



Relationship between perceived levels of emotional labor and organizational commitment among female heads of profile department at pedagogical universities

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Abstract. *Purpose.* The present study aims to analyze the relationship between perceived levels of emotional labor and organizational commitment among women heads of profile department at pedagogical universities in Ukraine. *Study design.* The research population consisted of 80 women department heads in 31 teacher-training universities, 15 of which are pedagogical universities in Ukraine in the first quarter of 2020. A 16-item “Emotional Labor Scale” and an 18-item “Organizational Commitment Scale” were applied to the participants for data collection. SPSS 17.0 package program was used to analyze frequency and percentage values of demographic features and arithmetic means and standard deviations of scale scores. While Independent T-test was used for the analysis of marital status and job satisfaction variables, One-way ANOVA test was used to analyze age, length of service and the number of department academics. *Findings.* Women academics’ genuine acting behaviors were lowly and negatively correlated with deep acting behavior ($r = .17$), lowly and positively correlated with emotional commitment ($r = .13$), highly and positively correlated with continuance commitment ($r = .71, p < .01$), and lowly and positively correlated with normative commitment ($r = .01$). Women academics’ deep acting behaviors were lowly and positively correlated with emotional commitment ($r = .29, p < .05$), lowly and negatively commitment with continuance commitment ($r = .05$), and moderately and positively correlated with normative commitment ($r = .42, p < .01$). Women academics’ emotional commitment behaviors were lowly and positively correlated with continuance commitment ($r = .21$) and normative commitment ($r = .24$). Their continuance commitment behaviors were lowly and negatively correlated with normative commitment ($r = .09$). *Values of results.* The findings of the present study suggested a moderate positive correlation between women academics’ levels of emotional labor and organizational commitment. While significant differences were observed in terms of marital status and age, no statistically significant differences were found in terms of length of service, number of department academics and job satisfaction.

Key words: women, female managers, emotional labor, organizational commitment.

Introduction

With the advent of communicative age in a rapidly globalizing world, various technological and scientific developments have emerged. In this respect, economic and social progress in the

organizational contexts have gradually become a vital aspect which improves human life from several perspectives. The contribution of service sector and employees to the national economy has started to increase remarkably. It can be observed that educational sector or education workers employees sometimes experience positive or negative emotions arising out of organizational effectiveness. Organizational efforts to shape and manage employees' emotions have caused emotional labor to occupy an important position in the field of organizational behavior. Today's organizations expect employees to use their physical and mental labor and reflect their emotions in their organizational efforts (Doğan, 2019).

In recent years, companies, including educational institutions, have aimed to gain advantage in their respective competitive markets by focusing on customer satisfaction at a higher level. The standardization of product and service types in various sectors has changed the paradigm for competitiveness. In this respect, it cannot be denied that service sector employees' attitudes towards customers bear utmost importance. Various studies demonstrated that employees' levels of organizational commitment influenced organizational outputs at a significant level. One of these organizational outputs is emotional labor. Despite being invisible, emotions are important elements which improves an employee's job performance. However, employees are also influenced by several internal and external factors when they display behaviors in accordance with organizational goals. Organizational commitment, which is one of these factors, affects employees' behaviors and attitudes as a preliminary norm and as an output. An employee's organizational commitment will affect his / her emotional attitude towards the customers of that organization (Yasım, Işık, 2020).

Emotional labor

Human beings start to feel their emotions once they come into existence in the world. Therefore, it can be stated that the effects of an individual's feelings during his / her existence also bear significance. The studies on emotion as a scientific concept first appeared in the early 1800s (Durak Buz, 2019). It is crucial to note that in addition to self-evaluation process and physiological changes in an individual's inner world, emotions also make themselves visible in an individual's external world, which points to the fact that emotions are considered in social environments and work life (Seçer, 2005). According to the interactive approach towards emotions, human beings may start to control and manage their emotions within time. Thus, an individual may develop an ability unintentionally to display behaviors conforming to their emotional state (Güngör, 2009).

Technological developments and competitive business environment enable production and employment in the field of service sector to transform and improve itself. In addition to physical and mental labor, rapid development of service sector required different sources. Labor represents physical and mental efforts to fulfil a certain task or produce a certain product. Emotional labor, which is a combination of emotions and physical efforts, comprises an indispensable part of work life (Usta, Akova, 2015). The notions of emotion and labor are the most popular research topics in the field of organizational behavior and related sub-disciplines (Basım, Beğenirbaş, 2012).

Emotional labor is seen as a double-edged sword. It may lead to various misunderstandings on the part of the actors and audience depending on the emotions displayed by the actor on the screen. At this point, actors' behaviors will remain as untimely efforts (Mann, 1997). According to Hochschild (1983), emotional labor is the process by which employees feel, manage and display a certain emotion towards the customer in order to offer the best service depending on the type of their tasks in the organizational hierarchy.

Emotional labor is the service offered by an employee in return for a certain fee or reward. There are at least three types of labor (Kılıç, Demirel, 2019).

1. *Mental Labor*. It is an employee's ability to process the information differing from his / her skills.
2. *Physical Labor*. It is an employee's physical effort to fulfil an assigned task in an organization structure.
3. *Emotional Labor*. It is an employee's display of emotions conforming to the service expected from him / her.

Various definitions of emotional labor explain the concept from the employer's perspective as an employee's display of emotions expected by an organization and hiding his / her own emotions to increase the level service and ensure the continuity of customer satisfaction. Employees display their emotional labor towards customers in different ways, and this difference has led to the emergence of emotional labor dimensions (Pala, Tepeci, 2009).

Developed by K. H. L. Chu and S. K. Murrmann, "Emotional Labor Scale" was used to measure participants' levels of emotional labor. The scale consists of three different sub-dimensions, namely surface acting, genuine acting and deep acting behavior (Chu, Murrmann, 2006). Surface acting is changing one's emotional expression without changing his / her inner emotional state. The person working at the level of surface acting pretends by suppressing his / her real feelings, even though he / she does not really feel that way (Ashforth, Humphrey, 1993). Employees who can exhibit surface acting create a positive atmosphere by changing their voice tones in verbal communication or using nonverbal language tools specific to body language such as gestures and mimics (Dijk, Kirk, 2007). They must suppress their true feelings since they are asked to display the expected behavioral patterns (in the form of facial expression, gesture, or tone of voice). However, this does not mean that the employee does not feel anything in any way. At this point, it is noteworthy that the emotional states of the employees as human beings are different from what they feel (Chu, Murrmann, 2006).

Employees who prefer the deep acting behavior strategy can control their feelings or create different feelings (Dijk, Kirk, 2007). Emotional labor is related to the deep behavior that the employee who experiences inconsistency / deviation between the emotions required by the job and his / her own emotions so that she / he could reflect the desired emotions to the customers (Kaya, Ozhan, 2012). In this type of behavior, employees change their internal emotional state to meet organizational expectations (Hochschild, 1983).

While providing the service, there may be situations where the employees act by really feeling the emotion they need to show. This type of behavior is the genuine acting behavior dimension. In the dimension of sincere behavior, employees display humane behavior that will be displayed or shown under ordinary conditions rather than the behavior expected by the organization. In this process, the employee does not need to pretend (Ashforth, Humphrey, 1993). Therefore, since the person feels exactly like that and acts as he / she feels, the behaviors he / she exhibits in communicating with others are perceived as sincere.

Organizational commitment

In recent years, increasing competitiveness in the business world has required organizations to demand their employees' active participation and efforts in the organizational goals. Therefore, organizational commitment has been considered as one of the most important research fields of management science and defined in various ways depending on the organizational context and researcher's point of view (Lizote et al., 2017). One of the first researchers to have conceptualized organizational commitment from the perspective of employee-organization relationship, H. S. Becker states that an employee needs to give up some benefits while leaving an organization for another one (Becker, 1960). M. E. Sheldon puts forward the idea that an employee's organizational commitment is directly proportional to organizational goals, norms and values (Ghaffar, Khan, 2017; Sheldon, 1971).

O. Grusky defines organizational commitment as the degree of an individual's commitment to a given organization (Grusky, 1966). According to J. Meyer and N. Allen, organizational commitment represents a psychological state which reveals an employee's psychological approach towards an organization, the relationship between the employer and the organization and is a factor which encourages an individual to stay as the member of that organization (Meyer, Allen, 1990). The researchers analyzing demographic factors that affect the organizational commitment of employees and determine the levels of employee commitment in three different dimensions (emotional commitment, continuance commitment, normative commitment), concluded that they differ depending on gender, marital status, age, level of education and work experience (Taşlyan, Pekkan 2017).

Emotional commitment expresses the attitude of the individual to the organization, to identify him / herself with the organization and will to stay in the organization. Continuance commitment is associated with the perceived cost of leaving the organization. In other words, it determines the result of possible losses, negative consequences of leaving the organization or the benefits of being in the organization because of the employee's decision. Finally, normative commitment defines the perceived obligation of staying in the organization. Emotional commitment, which reflects the desire to stay in the organization as it includes an emotional commitment, causes employees to identify with the organization and its internal activities and to stick to them sincerely (Meyer, Maltin, 2010; Meyer, Parfyonova, 2010; Meyer et al., 2012; Bingham et al., 2013; Meyer, Stanley, Vandenberg, 2013). An organization member establishes a psychological bond with the organization with the feelings of love, belonging, and loyalty she / he feels towards the organization (Chang, 1999). Employees are loyal to their organizations due to seeing their organization as a family and accepting themselves as a part of the family (Bobbie, 2007).

The attendance commitment reflects the employee's awareness of the costs of leaving the organization (Meyer, Maltin, 2010; Meyer, Parfyonova, 2010; Meyer et al., 2012; Bingham et al., 2013; Meyer et al., 2013). Thus, instead of sincere feelings in emotional commitment, the individual expectations and interests of the employee are at the forefront. The employee remains to be a member of the organization to the extent of his / her interests.

Normative commitment provides the employee with socialization opportunities within a culture that encourages loyalty in the organizational environment, as it includes a commitment to stay in the organization along with a sense of obligation (Meyer, Maltin, 2010; Meyer, Parfyonova, 2010; Meyer et al., 2012; Bingham et al., 2013; Meyer et al., 2013). Therefore, it indicates the employee's dedication to the organization and reflects his / her tendency to be committed or loyal. Behaviors and attitudes of employees who display normative commitment are compatible with organizational mission, goal, policy, and activity style, and these employees internalize organizational values and beliefs (Wiener, 1982).

Literature Review

When the literature was examined, it was observed that there were many studies conducted on the topics of emotional labor and organizational commitment. The literature selected in the study consists of more current and comprehensive studies as it covers recent times.

Emotional labor

Based on the views of A. R. Hochschild as well as K. H. L. Chu and S. K. Murrmann considered emotional labor as a type of labor that has a mutual exchange value since emotions are managed through physical representations and sold for a certain fee, and they focused on the behavior of employees (Hochschild, 1983; Chu, Murrmann, 2006). K. H. L. Chu and S. K. Murrmann, who pointed

out that the employees in the service sector are expected to make an effort to exhibit positive emotions, assessed the actions of the employees during the provision of the service in two dimensions as «emotional labor and emotional deviation.» According to them, since employees in the service sector are asked to display emotional labor behaviors during the process of joining the organization, it is aimed to gain an understanding to ensure customer satisfaction, that is, it is desired to comprehend the importance of communicating with a smile during service delivery (Chu, Murrmann, 2006). Since it is believed that the sincere behavior of the employees in the service sector (especially in the field of tourism) and their pleasant attitude contribute to the product or service produced, this is perceived as an added value from the managerial point of view.

N. N. Polatkan and E. Kiral reported in their study on the relationship between emotional commitment behaviors and job satisfaction that while teachers first displayed surface acting behaviors, they later displayed more genuine and deep acting behaviors (Polatkan, Kiral, 2017). It was observed that teachers' levels of emotional labor were moderate (Ertürk, Kara, Güneş, 2016). In a study on the relationship among emotional labor, burnout, and the intent to leave it was found that teachers' levels of burnout were positively related to "surface acting", which is one of the emotional labor behaviors, whereas it was negatively related to the genuine acting behavior (Skorik, 2015; Lee, 2017).

K. Youngmi carried out a study to measure middle school teachers' levels of emotional labor, emotional consonance and burnout and observed that South Korean teachers displayed a high level of emotional labor, while displaying a low level of emotional consonance (Youngmi, 2016). H. Yin reported that deep acting and genuine acting behaviors had positive effects on teachers' job satisfaction (Yin, 2015). L. Kondrashova, exploring the expediency of modeling the educational process to stimulate and harmonization the intellectual and emotional strength, professional development of graduates of pedagogical universities, states that intelligence and emotions are two components of pedagogical success, and their harmonization is the basis of high professionalism of teacher (Kondrashova, 2010). X. Zheng with colleagues revealed the critical role of emotional labor in the field of education and leadership in the last ten years and analyzed the relationship among leadership, emotional labor, and teacher self-sufficiency by focusing on the intermediary role of emotional labor strategies (Zheng, Yin, Wang, 2018).

It was found a positive relationship between school managers' deep acting behavior and teachers' perception of deep acting behavior and managers' and teachers' perception of surface acting (Liu, Zheng, Lu, 2016). K. Develiveli reported in their study that academics displayed surface, genuine and deep acting behaviors respectively. It was also reported that academics' emotional labor behaviors did not differ significantly in terms of gender, age, marital status, length of service and title, although it differed significantly in terms of level of education and job satisfaction (Develiveli, 2018). It was underlined the importance of a discrete approach towards emotions and a triangular approach towards emotional labor in terms of analyzing mutual relationships among teachers and stated that these might offer important practical solutions to improving teachers' emotional state (Buric, Sliskovic, Penezic, 2019). S. Ahmad with colleagues revealed the negative effects of emotional labor force strategies on leadership attitude. In addition, it was found that surface acting was significantly and negatively related to the leader's organizational commitment and loyalty (Ahmad et al., 2019). Similarly, genuine and deep acting behaviors are significantly and positively related to the leader's organizational commitment and loyalty. Path analysis results suggest that the leader's job satisfaction functioned partially as an intermediary factor for the relationship between the leader's emotional labor strategies and attitudes.

Organizational commitment

New employees contributed to the organizational commitment positively at the end of a six-month period (Meyer, Allen, 1990). Organizational and professional commitment dimensions

were interdependent factors (Meyer, Allen, Smit, 1993). It was found significant correlation among teachers' perception of empowerment and professional and organizational commitment and perception of citizenship (Bogler, Somech, 2004). A moderate positive correlation was established between school managers' coordination of school employees and teachers' levels of organizational commitment (Sharif et al., 2010). The researchers found a positive correlation among informative leadership, interactive leadership and organizational commitment and stated that each dimension affected academics' commitment in a positive way (Dahie, Mohamed, Mohamed, 2017). B. R. Werang and E. A. G. Pure analyzed three different views (teachers' personality traits, working conditions and education policies) which are considered to influence teachers' commitment and improve them (Werang, Pure, 2018). The academics displayed emotional, continuance and normative commitment respectively. It was also found that academics' levels of perceived organizational commitment did not differ significantly in terms of gender, age, marital status, length of service and level of education, while it differed significantly in terms of title and job satisfaction (Develiveli, 2018). It was found a significant relationship among all variables and stated that a secure working environment partially contributed to the relationship between the organizational commitment and emotional labor (Yasım, Işık, 2020).

The existing studies in the literature play a vital role in shaping organizational management and measuring individuals' commitment to their organization. The present study mainly aims to analyze the relationship between perceived levels of emotional labor and organizational commitment among women heads of department at pedagogical universities. In this respect, the research sub-questions of the present study can be listed as follows.

1. What are female academics' levels of emotional labor behaviors?
2. What are female academics' levels of organizational commitment behaviors?
3. Is there a significant relationship between female academics' emotional labor behaviors and organizational commitment?
4. Do female academics' levels of emotional labor and organizational commitment significantly differ in terms of age, marital status, length of service, number of department academics and job satisfaction?

The contribution of the present study

Pedagogical universities should be supported and provided with scientific environments which improve student performances to create a contemporary university atmosphere and bring up healthier generations. Like other service sectors, as the input and output of a university are individuals in a society, dominating culture at a university heavily influences personal traits and qualifications, which require academics to display respectful, tolerate and reliable attitudes and behaviors. Academics' display of emotional behaviors towards their students during an interaction offers information about the quality of their service. Additionally, the analysis of the relationship between emotional labor behaviors and organizational commitment will reveal the extent to which academics' emotional labor behaviors affect their level of organizational commitment.

Method

Sample

The initial study sample consisted of 80 female department heads in 31 teacher-training universities, 15 of which are pedagogical universities in Ukraine in the first quarter of 2020. Questionnaires were sent to 80 female department heads in an online format. Information on the study was given, the study's aim was mentioned, and they were told that data entry was voluntary. As a result,

61 female department heads completed the data entry by filling the questionnaires correctly. The questionnaires were prepared and presented in English. The translation of the questionnaire made by the English language and literature instructors was sent online to six participants who declared that they did not know English for data entry. The frequency and percentage distributions describing the personal traits of the group are demonstrated in Table 1.

Table 1. Demographic characteristics of participants

Personel Details	Parameters	Frequency	%
Marital Status	Married	42	69
	Single	19	31
Age	18–30	2	3
	31–40	4	6
	41–50	24	40
	51–60	22	36
	60 and more	9	15
Length of Service	1–10	3	5
	11–15	6	10
	16–20	18	30
	21 and more	34	55
Number of Department Academics	1–10	16	26
	10–19	31	51
	20 and more	14	23
Job Satisfaction	Yes	55	90
	Maybe / No	6	10

Instrument and Procedures

A questionnaire was used as a data collection tool in this study. It consisted of three parts. The first part includes a “Personal Information Form” with demographic variables. The second part is a scale, namely “Emotional Labor Scale”, and consists of 16 questions. Finally, the third part consists of a scale with eight questions, namely “Organizational Commitment Scale”, to measure participants’ level of organizational commitment. The data collection form used in the present study consists of five questions regarding participants’ marital status, age, length of service, number of department academics and job satisfaction.

“*Emotional Labor Scale*” was used to measure participants’ levels of emotional labor (Chu, Murrmann, 2006). The scale consists of three different sub-dimensions, namely surface acting, genuine acting and deep acting behavior. K. H. L. Chu and S. K. Murrmann developed their scale including 15 items in the dimensions of “emotional labor and emotional deviation” and declared that the scale could be considered as 19 items in various cultures. The authors calculated the Cronbach’s alpha values of the scale as 0.89 for the emotional deviation dimension and 0.77 for the emotional labor dimension in their study. In the results of their analyses, they revealed that the scale could be used in three dimensions as well as its two-dimensional structure. The researchers stated that the fit indices of the three-dimensional structure of the scale were more appropriate than the fit indices of the two-dimensional structure. However, they did not use and named the three-dimensional structure (Kiral, 2016a). K. Kiral adapted Chu and Murrmann’s Scale into Turkish and conducted it over 19 items in his research on school administrators. As a result of the explanatory factor analysis, he removed the items on the scale with factor load values below 0.40 and the items with a factor load difference of 0.10 and above between the two factors (items 12, 14, and 18), and revealed that the scale worked in three dimensions as surface acting (eight items), deep acting (five items), and genuine acting (three items), a total of 16 items.

“Organizational Commitment Scale”. Secondly, to measure participants’ levels of organizational commitment, an 18-item scale developed by J. Meyer and N. Allen and revised and tested in 1993 was used (Meyer, Allen, 1990; Meyer, Allen, Smith, 1993). The three sub-dimensions of the scale are emotional, continuance and normative commitment. Item 3, 4 and 5 of the scale are reverse coded. The first, second and third group of six questions measure emotional, continuance and normative commitment, respectively.

Data Analysis

Frequency and percentage values of participants’ demographic features were analyzed. The normality distribution of the data was reviewed with measures of central tendency, kurtosis and skewness coefficients, and the measures of central tendency were found to be close to each other, while the values of kurtosis and skewness coefficients were between -1 and $+1$. However, Kolmogorov — Smirnov results were determined as $p > 0.05$. These values showed that the data were normally distributed.

For the obtained data, independent T-test was used for marital status and job satisfaction variables, while One-way ANOVA test was used for age, length of service and number of department academics variables. When a difference was found in Parametric One-way ANOVA test results, Tukey test was used to find out the difference.

According to the confirmatory factor analysis results of the Emotional Labor Scale of the research, Root Mean Square of Approximation (RMSEA) value was found to be .076; Comparative Fit Index (CFI) value as .94, Standardized Root Mean Square Residual (SMR) value as .084, Goodness of Fit Index (GFI) as .90, and Normed Fit Index (NFI) value as .96.

The Cronbach’s alpha reliability coefficients for the subscales of the Emotional Labor Scale were determined as 0.82 for surface acting behavior, 0.80 for genuine acting, 0.74 for deep acting, and 0.79 for the overall reliability of the scale, respectively. These internal consistency coefficients showed that the scale was reliable.

According to the confirmatory factor analysis results of the Organizational Commitment Scale of the research, Root Mean Square of Approximation (RMSEA) value was found to be .099; Comparative Fit Index (CFI) value as .93, Standardized Root Mean Square Residual (SMR) value as .095, Goodness of Fit Index (GFI) as .87, and Normed Fit Index (NFI) value as .91.

After obtaining sufficient evidence for the validity of the factor structure of the organizational commitment scale, the scale’s Cronbach’s alpha coefficients were calculated. The Cronbach’s alpha reliability coefficients for the subscales of the scale were determined as 0.86 for emotional commitment, 0.75 for attendance commitment, 0.71 for normative commitment, and 0.75 for general commitment, respectively.

Results

In this section, the findings obtained from the data analysis are presented. It can be seen in Table 2 that as for participants’ total emotional labor and organizational commitment sub-dimension scores, they had a moderate level of surface acting, while the other two sub-dimension scores were above the average.

It can be understood from Table 3 that according to independent *T*-test results obtained from participants’ emotional labor and organizational commitment sub-dimension total scores, a statistically significant difference was observed in continuance and normative commitment in terms of marital status (Continuance Commitment: $t = 2.699$, $p < .05$ and Normative Commitment: $t = -2.172$, $p < .05$). It can be thus stated that married women academics needed working longer hours

compared to single women academics, whereas single academics tended to display a normative commitment towards their institutions. No statistically significant differences were found in other sub-dimensions.

Table 2. Emotional labor and organizational commitment total scores

Dimensions	Sub-dimensions	N	M	SE
Emotional labor	Surface actions	61	2.56	0.51
	Genuine actions	61	3.49	0.64
	Deep actions	61	3.64	0.63
Organizational commitment	Emotional commitment	61	3.83	0.63
	Attendance commitment	61	3.18	0.52
	Normative commitment	61	3.50	0.46

Table 3. Independent T-test results according to marital status variable

Sub-dimensions	Marital Status	N	M	SD	SE	Independent T-test			
						t	SE	F	p
Surface acting	Married	42	2.64	.48	.7	1.929	.14	1.88	.59
	Single	19	2.37	.56	.12				
Genuine acting	Married	42	3.59	.65	.1	1.785	.17	.196	.79
	Single	19	3.28	.6	.13				
Deep acting	Married	42	3.59	.64	.9	-.925	.17	.182	.359
	Single	19	3.75	.62	.14				
Emotional commitment	Married	42	3.93	.28	.9	1.757	.17	1.52	.84
	Single	19	3.63	.68	.15				
Attendance commitment	Married	42	3.30	.51	.7	2.699	.13	.613	.9
	Single	19	2.92	.46	.1				
Normative commitment	Married	42	3.42	.38	.5	-2.172	.12	3.354	.34
	Single	19	3.69	.57	.13				

In Table 4, it can be observed in One-way ANOVA test results obtained from participants' emotional labor and organizational commitment sub-dimension total scores that a statistically significant difference was found in normative commitment sub-dimension in terms of age ($F = 3.056$, $p < .05$). An LSD test was used to find out the difference among groups, and a statistically significant difference was found between academics aged 31–40 and 41–50 in favor of those aged 41–50. In this respect, it can be suggested that women academics aged 41 to 50 displayed a higher level of normative commitment towards their institutions compared to those aged 31 to 40. This may stem from a fear of losing their positions in their respective institutions due to ageing, which may result in developing a normative commitment.

Table 4. One-way ANOVA test results according to the age variable

Sub-dimensions	Age	N	M	SD	Groups	Sum of Squares	df	Mean Squares	F	p
Surface acting	18–30	2	2.75	.53	Between	1.230	4	.30	1.152	.342
	31–40	4	2.68	.23	Within	14.946	56	.26		
	41–50	24	2.53	.55	Total	16.176	60			
	51–60	22	2.43	.48						
	60 and +	9	2.84	.57						
	Total	61	2.56	.51						
Genuine acting	18–30	2	4.00	.47	Between	2.537	4	.63	1.564	.197
	31–40	4	3.33	.47	Within	22.713	56	.40		
	41–50	24	3.34	.67	Total	25.250	60			
	51–60	22	3.48	.71						
	60 and +	9	3.88	.28						
	Total	61	3.49	.64						

Deep acting	18-30	2	4.10	1.27	Between	2.410	4	.60	1.549	.201
	31-40	4	3.70	.25	Within	21.782	56	.38		
	41-50	24	3.52	.37	Total	24.191	60			
	51-60	22	3.84	.81						
	60 and +	9	3.35	.59						
	Total	61	3.64	.63						
Emotional commitment	18-30	2	4.41	.58	Between	2.462	4	.61	1.613	.184
	31-40	4	3.41	.51	Within	21.369	56	.38		
	41-50	24	3.70	.63	Total	23.832	60			
	51-60	22	4.00	.54						
	60 and +	9	3.85	.77						
	Total	61	3.83	.63						
Attendance commitment	18-30	2	3.58	.11	Between	1.131	4	.28	1.010	.410
	31-40	4	3.37	.08	Within	15.674	56	.28		
	41-50	24	3.06	.55	Total	16.804	60			
	51-60	22	3.18	.50						
	60 and +	9	3.37	.63						
	Total	61	3.18	.52						
Normative commitment	18-30	2	3.58	.11	Between	2.349	4	.58	3.056	.024
	31-40	4	3.00	.23	Within	10.760	56	.19		
	41-50	24	3.38	.42	Total	13.109	60			
	51-60	22	3.71	.49						
	60 and +	9	3.53	.38						
	Total	61	3.50	.46						

Table 5 indicates that according to One-way ANOVA test results obtained from participants' emotional labor and organizational commitment sub-dimension total scores, no statistically significant differences were observed in sub-dimensions in terms of length of service ($p > .05$). In addition, the same results demonstrated that there were no statistically significant differences in sub-dimensions in terms of number of department academics and job satisfaction ($p > .05$).

Table 5. One-way ANOVA test results according to the length of service variable

Sub-dimensions	Length of Service	N	M	SD	Groups	Sum of Squares	df	Mean Squares	F	p
Surface acting	1-10	3	2.83	.40	Between	.316	3	.105	.379	.768
	11-15	6	2.43	.71	Within	15.859	57	.278		
	16-20	18	2.56	.47	Total	16.176	60			
	21 and +	34	2.55	.52						
	Total	61	2.56	.51						
Genuine acting	1-10	3	3.77	.50	Between	1.187	3	.396	.937	.429
	11-15	6	3.27	.49	Within	24.062	57	.422		
	16-20	18	3.35	.57	Total	25.250	60			
	21 and +	34	3.58	.71						
	Total	61	3.49	.64						
Deep acting	1-10	3	3.80	1.03	Between	.716	3	.239	.579	.631
	11-15	6	3.33	.30	Within	23.476	57	.412		
	16-20	18	3.70	.33	Total	24.191	60			
	21 and +	34	3.65	.75						
	Total	61	3.64	.63						
Emotional commitment	1-10	3	3.83	1.09	Between	.233	3	.078	.188	.904
	11-15	6	3.77	.80	Within	23.598	57	.414		
	16-20	18	3.75	.61	Total	23.832	60			
	21 and +	34	3.89	.59						
	Total	61	3.83	.63						

Attendance commitment	1–10	3	3.44	.25	Between	.923	3	.308	1.104	.355
	11–15	6	2.86	.52	Within	15.882	57	.279		
	16–20	18	3.16	.52	Total	16.804	60			
	21 and +	34	3.23	.54						
	Total	61	3.18	.52						
Normative commitment	1–10	3	3.55	.09	Between	.842	3	.281	1.305	.282
	11–15	6	3.19	.24	Within	12.267	57	.215		
	16–20	18	3.45	.42	Total	13.109	60			
	21 and +	34	3.58	.51						
	Total	61	3.50	.46						

It can be observed in Table 6 that women academics' surface acting behaviors were moderately and positively correlated with genuine acting behavior ($r = .42, p < .01$), moderately and negatively correlated with deep acting behavior ($r = .42, p < .01$), lowly and positively correlated with emotional commitment ($r = .15$), highly and positively correlated with continuance commitment ($r = .70, p = .01$) and lowly and negatively correlated with normative commitment ($r = .19$).

Table 6. The relationship between participants' emotional labor behaviors and organizational commitment perception levels (correlation analysis)

Variables	SA	GA	DA	EC	AC	NC
Surface acting (SA)	-					
Genuine acting (GA)	.423**	-				
Deep acting (DA)	-.427**	-.170	-			
Emotional commitment (EC)	-.151	.138	.290*	-		
Attendance commitment (AC)	.708**	.710**	-.056	.212	-	
Normative commitment (NC)	-.193	.015	.424**	.242	-.092	-

Note: ** — $p < .01$, * — $p < .05$.

Women academics' genuine acting behaviors were lowly and negatively correlated with deep acting behavior ($r = .17$), lowly and positively correlated with emotional commitment ($r = .13$), highly and positively correlated with continuance commitment ($r = .71, p < .01$), and lowly and positively correlated with normative commitment ($r = .01$).

Women academics' deep acting behaviors were lowly and positively correlated with emotional commitment ($r = .29, p < .05$), lowly and negatively correlated with continuance commitment ($r = .05$), and moderately and positively correlated with normative commitment ($r = .42, p < .01$).

Women academics' emotional commitment were lowly and positively correlated with continuance commitment ($r = .21$) and normative commitment ($r = .24$). Their continuance commitment were lowly and negatively correlated with normative commitment ($r = .09$).

Discussion

In the present study, it was observed that participants had a moderate level of surface acting behavior, while other emotional labor sub-dimensions were above the average. It was also found that women academics displayed deep acting behavior, genuine acting behavior, and surface acting behavior respectively. It was stated that when it comes to emotional labor sub-dimensions are concerned, university lecturers displayed mostly deep acting behaviors and least surface acting behaviors (Çoruk, 2014; Çukur, 2007; Özgan, 2011; Özgün, 2015; Kiral, 2016a; Sezgin, 2010; Zhang, Zhu, 2008; Yücebalkan, Karasakal, 2016). K. Develiveli reported that academics displayed surface acting, genuine acting and deep acting behaviors respectively (Develiveli, 2018). The findings of the present study do not overlap with K. Develiveli. A. R. Hochschild suggests that employees who display

non-genuine emotional behaviors (surface acting) detract them from other individuals (Hochschild, 1983). In addition, customers are likely to demand more genuine emotions in long-term relationships or services.

In the present study, a moderate and positive correlation was found between emotional labor and organizational commitment sub-dimensions. The findings demonstrated that there was a highly positive correlation between surface acting behavior and continuance commitment and deep acting behavior and continuance commitment. Therefore, following D. Goleman, it can be stated that women academics displayed emotions expected from them by their respective institution and stayed in these institutions by taking the benefits of staying in the institution into account (Goleman, 2019). Academics-women usually tend to behave in the way which will benefit the organization, which eventually affects their levels of organizational commitment. The findings of the present study also indicated a low and negative correlation between surface acting behavior and normative commitment, genuine acting behavior and emotional commitment and deep acting behavior and continuance commitment.

Y. O. Choonga with colleagues once reported a highly positive correlation between academics' levels of emotional commitment and organizational commitment (Choonga, Wongb, Lau, 2012). The researchers found a highly significant correlation among academics' levels of emotional, normative and continuance commitment to their department and university in general (Boylu et al., 2007). It was reported in a study on English language instructors at universities that there was a moderate correlation between emotional and normative commitment, a low correlation between continuance and normative commitment, a high correlation between normative and emotional commitment and general organizational commitment, and a moderate positive correlation between continuance and general organizational commitment (Al, 2007). There are positive and significant correlations among academics' levels of perceived emotional, continuance and normative commitment, as far as their general levels of commitment to their department and university are concerned (Ay et al., 2015). It was also argued that academics' general organizational commitment to their university was directly proportional to their respective departments, and vice versa. The highest correlation was found between deep acting and surface acting behaviors (Çoruk, 2014). In addition, it was demonstrated that there was a moderate correlation between genuine acting and deep acting behaviors, while there was a low correlation between genuine acting and surface acting behaviors. A relationship was found between emotional labor and burnout and job satisfaction among academics (Zhang, Zhu, 2008). Also a significant correlation was found between emotional labor and professional commitment (Prentice, 2012). An analyze on relationship between emotional labor sub-dimensions and burnout indicates a low and positive correlation between surface acting behavior and "student caused burnout" and "job caused burnout" (Yücebalkan, Karasakal, 2016).

The findings of the present study found a statistically significant difference was found between women academics' continuance and normative commitment sub-dimensions in terms of marital status. It was indicated that married women academics needed working longer hours compared to single women academics, whereas single academics displayed a normative commitment towards their institutions. This difference can be attributed to the fact that married women academics felt themselves more obliged to support their house financially. Similarly married academics' levels of normative commitment were higher compared to those of single academics (Tezcan, 2009). Married academics' levels of emotional, normative and continuance commitment were higher compared to those of single academics (Saltık et al., 2015). Married academics' general commitment to their respective universities were higher compared to single academics (Boylu et al., 2007). However, it was found no significant differences among organizational commitment sub-dimensions in terms of marital status (Develiveli, 2018; Al, 2007; Kaya, 2008; Tekin, Birincioğlu, 2017).

Our research findings demonstrated that a statistically significant difference was found among women academics' levels of normative commitment in terms of age. It was observed that women academics aged 41 to 50 displayed a higher level of normative commitment towards their institutions compared to those aged 31 to 40. It may be suggested that the fear of losing their positions at university departments due to ageing may cause women academics to develop a normative commitment. On the other hand, it was reported no statistically significant differences among academics' levels of emotional, continuance and normative commitment (Boylu et al., 2007; Tezcan, 2009). A study on middle school teachers indicated that age as a variable did not affect teachers' organizational commitment (Kıral, Kaçar, 2016). However, an employee's length of service in an organization and age are related to continuance and emotional commitment, respectively (Meyer et al., 1993). In turn it was observed that academics' levels of emotional and normative commitment differed significantly and that academics aged over 41 displayed a higher level of emotional and normative commitment compared to academics who worked for 16 years or longer (Saltık et al., 2015). F. Köybaşı with colleagues focused on perceived levels of organizational commitment and emotional commitment among high school teachers and reported a statistically significant difference in favor of younger teachers (Köybaşı et al., 2017).

The findings of the present study indicated no statistically significant differences among participants in terms of the number of department academics and job satisfaction. U. Kaya reported that the length of professional service did not affect academics' levels of emotional, normative or continuance commitment (Kaya, 2008). Similarly, the length of professional service did not significantly affect high school teachers' levels of organizational commitment (Köybaşı et al., 2017). On the other hand, N. Allen and J. Meyer suggested that employees who had worked in their respective organization for a longer time were expected to display a higher level of organizational commitment because the duration in a single organization would lead to promotions and thus increase an employee's job satisfaction, thus affecting organizational commitment in terms of its-sub-dimensions (Allen, Meyer, 1990).

Conclusion

In conclusion, the findings of the present study demonstrated that levels of emotional labor and organizational commitment among women heads of department at pedagogical universities were higher than the average. In addition, a moderate and positive correlation was found among participants' emotional labor and organizational labor behaviors. While some statistically significant differences were found in terms of marital status and age, no statistically significant differences were observed in terms of length of service, number of department academics and job satisfaction.

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Appendix. Data collection tools

The aim of this study is to examine the relationship between the levels of organizational commitment and emotional labor behaviors of woman faculty members working at the Educational-Scientific Institute of Social Work and Art.

The achievement of the purpose of the research will be with your contributions. Your answers will be used for scientific studies purely for academic purposes. Please do not write your personal information such as name and surname and do not leave any item blank. I thank you in advance for the sensitivity and sincerity I believe you will show, and wish you success in your work.

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PART I

1. Marital Status	2. Age		
a. () Married	a. () 18–30	c. () 41–50	e. () 60 and older
b. () Single	b. () 31–40	d. () 51–60	
3. Length of Service	4. Number of Department Academics		
a. () 1–10	c. () 16–20	a. () 1–10	b. () 10–19
b. () 11–15	d. () 21 and older	c. () 20 and more	

PART II

Items	Emotional Labour	Degree of Participation				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I role like I'm in a good mood when I'm in touch with the people around me at the institute	1	2	3	4	5
2	I exhibit unreal feelings at the institution when I'm dealing with those around me	1	2	3	4	5
3	I perform to show the feelings that are considered right in the institution	1	2	3	4	5
4	In the institution, The emotions I show are compatible with what I really feel	1	2	3	4	5
5	I behave differently from what I feel in the institution	1	2	3	4	5
6	At the institution, I perform to deal appropriately with those around me	1	2	3	4	5
7	I do not include my feelings in my relationship with others around me	1	2	3	4	5
8	I show feelings I never really felt in the institution	1	2	3	4	5
9	In the institution, I have to hide my true feelings while dealing with those around me	1	2	3	4	5
10	In the institution, the emotions I have to show to do my job are those I really feel	1	2	3	4	5
11	I reflect the same feelings I feel in the institution to those around me	1	2	3	4	5
12	While dealing with others around me, I try to create certain emotions to represent the posture required by my work	1	2	3	4	5
13	When I help others around me in the institution, I get rid of the negative feelings that I actually feel by inculcating myself	1	2	3	4	5
14	As I prepare to go to the institution, I inculcate to myself that I will have a nice day	1	2	3	4	5
15	I try to really feel the emotions I need to show when I'm in touch with the people around me at the institution	1	2	3	4	5
16	At the institution I have to pay more attention to my behavior while showing people around me a feeling I actually feel	1	2	3	4	5

PART III

Items	Organizational Commitment	Degree of Participation				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I would be very happy to spend the rest of my profession at this institution	1	2	3	4	5
2	I feel like the problems of this institution are my own	1	2	3	4	5
3	I don't feel a strong sense of belonging towards my institution	1	2	3	4	5
4	I don't feel any emotional commitment to this institution	1	2	3	4	5
5	I don't feel like a part of the family in this institution	1	2	3	4	5
6	This institution means a lot of personal meaning to me	1	2	3	4	5
7	Continuing to work at this institution at the moment is as much a necessity for me as it is a desire	1	2	3	4	5
8	It would be very difficult for me to quit my job even if I wanted to right now	1	2	3	4	5
9	If I decided to leave my institution right now, a lot of things in my life would be disrupted	1	2	3	4	5
10	I don't have almost the option to think about leaving this institution where I work	1	2	3	4	5
11	If I hadn't given this institution so much from myself, I would have thought of working elsewhere	1	2	3	4	5
12	One of the few negatives that will emerge when I leave this institution is the scarcity of available job opportunities	1	2	3	4	5
13	I feel no obligation to him to continue working with my current manager	1	2	3	4	5
14	I do not think it is right to leave this institution now, even if it is more advantageous for me	1	2	3	4	5
15	Now I'd feel guilty if I left this institution	1	2	3	4	5
16	This institution deserves my loyalty	1	2	3	4	5
17	I can't leave this institution right now because I feel compelled to be here	1	2	3	4	5
18	I owe this institution a lot	1	2	3	4	5

Взаимосвязь между уровнем восприятия эмоционального труда и организационной приверженностью у женщин-руководителей

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Аннотация. *Цель.* Настоящее исследование имело целью анализ взаимосвязи между воспринимаемым уровнем эмоционального труда и организационной приверженностью у женщин — заведующих профильными кафедрами педагогических университетов Турции и Украины. Исходная выборка состояла из 80 женщин — заведующих кафедрами в 31 педагогическом университете, 15 из которых являются педагогическими университетами Украины. Сбор данных производился в первом квартале 2020 г. Использовавшиеся «Шкала эмоционального труда», состоящая из 16 пунктов (Chu, Murgmann, 2006), и «Шкала организационной приверженности», охватывающая 18 пунктов (Meyer, Allen, Smith, 1993), дали возможность получить в ходе анкетирования участников исчерпывающие данные. Полностью и правильно была заполнена 61 анкета. Для анализа полученных результатов (частотных и процентных значений демографических характеристик, средних арифметических значений, а также стандартных отклонений шкал оценок) использовался статистический пакет для социальных наук SPSS 17.0. Для анализа данных о семейном положении и удовлетворённости работой использовался независимый *T*-тест. Данные о возрасте, стаже работы и количестве преподавателей кафедр обрабатывались с помощью одностороннего теста ANOVA. *Результаты.* Подлинное поведение женщин-руководителей слабо и отрицательно коррелирует с глубоким поведением ($r = 0,17$), слабо и положительно коррелирует с эмоциональной приверженностью ($r = 0,13$), сильно и положительно коррелирует с продолженной приверженностью ($r = 0,71, p < 0,01$), слабо и положительно коррелировало с нормативной приверженностью ($r = 0,01$). Глубокое поведение женщин-руководителей слабо и положительно коррелирует с эмоциональной приверженностью ($r = 0,29, p < 0,05$), слабо и отрицательно коррелирует с продолженной приверженностью ($r = 0,05$) и умеренно и положительно коррелирует с нормативной приверженностью ($r = 0,42, p < 0,01$). Эмоциональная приверженность женщин-руководителей слабо и положительно коррелирует с продолженной приверженностью ($r = 0,21$) и нормативной приверженностью ($r = 0,24$). Их продолженная приверженность слабо и отрицательно коррелирует с нормативной приверженностью ($r = 0,09$). *Ценность результатов.* Результаты проведённого исследования позволили сделать вывод об умеренной положительной корреляции между уровнем эмоционального труда женщин-руководителей и их организационной приверженностью. И хотя участницы исследования значительно различались по возрасту и семейному положению, статистически значимых различий в отношении педагогического стажа, количества подчинённых работников кафедр и удовлетворённости ими работой обнаружено не было.

Ключевые слова: женщины, женщины-руководители, эмоциональный труд, организационная приверженность.