

The Relationship between Teachers' Emotional Labor and Burnout Level¹

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Abstract

Problem Statement: In the present educational perception, teachers are expected to fulfill many roles, such as becoming role models for students, guiding them, teaching them to learn and instilling democratic attitudes and values within them. In addition, teachers should be in collaboration with the school administration, colleagues, parents and other stakeholders for effective teaching and learning. While fulfilling these roles, teachers should make a conscientious effort not to reflect their personal problems onto their relationships in schools, and should try to behave in compliance with formal and informal norms as professionals. However, it is possible to predict that the regulation of emotions may have a negative impact on teachers in terms of their psychology. Burnout can be described as one of those impacts.

Purpose of the Study: The purpose of this research is to determine the relationship between teachers' emotional labor and burnout level.

Method: The sample for this survey study consists of 410 teachers working in the schools located in the city center of Kütahya. The data was collected

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using the Emotional Labor Scale and the Burnout Scale. Descriptive statistics, t-tests, ANOVA and regression analysis were used for analyzing the data.

Findings: Results indicate that the teachers exhibit surface acting the least in terms of emotional labor. This is followed by deep acting and naturally-felt emotions. In terms of burnout, teachers have the highest burnout level when they experience emotional exhaustion, which is followed by a lack of personal accomplishment and depersonalization, respectively. Results of the regression analysis show that surface acting and naturally-felt emotions are the important predictors for both emotional exhaustion and the depersonalization of teachers. However, deep acting does not have a significant impact on emotional exhaustion and depersonalization. Teachers' lack of personal accomplishment is predicted by all aspects of emotional labor. Aspects of emotional labor, as a whole, explain 7% of the emotional exhaustion level of teachers, 16% of depersonalization, and 15% of the lack of personal accomplishment.

Conclusion and Recommendations: This study considers emotional labor as a role that should be taken by teachers as a part of their occupational professionalism. However, it is possible that the roles expected from teachers may be based on dominance, non-professional or unethical behaviors. Thus, it is important to reveal the reasons behind teachers' surface acting behaviors. Therefore, designing such studies on the basis of a qualitative approach will contribute to a deeper understanding of these behaviors.

Key Words: Burnout, emotional labor, public schools, teachers

Introduction

The teaching profession is, by nature, an occupation directly related to human beings; therefore, as in all other human-intensive professions, it requires a regulation of emotions. This phenomenon, which may be called emotional labor, is also expected from teachers as a professional requirement. Teaching is an educational profession with individual, social, cultural, scientific and technological aspects. In the present educational perception, teachers are expected to take upon themselves a variety of roles, such as becoming role models for students, guiding them, teaching them to learn, and instilling democratic attitudes and values upon them. In addition, teachers should be in collaboration with the school administration, colleagues, parents and other stakeholders for effective teaching and learning. While fulfilling these roles, teachers should make a conscientious effort not to reflect their personal problems onto their relationships in schools, and should try to behave in compliance with formal and informal norms as professionals. However, it is possible to predict that the regulation of emotions may have a negative impact on teachers in terms of their psychology. Burnout can be stated as one of those impacts. This study aims to

determine the impact of teachers' emotional labor on their burnout level. In this regard, this study deals primarily with emotional labor and burnout, followed by the relationship between emotional labor and burnout based on literature.

Emotional Labor

Emotional labor in organizational life may be defined as employees regulating and managing their emotions while doing their jobs, as well as exhibiting professional behaviors (Morris & Feldman, 1996). Emotional labor, in this regard, is accepted as a kind of impression management (Eroğlu, 2010). Hence, employees are able to manage the social perceptions toward them through emotional labor. Emotional labor is considered to be more about observable behaviors than the internal management of emotions (Ashforth & Humphrey, 1993).

There are different classifications regarding emotional labor behaviors in the literature; however, this difference is caused by perspective rather than components of emotional labor. For instance, Morris and Feldman (1996) consider emotional labor under four dimensions attracting the attention to frequency, duration and intensity of exhibiting such behavior as well as rules of behaviors. Emotional labor research, in general, focuses on how employees exhibit behaviors expected from them. In this context, previous emotional labor behaviors shown under two dimensions, surface acting and deep acting (Hochschild, 1983), have been supplemented by an expression of naturally-felt emotions in the following studies (Diefendorff, Croyle, & Gosserand, 2005).

Surface acting is the act of employees hiding their real feelings, yet having different emotional exhibitions towards others in organizations. This means that employees pretend to feel with their words and body language although they do not, in reality, feel these emotions (Ashforth & Humphrey, 1993; Basim & Begenirbas, 2012). Deep acting is an individual's efforts to try to really feel those emotions that he is required to feel because of the rules of behavior. In deep acting, emotions are actively encouraged, suppressed or shaped (Basim & Begenirbas, 2012). This means that the individual tries to feel that behavior. Hence, empathy skills are at stake in deep acting (Rupp, McCance, Spencer, & Sonntag, 2008). Here, the individual puts himself in another's place before exhibiting a behavior, and acts on the basis of his forecast of the other's reaction to potential behavior.

Naturally-felt emotions do not include an 'obligation' as in surface or deep acting, yet employees reflect their emotions as they feel (Basim & Begenirbas, 2012). The fundamental difference between these three dimensions is the level of internalization of behaviors. Surface acting involves non-internalized behaviors, while naturally-felt emotions involve internalized emotions. The internalization level in deep acting is more than that of surface acting, but less than naturally-felt emotions.

Burnout

Burnout is defined as a physical, emotional and mental state observed in people in constant face-to-face professional interaction with other people, involving physical fatigue, long-term exhaustion, desperateness and hopelessness, as well as the concept

of a negative self, feeling of inefficiency and negative attitude towards others (Maslach & Jackson, 1981). Maslach (1981) examined three dimensions of burnout: 'emotional exhaustion,' 'depersonalization,' and 'lack of personal accomplishment.'

Emotional exhaustion. This is when an individual feels overwhelmed and has lost their own emotional resources due to their occupation (Maslach & Jackson, 1981). Emotional exhaustion is the most fundamental component of burnout syndrome. As an internal dimension of burnout, emotional exhaustion describes situations of physical and emotional fatigue.

Depersonalization. As a reaction to emotional exhaustion, employees exhibit mean, indifferent, and cynical behaviors towards others deprived from their senses (Maslach & Jackson, 1981).

Lack of personal accomplishment. This is when an individual is inclined to assess himself in a negative manner. This situation is seen in employees as a decrease in feelings of accomplishment and an increase in personal inefficiency beliefs. Additionally, it indicates low motivation, lack of control, despair, and even loss of self-respect (Maslach & Jackson, 1981).

Relationship between Emotional Labor and Burnout

Emotional labor is one area of research that has attracted attention in the literature in recent years. In this regard, there have been numerous studies on the relationship between emotional labor and several variables under various sample groups. Participant groups in such studies are naturally those occupational groups with intensive human relationships. Since emotional labor may be defined as the management of emotions and behaving accordingly, such studies have generally focused on the relationship between emotional labor and the attitudes and behaviors of employees. A review of the literature shows that there are studies of the relationships between emotional labor and burnout (Erickson & Ritter, 2001; Hochschild, 1983; Morris & Feldman, 1996). There are also, although limited, a number of studies conducted on teachers' emotional labor and level of burnout, which is the purpose of this study (Chang, 2009; Hargreaves, 2000; Isenbarger & Zembylas, 2006; Lois, 2006; Naring, Briet, & Brouwers, 2007; Noor & Zainuddin, 2011; Sutton & Wheatley, 2003; Zhang & Zhu, 2008). Nonetheless, it has been possible to uncover only one research in Turkey on this subject matter (Basim, Begenirbas, & Yalcin, 2013), where the researchers examined the impact of elementary and high school teachers' personality characteristics on emotional exhaustion, and the intermediary role of emotional labor behaviors. In this context, the purpose of this research is to determine the relationship between teachers' emotional labors and their burnout level. To this aim, answers have been sought for the following research questions:

1. What is the level of teachers' emotional labor and burnout?

2. Do teachers' emotional labor and burnout levels differ according to gender, marital status, school type and subject matter?
3. Does the emotional labor of teachers predict their level of burnout?

Method

This study used the survey method in order to determine the relationship between teachers' emotional labor and their burnout level.

Research Sample

The population of this study was 5,600 teachers working in the Kutahya province of Turkey during the 2013-2014 academic year. A disproportionate cluster sampling method was employed to select the participant teachers. The sample size was calculated as 360 for a 95% confidence level. It was decided to seek responses from 500 teachers to allow for a low response rate and for non-usable surveys due to imprecise completion. Data analysis was conducted with 410 precise data collection tools. Of all of the participants, 43.7% are female (n=179), and 56.3% male (n=231); 14.6% (n=60) are school administrators whereas 85.4% (n=350) are teachers; 26.8% (n=110) work in elementary education schools, 34.6% (n=142) in general high schools, 26.3% (n=108) in vocational high schools, and 12.2% (n=50) in traditional high schools; 26.6% (n=109) are classroom teachers, 60.7% (n=249) are subject matter teachers, and 12.7% (n=52) are vocational teachers. Time in service varies from one to 41 years. The percentage of teachers with less than 10 years of service is 56.1% (n=230), for 10-19 years, 30.5% (n=125), and for 20 years or more of service, 13.4% (n=55). Seventy-one percent of the participants (n=291) are married, 28% (n=115) are single, and 1% (n=4) are divorced or separated.

Research Instruments

The Emotional Labor Scale and Maslach Burnout Inventory were used as data collection tools in this study. The Emotional Labor Scale was developed by Diefendorff et al. (2005) and adapted to Turkish by Basim and Begenirbas (2012). The Emotional Labor Scale includes 13 Likert-type items to determine the emotional labor levels of teachers. The Emotional Labor Scale is comprised of surface acting, deep acting, and naturally-felt emotions. Scale items are scored from "1-Never" through "5-Always." There aren't any reverse-scored items in the scale. Participants do not receive a total score from the overall scale. The higher the score, the higher the emotional labor level of teachers for that particular dimension. Explanatory and confirmatory factor analyses were conducted for construct validity of the scale by Begenirbas (2012). As a result of the explanatory factor analysis, factor loading values of the scale were reported to be 0.53-0.81 for surface acting, 0.72-0.88 for deep acting, and 0.82-0.89 for naturally-felt emotions. Surface acting dimension explains 34.09% of total variance on its own, while deep acting explains 20.99%, and naturally-felt emotion explains 11.47%. Confirmatory factor analysis was applied to the scale's 13-item structure, grouped under three factors at the end of the explanatory factor

analysis. Confirmatory factor analysis was used to calculate chi-square (χ^2) statistical significance levels ($\chi^2/sd=4.32$) suitable for the established model. Other goodness of fit indexes (GFI=0.96, AGFI=0.93, RMSEA=0.064, CFI=0.96) also indicated goodness of the proposed model. Reliability of the scale was examined through Cronbach's Alpha coefficient. This coefficient was 0.84 for surface acting dimension, 0.90 for deep acting dimension, and 0.83 for the naturally-felt emotions dimension. Reliability of the scale was re-tested in this study, and Cronbach's Alpha coefficients were found to be 0.84 for surface acting, 0.85 for deep acting, and 0.77 for naturally-felt emotions.

Developed by Maslach and Jackson (1981), the Maslach Burnout Inventory was adapted to Turkish by Ergin (1992). Maslach Burnout Inventory includes 22 Likert-type items to determine the level of burnout. The Maslach Burnout Inventory is comprised of three dimensions: Emotional Exhaustion, Depersonalization and Personal Accomplishment. Scale items are scored from "1-Never" through "4-Always." Items under the Personal Accomplishment dimensions are reverse-scored. That is why this dimension is named 'lack of personal accomplishment' in this study, and is interpreted accordingly. Scores obtained from the scale are explained as follows: 0.00-0.79 (very low), 0.80-1.59 (low), 1.60-2.39 (moderate), 2.40-3.19 (high), and 3.20-4.00 (very high). In the Turkish adaptation process, Cronbach's Alpha reliability coefficients were found to be 0.83 for the emotional exhaustion dimension, 0.71 for depersonalization, and 0.72 for the personal accomplishment dimension. Reliability coefficients obtained within this study, on the other hand, were 0.82 for emotional exhaustion, 0.72 for depersonalization, and 0.79 for personal accomplishment.

Data Analysis

Descriptive analysis was used to determine the teachers' emotional labor and burnout levels, t-test for dual comparisons, and one-way analysis of variance (ANOVA) for comparisons with three or more dimensions. For significant F values, the Tukey test was used to determine the source of significance. Multiple regression analysis was also used to determine whether teachers' emotional labor predicts burnout level in a significant manner. A correlation coefficient between 0.70-1.00 as an absolute value was interpreted as a high level of relationship, between 0.69-0.30 as a moderate level of relationship, and between 0.29-0.00 as a low level of relationship (Buyukozturk, 2005).

Results

This section primarily reveals findings regarding the participants' emotional labor and burnout levels. Then, it tries to determine to what extent the emotional labor has predicted their burnout level.

Respondent teachers exhibited surface acting the least ($M=2.51$, $S=0.95$) in terms of emotional labor. This was followed by deep acting ($M=3.71$, $S=0.92$), and naturally-felt emotions ($M=4.16$, $S=0.72$). In terms of burnout, teachers possess the

highest burnout level for emotional exhaustion ($M=1.51$, $S=0.70$), which was followed by personal accomplishment ($M=1.36$, $S=0.63$) and depersonalization ($M=1.03$, $S=0.77$). The burnout level of teachers is medium for the emotional exhaustion dimension, and low for personal accomplishment and depersonalization dimensions.

Teachers' emotional labor differs according to variables such as gender, marital status, responsibility, school type, and subject matter expertise. Male teachers are more inclined to perform surface acting compared to female teachers [$t_{(408)}=3.10$; $p<.05$]; married teachers to single teachers [$t_{(408)}=2.62$; $p<.05$]; and school administrators to teachers [$t_{(408)}=2.24$; $p<.05$].

Teachers, on the other hand, exhibit more natural emotions compared to school administrators [$t_{(408)}=2.10$; $p<.05$]. In addition, elementary education teachers tend to exhibit more surface acting [$F_{(3-406)}=4.13$; $p<.05$] and deep acting [$F_{(3-406)}=2.62$; $p<.05$] compared to traditional high school teachers, and more naturally-felt emotions [$F_{(3-406)}=6.69$; $p<.05$] compared to traditional and vocational high school teachers.

Table 1.

Multiple Regression Analysis Results for Prediction of Emotional Exhaustion Level

	<i>B</i>	<i>Standard error</i>	β	<i>T</i>	<i>p</i>	<i>Zero-order</i>	<i>Partial</i>
Constant	1.502	0.240	-	6.262	0.00	-	-
1. Surface acting	0.173	0.036	0.233	4.777	0.00	0.24	0.23
2. Deep acting	-0.007	0.038	-0.009	-0.191	0.84	-0.01	-0.01
3. Natural emotions	-0.096	0.048	-0.099	-1.982	0.04	-0.13	-0.10
R=0.26; R ² =0.07			F ₍₃₋₄₀₆₎ =10.03, p=0.00				

Burnout levels of teachers do not differ according to gender, marital status or position (school administrator or teacher); however, they do differ according to school type. The depersonalization level of teachers working in vocational high schools [$F_{(3-406)}=4.53$; $p<.05$] is higher than those teachers working as elementary education teachers. The tables show the results obtained from the regression analysis conducted to determine to what extent teachers' emotional labor predicts burnout level. Table 1 gives the results of the multiple regression analysis conducted to see whether teachers' emotional labor predicts their emotional exhaustion level.

According to Table 1, there is a positive but low relationship between the emotional exhaustion dimension of burnout and surface acting dimension of emotional labor ($r=0.24$), and the negative yet low relationship with naturally-felt emotions ($r=-0.13$). There is no statistically significant relationship between deep acting and emotional exhaustion. Based on a review of other variables, a positive yet low relationship has been found between emotional exhaustion and the surface

acting dimension of emotional labor ($r=0.23$), and the negative yet low relationship with naturally-felt emotions ($r=-0.10$). All dimensions of emotional labor give a low, significant relationship with teachers' emotional exhaustion levels ($R=0.26$, $p<0.01$).

According to standardized regression coefficient (β), the relative order of importance of predicting variables on teachers' emotional exhaustion are naturally-felt emotions, surface acting, and deep acting. Having examined the results of t-tests regarding the significance of regression coefficients, surface acting and naturally-felt emotions have been seen as important predictors of the emotional exhaustion of teachers. Nonetheless, deep acting is not significantly effective on emotional exhaustion. All dimensions of emotional labor explain 7% of emotional exhaustion levels of teachers. Based on the obtained findings, the regression equality of emotional exhaustion is as follows:

$$\text{Emotional Exhaustion} = 1.502 + 0.173 \text{ Surface Acting} - 0.007 \text{ Deep Acting} - 0.096 \text{ Natural Emotions}$$

Table 2 gives the results of the multiple regression analysis conducted to see whether the emotional labor of teachers predicts their depersonalization level.

Table 2.

Multiple Regression Analysis Results for Prediction of Depersonalization Level

	<i>B</i>	<i>Standard error</i>	β	<i>T</i>	<i>p</i>	<i>Zero-order</i>	<i>Partial order</i>
Constant	1.650	0.247	-	6.668	0.00	-	-
1. Surface acting	0.229	0.037	0.283	6.128	0.00	0.31	0.29
2. Deep acting	-0.018	0.039	-0.022	-0.463	0.64	-0.05	-0.02
3. Natural emotions	-0.270	0.050	-0.255	-5.417	0.00	-0.29	-0.26
R=0.40; R ² =0.16			F ₍₃₋₄₀₆₎ =26.39, p=0.00				

According to Table 2, there are positive and moderate relationships between depersonalization and surface acting dimension of emotional labor ($r=0.31$), yet negative and low relationships with naturally-felt emotions ($r=-0.29$). There is no statistically significant relationship between deep acting and depersonalization. Having controlled other variables, there appeared to be a positive and low relationship between depersonalization and the surface acting dimension of emotional labor ($r=0.29$), yet a negative and low relationship with naturally-felt emotions dimension ($r=-0.26$). All of the dimensions of emotional labor give a moderate and significant relationship with depersonalization levels of teachers ($R=0.40$, $p<0.01$). According to standardized regression coefficient (β), the relative order of importance of predicting variables on teachers' depersonalization level are naturally-felt emotions, surface acting, and deep acting. Having examined the results

of the t-test regarding the significance of regression coefficients, surface acting and naturally-felt emotions have been seen as important predictors of depersonalization of teachers. Nonetheless, deep acting is not significantly effective on emotional exhaustion. All of the dimensions of emotional labor explain 16% of depersonalization levels of teachers. Based on the obtained findings, the regression equality of depersonalization is as follows:

$$\text{Depersonalization} = 1.650 + 0.229 \text{ Surface Acting} - 0.018 \text{ Deep Acting} - 0.270 \text{ Natural Emotions}$$

Table 3 gives the results of the multiple regression analysis conducted to see whether the emotional labor of teachers predicts their personal accomplishment level.

Table 3.

Multiple Regression Analysis Results for Prediction of Personal Accomplishment Level

	<i>B</i>	<i>Standard error</i>	β	<i>T</i>	<i>p</i>	<i>Zero-order</i>	<i>Partial</i>
Constant	2.692	0.205	-	13.103	0.00	-	-
1. Surface acting	0.066	0.031	0.099	2.126	0.03	0.12	0.11
2. Deep acting	-0.109	0.033	-0.159	-3.345	0.00	-0.22	-0.16
3. Natural emotions	-0.262	0.041	-0.301	-6.337	0.00	-0.35	-0.30
R=0.39; R ² =0.15				F ₍₃₋₄₀₆₎ =23.99, p= 0.00			

According to Table 3, there are positive and low relationships between the personal accomplishment dimension of burnout and the surface acting dimension of emotional labor ($r=0.12$), yet a negative and moderate relationship with naturally-felt emotions ($r=-0.35$), and a negative and low relationship with deep acting ($r=-0.22$). Having controlled other variables, there appeared to be a positive and low relationship between personal accomplishment and the surface acting dimension of emotional labor ($r=0.11$), yet a negative and moderate relationship with the naturally-felt emotions dimension ($r=-0.30$), and a negative and low relationship with deep acting dimension ($r=-0.16$). All dimensions of emotional labor give a moderate and significant relationship with personal accomplishment levels of teachers ($R=0.39$, $p<0.01$). According to the standardized regression coefficient (β), the relative order of importance of predicting variables on teachers' personal accomplishment levels are naturally-felt emotions, deep acting, and surface acting. Having examined the results of the t-test regarding the significance of regression coefficients, all dimensions of emotional labor have been seen as important predictors of the personal accomplishment of teachers. All dimensions of emotional labor explain 15% of the

personal accomplishment levels of teachers. Based on the obtained findings, the regression equality of personal accomplishment is as follows:

$$\text{Personal Accomplishment} = 2.692 + 0.066 \text{ Surface Acting} - 0.109 \text{ Deep Acting} - 0.262 \text{ Natural Emotions}$$

Discussion, Conclusion and Recommendations

This study aims to determine the relationship between teachers' emotional labor behaviors and burnout levels. Teachers exhibit surface acting the least in terms of emotional labor. This is followed by deep acting and naturally-felt emotions. Teachers' emotional labor is at a 'moderate' level for surface acting dimension, and 'high' for dimensions of deep acting and naturally-felt emotions. This finding overlaps with other research findings in the literature. The research study conducted by Begenirbas and Meydan (2012) with high school education teachers has shown that teachers mostly display naturally-felt emotions in terms of emotional labor, yet surface acting the least. Emotional labor behavior, in a way, reveals employees' performance of their occupational roles. From this perspective, the high levels of deep acting and naturally-felt emotions of teachers may be interpreted in such a way that teachers have internalized these roles. Teachers' use of such behaviors is an indicator of their occupational professionalism. This is because emotional labor involves regulating and managing their real emotions in order to display certain behaviors compliant with organizational goals and workplace rules as a requirement of their occupational professionalism (Ashforth & Humphrey, 1993; Basim & Begenirbas, 2012; Diefendorff et al., 2005; Isenbarger & Zembylas, 2006; Morris & Feldman, 1996). In this regard, it is a positive thing that teachers try not to reveal their private problems to their colleagues or to their students, but continue their work professionally, through deep acting and naturally-felt emotions instead of on the surface.

The emotional labor of teachers differs according to gender, marital status, position, school type and subject matter expertise. Male teachers display more surface acting compared to females, married teachers to single, and from school administrators to teachers. Teachers, on the other hand, display more natural emotions compared to school administrators. In addition, elementary education teachers display more surface and deep acting compared to traditional high school teachers, and more naturally-felt emotions compared to general and vocational high school teachers. There are few studies in the literature that have examined emotional labor according to personal variables. These studies have provided different results. A study by Kose, Oral and Turesin (2011) on doctors did not result in a difference between emotional labor behaviors of doctors according to gender, marital status, age, amount of service in current workplace, or total amount of service. Studies conducted by Begenirbas and Yalcin (2012), as well as Basim et al. (2013), have examined whether demographic variables have predicted emotional labor. The study by Begenirbas and Yalcin (2012) revealed that surface acting is explained significantly only by gender among other demographic variables; demographic

variables did not have an impact on deep acting, and gender and level of education have predicted naturally-felt emotions in significant terms. The study by Basim et al. (2013), however, concluded that gender and age had a negative impact on surface acting, yet it had a positive impact on naturally-felt emotions. Nonetheless, neither study reported in whose favor these impacts have been.

In terms of burnout, teachers achieved the highest level of burnout for emotional exhaustion. This is followed by personal accomplishment, and depersonalization. Teachers' burnout level has been at a 'moderate' level for the emotional exhaustion dimension, and at a 'low' level for personal accomplishment and depersonalization. This finding generally overlaps with other research studies in the literature. Cemaloglu and Erdemoglu-Sahin (2007) and Yilmaz (2014) concluded in their study conducted on the teachers that teachers experienced the highest burnout level in terms of emotional exhaustion, and the lowest in terms of depersonalization. It is a positive finding that teachers' burnout levels are low except for emotional exhaustion, because a high level of burnout may cause employees to have negative attitudes towards their occupations, thereby resulting in low performance. Such negative attitudes could also cause problems in their social relations. Yellice-Yuksel, Kaner and Guzeller (2011) have determined that the burnout level of teachers receiving professional and social support is lower than of those who do not receive such support. From this perspective, particular measures should be taken to minimize the emotional exhaustion of teachers.

The burnout level of teachers does not differ according to variables such as gender, marital status and position, yet it does differ according to the school type. Depersonalization levels of vocational school teachers are higher than for elementary education teachers. This may be caused by the operations and cultures of these schools, in that they are different from other schools. Purvanova and Muros' (2010) meta-analysis study conducted on 409 research studies has determined that women experience emotional exhaustion more than men, and men feel depersonalization more than women. This study has also concluded that women's emotional exhaustion level is higher as well as men's depersonalization level, yet this difference has not been found to be statistically significant. Research studies in the literature have revealed different results about the differentiation of burnout emotions according to demographic variables. Considering that burnout studies generally use the Maslach Burnout Inventory, the reason behind such differences such as found in demographic variables may be due to sample characteristics. Recently, there have been many studies on teachers' burnout in Turkey. Therefore, it will be very useful to conduct meta-analysis studies to determine the impact of demographic variables on teachers' burnout to ensure a better understanding of this phenomenon.

The last goal of the study has been to determine whether emotional labor predicts teachers' burnout level. Regression analysis has been applied to determine this. According to the results of regression analysis, both surface acting and naturally-felt emotions are important predictors of emotional exhaustion and depersonalization of teachers. However, deep acting does not have a significant impact on emotional exhaustion and depersonalization. Teachers' feelings about a lack of professional

accomplishment, on the other hand, are predicted by all dimensions of emotional labor. Dimensions of emotional labor, as a whole, explain 7% of teachers' emotional exhaustion level, 16% of depersonalization, and 15% of personal accomplishment. There is a positive and low relationship between emotional exhaustion and surface acting, yet a negative and low relationship with naturally-felt emotions. There is also a positive and moderate relationship between depersonalization and surface acting, yet a negative and low relationship with naturally-felt emotions. There is no relationship between deep acting and emotional exhaustion and depersonalization. There is a positive yet low relationship between personal accomplishment and surface acting, a negative yet low relationship with deep acting, and a negative yet moderate relationship with naturally-felt emotions. This finding generally overlaps with the research studies in the literature. Studies by Naring et al. (2007) have resulted in a parallel relationship between surface acting and emotional exhaustion and depersonalization. Another study by Kinman, Wray and Strange (2011) also find a parallel relationship between emotional labor and emotional exhaustion. Brotheridge and Grandey's (2002) study, on the other hand, found a reverse relationship between deep acting and personal accomplishment.

Findings from this study have revealed that surface acting, which is to pretend to be feeling a certain emotion through words and body language, even if not felt at that moment, leads to burnout. This is, in fact, an expected situation because it is natural for non-internalized emotions to have a negative impact on the individual. The literature has several findings that support the notion that such a situation may not only lead to burnout, but also have a negative impact on employees' attitudes towards their occupation. Hülshager and Schewe's (2011) meta-analysis study on emotional labor also partially overlaps with the findings. The study resulted in a reverse relationship between employees' surface acting behavior and their attitude toward their occupation as well as job performance, and in a parallel relationship with their deep acting behavior. This study has considered emotional labor as roles that should be played by teachers as part of their occupational professionalism. Nonetheless, it is possible that the roles expected from teachers may be based on dominant, non-professional or unethical behaviors. Therefore, it is important to reveal the reasons behind the surface acting behaviors of teachers. Designing such studies on the basis of a qualitative approach will contribute to a deeper understanding through having more detailed information.

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Öğretmenlerin Duygusal Emekleri ile Tükenmişlik Düzeyleri Arasındaki İlişki

Atıf:

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Özet

Problem Durumu: Öğretmenlik mesleği, özelliği itibari ile doğrudan insan ile ilgili bir iştir. Bu nedenle insan ilişkileri yoğun her meslekte olduğu gibi duygu düzenlenmesini zorunlu kılmaktadır. Duygusal emek olarak adlandırılabilir bu olgu, mesleki profesyonellik gereği olarak da öğretmenlerden beklenmektedir. Öğretmenlik, bireysel, sosyal, kültürel, bilimsel, teknolojik boyutları olan profesyonel statüde bir eğitim mesleğidir. Günümüz eğitim anlayışında öğretmenlerden, öğrencilere rol model olmaları, rehberlik etmeleri, öğrenmeyi öğretmeleri, demokratik tutum ve değerleri kazandırmaları gibi pek çok rol beklenmektedir. Bunun yanında öğretmenlerin, eğitim ve öğretimin etkililiğinin sağlanmasında okul yöneticileriyle, meslektaşlarıyla, velilerle ve diğer paydaşlarıyla işbirliği içerisinde bulunmaları da gerekmektedir. Öğretmenlerin bütün bu rolleri yerine getirirken, bir profesyonel olarak, kişisel sorunlarını ilişkilerine yansıtılmaya özen göstermesi, görev yaptığı okulun formal ve informal normlarına uygun davranmaya çalışması gerekmektedir. Ancak bu anlamda duyguların yönetilmesinin, psikolojik olarak öğretmenler üzerinde olumsuz etkilerinin olabileceği öngörülebilir. Bu etkilerden biri de tükenmişlik duygusudur.

Araştırmanın Amacı: Öğretmenlerinin duygusal emekleri ile tükenmişlik düzeyleri arasındaki ilişkinin belirlenmesinin amaçlandığı bu çalışmada şu sorulara yanıt aranmıştır: 1) Öğretmenlerin duygusal emek ve tükenmişlik düzeyleri nasıldır? 2) Öğretmenlerin duygusal emek ve tükenmişlik düzeyleri, cinsiyet, medeni durum, görev, okul türü ve branş değişkenlerine göre farklılaşmakta mıdır? 3) Öğretmenlerin duygusal emekleri tükenmişlik düzeylerini yordamakta mıdır?

Araştırmanın Yöntemi: Araştırma, tarama modelinde desenlenmiştir. Araştırmanın evrenini 2013-2014 eğitim öğretim yılında, Kütahya ilinde görev yapan 5600 öğretmen oluşturmaktadır. Örneklem girecek öğretmenlerin belirlenmesinde oransız küme örnekleme tekniği kullanılmıştır. Örneklem büyüklüğü, % 95 güven düzeyi için 360 olarak hesaplanmıştır. Ölçeklerin geri dönüşünde eksiklikler ve özensiz doldurma gibi nedenlerle çalışmada kullanılamayacak ölçekler olabileceği düşüncesi ile 500 öğretmenden görüş alınmasına karar verilmiştir. Elde edilen veri toplama araçlarından kullanılabilir durumda olan 410 tanesi ile analizler yapılmıştır. Araştırmada veri toplama aracı olarak Duygusal Emek Ölçeği ve Maslach Tükenmişlik Ölçeği kullanılmıştır. Araştırmada öğretmenlerin duygusal emek ile tükenmişlik düzeylerini belirlemek amacıyla betimsel istatistikler, ikili karşılaştırmalarda t-testi, üç ve daha fazla boyutu olan karşılaştırmalarda tek yönlü varyans analizi (ANOVA) kullanılmıştır. Öğretmenlerin duygusal emeklerinin, tükenmişlik düzeylerini anlamlı bir şekilde yordayıp yordamadığını belirlemek için ise Çoklu Regresyon analizi kullanılmıştır.

Araştırmanın Bulguları: Araştırmaya katılan öğretmenler duygusal emek açısından, en az yüzeysel rol yapma (AO=2.51, S=0.95) davranışında bulunmaktadır. Bunu, derinden rol yapma (AO=3.71, S=0.92) ve doğal duygular (AO=4.16, S=0.72) izlemektedir. Tükenmişlik açısından ise öğretmenler en yüksek tükenmişlik düzeyine duygusal tükenme (AO=1.51, S=0.70) boyutunda sahiptir. Bunu sıra ile kişisel başarısızlık (AO=1.36, S=0.63) ve duyarsızlaşma (AO=1.03, S=0.77) boyutları takip etmektedir. Öğretmenlerin tükenmişlik düzeyleri, duygusal tükenme

boyutunda “orta”, kişisel başarısızlık ve duyarsızlaşma boyutlarında ise “düşük” düzeydedir. Öğretmenlerin duygusal emekleri cinsiyet, medeni durum, görev, okul türü ve branş değişkenlerine göre farklılaşmaktadır. Erkek öğretmenler kadın öğretmenlere göre [$t_{(408)}=3.10$; $p<.05$]; evli öğretmenler evli olmayan öğretmenlere göre [$t_{(408)}=2.62$; $p<.05$]; okul yöneticileri öğretmenlere göre [$t_{(408)}=2.24$; $p<.05$] daha fazla yüzeysel rol yapma davranışı göstermektedir. Öğretmenler ise okul yöneticilerine göre [$t_{(408)}=2.10$; $p<.05$] daha fazla doğal davranışlar göstermektedir. Ayrıca ilkökul öğretmenleri genel lise öğretmenlerine göre daha fazla yüzeysel [$F_{(3-406)}=4.13$; $p<.05$] ve derinden rol yapma [$F_{(3-406)}=2.62$; $p<.05$], genel lise ve meslek lisesi öğretmenlerine göre [$F_{(3-406)}=6.69$; $p<.05$] daha fazla doğal davranışlar göstermektedir. Öğretmenlik tükenmişlik düzeyleri, cinsiyet, medeni durum ve görev (okul yöneticisi, öğretmen) değişkenlerine göre farklılık göstermemekte; ancak görev yapılan okul türü değişkenine göre farklılaşmaktadır. Meslek liselerinde görev yapan öğretmenlerin duyarsızlaşma düzeyleri [$F_{(3-406)}=4.53$; $p<.05$], ilkökullarda görev yapan öğretmenlerden daha fazladır. Öğretmenlerin duygusal emeklerinin, duygusal tükenmişlik düzeylerini yordayıp yordadığının belirlenmesi amacı ile yapılan çoklu regresyon analizi yapılmıştır. Regresyon analizi sonuçlarına göre yüzeysel rol yapma ve doğal duygular, öğretmenlerin hem duygusal tükenmesinin hem de duyarsızlaşmasının önemli yordayıcılarıdır. Ancak derinden rol yapma duygusal tükenme ve duyarsızlaşma üzerinde anlamlı düzeyde etkili değildir. Öğretmenlerin kişisel başarısızlık duygusunu ise duygusal emeğin boyutlarının tümü yordamaktadır. Duygusal emeğin boyutları tümü birlikte, öğretmenlerin duygusal tükenmişlik düzeylerinin % 7'sini, duyarsızlaşmanın % 16'sını, kişisel başarısızlık duygusunun ise % 15'ini açıklamaktadır. Duygusal tükenmişlik ile yüzeysel yapma arasında pozitif ve düşük ($r=0.24$); doğal duygular ile negatif ve düşük ($r=-0.13$) düzeyde bir ilişki bulunmuştur. Duyarsızlaşma ile yüzeysel yapma arasında pozitif ve orta ($r=0.31$); doğal duygular ile negatif ve düşük ($r=0.31$) düzeyde bir ilişki bulunmuştur. Derinden rol yapma ile duygusal tükenme ve duyarsızlaşma arasında ilişki bulunmamaktadır. Kişisel başarısızlık duygusu ile yüzeysel yapma arasında pozitif ve düşük ($r=0.12$); derinden rol yapma ile negatif ve düşük ($r=-0.22$), doğal duygular ile negatif ve orta ($r=-0.35$) düzeyde bir ilişki bulunmuştur.

Araştırmanın Sonuç ve Önerileri: Araştırma sonucuna göre, öğretmenlerin duygusal emekleri, onların hem duygusal tükenmişliklerini hem de duyarsızlaşmalarını önemli düzeyde düzeyde yordamaktadır. Bu araştırmada duygusal emek, öğretmenlerin mesleki profesyonellik gereği oynaması gereken roller olarak ele alınmıştır. Ancak çalışanlardan beklenen rollerin örgütlerde tahakküme dayalı, profesyonelliğe ve etik ilkelere uymayan, davranışlar olması olasılığı da bulunmaktadır. Bu nedenle öğretmenlerin yüzeysel rol yapma davranışlarının nedenlerinin ortaya konulması önemlidir. Bu çerçevede bu konuda yapılacak araştırmaların nitel olarak desenlenmesi de derinlemesine ve daha ayrıntılı bilgi edinmeye katkı sağlayabilir.

Anahtar Kelimeler: Tükenmişlik, duygusal emek, kamu okulları, öğretmenler