

The Relationship between Teachers' Autonomy Behaviors and Emotional Labor

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Abstract

The purpose of this study is to determine the relationship between teacher autonomy and emotional labor. The population for the study, designed in relational survey model, is composed of teachers who worked at primary, secondary and high schools in Muğla province and the sample were selected through the disproportionate cluster sampling technique. The data was gathered with the Teacher Autonomy Scale and the Emotional Labour Scale. Descriptive statistics, t-test, ANOVA and multiple regression analysis were used to analyse the data. According to the results obtained from the study, the general autonomy behaviors of teachers were determined to be above the moderate level and among the dimensions of autonomy, teachers displayed teaching autonomy the most. It was also identified that teacher autonomy differed significantly by school type and school level, whereas it did not differ significantly by gender and seniority. On the other hand, teachers indicated that they display naturally felt emotions the most among the dimensions of emotional labor. Teachers' emotional labor behaviors differed significantly by gender, whereas they did not differ significantly by school type, school level, and seniority. According to the results of regression analysis it was determined that there was a significant and close to moderate level of relationship between all dimensions of emotional labor and teaching, curriculum, communication and general teacher autonomy. However, a significant and low level of relationship was found between the dimensions of emotional labor and professional development autonomy. Last but not least, expression of naturally- felt emotions was identified as a significant predictor of all the dimensions of teacher autonomy.

Keywords: Autonomy, Emotional labor, Teacher Autonomy, Teacher



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INTRODUCTION

Transition of societies to the information age has brought along many changes in economic, political, and social fields and has caused differentiation of expectations belonging to societies' future generations. The main responsibility of raising individuals who have skills and competencies to meet these expectations is incumbent on schools and teachers who are their main components. In renovation studies carried out in the curriculum of the Ministry of National Education of Turkey in 2016-2017 academic year, not only providing students with basic information which they can use in daily life, but also several cognitive, social and individual competences and skills such as questioning life, critical thinking, adopting differences between cultures, problem solving, to be independent and autonomous are deemed obligatory for individuals (MEB, 2017, p.8). Teachers act as a guide who facilitate learning, show alternative ways to students, and promote their ability to make decisions independently taking their own responsibilities in the learning process (Koç, 2006, p.56-57). In this respect, teachers who display autonomous behaviors would organize the teaching environment by choosing content, materials and methods according to students' interests and needs. As a result, they can enable students to be more successful in a well planned teaching environment (Çolak, Altinkurt & Yılmaz, 2017, p.193). From this point of view, it is under the responsibility of teachers to rearrange curriculum and materials as well as in-class course practices by taking into consideration the interests, needs and learning styles of students. Individualization of teaching in this way and that it produces the desired outcomes could be possible in the way that teachers act autonomously both in their teaching and professional development process.

Littlewood (1997) defined the ones that can act autonomously as individuals who make decisions to direct their actions and have the capacity to act independently adding that this capacity depends on two main components which are skills and willingness. In this regard, when a teacher acts autonomously, it means that he/she teaches voluntarily and takes part in the education process willingly. Such an attitude of a teacher towards teaching can be accepted as readiness for performing teaching professionally. Teacher autonomy means that teachers have a word and take responsibility in planning and practicing activities in teaching and school-related issues as in many other professions. An autonomous teacher uses authentic teaching materials according to students' interests and needs and also acts freely when putting into effect the contents using his/her own methods and techniques. In this sense, an autonomous teacher is the one who can readily reflect professionalism into teaching (Öztürk, 2011a; Pearson & Moomaw, 2005). Thus, in their study, Pearson and Moomaw (2005) concluded that teacher autonomy is directly related to professionalism. Another concept relating to teacher professionalism is emotional labor (Altinkurt & Yılmaz, 2014; Altinkurt & Ekinçi, 2016; Hoşgörür, 2017). This concept, which is defined as teachers' emotional display and effective management of their emotions in all communications within school, is referred in the related literature as an attribute that is necessary for professional teachers (Truta, 2014).

When individuals try to fulfill their responsibilities, emotional labor comes out as fulfilling them in accordance with organizational expectations by changing their emotions in necessary cases to leave a positive impression on their interaction with the service beneficiaries (Hochschild, 1983, p.7). Morris and Feldman (1996) defined emotional labor as a process for individuals to plan, control and display their emotions during interpersonal interaction so as to demonstrate emotions expected by the organization (Morris & Feldman, 1996, p. 987). When teachers practice their profession in schools, they have to display emotional labor during their interaction with students, parents, directors, and colleagues (Beğernirbaş & Yalçın, 2012). Hoşgörür and Yorulmaz (2015) concluded that leading teachers in professional development in particular display more emotional labor. In this sense, it is believed that a professional teacher who makes an effort to act

autonomously while working will be subject to more effort regarding emotional labor.

On the other hand, [Castro \(2003\)](#) revealed the importance of the relationship between autonomy and emotional labor stating that there will be no conflict in emotional display in case an individual acts freely and autonomously while fulfilling his/her individual or professional tasks and responsibilities within the organization ([Castro, 2003, p. 40](#)). [Morris and Feldman \(1996\)](#) stated that when individuals feel autonomous within the organization, their professional satisfaction increases; as a result, there will be no conflict in their emotional display. In this respect, teachers' ability to act freely and autonomously and displaying their real emotions while exerting emotional labor in their interaction with school management, parents, students, and colleagues may contribute to school objectives.

Autonomy

This concept refers to an individual's potential to make decision in his/her expectations, actions and preferences about life. In other words, it refers to individual's independence regarding preferences, demands, and all kinds of life practices ([Oshana, 2003](#)). According to [Piaget \(1932\)](#), who regards individuals as psychological entities, autonomy signifies direction of an individual by himself/herself and absolute freedom in terms of inner conscience when making decisions about cases without any intervention. According to [İnam \(2016\)](#), an autonomous individual is the one who has gained his/her freedom and independence in the inner world. Power and existence of freedom depends on the individual himself/herself. An autonomous individual does not act as he/she wants, but is aware of others' autonomy. However, an individual who is non-autonomous lacks basic principles and values that lead his/her life and displays unfamiliar emotions, ideas, attitudes and behaviors without questioning or intellectualizing them, which makes that individual a robotic one ([Cüceoglu, 1998, pp. 391-392](#)). Correspondingly, [Öztürk \(2013\)](#) defined a non-autonomous and stereotyped individual to abide by an idea or power and to have lack of personality traits such as free thinking, making choices, critical thinking, and learning new things ([Öztürk, 2013, pp. 63-70](#)). An individual who has the ability to act autonomously is the one who directs his/her life freely, is curious, eager to search, can think independently of constraint of many other forces and make choices freely. Thus, autonomy can be approached as a pioneer condition of any individual or organizational effort to develop. Considering that people do not live alone but within an organization or a society due to their needs, decisions of autonomous individuals can affect life of people and hence, their organization. In this regard, schools that are open systems play a critical role for future generations to be free and autonomous and lead the society. So, schools make a good contribution to raising free and autonomous individuals who can make their own decisions and have a high sense of responsibility. Therefore, teachers have a major role in shaping and structuring education to encourage individuals to be autonomous.

John Dewey interpreted autonomy in educational organizations from a different point of view. [Dewey \(2014\)](#) suggested that a teacher should consider both individual and group differences in the classroom and design teaching to allow choosing a field to meet students' needs, arrange content and enable them to have experiences. Furthermore, he suggested that individual differences should be considered in course planning and this should be flexible for any possible change ([Dewey, 2014, p. 70](#)). A teacher should determine students' prior experiences, readiness levels, and potentials and be an effective leader and guide in terms of re-selection of subjects without being bound to the curriculum, determination of course activities, providing new experiences and arranging all these activities ([Dewey, 2014, pp. 91-93](#)). Therefore, individualization of teaching is only possible through autonomous behaviors of teachers.

It seems that some social scientists have linked issues related to the professionalization of the teaching profession and teacher autonomy to enlightenment and modernity, which has advanced in parallel with enlightenment. The idea of modernity has come to focus through scientific and technological improvements during the 17th century when the modern era started.

Modern state emerging out of the fascinating and transforming impact of modernity needs knowledge to reassert and keep its power. This is possible through specialization and professionalism of individuals who have a voice in their own fields and reproduce the current knowledge with the development of science and technology and transfer this knowledge to the next generations. [Bauman \(2003, pp. 62-84\)](#) stated that old traditions and understandings should be changed through modernity and there is a need for specialized directors, teachers and social scientists to teach and lead individuals' world of ideas.

[McLaren \(2007\)](#) brought a new perspective into education stating that neoliberal economic approach has an impact on education and directs it. According to [McLaren \(2007, p. 41\)](#), education is regarded as a fake liberation tool in fast-industrializing countries and managements that follow economic policies based on profits. Furthermore, McLaren pointed out that teachers are disciplined, deskilled, forced to become dependent on technology in schools and made passive in their work environment, thus their freedom and autonomy are kept under control. This shows that economic policies of the country reflect into education and affect teachers who are an important element of education, control over their functional existence in education, make them passive and govern their free and autonomous attempts.

Today, we can see that educational organizations focus more on learner-student regarding autonomy. Constructivist approach has brought a new perspective into educational relationship between teacher and student. Based on this approach, classroom environments where educational activities are practiced and the quality of education should be arranged according to students' learning styles, levels of readiness, socio-economic status, and cultural structures ([Moore, 2000](#)). According to [Mariani \(1997\)](#), teacher should be able to support autonomy of learners as well as individual development. For this, teacher should create learning environment to allow students to make decisions of their own free will, learn about the ways to knowledge and evaluate it by critical thinking based on their objectives ([Steh & Pozarnik, 2005](#)). In a supportive way, [Camilleri \(1997\)](#) stated that a teacher should create a healthy atmosphere for teaching, provide appropriate course materials and tools appropriate for each student's interest and skills, and motivate them for learning.

Furthermore, since autonomy includes examination and evaluation of activities regarding moral and occupational aspects of the profession as well as making decisions on the issues concerning individuals, it is an important factor of occupational professionalism ([Montgomery & Prawitz, 2011, p. 29](#)). Occupational professionalism is defined as an individual's training to fulfill his/her authorities and responsibilities determined by the organization, execution of these occupational responsibilities based on the knowledge and skills obtained from that training, and turning experiences into practice within the framework of his/her criteria and thus conducting activities freely ([Raelin, 1999 p. 25](#)). It is indicated in the Basic Law of National Education with number 1739 that "The state is a private specialization occupation that undertakes education and related management tasks". Teaching, in this sense, is deemed as professionalism occupation by its mission. On the other hand, within historical process, teachers were perceived as technicians following through their tasks in certain periods just as they were perceived as professionals specialized in their profession, aware of the authorities and responsibilities of their occupation ([Webb, 2002, p. 49](#)). A professional teacher should have responsibilities as well as making decision freely in their field regarding autonomy. According to [Çolak, Altınkurt and Yılmaz \(2017, p. 191\)](#), teachers should have the liberty to make own decisions and have the related responsibilities to their works as in other fields of work that require specialty so that they can be regarded as professionals with knowledge, competence and skills in their professional life. In this sense, autonomy signifies a limited freedom in which a teacher cannot act freely in every aspect [Ingersoll \(2007\)](#) states that there should be a balance between responsibilities and autonomy of a teacher and criticizes attributing autonomy to teaching profession under autonomy attributed to other occupational groups if teaching is handled as a professional occupation. On that sense, authorities

and liberty of teachers should be expanded.

Teacher autonomy has been investigated in different dimensions in the related literature. [Pearson and Hall \(1993, p. 176\)](#) examined teacher autonomy in two different dimensions, including curriculum autonomy and general teaching autonomy. However, [Öztürk \(2011b, p. 86\)](#) discussed teacher autonomy under the scope of planning and implementation of teaching, participation in management process, and professional development autonomy. [Friedman \(1999, p. 58\)](#) dealt teacher autonomy under four dimensions which are teaching and evaluation autonomy, autonomy in participating in school decisions, professional development autonomy, and curriculum autonomy. In this sense, autonomy behaviors of teachers are discussed under four dimensions in this study. These are; 1) Curriculum autonomy 2) Teaching autonomy 3) Professional development autonomy and 4) Communication autonomy.

Planning and Implementation of Teaching: One of the main responsibilities of teachers is to plan and implement activities. Teachers themselves should choose course books and materials to be used, course content and appropriate teaching methods and organize them according to students' readiness levels. Also, they should add or remove lessons in the predetermined curriculum based on students' needs, which should be considered within the scope of this autonomy.

Teaching autonomy: Guiding teaching and making learning easier and more efficient is another responsibility of a teacher. Teachers should be conscious of how their students learn so as to make an effective teaching and organize activities to support their individual, social and intellectual development. Teaching process happens when teachers identify their students' interests, skills, readiness levels, and learning styles and develop appropriate in-class strategy, method and technique.

Professional development autonomy: Professional development can be defined as adaptation process of teachers to changing conditions and innovations in issues regarding both themselves and their profession due to continuous change in and advancement of the scope and content of knowledge. In this sense, professional development includes processes giving support to teachers to create an efficient and effective teaching environment which promotes their individual and professional academic, intellectual and creative development.

Communication autonomy: This can be defined as teachers' self-expression in their communication with directors, teachers and parents who are co-workers of teachers without any worry ([Çolak, 2016, p. 32](#)). Teachers who have the freedom of professional communication can express their ideas comfortably and solve problems when they encounter educational and administrative issues.

Emotional Labor

Emotion is a concept that comprises quite broad and different meanings. [James \(1884, p. 189-194\)](#) stated that emotions are not only a physical expression of the changes in our inner world but also an external effect can also change feelings and emotions can be expressed by body language. [Goleman \(2010, p. 373\)](#) defined emotions as "senses and thoughts, psychological and biological states activated by sense and a tendency to movement". [Martin \(1999, p.112\)](#) made a more comprehensive description of emotion. Emotions are senses experienced, interpreted, shown and expressed by people; they emerge through social interaction and have different meanings based on social, cultural, interpersonal and situational conditions. [Glomb and Tews \(2004, p. 1\)](#) stated that emotions regulate people's perceptions, lead their behaviors and affect their relationships with others, and impact on interpersonal relationships and their life of organizational works. Therefore, it is essential that emotions be considered psychological as well as social phenomena in organizational environments ([Seçer, 2005, p. 831](#)).

Individuals in organizations try to regulate their emotions or emotional representations due to several reasons. This can be a demand of the organization or may come out as a result of the employee's own effort by nature of the work. This effort which is called as emotional labor has a critical application value in terms of educational organizations (Savaş, 2012, p.42). Hochschild who examined emotional labor in terms of individuals and groups within an organization studied it in her book named *Managed Heart* (1979, p. 569). In her book, she defined emotional labor as suppression, management and reformation of emotions when needed to form body and facial movements that can be observed outwardly. In this approach, employees are expected to manage their emotions as well as their physical and mental labor and present it as desired by the recipients so that the recipients are provided with better services (Hochschild, 1983, p. 7).

Ashforth and Humphrey (1993) embraced Hochschild's (1983) study and contributed to emotional labor in different aspects. They regarded emotional labor in terms of reflecting the right behavior towards the service recipient instead of controlling and managing the employee's emotions. Differently from Hochschild, Ashford and Humprey (1993, p. 90) focused directly on the action itself rather than focusing on the emotions inducing that action. This is because behavior and its compliance with the display rules are clearly observable and affect the service recipient directly (Biyık & Aydoğan, 2014, p. 16).

Morris and Feldman described emotional labor as effort spent to plan and control emotions that should be shown by the organization in the relationship between the employee and the service recipient (Morris & Feldman, 1996, p. 987). Unlike Ashforth and Humphrey (1993), they focused on the effort made regardless of its extent. On this basis, it is important how an organization reflects emotion to the recipient through its employee but not what the employee feels. Therefore, a major part of behavior patterns towards service recipient are determined by the directors of the organization (Özgün, 2015, pp. 15-16).

Grandey (2000) described emotional labor as emotion regulation of employees in accordance with the organization objectives. She defined it as a process of regulating emotions and the related expressions in line with the expectations of the organization (Grandey, 2000, p. 97). According to Grandey (1999), emotion regulation forms as antecedent-focused and response-oriented emotion regulation by regulating and balancing emotions and showing appropriate reactions when an individual is exposed to any stimulation.

As mentioned above, emotional labor was first discussed by Arlie Russell Hochschild in the literature of organizational behavior and then, complementary approaches were developed on that concept. Hochschild (1983) explained management of emotions in two aspects that are surface acting and deep acting. However, Ashforth and Humphrey (1993) stated that an employee's emotions could be surface acting or deep acting towards service recipient as well as he/she can directly express his/her natural emotions. Thus, emotional labor in similar studies started to be examined three-dimensionally together with the expression of natural emotions. Also in this study, taking the mentioned approaches as a reference, emotional labor has been discussed in three dimensions that are surface acting, deep acting, and expression of natural emotions.

Surface acting means that an employee shows feelings that he/she does not actually feel but pretends as if he/she is feeling. Hochschild (1983, p. 33) stated that based on the situation needed for a work, even if employees do not actually feel the emotional feelings they are expected to show, they express those feelings by pretending just like an actor does. *Deep acting* is that an employee, in his/her relationship with the service recipient, makes an effort to really feel the feelings when expressing his/her feelings to service recipient. In this type of behavior, the employee changes his/her real situation so that the organization could achieve its goals (Hochschild, 1983, p. 33). In surface acting, change of the expressed feelings only comes into question, but there is neither increase nor decrease in feelings actually felt. However, in deep

acting, one tries to change his/her feelings that he/she actually feels (Brotheridge & Grandey, 2002; Hochschild, 1983). *Expression of natural emotions* is spontaneous emotional displays that are expressed without any special effort. Although it comes to mind that an employee who expresses natural emotions does not make much effort, some researchers agree that expressing this efficiently requires emotional effort (Brotheridge & Grandey, 2002). Thus, expression of natural emotions is added as the third dimension of emotional labor by some researchers.

Relationship between Teacher Autonomy and Emotional Labor

Teachers should consider differences in students' interests and skills and learning styles, so they should provide them with learning environments that will allow them to discover and realize themselves. Individualizing teaching is only possible when they a word in all phases of teaching. Furthermore, being more autonomous regarding professional and individual development will promote the quality of education they directly offer by following innovations. According to Çolak and Altinkurt (2017), autonomous teachers are in interaction with school directors, colleagues and students and make decisions based on their professional experiences, so they undertake responsibilities standing behind their decisions. In this sense, teacher autonomy incorporates the authentic and autonomous behaviors of teachers who are important stakeholders of education within the scope of memorandums, regulations, laws and pedagogical principles to help the school reach its educational purposes (Çolak and Altinkurt, 2017, p. 35). Attitudes of teachers who directly feel the responsibility of and act accordingly with educational process can be seen as a sign of occupational professionalism. Another concept of teacher professionalism is emotional labor. That teachers internalize their emotional states emerging from their interaction with their colleagues, directors and students as required by their profession in planning and execution of teaching and they express emotional display expected by them has taken its place in the literature as a required specification in professional teachers (Truta, 2014). Hoşgörür and Yorulmaz (2015) concluded in their study that teachers who show leadership especially in professional development display more emotional labor.

Expression of emotional labor constitutes an important part of teaching activities. Teachers show hard efforts and express emotional labor with awareness of its effects in teaching process (Koster, 2011, p. 76). In this respect, teaching is one of the professions where emotional labor is experienced very strongly with its characteristics of training students, self-sacrifice and self-devotion (Truta, 2014). According to Beğenirbaş and Yalçın (2012), teachers use different methods and techniques based on the content of the subject and express an intense emotional display with gestures and facial expressions they make while communicating with the school administration or students. The importance of the effort made by the teacher while practicing his/her profession for emotional labor comes in sight (Beğenirbaş and Yalçın, 2012, p. 4). Beytekin, Arslan and Doğan (2020) states that teachers' ability to manage their emotions in a way their profession requires can have a positive impact on their performance. According to Morris and Feldman (1996), the way of interaction of an employee with service recipient and autonomy of the employee are efficient in emotional display and these can cause emotional disharmony. Emotional disharmony increases in professions with face-to-face communication and emotional conflict decreases if there is employee's autonomy. There is an adaptation and balance between individuals' emotional displays and autonomous behaviors that are expected by their organization. However, disagreement and conflict may arise in emotion balancing process in individuals who have autonomous behaviors, thus this may end in work stress and burnout (Morris & Feldman, 1996). Achhnani (2020) also states that this conflict may lead emotional exhaustion and deterioration in the quality of teaching. Therefore, in case that emotional display is attributed to certain rules and limitations by the organization, emotional labor will have negative outcomes; however, in case that an organization allows an autonomous individual to show his/her own feelings to a certain extent, work stress will be lower and job satisfaction will be affected positively. There are several studies examining teachers' autonomy levels in relation to job satisfaction, working conditions,

stress, motivation, educational reforms, and central examinations (Ayril et al., 2014; lwata, 2013; Pearson & Moomaw, 2005; Sparks 2012; Şakar, 2013; Üzüm & Karslı, 2013; Yıldız, Günay & Özbilen, 2021). Besides, there are also studies examining emotional labor in relation to turnover, job commitment, service performance, burnout, alienation, teaching satisfaction and leadership (Ashforth & Humphrey, 1993; Beğenirbaş, 2013; Beytekin, Arslan & Doğan, 2020; Burić, Kim & Hodis, 2021; Chau, 2007; Grandey, 1999; Hoşgörür & Yorulmaz, 2015; Öztürk, 2011a; Yin 2015). Yet, no study has been found on teachers' autonomous behaviors and emotional labor. Within this framework, this study aims to investigate the relationship between teachers' autonomous behaviors and emotional labor. Accordingly, the following questions seek for answers:

1. What are the autonomous behavior levels of teachers?
2. Do teachers' autonomous behaviors significantly differ according to gender, school type, school grade and seniority variables?
3. What are the emotional labor levels of teachers?
4. Does teachers' emotional labor significantly differ according to gender, school type, school grade and seniority variables?
5. Is emotional labor of teachers a significant predictor of their autonomous behaviors?

METHODOLOGY

This research, was designed in relational survey model. Survey model aims to reveal a past or present situation as it is (Karasar, 2020, s.109). Thus, in this study which aims to identify the relationship between teacher autonomy behaviours and emotional labor, this model was preferred to design the research.

Population and Sample

The population of this study consisted of 8718 teachers working at the public and private schools in the city center and provinces of Muğla in 2017-2018 academic year. In order to determine the sample, disproportionate cluster sampling technique was used. The number of sample representing the population was calculated as at least 368 for 95% confidence level. Data were collected from a total of 507 teachers. As a result of examining the scales applied, it was determined that there was a lack of data in 16 scales and 42 scales were filled imprecisely. When the extreme values were analyzed, it was identified that 24 scales did not receive values from +3 to -3. After these scales were removed, analyzes were performed with 423 scales available.

53% of the teachers participating in the study were female (n=224) and 47% of them were male (n=199). Besides, 87.7% of teachers worked in public schools (n=371) while 12.3% of them worked in private schools (n=52). 13.9% of teachers worked in primary schools (n= 59), 20.8% in secondary schools (n=88), 40.4% in general high schools (n=171), and 24.8% in vocational high schools (n=105). Besides, 12.3% of the teachers worked as classroom teachers (n=52), 76.8% as branch teachers (n=325) and 10.9% as vocational teachers (n=46). Lastly, 18.2% of teachers had professional seniority between 1-5 years (n=56), 9.9% of them between 6-10 years (n=42), 15.1% between 11- 15 years (n=64), 24.5% between 16-20 years (n=104) and 37.1% of them have 21 or more years of professional seniority (n=157).

Data Collection

The data of this study were collected by the researcher from schools in Muğla province. First of all, face-to-face meetings were held with the teachers. During these meetings, the aim of the study was stated and the scales were distributed. At the end of the meetings, the scales filled in by the teachers were collected and included in the data set. The data for teacher autonomy of the research were collected through Teacher Autonomy Scale developed by Çolak (2016). The

scale is a Likert-type five-point scale involving options, which are (1) Strongly disagree, (2) Disagree, (3) Moderately agree, (4) Agree and (5) Strongly agree. The scale consists of 17 items and there are no reversely scored items in the scale. Besides, the scale comprises of four dimensions, namely teaching autonomy, curriculum autonomy, professional development autonomy and communication autonomy. Total scores can be obtained from the entire scale. The increase in the scores obtained from each dimension or the entire scale indicates that the general autonomy behaviors of the teachers increased. Cronbach's Alpha internal consistency coefficient was calculated as .82 for teaching autonomy, .82 for curriculum autonomy, .85 for the professional development autonomy, .78 for communication autonomy and .89 for the entire scale. Moreover, Cronbach's Alpha internal consistency coefficients were recalculated for this study as follows: .83 for teaching autonomy, .81 for curriculum autonomy, .78 for the professional development autonomy, .77 for communication autonomy and .88 for the entire scale.

On the other hand, in order to determine teachers' emotional labor behavior, the scale developed by Diefendorff et al. (2005) and adapted into Turkish by [Basım and Beğenirbaş \(2012\)](#) was used. The scale is a Likert-type five-point scale consisting of (1) Never, (2) Very rare, (3) Sometimes, (4) Often, (5) Always options to identify the level of participation in the items. The scale consists of 13 Likert-type items. There are no reversely scored items in the scale. Additionally, the scale comprises of three dimensions called as surface acting, deep acting and expression of naturally-felt emotions. Cronbach's Alpha internal consistency coefficient was calculated as .92 for surface acting, .85 for deep acting and .83 for expression of naturally-felt emotions. The recalculated Cronbach's Alpha internal consistency coefficients for this study were .88 for surface acting, .86 for deep acting and .87 for expression of natural felt emotions dimensions. These so-called internal consistency coefficients demonstrate that the reliability of the scale is rather high.

Data Analysis

In the analysis of the research data, descriptive statistics, t-test, one-way variance analysis and multiple regression analysis were used. The level of significance was determined as .05 for all the statistical analyses. Besides, in order to test the normality of the distribution, skewness and kurtosis coefficients were examined. The skewness coefficients were found to be between -.90 and .18 in all variables whereas the kurtosis coefficients were between -.52 and .80. Since these values were in the acceptable level between +1 and -1, the distribution was considered to be normal. In order to determine whether there were multiple connections between the variables examined in the study, variance increase factor (VIF) and non-standardized regression coefficients (B) were used. If the VIF value is more than 10 ([Hair, Anderson, Tatham, & Black, 1998](#)) or the value of B is more than 2, it is indicated that there is a multiple connection problem ([Çokluk, 2010](#)). In this study, the highest VIF value was calculated as 2.3 while the highest B value was .20.

Percentage and frequencies were applied in the analysis of personal information. Arithmetic mean and standard deviation were used in order to analyze teachers' opinions about autonomous behaviors and emotional labor behaviors. T-test was applied to determine whether teachers' autonomy behaviors and emotional labor differ significantly according to gender, school type, and variables whereas one-way analysis of variance (ANOVA) was used to identify whether it differs according to school level and seniority. Tukey and LSD tests which are among the multiple comparison tests were used to determine the source of the significant difference obtained according to the results of one-way analysis of variance. In addition, multiple regression analysis was used in order to identify whether or not the emotional labor of teachers significantly predicted autonomy behavior.

FINDINGS

In this section, the findings regarding the opinions of teachers about their autonomy behavior and emotional labor and whether these opinions differ significantly according to gender, school type, school level and seniority variables are presented. Then, the results of the regression analysis on whether or not teachers' emotional labor is a significant predictor of autonomy behaviors are given.

According to the findings obtained from the research, the *general autonomy* behaviors of teachers were above the moderate level ($\bar{x}=3.95$, $S=.53$). Besides, teachers were of the opinion that they felt most autonomous in the teaching process ($\bar{x}=4.13$, $S=.57$) among the autonomy dimensions. This dimension was followed by communication autonomy ($\bar{x}=4.11$, $S=.71$) and curriculum autonomy ($\bar{x}=3.85$, $S=.73$), respectively. The level in which teachers demonstrated autonomy behavior at the lowest level was professional development autonomy ($\bar{x}=3.56$, $S=.93$).

It was identified that the autonomy behaviors of teachers did not differ significantly according to *gender* variable. However, autonomy behaviors of teachers showed significant differences in according to *school type* variable in the dimensions of teaching autonomy [$t_{(421)}=2.95$; $p<.05$], curriculum autonomy [$t_{(421)}=3.54$; $p<.05$] and general autonomy [$t_{(421)}=2.19$; $p<.05$]. According to this; teachers working in private schools ($\bar{x}=4.35$, $S=.52$) stated that they had more autonomy in the teaching process when compared to teachers in public schools ($\bar{x}=4.10$, $S=.57$). Similarly, teachers working in private schools ($\bar{x}=4.19$, $S=.60$) remarked that they had more autonomy about curriculum than teachers in public schools ($\bar{x}=3.81$, $S=.64$). In addition, teachers working in private schools ($\bar{x}=4.10$, $S=.45$) opined that they had more general autonomy when compared to teachers in public schools ($\bar{x}=3.92$, $S=.53$). However, no significant difference was found in the autonomy behaviors of teachers according to *school type* in the dimensions of professional development autonomy [$t_{(421)}=.37$; $p>.05$] and communication autonomy [$t_{(421)}=1.03$; $p>.05$].

Teachers' opinions on teaching autonomy showed a significant difference according to *school level* [$F_{(3-419)}=4.39$; $p<.05$]. In the dimension of teaching autonomy, significant differences were found not only between Anatolian high school teachers and primary school teachers but also between Anatolian high school teachers and secondary school teachers. It was observed that primary school teachers ($\bar{x}=4.27$, $S=.53$) and secondary school teachers ($\bar{x}=4.25$, $S=.59$) showed more teaching autonomy behaviors when compared to Anatolian high school teachers ($\bar{x}=4.03$, $S=.55$). Moreover, teachers opinions regarding curriculum autonomy were identified to differ significantly according to school level [$F_{(3-419)}=3.06$; $p<.05$]. A significant difference was found in terms of curriculum autonomy dimension between primary school teachers and secondary school teachers. Accordingly, it was indicated that primary school teachers ($\bar{x}=4.01$, $S=.74$) and secondary school teachers ($\bar{x}=3.99$, $S=.64$) demonstrated more curriculum autonomy behaviors than Anatolian high school teachers ($\bar{x}=3.75$, $S=.72$). Likewise, it was determined that general autonomy behaviors of teachers differed significantly according to school level [$F_{(3-419)}=3.37$; $p<.05$]. Hereby, it was observed that primary school teachers ($\bar{x}=4.05$, $S=0.54$) and secondary school teachers ($\bar{x}=4.05$, $S=0.48$) had more autonomy behaviors when compared to Anatolian high school teachers ($\bar{x}=3.87$, $S=0.52$). On the other hand, no significant difference was obtained in the opinions of teachers related to the dimensions of professional development autonomy [$F_{(3-419)}=.38$; $p>.05$] and communication autonomy [$F_{(3-419)}=.57$; $p>.05$] according to school level.

It was also identified that the autonomy behaviors of teachers did not differ significantly in teaching autonomy [$F_{(4-419)}=1.49$; $p>.05$], curriculum autonomy [$F_{(4-419)}=2.23$; $p>.05$], professional development autonomy [$F_{(4-419)}=.21$; $p>.05$] and communication [$F_{(4-419)}=.69$; $p>.05$] dimensions

and also in general autonomy [$F_{(4-419)}=1.18$; $p>.05$] according to *seniority* variable.

According to the findings regarding the emotional labor behaviors of teachers, it was determined that teachers exhibited naturally-felt emotions ($\bar{x}=4.25$, $S=.64$) at the highest level among the emotional labor dimensions. This dimension is followed by deep acting ($\bar{x}=3.64$, $S=.92$) and surface acting ($\bar{x}=2.57$, $S=.95$) behavior, respectively.

The emotional labor demonstrations of teachers showed a significant difference in the dimension of surface acting behaviors according to *gender* variable [$t_{(421)}=.3.24$; $p<.05$]. Male teachers ($\bar{x}=2.73$, $S=.91$) were found to demonstrate more surface acting behaviors than female teachers ($\bar{x}=2.43$, $S=.96$). Similarly, teachers' opinions related to emotional labor differed significantly in deep acting dimension according gender variable [$t_{(421)}=2.30$; $p<.05$]. It was observed that male teachers ($\bar{x}=3.75$, $S=.83$) demonstrated more deep acting behaviors than female ones ($\bar{x}=3.54$, $S=.98$). There was also a significant difference in teachers' opinions on emotional labor according to gender in expression of natural felt emotions [$t_{(421)}=.2.89$; $p<.05$]. Female teachers ($\bar{x}=4.33$, $S=.63$) were determined to display more natural felt emotions when compared to male teachers ($\bar{x}=4.15$, $S=.65$).

When the emotional labor behaviors of teachers were investigated according to *school type* variable, no significant difference was observed in the dimensions of surface acting behaviors [$t_{(421)}=1.88$; $p>.05$], deep acting behaviors [$t_{(421)}=1.30$; $p>.05$] and naturally-felt emotions [$t_{(421)}=.94$; $p>.05$]. Likewise, according to *school level*, teachers' opinions regarding emotional labor behaviors did not differ significantly in the dimensions of surface acting [$F_{(3-419)}=2.03$; $p>.05$], deep acting [$F_{(3-419)}=2.02$; $p>.05$] and natural felt emotions [$F_{(3-419)}=.49$; $p>.05$]. In addition to these, when the emotional labor behaviors of teachers were examined according to *seniority* variable, there was no significant difference in the dimensions of surface acting behaviors [$F_{(4-419)}=.84$; $p>.05$], deep acting behaviors [$F_{(4-419)}=.1.64$; $p>.05$] and expression of naturally-felt emotions [$F_{(4-419)}=1.86$; $p>.05$].

The last purpose of this research was to determine whether emotional labor behaviors of teachers predicted autonomy behaviors at a significant level or not. The findings related to the statistics conducted for this purpose are included under this heading. The results of the regression analysis, performed in order to determine the level of teachers' emotional labor behaviors predicting teaching autonomy, are given in Table 1.

Table 1. Regression Analysis Results for the Prediction of Teaching Autonomy Behaviors

Variables	B	Standard Error	β	t	p	Binary r	Partial r
Constant	3.14	.24		12.89	.00		
Surface Acting	.01	.03	.02	.53	.59	-.05	.02
Deep Acting	.01	.03	.02	.43	.66	.03	.02
Natural Emotions	.21	.04	.23	4.56	.00	.22	.21
	$R=.23$	$R^2=.05$	$F_{(3-422)}=7.8$	$P=.00$			

The binary and partial correlations between emotional labor behaviors of teachers and their teaching autonomy are given in Table 1. A low level of relationship ($r=.22$) was observed between teaching autonomy and expression of naturally-felt emotions of teachers. Based on a review of other variables, a positive and low level of relationship was determined between teaching autonomy and expression of naturally-felt emotions ($r=.21$). A significant and close to moderate level of relationship was found between all dimensions of emotional labor and teaching autonomy ($R=.23$, $p<.05$). Besides, the dimensions of emotional labor explain 5% of the total variance in teaching autonomy. When the t-test results related to the significance of the regression coefficients were examined, it was seen that only the expression of naturally-felt emotions was a significant predictor of teaching autonomy.

In Table 2, the results of the regression analysis conducted in order to determine the level of teachers' emotional labor behaviors predicting the curriculum autonomy are presented.

Table 2. Regression Analysis Results for the Prediction of Curriculum Autonomy Behaviors

Variables	B	Standard Error	β	t	p	Binary r	Partial r
Constant	2.61	.31		8.35	.00		
Surface Acting	.03	.04	.03	.71	.47	-.03	.03
Deep Acting	.02	.04	.03	.67	.49	.05	.03
Natural Emotions	.25	.05	.22	4.26	.00	.20	.20
	R=.21	R ² =.04	F ₍₃₋₄₂₂₎ =6.8	P=.00			

The binary and partial correlations between emotional labor behaviors of teachers and their curriculum autonomy are demonstrated in Table 2. A positive and low level of relationship ($r=.20$) was identified between curriculum autonomy and expression of naturally-felt emotions of teachers. Based on a review of other variables, a positive and low level of relationship ($r=.20$) was observed between curriculum autonomy and natural emotions of teachers. In addition, there was a significant and close to moderate level of relationship between curriculum autonomy and all dimension of emotional labor ($R=.21$, $p<.05$). Hereby, the dimensions of emotional labor explain 4% of the total variance in curriculum autonomy. When the t-test results regarding the significance of regression coefficients were examined, it was identified that only the expression of naturally-felt emotions of teachers was a significant predictor of curriculum autonomy.

The results of the regression analysis, performed in order to determine the level of teachers' emotional labor behaviors predicting professional development autonomy, are demonstrated in Table 3.

Table 3. Regression Analysis Results for the Prediction of Professional Development Autonomy Behaviors

Variables	B	Standard Error	β	t	p	Binary r	Partial r
Constant	2.07	.39		5.21	.00		
Surface Acting	.08	.05	.08	1.62	.10	.06	.07
Deep Acting	.09	.05	.09	1.83	.06	.12	.08
Natural Emotions	.21	.07	.15	2.87	.00	.11	.13
	R=.18	R ² =.03	F ₍₃₋₄₂₂₎ =5.02	P=.00			

In Table 3, the binary and partial correlations between emotional labor behaviors of teachers and their professional development autonomy are examined. A positive and low level of relationship was obtained not only between professional development autonomy and deep acting behaviors ($r=.12$) but also between professional development autonomy and expression of naturally-felt emotions ($r=.11$). Based on a review of other variables, there was a positive and low level of relationship ($r=.13$) between professional development autonomy and natural emotions. Moreover, it was identified that there was a significant and low level of relationship between all dimensions of emotional labor and professional development autonomy ($R=.18$; $p<.05$). It was also determined that the dimensions of emotional labor explain 3% of the total variance in professional development autonomy. When the t-test results for the significance of regression coefficients were examined, it was observed that only the expression of naturally-felt emotions was a significant predictor of professional development autonomy.

In Table 4, the results of the regression analysis conducted in order to determine the level of teachers' emotional labor behaviors predicting the communication autonomy are presented.

Table 4. Regression Analysis Results for the Prediction of Communication Autonomy Behaviors

Variables	B	Standard Error	β	t	p	Binary r	Partial r
Constant	2.61	.29		8.80	.00		
Surface Acting	-.01	.04	-.02	-.39	.69	-.08	-.02
Deep Acting	.09	.03	.12	2.52	.01	.12	.12
Natural Emotions	.28	.05	.25	4.98	.00	.26	.23
	R=.29	R ² =.08	F ₍₃₋₄₂₂₎ =12.94	P=.00			

The binary and partial correlations between emotional labor behaviors of teachers and their communication autonomy are demonstrated in Table 4. It was determined that there was a positive and low level of relationship between communication autonomy and deep acting behaviors ($r=.12$) and also between communication autonomy and naturally-felt emotions ($r=.26$). Based on a review of other variables, a positive and low level of relationship was observed not only between communication autonomy and deep acting behaviors ($r=.12$), but also between communication autonomy and natural emotions of teachers ($r=.23$). In addition, there was a significant and close to moderate level of relationship between communication autonomy and all dimension of emotional labor ($R=.29$, $p<.05$). Hereby, the dimensions of emotional labor explain 8% of the total variance in communication autonomy. When the t-test results related to the significance of regression coefficients were examined, it was identified that deep acting behaviors and the expression of naturally-felt emotions of teachers were significant predictors of communication autonomy.

The results of the regression analysis, performed in order to determine the level of teachers' emotional labor behaviors predicting the general autonomy behaviors, are demonstrated in Table 5.

Table 5. Regression Analysis Results for the Prediction of General Autonomy Behaviors

Variables	B	Standard Error	β	t	p	Binary r	Partial r
Constant	2.70	.22		12.25	.00		
Surface Acting	.02	.03	.05	.92	.35	-.03	.04
Deep Acting	.04	.02	.08	1.63	.10	.10	.07
Natural Emotions	.23	.04	.28	5.64	.00	.27	.26
	R=.29	R ² =.08	F ₍₃₋₄₂₂₎ =12.94	P=.00			

In Table 5, the binary and partial correlations between emotional labor behaviors and general autonomy behaviors of teachers are examined. According to the results, a positive and low level of relationship was obtained not only between general autonomy behaviors and deep acting behaviors of teachers ($r=.10$) but also between general autonomy behaviors and expression of naturally-felt emotions ($r=.27$). Based on a review of other variables, a positive and low level of relationship ($r=.26$) was observed between general autonomy behaviors and natural emotions of teachers. Besides, it was determined that there was a significant and close to moderate level of relationship between all dimensions of emotional labor and general autonomy behaviors ($R=.29$, $p<.05$). It was also determined that the dimensions of emotional labor explain 8% of the total variance in general autonomy behaviors. When the t-test results for the significance of regression coefficients were examined, it was indicated that only the expression of naturally-felt emotions was a significant predictor of general autonomy behaviors.

DISCUSSION, RESULTS AND SUGGESTIONS

The results of this study regarding autonomy behaviors of teachers indicated that teachers displayed autonomy behaviors above the moderate level. Teachers stated that they behave in an autonomous way most during teaching among the other autonomy dimensions. This was followed by professional communication autonomy, curriculum autonomy and professional development autonomy, respectively. The results regarding comparison of teacher autonomy levels based on different dimensions correspond to the results of the study conducted by [Çolak and Altinkurt \(2017\)](#). The results demonstrate that teachers who participated in the study had a relatively major role in teaching process although decisions made by the authority of the education system in Turkey and the content are integrated into the curriculum in a way not to allow teachers to take much initiative. Thus, it is believed that they behave in accordance with

professionalism exerting more effort in this sense, being aware of their responsibilities.

Teachers are required to know and evaluate the environments they work in, due to their profession. Students' educational needs, interests and tendencies, ability to understand any issue as well as their skills and abilities may differ a lot from each other. Besides, each class may have different atmosphere and rules of conduct. Those who know best the dynamics affecting teaching in the classroom and should make the best and meaningful decisions with students are teachers. The necessary regulations should be made to allow teachers to be more autonomous in areas like selecting course materials and books, planning and practicing in-class activities considering variables that differ during teaching process. The structure of the curricula, the problems related to supervision practices, some problems and deficiencies related to professional inadequacy, prevent teachers from participating effectively in the design and implementation processes of the teaching process (Canbolat, 2020). Curriculum is prepared centrally by the Ministry of National Education in Turkey. Though determination of methods and techniques suitable for the course content depends on teachers' control and initiative, it is the Ministry of National Education that appoints learning outcomes, objectives, duration and contents (MEB, 2017). Curriculum does not grant teachers freedom for such matters. While the central management provides an image of integrity and order in teaching, it is not functional with its capacity for generating problems and solutions. Central provision of course books to be taught every year and prohibitions and restrictions to the use of different sources, books and materials for course contents prevent teachers from taking initiatives particularly in the curriculum and teaching process. Hence, curriculum should be prepared flexibly in order to enable teachers to make necessary regulations in accordance with the school rules, students' interests, needs and learning styles and teachers should be allowed to make their own choice among various and rich alternatives instead of using a single book which will be used in classes.

According to the study results, teachers showed the least autonomy behavior in professional development autonomy. The research showed that, teachers' sense of autonomy regarding their professional development helps them to develop a deeper sense of self-efficiency and also helps them to have positive attitude towards Professional development (Judah & Richardson, 2006; Schibeci & Hickey, 2004). It is obvious that teachers should be trained to have high communicative skills, professional and intellectual knowledge at a level to have the competence to become autonomous. In addition, considering that knowledge has a dynamic and unstable structure, teachers should maintain and improve their occupational professionalism and they should be aware of their responsibilities of renovating their professional competencies in accordance with their age. Besides providing educational support that they need for this, they should also be encouraged to take part in all kinds of scientific activities (congresses, symposiums, etc.). Furthermore, they should be directed to postgraduate education so that they can follow up scientific developments in their fields and expand their academic perspectives. In the permission directive of the Ministry of National Education, it is stated that the necessary precautions should be taken for graduate education, provided that teachers do not disrupt their duties (MEB, 2013). Although there is a legal regulation that paves the way for postgraduate education of teachers, it should be regulated so as not to allow any differences in practice. In this context, school directors should support and encourage teachers who are enrolled in postgraduate education and assist teachers by making necessary arrangements in their schedule.

When teacher autonomy behavior was compared in terms of various variables, autonomous behaviors significantly differed according to school type and grade variables, but they did not differ significantly according to gender and professional seniority variables. The results of other studies comparing teachers' autonomous behaviors according to gender are in accord with the results of this study. In their studies conducted with teachers, Çolak (2016) and Şakar (2013) concluded that there was no significant difference between autonomous behaviors of teachers and their gender.

There were significant differences in autonomy behaviors of teachers regarding teaching process and curriculum and in terms of general autonomy according to school type. Teachers in private schools showed more autonomous behaviors in teaching process and curriculum and in terms of general autonomy than teachers in public schools. Nevertheless, there was no significant difference between teachers' professional development and communication autonomy behaviors according to school type. Based on the statistics of the Ministry of National Education, the number of students per teacher was 16.6 in public primary schools, 9.1 in private primary schools, 16.9 in public secondary schools, 9.7 in private secondary schools, 19.6 in public high schools, and 9.2 in private high schools in Turkey as of 2016-2017 academic year (MEB Strateji Geliştirme Başkanlığı, 2017). As can be seen, the number of students per teacher in private schools is much lower than public schools. One of the reasons that teachers in private schools have more teaching autonomy may be that they have less students in number for whom they are responsible. It can be indicated that teachers in private schools design different methods and techniques based on students' interests and needs and they can have more voice in teaching process and preparing curriculum. According to Chubb and Moe (1988), private schools set standards to reach their goals and feel more independent determining their teaching methods. According to Ensari (2002), private schools are more independent and autonomous compared to public schools, they can determine their personnel, create their own curriculum and improve it (Ensari, 2002, p. 27). Aslan, Satıcı and Kuru (2006, p. 21) conducted a study on the efficiency of public and private schools and they revealed that autonomy levels of private schools regarding preparing schedules, teaching process, teaching materials and flexibility are higher than those of public schools. Similarly, Worth and Brande (2020) revealed in their study that the level of autonomy among the private sector teachers are relatively high. Teachers in private schools have more authority to use their specialization in planning, organizing education process and preparing programs. Thus, teachers in private schools have more opportunity to use initiative both in education process and rearrangement of curriculum based on students' needs.

Although autonomous behaviors of teachers in public schools seem to be relatively lower than those of private schools regarding teaching process, curriculum and general autonomy, the focal point should be that teachers working in public schools can show high levels of autonomy behavior in these dimensions. The working environment, in which teachers working at private schools are supported, functions the opposite way around in public schools especially in the teaching process. As a matter of fact, Ünsal and Çetin (2019) concluded in their study that private school teachers can be more flexible and autonomous in choosing alternative textbooks suitable for the curriculum. In addition to the centralized execution of curricula lately, access of teachers to alternative materials regarding course books and source selection has been blocked. Although prohibition of using different materials from the course books selected and sent by the center to public schools and imposing the use of standard curricula restrains teachers from showing autonomous behaviors, teachers in public schools can still show autonomous behaviors. This indicates that teachers in public schools are in struggle for practicing their profession devotedly.

Autonomous behaviors of teachers significantly were determined to differ significant in teaching process, curriculum and general autonomy dimensions according to school grade variable. Thus, primary school teachers and secondary school teachers show more autonomous behaviors in teaching process, curriculum and general autonomy when compared to Anatolian high school teachers. This result is consistent with the results of Yazıcı (2016). That primary school teachers show more autonomous behaviors in teaching process, curriculum and general autonomy than others may stem from the relatively intense relationship that teachers established with their classes for uninterrupted four years without examination anxiety. Buyruk and Akbaş (2021) also concluded similar results in their study. They stated that spending a long time with the students and being responsible for teaching many courses may cause primary school teachers to have more control over their labor processes. Indeed, Spilt, Koomen and Thijs (2011) revealed in

their study that well built teacher student relationships has an important impact on teachers' wellbeing. Therefore, this relatively stronger bond established by classroom teachers might have caused them to have more motivation in showing autonomous behaviors regarding educational issues particularly by adopting the process more easily. In a study conducted by [Kılınc, Bozkurt and İlhan \(2018\)](#) it was revealed that teachers also interpret teacher autonomy as high motivation for teaching.

Teachers were found to express natural emotions most among emotional labor dimensions. This was followed by deep acting and surface acting, respectively. While teachers express natural emotions at high levels, they show deep acting at moderate levels and surface acting at low levels. These findings give the impression that teachers, in general, tend to express their emotions frankly in their communication with the students, teachers and directors while performing the processes in schools. The results of study support the study results of [Yılmaz, Altinkurt, Güner and Şen \(2015\)](#), [Hoşgörür and Yorulmaz \(2015\)](#), [Moran \(2018\)](#), [Göç \(2017\)](#), [Basım and Beğenirbaşı \(2012\)](#) and [Beğenirbaşı \(2013\)](#). However, [Kıral \(2016\)](#) found that teachers showed surface acting, natural emotions and deep acting, respectively, while [Mavi \(2015\)](#) found that teachers showed deep acting most and this was followed by natural emotions and surface acting, in turn.

Teachers' expression of natural emotions at highest levels indicates that they express their real feelings without much effort while working. Their expression of natural emotions may indicate that they are in good agreement with the objectives of the organization. [Diefendorf and Gosserand \(2003\)](#) stated that if individuals adopt and apply the rules of emotional display set forth by the organization, this will let this emotional display to be natural, thus the potential loss to which individuals' emotional labor may be exposed can be eliminated. Although teachers' mean scores on surface acting are relatively lower, they are not actually low. Fake emotional display may lead teachers to emotional conflict. [Taylor \(2020\)](#) states that both surface and deep acting are commonly used by many teachers to offset the negative effects of emotional labor. [Hochschild \(1983\)](#) discussed that expressing emotions that are not felt will result in conflict and distress. She added that fake emotional behavior will lead to not only emotional but also physical wear on the individual after a while. [Burić, Kim and Hodis \(2021\)](#) also concluded in their study that faking emotions has a negative impact on teachers' wellbeing.

Therefore, school directors should create a school climate to allow teachers to naturally express their real emotions and thoughts in all processes concerning teaching at school and to be included in decisions made. Teachers feeling free and autonomous in expressing their real thoughts as well as using their specialization can display their natural emotions and make their emotions comply with the expectations of the school. Also, teachers who identify themselves with their profession will of course have higher motivation regarding having the characteristics that are necessary for their profession. Individuals who selected teaching as a lifestyle practice their profession willingly can express natural emotions far from imitation in every emotional display at school. Thus, teacher selection process should be designed in a way to measure the extent to which individuals identify teaching profession with their own identity.

While teachers' emotional labor behaviors differed significantly according to gender, they did not significantly differ according to school type, seniority and school grade. Emotional labor of teachers significantly differed in surface acting and expression of naturally-felt emotions according to gender. Male teachers showed more surface acting behaviors compared to female teachers. In addition, female teachers expressed more natural emotions than male teachers. The results show that female teachers practice their profession with more natural and sincere emotions than male teachers. This result is consistent with the results of [Yin's \(2015\)](#) and [Akgün and Yılmaz's \(2021\)](#) studies. A similar study by [Beğenirbaşı \(2013\)](#) determined that that males show more emotional labor than females in general sense; however, on dimension basis, males tend to more surface acting while females tend to express more natural emotions. Similarly, [Savaş \(2012\)](#)

conducted a study with teachers and directors and found that emotional labor mean scores of male teachers were higher than those of female teachers.

According to the results about whether emotional labor behaviors of teachers predicted autonomous behaviors or not, a significant and close to moderate level of relationship was found between all dimensions of emotional labor and *teaching autonomy*. The dimensions of emotional labor were identified to explain 5% of the total variance in teaching autonomy. Expression of naturally-felt emotions was a significant predictor of teaching autonomy. Besides, a significant and close to moderate level of correlation was found between all dimensions of emotional labor and *curriculum autonomy*. The dimensions of emotional labor explained 4% of the total variance in curriculum autonomy. Expression of naturally-felt emotions was a significant predictor of curriculum autonomy. A significant and low level of correlation was observed between all dimensions of emotional labor and *professional development autonomy*. The dimensions of emotional labor explained 3% of the total variance in professional development autonomy. Expression of naturally-felt emotions was also a significant predictor of professional development autonomy. A nearly moderate level and significant correlation was found between all dimensions of emotional labor and communication autonomy. The dimensions of emotional labor were determined to explain 8% of the total variance in communication autonomy. Expression of naturally-felt emotions and deep acting were identified to be significant predictors of communication autonomy. A significant and close to moderate level of relationship was found between all dimensions of emotional labor and *general autonomy*. The dimensions of emotional labor explained 8% of the total variance in general autonomy. Expression of natural emotions was also determined to be a significant predictor in the general autonomy behaviors of teachers.

It was determined in this study that except for surface acting and communication autonomy, none of the dimensions of teacher autonomy had a significant correlation with deep acting. In particular, that surface acting was insignificant in all dimensions of teacher autonomy can be regarded as an indicator that autonomous teachers do not express fake emotions during communication; on the contrary, they reflect real emotions. Another finding which supports this result is that expression of naturally-felt emotions is a significant predictor of all dimensions of teachers' autonomous behaviors. All findings of the relationship between autonomy and emotional labor demonstrate that emotional labor which autonomous teachers display in all issues regarding their teaching process, curricula, professional development and communication is that they express their natural emotions in the most correct way. Autonomous behaviors of teachers are generally their own preferences despite all limitations and this is a sign of their professionalism, too. In this sense, considering the willingness of teachers on practicing their profession in the most appropriate way, it is expected that emotional labor of autonomous teachers manifests mostly as natural emotions.

Evaluation of the study findings related to the relationship between autonomy and emotional labor in terms of emotional labor approach of [Morris and Feldman \(1996\)](#) will let the study results be interpreted in a new light. [Morris and Feldman \(1996\)](#) discussed autonomy of employees in the organization as a premise of their emotional labor. In places where employees are free and autonomous as regards expressing themselves, these individuals will express their emotions clearly rather than pretending in case there is any conflict between their real emotions and emotional display which is expected by their organization. This means that autonomous employees do not need for surface acting or deep acting. [Altinkurt & Yilmaz \(2014\)](#) drew attention to the importance of teachers' expression of their thoughts in all communications with directors, students, parents and colleagues and having a word in decisions to be made regarding education. If school directors create a school environment in which teachers can demonstrate their professionalism, this will ensure teachers' attachment to their organizations with a sense of belonging and practice their profession willingly and sincerely as a result ([Altinkurt & Yilmaz 2014, p. 290](#)).

Within the context of the above mentioned approaches, the results obtained from regression analysis bring two different aspects to the relationship between teacher autonomy and emotional labor. The first one is that teachers do not need to pretend (surface or deep acting) in such an organization but express their natural emotions by looking at autonomy from the perspective of individuals' ability to express their thoughts freely. The second one approaches autonomy from an organizational viewpoint in which the use of teachers' specialty is supported. People working in such an environment become aware of being an important part of the organization and adopt the organization and all of its processes (Liu, Chen, Zhao & Li, 2021). As a consequence, it will be possible for teachers' natural emotions to comply with the school's expectations regarding emotional display and hence emotions expressed by teachers in line with the organizational expectations, will be their natural emotions. Therefore, school directors should create a school climate to enable teachers to express their real emotions and thoughts naturally in all processes concerning teaching at school and to be included in decisions made. Teachers feeling free and autonomous in expressing their real thoughts as well as using their specialization can express their natural emotions and make their emotions comply with the expectations of the school.

Recommendations

Based on the research process, scope and results of this study, some suggestions are provided below for further studies on the relationship between teachers' autonomous behaviors and emotional labor.

- Further studies can be conducted on the relationship between teachers' emotional labor behaviors and variables such as organizational citizenship, cynicism, alienation and school climate.
- This study was conducted by quantitative method. Qualitatively designed researches on the subject can be compared with the results of this study.
- The study results demonstrated that despite being below the moderate level, teachers showed surface acting behaviors. Further studies can be conducted to find out the reason for this.
- Teachers in private schools were identified to act more autonomous behaviors than those in public schools in the teaching process, curricula dimensions and in terms of general autonomy. In-depth research can be carried out to find out the reason for this by including all private schools in Muğla province of Turkey.
- Although teachers in public schools displayed less autonomous behaviors than those in private schools and they felt the current legal limitations more intensely, they still showed autonomous behaviors at a certain level. Further qualitative studies can be conducted to determine the main reasons that repulse teachers in public schools to show autonomous behaviors.

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Öğretmenlerin Özerklik Davranışları ile Duygusal Emekleri Arasındaki İlişki¹

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Özet

Bu araştırmada, öğretmenlerin özerklik davranışları ile duygusal emekleri arasındaki ilişkinin belirlenmesi amaçlanmıştır. Araştırmanın evrenini, 2017-2018 eğitim öğretim yılında Muğla il merkezi ve ilçelerindeki kamu ve özel ilköğretim, ortaokul ve liselerinde görev yapan öğretmenler oluşturmaktadır. Tarama modelindeki araştırmanın örneklemini oransız küme örnekleme yöntemi ile seçilmiş 423 öğretmen oluşturmuştur. Araştırmada veri toplama aracı olarak Çolak (2016) tarafından geliştirilen Öğretmen Özerkliği Ölçeği ve Diefendorff ve arkadaşları (2005) tarafından geliştirilen, Basım ve Beğenirbaş (2012) tarafından Türkçeye uyarlanan Duygusal Emek Ölçeği kullanılmıştır. Verilerin çözümlenmesinde betimsel istatistikler, t testi, ANOVA ve çoklu regresyon analizi kullanılmıştır. Araştırmadan elde edilen sonuçlara göre, öğretmenlerin genel özerklik davranışları orta düzeyin üzerindedir. Öğretmenler, özerklik boyutları arasında en çok öğretim sürecinde özerklik davranışları sergilemektedirler. Bu boyutu sırası ile mesleki iletişim özerkliği, öğretim programı özerkliği ve mesleki gelişim özerkliği boyutları izlemektedir. Öğretmenlerin özerklik davranışları, okul türü, okul kademesi değişkenlerine göre anlamlı düzeyde farklılaşmakta; cinsiyet ve kıdem değişkenlerine göre anlamlı düzeyde farklılaşmamaktadır. Öğretmenler, duygusal emek boyutları arasında en çok doğal duygular sergilemektedirler. Bu boyutu sırası ile derinden ve yüzeysel rol yapma davranışları izlemektedir. Öğretmenlerin duygusal emek davranışları, cinsiyet değişkenine göre anlamlı düzeyde farklılaşmakta; okul türü, okul kademesi ve kıdem değişkenlerine göre anlamlı düzeyde farklılaşmamaktadır. Duygusal emeğin tüm boyutları ile öğretim süreci özerkliği, öğretim programı özerkliği, mesleki iletişim özerkliği ve genel özerklik arasında orta düzeye yakın, mesleki gelişim özerkliği ile arasında düşük düzeyde ve anlamlı ilişkiler bulunmuştur. Doğal davranış, öğretmen özerkliğinin tüm boyutlarının anlamlı bir yordayıcısıdır.

Anahtar Kelimeler: Duygusal emek, Özerklik, Öğretmen özerkliği, Öğretmen.



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Genişletilmiş Özet

Problem: Toplumların bilgi çağına geçişi, ekonomik, politik ve toplumsal alanda pek çok değişimi beraberinde getirdiği gibi, toplumların geleceğin üyelerinden beklentilerinde de farklılaşmalara neden olmuştur. Bu beklentileri karşılayabilecek beceri ve yeterliklere sahip bireyleri yetiştirmenin temel sorumluluğu ise okullarda ve onların asıl bileşeni olan öğretmenlerdedir. 2016-2017 öğretim yılında Milli Eğitim Bakanlığı'nun öğretim programlarında gerçekleştirdiği yenileme çalışmalarında, öğrencilere gündelik hayatlarında kullanabilecekleri temel bilgilerin kazandırılması dışında; yaşadığı hayatı sorgulayabilme, olgulara eleştirel bakabilme, kültürler arası farklılıkları kabul edebilme, problem çözebilme, özgür ve özerk davranabilme gibi çeşitli bilişsel, sosyal ve bireysel yeterlilik ve becerilerin kazandırılması zorunlu görülmektedir (MEB, 2017, s.8). Bu yetilerin öğrencilere kazandırılma sürecinde öğretmen, öğrenmeyi kolaylaştıran, öğrencilere alternatif yollar gösteren ve bireyin öğrenme sürecinde kendi sorumluluğunu alarak bağımsız karar verebilme becerisini geliştiren bir rehber olarak rol almıştır (Koç, 2006, s.56-57). Bu açıdan özerk davranış sergileyen öğretmenler öğretim ortamını, öğrenci ilgi ve ihtiyaçlarına yönelik içerik, materyaller ve yöntemler seçerek düzenleyebilirler. Bunun sonucunda da, öğrencilerin sağlıklı planlanmış öğretim ortamında daha başarılı olmasını sağlayabilirler (Çolak, Altınkurt & Yılmaz, 2017, s.193). Bu bakış açısıyla öğretmenin, öğretim programı ve materyalleri ile sınıf içi ders uygulamalarını, öğrencinin ilgi, gereksinim ve öğrenme stillerini dikkate alarak yeniden düzenleme sorumluluğu öne çıkmaktadır. Öğretimin bu şekliyle bireyselleştirebilmesi ve istenilen çıktıları üretmesi, öğretmenlerin hem öğretim süreçlerinde, hem de mesleki gelişimleri ile ilgili süreçlerde özerk davranması ile mümkün olabilecektir.

Özerk davranabilen bireyleri, eylemlerine yön verecek olan durumlara karar veren, bağımsız davranma kapasitesine sahip kişiler olarak tanımlayan Littlewood (1997), bu kapasitenin iki temel bileşene bağlı olduğunu ifade eder: yetenek ve isteklilik. Bu yönüyle değerlendirildiğinde, işinde özerk davranabilen bir öğretmen, eğitim işine fazlasıyla gönüllü ve istekli olarak katılıyor demektir. Öğretmenin mesleğine karşı sahip olduğu bu tutum, onun öğretmenliği profesyonelce gerçekleştirmeye karşı sahip olduğu bir hazıroluş durumu olarak kabul edilebilir. Öğretmen özerkliği, öğretmenlerin birçok profesyonel meslekte olduğu gibi okulu ilgilendiren konularda ve öğretim ile ilgili etkinlikleri planlama ve uygulama aşamalarında söz sahibi olmaları ve sorumluluk almaları anlamına gelmektedir. Özerk öğretmen; öğrencilerinin ilgi ve gereksinimleri doğrultusunda, kendisinin belirlediği ve oluşturduğu öğretim materyallerini kullanarak, yine kendisinin belirlediği yöntem ve teknikleri kullanarak içeriği uygulamaya koyma konusunda özgür hareket eder. Bu bağlamda özerk öğretmen, profesyonelliğini rahatlıkla öğretimine yansıtabilen öğretmendir (Öztürk, 201a1; Pearson ve Moomaw, 2005). Nitekim Pearson ve Moomaw (2005) çalışmalarında öğretmen özerkliğinin, profesyonellelikle doğrudan ilişkili olduğu sonucuna ulaşmışlardır. Öğretmen profesyonelliği ile ilişkili bir diğer kavram da duygusal emektir (Altınkurt ve Yılmaz, 2014; Altınkurt ve Ekinci, 2016; Hoşgörür, 2017). Öğretmenlerin, okul içi tüm iletişimlerinde duygularını etkili bir şekilde yöneterek, kendilerinden beklenen duygusal gösterimlerde bulunmaları olarak nitelenen bu kavram bugün profesyonel öğretmenlerde aranan bir özellik olarak alanyazındaki yerini almıştır (Truta, 2014).

Duygusal emek, çalışanların işleri ile ilgili sorumluluklarını yerine getirirken, hizmeti alanlar ile olan etkileşimlerinde olumlu etki bırakmak için duygularını gerektiğinde değiştirerek, örgütün beklentisi doğrultusunda sergilemeleri şeklinde ortaya çıkmaktadır (Hochschild, 1983, s.7). Morris ve Feldman (1996) duygusal emeği, kişiler arası etkileşimler sırasında -örgüt tarafından beklenen duyguların sergilenebilmesi amacıyla- bireylerin duygularını planlama, kontrol etme ve gösterme süreci olarak ifade etmektedirler (Morris ve Feldman, 1996, s. 987). Okullarda da öğretmenler mesleklerini yerine getirirken öğrenci, veli, yönetici ve meslektaşları ile etkileşimleri

esnasında duygusal emek sergilemek durumunda kalmaktadırlar (Beğenirbaş ve Yalçın, 2012). Hoşgörür ve Yorulmaz (2015) çalışmalarında, özellikle profesyonel gelişim anlamında liderlik sergileyen öğretmenlerin, daha fazla duygusal emek sergiledikleri sonucuna ulaşmışlardır. Bu bağlamda, işiyle ilgili özerk davranma çabası içinde olan profesyonel bir öğretmenin, duygusal emek anlamında da daha fazla çaba içerisinde olacağı düşünülmektedir. Castro ise (2013) bireyin çalıştığı örgütte gerek mesleki anlamda görev ve sorumluluklarını yerine getirirken, gerekse bireysel davranış ve tutum açısından özgür ve özerk davranması durumunda, duygusal gösterimlerinde bir çelişki olmayacağını belirterek özerklik ile duygusal emek arasındaki ilişkinin önemini ortaya koymuştur (Castro, 2003, s.40). Morris ve Feldman'a göre ise (1996) bireylerin örgütte kendilerini özerk hissetmeleri durumunda mesleki iş doyumlarının artacağını, bunun sonucunda da duygusal gösterimlerinde bir çatışma olmayacağını belirtmişlerdir. Bu açıdan öğretmenlerin okullarda özgür ve özerk davranıyor olabilmeleri; onların okul yönetimi, veli, öğrenci ve meslektaşları ile etkileşimlerinde duygusal emek sarfederken, gerçek duygularını sergilemelerinin okulun amaçlarına olumlu katkı yapacağı öngörülebilir.

Morris ve Feldman'a göre (1996) çalışan ile hizmeti alanların etkileşim biçimi ve çalışanın özerkliği duygusal gösterimlerde etkili olmakta ve bunlar duruma göre duygusal uyumsuzluğa neden olabilmektedir. Yüz yüze iletişimin olduğu mesleklerde duygusal uyumsuzluk artmakta, çalışanların özerkliğinin bulunduğu durumlarda duygusal çatışma azalmaktadır. Bireylerin örgütün kendisinden beklediği duygusal gösterimler ile kendilerine has özerk davranışlar arasında bir uyarlama, dengeleme söz konusudur. Ancak özerk davranışı yüksek olan bireylerde duygu dengelemesi süreçlerinde bir çatışma ve uyumsuzluk ortaya çıkabilmekte bu durumda da iş stresine ve tükenmişlik ile sonuçlanabilmektedir (Morris & Feldman, 1996). Bu kapsamda örgüt tarafından duygusal gösterimin belli kurallara ve sınırlamalara dayandırıldığı durumlarda duygusal emeğin olumsuz sonuçlarının olacağı; buna karşın özerk bireyin belli oranda kendi davranışlarını sergilemesine izin verildiği durumlarda iş stresinin daha az yaşanacağı ve iş tatmininin bundan olumlu etkileneceği söylenebilir. Türkiye'de öğretmenlerin özerk davranışları ile duygusal emek davranışlarını inceleyen bir çalışmaya ulaşamamıştır. Bu çerçevede bu araştırmanın amacı, öğretmenlerin özerklik davranışları ile duygusal emekleri arasındaki ilişkiyi incelemektir. Bu genel amaç doğrultusunda şu sorulara yanıt aranmıştır:

1. Öğretmenlerin özerklik davranışları ne düzeydedir?
2. Öğretmenlerin özerklik davranışları, cinsiyet, okul türü, okul kademesi ve kıdem değişkenlerine göre anlamlı farklılık göstermekte midir?
3. Öğretmenlerin duygusal emek düzeyleri nasıldır?
4. Öğretmenlerin duygusal emekleri cinsiyet, okul türü, okul kademesi ve kıdem değişkenlerine göre anlamlı farklılık göstermekte midir?
5. Öğretmenlerin duygusal emekleri, özerklik davranışlarının anlamlı bir yordayıcısı mıdır?

Yöntem: Öğretmenlerin özerklik davranışları ile duygusal emekleri arasındaki ilişkinin belirlenmeye çalışıldığı bu araştırma tarama modelinde desenlenmiştir. Araştırmanın evrenini 2017-2018 öğretim yılında Muğla il merkezi ve ilçelerinde bulunan kamu ve özel ilkökul, ortaokul ve liselerde görev yapan 8718 öğretmen kapsamaktadır. Örneklemin belirlenmesinde oransız küme örnekleme tekniği kullanılmıştır. Evreni temsil edecek örneklem sayısı % 95 güven düzeyi için en az 368 olarak hesaplanmıştır. Toplam 507 öğretmenden veri toplanmıştır. Uygulanan ölçeklerin incelenmesi sonucunda 16 ölçeğin verilerinde eksiklik olduğu ve 42 ölçeğin özensiz doldurulduğu belirlenmiştir. Uç değerler incelendiğinde 24 ölçeğin +, - 3 değerler dışında değerler aldığı belirlenmiştir. Bu ölçekler çıkarıldıktan sonra kullanılabilir durumda olan 423 kişiden elde edilen verilerle analizler gerçekleştirilmiştir. Araştırmada veri toplama aracı olarak, Çolak (2016) tarafından geliştirilen Öğretmen Özerkliği Ölçeği ile Diefendorff ve arkadaşları (2005) tarafından geliştirilen ve Basım ve Beğenirbaş (2012) tarafından Türkçeye uyarlanan Duygusal Emek ölçeği kullanılmıştır.

Bulgular/Sonuç: Öğretmenlerin özerklik ve duygusal emek davranışları arasındaki ilişkinin

belirlenmesi amacıyla gerçekleştirilen bu araştırmanın özerklik davranışları ile ilgili sonuçları, öğretmenlerin orta düzeyin üzerinde özerklik sergilediklerini göstermektedir. Öğretmenlerin özerklik boyutları arasında en çok öğretme sürecinde özerk oldukları görülmüştür. Bu boyutu sırası ile mesleki iletişim özerkliği, öğretim programı özerkliği ve mesleki gelişim özerkliği izlemektedir. Araştırmanın öğretmen özerkliğinin düzeyi ve farklı boyutlara göre karşılaştırılmasına yönelik sonuçları Çolak ve Altunkurt'un (2017) araştırmasında elde ettiği sonuçlar ile örtüşmektedir. Bu durum, Türk eğitim sisteminde merkezden alınan kararlar ve içeriği öğretmene fazla inisiyatif bırakmayacak şekilde oluşturulan eğitim programlarına rağmen araştırmaya katılan öğretmenlerin öğretim sürecinde nispeten önemli bir rol üstlendiklerini göstermektedir. Bu kapsamda yetki ve sorumluluklarının bilincinde daha fazla emek sergileyerek profesyonellik mesleğine uygun davrandıkları düşünülebilir.

Öğretmenlerin meslekleri gereği çalıştıkları ortamları çok iyi tanımaları ve değerlendirmeleri gerekmektedir. Öğrencilerin öğretimsel ihtiyaçları, ilgi ve eğilimleri, bir konuyu anlama yetilerinin yanında, beceri ve yetenekleri birbirinden çok farklı olabilmektedir. Bunun yanında her sınıfın birbirinden farklı iklimi ve davranış koşulları vardır. Sınıfta öğretime etki eden dinamikleri en iyi bilen ve öğrencilerle ilgili en iyi ve anlamlı kararları vermesi beklenen kişiler ise öğretmenlerdir. Bu bakımdan öğretmenlerin öğretim sürecinde farklılık gösteren değişkenleri dikkate alarak ders materyali ve kitap seçimi, sınıf içi etkinlik planlama ve yürütme gibi alanlarda daha özerk olmalarının sağlanması için gerekli düzenlemelerin yapılması gerekmektedir. Eğitim programları Türkiye'de Milli Eğitim Bakanlığı tarafından tek elden merkezi olarak hazırlanmaktadır. Sınıfta ders içeriğine uygun yöntem ve tekniklerin belirlenmesi öğretmenlerin kontrolünde ve inisiyatifinde olsa da, kazanım, amaç, süre ve içerikleri MEB tarafından belirlenmektedir (MEB, 2017). Öğretim programları öğretmenlere bu konularda bir serbestlik alanı bırakmamaktadır. Merkezi yönetim okullarda öğretimde bir bütünlük ve düzen görüntüsü sağlarken, sorun ve çözüm üretme kapasitesiyle işlevsel değildir. Her yıl okutulacak olan ders kitaplarının tek elden çıkması, ders içeriğine göre farklı kaynak, kitap ve materyallerinin kullanılmasına getirilen yasaklamalar ve kısıtlamalar öğretmenlerin özellikle öğretim programı ve öğretim sürecinde inisiyatif kullanmalarını engellemektedir. Bu anlamda eğitim programları, öğretmenlerin okulun koşulları ve öğrencilerin ilgi, gereksinim ve öğrenme stillerine uygun olarak gerekli düzenlemeleri yapabilmelerini sağlayacak esneklikte hazırlanmalı ve öğretmenlere derslerde kullanılacak tek bir kitap sunma yerine çeşitli ve zengin alternatifler arasından kendi seçimlerini yapabilme hakkı tanınmalıdır.

Araştırma sonuçlarına göre, öğretmenlerin en az özerklik davranışı sergiledikleri boyut mesleki gelişim özerkliği olmuştur. Öğretmenlerin onlara özerk olabilme konusunda yetkinlik sağlayacak düzeyde yüksek iletişimsel becerilere, mesleki ve entelektüel birikime sahip yetiştirilmeleri gerektiği açıktır. Bununla birlikte, bilginin devingen ve değişken yapısı göz önüne alındığında, öğretmenlerin mesleki profesyonelliklerini sürdürmelerini ve geliştirmelerini sağlama ve mesleki yeterliklerini çağına uygun olarak yenileme sorumluluğunun bilincinde olmaları da gerekmektedir. Bunların sağlanması için gereksinim duydukları eğitim desteklerinin temin edilmesi yanında, her türlü bilimsel etkinliklere (kongre, sempozyum vb.) katılımlarının teşvik edilmesi gerekmektedir. Ayrıca, alanlarındaki bilimsel gelişmeleri takip edebilmeleri ve akademik bakış açılarını genişletebilmeleri açısından lisansüstü eğitime yönlendirilmeleri gerekmektedir. Milli Eğitim Bakanlığının izin yönergesinde öğretmenlerin görevlerini aksatmayacak şekilde yüksek lisans öğrenimleri için gerekli kolaylık sağlanır denilmektedir (MEB, 2013). Öğretmenlerin lisansüstü eğitim yapmalarının önünü açan yasal mevzuat bulunmakla birlikte, bu mevzuatın uygulamada farklılıkların oluşmasına imkân vermeyecek şekilde yeniden düzenlenmesi gerekmektedir. Bu kapsamda okul müdürlerinin de lisansüstü eğitim yapan öğretmenleri desteklemesi, teşvik etmesi ve öğretmenlerin ders programlarında gerekli düzenlemenin yapılmasına yardımcı olmaları gerekmektedir.

Öğretmenlerin özerklik davranışları çeşitli değişkenler açısından karşılaştırıldığında, özerklik davranışlarının okul türü açısından, özel okullarda görev yapan öğretmenlerin kamu okullarında

görev yapan öğretmenlere göre daha özerk olduğu; okul kademesine göre ise ilkökul öğretmenlerinin ortaokul ve lise öğretmenlerine göre daha özerk davranışlar sergiledikleri belirlenmiştir. Cinsiyet ve mesleki kıdem değişkenlerine göre ise anlamlı düzeyde farklılaşmadığı görülmüştür. Alanyazında öğretmenlerin özerklik davranışlarının cinsiyet değişkenine göre karşılaştırılmasına yönelik araştırma sonuçları bu araştırmanın sonuçları ile paralellik göstermektedir. Çolak (2016) ve Şakar'ın (2013) öğretmenlerle yaptıkları çalışmalarda öğretmenlerin özerklik davranışları ile cinsiyetleri arasında anlamlı bir fark bulunmadığı ortaya konmuştur.

Öğretmenlerin öğretme süreci ve öğretim programı boyutlarına yönelik ve genel özerklik açısından özerklik davranışlarında, çalıştıkları okul türüne göre anlamlı farklılıklar bulunmuştur. Özel okullarda görev yapan öğretmenler, devlet okulunda görev yapan öğretmenlere göre öğretme süreçleri ve öğretim programı boyutlarında ve genel özerklik açısından daha fazla özerk davranışlar sergilemektedirler. Bununla birlikte öğretmenlerin mesleki gelişim ve mesleki iletişim özerkliği davranışları çalıştıkları okul türüne göre anlamlı bir farklılık göstermemektedir. Milli Eğitim istatistiklerine göre Türkiye'de 2016-2017 öğretim yılı itibariyle öğretmen başına düşen öğrenci sayısı devlet ilkokullarında 16.6, özel ilkokullarda 9.1; devlet ortaokullarında 16.9, özel ortaokullarda 9.7; devlet liselerinde 19.6, özel liselerde 9.2'dir (MEB Strateji Geliştirme Başkanlığı, 2017). Görüldüğü üzere özel okullarda öğretmen başına düşen öğrenci sayısı devlet okullarından çok daha azdır. Özel okullarda görev yapan öğretmenlerin daha fazla öğretme süreci özerkliği davranışları sergilemesinin bir sebebi de sorumlu oldukları öğrenci sayılarının daha az olması olabilir. Bu durum özel okullardaki öğretmenlerin, öğrencilerin ilgi ve gereksinimlerine göre farklı yöntem ve teknikler planlayarak öğretim sürecinde ve öğretim programını hazırlamada daha fazla belirleyici olabildikleri şeklinde yorumlanabilir. Chubb ve Moe'ya göre (1988) özel okullar, kendi hedeflerine ulaşmada standartlar koymakta ve öğretim metotlarını belirlemede daha özgür davranmaktadırlar. Ensari'ye göre (2002) özel okullar devlet okullarına göre daha özgür ve özerk olup, öğretim kadrosunu kendileri belirleyip, kendi öğretim programlarını oluşturmakta ve geliştirmektedirler (Ensari, 2002, s.27). Aslan, Satıcı ve Kuru'nun (2006, s.21) devlet ve özel okulların etkililiği üzerine yaptıkları çalışmada, özel okulların ders programları hazırlama, öğretim süreci, öğretim materyali ve esneklik düzeylerinin daha yüksek düzeyde olduklarını ortaya koymuşlardır. Bu kapsamda özel okullardaki öğretmenlere eğitim süreçlerini planlama, düzenleme ve program hazırlama ile ilgili olarak uzmanlıklarını kullanma konusunda daha fazla yetki verildiği söylenebilir. Böylece hem eğitim sürecinde hem de eğitim programının öğrencilerin ihtiyaçlarına göre yeniden düzenlenmesinde özel okul öğretmenlerinin daha fazla inisiyatif kullanabildikleri söylenebilir.

Devlet okullarındaki öğretmenlerin özel okullarda görev yapan öğretmenlere göre öğretme süreci, öğretim programı ve genel özerklik açısından özerklik davranışları görece düşük görünmesine rağmen, durumu yorumlamak için odaklanılması gereken nokta devlet okullarında görev yapan öğretmenlerin bu boyutlarda yüksek düzeyde özerklik davranışları sergileyebiliyor olmalarıdır. Özel okullardaki özellikle öğretme süreci boyutunda öğretmenlerin desteklendikleri çalışma ortamı, devlet okullarında tersine işlemektedir. Nitekim Ünsal ve Çetin (2019), çalışmalarında özel okul öğretmenlerinin, öğretim programına uygun alternatif ders kitabı seçiminde daha esnek ve özerk davranabildikleri sonucuna ulaşmışlardır. Son dönemlerde öğretim programlarının tek elden yürütülmesinin yanında, ders kitabı ve kaynak seçimi konusunda öğretmenlerin alternatif materyallere ulaşmalarının önü kesilmiştir. Her yıl devlet okullarına merkezden seçilerek gönderilen ders kitaplarından farklı kaynakların kullanılmasının yasak olması ve standart öğretim programlarının kullanılmasının dayatılması gibi durumlar öğretmenleri özerk davranışlar sergileme konusunda baskı altında tutuyor olsa da, devlet okullarındaki öğretmenler hala özerk davranışlar sergileyebilmektedirler. Bu durum, devlet okullarındaki öğretmenlerin mesleklerini özveri ile yerine getirme çabası içinde olduklarını göstermektedir.

Öğretmenlerin özerklik davranışları okul kademesine değişkenine göre öğretme süreci, öğretim programı ve genel özerklik boyutlarında anlamlı düzeyde farklılaşmaktadır. Buna göre

ilkokul öğretmenleri ve ortaokul öğretmenleri, anadolu lisesi öğretmenlerine göre öğretme süreci, öğretim programı ve genel özerklik boyutlarında daha fazla özerk davranışlar sergilemektedirler. Öğretim süreci, öğretim programı ve genel özerklik düzeyleri açısından ilkököl öğretmenlerinin diğer kademelere göre daha fazla özerk davranışlar sergiliyor olmaları, öğretmenlerin sınav kaygısı olmadan kesintisiz 4 yıl boyunca sınıfları ile kurdukları görece daha yoğun bağdan kaynaklanıyor olabilir. Sınıf öğretmenlerinin kurdukları bu bağ; süreci daha kolay sahiplenerek, özellikle öğretim ile ilgili konularda özerk davranışlar sergileme konusunda daha yoğun motive olmalarına neden olmuş olabilir.

Araştırmanın duygusal emek davranışlarına ilişkin sonuçları incelendiğinde öğretmenlerin duygusal emek boyutları arasında en çok doğal duygular sergiledikleri görülmüştür. Bu boyutu sırası ile derinden rol yapma ve yüzeysel rol yapma izlemektedir. Öğretmenler yüksek düzeyde doğal duygular sergilerlerken, orta düzeyde derinden rol yapma, düşük düzeyde de yüzeysel rol yapma davranışı sergilemektedirler. Bu sonuçlar genel anlamda öğretmenlerin okullardaki süreçleri gerçekleştirirken öğrenci, öğretmen ve yöneticiler ile kurdukları iletişimlerde duygularını içtenlikle sergileme eğiliminde oldukları şeklinde yorumlanabilir. Araştırmada elde edilen sonuçlar [Yılmaz, Altinkurt, Güner ve Şen \(2015\)](#), [Hoşgörür ve Yorulmaz \(2015\)](#), [Moran \(2018\)](#), [Göç \(2017\)](#), [Basım ve Beğenirbaş \(2012\)](#) ve [Beğenirbaş'ın \(2013\)](#) verilerini destekler niteliktedir. Buna karşın [Kural'ın \(2016\)](#) yaptığı çalışmada, öğretmenlerin en çok yüzeysel rol yapma, ardından sırasıyla doğal duygular ve derinden rol yapma davranışları; [Mavi'nin \(2015\)](#) çalışmasında ise en çok derinden rol yapma, bunu takiben doğal duygular ve yüzeysel rol yapma davranışları sergiledikleri belirlenmiştir.

Öğretmenlerin en yüksek düzeyde doğal duygular sergilemeleri, onların çalışırken gerçekten hissettikleri duyguları, çok bir çaba sarf etmeden hissederek sergilediklerini göstermektedir. Öğretmenlerin doğal duygular sergilemeleri, onların örgütün amaçları ile bir uyum içerisinde olduklarının göstergesi olabilir. [Diefendorf ve Gosserand \(2003\)](#), bireyin çalıştığı örgüt tarafından koyulan duygusal gösterim kurallarını benimsemesi ve uygulamasının zamanla bu duygusal gösterimlerin doğallaşmasına sebep olacağını, böylece çalışanın duygusal emeğin olumsuz etkilerinden görebileceği olası zararın ortadan kalkabileceğini belirtmektedir. Bununla birlikte öğretmenlerin yüzeysel rol yapma davranış ortalamaları görece düşük olsa da, az değildir. Sahteleştirilmiş duygu gösteriminde bulunmanın öğretmeni duygusal çatışmaya sürüklemeye olasıdır. [Hochschild \(1983\)](#) hissedilmeyen duyguların sergilenmesinin zamanla bir çelişkiye, sıkıntıya yol açacağını ifade etmiştir. Bu sahte duygusal davranışın bir süre sonra birey üzerinde yalnızca duygusal değil, aynı zamanda fiziksel yıpranmaya da yol açabileceğini belirtmiştir.

Okul yöneticileri, okulda öğretimi ilgilendiren tüm süreçlerde öğretmenlerin gerçek duygu ve düşüncelerini doğal bir şekilde ifade edebilmelerini ve alınan kararlara katılmalarını destekleyecek bir okul iklimi oluşturmalarıdır. Okulda kendilerini hem gerçek düşüncelerini ifade etme hem de uzmanlıklarını konuşturabilme konularında özgür ve özerk hisseden öğretmenler, doğal duygularını sergileyebilecekleri gibi, bu duygularının okulun kendilerinden beklentileri ile uyumlu hale gelmesi de sağlanmış olabilecektir. Ayrıca, meslekleri ile kendilerini özdeşleştirmiş olan öğretmenler elbette ki mesleklerinin gerektirdiği özellikleri taşıma konusunda daha yüksek motivasyon sahibi olacaklardır. Öğretmenliği bir yaşam biçimi olarak seçen bireyler mesleklerini severek icra ettiklerinden, okuldaki her türlü duygusal gösterimlerinde; taklitten uzak, doğal duygular sergileyebileceklerdir. Bu nedenle öğretmen seçme süreçleri, bireylerin öğretmenlik mesleğini kendi kimlikleri ile ne düzeyde özdeşleştirdiklerini de ölçmeye olanak tanıyacak şekilde tasarlanmalıdır.

Öğretmenlerin duygusal emek davranışları cinsiyet değişkenine göre anlamlı düzeyde farklılaşırken; okul türü, kıdem ve okul kademesi değişkenlerine göre anlamlı düzeyde farklılaşmamaktadır. Öğretmenlerin duygusal emekleri cinsiyet değişkenine göre yüzeysel rol yapma ve doğal duygular boyutlarında anlamlı düzeyde farklılık göstermektedir. Erkek öğretmenler kadın öğretmenlere göre daha fazla yüzeysel rol yapma davranışları sergilemektedirler. Buna ek olarak kadın öğretmenler erkek öğretmenlere göre daha fazla doğal duygular sergilemektedirler. Elde

edilen sonuçlar, kadın öğretmenlerin erkek öğretmenlere göre daha doğal ve içten duygularla mesleklerini icra ettiklerini göstermektedir. Bu araştırmaya benzer nitelikte [Beğenirbaş \(2013\)](#) genel olarak erkeklerin kadınlardan daha fazla duygusal emek sergilediklerini; boyutlar bazında ise erkeklerin daha fazla yüzeysel rol yapma davranışı sergilerlerken, kadınların daha fazla doğal duygular sergilediklerini ifade etmiştir. Benzer şekilde [Savaş \(2012\)](#), öğretmen ve müdürlerle yaptığı çalışmada erkek öğretmenlerin genel duygusal emek puan ortalamalarının kadın öğretmenlerden anlamlı olarak daha yüksek düzeyde olduğunu belirlemiştir.

Araştırmanın öğretmenlerin duygusal emek davranışlarının özerklik davranışlarını yordayıp yordamadığına ilişkin sonuçlarına göre, duygusal emeğin tüm boyutları ile öğretme süreci özerkliği arasında orta düzeye yakın ve anlamlı bir ilişki bulunmuştur. Duygusal emeğin boyutları, öğretme süreci özerkliğindeki toplam varyansın % 5'ini açıklamaktadır. Doğal duygular öğretme süreci özerkliğinin anlamlı yordayıcısıdır. Duygusal emeğin tüm boyutları ile öğretim programı özerkliği arasında orta düzeye yakın ve anlamlı bir ilişki bulunmuştur. Duygusal emeğin boyutları, öğretim programı özerkliğindeki toplam varyansın % 4'ünü açıklamaktadır. Doğal duygular öğretim programı özerkliğinin anlamlı yordayıcısıdır. Duygusal emeğin tüm boyutları ile mesleki gelişim özerkliği arasında düşük düzeyde ve anlamlı bir ilişki bulunmuştur. Duygusal emeğin boyutları, mesleki gelişim özerkliğindeki toplam varyansın % 3'ünü açıklamaktadır. Doğal duygular, mesleki gelişim özerkliğinin anlamlı yordayıcısıdır. Duygusal emeğin tüm boyutları ile mesleki iletişim özerkliği arasında orta düzeye yakın ve anlamlı bir ilişki bulunmuştur. Duygusal emeğin boyutları, mesleki iletişim özerkliğindeki toplam varyansın % 8'ini açıklamaktadır. Doğal duygular ve derinden rol yapmanın mesleki iletişim özerkliğinin anlamlı yordayıcıları olduğu belirlenmiştir. Duygusal emeğin tüm boyutları ile genel özerklik arasında orta düzeye yakın ve anlamlı bir ilişki bulunmuştur. Duygusal emeğin boyutları, genel özerkliğin toplam varyansının % 8'ini açıklamaktadır. Doğal duyguların genel özerkliğin anlamlı yordayıcısı olduğu belirlenmiştir.

Araştırmada öğretmen özerkliğinin tüm boyutları ile yüzeysel rol yapma davranışı ve mesleki iletişim özerkliği boyutu hariç- derinden rol yapma davranışı arasında anlamlı ilişki bulunmadığı belirlenmiştir. Özellikle yüzeysel rol yapma davranışının öğretmen özerkliğinin tüm boyutlarında anlamsız çıkması, özerk davranışlar içinde olan öğretmenlerin okuldaki etkileşimlerinde sahte duygular sergilemediklerinin, aksine sergiledikleri duyguların gerçek hisleri olduğunun bir göstergesidir. Araştırmanın bu bulgusunu destekler nitelikte olan bir diğer bulgusu da, duygusal emek boyutlarından olan doğal duyguların, öğretmenlerin özerklik davranışlarının tüm boyutlarının anlamlı bir yordayıcısı olduğudur. Özerklik ve duygusal emek ilişkisine yönelik tüm bulgular, öğretim süreçleri, öğretim programları, mesleki gelişimleri ve mesleki iletişimleriyle ilgili konularda özerk davranan öğretmenlerin sarfettikleri duygusal emeğin, doğal duygularını en doğru şekilde ifade etmek biçiminde olduğunu göstermektedir. Öğretmenlerin özerklik davranışları, mevcut tüm sınırlılıklara rağmen çoğunlukla kendi seçimleridir ve bu durum aynı zamanda profesyonelliklerinin de bir göstergesidir. Bu anlamda özerk öğretmenlerin sarfettikleri duygusal emeğin –mesleklerini en doğru şekilde icra etme konusundaki isteklilikleri göz önünde bulundurulduğunda- daha çok doğal duygular şeklinde olması da beklenen bir sonuçtur.

Araştırmanın özerklik-duygusal emek ilişkisine yönelik bulgularının [Morris ve Feldman'ın \(1996\)](#) duygusal emek yaklaşımı açısından değerlendirilmesi araştırmanın bulgularının farklı bir gözle yorumlanmasını sağlayabilecektir. [Morris ve Feldman \(1996\)](#), çalışanların örgütteki özerkliğini duygusal emeklerinin bir öncülü olarak ele almışlardır. Çalışanların kendilerini ifade etmek konusunda özerk oldukları örgütlerde; bireylerin durumlar karşısındaki gerçek hisleri ile örgütlerin kendilerinden beklediği duygusal gösterimlerin çatışması durumunda, bireyler rol yapmak yerine kendi duygularını açıkça dile getirebileceklerdir. Bu durum özerklik sahibi çalışanların yüzeysel ya da derinden rol yapmalarına gerek duymadıkları anlamına gelmektedir. [Altinkurtve Yılmaz'da \(2014\)](#) çalışmada öğretmenlerin eğitim yöneticileri, öğrenciler, veliler ve meslektaşları ile kurdukları her türlü etkileşimlerinde düşüncelerini özgürce dile getirebilmelerinin ve öğretim ile ilgili alınacak kararlarda söz sahibi olabilmelerinin önemine vurgu yapmıştır. Okul yöneticilerinin, öğretmenlerin

profesyonelliklerini sergileyebilmelerine olanak tanıyan bir okul iklimi oluşturmaları, öğretmenlerin örgütlerine aidiyet duygusu ile bağlanmalarına ve dolayısıyla mesleklerini severek ve içtenlikle icra etmelerine katkı sağlayabilecektir (Altinkurt & Yılmaz, 2014, s.290).

Bu araştırmanın regresyon analizinden elde edilen sonuçları, yukarıda anılan yaklaşımlar bağlamında değerlendirildiğinde öğretmen özerkliği ve duygusal emek ilişkisine iki farklı açılım getirmektedir. Bunlardan ilki, özerkliğe bireylerin düşüncelerini özgürce dile getirebilmeleri çerçevesinden bakarak, öğretmenlerin böyle bir örgütsel ortamda rol yapmaya (yüzeysel ya da derinden) gerek duymayıp doğal duygularını sergiledikleri yönündedir. İkincisi ise özerkliğe öğretmenlerin uzmanlıklarını kullanmalarının desteklendiği bir örgütsel iklim çerçevesinden bakar. Böyle bir iklimde çalışanlar, örgütün önemli bir parçası olduklarının farkına vararak, örgütü ve içindeki tüm süreçleri sahiplenebileceklerdir (Liu, Chen, Zhao & Li, 2021). Bunun bir sonucu olarak öğretmenlerin gerçek hislerinin, okulun duygusal gösterimler konusundaki beklentilerine uyumlu hale gelmesi söz konusu olabilecek ve öğretmenlerin sergiledikleri duygular -örgütsel beklentilerle uyumlu- doğal duyguları olacaktır. Bu nedenle okul yöneticileri, okulda öğretimi ilgilendiren tüm süreçlerde öğretmenlerin gerçek duygu ve düşüncelerini doğal bir şekilde ifade edebilmelerini ve alınan kararlara katılmalarını destekleyecek bir okul iklimi oluşturmalıdır. Okulda kendilerini hem gerçek düşüncelerini ifade etme hem de uzmanlıklarını konuşturabilme konularında özgür ve özerk hisseden öğretmenler, doğal duygularını sergileyebilecekleri gibi, bu duygularının okulun kendilerinden beklentileri ile uyumlu hale gelmesi de sağlanmış olabilecektir.

Öneriler

Öğretmenlerin özerklik davranışları ile duygusal emekleri arasındaki ilişkinin araştırıldığı bu çalışmada, araştırma sürecine, kapsamına ve elde edilen sonuçlara dayalı olarak ileri araştırmalara yönelik geliştirilen öneriler aşağıda sunulmuştur.

- Öğretmenlerin duygusal emek davranışlarının, örgütsel vatandaşlık, sinizm, yabancılaşma, okul iklimi gibi değişkenlerle ilişkisine yönelik ileri araştırmalar yapılabilir.
- Bu araştırma nicel yöntem kullanılarak yapılmıştır. Konu ile ilgili nitel desenlenmiş araştırmalar ile bu araştırmanın bulguları karşılaştırılabilir.
- Araştırma sonuçlarında öğretmenlerin ortalamasının altında da olsa yüzeysel davranış sergiledikleri belirlenmiştir. Bunun nedenini ortaya koyacak ileri araştırmalar yapılabilir.
- Araştırma sonuçlarına göre özel okullarda görev yapan öğretmenlerin, öğretme süreci ve öğretim programı boyutlarında ve genel özerklik açısından devlet okullarında görev yapan öğretmenlere göre daha özerk davrandıkları belirlenmiştir. Bunun nedenlerini ortaya koyabilmek açısından Muğla ilinde bulunan tüm özel okulları kapsayacak şekilde derinden araştırmalar yapılabilir.
- Araştırma sonuçlarına göre devlet okullarında görev yapan öğretmenlerin özel okullara görece olarak daha az özerklik davranışları sergileseler dahi, mevcut yasal sınırlılıkları üzerlerinde daha yoğun hissetmelerine rağmen belirli düzeyde özerklik davranışları sergileyebildikleri görülmüştür. Devlet okullarındaki öğretmenleri özerk davranmaya iten temel nedenleri belirleyebilmek için ileri nitel araştırmalar desenlenebilir.