Psychometric Properties of the Emotional Labor Scale in a Turkish Sample of School Administrators

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Abstract

Problem Statement: School administrators who are aware of their own emotions and know how to manage them are in high demand nowadays. It is important to improve the emotional labor of school administrators in schools that have quite a high number of interactions. Literature review shows that emotional labor has been studied in several service fields in the service industry, but there is almost no research on school administrators. It is hoped that the present study can be an important contribution to this field.

Purpose of the study: The purpose of this study was to investigate the psychometric properties of the Emotional Labor Scale (ELS) among Turkish school administrators.

Methods: The study group of this descriptive survey model research consisted of 212 volunteer school principals. The ELS was used to collect data. First, exploratory factor analysis was conducted to test the construct validity of the Emotional Labor Scale on the data from school principals, and then confirmatory factor analysis was replicated to explore whether the resulting structure was valid for the data from administrators.

Findings and Results: A three-factor structure fit the current data better than the original two-factor structure. The internal consistency coefficients for the overall and sub-scales of the ELS ranged from 0.71 to 0.90. Relatively mild relationships were found between the sub-scales, and the item discrimination was found acceptable for each item. School administrators were found to display deep acting at the highest level, followed respectively by genuine and surface acting. No significant difference was found based on the demographic variables.

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Conclusions and Recommendations: Even though the Turkish version of the ELS revealed good reliability and validity in the samples, the psychometric properties of the screening tool should be confirmed in further studies. Using a qualitative research design, relatively low surface acting among school administrators might have been found. Using the ELS, comparative studies among school administrators and teachers addressing the relations to commitment, job satisfaction, exhaustion, and other factors can be conducted.

Keywords: Education, Principal, Emotional, Labor, Instrumentation

Introduction

Administration paradigms of the twentieth century, which often disregarded human behavior and emotions, shifted to the modern administration paradigms of the twenty-first century in which human behaviors can be expressed with emotions and demonstrate that emotions are assets that must be managed like other physical or mental assets. Management mentalities that considered human beings as a value to be exploited in every sense have been adjusted to find ways to benefit from their emotional labor. Emotion is a state that should be managed to strengthen interpersonal relationships and make people more effective and efficient. Human beings are biological-cultural-social beings who should deal honestly with their emotional states. This recognition of people as social beings is the most explicit sign demonstrating that emotions are not to be ignored. Hence, emotions that people have while interacting with others are reflected in their thoughts and, consequently, their behaviors. A behavior without emotion is akin to robotic behavior. Such robot like acts have little meaning for the person who acts this way or the person who is exposed to it. In fact, an act only becomes meaningful when it nurtures emotions; emotions are the essentials of thoughts and behaviors. In absence of these essentials, behavior does not mean much. These essentials, together with behavior displayed, enable communication of large amounts of information (verbal, non-verbal) to the other party. In the current century, it is quite difficult for managers running organization with a Taylorist and Weberian approach, disregarding employees' emotions and seeing them as part of the machine geared to achieve their desired organizational efficiency and effectiveness.

Particularly, many organizations in the service industry (communication, education, health, etc.) expect their employees to integrate their emotions into their job within the limits of work rules while focusing on actually providing the service. One of the important organizations in the service industry where emotional labor is displayed is schools. School stakeholders continuously interact and communicate with each other. To become successful, school administrators must attempt to manage their own emotions as well as the emotions of those around them (Pescosolido, 2002). Otherwise, negative behavioral and emotional displays may give rise to conflict with employees (Pickering, 2016), eventually leading to stress (Tsang, 2015), exhaustion (Keller, Chang, Becker, Goetz & Frenzel, 2014), and intentions to

quit (Anafarta, 2015). Therefore, school administrators who want to create effective schools and become successful must employ emotional labor (optimism, trust, etc.) in addition to other physical and mental labors.

The concept of emotional labor first appeared in *The Managed Heart* by Hochschild (1983), but this has since become the focus of many researchers (Akin, Aydin, Erdogan & Demirkasimoglu, 2014; Humphrey, Ashforth & Diefendorff, 2015; Ogungbamila, Balogun, Ogungbamila & Oladele, 2014). According to Hochschild (1983), emotional labor is a form of emotion regulation that creates a publicly visible facial and bodily display within the workplace to provide better service during interaction. According to Ashforth and Humphrey (1993), emotional labor is the act of displaying emotions, which may subsequently have positive or negative effects on people. Emotional labor may contain verbal and non-verbal communication elements displayed during the interaction, creating both natural and unnatural situations. Therefore, when communicating, employees may have to make an effort to display emotions that match the current situation.

As a matter of fact, different dimensions have been ascribed to emotional labor by different researchers (Ashforth & Humphrey, 1993; Chu & Murrmann, 2006; Hochschild, 1983). Hochschild (1983) argued that codes of emotional conduct are communicated by the organization to the employee and each employee's performance is evaluated based on conformance to these codes. As a consequence, employees engage in both surface and deep acting. However, according to Ashforth and Humphrey (1993), employees may maintain their naturalness by displaying genuine behaviors just as they may have to display surface or deep acting while displaying their emotions. This may vary based on the expectations of the individual and the organization. The ability of individuals to reflect their emotions is a skill that can impact three types of emotional labor (Humphrey, Pollack & Hawver, 2008). Therefore, the focus of the current study is these three types of emotional labor: deep acting, surface acting, and genuine acting (Grandey, 2000; Hochschild, 1983).

Deep acting: Deep acting, or emotive effort, happens when individuals think deeply about an emotion they need to feel, ultimately internalizing it and assuming the mood as if they really feel that emotion. The purpose of such an effort, of course, is to look genuine. The level of control that individuals have over their emotions is the most important element enabling them to review the emotion, experience the emotion, and act genuinely. The individual is an actor who tries to carry past experiences and emotions into the present moment.

Surface acting: Surface acting may actually be described as emotive dissonance. This happens when an emotion that is not actually felt is displayed as if it is required under the display rules, because conditions require it. This technique is different from deep acting because employees change their emotions on the surface but not internally. Surface acting is adapting a response as required without changing what is actually felt. The individual often shows a terrible acting performance.

Genuine acting: This dimension of emotional labor can also be seen as a sincere or natural behavior, meaning that employees display genuine emotions and mood, as-

is, with no effort. Genuine emotions that are actually felt, in fact, are an important form of emotional labor. To achieve organizational goals, some organizations may want their employees to show their genuine mood and feelings as much as possible.

As shown here, an employee who displays surface and deep acting makes an effort to do so, while those who display genuine behavior display their natural emotions. School administrators need to employ emotional labor to create the desired impression during interactions. Hence, a school administrator, just like everyone else, may be expected to display emotions varying from empathy to anger. However, what emotion to display and when to display it are important decisions. For example, should an administrator display sympathy or anger over the personal problems of a late-arriving teacher? A school administrator deciding what emotion to display in such a situation must act differently than a banker required to constantly display the same emotion and say "welcome" with a friendly smile. Therefore, school administrators who are aware of their own emotions and know how to manage them are needed. It is especially important to understand the emotional labor of school administrators in schools with a high number of interactions. A review of literature shows that emotional labor has been studied in several fields in the service industry, but there is almost no research on school administrators. Therefore, it is hoped that the present study can be an important contribution to this field. Hence, it aims to determine whether or not the psychometric properties of the emotional labor scale (ELS) are suitable for school administrators in a Turkish sample and to reveal the levels of emotional labor of school administrators. For this purpose, answers to the following questions were sought:

1. Does the Turkish version of the ELS maintain the original construct?
2. Is every item on the ELS significantly distinctive for the characteristics it measures?
3. Is the ELS a reliable measuring tool?
4. Is there a significant relationship between the sub-dimensions of the ELS?
5. What are the levels of emotional labor of school administrators and is there a significant difference between school administrators' emotional labor levels according to demographic variables?

Method

Research Design

The present study uses a descriptive survey model (Buyukozturk, 2007). This research has revealed the current situation regarding school administrators' levels of emotional labor.

Research Sample

The study group of this research consisted of 212 volunteer school principals from the central districts of the city of Aydın who attended the Administrative Formation training during the 2015-2016 academic year. Of the school administrators that participated in the study, 85.4% were male (n:181) and 14.6% were female (n:31);

94.8% were married (n:201) and 5.2% were single (n:11); 14.2% work in kindergarten (n:30), 35.8% work in elementary school (n:76), 28.3% work in secondary school (n:60), 17% work in high school (n:36), and 4.7% work in other schools (n:10); 35.4% had administrative experience of 5 years or less (n:75), 20.8% had 6-10 years of administrative experience (n:44), 22.2% had 11-15 years of administrative experience (n:47), and 21.7% had administrative experience of 16 years or more (n:46); 11.3% were 35 years old or younger (n:24), 20.3% were 36-40 years old (n:43), 24.1% were 41-45 years old (n:51), 26.9% were 46-50 years old (n:57) and 17% were 51 years old or older (n:37).

Research Instrument and Procedure

Emotional labor scale. The ELS developed by Chu and Murrmann (2006) was used to elicit the levels of emotional labor of school administrators. The researchers stated that, although it was developed in two dimensions, the scale could also be used in three dimensions. Although the scale was developed with 15 items in two dimensions including emotive effort and emotive dissonance, the researchers stated that it must be used as a 19-item scale in studies conducted in different cultures. The scale is a 7-point Likert type scale.

Procedure. Chu's and Murrmann's (2006) consent was obtained for the adaptation of the emotional labor scale. Due sensitivity was used in the adaptation for any potential problem arising differences between the cultures. First, the original form of the ELS was translated into Turkish by the researcher and linguists (n:3). The resulting translation was back-translated and reviewed by different linguists (n:3). Their views were compared and a joint decision was made on each item. Later, the resulting scale was submitted for review to experts in the field of educational administration, supervision, planning, and economy (n:4) and school administrators (n:2). Some amendments were made based on their feedback, and following the consensus, the final format of the ELS was agreed. The researcher applied the scale to volunteer participants during an education seminar that the researcher also attended as a speaker.

Validity and Reliability

In the validity and reliability investigation of the original scale, the construct validity was first assessed using exploratory factor analysis (EFA). In the study where the researchers used a two-factor structure, the scale was found to have 11 items of emotive dissonance (with item loadings varying between .53 and .78) and 8 items of emotive effort (with item loadings varying between .56 and .75). The scale's Cronbach's α (Alpha) values and their rate of explaining the total variance are respectively .89 and 39% for emotive dissonance and .77 and 23% for emotive effort. The researchers did not include the exploratory factor analysis results for the 3-factor structure. The scale's confirmatory factor analysis (CFA) resulted in fit indices of (χ^2=244.87, df=87 p< .05; SRMR=.054, CFI=.91 ve GFI=.90) for the two-factor structure. However, to make a comparison, they also included the CFA results of the three-factor structure, resulting in fit indices of (χ^2=199.14, df=85 p<.05; SRMR=.045, CFI=.93 ve GFI=.92). The researchers noted that the three-factor structure worked

better in the model compared. Items 1, 2, 3, 5, 6, 7, 8, and 9 in the scale are negatively-keyed items.

Data Analysis

EFA and CFA were used to determine the construct validity of the ELS. The EFA showed the construct validity of the original ELS on school administrators. The CFA was conducted to determine whether or not the structure found in the EFA was confirmed on school administrators. Goodness of fit indices used to evaluate the CFA model were as follows: Chi-Square Goodness ($χ^2$/df), Comparative Fit Index (CFI), Normed Fit Index (NFI), Non-Normed Fit Index (NNFI), Root Mean Square Residuals (RMR) and Root Mean Square Error of Approximation (RMSEA)]. As a criterion, > .90 was used for the fit indices (CFI, NFI, NNFI) and < .08 was used for RMR and RMSEA (Hu & Bentler, 1999). The relationship between the factors in the three-factor structure that resulted from the EFA was analyzed using the Pearson product-moment correlation coefficient. This correlation coefficient is considered low if it is between 0.00 and 0.29; medium if it is between 0.30 and 0.69; and high if it is between 0.70 and 1.00 (Buyukozturk, 2007). The reliability of the scale was calculated using the Cronbach's Alpha internal consistency coefficients. The range limit of highly reliable attitude scales was considered to be $.60 < σ < .80$ (Tavsancil, 2006). In item discrimination, variations between the item averages of the upper 27% and lower 27% were screened and means were examined using independent t-test. Non-parametrical statistical techniques were used to reveal the relationship of school administrators' levels of emotional labor with a number of variables on the basis of dimensions, while these techniques (t-test, ANOVA, Mann Whitney U test, and Kruskal Wallis test) were used in case the data demonstrated non-normality (n<30). For statistical analyses, SPSS 18 and LISREL 8.54 were used.

Results

Construct Validity

Exploratory factor analysis. The study on the psychometric properties of the ELS in Turkish school administrators sample began with the EFA. First, Kaiser-Meyer-Olkin (KMO) and Barlett Sphericity tests were conducted to see if the data were appropriate for factor analysis. (KMO=0.84; Barlett Sphericity, $χ^2$=1974.17; p<.001). A KMO value between .80 and .90 is interpreted as good and the Barlett Sphericity test was significant (Cokluk, Sekercioglu & Buyukozturk, 2012). The results showed that the data were, indeed, adequate for factor analysis.

An EFA was conducted using the principal components technique with varimax rotation. The EFA showed that four eigenvalues were greater than 1.00. Items with low item discrimination, items with factor loadings lower than .40, and complex items with a difference of .10 or below between two factor loading (Buyukozturk, 2007) were removed (items 12, 14, and 18), and as a result of a subsequent EFA, it was decided that the scale could be limited to three dimensions, as with the initial development study (Ashforth & Humphrey, 1993). The three-factor structure of the

scale was found to explain 59% of the total variance and have 16 items. Details of the scale's factor loadings and the variances explained are provided in Table 1.

Table 1.

Factor Loadings of the Emotional Labor Scale and the Variances Explained

Factor	Item No	Statement	Factor Loading	Explained Variance
Surface Acting	1	I fake a good mood when interacting with people around me at school.	.437	
	2	I fake the emotions when dealing with people around me at school.	.755	
	3	I put on a mask to express the right emotions at school.	.815	
	5	I behave in a way that differs from how I really feel at school.	.836	
	6	I put on an act in order to deal with people around me in an appropriate way at school.	.834	30.336%
	7	I do not include my emotions in my relationships with those around me at school.	.672	
	8	I display emotions I am not actually feeling at school.	.816	
	9	I have to cover up my true feelings when dealing with people around me at school.	.820	
Deep Acting	13	When dealing with people around me at school, I attempt to create certain emotions in myself that present the image required by my job.	.717	
	15	I try to talk myself out of negative feelings that I have while helping people around me at school.	.607	
	16	When getting ready to go to school, I tell myself that I am going to have a good day.	.699	15.358%
	17	I try to actually experience the emotions that I must show when interacting with people around me at school.	.687	
	19	I have to concentrate more on my behavior when I display an emotion that I don't actually feel to people around me at school.	.594	
Genuine Acting	4	The emotions I show at school match what I truly feel.	.709	
	10	Emotions I need to show to do my job at school are what I actually feel.	.835	13.430%
	11	I show the same emotions I feel at school also to people around me.	.790	

As shown in Table 1, the surface acting sub-scale had 8 items and explained 30.3% of the total variance; the deep acting sub-scale had 5 items and explained 15.4% of the total variance; and the genuine acting sub-scale had 3 items and

explained 13.4% of the total variance. The factor loadings of the scale ranged between .44 and .84. The eigenvalues of the sub-scales were found to be 5.295 for the surface acting sub-scale, 2.723 for the deep acting sub-scale, and 1.441 for the genuine acting sub-scale.

Confirmatory factor analysis: The validity of the three-factor structure derived from the EFA was tested with CFA. As a result of the analysis conducted using the Satorra-Bentler correction for normality, the chi-square value with a degree of freedom (df) of 101 (χ^2) was found as 223.61 in the study group of 212. The ratio of chi-square value calculated from the 16-item form's structural model to its degree of freedom (χ^2/df) was found as 2.21. The value of less than 3 is an important indicator that the model is good (Kline, 2005). Also, model fit indices were found as follows: RMSEA=.076, NFI=.92, NNFI=.94; CFI=.95, and SRMR=.076. These fit indices showed a good model fit. Based on these results, it may be suggested that the ELS had acceptable fit on the data of school administrators in this study. The factor loadings for the three-factor model are provided in Figure 1.
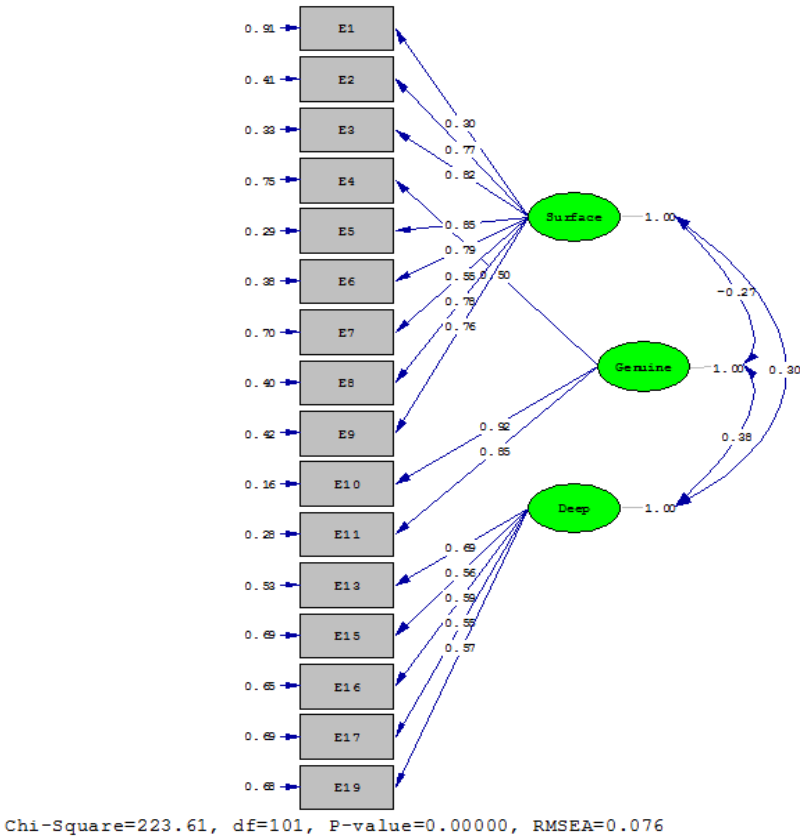

Chi-Square=223.61, df=101, P-value=0.00000, RMSEA=0.076

Figure 1. Confirmatory factor analysis for the emotional labor scale in the Turkish sample (School administrators)

Item Discrimination

Item discrimination for each item was obtained via computing the difference between mean item scores of participants allocated in upper 27% and lower 27% of the sample according to their composite scale scores. Using independent sample t-test, the differences between mean item ratings were assessed (see, Table 2).

Table 2.

Item Distinctiveness of the Emotional Labor Scale according to the Lower And Upper 27% groups

Dimension	Item	Group 27%	Mean	sd	t	Dimension	Item	Group 27%	Mean	sd	t
Surface Acting	5	Lower	1.22	.54	22.195*	Deep Acting	13	Lower	2.69	1.39	16.102*
		Upper	5.11	1.21				Upper	6.12	.80	
	6	Lower	1.33	.58	33.290*		16	Lower	5.25	1.54	6.108*
		Upper	5.65	.79				Upper	6.56	.50	
	9	Lower	1.74	1.06	21.189*		17	Lower	4.75	1.63	6.871*
		Upper	5.58	.86				Upper	6.32	.54	
	8	Lower	1.23	.42	16.651*		15	Lower	4.48	1.75	7.653*
		Upper	4.93	1.62				Upper	6.35	.58	
	3	Lower	1.33	.72	25.264*		19	Lower	2.95	1.44	16.604*
		Upper	5.58	1.05				Upper	6.35	.55	
	2	Lower	1.11	.31	15.347*	Genuine Acting	4	Lower	4.23	1.72	10.223*
		Upper	4.70	1.74				Upper	6.65	.48	
	7	Lower	2.35	1.61	11.753*		10	Lower	4.19	1.65	12.587*
		Upper	5.35	1.06				Upper	6.96	.19	
	1	Lower	4.07	2.33	5.941*		11	Lower	4.19	1.57	12.859*
		Upper	5.98	.69				Upper	6.93	.26	

* $p < 0.001$, n_1-n_2= 57, df=112

As shown in Table 2, all remaining 16 items of the ELS revealed good item discrimination ($p< 0.001$).

Reliability of the Scale

To explore the reliability of the scale, Cronbach's alpha coefficients were calculated for the overall scale and its sub-scales. The total internal consistency

coefficient for the scale is .85, and the internal consistency coefficients for the surface acting, genuine acting, and deep acting dimensions are .90, .76, and .71, respectively. These values indicate that the Turkish version of the scale has good reliability according to the guidelines (Tavsancil, 2006).

The Relationship between the Scale Dimensions

The Pearson correlation coefficient was examined to analyze the relationship between the sub-scales of the ELS and the results are provided in Table 3.

Table 3.

Correlations, Means, and Standard Deviations for the Emotional Labor Scale Sub-Scales

Dimensions	1	2	3
1. Surface Acting	-		
2. Deep Acting	.374**	-	
3. Genuine Acting	-.047	.253**	-
	M: 3.36	M: 5.75	M: 5.36
	sd: 1.45	sd: 1.15	sd: 1.01

**Significant at p<.01 level.

Table 3 shows a medium significant positive relationship between surface acting and deep acting (r=.37, p<.01), and a negative relationship between surface acting and genuine acting, but this is not significant (r=-.05, p<.01). The positive relationship between deep acting and genuine acting (r=.25, p<.01) was also relatively low. These relationships indicate that the scale is comprised of independent factors.

Levels of Emotional Labor of School Administrators and Their Relationship with Variables

As shown in Table 3, school administrators displayed a high level of deep acting followed by genuine acting and surface acting. No significant variation was found in surface acting ($t_{(210)}$=.485, p>.05), deep acting ($t_{(210)}$=.365, p>.05), and genuine acting levels ($t_{(210)}$=.759, p>.05) based on the gender of school administrators.

Levels of emotional labor among administrators did not significantly vary based on age in surface acting ($\chi^2_{(4-207)}$= 1.915; p>.05), deep acting ($\chi^2_{(4-207)}$=1.977; p>.05), and genuine acting ($\chi^2_{(4-207)}$=3.413; p>.05) dimensions. Levels of emotional labor among administrators did not significantly vary based on the service year variable in surface acting ($F_{(3-208)}$=2.337; p>.05), deep acting ($F_{(3-208)}$=1.262; p>.05), and genuine acting ($F_{(3-208)}$ =.367; p>.05) dimensions. Levels of emotional labor among administrators did not significantly vary based on the school type variable in surface acting ($\chi^2_{(4-207)}$=1.288; p>.05), deep acting ($\chi^2_{(4-207)}$=2.618; p>.05), and genuine acting ($\chi^2_{(4-207)}$=2.258; p>.05) dimensions. Finally, the levels of emotional labor among

administrators did not significantly vary based on the marital status variable in surface acting (U=1070.5; p>.05), deep acting (U=1001; p>.05), and genuine acting (U=908.5; p>.05) dimensions.

Discussion, Conclusion, and Recommendations

The purpose of this study was to investigate the validity and reliability of the Turkish version of the ELS originally developed by Chu and Murrmann (2006). First, the proposed cultural adaptation processes were applied to the scale (Hofstede & McCrae, 2004). After the translation, experts in the field and school administrators were consulted on the scale items, and necessary revisions were made based on their views. This way, the scale's appearance and content validity was achieved (Tavsancil, 2006).

As a result of the principal components analysis with varimax rotation, the Turkish version of the scale was found to have three dimensions in a Turkish sample, rather than the original two dimensional structure reported by Chu and Murrmann (2006). The dimensions were called surface acting, deep acting, and genuine acting (Ashforth & Humphrey, 1993). In fact, the surface acting dimension corresponds to the emotive dissonance dimension and the deep acting dimension corresponds to the emotive effort dimension in the scale developed by Chu and Murrmann (2006). However, a third dimension turned in EFA as a separate dimension including items taken from both of the two sub-scales. Based on the literature, this dimension was called genuine acting. All three dimensions had eigenvalues higher than one, indicating that the factors are stable (Can, 2015). Chu and Murrmann (2006) also collected the scale items from different researchers (Brotheridge & Lee, 2003; Grandey, 2000) and created a new structure from them while developing the original scale. Therefore, it could be suggested that having a third dimension is not inconsistent with the scale because the dimensions of the scale developed by said researchers were also different. In fact, in their CFA model comparison between the two dimensions and three dimensions, Chu and Murrmann (2006) stated that the three-dimension structure was better than the two-dimension structure. When the fit indices of the three-factor structure resulting from EFA were examined in CFA in the present study, in view of the fit index limits (Hu & Bentler, 1999; Joreskog & Sorbom, 1993; Tabachnick & Fidell, 2013), the fitness of the ELS may be suggested to be good in school administrators. When the difference between the mean scores of the upper 27% and lower 27% groups of the ELS were examined, all items were found to significantly vary for sub-scales, indicating that the items had good discriminant validity (Can, 2015). The reliability of all sub-scales of the scale had higher internal consistency than a suggested value of .70 (Tavsancil, 2006), which can be interpreted as adequate. When the relationships between the sub-dimensions of the scale were examined, there were a medium significant positive relationship of deep acting with surface acting and genuine acting; however, there was a negative, but insignificant relationship between surface acting and genuine acting. These results indicate that the scale is comprised of independent factors.

While there was no significant relationship between genuine acting and surface acting, a person is expected to act genuine in order to display deep acting, which is believed to be a closer approximation to genuine acting. Therefore, the reason for the significant positive relationship of deep acting with both dimensions may be because a person displaying deep acting both displays an acting performance and tries to do it genuinely. However, surface acting and genuine acting are opposite behaviors. A person exhibiting genuine and natural behaviors may not be expected to display surface acting. Diefendorff, Croyle, and Gosserand (2005) found a low level negative relationship between surface acting and deep acting; a medium negative relationship between surface acting and genuine acting; and a medium positive relationship between deep acting and genuine acting. Koksel (2009) found a medium positive relationship between surface acting and deep acting. Yalcin (2010) did not find a significant relationship between deep acting and surface acting. Chu and Murrmann (2006) found a high positive relationship between emotional effort and emotional dissonance.

School administrators were found to demonstrate the highest level of deep acting, followed by genuine acting and surface acting, respectively. This is good because individuals who engage deep acting and genuine emotion have a more positive impact on their personal success and their organization's success. Hence, leaders with high empathy prefer to display deep and genuine behaviors instead of surface acting (Brotheridge & Lee, 2003). The most effective way for people to manage their emotions is to display deep acting because emotional displays affect both the individual and the other people in the organization (Gardner, Fischer & Hunt, 2009). The emotional labor of managers who perform deep acting is more effective than managers who perform surface acting or do not employ emotional labor in any way, and has an impact on the job performance of the organizational employees. According to Unler-Oz (2007), there is a medium level of positive relationship between deep acting and interest in the job. Deep acting is has a more positive and effective influence on organizational employees and co-workers (Humphrey, Pollack & Hawver, 2008). Surface acting negatively affects employee job satisfaction, and has a medium positive effect on exhaustion (Yalcin, 2010). Employees who are forced to perform surface acting intend to quit their jobs more than those who perform deep acting (Chau, Dahling, Levy & Diefendorff, 2009). Savas (2012) revealed the levels of emotional labor of school principals respectively as emotive effort, genuine acting, emotive conflict, and emotive dissonance. In their study on teachers, Yilmaz, Altinkurt, Guner and Sen (2015) revealed that teachers first displayed their true feelings at the highest level, followed by deep and surface acting, respectively. These studies also revealed that people first displayed deep and emotional behaviors. In fact, managers who do not display genuine feelings and have to employ a different emotional labor may be expected to feel stress and exhaustion at the highest level (Humphrey, Pollack, and Hawver, 2008).

There was no significant difference in the administrators' levels of emotional labor based on their gender, age, years of administrative experience, school type, or marital status. Similarly, Kaya's (2009) study on teachers did not find any significant

variation based on their gender, marital status, age, and years of service. However, Yilmaz, Altinkurt, Guner and Sen (2015) found that teachers' levels of emotional labor varied based on gender, marital status, position, school type, and field variables. School administrators' level of emotional labor and teachers' level of emotional labor can differ based on their position. Therefore, further studies are needed to support the findings of the present study.

School administrators need to add emotional labor to their jobs and display the expected acts and, when necessary, genuine behaviors along with their administrative duties to display effective leadership in their administrative roles. School administrators can achieve charismatic and transformational leadership if they choose to display deep acting and genuine behaviors more often than surface acting. They must maintain such situations and, when necessary, also perform surface acting without hesitation. Therefore, the reasons underlying their relatively low surface acting can be studied with an in-depth qualitative research study. In fact, school administrators may become a managing leader if they enhance their capability of displaying emotions according to the circumstance and can display the three types of emotional labors at the right time. Modern managers must be trained in emotional display to ensure that they learn to better display their emotions, raise their awareness, and become more powerful leaders. Although this study tested the construct validity and reliability of the scale on school administrators in a Turkish sample, further studies are needed to support these findings. Using the ELS, comparative studies can be conducted among school administrators and teachers to address their relationships to commitment, job satisfaction, exhaustion, and so on.

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Duygusal Emek Ölçeğinin Türkiye Örnekleminde Psikometrik Özellikleri: Okul Yöneticileri Üzerinde Bir Uygulama

Özet

Problem Durumu: Özellikle son yıllarda hizmet sektöründeki pek çok örgütte (iletişim, sağlık vb.) çalışanlardan hizmet sunarken iş kuralları çerçevesinde yaptığı işe duygularını katmaları beklenmektedir. Duygusal emeğin hizmet sektöründe sergilendiği önemli örgütlerden biri de okullardır. Okul paydaşları sürekli olarak birbiri ile etkileşim ve iletişim halindedirler. Bu etkileşim esnasında okul yöneticileri başarılı olmak için kendi duyguları kadar başkalarının duygularını da etkili bir şekilde yönetebilme beceri gösterebilmelidir. Yöneticilerin içinde bulunduğu duruma, örgüt stratejisi ve kültürüne göre çalışanları etkilemek için bazen var olan duygulardan ziyade o an için olması gereken duyguların ortaya çıkarılması ve bunun içinde çaba harcanması gerekebilir. Öyle ki, okulda duygularını yöneterek, yerinde kullanan lider yöneticiler okul paydaşları üzerinde istenen etkiyi sağlayabilirler. Okulda tüm paydaşların duygularını doğru okuyup buna uygun davranış sergileyen okul yöneticilerinin duygusal emek harcamayan diğer okul yöneticilerden daha etkili olması kaçınılmazdır.

Okul yöneticilerinin hem kendi hem de iletişime girdiği okul paydaşlarının duygu durumunun farkına varması ve buna ilişkin duygusal davranış sergilemek için emek harcaması, okulun amaçlarını gerçekleştirilmesi açısından önemlidir. Okul yöneticilerinin etkileşim esnasında vermek istediği izlenimi yaratmak için duygusal emeği kullanmaları gerekmektedir. Nitekim herkes gibi okul yöneticisinin de göstermek zorunda olduğu duygular empatiden öfkeye kadar farklılık sergileyebilmektedir. Ancak hangi duyguyu ne zaman gösterecekleri önem arz etmekte ve buna karar vermeleri gerekmektedir. Bir öğretmen geç kaldığında onun geç kalmasına sebep olan kişisel problemlerine duygudaşlık mı yoksa öfke mi göstermelidir? Bu ve buna benzer pek çok durumda bir okul yöneticisinin hangi duyguyu göstereceğine karar vermesi her zaman aynı duyguyu göstermesi gereken bir bankacının güler yüzlü bir şekilde "hoş geldiniz efendim" demesinden farklı olmak zorundadır. Bu nedenle kendi duygularının farkına varan ve bunu ne şekilde nasıl yöneteceğini bilen okul yöneticilerine ihtiyaç vardır. Okul gibi etkileşimin oldukça fazla olduğu bir yerde okul yöneticisinin duygusal emek düzeylerini ortaya çıkarmak önemlidir. Literatür incelemesinde duygusal emeğin hizmet sektöründe pek çok alanda servis çalışanları üzerinde çalışıldığı, ancak okul yöneticileri ile ilgili hemen hemen hiç araştırma yapılmamış olduğu tespit edilmiştir. Mevcut çalışmanın bu anlamda önemli olduğu, alana katkı sağlayacağı umulmaktadır.

Araştırmanın Amacı: Bu çalışma ile öncelikle duygusal emek ölçeğinin psikometrik özellerinin Türkiye örnekleminde okul yöneticilerine uygunluğu ve okul yöneticilerinin duygusal emek düzeylerinin ortaya çıkarılması amaçlanmıştır. Bu amaç doğrultusunda aşağıdaki sorulara yanıt aranmıştır:

Duygusal emek ölçeği'nin Türkçe formu özgün yapısını korumakta mıdır?

Duygusal emek ölçeği'ne ait her bir madde ölçtükleri özelliklerinin önemli birer ayırt edicisi midir?

Duygusal emek ölçeği güvenilir bir ölçme aracı mıdır?

Duygusal emek ölçeğinin alt boyutları arasında anlamlı bir ilişki var mıdır?

Okul yöneticilerinin duygusal emek düzeyleri nedir ve duygusal emek düzeyleri demografik değişkenlere göre anlamlı bir farklılık göstermekte midir?

Araştırmanın Yöntemi: Okul yöneticilerinin duygusal emek düzeylerine ilişkin mevcut durumun ortaya çıkarılmasını amaçlayan bu çalışma betimsel tarama modelindedir. Araştırmanın çalışma grubunu 2015-2016 eğitim-öğretim yılı içerisinde Aydın ili merkez ilçelerinden Yöneticilik Formasyonu kazandırma kursuna katılan gönüllü 212 okul müdürü oluşturmaktadır. Araştırmada; "Duygusal Emek Ölçeği"(Chu & Murrmann, 2006) kullanılmıştır. Duygusal emek ölçeğinin yapı geçerliğini belirlemek için açımlayıcı ve doğrulayıcı faktör analizleri kullanılmıştır. Açımlayıcı faktör analizi (AFA) ile duygusal emek ölçeğinin orijinal formunun, okul yöneticileri üzerindeki yapı geçerliği açığa çıkarılmıştır. Ortaya çıkan yapının okul yöneticileri üzerinde doğrulanıp doğrulanmadığına bakmak için ise doğrulayıcı faktör analizi (DFA) yapılmıştır. DFA'da sınanan modelin yeterli olup, olmadığını belirlemek için ise çoklu uyum indekslerine bakılmıştır. Üç faktörlü yapının faktörler arasındaki ilişkiye ise Pearson Momentler Çarpımı Korelasyon Katsayısı ile bakılmıştır. Ölçeğin güvenirliği Cronbach Alpha iç tutarlık katsayıları ile hesaplanmıştır. Madde ayırt ediciliğinde ise, alt ve üst %27'lik grupların madde ortalamaları arasındaki farklara bakılmış ve ortalamalar bağımsız t-testi ile incelenmiştir. Okul yöneticilerinin boyutlar bazında duygusal emek düzeyleri ve çeşitli değişkenler ile olan ilişkisini ortaya çıkarmak için ise betimsel (Ortalama, standart sapma vb.) ve verilerinin normallik koşullarını sağlayıp sağlamama (n< 30) durumuna göre kanıtlamasal (t-testi, Mann Whitney U testi, ANOVA, Kruskal Wallis Testi) istatistik tekniklerinden faydalanılmıştır. Yapılan istatistiksel işlemler için SPSS 18 ve LISREL 8.54 programları kullanılmıştır.

Araştırmanın Bulguları: Araştırma sonucunda; Duygusal emek ölçeğinin Türkiye örnekleminde üç alt boyutta çalıştığı tespit edilmiştir. Ortaya çıkan boyutlar; yüzeysel rol davranışı, derinden rol davranışı ve samimi davranış şeklinde isimlendirilmiştir. Duygusal emek ölçeğinin %27'lik alt ve üst grup puan ortalamaları arasında fark değerlendirildiğinde ise tüm maddelerinin alt ölçekler için anlamlı farklılık gösterdiği tespit edilmiştir. Ölçeğin tüm alt boyutlarında elde edilen güvenirlik düzeyinin yeterli olduğu bulunmuştur. Ölçek alt boyutları arasındaki ilişki incelendiğinde derinden rol yapma ile yüzeysel rol yapma ve samimi davranış arasında orta düzeyde pozitif yönde anlamlı ilişkilerin olduğu tespit edilmiştir. Okul yöneticilerinin en üst düzeyde derinden rol yapma davranışını, sonra sırası ile samimi davranış ve yüzeysel rol yapma davranışını sergiledikleri bulunmuştur.

Araştırmada yöneticilerin cinsiyetine, yaşına, yöneticilik kıdemine, okul türüne, medeni durumuna göre duygusal emek düzeyleri farklılık göstermemiştir.

Araştırmanın Sonuçları ve Önerileri: Araştırma sonucunda ölçeğin iki faktörlü orijinal faktör yapısından farklı olarak Türkiye örnekleminde 3 faktörlü yapının daha uygun olduğu ortaya çıkmıştır. Araştırmada yapı geçerliğine ve güvenirliğine Türkiye örnekleminde okul yöneticileri üzerinde bakılan ölçek yeterli düzeyde yapı geçerliği göstermesine rağmen araştırmayı destekleyecek başka çalışmalara ihtiyaç vardır. Okul yöneticilerin görece düşük çıkan yüzeysel rol davranışının nedenleri derinlemesine nitel bir araştırma ile ortaya çıkarılabilir. Ortaya konan ölçek farklı değişkenlerle (bağlılık, iş doyumu, tükenmişlik vb.) okul yöneticileri ve öğretmenler üzerinde uygulanarak karşılaştırma yapılabilir.

Anahtar Kelimeler: Eğitim, Okul Yöneticisi, Duygusal, Emek, Araç