POKER FACE TO BYE BYE IN SCHOOLS: THE RELATIONSHIP OF SCHOOL ADMINISTRATORS' EMOTIONS AND JOB SATISFACTION

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ABSTRACT

This study investigates the relationship of school administrators' emotions of enjoyment, pride, frustration, hopelessness and anxiety about their work and school with job satisfaction. 307 school administrators working in public schools in Turkey participated in the research. In the research, causal comparative and correlational survey model, which are among the quantitative research methods, were used. The data of the study were collected using the "Principal Emotion Inventory" and "Job Satisfaction Scale". Descriptive and evident-based statistics techniques were used in the analysis of the data. As a result of the research, it was determined that the job satisfaction levels of the school principals were higher, as their levels of pleasant emotions of enjoyment and pride, were higher than their unpleasant emotions of frustration, hopelessness, and anxiety. While gender, work and level did not make a significant difference in the job satisfaction levels of school administrators, the pride levels of female school administrators were higher than that of male school administrators. In addition, principals' emotions of anxiety were determined more than vice principals. Suggestions have been developed for practitioners and other researchers considering the results and limitations of the research.

Keywords: Emotions in administrations; jobs satisfaction; pleasant emotions; unpleasant emotions; multiple regression analysis.

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OKULLARDA POKER YÜZE BYE BYE:
OKUL YÖNETİCİLERİ DUYGULARININ İŞ DOYUMLARI İLE İLİŞKİSİ

ÖZET

Bu araştırmada okul yöneticilerinin görevleri ve okullarına yönelik sahip oldukları keyif, gurur, hayal kırıklığı, umutsuzluk ve kaygı duygularının iş doyumları ile ilişkisi incelenmiştir. Araştırmaya Türkiye'de kamu okullarında görev yapan 307 okul yöneticisi katılmıştır. Araştırmada nicel araştırma yöntemlerinden nedensel karşılaştırma ve ilişkisel tarama modeli kullanılmıştır. Araştırmanın verileri "Okul Yöneticileri Duygu Envanteri" ve "İş Doyumu Ölçeği" kullanılarak toplanmıştır. Verilerin analizinde betimsel ve kanıtlamasal istatistik teknikleri kullanılmıştır. Araştırma sonucunda okul müdürlerinin iş doyum düzeylerinin yüksek olduğu yanı sıra hoş duygular olan keyif ve gurur düzeylerinin hoş olmayan hayal kırıklığı, umutsuzluk ve kaygı duygularından yüksek olduğu belirlenmiştir. Cinsiyet, görev ve kademe okul yöneticilerinin iş doyumu düzeylerinde anlamlı bir farklılık oluşturmazken, kadın okul yöneticilerinin gurur düzeyleri erkek okul yöneticilerinden yüksek çıkmıştır. Ayrıca müdürlerin kaygı duyguları müdür yardımcılarından daha fazla tespit edilmiştir. Araştırmada okul yöneticilerinin görevleriyle ilgili yaşadığı keyif, kaygı ve umutsuzluk duygularının iş doyumunun anlamlı bir yordayıcısı olduğu sonucuna ulaşılmıştır. Araştırma sonuçları ve sınırlılıkları göz önünde bulundurularak uygulayıcılar ve diğer araştırmacılar için öneriler geliştirilmiştir.

Anahtar Kelimeler: Okul yöneticilerinde duygular; iş doyumu; hoş duygular; hoş olmayan duygular; çoklu regresyon analizi.

1. INTRODUCTION

Schools, which are educational organizations, are one of the most important social institutions due to their macro and micro level missions. As it has been revealed in the international and national context by various types of research in the past (Spillane and Diamond, 2007), the desired and healthy functioning of the schools as an organization is closely related to the school administrators. In other words, in order for schools to be successful, they need to meet the demands and needs of school administrators (Saiti and Fassoulis, 2012) because their actions directly affect the functioning of the school as a unit. Thus, it is important for school administrators to be satisfied with their work and schools. This may affect school administrators' well-being processes. Because school administrators, as the leader of their organizations, have the responsibility to bring schools to the desired quality. School administrators who establish a desired bond with their schools and have pleasant emotions about being an administrator can display high performance and leadership. Otherwise, school outputs that will save the day can be obtained with school administrators who have negative attitudes towards their work and have an understanding of overtime instead of connecting with their organization. In order to fulfill these responsibilities, the emotions of school administrators in relation to their school and work are significant.

Emotional experiences such as hope, pride, enjoyment, embarrassment, anger, and anxiety can arise during operations in pursuit of various goals or maintaining various standards in schools and classrooms. If these emotions are positive, it is possible for the employees to be satisfied with their jobs and increase their job satisfaction, and if they are negative, it is possible to cause dissatisfaction

and decrease in job satisfaction. All of these can also be reflected in the performance of the employees and the success of the school. It can be expected that the job satisfaction of school administrators who have positive emotions about their duties and schools will increase. On the contrary, school administrators who have negative emotions towards their duties and schools may experience job dissatisfaction. Since school administrators are the leaders of the organizations, their emotions can also be reflected on the teachers and students. According to Hargreaves (2001), the decisions taken by principals and the power they use can affect teachers' emotions and the emotional atmosphere related to their work.

Although the subject of emotions has been widely adopted and applied in organizations (Winter, 2018), it can be said that the number of theoretical and empirical studies in the literature, especially within the scope of educational organizations, is quite limited (Yıldız et al., 2023). Regarding the consequences of school administrators' emotions, other relevant aspects of the current literature rather than directly emotions, such as emotional labor strategies (Maxwell and Riley, 2017), emotional intelligence (Arar and Oplatka, 2018; Chen and Guo, 2020; Erkol, 2021; Kandaz, 2018); Oplatka, 2017) and emotional regulation (Arar, 2017). In addition, it is seen in the literature that there are many studies on the job satisfaction of teachers, whereas studies on the job satisfaction of school administrators are relatively limited (Dude, 2012; Liu and Bellibaş, 2018). Considering that emotions are complementary to the leadership process and that the emotions of school administrators affect all school stakeholders (Hargreaves, 2001) this study aims to fill these gaps in the literature. Based on this information, the problem statement of this research is to determine the relationship of school administrators' emotions of enjoyment, pride, frustration, hopelessness, and anxiety towards their school and their duties with job satisfaction. Accordingly, the study seeks answers to the following sub-problems:

1. What is the level of school administrators' emotions of enjoyment, pride, frustration, hopelessness and anxiety, and job satisfaction?
2. Do school administrators' emotions of enjoyment, pride, frustration, hopelessness, and anxiety, and job satisfaction show a significant difference according to various variables (gender, duty, and level)?
3. Do school administrators' emotions of enjoyment, pride, frustration, hopelessness, and anxiety significant predict their job satisfaction?

1.1. Job Satisfaction

Job satisfaction does not have an agreed definition. Vroom (1964) defines job satisfaction as the emotional orientation of individuals towards the job roles they currently occupy (Act. Aziri, 2011). In another frequently used definition, Locke (1976) discusses job satisfaction from an emotional point of view as "a pleasant or positive emotional state resulting from the evaluation of one's job or work experiences" (1300). According to Schneider and Snyder (1975), job satisfaction is an internal

response based on the formation of individuals' norms, expectations, and values. As Spector (1997) stated, job satisfaction continues to be one of the most important issues today because of its relevance to the physical and mental well-being of employees and its effects on work-related behaviors such as productivity, absenteeism, turnover, and employee relations. Job satisfaction is clearly the most important contributor to job performance. (Bakotic, 2016; Eckman, 2004).

Hulin and Judge (2003) stated that job satisfaction includes a multidimensional psychological reaction and such reactions also include cognitive and emotional-behavioral elements. From an emotional perspective, job satisfaction is largely related to one's emotions, and therefore "an individual's assessment of the extent to which the job fulfills his or her job values can lead to a positive emotional satisfaction or on the contrary, a negative feeling of dissatisfaction" (Coomber and Barriball, 2007, 297). Emotional job satisfaction is generally accepted as synonymous with general satisfaction. It is assessed through items that ask people how much they like their job. Conversely, assessing the cognitive aspects of job satisfaction, results from rational comparison of working conditions with a desired, expected or promised standard (Moorman, 1993; Spector, 1997). Although the two components of job satisfaction (emotional and cognitive) may have different effects on organizations (Moorman, 1993), studies provided evidence that they work parallel with each other and are not completely separated from each other (Edwards, 1990). Job satisfaction can manifest itself both as a general feeling towards one's job and as discrete attitudes about various aspects of the job. The general approach is most useful when it comes to holistic job satisfaction, while the aspects approach is used to discover which parts of the job create satisfaction or dissatisfaction (Lu et al., 2005).

Job satisfaction is an employee's sense of accomplishment and satisfaction at work. It is often perceived as directly linked to productivity and personal well-being. Job satisfaction is being in a job that one enjoys, doing this job well, and getting the reward for his/her effort. Job satisfaction also expresses the enthusiasm and happiness of a person from his/her job. Job satisfaction is the main component that leads to the achievement of other goals that lead to recognition, income, promotion and satisfaction (Kaliski, 2007). Job satisfaction factors are classified as personal, organizational, and cultural. Personal factors can be classified as intellectual, area of expertise, age, gender, working environment, education level, working experience, working hours, personality (emotion), way of thinking (perception), and working style, attitude, etc. Organizational factors can be displayed as type of job, organizational structure, status, quality control, financial guarantee, promotion opportunity, social interaction and business relationship, etc. (Suriansyah and Aslamiah, 2018). Hofstede's work establishes a link between cultural characteristics and job satisfaction (Saari and Judge, 2004). The high job satisfaction experienced by the employees in their organizations contributes to organizational commitment, job integration, physical and psychological health, and a quality life outside of work. Job

dissatisfaction causes absenteeism, job turnover, labor problems, job-related complaints, union initiatives and negative organizational climate (Cherrington, 1994).

1.2. Emotions

Emotions are everyday experiences in every aspect of life, from the workplace to the outside. Emotions are a reaction to or a cause of reactions to events and situations encountered. Although emotions have an important role in actions, it is seen that they were not emphasized in organizational researches until the 1990s (Fox and Spector, 2002). However, emotions are an inseparable part of working life (Fischer and Manstead, 2008). The workplace is an environment that fosters strong emotions and fulfills physical and psychological needs (Fox and Spector, 2002). Emotions are strong feelings that have physical and cognitive elements and affect behavior and are an integral part of the spiritual world. Since the human being was defined as a rational being in the management literature, a strong belief was formed that emotions should not be mixed with working life. Because emotions have been seen as anti-rationality as an element that can hinder productivity, which is the basis of classical management (Can et al., 2015). With the discovery of neoclassical management approaches and especially the place of socio-psychological processes in organizational life, this understanding has gradually left its place to approaches that consider people holistically. Seçer (2010) also states that since the 1980s, the existence of emotions in working life, their expression styles and their role in organizational success have been increasingly discussed. Thus, a change in understanding towards people as emotional beings has begun to occur from people as unemotional employees in organizations.

Emotions are "conscious and/or unconscious judgments about perceived success in achieving goals or maintaining standards or beliefs". Emotional experiences are a holistic "form of existence" that includes physiological, psychological, and behavioral aspects (Schutz et al., 2006, 344-345). Some studies argue that there are six basic emotions, namely fear, anger, sadness, happiness, hatred, and surprise, and other emotions are derived from them. On the other hand, people's reactions to emotions may not be the same or the intensity of emotions may differ. However, it is known that people are more affected by negative emotions and forget these emotions more difficult (Can et al., 2015; Robbins and Judge, 2013).

Emotions, which have been tried to be kept out of organizations for many years, are an important feature of human beings. The expression "poker face", which is used as a symbol of not participating in the work and especially the management process, is used less frequently in the organizational literature with the developing literature and empirical studies. Interpreting a person independently of his feelings will make it insufficient to understand his behavior in the organization (Can et al., 2015). Because emotions generate energy and commitment, convey meaning, point to goals and concerns, and reflect moral attitudes in organizations. As a result, much motivation,

commitment or moral commitment from employees cannot be expected from unfeeling organizations (Fischer and Manstead, 2008). Because the positive or negative emotions experienced by the person can affect processes that are important for employees and organizations such as stress, burnout, commitment, and job satisfaction. Emotional work in organizations is important because it is one of the essential elements for effective job performance (Robbins and Judge, 2013).

1.3. Emotions and Job Satisfaction in School Administrators[2]

It is a fact that the job satisfaction of school stakeholders from their jobs is important for the quality of education in schools. For this reason, it is expected that creating conditions that will help school stakeholders to enjoy their work and provide satisfaction will contribute to the quality of education in schools (Koçak and Eves, 2010). Job satisfaction surveys can be used to predict the behaviors of education employees such as absenteeism and leaving the job, as well as enabling the determination of problem areas and their levels before they reach risky levels. In this direction, the educational administrators will accept that they will behave positively towards the organization to the extent that it responds to the wishes and needs of the employees and will work towards this (Balcı, 1983). School administrators, whose one of the most important responsibilities is to provide job satisfaction of educational employees, especially teachers, need to achieve job satisfaction in order to fulfill these responsibilities (Keefer, 2007). Although school administrators' job satisfaction is important for recruiting and retaining effective leaders, research investigating school factors for the determining role in such attitudes has been unexpectedly rare. Considering the critical role of a school principal in leading to school success, it is important to understand the state of the principal's psychological conditions and previous school factors (Liu and Bellibaş, 2018).

According to the theory developed by Weiss and Cropanzano (1996), emotional positive or negative reactions shaped by work environment, work events, and personal variables affect the level of job satisfaction. In addition, emotions affect many performance and satisfaction variables in organizations such as organizational citizenship, organizational commitment, effort, tendency to leave, and workplace deviance (Robbins and Judge, 2013). Moreover, Maxwell and Riley (2017) emphasize that emotions are important in organizational literature as they affect the relations within the organization. School administrators constantly communicate with multiple stakeholders such as children, adult employees, peers, parents, and supervisors/employers at different developmental levels. In order for a school to function effectively, all these groups need to be sensitive to their needs, balance conflicting goals, and be able to move in between stakeholder interactions smoothly while constantly managing the impression others have of them (Berkovich and Eyal, 2015). For this reason, administrators deal with the increasing emotions of both themselves and others every day. School leaders have an emotionally intense job, and the intense nature of their work has direct consequences

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[2] In this study, although school administrators are considered as principals and assistant principals, principals are especially emphasized in the international literature.

on their health and well-being and their own personal relationships (Heffernan et al., 2022). In other words, this situation affects the psychosocial and physiological health of school leaders and mutually affects job performance and job satisfaction (De Nobile and McCormick, 2010; Maxwell and Riley, 2017). Therefore, the emotions and emotional abilities of school leaders are becoming one of the key aspects of moving a school forward (Chen and Guo, 2020; Chen and Walker, 2021). In parallel, an "emotional turn" has been observed in educational research in recent years (Zembylas, 2021).

Although emotions are an important variable that affects the lives and work of educators, the emotions of school administrators and teachers are not fully defined (Chen and Walker, 2021). Despite emphasizing the rational and technical aspects of school management, the emotional side of the role of school leadership has been ignored (Crawford, 2018). The discovery of the emotions of the school administrators enables the discovery of the emotional elements of leadership, as well as the analysis of the emotions and other organizational behaviors of the school administrators, and the consideration of the results (Chen, 2020). Bush (2018) states that the emotions of school administrators are a neglected dimension in terms of school success and that school administrators should be emotional leaders. Crawford (2018) argues that especially leadership principles should be based on the understanding that the emotional dimension of leadership is very important. Emotions can be both 'destructive and empowering' in the daily lives of leaders (Jansen 2006).

2. METHOD

2.1. Research Model

Causal comparative design and correlational survey model of the quantitative research methods were used in this study. Causal-comparative design is a research design that tries to determine the relationships between independent and dependent variables after an action or event has occurred (Brewer and Kubn, 2010). In the study examining the effects of school administrators' feelings of enjoyment, pride, frustration, hopelessness, and anxiety on job satisfaction, emotions were considered as independent variable and job satisfaction as dependent variable.

2.2. Population and Sample

The population of the study consists of school administrators (principals, assistant principals, head assistant principal) who work at kindergartens, primary schools, secondary schools and high schools. The convenient sampling method, one of the non-random sampling methods, was used in the study. Within the scope of the research, 307 school administrators were reached. 70 of the school administrators are women (22.8%); 237 (77.2%) of them are male. The distribution of school administrators is as principal (209; 68.1%), head assistant principal (9; 2.9%) and assistant principal (89; 29.0%). When the education levels of school administrators are examined, 197 of them (64.2%) have undergraduate degrees, (197; 64.2%); 100 of them (32.6 %) have master's degrees and 4 of them

with doctorate degrees (1.3%). When the distribution of the levels in which the administrators work is examined, 21 (6.8%) people are in pre-schools; 114 people (37.1%) are in primary schools; 76 people (24.8%) work in secondary schools and 96 people (31.2%) work in high schools.

2.3. Data Collection Tools

The Principal Emotion Inventory. The Principal Emotion Inventory used in the research is a 25-item scale with five dimensions (enjoyment, pride, frustration, hopelessness, and anxiety) developed by Chen (2020). There are five items in each dimension. Participants can give answers ranging from 1 (strongly disagree) to 5 (strongly agree) to the inventory. The inventory was adapted to Turkish by Yıldız et al. (2023). An item in the anxiety dimension was removed from the Turkish version of the inventory and it consists of a total of 24 items. The Cronbach alpha internal consistency coefficients of the sub-dimensions in the original form of the Turkish version of the inventory were 0.91 for enjoyment, 0.81 for pride, 0.83 for frustration, 0.87 for anxiety and 0.78 for hopelessness respectively. The average Cronbach alpha internal consistency coefficient of the inventory is 0.84.

Job Satisfaction Scale. Başol and Çömlekçi (2020) conducted the Turkish validity-reliability study of the reinterpreted version of the Job Satisfaction Scale developed by Brayfield and Rothe (1951) and shortened by Judge, Locke, Durham, and Kluger (1998). Participants can give answers ranging from 1 (strongly disagree) to 5 (strongly agree) to the 5-point Likert-type scale consisting of 5 items and a single dimension. The Cronbach alpha internal consistency coefficient of the scale is 0.92.

Demographic Information Form. Information about school administrators was collected with a demographic information form, which includes information about gender, work, level, education status, marital status, seniority of management and teaching, and the faculty they graduated from.

2.4. Data Collection

Ethical permissions were obtained from an institutional committee before the data of the study were collected. In order to collect the research data, a form was created with the relevant data collection tools in the online environment. With this form, data collection tools were applied to school administrators by the researcher. Finally, data collection was completed in the spring term of 2022.

SPSS 22 program was used in the analysis of the data. Assumptions were started with 307 participants who filled out the online form. Missing value and extreme value analysis were performed. No missing data were found and 40 values determined as extreme values were excluded from the data set. Thus, the analysis continued with 267 data. According to the normality analysis, it was seen that the mode, median and arithmetic mean values of the scales were close to each other. Skewness and Kurtosis coefficients of the Principal Emotion Scale - enjoyment (skewness: -1.307; kurtosis: 1.628), pride (skewness: -1.643; kurtosis: 0.785), frustration (skewness: -0.112; kurtosis: 0.033), hopelessness (skewness: -0.019; kurtosis: 0.120) and anxiety (skewness: -0.439; kurtosis: 0.167) - and the Job Satisfaction Scale (skewness: -1.168; kurtosis: 1.607) were found to be between -2 and +2. In addition,

graphical analyzes were done through the histogram, scatter diagram, and box-whisker graphics. Although it was observed that there were extreme values in favor of low scores for the variables other than anxiety and hopelessness, as a result of the examinations, it was concluded that the scores of all the relevant variables showed a normal distribution. Due to normality, no treatment was applied to the extreme values.

Descriptive statistical analyzes (frequency, percentage, mean, etc.) were used to determine school administrators' perceptions of their emotions and job satisfaction. Whether the scores of school administrators' feelings and job satisfaction differ significantly according to independent variables (gender, duties, and grade) were analyzed with parametric tests (independent sample t-test and one-way analysis of variance [ANOVA]). Since the variables are on an equal interval scale and continuous, correlation analyses between the variables were made with Pearson Moment Correlation (Simple Linear Correlation) analysis. Simultaneous-standard multiple regression analysis was used to determine to what extent the feelings of enjoyment, pride, frustration, hopelessness, and anxiety predicted the job satisfaction score.

In order to perform multiple regression analysis, it was tested whether some assumptions were met. In order to perform multiple regression analysis, it is seen that the number of samples (n=267) is larger than 50 + 8m (number of m independent variables) stated by Tabachnick and Fidell (2013). In the next step, Mahalanobis distances were used for outlier analysis of normally distributed independent variables. In this study with five independent variables, two data with a Mahalanobis distance greater than the critical value of 20.52 (Pallant, 2016, 177) were excluded from the study. In addition, according to Tabachnick and Fidel (2013), since participants with a Cook's Distance value greater than 1 are a potential problem, two more participants with a value greater than 1 maximum were excluded from the data set.

In the next step, it was examined whether there was a significant correlation between the independent variables and the dependent variable. According to the results of the analysis, there is a significant positive correlation between the variables of enjoyment (r=.467, p<.01), pride (r=.160, p<.01) and anxiety (r=.125, p<.01) and job satisfaction. A negative and significant correlation was found between the variable of hopelessness (r=-.178, p<.01) and job satisfaction. However, no significant correlation was found between frustration (r=.096, p>.01) and job satisfaction. Accordingly, the variable of frustration, which did not have a significant correlation with the variable of job satisfaction, was not included in the multiple regression analysis. Multicollinearity and autocorrelation problems, which are other conditions of multiple regression analysis, were examined. In the analyzes made, it can be said that there is no autocorrelation since Durbin Watson statistic is between 1.5-2.5 (1.642) according to the model summary table. It was observed that the correlations between the independent variables were below 0.44. According to the Coefficients table, VIF (Variance Inflation Factor) values were found to be below 10 and tolerance values above 0.1.

Considering all this information, it can be said that there is no problem of multicollinearity among the predictive variables. As a result of all the examinations, it was determined that normality, correlation, multinormality, linearity, multicollinearity, autocorrelation analyses were suitable for multiple linear regression analysis.

3. FINDINGS

According to the sub-problems of the study, school principals' feelings of enjoyment, pride, frustration, hopelessness, and anxiety, and job satisfaction levels were examined and the descriptive findings obtained are given in Table 1.

Table 1. Descriptive Findings for Data Collection Tools

Scales	N	$\overline{\mathrm{X}}$	Sd	Scores available Minimum	Maximum
Job Satisfaction	267	21.49	3.21	5	25
Enjoyment	267	23.22	1.92	5	25
Pride	267	24.24	1.27	5	25
Frustration	267	17.25	4.07	5	25
Hopelessness	267	15.98	4.22	5	25
Anxiety	267	15.12	3.27	4	20

According to Table 1, job satisfaction of school administrators was measured as (X̄=21.49, sd=3.21). When the emotions of school administrators were examined, it was found that enjoyment (X̄=23.22, sd=1.92), pride (X̄=24.24, sd=1.27), frustration (X̄=17.25, sd=4.07), hopelessness (X̄=15.98, sd=4.22) and anxiety (X̄=15.12, sd=3.27). This finding shows that school administrators have high job satisfaction and especially positive emotions such as enjoyment and pride.

In the study, an independent sample t-test was conducted to compare school administrators' job satisfaction and feelings of enjoyment, pride, frustration, hopelessness, and anxiety by gender. Analysis results are shown in Table 2.

Table 2. Comparison of School Administrators' Emotions of Enjoyment, Pride, Frustration, Hopelessness, and Anxiety and Job Satisfaction by Gender

Scales	Group	N	$\overline{\mathrm{X}}$	Sd	df	t	p*
Job Satisfaction	Female	57	21.19	3.24	261	-.79	.42
	Male	206	21.57	3.21			
Enjoyment	Female	57	23.40	1.92	261	.77	.43
	Male	206	23.17	1.93			
Pride	Female	57	24.57	1.03	261	2.56	.01
	Male	206	24.15	1.32			
Frustration	Female	57	17.70	4.02	261	.92	.35
	Male	206	17.13	4.08			
Hopelessness	Female	57	16.07	3.94	261	.16	.86
	Male	206	15.96	4.30			
Anxiety	Female	57	15.42	2.92	261	.78	.43
	Male	206	15.03	3.36			

*p<.05

When Table 2 was examined, it was seen that the perceptions of school administrators' sense of pride differed significantly according to their genders $[t(261)=2.56; p<.05]$. It was revealed that female school administrators ($\bar{X}=24.57$) had a higher sense of pride compared to male school administrators ($\bar{X}=24.15$). On the other hand, there was no significant difference between gender and school administrators' job satisfaction and levels of enjoyment, frustration, hopelessness, and anxiety.

In the study, an independent sample t-test was conducted in order to compare the job satisfaction and feelings of enjoyment, pride, frustration, hopelessness, and anxiety of school administrators according to the principal and vice principal. Analysis results are presented in Table 3.

Table 3. Comparison of School Administrators' Emotions of Enjoyment, Pride, Frustration, Hopelessness, and Anxiety and Job Satisfaction by Duty

Scales	Group	N	$\bar{X}$	Sd	df	t	P*
Job Satisfaction	Principal	183	21.70	3.22			
	Assistant Principal	79	20.96	3.16	260	1.72	.08
Enjoyment	Principal	183	23.36	1.89			
	Assistant Principal	79	22.89	1.99	260	1.78	.07
Pride	Principal	183	24.22	1.29			
	Assistant Principal	79	24.27	1.24	260	-.284	.77
Frustration	Principal	183	17.36	4.11			
	Assistant Principal	79	17.06	3.98	260	.55	.58
Hopelessness	Principal	183	16.08	4.30			
	Assistant Principal	79	15.83	4.04	260	.43	.66
Anxiety	Principal	183	15.43	3.22			
	Assistant Principal	79	14.37	3.30	260	2.41	.01

*p<.05

When Table 3 was examined, it was seen that the perceptions of school administrators' sense of anxiety differed significantly according to their duties $[t(260)=2.41; p<.05]$. Accordingly, it was revealed that the anxiety levels of the principals ($\bar{X}=15.43$) were higher compared to the assistant principals ($\bar{X}=14.37$). On the other hand, there was no significant difference between the duties and the school administrators' job satisfaction and levels of enjoyment, frustration, hopelessness, and anxiety.

In the study, one-way analysis of variance (ANOVA) was applied to compare the job satisfaction and feelings of enjoyment, pride, frustration, hopelessness, and anxiety of school administrators according to the levels they work. Analysis results are given in Table 4.

Table 4. Comparison of School Administrators' Emotions of Enjoyment, Pride, Frustration, Hopelessness and Anxiety and Job Satisfaction According to Education Levels

Scales	Group	N	X̄	Sd	df	F	P*	Significant Difference
Job Satisfaction	Preschool	16	22.25	3.29	3 259 262	.46	.71	-
	Primary School	99	21.59	3.35				
	Secondary School	82	21.25	3.35				
	High School	66	21.41	2.94				
Enjoyment	Preschool	16	23.28	1.45	3 259 262	2.96	.14	-
	Primary School	99	23.42	1.87				
	Secondary School	82	22.84	2.12				
	High School	66	23.17	1.87				
Pride	Preschool	16	24.31	1.01	3 259 262	.33	.80	
	Primary School	99	24.17	1.33				
	Secondary School	82	24.21	1.27				
	High School	66	24.35	1.27				
Frustration	Preschool	16	16.18	5.07	3 259 262	.78	.50	-
	Primary School	99	17.60	3.99				
	Secondary School	82	16.95	4.00				
	High School	66	17.25	4.02				
Hopelessness	Preschool	16	15.12	5.71	3 259 262	1.70	.16	-
	Primary School	99	15.37	4.02				
	Secondary School	82	16.66	4.39				
	High School	66	16.35	3.92				
Anxiety	Preschool	16	13.62	4.37	3 259 262	1.70	.16	-
	Primary School	99	15.03	3.26				
	Secondary School	82	15.63	3.27				
	High School	66	15.10	2.97				

*p<.05

According to Table 4, it was revealed that the job satisfaction levels of school administrators did not differ significantly according to the level of their work [F(3-262) = .46, p>.05]. In addition, enjoyment [F(3-262) = .2.96, p>.05], pride [F(3-262) = .33, p>.05], frustration [F(3-262) = .78, p>.05], hopelessness [F(3-262) = 1.70, p>.05] and anxiety [F(3-262) = 1.70, p>.05] levels also do not differ significantly according to the levels they work.

In the study, Multiple Regression Analysis was conducted to examine whether school administrators' feelings of enjoyment, pride, hopelessness, and anxiety predict their job satisfaction. The obtained results are presented in Table 5.

Table 5. Multiple Regression Analysis Results on Predicting School Administrators' Job Satisfaction with Feelings of Pleasure, Pride, Hopelessness and Anxiety

Variables	Nonstandardized Coefficients		Standardized Coefficients	t	p
	ß	S.E.	Beta		
Job Satisfaction	7.125	3.374		2.112	0.03
Enjoyment	.740	.104	.444	7.102	0.00
Pride	-.083	.152	-.033	-.545	0.58
Hopelessness	-.172	.048	-.226	-3.606	0.00
Anxiety	.129	.063	.131	2.036	0.04
R = 0.259; Adjusted R² = 0.247; F(4, 263) =22.496; p = 0.000					

When Table 5 is examined, it was seen that school administrators' feelings of enjoyment, hopelessness, and anxiety significantly predicted their job satisfaction ($F_{(4-263)}$ =22.49, $p<0.05$). Enjoyment (ß =0.740, Beta=0.444, t=7.102) and anxiety (ß =0.129, Beta=0.131, t=2.036) positively affected job satisfaction. The feeling of hopelessness, on the other hand, negatively affected job satisfaction (ß =-0.172, Beta=-0.226, t=-3.606). Considering the significance tests of the regression coefficients, it is seen that the feelings of enjoyment, anxiety, and hopelessness, which are predictive variables, are significant predictors of job satisfaction. The predictive effect of pride ($p>0.05$) on job satisfaction is not significant. These findings show that 24.7% of the variance in job satisfaction of school administrators is explained by feelings of enjoyment, hopelessness, and anxiety. Considering the standardized regression coefficients according to the information in Table 5, the order of importance of the predictor variables on job satisfaction; enjoyment (ß= .740), hopelessness (ß=-.172) and anxiety (ß= .129). Among the related variables, the feeling of enjoyment explains 14.5% of the variance on job satisfaction, the feeling of hopelessness explains 3.6% and the feeling of anxiety explains 1% by itself.

4. DISCUSSION AND CONCLUSION

This research was carried out to examine the relationship of the emotions of Turkish school administrators with their job satisfaction while fulfilling their duties at their schools. These emotions were determined as enjoyment, pride, frustration, hopelessness, and anxiety according to the inventory developed by Chen (2020). The school administrators' pleasant emotions such as enjoyment and pride were higher than the unpleasant emotions like frustration, hopelessness, and anxiety. Accordingly, it can be said that school administrators' positive feelings about their duties are stronger than their negative feelings. This may indicate that school administrators' motivation for their duties is high. It is seen that the emotions of school administrators are not studied enough in the international arena (Park and Datnow, 2022). The studies of Park and Datnow (2022) conducted in the United States revealed that principals act as mediators and administrators of their school's emotional climate at the same time

as their emotions. Accordingly, the high level of positive feelings of school administrators about their duties can positively affect the emotional climate of the school and support school success (Bush, 2021). The positive feelings of school administrators towards their schools and professions also affect the feelings of teachers as employees (Argon, 2015). It is inevitable for students to reflect on their feelings. It can also be said that the effect of school administrators' feelings towards their school and profession creates a domino effect (Yıldız et al., 2023). In particular, it has been supported by research that the feelings of principals are extremely important not only for their own well-being, but also for the functioning of a school (Bush, 2018).

In the analysis to determine the difference in the emotions of school administrators according to their gender, it was determined that the emotion of pride in their duties experienced by female school administrators was higher than that of male school administrators. The reason for this is that school administration in Turkey is perceived as 'masculine' (Negiz and Yemen, 2011) and the number of female school administrators is less than that of men (General Directorate of Women's Status, 2020). The role of a school administrator, where women are underrepresented and defined as difficult for women, may support the sense of pride experienced by women. In the analysis to determine the difference in the feelings of school administrators according to their duties, it was determined that the anxiety feelings of the principals were higher than that of the assistant principals. The reason for this may be due to the fact that the leadership mission in schools is basically belongs to school principals. Brennan and Mac Ruairc (2011) found that almost 98% of principals agree that being a principal is an emotionally challenging job, which can be considered as a similar finding. On the other hand, it was determined that the level of duty did not make a significant difference in the feelings of enjoyment, pride, frustration, hopelessness, and anxiety experienced by school administrators. Accordingly, levels cannot be shown as a factor affecting the feelings of school administrators towards their duties and schools.

According to the results of the research, the job satisfaction levels of school administrators were high. High job satisfaction of school administrators who have a high level of pleasant feelings about their duties can be shown as a support for the relationship between these variables. High job satisfaction is important for educational organizations as it increases organizational commitment, motivation and performance (Robbins and Judge, 2013). It is seen that the findings regarding the job satisfaction of school administrators have changed. For example, studies conducted in Turkey in which job satisfaction of school administrators were determined at a moderate level (Çakmak, 2019; Izgar, 2008; Kılıç, 2011; Koçak and Eves, 2010; Yılmaz and Murat, 2008) stand out. Eğriboyun (2015) determined in his study that school administrators have a high level of job satisfaction. In Ireland, it was determined that primary school principals were not very satisfied with their jobs and felt stressed (Darmody and Smyth, 2016). Saiti and Fassoulis (2012) determined that Greek school

administrators were satisfied with their schools. Moreover, it was determined that the job satisfaction of school administrators did not change significantly according to gender, duties and the level of duty.

In the study, the relationship between school administrators' feelings of enjoyment, pride, frustration, hopelessness, and anxiety related to their duties and job satisfaction was examined. Accordingly, considering the correlation between job satisfaction; enjoyment is moderate and positive, anxiety is weak and positive, pride and hopelessness are negative and weak. The relationship between frustration and job satisfaction is not significant. This may be due to the correlation between feelings of frustration and hopelessness. Similarly, in the study conducted by Chen (2020) with Chinese school administrators, the relationship between frustration and job satisfaction was not significant. In the research, it is remarkable that the feeling of anxiety, which is a negative emotion, has a positive relationship with job satisfaction, in other words, the increase in job satisfaction with the increase of anxiety. In addition, it was concluded that school administrators' feelings of enjoyment, hopelessness and anxiety were a significant predictor of the variability in their job satisfaction. Since the sense of pride is associated with a sense of enjoyment, it may not have predicted the job satisfaction of school administrators. With the current research, the effect of feelings towards their duties in increasing the job satisfaction of school administrators has emerged. A similar effect was found in Maxwell and Riley's (2017) study with school administrators in Canada. Hafsa (2015) also found that pleasant feelings were positively associated with job satisfaction; on the contrary, it was determined that unpleasant emotions were positively or negatively related but weakly related to job satisfaction items. Accordingly, emotions are an effective factor on the job satisfaction of school administrators.

In summary, the following results were obtained in the study: i) School administrators have a high level of job satisfaction and feelings of enjoyment and pride in their duties. ii) There is no significant difference between school administrators' genders, duties, levels of employment and job satisfaction scores. iii) Female school administrators are more proud of their duties than male school administrators. v) The feelings of enjoyment, anxiety, and hopelessness are significant predictors of the variability in the job satisfaction of school administrators.

According to this research, the emotions they feel towards their duties and schools are effective on the job satisfaction of school administrators. In this study, it is aimed to draw attention to the fact that there is no place for emotions in organizations that have dominated the management approach for many years, and therefore the "poker face", which is used to represent the apathy and inexpressiveness of the administrators in the management processes, has lost its validity in schools as in other organizations. According to this, the job satisfaction of school administrators who enjoy running the school and who have success anxiety about their administration and school increases significantly. In addition, the feeling of hopelessness that they experience during their administration negatively affects the job satisfaction of school administrators and their satisfaction with their duties.

Moreover, the fact that school administrators experience these feelings can also be evaluated in terms of showing that they adopt the administration and care about the success of their schools.

5. LIMITATIONS AND RECOMMENDATIONS

The findings of this study should be interpreted considering several limitations. In this study, the relationship between emotions and job satisfaction was evaluated according to the subjective thoughts and perceptions of school administrators. Therefore, the findings among the concepts discussed reflect the opinions of school administrators. For this reason, in order to analyze the relationship between related concepts, it is necessary to collect data on related concepts from different organizations and different employees. A second limitation concerns the design of the study. This research is considered as a cross-sectional design. Therefore, the researcher cannot verify causality in the relationships between the variables. The study only reveals the relationships between the variables. This limitation can be overcome by longitudinal studies using mixed methods or experimental designs. Third limitation is that this study outlined how emotions affect job satisfaction when applied in public schools at the K-12 level. In the future, this study can be repeated in other educational institutions by including private schools at K-12 level. The last limitation of the study is that it is the first study in Turkey to investigate the relationship between emotions and job satisfaction in school administrators. Therefore, in order to draw stronger conclusions from the research results, the study should be repeated by other researchers. Since job satisfaction is an attitude that is affected by duties, organization, and personal characteristics, it should be followed frequently with studies on job satisfaction. In addition, it can be said that there is a need for studies to determine the direct and indirect effects of the emotions they reflect on school administrators and their ways of doing business as educational leaders on the outputs of schools and school stakeholders. Despite all these limitations, the effect of emotions on job satisfaction with this study contributes to a deeper understanding of school, leadership, and organizational behavior literature.

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GENİŞLETİLMİŞ TÜRKÇE ÖZET

OKULLARDA POKER YÜZE BYE BYE:
OKUL YÖNETİCİLERİ DUYGULARININ İŞ DOYUMLARI İLE İLİŞKİSİ

GİRİŞ, ARAŞTIRMA PROBLEMİ VE AMAÇ

Duygular, örgütlerde geniş çapta benimsenmiş ve uygulanmış (Winter, 2018) olsa da bu alanla ilgili özellikle eğitim örgütleri kapsamında literatürde teorik ve ampirik çalışmaların sayısının oldukça sınırlı olduğu söylenebilir (Yıldız vd., 2023). Okul yöneticilerinin duygularının sonuçlarıyla ilgili olarak, mevcut alanyazının doğrudan duygulardan ziyade diğer ilgili yönleri örneğin, duygusal emek stratejileri (Maxwell ve Riley, 2017), duygusal zekâ (Arar ve Oplatka, 2018; Chen ve Guo, 2020; Erkol, 2021; Kandaz, 2018; Oplatka, 2017) ve duygusal düzenleme (Arar, 2017) gibi nasıl etkilediğini araştırma eğilimindedir. Ayrıca alanyazında öğretmenlerin iş doyumlarına yönelik çalışmaların oldukça fazla olduğu buna karşın okul yöneticilerinin iş doyumlarına yönelik çalışmaların ise nispeten sınırlı olduğu görülmektedir (Dude, 2012; Liu ve Bellibaş, 2018). Bu nedenle bu çalışma ile alanyazındaki bu boşlukları doldurmak amaçlanmaktadır. Bu bilgilerden yola çıkarak bu araştırmanın problem durumu okul yöneticilerinin okullarına ve görevlerine yönelik keyif, gurur, hayal kırıklığı, umutsuzluk ve kaygı duygularının iş doyumlarını ne düzeyde yordadığını belirlemektir. Bu doğrultuda çalışmada aşağıdaki alt problemlere yanıt aranmaktadır:

1. Okul yöneticilerinin keyif, gurur, hayal kırıklığı, umutsuzluk ve kaygı duyguları ve iş doyumları ne düzeydedir?

2. Okul yöneticilerinin keyif, gurur, hayal kırıklığı, umutsuzluk ve kaygı duyguları ve iş doyumları çeşitli değişkenlere göre (cinsiyet, görev ve kademe) anlamlı bir farklılık göstermekte midir?

3. Okul yöneticilerinin keyif, gurur, hayal kırıklığı, umutsuzluk ve kaygı duyguları iş doyumlarını anlamlı olarak yordamakta mıdır?

LİTERATÜR TARAMASI

Okul liderlerinin işi duygusal olarak yoğundur ve işlerinin yoğun doğası, yöneticilerin sağlığı ve esenliği ve kendi kişisel ilişkileri üzerinde doğrudan sonuçlara sahiptir (Heffernan vd., 2022). Diğer bir ifadeyle bu durum okul liderlerinin psikososyal ve fizyolojik sağlığını ve karşılıklı olarak iş performansını ve iş doyumunu etkilemektedir (De Nobile ve McCormick, 2010; Maxwell ve Riley, 2017). Bu nedenle, okul liderlerinin duyguları ve duygusal yetenekleri, bir okulu ileriye götürmenin kilit yönlerinden biri haline gelmektedir (Chen ve Guo, 2020; Chen ve Walker, 2021). Paralel olarak son yıllarda eğitim araştırmalarında da "duygusal dönüş" görülmektedir (Zembylas, 2021).

Duygular eğitimcilerin hayatlarını ve işlerini etkileyen önemli bir değişken olmasına karşılık okul yöneticileri ve öğretmenlerin duyguları tam olarak tanımlanmamıştır (Chen ve Walker, 2021). Okul yöneticiliğinin rasyonel ve teknik boyutunun vurgulanmasına karşılık okul liderliği rolünün duygusal tarafı göz ardı edilmiştir (Crawford, 2018). Okul yöneticilerinin duygularının keşfi hem liderliğin duygusal unsurlarının keşfedilmesini, aynı zamanda okul yöneticilerinin duyguları ve örgütsel diğer davranışlarını çözümlemeyi ve sonuçların dikkate alınmasını sağlamaktadır (Chen, 2020). Bush (2018) okul yöneticilerinin duygularının okul başarısı açısından ihmal edilen bir boyutu olduğunu ve okul yöneticilerinin duygusal liderler olmaları gerektiğini dile getirmektedir. Crawford (2018) özellikle liderlik ilkelerinin, liderliğin duygusal boyutunun çok önemli olduğu anlayışı üzerine kurulması gerektiğini ileri sürmektedir.

YÖNTEM

Bu araştırmada nicel araştırma yöntemlerinden nedensel karşılaştırma ve ilişkisel tarama modeli kullanılmıştır. Araştırmada seçkisiz olmayan örnekleme yöntemlerinden uygun örnekleme yöntemi kullanılmıştır. Araştırma kapsamında 307 okul yöneticisine ulaşılmıştır. Okul yöneticilerinin 70'i kadın (%22.8); 237'si (%77.2) erkektir.

Araştırmanın verileri "Okul Yöneticileri Duygu Envanteri" ve "İş Doyumu Ölçeği" kullanılarak toplanmıştır. Verilerin analizinde betimsel ve kanıtlamasal istatistik teknikleri kullanılmıştır. Araştırma verilerinin toplanmasında çevrimiçi ortamda ilgili veri toplama araçları ile bir form oluşturulmuştur. Bu form ile araştırmacı tarafından okul yöneticilerine veri toplama araçları uygulanmıştır. Nihai olarak verilerin toplanması 2022 bahar döneminde tamamlanmıştır. Verilerin analizinde SPSS 22 programı kullanılmıştır. Okul yöneticilerinin duyguları ve iş doyumuna ilişkin algılarını belirlemek için betimleyici istatiksel analizlerden (frekans, yüzde, ortalama vb.) yararlanılmıştır. Okul yöneticilerinin duyguları ve iş doyumuna ilişkin puanların bağımsız değişkenlere (cinsiyet, görev ve kademe) göre anlamlı farklılaşma gösterip göstermediği parametrik testlerle (bağımsız örneklem t testi ve tek yönlü varyans analizi [ANOVA]) ile analiz edilmiştir. Değişkenler eşit aralık ölçeğinde ve sürekli olduğundan değişkenler arasındaki korelasyon incelemeleri Pearson Moment Korelasyonu (Basit Doğrusal Korelasyon) analizi ile yapılmıştır. Keyif, gurur, hayal kırıklığı, umutsuzluk ve kaygı duygularının iş doyumu puanını ne derece yordadığını belirlemek için ise eş zamanlı-standart çoklu regresyon analizi kullanılmıştır.

TARTIŞMA

Araştırmada okul yöneticilerinin görevleriyle ilgili keyif, gurur, hayal kırıklığı, umutsuzluk ve kaygı duyguları ile iş doyumları arasındaki ilişki incelenmiştir. Buna göre keyif orta ve pozitif; kaygı zayıf ve pozitif; gurur ve umutsuzluk ise negatif ve zayıf düzeyde iş doyumu ile ilişkilidir. Hayal kırıklığı ile iş doyumu arasındaki ilişki ise anlamlı değildir. Bu durum hayal kırıklığı ve umutsuzluk duyguları arasındaki ilişkiden kaynaklı olabilir. Benzer olarak Chen (2020) tarafından Çinli okul

yöneticileriyle gerçekleştirilen çalışmada da hayal kırıklığı duygusunun iş doyumu ile ilişkisi anlamlı çıkmamıştır. Araştırmada negatif bir duygu olan kaygı duygusunun iş doyumu ile pozitif bir ilişkiye sahip olması diğer bir deyişle kaygının artması ile iş doyumunun artması dikkat çekicidir. Ayrıca okul yöneticilerinin keyif, umutsuzluk ve kaygı duygularının iş doyumlarındaki değişkenliğin anlamlı bir yordayıcısı olduğu sonucuna ulaşılmıştır. Gurur duygusu keyif duygusu ile ilişkili olduğundan okul yöneticilerinin iş doyumlarını yordamamış olabilir. Mevcut araştırma ile okul yöneticilerinin iş doyumlarının artırılmasında görevlerine yönelik duygularının önemi ortaya çıkmıştır.

SONUÇ

Araştırmada şu sonuçlara ulaşılmıştır: *i)* Okul yöneticilerinin görevleriyle ilgili keyif ve gurur duyguları ile iş doyum düzeyleri yüksektir. *ii)* Okul yöneticilerinin cinsiyetleri, görevleri ve görev yaptıkları kademeleri ve iş doyum puanları arasında anlamlı bir fark yoktur. *iii)* Kadın okul yöneticilerinin görevleriyle ilgili gurur duyguları erkek okul yöneticilerinden daha fazladır. *iv)* Müdürlerin görevleriyle ilgili kaygı duygularının düzeyi müdür yardımcılarından yüksektir. *v)* Keyif, kaygı ve umutsuzluk duyguları okul yöneticilerinin iş doyumlarındaki değişkenliğin anlamlı bir yordayıcısıdır.

Bu araştırmaya göre görevlerine ve okullarına yönelik hissettikleri duygular okul yöneticilerinin iş doyumlarında etkilidir. Bu çalışma ile uzun yıllardır yönetim anlayışında hâkim olan örgütlerde duygulara yer olmadığı ve bu sebeple yöneticilerin yönetim süreçlerinde duygusuzluğunu ve ifadesizliğini temsil etmek için kullanılan "poker surat"ın diğer örgütlerde olduğu gibi okullarda da geçerliğini yitirdiğine dikkat çekilmek istenmiştir. Buna göre okulu yönetmekten keyif alan ve yöneticilikleri ve okullarıyla ilgili başarı kaygısı yaşayan okul yöneticilerinin iş doyumları anlamlı olarak artmaktadır. Ayrıca yöneticilikleri sırasında özellikle dış kaynaklı yaşadıkları umutsuzluk duygusu okul yöneticilerinin iş doyumlarını ve görevlerine yönelik memnuniyetlerini olumsuz etkilemektedir. Dahası okul yöneticilerinin bu duyguları yaşıyor olması yöneticiliği benimsediklerini okullarının başarısını önemsediklerini göstermesi açısından da değerlendirilebilir.