

**THE EFFECT OF WORK ENGAGEMENT ON EMOTIONAL LABOR: A STUDY ON
TEACHERS****Asst. Prof. Osman BENK (Ph.D.)*** **Asst. Prof. Tuęçe ŐİMŐEK (Ph.D.)**** **ABSTRACT**

It is considered as a pre-acceptance that teachers, who face many problems such as basic wages, work-family conflict, health problems and being appointed to civil service, are engaged about work throughout their careers. While feeling this engagement, how they come into contact with the concept of emotional labor is the focus of the research. In other words, do teachers reflect their feelings as they are despite problems, or do they behave as they should? In this context, the relevant research was applied to 179 teachers working in Trabzon in the period of June-July 2022 using the snowball sampling method and the data were collected by face-to-face survey technique. The data were interpreted within the framework of correlation and regression analyzes with the SPSS program. According to the obtained regression analysis findings, work engagement has a positive and significant effect on emotional labor.

Keywords: Work Engagement, Emotional Labor, Teachers

JEL Codes: M10, M12, M19.

1. INTRODUCTION

On the purpose of being successful and bearing with in the ever altering environment of the 21st century, companies require workers who feel engagement about work rather than just “healthy” workers (Schaufeli, Salanova, González-Romá and Bakker, 2002). The concept of work engagement has emerged from burnout research, that is, it has begun to be considered as an effort to cover the all zone from the employee’s lack of well-being (e.g., burnout) to the employee’s well-being (Maslach, Schaufeli and Leiter, 2001). Kahn (1990) was the first to propose psychological presence as an imperative for WE through exhibition of physical, cognitive, and emotional assets. Moreover, it is considered one of the important outcome variables of positive organizational behavior (Park, Kim, Yoon and Joo, 2017). On the other hand, a considerable psychological, social and theoretical base for surface and deep role-playing strategies, two sub-dimensions of EL, is based on emotional regulation (Grandey, 2000). Eisenberg et al. (2000) defined emotional regulation as “the process of initiating, maintaining,

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modulating or changing the formation, intensity or duration of internal emotional states in order to achieve one's goals". Most organizations have necessities both implicitly and explicitly for how and when employees show what emotions. Service workers are anticipated to show particular feelings (e.g., joy, enthusiasm) and abolish ones (e.g., hate, anxiety) in relation of a workday with clients to bear with work conditions and anticipations of other partners of company (Groth et al., 2009). In this perspective, employees are said to undertake emotional labor when they regulate or manage their emotions. In the study conducted by Özgüleş (2017), the concepts were examined on employees in private hospitals. In the findings obtained as a result of the analyzes, no significant relationship was found between emotional labor and work engagement (Özgüleş, 2017). Örucü, Gizlier and Akın (2021) who conducted the research in the banking sector, could not find a significant relationship, too. In the study of Sezen-Gultekin, Bayrakçı and Limon (2021), in which dealt with two related concepts on teachers, it was found that emotional labor predicted work engagement statistically. Gürlek, Akbaş Tuna and Yeşiltaş (2020) found in their research on the employees of five-star hotel businesses that deep and natural behaviors have a positive and significant effect on WE, while surface behavior does not have a significant effect on WE. Aybas and Kosa's (2018) research on professional tour guides, while a relationship was found between deep behavior and WE, no significant relationship was found between surface behavior and WE. The results of the research conducted by Bektaş and Çetin (2020) on health workers showed that harmonious engagement has a significant, direct and negative effect on surface emotional labor and a positive effect on natural emotions. In the research of Dayanç Kıyat, Özgüleş and Günaydın (2018) in the sample of healthcare workers, it was concluded that a meaningful and valid regression model could not be found for deep role playing and natural emotions were affected by work engagement. Türkay, Ünal and Taşar (2011) investigated the effect of EL behavior on WE and found that there were significant relationships in their study with the managers of service businesses. Atilla Gök (2015) concluded in the research on pharmaceutical representatives that EL affects WE. Gülova, Palamutçuoğlu and Palamutçuoğlu (2013) concluded that there is a positive and statistically significant relationship between three EL behaviors and WE in their study with university employees. In the research conducted by Öngöre (2019) on private business employees in the service sector, natural emotions affect vigor and dedication, deep acting affects absorption and surface one affects vigor. In the research on high school teachers, Çarıkçı (2020) found that emotional labor behaviors were a significant predictor of emotional and cognitive integration behaviors, excluding physical integration from work engagement behaviors.

In line with the increasing understanding of the importance of emotions in the work environment and the search for ways for employees to be effective and productive at work, the importance of determining the relationship between emotional labor and work engagement, especially in the education sector, which is in direct interaction with people, and in particular for teachers can be shown as the reason for this research. Within this frame of reference, study purpose is to reveal effects of work engagement levels of teachers working in different schools in Trabzon from Türkiye on their emotional

labor status. On the other hand, although there are studies in the related literature in Türkiye (Atilla Gök, 2015; Aybas and Kosa, 2018; Bektaş and Çetin, 2020; Çarıkcı, 2020; Dayanç Kıyat et al., 2018; Gülova et al., 2013; Gürlek et al., 2020; Öngöre, 2019; Örucü et al., 2021; Özgüleş, 2017; Sezen-Gultekin et al., 2021; Türkay et al., 2011) there are not many studies examining the relationship between emotional labor and work engagement in the education sector and on teachers. In this respect, it can be expected that the research will contribute to the literature. For this purpose, first of all, the related concepts and the relations between them will be explained, and then, with the analysis of the collected data, the expression of the findings and the discussion of the results, another work will be added to the literature in terms of knowledge and the benefit of teachers, school organizations and administrators.

2. CONCEPTUAL FRAMEWORK

Under the title of conceptual framework, information about the relationship between work engagement and emotional labor and related variables will be given.

2.1. Work Engagement

Work engagement (WE) means “the emotional, cognitive and physical involvement of one's work” (Kahn, 1990). Also, Kahn (1990) treats engagement “as a work situation in which employees find it meaningful and, as a result, want and can invest in their work to derive personal and career benefits”. It is also “the simultaneous employment and expression of a person's preferred self in task behaviors that promote work and connections with others, individual presence, and active full role performances” (Kahn, 1990). Maslach et al. (2001) take a complementary paradigm by estimating why workers experience burnout. The researchers claim that the counteragent to burnout is workers' active engagement with their work. In addition, they describe WE just as “a persistent, affirmative, emotionally-motivated state of satisfaction in employees, characterized by a high level of participation and enjoyment” (Maslach et al., 2001). WE is “the individual's attitude towards his/her job, which directly affects the psychological existence and commitment of the individual during role performance” (Smith, Rasmussen, Mills, Wefald and Downey, 2012) is an indication that the staff feel fortunate, healthful, nice and peaceable (Poon, 2013).

WE which is accepted as the opposite of burnout, means “an affirmative, satisfying and work-related state of mind characterized by vigor, dedication and absorption” (Schaufeli et al., 2002). *Vigor* means “a high level of energy and mental stamina at work, a willingness to put effort into one's work, and perseverance in the face of difficulties”. *Dedication* expresses “a sense of significance, enthusiasm, inspiration, pride and challenge”. WE's third dimension is absorption that is identified as one of the components of engagement by very thorough interviews (Schaufeli et al., 2001). Absorption is differentiated by the fact that “the person is fully concentrated on work and gives herself/himself up happily”, so time course is perceived fast and the person has hardship in separating self from assignment (Bakker et al., 2007). May et al. (2004) also introduced engagement with a three-dimensional study.

While the labels differ slightly in terms of Schaufeli and Bakker's dimensions, their functionality is strikingly similar. May et al. (2004) distinguish between "physical, emotional and cognitive" components corresponding to Schaufeli and Bakker (2004)'s "vigor, dedication and absorption" dimensions, respectively.

WE which is associated with positive emotions such as optimism, hope, and enthusiasm, emerges when the employee copes with job demands through individual and organizational resources (Bakker et al., 2007). Schaufeli and Bakker (2004) found that work sources, acting like incentives result in WE, where passionate workers show affirmative work attitudes, have satisfactory psychical health, and outperform those with less passion. High levels of WE incline to result in a variety of affirmative outcomes for persons and companies, including better intellectual and sentimental health, cultivated role performance, superior involvement to professional purposes, and much nicer feelings (Bakker and Demerouti, 2008). In short, engaged employees have high levels of energy and are enthusiastic about their work. In addition, time flies when they are completely immersed in their work (May et al., 2004). Passionate workers form their own affirmative evaluation of acknowledgment, acceptance, and accomplishment because of their affirmative attitudes and behaviors and performance status. Many passionate workers report that their eagerness and energy is sustained outside of a workday, e.g., in sports, pastime and voluntary stuff. Passionate workers are not supernatural creatures, nor do they claim to be, they can feel tired like everyone else after a busy day. After all, the employees define being tired as a very nice situation as they associate it with what they have earned. Also, passionate workers are not dependent on their jobs. They also enjoy doing things outside of workplace and work hard because they find it fun to work, not because of a strong and inevitable instinct like workaholics (Bakker ve Demerouti, 2008).

2.2. Emotional Labor

Emotional labor (EL) was presented by Hochschild (1983) in her book "The Managed Heart". Since Hochschild (1983) presented the term, many researches on EL has paid attention to description and dimension of it. Hochschild (1983: 7) describes it just as "invoking or suppressing personal emotions in order to display appropriate work-related emotions in order to respond to the client". Ashforth and Humphrey (1993) suggested that EL is "the act of displaying appropriate emotion, that is, following a code of conduct". It can involve verbal and nonverbal communication elements that create both natural and unnatural situations exhibited during interaction. Therefore, employees may have to make an effort to display suitable feelings while communicating (Ashforth and Humphrey, 1993). Ashforth and Humphrey (1995) considered it "as the behavior of expressing socially necessary emotions during service procedures". EL is defined "as the effort, planning and control required to express organizationally desired emotion during interpersonal transactions" (Morris and Feldman, 1996). Grandey (2000) explained it "as the process of controlling one's emotions while fulfilling one's job responsibilities and sees it as the process of regulating both emotions and facial expressions for

organizational purposes”. EL is “the individual’s response to emotional job demands, which are defined as job characteristics such as dealing with difficult customers that put the employee in emotionally stressful situations” (Peeters et. al., 2005).

Dimensions of EL encompass both deep and surface action, which are the two basic strategic actions of emotional regulation that can be utilized by workers. In surface role-playing, workers only try to alter their apparent behavior to display the necessary feelings. Thus and so, surface behavior means “the act of showing false or unfeeling emotions”. However, those who work with deep acting try to create these emotions faithfully within themselves and reflect the expected emotions (Hennig-Thurau et al., 2006). Ashforth and Humphrey (1993) state that “surface behavior may be consistent with a strong/weak concern for one’s clients, while deep acting appears more consistent with a strong concern for one’s customers”. Therefore, both forms of EL are correlated to customer-oriented elements such as the client’s sentimental situation and happiness or gratification of a service communication (Hennig-Thurau et. al., 2006). Both surface and deep role playing use resources, however, there are differences in the amount of resources used and their effect on output variables. In particular, the surface role uses much more psychological resources. Surface role-playing balances emotional response by pretending to have positive feelings or abolishing negative sensations. There is more inconsistency between emotional experience and expression, and to cope with disorders about feelings requires more resources psychologically (Brotheridge and Lee, 2002). Employees can gain more psychological resources by acting deeply. The deep role tends to regulate inner true emotions and as opposed to surface dimension, there is no inconsistency between emotional experience and expression, thus using fewer psychological resources (Huang, Chiaburu, Zhang and Grandey, 2015). This dimension of real-role EL can also be seen “as a sincere or natural behavior, that is, employees displaying their true emotions and moods without any effort”. In fact, the natural (real, genuine) emotions felt are actually an important form of EL (Hochschild, 1983; Grandey, 2000). It also means “expressing one’s own true feelings”. The meaningful distinction between the expressing natural feelings and the surface role playing is whether that the strategy of sentimental expression is changed or not, when the surface one is a kind of cover of the person’s interior true sentimentals (Yang, Chen and Zhao, 2019). EL permits a person to naturally and truly action and states the anticipated feeling. Natural emotions do not need to be followed and therefore, do not consume resources. The acting of natural feelings indicates exact independence that can ease self-expression. The “authentic self” of service workers enables them to reflect on the service process a sense of who they are, what they value, what they want, and how they communicate with others. The true expression of emotions reflects the identity of the person, which increases the sense of competence and achievement (Humphrey, Ashforth and Diefendorff, 2015).

2.3. The Relationship Between Work Engagement and Emotional Labor

Many professional days of teachers are full up with sentimental changes, and consideration should be paid to how these moods change in the school setting. On the other hand, implied and hypothetical practice direction for how they need to show their feelings to be effective, and in fact in plenty of situations and conditions, this expectancy is more explicit and steady. For instance, they are often asked to abolish negative feelings such as anger, frustration, and sadness in order to counter a threat to their psychological well-being and to encourage greater adaptable functionality (Oplatka, 2009). Teachers, feeling passion when they do their job, lean to be energetic, devoted and impassioned, determined while facing distress and immersed in thought in when they practise (Greenier et al., 2021). Similarly, Schaubroeck and Jones (2000) suggested that they should display affirmative emotions and reduce negative ones in teacher-student interactions.

Analysis results of Yoo and Jeong (2017)'s research exhibited that deep role playing affects WE positively, while surface behavior does negatively. This shows that sales employees' passion to work differs according to all factors of EL. While deep role behavior by nurses has a direct effect on increasing WE and reducing job burnout, surface role behavior increased job burnout and decreased WE (Han, Han and Kim, 2018). Workers with deep roles are more motivated to perform tasks and responsibilities that they enjoy. There is a harmony between the sensations what they feel and how they show, which leads them to create more power and thus raise the levels of their work engagement. As the number of employees with acceptable levels of psychological and physical situations and WE increases, they exhibit deeper sentimental activities. Therefore, WE and deep acting associate with each other positively (Yoo and Arnold, 2014). At the same time, employees with high WE have a high opinion of their job and are focused to make working conditions more satisfactory (Demerouti, Bakker and Gevers, 2015). The lack of timely support of the psychological resources of the employees because of the overuse of surface behaviors may lead to a decrease in WE (Mróz and Kaleta, 2016). Conversely, Mróz and Kaleta (2016) revealed that there is no relationship as significantly between WE and EL.

3. METHODOLOGY

Before starting the research, ethics committee approval was obtained from the Scientific Research and Publication Ethics Committee of Gümüşhane University with the decision numbered 2022/3 dated 27/04/2022. In the research, it is intended to assay teachers' EL behaviors towards students due to their profession, in terms of their degree of WE. The data necessary for making evaluations for this purpose were collected through face-to-face survey method. The fact that this profession requires various emotional labor behaviors intensively formed the basis for the selection of the population as teachers in the research. However, it is possible to consider emotional labor as an indicator of teachers' physical, cognitive and emotional self-expression during their performance in their professional roles. Therefore, the research was built on the relationship between WE and EL.

In the research, it has three sub-dimensions as WE; vigor, dedication and absorption, and the dependent variable EL consists of 3 sub-dimensions as deep role playing (acting), surface role playing and natural emotions. Based on this, the hypothesis developed as a result of the relevant theoretical background and empirical studies are as follows:

H₁: Work engagement significantly affects emotional labor.

3.1. Sample of the Research

The research was carried out on teachers, who are the pioneers of occupational groups that require intense emotional labor. Snowball sampling from nonrandom sampling methods was used in the study. In this sampling method, one or more people are contacted regarding the subject of the study and a chain sample is created with the help of these people (Biernacki and Waldorf, 1981). In this direction, the questionnaire, which was prepared by reference people from different educational institutions working in Trabzon, was delivered to the teachers in June 2022 and the data were collected within 2 months. The survey was completed with the participation of 179 teachers.

Table 1. Demographic Characteristics of the Sample

Demographic Characteristics		Frequency	Percentage (%)
Gender	Male	93	52
	Female	86	48
Age	20-30 years	76	43,8
	31-40 years	57	29,7
	41-50 years	41	23,4
	51-60 years	5	3,1
Marital Status	Married	91	50,8
	Single	88	49,2
Years of Service	0-5 years	87	48,6
	6-10 years	45	25,1
	11-15 years	24	13,4
	16-20 years	14	7,8
	20 years and above	9	5,1
Total		179	100

86 (48%) of the teachers participating in the research are female and 93 (52%) are male, and the gender distribution is close to each other. Most of the teachers are between the ages of 20-30 (43.8%) and 87 (48.6%) of them fulfill their teaching duties between 0-5 years.

3.2. Data Collection Method and Scales

In the first part of the questionnaire, which was created in line with the purpose of the study, there are questions to obtain some demographic characteristics such as age, gender, marital status, which generally describe the research sample. In the second part of the questionnaire, previously developed scales for the variables were included.

Work Engagement Scale: The scale developed by Schaufeli et al. (2002) consists of 3 dimensions and 17 items. Six of these constitute the vigor dimension (e.g., “I am full of energy while doing my job”), five for the dedication dimension (e.g., “I do my job with enthusiasm”) and six for the absorption dimension (e.g., “I get distracted while I work”). The Turkish translation of the scale, the construct validity of which was demonstrated by Schaufeli et al., was made by Turgut (2011) and the Cronbach Alpha internal consistency coefficient was found to be “0.89 (separately for each dimension; vigor $\alpha=0.81$, dedication $\alpha=0.87$ and absorption $\alpha=0.86$)”. In this study, the scale of work engagement was used in a 5-point Likert format with “1=Strongly Disagree...5=Strongly Agree”.

Emotional Labor Scale: For the measurement of sensory labor, based on the expressions in the emotional labor scales developed by Diefendorff, Croyle and Gosserand (2005), Grandey (2003) and Kruml and Geddes (2000) adapted into Turkish by Basım and Beğenirbaş (2012) and 13-item scale was used. The scale examines emotional labor under three dimensions: surface acting (6 items), deep acting (4 items) and natural feelings (3 items). Internal consistency coefficients, which were described by Diefendorff et al. “as $\alpha=0.92$ for surface acting, $\alpha=0.85$ for deep acting, and $\alpha=0.83$ for natural emotions”, were determined by Basım and Beğenirbaş (2012) in two different studies “as $\alpha=0.83-0.84$ for surface acting, $\alpha=0.88-0.86$ for deep acting and $\alpha=0.83-0.86$ for natural emotions”. The emotional labor scale was also prepared and used in a 5-point Likert format.

4. FINDINGS

Statistical analyzes and their results are given in line with the data obtained under the heading of Findings. First of all, the skewness and kurtosis values of the scales were examined in order to determine whether the data set obtained from the participants had a normal distribution. According to Tabachnick and Fidell (2013), these values should be between ± 1.50 , in order to talk about a normal distribution. As a result of the tests performed, it was determined that the life satisfaction scale had skewness (.389) and kurtosis (-.591), and work engagement scale had skewness (.322) and kurtosis (-.563) values. and thus the assumption of normality was accepted and it was decided that it would be appropriate to perform parametric tests.

Before the regression analysis, which is necessary to examine hypotheses developed according to the context of study, reliability analyzes were carried out to reveal the internal consistency of the scales used, and correlation analysis was carried out in order to depict the relationships between the variables with their sub-dimensions in detail.

4.1. Correlation and Reliability Analysis

In line with the purpose of the study, the internal consistency of the work engagement and emotional labor scales used to measure the relevant variables were evaluated with the Cronbach's Alpha

reliability coefficient determined in the light of the data obtained. Accordingly, acceptable values were achieved as 0.84 for the work engagement scale and 0.89 for the emotional labor scale.

Table 2. Relationships Between Variables

Variables	Mean	S.D.	1	2	3	4	5	6	7	8
1 Vigor	3,22	0,66	(0,83)							
2 Dedication	2,62	0,78	,425	(0,88)						
3 Absorption	3,37	0,74	,672	,502	(0,84)					
4 Work Engagement	3,04	0,61	,843	,750	,893	(0,84)				
5 Surface Acting	2,31	1,02	,164	,177	,438	,326	(0,94)			
6 Deep Acting	3,20	0,95	,181	,443	,211	,324	,423	(0,84)		
7 Natural Emotions	3,83	0,69	,288	,344	,230	,339	-,139	,412	(0,76)	
8 Emotional Labor	2,93	0,68	,257	,389	,446	,441	,839	,814	,314	(0,89)

Note: n=304; S.D= Standard Deviation; The correlation is significant at the 0.01 level; Values in parentheses are Cronbach's Alpha reliability coefficients.

It is possible to say that there are relations between the variables ($0.30 > r$ weak, $0.30 \leq r < 0.50$ moderate, $0.50 \leq r < 1$ strong) relations (Cohen, 2013). As seen in Table 2 above, there is a significant and positive relationship between work engagement and emotional labor ($r=0.441$, $p<0.01$). Natural emotions, one of the sub-dimensions of emotional labor, have a stronger relationship with work engagement ($r=0.339$, $p<0.01$) compared to surface acting and deep acting; absorption, one of the sub-dimensions of work engagement, was found to have a stronger relationship with emotional labor ($r=0.446$, $p<0.01$) compared to vigor and dedication. On the other hand, it was observed that the strongest relationship between the sub-dimensions of the two variables was between dedication and deep acting ($r=0.443$, $p<0.01$).

4.2. Regression Analysis

In line with the research purpose, simple linear regression analysis was carried out to reveal the effect of work engagement on emotional labor. According to Table 3 below, it is concluded that “work engagement has a positive and significant effect on emotional labor ($\beta=0.441$; $p<0.001$)” and that work engagement has the power to explain a 19% change in emotional labor. Thus, H_1 is accepted.

Table 3. The Effect of Work Engagement on Emotional Labor

Variables	B	S.E.	β	t	R ²	F	p
Constant	1,435	,226		6,343			
WE → EL	,492	,073	-,441	6,776	,195	45,919	,000

Note: B= Non-standardized coefficient; S.E=Standard Error; β : Standardized coefficient.

5. CONCLUSION and DISCUSSION

It is considered as a pre-acceptance that teachers, who face many problems such as remuneration, work-family/family-work conflict, health problems and being appointed to the civil service, have a passion for work throughout their careers. While feeling this passion, how they reflect the concept of emotional labor has attracted the curiosity of researchers. In this context, the aim of the research is to determine the level of influence of the work engagement of teachers working in Trabzon on their emotional labor. In line with the findings of the correlation analysis obtained through the SPSS program; there is a significant and positive relationship between work engagement and emotional labor ($r=0.441$, $p<0.01$). On the other hand, according to the regression analysis findings; it has been concluded that “work engagement has a positive and significant effect on emotional labor ($\beta=0.441$; $p<0.001$)” and work engagement has the power to explain a 19% change in emotional labor. In summary, the hypothesis of the research was accepted and the relationship and effect was observed between the research variables and sub-dimensions of them. In addition, research findings show; Han et al. (2018) found that both deep role behavior is similar in terms of increasing work engagement and contrasts with surface role behavior reducing work engagement; similarity in terms of the positive relationship between work engagement and deep role playing (Yoo and Arnold, 2014); the distinction is that Mróz and Kaleta (2016) did not reveal a significant relationship between work engagement and emotional labor; the feelings of those who adopt the deep role and the emotions they display increase their work engagement (Demerouti, Bakker and Gevers, 2015). It also shows similarities with the research results of Sezen-Gultekin et al. (2021) and Çarıkcı (2020) conducted in the education sector and teachers in Türkiye.

It is management's responsibility to provide a work environment that creates and sustains a work engagement atmosphere. May et al. (2004) state that the precursors of WE are adequate leadership and follower relations, affecting job tasks, resources and rewards for doing their job well. A person who is passionate about work contributes to the achievement of her/his organization's goals with individual participation (Altunel, Kocak and Cankir, 2015). In this respect, teachers' receiving all kinds of financial and moral support from school administrators and especially from the public authority may contribute to increasing the quality of education. Bakker and Demerouti (2007) found that the presence and abundance of work assets (e.g., supportive supervisor and/or organizational climate) helps assure them contra to the undesirable aftermath of high-reaching work necessities. They contended that work assets help to lower stress and thus reduce potential burnout. It can also be achieved through participatory management, raising societal support, contributing affirmative feedback from managers and helping each others function effectively to achieve goals. Another way to increase work engagement is through empowering personal resources, such as training programmes that consider about raising resilience, optimism and self-efficacy.

Emotional labor is a critical aspect of many factors that require teachers to interact with their students, parents, colleagues, school administrators and the public. Emotional level of teachers can be increased in various ways by hiring those who are emotionally adaptable to job demands, developing a service-oriented organizational climate, and providing social and emotional support. Emotional resources can be affected by both natural dispositions (e.g., personality, temperament) and situational (e.g., organizational goals, policies, relationships) factors, so attention should be paid both in the procurement and choosing process and through formal training and socialization. School managers ought to be sensitive about importance of their feelings and design a workplace where they can show their sentiments freely. Teachers can become more attached to the school organization and, then, more passionate about their job when they put in emotional effort, express their negative feelings, and display their feelings transparently. In addition, administrators and school organization are aware of the work engagement and emotional labor, and starting from the relationship between each other, so they can know how to proceed in order to keep teachers passionate about their work and how to apply the practical impact to business life.

The generalizability of the research is not absolute in terms of the method used, apart from the time constraint. For future research, more consistent data can be obtained through the interview method as well as the survey technique. Among the related variables, the mediating effects of behavioral concepts such as psychological well-being and life satisfaction can be examined. As a result, it is thought that the research contributes to teachers, school management and organizational behavior literature.

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