the Emotional Labor Scale and the Parental Approach Scale to preschool teachers and any possible relationship between these two variables were sought without intervention.

Participants

The study group of the research consists of pre-school teachers working in 30 state and 15 private pre-school education institutions affiliated to the Ministry of National Education within the borders of Afyonkarahisar city center in the 2020-2021 academic year. Cluster sampling method was used in the study. In the cluster sampling method, the population is divided into parts and several parts or groups are randomly selected. Separating groups into clusters facilitates the construction of lists (Bursal, 2017). According to this, the teachers are divided into clusters according to the institutions they work. 140 preschool teachers working at public schools and 80 teachers working at private schools participated in the research. A total of 299 scales were distributed and analyses were made with 220 returned scales.

Data collection

Emotional Labor Scale developed by Diefendorff et al. (2008) and adapted to Turkish by Basım and Beğenirbaş (2012), and Parental Approaches Scale (Hatipoğlu & Kavas, 2016) were used to collect the data. The first scale includes superficial role playing (6 items), deep acting (4

items), natural emotions (3 items) sub-dimensions. The scale consists of 13 items and is prepared in a 5-point Likert type. It is scored in the range of “1= Never, 5= Always” (Basım & Begenirbaş, 2012). The “Parental Approach Scale” consists of two dimensions: positive and informative approach (11 items) and negative and criticizing approach (10 items). There are a total of 21 items in the 5-point Likert-type scale. Scoring is done between “1= never and 5= always” (Hatipoğlu & Kavas, 2016). There are no reverse items in the scales.

Data analysis

In the analysis of the data, first of all, the validity and reliability analyzes of the scales were made, then the normality of the distribution of the data for each variable and the overall total and each sub-dimension of the scales was examined. While testing normality, it was taken into account that the kurtosis and skewness values should be between +1.5 and -1.5 (George & Mallery, 2010). According to the results of the analysis, it was concluded that the data did not show normal distribution according to the kurtosis and skewness values of the total score means obtained from the scales. Accordingly, Mann Whitney U, Kruskal Wallis and Spearman Brown correlation tests were used in data analysis. All tests applied were based on .05 significance level. The value obtained according to the fit indices that emerged as a result of the confirmatory factor analysis of the emotional labor scale showed that the model had a normal fit [RMSEA = 0.073, NFI = 0.935, CFI = 0.963, GFI = 0.923, AGFI = 0.877, CMIN/DF = 2.176]. and the Cronbach alpha general reliability of the 13-item scale was found to be .85. The fit indices obtained as a result of the confirmatory factor analysis of the parental approaches scale were found to be [RMSEA = 0.079, NFI = 0.876, CFI = 0.924, GFI = 0.869, AGFI = 0.825] also showing a normal fit and the Cronbach alpha general reliability of the 18-item scale was found to be .70. The results show that the scales used are valid and reliable.

Findings

The research findings are listed and interpreted in this part taking into account the research questions.

Findings regarding RQ1

Emotional labor levels of preschool teachers

The answers obtained from the emotional labor scale and its dimensions regarding the emotional labor levels of preschool teachers are given in Table 1.

Table 1. Mean, mean error and standard deviation values of the emotional labor scale and its factors

Scales	Mean	Mean Error	SS
Superficial Role Playing	3.12	.081	1.214
Deep Acting	4.28	.067	.994
Natural Emotions	4.58	.044	.665
Total	3.12	.081	1.212

According to Table 1, it is seen that the "natural emotions" dimension has the highest mean (4.58) and "superficial role playing" dimension has the lowest (3.12). Accordingly, it can be interpreted that preschool teachers generally have a tendency to 'natural emotions'. When

the standard deviation values are examined, it can be said that the scores of the 'natural emotions' dimension are more homogeneous than the other dimensions. Mean taken from the Emotional Labor Scale in general was calculated as 3.12 out of 5.

Parental approach perceptions of preschool teachers

Mean, mean error and standard deviation values received from the parental approach scale and its factors are given in Table 2.

Table 2. Mean, mean error and standard deviation values of the parental approach scale and its factors

Scales	Mean	Mean Error	SS
Positive and Informative Approach	4.47	.036	.543
Deep Acting	1.37	.046	.690
Total	3.18	.041	.357

According to Table 2, the answers obtained from the scale and dimensions of parental approach perceptions of preschool teachers are given. It can be seen that the "positive and informative approach" dimension has the highest mean (4.47). The lowest mean is 1.37 of "negative and critical" dimension. When the standard deviation values are examined, it can be said that the scores of the 'positive and informative approach' dimension are more homogeneous than the other dimensions. The mean score taken from the Parent Approach Scale was calculated as 3.18 out of 5.

Emotional labor and age

Kruskal-Wallis H Results between the age variable and emotional labor behaviors are given in Table 3.

Table 3. Age and emotional labor Kruskal-Wallis H

Emotional Labor	Age	N	Mean Rank	sd	Chi-Square	p
Superficial Role Playing	20-30 years	66	99.54		13,174	.001*
	31-40 years	105	103.93	2		
	41-50 years	49	139.35			

According to Table 3, a statistically significant difference was found in the emotional labor levels of preschool teachers in the "Superficial role playing" sub-dimension ($\chi^2= 13,174$, $p<.05$). No significant difference was found in the "deep acting" and "natural emotions" sub-dimensions ($p>.05$).

As a result of the pairwise comparisons made in order to determine the direction of the differentiation between the groups, in the sub-dimension of "superficial role playing", between the teachers aged 20-30 and teachers aged 41-50 in favor of 41-50 years, between the teachers aged 31-40 and teachers aged 41-50. significant differences were found in favor of 41-50 ($p=.003$).

Emotional labor and education status

It was found out that the emotional labor levels of preschool teachers did not show a significant difference in total and sub-dimensions according to the variable of educational status ($p>.05$).

Emotional labor and year of service

Emotional labor levels of preschool teachers by year of service variable Kruskal Wallis Test results are given in Table 4.

Table 4. Emotional labor by year of service Kruskal-Wallis H

Emotional Labor	Year of Service	N	Mean Rank	sd	Chi-Square	p
Deep Acting	1-5 years	34	82.31	4	16.136	.003*
	6-10 years	56	108.90			
	11-15 years	90	117.34			
	16-20 years	28	137.41			
	21 years and above	12	83.71			
	31-40 years	105	107.50			
	41-50 years	49	105.56			

Table 4 shows that, a significant difference was found in the “deep acting” sub-dimension ($\chi^2= 16.136, p<.05$) of the emotional labor levels of preschool teachers according to the variable of years of service. No significant difference was found in the sub-dimensions of " Superficial role playing" and "natural emotions" ($p>.05$).

As a result of the pairwise comparisons made with the Mann Whitney U test to determine between which groups the difference is, in the "deep acting" sub-dimension, between the preschool teachers who served for 1-5 years and the teachers who served for 11-15 years in favor of the teachers who served for 11-15 years ($p= .004$), significant differences were found between teachers serving 16-20 years and teachers serving 1-5 years in favor of teachers serving 16-20 years ($p=.015$). Accordingly, it can be interpreted that the group means with 11 to 20 years of service are significantly higher in the dimension of “deep acting”.

Emotional labor and marital status

Preschool teachers' emotional labor levels did not show a significant difference according to the marital status variable ($p>.05$).

Emotional labor and position on duty

The emotional labor levels of preschool teachers did not show a significant difference in according to the variable of position on duty ($p>.05$).

Emotional labor and types of institutions

The differences in the levels of emotional labor behaviors according to the types of institutions are given in Table 5.

Table 5. Emotional labor according to the types of institutions Mann Whitney U

Emotional Labor	Institution Type	N	Mean Rank	Tot.Rank	Z	U	p
Superficial Role Playing	Public	140	99.79	13970.50	-3.306	4100.50	.001*
	Private	80	129.24	10339.50			
Deep Acting	Public	140	103.61	14505.00	-2.213	4635.00	.057
	Private	80	122.56	9805.00			
Natural Emotions	Public	140	110.00	15400.00	-.175	.5530.00	.861
	Private	80	111.38	8910.00			

According to Table 5, a statistically significant difference was found in the " Superficial role playing" sub-dimension (U=4100.50, p=0.001, p<.05). It was concluded that the difference in the mean scores of preschool teachers between the two groups (\bar{X} =129.24) was in favor of the teachers working in special education institutions. No significant difference was found in the "deep acting" and "natural emotions" sub-dimensions.

Parental approach and gender

Table 6. Perceptions of parental approach according to gender Mann-Whitney U

Parent Approach	Gender	N	Mean Rank	Tot.Rank	Z	U	p
Positive and Informative Approach	Male	4	40.50	162.00	-2.236	152.00	.025*
	Woman	216	111.80	24148.00			
Negative and Critical Approach	Male	4	188.88	755.50	-2.663	118.50	.008*
	Woman	216	109.05	23554.50			

According to Table 6, a statistically significant difference was found in the "positive and informative approach" sub-dimension (p=.025, p<.05) and the "negative and critical approach" sub-dimensions (p=.008, p<.05). In the "positive and informative approach" sub-dimension, female teachers' (\bar{X} =111.80, r=-0.15) parent approach perception levels are higher than male teachers. In the "negative and critical approach" sub-dimension, it was concluded that male teachers' (\bar{X} =188.88, r=0.18) parental approach perception levels were higher than female teachers.

Parental approach and age

Parental approach levels of preschool teachers did not show a significant difference according to the age variable (p>.05).

Parental approach and year of service

Preschool teachers' perceptions of parental approach according to the year of service variable are given in Table 7.

Table 7. Perceptions of parental approach according to the year of service Kruskal-Wallis H

Parental Approaches	Year of Service	N	Mean Rank	sd	Chi-Square	p
Positive and Informative Approach	1-5 years	34	98.93			
	6-10 years	56	106.92	4	10,854	.028*
	11-15 years	90	108.99			
	16-20 years	28	144.96			
	21 years and above	12	90.92			
Negative and Critical Approach	1-5 years	34	104.78			
	6-10 years	56	110.40	4	18,418	.001*
	11-15 years	90	113.53			
	16-20 years	28	82.71			
	21 years and above	12	169.25			

According to Table 7, preschool teachers' perception levels of parental approach are in the “positive and informative approach” sub-dimension ($\chi^2=10.854$, $p=.028$) and in the “negative and critical approach” sub-dimension ($\chi^2=18.418$) according to the variable of years of service a significant difference was found ($p=.001$).

As a result of pairwise comparisons, in the sub-dimension of "positive and informative approach", a significant difference was found between teachers with 16-20 years of service and teachers with 1-5 years, 6-10 years and 11-15 years of service, in favor of teachers with 16-20 years of service. In the sub-dimension of “negative and criticizing approach”, significant differences were found between teachers who served for 21 years or more and teachers who served 16-20 years in favor of teachers who had 21 years or more ($p<.05$). Accordingly, it can be interpreted that the group means with 16-20 years of service in the dimension of "positive and informative approach" and the group means with a "negative and critical approach" service year of 21 years and above are significantly higher.

Parental approach and educational status

Preschool teachers' perceptions of parental approach Mann Whitney U test regarding the variable of educational status are given in Table 8.

Table 8. Perceptions of parental approach Mann Whitney U test regarding educational status

Parental Approach	Education status	N	Mean Rank	Tot.Rank	Z	U	p
Positive and Informative Approach	Associate degree	44	127.68	5618.00			
	Undergraduate/Graduate	176	106.20	18692.00	-2.017	3116	.054
Negative and Critical Approach	Associate degree	44	77.15	3394.50			
	Undergraduate/Graduate	176	118.84	20915.50	-4,075	2404.5	.000*

According to Table 8, a significant difference was found in the "negative and critical approach" sub-dimension ($p=.000$) according to the variable of educational status in the parental approach perception levels of the preschool teachers.

Parental approach and marital status

Mann-Whitney U test results regarding preschool teachers' perceptions of parental approach according to marital status variable is given in Table 9.

Table 9. Mann-Whitney U test between perceptions of parental approach and marital status

Parental Approach	Marital status	N	Mean Rank	Tot.Rank	Z	U	p
Positive and Informative Approach	married	167	108.12	6254.50	-.993	4027.50	.321
	single	53	118.01	18055.50			
Negative and Critical Approach	married	167	116.89	19520.00	-2.831	3359.00	.046*
	single	53	90.38	4790.00			

According to Table 9, a statistically significant difference was found in the “negative and criticizing approach” sub-dimension ($U=3359.00$, $p=0.046$, $p<.05$). In the sub-dimension of "negative and criticizing approach", married teachers' parental approach perception level mean rank ($\bar{X}=116.89$) is higher than that of single teachers.

Parental approach and position on duty

It was found that the parent approach levels of preschool teachers did not show a significant difference in total and sub-dimensions according to the variable of position on duty ($p>.05$).

Parental approach and type of institution

Mann-Whitney U test results regarding the preschool teachers' perceptions of parental approach according to type of institution variable are given in Table 10.

Table 10. Perceptions of parental approach according to type of institution Mann-Whitney U

Parental Approach	Institution Type	N	Mean Rank	Tot.Rank	Z	U	p
Positive and Informative Approach	State	140	102.76	14386.50	-2,403	4516.50	.016*
	Special	80	124.04	9923.50			
Negative and Critical Approach	State	140	120.35	16849.00	-3.254	4221.00	.001*
	Special	80	93.26	7461.00			

According to Table 10, in the "positive and informative approach" sub-dimension ($p=0.016$, $p<.05$) and in the "negative and critical approach" sub-dimension ($p=0.001$, $p<.05$) statistically significant differences were detected. In the "positive and informative approach" sub-dimension, the mean rank of parental approach perception level of teachers working in private

institutions ($\bar{X}=124.04$) is higher than teachers working in public institutions. In the sub-dimension of "negative and criticizing approach", the parent approach perception level of the teachers working in the state institution was found to be higher ($\bar{X}=120.35$) compared to the teachers working in the private institutions.

Findings regarding RQ2

Correlation between preschool teachers' perceptions of parental approach and emotional labor levels was tested and the result is given in Table 11.

Table 11. Spearman correlation test between preschool teachers' perceptions of parental approach and emotional labor levels

	Superficial Role Playing	Deep Acting	Natural Emotions	Positive and Informative Approach	Negative and Critical Approach	Emotional Labor	Parental Approaches
Superficial Role Playing	-						
Deep Acting	.468**	-					
Natural Emotions	-.218**	.302**	-				
Positive and Informative Approach	.439**	.423**	.139**	-			
Negative and Critical Approach	-.185**	.401**	-.275**	-.469**	-		
Emotional Labor	.896**	.752**	.118	.507**	-.321**	-	
Parental Approaches	.440**	.235**	-.024	.755**	.275	.417**	-

According to Table 11, it is seen that there is a positive and moderately significant relationship ($r=.417$; $p<.01$) between parental approaches and emotional labor. Superficial role playing sub-dimension show a moderately significant positive relationship with deep acting ($r=.468$; $p<.01$), positive and informative approach ($r=.439$; $p<.01$) and parent approaches in general ($r=.440$; $p<.01$), and a highly significant positive relationship with emotional labor ($r=.896$; $p<.01$). There was a low and significant negative correlation between the superficial role playing sub-dimension and natural feelings ($r=-.218$; $p<.01$) and negative and criticizing approach sub-dimension ($r=-.185$; $p<.01$). Deep acting sub-dimension with natural feelings ($r=.302$; $p<.01$), positive informative approach ($r=.423$; $p<.01$), and negative and critical approach ($r=.401$; $p<.05$) was found to have a moderately significant positive correlation. A highly significant positive correlation was found between emotional labor and deep acting ($r=.752$; $p<.01$), and a low-level significant positive correlation was found between parental approaches and deep acting ($r=.235$; $p<.01$). A low-level significant positive correlation was found between the natural emotions sub-dimension and the positive and informative approach sub-dimension ($r=.139$; $p<.01$). A moderately significant negative correlation was found between the positive and informative approach and the negative and critical approach ($r=-.469$; $p<.01$) sub-dimensions. There was a

moderate positive correlation between positive and informative approach and overall emotional labor ($r=.507$; $p<.01$), and a highly significant positive correlation between parental approach ($r=.755$; $p<.01$).

Discussion

The findings showed the highest mean in the distribution of emotional labor levels of preschool teachers was in the dimension of natural emotions. This dimension was followed by deep acting and superficial role playing dimensions, respectively. According to the answers given by the teachers regarding the emotional labor levels, the general mean was 3.12 out of 5.0. These research results show parallelism with some studies in the literature (Cingöz, 2018; Karasu, 2019; Yılmaz Daban, 2018). The mentioned studies and the results of this study concluded that it was meaningful for teachers to exhibit natural emotional behaviors in the process of interacting with children in the classroom.

In the present study, the findings showed that the emotional labor levels of preschool teachers did not show a significant difference according to the gender variable. There are studies in the literature showing different results. While there are studies reporting that no significant difference was found in terms of the gender variable (Koçak & Gürsoy, 2017; Polatkan, 2016), however it is also possible to see some studies reporting that there is significant difference (Ceylan, 2017; Çiçekoğlu & Taşlıyan, 2019). When this research and the results of the mentioned studies are evaluated regarding gender variable, it is difficult to generalize whether gender affects teachers' emotional labor levels.

As a result of this research, while the emotional labor levels of preschool teachers did not differ in the sub-dimension of natural emotions and deep acting, the teachers aged 41-50 years had more emotional labor than the teachers aged 20-30 and 31-40 in the sub-dimension of superficial role playing behavior. There are studies that have found that there is no significant difference regarding the age variable (Koçak & Gürsoy, 2017; Önal, 2019). Although there are different results for the age variable, it can be said that the level of emotional labor increases as the teachers' ages increase.

In the present study, while there was no significant difference in the superficial role-playing and natural emotions sub-dimension of preschool teachers' emotional labor levels according to the variable of years of service, in the deep role-playing sub-dimension, the teachers who served for 11-15 years and 16-20 years were compared to the teachers who served for 1-5 years. It has been found that they have a higher emotional labor tendency than their counterparts. While there are studies reporting that no significant difference was found regarding the variable of years of service (Ceylan, 2017; Önal, 2019), it is also possible to see studies that found a difference (Akbaş & Bostancı 2019; Philipp, 2010). From this point of view, it can be stated that behaviors, such as the need for teachers to play a role deeply and their desire to achieve their educational goals in general, become more challenging with the increase in years of service.

In the present study, it was found that the emotional labor levels of preschool teachers did not show a significant difference in the general and sub-dimensions of the scale, according to the variable of educational status, marital status and position on duty. There are also studies in the literature claiming that there are no significant differences regarding the variable of educational status (Bıyık, 2014; Doğan, 2019; Polatkan, 2016). In this context, it can be

interpreted that educational status does not have an effect on emotional labor levels. Regarding the marital status variable, different results were reported in the literature (Caner, 2019; Cingöz, 2018; Kaçamak, 2019). The reasons for these different results may be the responsibilities of teachers in marital life. It can be interpreted as special situations experienced by spouses and children due to their responsibilities and obligations. In such a situation, teachers may show emotional labor and poor tolerance in their classroom behaviors. In this study, it can be said that the marital status of preschool teachers does not affect their emotional labor levels.

While there were no significant differences in the dimensions of natural emotions and deep acting, a significant difference was found in the dimension of superficial role playing, according to the institution type variable. In the study, it was determined that preschool teachers working in private education institutions exhibited more emotional labor behaviors than preschool teachers working in public institutions. In terms of the institution type variable, the results of this research overlap with the literature (Tomruk Ünal, 2020). In his study, Kaçamak (2019) determined that the emotional labor behaviors of teachers working in public schools were lower than those working in private schools. From this point of view, given that the management strategies being different in private institutions, the school mission having various task loads, the teachers' anxiety of being fired, and the individual differences in the interaction processes with the parents may cause the teachers to play more roles and feel themselves under pressure.

According to the answers given by the preschool teachers regarding their perceptions of parental approach, the highest mean was of positive and informative approach dimension which is 4.47 out of 5.0, and the lowest mean was 1.37 in negative and criticizing approach dimension. Hatipoğlu and Kavas (2016) found in their research that primary school teachers mostly perceive a "positive and informative approach." Ergin and Çayak (2019), in their study, determined that the highest mean of the parents for students studying at various levels is in the dimension of professional expectations from the teacher. When the literature is examined, it has been revealed that teacher-parent cooperation is not at the desired level (Albez & Ada, 2017), and the results that there are positive perceptions among the stakeholders regarding the teacher-parent approach levels affect teacher-parent cooperation in general (Atakan, 2010; Ateş & Yıldız, 2019; Berger, 1991; Koç, 2018).

In the present study, according to the gender variable, female teachers' parental approach perceptions were higher than male teachers in the positive and informative dimension. Regarding negative and criticizing approaches, male teachers' parental approach perceptions differed from female teachers' perceptions. Han (2019) found that female teachers' perceptions of parental approach were more positive, which may arise because female preschool teachers may integrate the "mother" role in teaching. Apart from this, given that male preschool teachers feeling obliged to prove themselves and encountering prejudice from parents can also be considered effective in this result.

In the study, it was found that preschool teachers' perceptions of the parental approach did not show a significant difference according to age and position variables. These findings regarding position suggest that permanent and paid preschool teachers perceive parental approach similarly.

In the present study, significant differences were found in the sub-dimensions of positive and informative approach and negative and criticizing approach according to the variable of years of service. It has been revealed that preschool teachers serving 16-20 years exhibit more

positive and informative approach perceptions than preschool teachers serving 1-5 years, 6-10 years and 11-15 years. Pre-school teachers serving for 21 years or more perceive more negative and criticizing behaviors than pre-school teachers serving 16-20 years. In the literature there are results that are consistent (Kıldan, 2011) and there are also results where teachers who are close to retirement have negative relationships with parents (Koç, 2018). As the years of service of preschool teachers increase, their perceptions of parental approach also change, which means that the perceptions of preschool teachers who have been serving for 21 years and over change at a negative level, causing their patience to decrease.

In this study, while there was no difference in the positive and informative approach sub-dimension according to the variable of educational status, a significant difference was found in the negative and criticizing approach sub-dimension. It was revealed that preschool teachers with undergraduate and graduate education perceive more negative and criticizing behaviors than teachers with associate degrees. According to this result, it can be said that negative behaviors may occur due to the high goals and expectations for teachers who receive undergraduate and graduate education. Han (2019) reported in his study that the educational status of teachers did not cause a significant difference.

In this study, there was no difference in the positive and informative approach sub-dimension according to the marital status variable, while a significant difference was found in the negative and criticizing approach sub-dimension. It has been revealed that married preschool teachers perceive more negative and criticizing behaviors than single preschool teachers. Yağbasan and Imik (2006) concluded that the negative and distressing issues experienced by educators in the school environment affect intra-family communication ties. It can be said that the different responsibilities of the marriage life of the teachers and the effort aimed at family peace are relatively higher than the single teachers.

In the present research, significant differences were found in the sub-dimensions of "positive and informative approach" and "negative and critical approach" according to the institution type variable. Preschool teachers working in private education institutions exhibited more "positive and informative approach" perceptions more than preschool teachers working in public institutions. In the dimension of "negative and critical approach," it was concluded that preschool teachers working in public institutions exhibit "negative and critical approach" perceptions more than preschool teachers working in private education institutions. There are studies in the literature that support these results or show different results. It is possible to see studies reporting that there is no significant difference in the perception of parental approaches regarding the type of institution variable (Han, 2019), as well as studies reporting that there is (Tomruk Ünal, 2020). In this research, it can be said that preschool teachers working in private institutions have higher levels of positive approach perceptions because they are aware of their relations with parents, showing more closeness upon the request of the institution, and are aware of the need to provide information and feedback in line with the demands of the parents. When it comes to the correlation between parental approach perceptions and emotional labor levels, a negative and low-level significant correlation was found between the "superficial role playing" and "natural emotions" sub-dimensions of the emotional labor scale and "negative and critical approach" sub-dimension of the parental approach perceptions scale. From this point of view, it can be said that as preschool teachers' level of acting and their willingness to display natural emotions increase, negative and criticizing behaviors by parents decrease.

It was concluded that there is a statistically positive, moderately significant relationship between parental approach perceptions and emotional labor total scores. In the study of Özdoğru (2021), the problems encountered in the teacher-parent relationship caused the teachers to experience negative moods in the education-teaching process, and the results of the study by Tomruk Ünal (2020) showed that they exhibited emotional labor behaviors in the teacher-parent communication process. It can be said that in this study, a result that overlaps with the results of the studies in the literature has emerged (Aslan, 2016; Cerev & Coşkun, 2020; Epstein & Hollifield, 1996).

Conclusion

In this study examining the emotional labor levels and parental approach perceptions of preschool teachers, the highest mean in the distribution of emotional labor levels of preschool teachers was found in the dimension of natural emotions. This dimension is followed by deep acting and superficial role playing dimensions, respectively. The general mean was determined as 3.12 out of 5.0. It was found that the highest mean was of positive and informative approach dimension which is 4.47 out of 5.0, and the lowest mean was 1.37 of negative and criticizing approach dimension. As a result of the research, it was found that the emotional labor levels of preschool teachers did not show a significant difference according to the gender variable. While the emotional labor levels of preschool teachers did not differ in the sub-dimension of natural emotions and deep acting, in the sub-dimension of superficial role playing, teachers aged 41-50 had more emotional labor than teachers aged 20-30 and 31-40. According to the variable of years of service in the research, while there was no significant difference in the superficial role-playing and natural feelings sub-dimensions, in the deep-acting sub-dimension, the teachers who served for 11-15 years and 16-20 years were compared to the teachers who served for 1-5 years. It has been determined that they have a higher emotional labor tendency than their counterparts. In the study, it was concluded that the emotional labor levels of preschool teachers did not show a significant difference, according to the variable of educational status, marital status and position on duty. While there was no significant difference in the dimensions of natural feelings and deep acting, a significant difference was found in the dimension of superficial role playing according to institution type variable. It has been revealed that preschool teachers serving 16-20 years perceive more positive and informative approach behaviors than preschool teachers serving 1-5 years, 6-10 years and 11-15 years. It has been found that pre-school teachers serving for 21 years or more perceive more negative and criticizing behaviors than pre-school teachers serving 16-20 years. In the study, while there was no difference in the positive and informative approach sub-dimensions according to the variable of educational status, a significant difference was found in the negative and criticizing approach sub-dimension. It has been revealed that preschool teachers with undergraduate and graduate education perceive more negative and criticizing behaviors than teachers with associate degree. There was no difference in the positive and informative approach sub-dimension according to the marital status variable, while a significant difference was found in the negative and criticizing approach sub-dimension. It has been revealed that married preschool teachers perceive more negative and criticizing behavior than single preschool teachers. In the research, a significant difference was found in the sub-dimensions of "positive and informative approach" and "negative and critical approach" according to the institution type variable. It has been determined that preschool teachers working in private education institutions perceive more "positive and informative approach"

behaviors than preschool teachers working in public institutions. In the dimension of "negative and critical approach", it was seen that preschool teachers working in public institutions perceive more "negative and critical approach" behaviors compared to preschool teachers working in private education institutions. A negative and low-level significant relationship was found between the "superficial role playing" and "natural emotions" sub-dimensions of the emotional labor scale and the "negative and critical approach" sub-dimension of the parent approach perceptions scale. It was concluded that there is a statistically positive, moderately significant relationship between parental approach perceptions and emotional labor total scores.

Implications

Some suggestions can be made in line with the findings and results obtained in this research. This study includes preschool teachers working in Afyonkarahisar. Further studies can be conducted with larger and more homogeneous sample groups. In this study, the findings showed that teachers tend to have emotional labor as their age increases. To ensure that parent-teacher relations can function in a healthy way, in-service trainings such as emotion management training, can be given to teachers. The reasons for male preschool teachers' high perceptions of negative parent approaches can be investigated in depth, and studies can be conducted to support teachers' emotional efforts by emphasizing the significance and dignity of preschool education and professional equality before the school starts. The negative parental approach perceptions of preschool teachers with undergraduate and graduate education were higher than those of preschool teachers with associate degree education. In this context, the preschool education program in faculties can be examined and re-evaluated. Studies can be conducted to enable teachers working in pre-school state institutions to express themselves and examine parent-teacher problems in detail.

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