Investigating the Relationship between Teachers' Emotional Labor Behaviors and Effective School Perceptions

Öğretmenlerin Duygusal Emek Davranışları ile Etkili Okul Algıları Arasındaki İlişkinin İncelenmesi[1]

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Abstract

Purpose: This research aims to investigate the relationship between teachers' emotional labor behaviors and their perceptions of effective school.

Design/Methodology/Approach: In this study, the applied quantitative research method is relational survey model. The population of the research consists of 1924 secondary school teachers working in the central of Erzurum province in the 2020-2021 academic year. The sample of the study consists of 658 teachers determined by simple random sampling method. The data of the study were collected using the 'Emotional Labor Scale' and the 'Perceived School Effectiveness Scale'.

Findings: According to the analysis, it was determined that the emotional labor of the teachers was at a moderate level and their perception of effective school was at a high level. The emotional labor significantly differs depending on gender, educational status, and professional seniority. Teachers' perceptions of effective school does not differ according to gender, educational status, professional seniority. In the study, it was concluded that emotional labor sub-dimensions predicted effective school perception positively and significantly.

Highlights: It is seen that teachers' emotional labor has a share in the perception of schools as effective. Based on the results, the research highlights the need to pay attention to teachers' emotional labor behaviors when examining the effectiveness of schools.

Öz

Çalışmanın amacı: Bu araştırma, öğretmenlerin duygusal emek davranışları ile etkili okula yönelik algıları arasındaki ilişkiyi incelemeyi amaçlamaktadır.

Materyal ve Yöntem: Bu çalışmada uygulanan nicel araştırma yöntemi ilişkisel tarama modelidir. Araştırmanın evrenini 2020-2021 eğitim öğretim yılında Erzurum ili merkezinde görev yapan 1924 ortaokul öğretmeni oluşturmaktadır. Araştırmanın örneklemini basit tesadüfi örnekleme yöntemiyle belirlenen 658 öğretmen oluşturmaktadır. Araştırmanın verileri 'Duygusal Emek Ölçeği' ve 'Algılanan Okul Etkinliği Ölçeği' kullanılarak toplanmıştır.

Bulgular: Analizlere göre öğretmenlerin duygusal emeklerinin orta düzeyde, etkili okul algılarının ise yüksek düzeyde olduğu tespit edilmiştir. Duygusal emek, cinsiyete, eğitim durumuna ve mesleki kıdeme göre farklılık göstermektedir. Öğretmenlerin etkili okul algıları cinsiyet, eğitim durumu ve mesleki kıdeme göre farklılaşmamaktadır. Araştırmada duygusal emek alt boyutlarının etkili okul algısını olumlu ve anlamlı şekilde yordadığı sonucuna ulaşılmıştır.

Önemli Vurgular: Okulların etkili olarak algılanmasında öğretmenlerin duygusal emeklerinin bir payı olduğu görülmektedir. Sonuçlara dayanarak, araştırma, okulların etkililiğini incelerken öğretmenlerin duygusal emek davranışlarına dikkat edilmesi gerektiğini vurgular.

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INTRODUCTION

Human is a social being by nature and needs communication with other people in daily life, family, school and social life. Business life has also taken its share from the need for communication and interaction. According to Tozkoparan and Özgün (2015, p. 58), especially the service sector is a sector where individuals interact and communicate more intensely than other sectors. In the service sector, interpersonal communication and interaction is a very important part of the service offered. The interaction between institutional personnel and service recipients (customers, consumers, patients, passengers, students, etc.) affects the existence of businesses in this sector (Afacan-Fındıklı & Erkuş, 2015, p. 124). For this reason, organizations expect their employees to regulate their emotions toward customers and act appropriately (Tozkoparan & Özgün, 2015, p. 58). This expectation introduces us to the concept of emotional labor (EL).

EL is the process of employees regulating their emotions in line with the expectations of the organization and reflecting this to the other party in a way that can be observed from the outside (Hochschild, 1983). According to Isenbarger and Zembylas (2006), EL is the process of regulating the emotions of employees so that they can exhibit appropriate behaviors in the workplace. On the other hand, Savaş (2012, p. 43) defined EL as employees displaying some emotions and not displaying some emotions for the same reasons, as long as they are consistent with workplace expectations.

EL is an important and common component of many professions in the service field (Beğenirbaş & Can-Yalçın, 2012). However, since teachers are in constant interaction with stakeholders (students, parents, administrators, other employees, school environment), they spend more EL than other members of the profession (Truta, 2014). Intense interaction and communication with stakeholders, as well as the school's goals, school management's expectations, professional norms, environmental and cultural expectations, necessitate EL in the teaching profession (Winograd, 2003). On the other hand, research on teacher emotions reveals that emotions are an integral part of teachers' lives (Yin et al., 2013; Zembylas, 2004).

Moreover, globalization has brought about change and development in the field of education as well as in many other fields (Yörük & Şahin, 2012, p. 354). With the changing world, educational processes and the competencies and roles that school organizations expect from teachers have changed (Akan, 2007). Actually, efforts to achieve the quality in education or to increase the existing quality have increased in this process. This situation revealed the concept of effective school (ES) and led researchers to focus on the issue of ES (Balcı, 2013). Because organizations survive and continue their existence as long as they are effective (Bursalıoğlu, 2012). On the other hand, another reason for ES research is the fact that some schools are more successful than others (Helvacı & Aydoğan, 2011, p. 42; Vatanartıran & Eren, 2014, p. 450).

The effectiveness of the education system is related to the degree of achieving the goals of the schools in the system and the effectiveness of the school is related to the learning level of the student. Because the main purpose of the school is to reach the goals of the program and to bring about a behavioral change in the student. In this sense, an ES is a school that supports students' cognitive, affective, social and motor development and creates a suitable learning environment to achieve this (Özdemir, 2013, p. 36). Effectiveness is measured by the degree to which the school achieves its goals (Başaran & Çınkır, 2011). An ES is also a school that makes a difference. It can be said that the school is effective when the difference between the qualifications that the student has at the beginning of the school and the qualifications he/she has after spending a certain time at school is deemed sufficient by all school stakeholders (Yıldırım, 2015, p. 72).

The essential components of an ES are the manager, teacher, student, program, learning process, environment, family, school culture and climate (Şişman, 2013, pp. 129-131). However, along with other dimensions, the teacher factor plays a decisive role in ES. In order to increase student success, the ES teacher encourages and supports students and positively affects the student's perspective on life (Can, 2004). In order to prepare an effective learning environment for students, it organizes all of the available opportunities and materials in such a way as to get optimum efficiency (Wragg, 1993). An ES teacher is one who values academic achievement, has a strong knowledge of the subject matter, excellent presentation and communication skills, enables active involvement of all students in the learning process, and rewards positive behavior. Also an effective teacher can keep undesirable behavior under control, and supports students in cooperation (Balcı, 2013). An ES teacher serves as a role model for his students by displaying honest, understanding, and patient behavior during the learning-teaching process (Güçlü, 2000, pp. 21-22). Without teachers' mental and physical as well as emotional efforts, it is unlikely that schools will achieve their goals. Therefore, it can be said that teachers have to spend a lot of EL in the process of supporting student development while performing their profession. From this point of view, it is thought that there may be a relationship between the EL behaviors of teachers and the effectiveness of schools.

The teacher is undoubtedly the most important factor in achieving the school's objectives (Çelikten et al., 2005, p. 220). In order for the school to achieve its goals, positive teacher-student relations are essential (Kaliska, 2002). According to Mc Kinney (1988), teachers use gestures and facial expressions during lessons, make eye contact with pupils, making the class fun, and even turning it into a show is important in achieving the goal of teaching. Teachers, on the other hand, should always show love and compassion to their students and maintain a neutral, calm, and polite attitude in the face of negative situations (Winograd, 2003). According to Hargreaves (1998), who sees emotions as the heart of teaching, it is very important to understand the emotions of the students and to show EL in the teaching process. In order for teachers to exhibit all these attitudes and behaviors, they need to regulate their emotions in accordance with the goals of the school, that is, they need to spend EL (Alemdar, 2019, p. 74). While teachers spend EL in the process of interaction with students in and out of the classroom (Youngmi, 2016, p. 12), they also spend

a lot of EL when communicating with other stakeholders of the school (Troman, 2000). In this sense, it can be stated that the EL that teachers spend in the education process affects the success of the student and the school, and the achievement of the school's ultimate goals.

When the literature is reviewed, it is seen that the relationship between EL and ES variables and different variables in the field of educational sciences has been discussed in various studies. EL behaviors and organizational citizenship (Beğenirbaş & Meydan, 2012; Bıyık & Aydoğan, 2014); EL behaviors and job satisfaction (Karataş et al., 2016); burnout with EL behaviors (Karasu, 2019; Yılmaz et al., 2015); burnout and job satisfaction with EL behaviors (Zhang & Zhu, 2008); EL behaviors and emotional intelligence (Şat et al., 2015); EL behaviors and social support, burnout and job satisfaction (Kinman et al., 2011); EL behaviors and work-family conflict and burnout (Noor & Zainuddin, 2011); EL behaviors and leadership behaviors (Hoşgörür & Yorulmaz, 2015); EL behaviors and managerial support (Ertürk et al., 2016); EL behaviors and the level of belief in education (Ergün & Argon, 2017); EL behaviors and classroom management self-efficacy (Lee & Van Vlack, 2018); EL behaviors and organizational commitment (Deliveli, 2018); EL behaviors and social capital (Alemdar, 2019); It is seen that the relationship between EL behaviors and organizational identification (Aytekin, 2020) is discussed. In some studies, ES and students' academic success (Jacobson & Lombard, 1992); ES and school culture (Ayık, 2007); ES and school principals' self-efficacy beliefs (Lovell, 2009); characteristics of ES and school principals (Helvacı & Aydoğan, 2011); ES and student success and school accountability (Günal, 2014); personality traits and job satisfaction of ES and administrators (Yıldırım, 2015); ES and leadership styles of school administrators (Ermeydan, 2019); the relationship between ES and organizational identification (Yavuz-Özbaş, 2020) was examined. On the other hand, in some studies, demographic characteristics of ES perception (Akan, 2007); the level of differentiation according to the variables of the socio-economic level of the families (Henriquez et al., 2012) was discussed.

In the literature review, no research has been found that examines the relationship between teachers' EL behaviors and their perceptions of ES. In this context, it is thought that this research will clarify the level of relationship between teachers' EL behaviors and their perceptions of ES and will fill an important gap in the literature. The study is significant because it serves as an incentive for more research.

In this context, the problem statement of the research consists of the question: Is there a relationship between teachers' EL behaviors and their perceptions of ES? In addition, the relationship between the EL behaviors of teachers working in secondary schools and their perceptions of ES was examined in terms of gender, educational status, and professional seniority variables. Within the scope of the research, answers to the following sub-problems will also be sought:

For secondary school teachers;

1. What is the level of EL behaviors?

2. What is their perception of the effectiveness of schools?

3. Do EL labor behaviors differ according to gender, educational status, and professional seniority?

4. Do perceptions of the effectiveness of schools differ according to gender, educational status, and professional seniority?

5. Is there a significant relationship between EL behaviors and perceptions of ES?

6. Do EL behaviors predict ES perceptions?

METHOD

Research Design

In this study, the relational survey model, which is one of the quantitative research methods, was used to determine the relationship between secondary school teachers' EL behaviors and their perceptions of school effectiveness. In correlational survey method, it is determined whether one of the variables predicts the other and whether the two variables are related (Creswell, 2012). The correlational survey method is used to explain human behavior and predict its possible consequences (Fraenkel, Wallen, & Hyun, 2015).

Population and Sample

The population of the research consists of 1924 teachers working in public secondary schools in Erzurum city center in the 2020-2021 academic year. Accordingly, the formula that shows the optimal sample size for universes of different sizes developed by Krejcie and Morgan (1970) was taken into account for the sample of the study. It was determined that a sample of approximately 320 people would be sufficient for a population of 1924 people with a 95% confidence level, p< .05 margin of error. 673 teachers participated in the study, and 4 forms that were found to be incompletely filled were not taken into consideration. In the study, 11 extreme values determined for single and multiple variables out of 669 data were excluded from the analysis and 658 scales were evaluated. The significance level of p< .05 was used in the study. The findings of the demographic information of the teachers participating in the research are given in Table 1.

Table 1. Demographic findings of the research group

Variables		*n*	*%*
Gender	Female	430	65.3
	Male	228	34.7
	Total	658	100.0
Educational Status	University	579	88
	Postgraduate	79	12
	Total	658	100.0
Teaching professional seniority	1-5 Year	81	12.3
	6-10 Year	153	23.3
	11-15 Year	164	24.9
	16-20 Year	114	17.3
	21 Year +	146	22.2
	Total	658	100.0

Data Collection Tools

In this study, the 'Emotional Labor Scale' (ELS) developed by Diefendorff, Croyle, and Gosserand (2005) was used to determine the EL behaviors of secondary school teachers. Adaptation of the scale to Turkish, validity ($\Delta\chi^2$/ sd= 4.316, RMSEA= 0.064, CFI= 0.96, GFI= 0.96, AGFI=0.93) and reliability (α=.80) analyzes were done by Basım and Beğenirbaş (2012). The scale consists of three sub-dimensions, surface acting (6 items), deep acting (4 items), and natural feelings (3 items) and a total of 13 items.

In the study, the 'Perceived School Effectiveness Scale' (PSES) developed by Hoy and Ferguson (1985) was used to determine secondary school teachers' perceptions of school effectiveness. Turkish version of the scale, validity (AGFI .95, GFI.97, NFI.98, NNFI .98, CFI .99, RMR .045, SRMR.029, RMSEA .063, χ^2/sd 3.06) and reliability (α=.866) were analyzed by Yıldırım (2015). The scale is one-dimensional and consists of 8 items.

When interpreting the scores of ELS, (1.00–1.80) "none," (1.81-2.60) "low," (2.61-3.40) "moderate," (3.41-4.20) "high," and (4.21–5.00) "very high" were rated. When interpreting the scores of PSES, (1-1.83) "very low", (1.84-2.66) "low", (2.67-3.49) "below average", (3.50-4.32) "above average", (4.33-5.16) "high", and (5.17-6.00) "very high" were rated.

Data Collection Process

In order to apply the scales used in this study to secondary school teachers, permission to use the scale was obtained from the authors and ethical permission from the relevant institutions. The data of the research were collected from the teachers working in public secondary schools in Erzurum city center in the second term of the 2020-2021 academic year. In this process, due to the COVID-19 epidemic, distance education was carried out, so the scale forms could not be delivered to secondary school teachers face-to-face or by hand. The scale, which was prepared as a digital form in the online environment, was delivered to all secondary school teachers working in the city center through on-line platforms through the District Directorate of National Education and school principals.

Data Analysis

Before the analysis of the data, the distribution of the variables in the data set was examined and univariate and multivariate outliers were removed from the data set. In order to determine the level of meeting the assumptions of the parametric tests, the arithmetic mean, median value, coefficient of variation, histogram graph were examined and it was determined that the skewness and kurtosis values were between +1,-1, and the data were normally distributed. In the analysis of the research data, parametric tests (independent sample t-test, one-way analysis of variance) were used in line with the research questions. In the study, it was tested whether there was a relationship between teachers' EL behaviors and the effectiveness of schools with Pearson correlation analysis. Multiple regression analysis was also applied to examine the predictive level of teachers' EL behaviors on their ES perceptions. Before the multiple regression analysis, the assumption of multivariate normality was tested, the mahalanobis distance coefficients, scatter plots over the residual values were examined, and it was observed that the residual values were normally distributed. In the analysis, bilateral correlations were examined and it was seen that there was no multicollinearity problem. In addition, it was observed that the tolerance value was higher than .20 and the variance magnification factor (VIF) was below 2.5, and it was accepted that the data provided the assumption of multivariate normality (Allison, 1999; Büyüköztürk, 2011). The significance level of .05 was used to determine the differences between the groups.

Validity and Reliability

Within the scope of this study, it was determined that the Cronbach' alpha coefficients of the ELS (.837) and its sub-dimensions (.889; .906; .798) and the ESS (.907) were higher than .70 and that the measurements were reliable.

To confirm the construct validity of the ELS, Confirmatory Factor Analysis (CFA) was conducted with the available research data. Accordingly, when the CFA results of the ELS are examined, it is seen that the fit indices (x^2/df: 4.493, p<.001; RMSEA=.073; CFI=.957; NFI=.946; SRMR=.068) have good fit (Kline, 2011; Wheaton et al., 1977)

According to the CFA performed with the existing research data to confirm the construct validity of the ESS, when the obtained fit indices were examined (x^2/df: 5,818, p<.001; RMSEA=.086; CFI=.972; NFI=.966; SRMR=.040) x^2/sd appears to be greater than 5 and there is no concordance. According to Sayın and Gelbal (2016), considering the research sample (n=658), the x^2/sd value that grows with the sample size gives biased results in the evaluation of the model-data fit, so other fit indices can be used. Doğan (2015, p. 67) emphasizes in his research that the best fit criterion in all sample sizes is RMSEA for data sets in which the assumption of multivariate normal distribution is realized and this criterion should be preferred. Accordingly, it is seen that the other fit indices obtained as a result of CFA have good fit.

FINDINGS

In this section, the data collected within the scope of examining the relationship between the emotional labor behaviors of secondary school teachers and their perceptions of effective school were analyzed. The findings obtained as a result of the analyzes are presented in order in accordance with the sub-problems.

Findings for Research Question 1 and Question 2

The scores regarding the emotional labor of secondary school teachers participating in the research are given in Table 2.

Table 2. Teachers' emotional labor behavior and effective school perceptions scores

Scales		n	Mean	SD
Emotional Labor Scale		658	3.25	.64
	Superficial Role-Playing	658	2.51	.98
Scale Sub-Dimensions	Deeply Role-Playing	658	3.58	1.02
	Sincere Behavior	658	4.29	.58
Effective School Scale		658	4.57	.84

In Table 2, the scale mean of emotional labor behaviors exhibited by teachers is at the 'moderate' level of M=3.25, and the superficial role playing dimension is at a 'low' level with M=2.51. The deep acting dimension is 'high' with M=3.58, and the sincere behavior dimension is 'very high' with M=4.29. According to the research findings, teachers exhibit sincere behavior the most, then deeply acting and least superficial acting.

According to the perceptions of the teachers participating in the research, the average effectiveness level of the schools is M=4.57. This result shows that the perception of effectiveness in secondary schools is at a 'high' level. Based on this finding, it can be said that secondary school teachers perceive the schools they work in as effective schools.

Findings for Research Question 3 and Question 4

The results of the analysis on whether there is a significant difference between the emotional labor behaviors of the teachers participating in the research and their perceptions of effective school according to the variables of gender, educational status and professional seniority are presented below.

Examining Teachers' Emotional Labor Behaviors and Effective School Perceptions According to Gender Variable

Table 3 shows the results of the t-test conducted to determine whether teachers' emotional labor behaviors and perceptions of effective school differ significantly by gender.

Table 3. Teachers' perceptions of EL and ES by gender

Dimensions	Gender	n	Mean	SD	df	t	p
Superficial Role-Playing	Female	430	2.40	.99			
	Male	228	2.71	.93	656	3.873	000*
Deeply Role-Playing	Female	430	3.49	1.10			
	Male	228	3.74	.84	656	3.253	.001*
Sincere Behavior	Female	430	4.34	.54			
	Male	228	4.19	.63	656	3.138	.002*
Emotional Labor Total	Female	430	3.19	.67			
	Male	228	3.37	.56	656	3.721	.000*
Effective School Perception	Female	430	4.55	.85			
	Male	228	4.61	.84	656	-.983	.326

*p<.05

When Table 3 is examined, it has been determined that the scores of male teachers (M=2.71) in the superficial role-playing dimension differ significantly from the scores of female teachers (M=2.40) (t=3.873, p=.000). Again, in the deep role-playing dimension, male teachers' scores (M=3.74) were found to differ significantly from female teachers' scores (M=3.49) (t=3.253, p=.001). In the sincere behavior dimension of emotional labor, it was determined that the scores of female teachers (M=4.34)

differed significantly from male teachers' scores (M=4.19) (t=3.138, p=.002). It was determined that the scores of male teachers (M=3.37) in the emotional labor scale total differed significantly from the scores of female teachers (M=3.19) (t=3.721, p=.000). Based on these findings, it was found that male teachers acted with more emotion regulation and emotion control, and they also spent more emotional effort; on the other hand, it can be interpreted that female teachers mostly act with their natural behaviors.

In addition, it was determined that teachers' effective school perception scores (t= -.983, p=.326) did not differ significantly in terms of gender variable. Based on this finding, it can be said that gender does not affect teachers' perceptions of effective school.

Examination of Teachers' Emotional Labor Behaviors and Effective School Perceptions According to the Variable of Educational Status

Table 4 shows the results of the t-test conducted to determine whether teachers' emotional labor behaviors and perceptions of effective school differ significantly according to their educational status.

Table 4. Teachers' perceptions of EL and ES by educational status

Dimensions	Education Status	n	Mean	SD	df	t	p
Superficial Role-Playing	Undergraduate	579	2.51	.97	656	.179	858
	Graduate	79	2.53	1.08			
Deeply Role-Playing	Undergraduate	579	3.62	.97	656	2.534	.013*
	Graduate	79	3.24	1.28			
Sincere Behavior	Undergraduate	579	4.29	.59	656	.282	.778
	Graduate	79	4.31	.54			
Emotional Labor (Total)	Undergraduate	579	3.26	.62	656	1.126	.263
	Graduate	79	3.16	.77			
Effective School Perception	Undergraduate	579	4.58	.83	656	.835	.404
	Graduate	79	4.50	.92			

*p<.05

In Table 4, the scores according to educational status are in the surface role-playing dimension (t=.179, p=.858), in the sincere behavior dimension (t= .282, p=.778 p<. 05) and in the total scale (t= 1.126, p=.263) did not differ significantly. It has been determined that the scores of undergraduate teachers in the deep role-playing dimension are (M =3.62) and (M=3.24) significantly higher than those of graduate teachers (t= 2.534, p=.013). This finding can be interpreted as undergraduate teachers' control and regulation of emotions more than graduate teachers in order to exhibit the expected behaviors. In Table 4, it is seen that teachers' perceptions of effective school (t= -.983, p=.326) do not differ significantly in terms of gender. Based on this finding, it can be said that gender does not affect teachers' perceptions of effective school.

Examining Teachers' Emotional Labor Behaviors and Effective School Perceptions by Professional Seniority

Table 5 presents the results of one-way ANOVA to determine whether teachers' emotional labor behaviors and perceptions of effective school differ significantly in terms of seniority.

Table 5. Teachers' perceptions of EL and ES by professional seniority

Dimensions	Source of Variance	Sum of squares	Mean Square	df	F	P
Superficial Role-Playing	Between Groups	10.975	2.774	4	2.865	.023*
	Within Groups	625.428	.958	653		
	Total	636.404		657		
Deeply Role-Playing	Between Groups	2.644	.661	4	.627	.643
	Within Groups	688.234	1.054	653		
	Total	690.878		657		
Sincere Behavior	Between Groups	.960	.240	4	.701	.592
	Within Groups	223.621	.342	653		
	Total	224.580		657		
Emotional Labor (Total)	Between Groups	3.668	.917	4	2.238	.064
	Within Groups	267.551	.410	653		
	Total	271.219		657		
Effective School Perception	Between Groups	5.791	1.448	4	2.022	.090
	Within Groups	467.647	.716	653		
	Total	473.439		657		

*p<.05

In terms of seniority variable, it was observed that the scores did not differ significantly in acting deeply (F=.627; p=.643), sincere behavior (F=.701; p=.592) and scale total (F=2.238; p=.064). It was determined that there was a significant difference in terms of professional seniority variable in the superficial role-playing dimension (F=2.865; p=.023). According to the results of the LSD test, teachers with (1-5) years of seniority display more superficial roles than teachers with (11-15) years and (21 years and above). Teachers with (6-10) years of seniority exhibit more superficial behavior than teachers with (21 years and above) seniority. Teachers with (16-20) years of seniority exhibit more superficial behavior than teachers with (21 years and above) seniority.

Based on this finding, it can be interpreted that as the professional seniority of the teachers decreases, their superficial role-playing behaviors increase.

According to Table 5, it was determined that teachers' perceptions of effective school did not differ significantly in terms of professional seniority. Based on this finding, it can be said that professional seniority is not effective on teachers' perceptions of effective school.

Findings for Research Question 5

In order to determine the relationship between these two variables, the correlation coefficient was calculated and presented in Table 6.

Table 6. Correlation values between EL and ES perceptions

Scale		Superficial Role-Playing	Deeply Role-Playing	Sincere Behavior	Emotional Labor (Total)
Effective School	r	.076	.185**	.240**	.195**
	p	.051	.000	.000	.000
	n	658	658	658	658

**p<.01

According to Table 6, a low positive correlation was found between teachers' deep acting behavior and effective school. Based on this finding, it can be interpreted that the perception of effective school will increase as teachers' profound behavior increases. A low level of positive correlation was found between the sincere behavior dimension of emotional labor and the perception of effective school. Based on this finding, it can be said that as teachers' sincere behavior increases, their perception of effective school will also increase. A low level of positive correlation was found between total emotional labor behavior scores and perception of effective school. This finding can be interpreted that as the total emotional labor behaviors of teachers increase their perception of effective school will also increase at a low level.

Findings for Research Question 6

Multiple regression analysis was conducted to determine whether teachers' emotional labor behaviors predict effective school perceptions. The independent variable emotional labor sub-dimensions; The predictive effect on the perception of effective school, which is the dependent variable, was examined. The results of multiple regression analysis are given in Table 7.

Table 7. Effective school prediction of emotional labor

Dependent variable	Independent variables	B	SE	β	t	p
Effective School	Constant	2.291	.284		8.055	.000*
	Superficial Role-Playing	.082	.038	.095	2.180	.030*
	Deeply Role-Playing	.115	.035	.139	3.332	.001*
	Sincere Behavior	.387	.057	.267	6.756	.000*
	R= .312 R²= .093 F=23.442					

*p<.05

When Table 7 is examined, it was determined that emotional labor sub-dimensions predicted the perception of effective school positively and significantly (F=23.442; p<0.05). Emotional labor behaviors explain about 9% of teachers' perception of effective school (R=.312, R²= .093). This finding indicates that the increase in teachers' emotional labor can also increase the perception of effective school.

DISCUSSION

In the study conducted to examine the relationship between teachers' EL behaviors and their perceptions of ES, it was determined that the general average of secondary school teachers' EL behaviors was at a moderate level. This finding is consistent with the research results of Aytekin (2020), Ergün and Argon (2017), Göç (2017), Ertürk et al. (2016), Akbaş (2016). However, it differs with the intense results in the studies of Karasu (2019), Dahmaz (2019), Cribbs (2015), Beğenirbaş and Can-Yalçın (2013),

Hackney (2012), Schutz and Lanehart (2002). In this study, the reason for the moderate level of EL behavior may be that the rules of emotional behavior are not clear, there is no monetary gain in exchange, and the teachers do not need to exhibit (Akbaş, 2016). While EL requires additional effort, the teacher's unwillingness to expend this effort or inability to find the strength required for this effort, the teacher's unawareness of EL behaviors, and the desire to deliberately keep their emotions in the background can all be counted among these reasons. The reason for the moderate degree of EL behaviors may be because, in today's conditions, teachers consider the teaching profession just as a professional job without adding their feelings.

The results show that the participants exhibit more sincere behavior than the sub-dimensions of EL, then they exhibit deep acting behavior and the least surface acting behavior. There are similar research results in the literature (Aytekin, 2020; Dahmaz 2019; Göç, 2017; Hoşgörür & Yorulmaz 2015; Karasu, 2019; Yılmaz et al., 2015). The fact that teachers' EL behaviors are high in the dimensions of sincere behavior and deep acting indicates that the behaviors expected from them in schools and the emotions they feel are compatible and the same. The positive culture and atmosphere in the school may have caused teachers to behave more sincerely and display more sincere behaviors instead of acting superficially. In addition, in a successful and positive teacher-parent-environment relationship, the teacher may have felt the need to comfortably display real and sincere behaviors instead of acting to be superficial and hiding their feelings. Deliveli (2018) found in her research that teachers exhibited mostly superficial behaviors and least deeply behaved. The reason for this difference between the research results may be the behavioral set required by the institutional policy, individual differences between teachers, the working environment at the school, interaction, communication style, and the approach of the administrator (Dahmaz, 2019).

On the other hand, secondary school teachers' perception of ES is high. Similarly, studies (Ayık & Ada, 2009; Ermeydan, 2019; Kanmaz & Uyar, 2016; Zigarelli, 1996) show that the effectiveness level of schools is perceived as high. Based on these results, it can be said that teachers see their schools as effective. The reason why schools are perceived as highly effective may be that the schools in the city center have more physical facilities, equipment, economic budget, strong and experienced teachers and administrators compared to the schools in the countryside, and the parents are effective and conscious. However, in the studies conducted by Cerit and Yıldırım (2017), Memduhoğlu and Karataş (2017), Oral (2005), the perception of ES is moderate; Yıldırım (2015) and Bart Reeves (2010) found the perception of effected school slightly above the average in their research. In the perception of schools as effective at different levels; opportunities between schools (private-state), level differences, school types, teachers' perspective and individual characteristics, leadership characteristics of the administrator, working environment in the school, access to financial resources, etc. can be effective.

In the study, it was concluded that male teachers act more superficially and deeply than female teachers in terms of gender variable, and they exhibit more EL behavior in total, while female teachers exhibit more sincere behavior compared to male teachers. Dahmaz (2019), Yücebalkan and Karasakal (2016) reached similar results in terms of sub-dimensions and total EL in their research. In addition, the results of research by Grandey (2000), Kruml and Geddes (2000), and Hochschil (1983) similarly show that men spend more EL than women. Grandey (2000) stated that men need more effort to manage their emotions. The reason why male teachers act more superficially and deeply than women, and female teachers display more sincere behavior compared to men can be related to the upbringing of individuals. For example, men who were brought up with the belief that they "shouldn't cry, they are strong like lions, they should have a tough attitude" from an early age can keep their true feelings hidden in adulthood; they can behave as the environment expects them. Similarly, it is seen that women who express their feelings comfortably since childhood, with the thought that they are more emotional, show their emotions easily and exhibit more natural behavior in adulthood (Dahmaz, 2019). It can be interpreted that the reason why male teachers act more deeply and superficially is that they see teaching as a job that provides financial gain and that they do not need to add their sincere feelings. In addition, male teachers may not be aware that their behaviors are at the level of superficial and deep acting, or they may not know how to behave sincerely.

There are different research results in the literature in terms of the general average and sub-dimensions of EL behaviors. Deliveli (2018), Savaş (2012), Aytekin-Uysal (2007) found that EL did not differ according to the gender variable. Aytekin (2020) found in his research that there is a difference in favor of women in surface acting and total EL, and there is no difference in the dimension of deep and sincere emotion. Karasu (2019), in his research, in favor of men in superficial and deep acting; Göç (2017) in favor of men in deep acting; Kızanlıklı (2014) determined that there is a difference in favor of men in deep emotions. Obtaining different results according to the gender variable in EL shows that there is no consensus in the literature on this subject. In the emergence of different results in terms of EL behaviors according to the gender variable, the individual differences of the teachers, socio-cultural differences, the expectations of the institution they work, the approach of the administrators to the teachers, etc. considerations can be effective.

In this study, It was determined that there was no difference in the whole scale's sub-dimensions of superficial acting and sincere behavior based on educational status, and bachelor's degree teachers acted more deeply than master's degree teachers. This situation can be interpreted to mean that, when compared to master's degree teachers, bachelor's degree teachers have more emotional control, regulate their emotions, and spend more emotional effort in order to exhibit the behaviors expected of them. The reason for this could be that bachelor's degree teachers require more emotion regulation than master's degree teachers because they have slightly less experience and expertise. There are different results in terms of educational status in the literature. Aytekin (2020) found in his research that master's graduate teachers exhibit more sincere feelings than those with less education. In his research, Deliveli (2018) found that lecturers with a master's degree act more deeply than those with a doctorate degree.

In his study, Beğenirbaş (2013) concluded that teachers with doctoral degrees act less deeply than those with less education. On the other hand, Dahmaz (2019), Karasu (2019), Göç (2017), Bıyık and Aydoğan (2014) concluded that EL does not differ in terms of educational status. Since the researchers obtained different results according to the educational status variable, it can be said that the educational status variable does not have a generalizable result to the literature.

The results of the research show that there is no difference in teachers' deep acting, sincere behavior sub-dimensions and scale total scores in terms of professional seniority variable, and that teachers with low professional seniority play more superficial act than teachers with high professional seniority. The significant difference in the superficial role dimension can be interpreted as teachers who do not have sufficient experience in the profession hide their feelings (in order not to make mistakes, not to have problems) and try to exhibit the behaviors expected by the institution. In the literature, there are different results according to the professional seniority variable. The results of the research conducted by Karasu (2019), Deliveli (2018), Savaş (2012) also reveal that EL does not differentiate in terms of professional seniority. In the studies conducted by Lee and Brotheridge, (2011) and Kinman et al., (2011) it was concluded that EL differs in terms of professional seniority variable. This shows that there are different results on EL in terms of professional seniority variable and the results cannot be generalized to the literature.

In the study, it was determined that teachers' perceptions of ES were not different in terms of gender variable. Based on this finding, it can be said that the gender variable does not affect teachers' perception of ES Ermeydan (2019), Akan (2007) obtained similar results in their research. There are also studies with different results in the literature. Yavuz-Özbaş (2020), Kanmaz and Uyar (2016) found in their research that male teachers have a higher perception of ES than female teachers. Ayık (2007), on the other hand, found that female administrators and teachers have a higher perception of ES than men. Similarly, Jochim (1994) concluded in his study that female educators evaluate schools more effectively than men.

In the study, it was also concluded that teachers' perceptions of ES did not differ in terms of educational status. In this context, it can be said that the variable of educational status does not affect teachers' perception of ES. Yavuz-Özbaş (2020), Ermeydan (2019), Kanmaz and Uyar (2016), studies have similar results. However, in the literature, there are differences in favor of teachers with higher education (Eren, 2020; Ayık, 2007) or less educated (Kaya, 2015; Ayık, 2007) in teachers' perceptions of ES in terms of educational status. The reason for these differences in the results may be the individual characteristics of the individuals participating in the research, the facilities of the school where they work, and the socio-economic level of the environment.

According to the results, teachers' perceptions of ES in terms of professional seniority did not differ significantly. Based on this finding, it can be concluded that professional seniority has no effect on teachers' perceptions of ES. The findings of Yavuz-Özbaş (2020), Atcığolu (2018) studies are similar. Based on these findings, it is possible to conclude that teachers' perceptions of ES are unrelated to the professional seniority variable. However, there are studies in the literature with varying results in terms of the professional seniority variable. Ermeydan (2019) and Kaya (2015) found in their research that as teachers' professional seniority increases, so does their perception of an ES. It can be said that this situation is related to the fact that teachers who are new to the profession and whose seniority is low are more idealistic than those with higher seniority.

In the study, a low-level, positive and significant relationship was found between the EL behaviors of secondary school teachers and their perceptions of ES. Depending on this result, it can be stated that as teachers' EL behaviors increase, their perception of ES will increase at a low level. However, Grandey (2000) stated that EL is important in achieving the goals of the organization. We can say that the achievement of the goals of the organization indicates the effectiveness of the organization at the same time.

In the study, it was determined that the EL behaviors of secondary school teachers positively predicted the perception of ES Accordingly, it was concluded that EL behaviors explained approximately 9% of teachers' perception of ES. From this point of view, it can be stated that the increase in teachers' EL behaviors will also increase their perception of ES. Considering the characteristics of an ES, such as a qualified teacher, teacher satisfaction, expectations, participation, and a strong school culture (Helvacı & Aydoğan, 2011), EL behaviors of teachers can be said to be effective in the perception of an ES. While teachers' EL behaviors explain 9% of effective schools, the remaining 91% may be explained by leadership, effective teaching and professional development, organizational commitment, school-environment relations (Gökçe & Bağçeli-Kahraman, 2010). Similarly, Hoy and Miskel (2012) state that the components of an ES are administrator, teacher and student performance, teacher quality, effort, internal harmony, school outcomes, performance outcomes, and job satisfaction. Achieving the goals of the school can only be possible through teamwork. Regardless of how idealistic or successful the teacher, school principal, or any other stakeholder is, none of them can make the school organization effective on their own. As a result, it can be stated that every stakeholder in the organization is aware of his responsibilities and must meticulously carry them out.

CONCLUSION AND RECOMMENDATIONS

According to the results of the research that investigates the relationship between teachers' EL behaviors and their perceptions of ES, it was determined that teachers exhibited moderate EL and thought their schools were highly effective. According to the results of the study, teachers' EL differed significantly by gender, educational level, and professional seniority. Teachers' perceptions of ES do not differ based on gender, educational status, or professional seniority, according to research. It was concluded that EL sub-dimensions positively and significantly predicted ES perception.

To increase teachers' EL levels, which have been determined to be moderate, teachers and administrators should be made more aware of emotions, emotion management, the importance and power of emotional effort, and their emotional awareness

should be increased. Male teachers should be supported in emotion management and their emotion management skills should be improved in order to reduce the superficial and deep acting behaviors of male teachers, which are higher than female teachers, and increase their sincere behaviors. Support can be received from senior teachers in order to reduce the superficial role-playing behaviors and increase the sincere behavior of teachers with low professional seniority. Senior teachers can mentor newly appointed teachers on emotional management, self-expression, and communication skills. Teaching profession requires intense communication and interaction with people. In order to increase the effectiveness of schools, it can be ensured that teachers communicate and interact sufficiently and express their feelings comfortably. For this purpose, a more transparent and fair school management, supportive and democratic working environment should be created in the schools where they work. In this context, the effects of school administrators' management approaches on teachers' EL can be examined with the mixed research method. EL behaviors of teachers in schools that are known as effective schools can be analyzed by observing.

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Statements of publication ethics

We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Researchers' contribution rate

The first author conceived the presented idea and collected the data. The second author guided the research process and verified the analytical methods. All authors discussed the results and contributed to the final version of the article.

Ethics Committee Approval Information

Ethical committee approval for this study was obtained from the Ethics Committee of Atatürk University (Num: 2020/15-17; Date: 31.12.2020).

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