

The Relationship Between Emotional Labor and Organizational Commitment

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Abstract

This research study aiming at revealing the relationship between emotional labor behaviors and organizational commitment perception levels of the instructors working in faculties of education, was designed in the relational screening model. The research was carried out with 365 volunteer instructors selected by proportional cluster sampling method and working in 12 Faculties of Education in ADIM Universities in Turkey. The data of the research was collected by using Organizational Commitment Scale and Emotional Labor Scale. Descriptive and inferential statistical techniques were used in data analysis. As a result of the research, it was revealed that the instructors exhibited surface acting behaviors and affective commitment at the highest level. The instructors emotional labor levels were found to be significantly different according to their educational status and whether they did their job willingly or not; while their organizational commitment levels were found to be significantly different according to their title and whether they did their job willingly or not. It was also found that there were positive, low level and moderate, significant relationships between the instructors' emotional labor levels and their organizational commitment. It was revealed that the instructors' genuine acting and deep acting behaviors significantly predicted their affective, normative and overall commitment; while their surface acting, deep acting and genuine acting behaviors significantly predicted their continuance commitment. Various suggestions were made such as increasing emotional labor behavior levels of the instructors and appointing the instructors who are eager to do their job willingly.

Keywords: Emotional Labor, Organizational Commitment, Faculties of Education

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Introduction

Hochschild (1983) was the first to point out that a new type of labor came out as a result of managing emotions by examining how employees in the service sector manage their emotions. Emphasizing that the employees in the service sector had to manage their emotions in order to create clearly observable gestures and body movements, the researcher believed that emotional efforts should be defined differently according to the requirements of any situation in the private life and work life or the requirements of the job, and thus, named the emotional efforts in the private life as emotional work, whereas he named the emotional efforts in the work life as emotional labor. The pioneers of emotional labor as a theory (Ashforth & Humphrey, 1993; Grandey, 1999, etc.) tried to contribute to the theory of emotional labor by defining and dimensioning it in different ways. Some researchers (Brotheridge & Grandey, 2002; Chu & Murrmann, 2006, etc.), who found it valuable to examine what kind of emotional labor strategies employees that could understand the emotions of others, control their own emotions and manage social interactions use, aimed to reveal the effects of emotional labor on professional life. Furthermore, some other researchers (Wong & Law, 2002; Downey, 2005; Kırıl, 2016, etc.), who argued that exhibiting emotional labor by the teachers in the educational process was inevitable, pointed out the importance of exhibiting emotional labor behaviors by the teachers in terms of teaching as a profession. Teachers use their emotions too much while performing educational activities. As a profession, teaching is where emotions can be exhibited in different ways. Indeed, researchers (Ashforth & Humphrey, 1993; Chu & Murrmann, 2006; Grandey, 1999; Kırıl, 2016, etc.) expressed that emotions were exhibited by people in different ways and that people worked hard for this. These researchers dimensioned emotional labor in different ways. However, in this study, emotional labor behavior put forward by Kırıl (2016), which was thought to be more inclusive and appropriate for Turkish culture, was used. The researcher examined and evaluated emotional labor behavior in three dimensions as surface acting behavior, deep acting behavior and genuine acting behavior. He explained these three dimensions as follows: *Surface Acting Behavior*: Surface acting behavior is the fact that the individual changes only his/her emotional expression without altering his/her inner emotional state. In surface acting behavior, the individual pretends his/her emotions by suppressing his/her real feelings although he/she does not actually feel that way. Individuals who can exhibit surface acting behaviors try to create a positive atmosphere by changing their tones of voice in verbal communication or by using nonverbal communication tools peculiar to body language such as gestures and mimics. Therefore, these people suppress their real feelings and exhibit the behavior patterns expected from them as they are required to exhibit the behavior patterns expected from them due to the requirements of their jobs or because of other reasons. *Deep Acting Behavior*: Individuals with deep acting behaviors have the ability to control or regulate their emotions differently and create new, real-like, inner emotions. Individuals exhibiting this kind of behavior can change their inner emotional state to the extent that they are at the desired and ideal level so as to be able to meet the

expectations of individuals and organizations. Indeed, in such a profession as teaching, teachers are expected to exhibit deep acting behaviors that are close to ideal and make more efforts to be able to be more convincing than surface acting behaviors. *Genuine Acting Behavior*: It is the ability of the individual to exhibit his/her emotions to the other side without any change and just as he/she feels. The individual does not change his/her emotions and is able to reflect the situation to the other side. In the genuine acting behavior dimension, individuals can exhibit the human behavior that is required to be given or exhibited in the present circumstances without any change rather than the behavior that individuals and the organization expect from him/her. For this, the individual does not need to act in any way. The individual exhibits behaviors according to what the situation is and just as he/she feels. Therefore, the fact that the individual behaves just as he/she feels like causes him/her to be perceived sincerely in the process of communication with other people. Emotional labor in business life can then be expressed as the ability of employees to use tactics to control their own emotions while they are working in order to give a positive impression on the people they are in service relationship with. As one of the professions in which emotional labor is exhibited mostly is teaching profession, the tactics of the instructors to control their emotions can affect the quality of the service they offer positively or negatively. However, in order to be able to increase organizational efficiency, it is expected that employees should have positive emotional labors so that they can influence people. Hence, organizations determine the rules of conduct in order for their employees to reflect the emotions required accurately and ask their employees to comply with them.

Just as emotional labor behaviors in organizations can be in the form of formal written rules only for the control of management, they can also be in the form of non-formal protocols or expectations as a part of organizational culture (Mann, 2007). Naturally, this can affect the climate of the organization. From an administrative point of view, the fact that the employee is being forced to control his/her emotions or reflects his/her emotions just as they are can make a difference in his/her commitment to the organization. According to Durna and Eren (2005), the commitment level of employees to their organization has an important place in terms of indigenizing the aims of the organization, participating in the management and activities of the organization, and by sustaining the membership of the organization, displaying a creative and innovative attitude for the organization. Organizational commitment can come to the forefront in the form of multifaceted attitudes and behaviors of the employee including the loyalty of the employee to the organization, and his/her assistance and effort in achieving the goals by the organization. According to Meyer and Allen (1991), organizational commitment can stem from a necessity, a desire or a need to sustain the membership of the organization. Organizational commitment was embraced differently by many researchers (Allen & Meyer, 1990; Etzioni, 1975; Kanter, 1968; O'Reilly & Chatman, 1986, etc.). However, in this study, organizational commitment was examined in three dimensions, as argued by Allen and Meyer (1990); affective commitment, continuance commitment and normative commitment, all of which are thought

to be related to the dimensions of emotional labor. The dimensions of commitment can be explained as follows: *Affective Commitment*: It includes organization member's sense of an emotional bond towards the organization, his/her identification with the organization, and acceptance of organizational goals and values. In affective commitment, the individual sees himself/herself as an important constituent of the organization. Therefore, it is easier for the individual to remain in the organization and indigenize the goals and values of the organization. *Continuance Commitment*: It is the fact that the individual is aware of the costs of leaving the organization. The individual thinks that he/she will lose the gains he/she has made as a result of his/her labor, time and effort during the period in the organization. In this type of commitment, when individuals believe that alternative job opportunities are less, their desire to stay in the organization increases and in this case, their commitment can be high. *Normative Commitment*: It is based on the perception of the employee that staying in the organization is moral and correct. This commitment develops as a result of the socialization experiences of the employee. Since employees feel morally responsible, they exhibit loyalty towards the organization and act with the motive to do what is best for the organization. The members of the organization feel that their actions are morally correct and believe that organizational activities are the activities that have to be performed mandatorily. However, the reason for this obligation is not because they are in expectation of interest (Allen & Meyer, 1990; Meyer & Allen, 1991). In general, *affective commitment* involves the individual's desire to stay in the organization; *continuance commitment* involves being aware of the costs of leaving the organization; and *normative commitment* involves the promise of the individual to stay in the organization due to his/her responsibility towards the organization (Kıral & Suçiçeği, 2017). Goleman (2000) points out that organizational commitment arises from a kind of emotional bond and employees feel trust and closeness to the extent that they feel they receive support from their organizations. In this respect, it can be said that the employees who have strong commitment to their organizations can dedicate themselves to common organizational goals. Nonetheless, organizational commitment levels of the employees may differ according to how they perceive the organization.

Employees' efforts to exhibit emotional labor behaviors voluntarily in order to achieve organizational goals can provide insight into their organizational commitment. Emotional labor involves the control and transformation of emotions as it is the form of labor that is mandatorily offered by the service sector employees in order to fulfill the requirements of the job. Therefore, it can be said that the employees who can express their feelings with gestures and mimics by adding emotions to their words and actions, and who can especially express their feelings sincerely are willing to work in the organization and participate in managerial activities; and thus, they are committed to their organizations to the extent of the emotional labor behaviors they exhibit. As a matter of fact, in the faculty of education, which is one of the educational settings where the student communication and interaction is experienced at the most intense level and where emotions are

activated most, it is important for the instructors to manage their emotions as they are expected to suppress their negative emotions by moving away from their actual feelings when necessary, exhibit their positive emotions more and display emotional labor by exhibiting especially sincere emotions. In this respect, the efforts of the instructors to control their emotions or the quality of their emotional labor demonstrations may give an idea about their levels of commitment to their organizations. From this point of view, in this study, it was aimed to investigate the relationship between emotional labor behaviors and organizational commitment perception levels of the instructors working in Faculties of Education at ADIM Universities in Turkey. For this purpose, the following questions were aimed to be answered:

- (1) What are the emotional labor behavior levels of the instructors?
- (2) Do the instructors' emotional labor behavior levels differ according to demographic variables?
- (3) What are the organizational commitment perception levels of the instructors?
- (4) Do the instructors' organizational commitment perception levels differ according to demographic variables?
- (5) Is there a significant relationship between the instructors' emotional labor behaviors and their organizational commitment?
- (6) Do the instructors' emotional labor behaviors predict their organizational commitment?

Method

In this section, research model, population and sample, data collection tools and data collection process is given.

Research Model

This research, which aimed to investigate the relationship between emotional labor behaviors and organizational commitment perception levels of the instructors working in Faculties of Education at ADIM Universities in Turkey, was designed in relational screening model, which enables to determine the presence and quantity of the interaction between multiple variables on large samples. (Gay & Diehl, 1992).

Population and Sample

The population of the study was composed of the instructors working in Faculties of Education at ADIM Universities in Turkey in 2017-2018 academic year. In Turkey, there are 14 universities within the scope of ADIM Universities. However, of these universities, Bilecik Şeyh

Edebali University and Antalya Bilim University do not have a Faculty of Education (Table 1). Therefore, these universities were excluded from the research.

Table 1. Faculties of Education at ADIM Universities in Turkey

Number	Name of the University
1.	Adnan Menderes University
2.	Afyon Kocatepe University
3.	Balıkesir University
4.	Bilecik Şeyh Edebali University*
5.	Celal Bayar University
6.	Çanakkale Onsekiz Mart University
7.	Dumlupınar University
8.	Eskişehir Osmangazi University
9.	Mehmet Akif Ersoy University
10.	Muğla Sıtkı Koçman University
11.	Pamukkale University
12.	Süleyman Demirel University
13.	Antalya Bilim University*
14.	Uşak University

Note: The data for ADIM Universities was retrieved from <http://www.adim.org.tr/> on 01 May 2017

In this research, each faculty of education was considered as a cluster and proportional cluster sampling method was used (Barreiro & Albandoz, 2001). It was determined that the number of instructors working in the faculties of education in the universities within the scope of the research was 1213. By using the Sample Size Table, it was presumed that 292 instructors could represent the target population of the research consisting 1213 instructors at $\alpha=.05$ significance level and 5% tolerance level (Balcı, 2015). However, due to the problems that may be encountered during the implementation phase of the scale and possible losses in the returns of the scale, a sample group of 365 people was formed by taking 25% more of the sample size. As a result of the analysis of the data obtained regarding the various characteristics of the instructors participating in the research, it was revealed that 164 (44.9%) of the instructors were male and 201 (55.1%) were female; 65 (17.8%) of the instructors were 30 years old and below, 70 (19.2%) were aged between 31-35 years old; 74 (20.3%) were aged between 36-40 years old, 65 (17.8%) were aged between 41-45 years old and 91 (24.9%) 46 years old and above. 86 (23.6%) of the instructors were single and 279 (76.4%) were married; 8 of the instructors (2.2%) had undergraduate degree; 74 (20.3%) had master's degree and 283 (77.5%) had PhD degree. The number of the instructors who had 5 years of seniority and less was 54 (14.8%); while 85 (23.3%) had between 6-10 years of seniority; 66 (18.1%) had between 11-15 years of seniority; 78 (21.4%) had between 16-20 years of seniority; and 82 (22.5%) had 21 years of seniority and above. 81 (22.2%) of the instructors were research assistants; 44 (12.1%) were teaching assistants; 128 (35.1%) were assistant professors; 88 (24.1%) were associate professors; 24 (6.6%) were professors. 342 (93.7%) of the instructors stated that they loved their profession, while 23 (6.3%) of the instructors stated that they did not love their profession.

Data Collection Tools

In order to collect data in the research, *Personal Information Form*, *Emotional Labor Scale* and *Organizational Commitment Scale* were used. In the personal information form prepared by the researchers, there were seven questions regarding the personal characteristics of the participants (*gender, age, marital status, seniority, educational status and academic title*) and whether they loved doing their job or not. The information regarding the scales used in the research is given below.

Emotional Labor Scale (ELS): In order to evaluate the instructors' emotional labor levels, the 16-item Emotional Labor Scale developed by Chu and Murrmann (2006) and adapted into Turkish language by Kiral (2016) was used. Kiral (2016) conducted his research by a 19-item Emotional Labor Scale on school administrators. As a result of the exploratory factor analysis he performed; the items with factor load values below .40 and those with a factor load difference of .10 and above were excluded from the scale (item number 12, 14 and 18) and it was found that the scale had 16 items and 3 dimensions as surface acting behavior (8 items), deep acting behavior (5 items) and genuine acting behavior (3 items). In the scale, the items numbered "1, 2, 3, 5, 6, 7, 8 and 9" were stated to be used as reverse coded items. It was determined that the factor load values of the scale ranged between .44 and .84. There was no total score in the scale and each sub-dimension of the scale was rated on a 7-point rating score ["I totally disagree" (1), "I totally agree" (7)]. Within the scope of this research, the validity of the 3-factor structure of the Emotional Labor Scale in the sample of the instructors was tested by confirmatory factor analysis and it was found that the scale maintained its 3-factor structure. As a result of the analysis, it was found that the Chi-Square Goodness of Fit, which is the ratio of the Chi-square value to the degree of freedom (294.44/101), was 2.91. Other goodness of fit indexes (*RMSEA: .078, CFI: .96, SMR: .088, GFI: .91 and NFI: .94*) were found to be appropriate. The Cronbach's Alpha reliability coefficients for the sub-dimensions of Emotional Labor Scale were found; .86 for surface acting behavior, .73 for deep acting behavior, .79 for genuine acting behavior, respectively, and the overall reliability of the scale was found .76.

Organizational Commitment Scale (OCS): In order to determine the instructors' organizational commitment levels, the 18-item Organizational Commitment Scale developed by Meyer and Allen (1991) so as to measure organizational commitment and reviewed by Meyer, Allen and Smith (1993) was used. Meyer et al. (1993) found that Cronbach's Alpha values for the dimensions of the scale (affective commitment, continuance commitment, and normative commitment) were .82, .74, and .83, respectively. The scale was adapted to Turkish language by Al (2007). In the scale, the first 6 items measured affective commitment, the second 6 items measured continuance commitment and the last 6 items measured normative commitment dimensions. Al (2007) revealed that the Cronbach's Alpha values for the overall scale was .82 and for the affective commitment, continuance commitment, and normative commitment sub-dimensions of the scale were .86, .71 and .68, respectively. The items numbered "3, 4 and 5" were reverse coded items in the scale,

which was prepared as 5-point-Likert-scale ["I totally disagree" (1), "I totally agree" (5)]. Within the scope of this research, the validity of the 3-factor structure of the organizational commitment scale in the sample of the instructors was tested by confirmatory factor analysis and it was found that the scale maintained its 3-factor structure. However, the model did not exhibit good fit. In order to obtain better fit, Satorra-Bentler normality adjustment and the suggested modifications for the model were made. As a result of these procedures, it was found that the Chi-Square Goodness of Fit, which is the ratio of the Chi-square value to the degree of freedom (423.34/130), was 3.26. Other goodness of fit indexes (*RMSEA: .079, CFI: .93, SMR: .091, GFI: .87, and NFI: .91*) were found to be generally appropriate. The Cronbach's Alpha reliability coefficients for the sub-dimensions of Organizational Commitment Scale were found; .85 for affective commitment; .73 for continuance commitment, and .67 for normative commitment, respectively, and the overall reliability of the scale was found .84. These values indicated that the scale was a reliable scale for the research (Kıral & Çavuş, 2017).

Data Analysis

Descriptive and inferential statistical techniques were used in data analysis. The demographic characteristics of the instructors obtained through "personal information form" were analyzed by using such descriptive statistics as frequency and percentages; the instructors emotional labor levels and organizational commitment levels were analyzed by mean and standard deviation; whether the instructors' emotional labor behavior and organizational commitment perception levels showed significant differences according to independent variables (*gender, age, marital status, educational status, seniority, title, and whether they loved their profession or not*) was analyzed by parametric tests (T-test and ANOVA) if normality conditions were met, and by non-parametric tests (Mann Whitney U and Kruskal Wallis) if normality conditions were not met (Can, 2016). The relationship between the instructors' emotional labor behaviors and organizational commitment perception levels was analyzed by Pearson Product Moment Correlation; and whether the instructors' emotional labor behaviors predicted their organizational commitment was analyzed by Multiple Regression Analysis.

Results

The data analyzed according to the sub-problems of the research problem were examined under four headings as; *the findings regarding the emotional labor behavior levels of the instructors, the findings regarding the organizational commitment perception levels of the instructors, the findings regarding the relationship between the instructors' emotional labor behaviors and their organizational commitment levels, and the findings regarding the prediction of the instructors' organizational commitment levels by their emotional labor levels.*

The Findings Regarding the Emotional Labor Behavior Levels of the Instructors

Descriptive statistics regarding the instructors' emotional labor behavior levels were given in Table 2.

Table 2. Descriptive Statistics Regarding the Instructors' Emotional Labor Behavior Levels

Sub-dimensions	N	\bar{X}	SD	Rank
Surface Acting Behavior	365	5.38	1.069	1
Deep Acting Behavior		4.26	1.206	2
Genuine Acting Behavior		5.36	1.264	3

When Table 2 was examined, it could be seen that the instructors exhibited surface acting behavior most (\bar{X} =5.38), which was followed by genuine acting behavior (\bar{X} =5.36) and deep acting behavior (\bar{X} =4.26), respectively.

It was found that the instructors' emotional labor levels did not differ according to gender, age, marital status, seniority and academic title, whereas their emotional labor levels differed according to educational status and whether they loved their profession. As a result of the analysis performed in order to determine whether the instructors' emotional labor levels differed according to educational status, it was revealed that the sub-dimensions other than deep acting behavior [$\chi^2_{(2-362)}=5.863$; $p < .05$] did not show a significant difference. In Mann Whitney-U test performed so as the find the source of the difference, it was found that the difference was in postgraduate education ($U=8575$; $p < .05$) and that the instructors who had master's degree ($\bar{R}=204.62$) had significantly higher deep acting behavior levels than those who had PhD degree ($\bar{R}=172.3$). As a result of the analysis performed in order to determine whether the instructors' emotional labor behaviors differed according to whether they loved their profession, it was revealed that there was no significant difference in surface acting behavior but there were significant differences in genuine acting behavior [$U= 2564.5$; $p < .05$] and deep acting behavior [$U=2883.5$; $p < .05$]. It was also found that genuine acting behavior levels of the instructors who loved their profession ($\bar{R}=187.00$) were higher than those who did not love their profession ($\bar{R}=123.50$); and that deep acting behavior levels of the instructors who loved their profession ($\bar{R}=186.07$) were higher than those who did not love their profession ($\bar{R}=137.37$).

The Findings Regarding the Organizational Commitment Perception Levels of the Instructors

Descriptive statistics regarding the instructors' organizational commitment levels are given in Table 3.

Table 3. Descriptive Statistics Regarding the Instructors' Organizational Commitment Levels

Sub-dimensions	N	\bar{X}	SD	Rank
Affective Commitment	365	3.41	.867	1
Continuance Commitment		3.21	.745	2
Normative Commitment		2.93	.705	3
Overall Commitment		3.33	.563	

When Table 3 was examined, it was seen that among the sub-dimensions of organizational commitment, the instructors perceived affective commitment sub-dimension at the highest level ($\bar{X}=3.41$), which was followed by continuance commitment ($\bar{X}=3.21$) and normative commitment ($\bar{X}=2.93$), respectively. It was also seen that the instructors' overall commitment level was ($\bar{X}=3.33$).

It was found that the instructors' organizational commitment levels did not differ according to gender, age, marital status, seniority and educational status, whereas their organizational commitment levels differed according to academic title and whether they loved their profession. It was understood that the instructors' organizational commitment levels did not show any significant differences according to academic title in affective commitment and normative commitment sub-dimensions, and in overall commitment but their organizational commitment levels showed a significant difference in continuance commitment sub-dimension [$\chi^2_{(4-360)}=10.24$; $p < .05$]. As a result of the test performed so as to find the source of the difference, it was found that the difference was between the research assistants and assistant professors, associate professors and professors. It was revealed that continuance commitment perception levels of the research assistants ($\bar{R}=116.95$) were significantly higher than the assistant professors ($\bar{R}=97.44$); those of the research assistants ($\bar{R}=95.36$) were significantly higher than the associate professors ($\bar{R}=75.47$); those of the research assistants ($\bar{R}=57.27$) were significantly higher than the professors ($\bar{R}=38.58$). As a result of the test performed in order to reveal whether the instructors' organizational commitment levels differed according to whether they loved the profession, it was determined that there were significant differences in the instructors' affective [$U=2678$; $p < .01$] and normative [$U=2681.5$; $p < .01$] commitment levels. It was found that affective commitment levels of the instructors who loved their profession ($\bar{R}=186.67$) were significantly higher than those who did not love their profession ($\bar{R}=128.43$). It was also revealed that normative commitment levels of the instructors who loved their profession ($\bar{R}=186.66$) were significantly higher than those who did not love their profession ($\bar{R}=128.59$).

The Findings Regarding the Relationship between the Instructors' Emotional Labor Behaviors and Their Organizational Commitment Levels

Correlation test results regarding the relationship between the instructors' emotional labor behaviors and their organizational commitment levels are given in Table 4.

Table 4. The Relationship between the Instructors' Emotional Labor Behaviors and Their Organizational Commitment Levels

	SAB	GAB	DAB	AC	CC	NC	OC
SAB	-						
GAB	.462**	-					
DAB	-.196**	.177**	-				
AC	.205**	.424**	.211**	-			
CC	-.046	.194**	.216**	.246**	-		
NC	.079	.228**	.177**	.521**	.426**	-	
OC	.092	.359**	.264**	.748**	.734**	.832**	-

SAB: Surface Acting Behavior; **GAB:** Genuine Acting Behavior; **DAB:** Deep Acting Behavior; **AC:** Affective Commitment; **CC:** Continuance Commitment; **NC:** Normative Commitment; **OC:** Overall Commitment; p value is significant at .01 level**.

When Table 4 was examined, it was seen that the instructors' surface acting behaviors had positive and moderate level relationship with genuine acting behavior ($r = .46$; $p < .01$), positive and low level relationship with affective commitment ($r = .21$; $p < .01$), and negative and low level relationship with deep acting behavior ($r = -.20$; $p < .01$). It was found that the instructors' genuine acting behaviors had positive and low level relationship with deep acting behavior ($r = .18$; $p < .01$), continuance commitment ($r = .19$; $p < .01$) and normative commitment ($r = .23$; $p < .01$), and positive and moderate level relationship with affective commitment ($r = .42$; $p < .01$) and overall commitment ($r = .36$; $p < .01$). It was also found that the instructors' deep acting behaviors had positive and low level relationship with affective commitment ($r = .21$; $p < .01$), continuance commitment ($r = .22$; $p < .01$), normative commitment ($r = .18$; $p < .01$) and overall commitment ($r = .26$; $p < .01$). It was revealed that the instructors' affective commitment had positive low level, moderate level and high level relationship with continuance commitment ($r = .25$; $p < .01$), normative commitment ($r = .52$; $p < .01$) and overall commitment ($r = .75$; $p < .01$), respectively. It was also revealed that the instructors' continuance commitment had positive moderate level and high level relationship with normative commitment ($r = .43$; $p < .01$) and overall commitment ($r = .74$; $p < .01$), respectively, and that their normative commitment had positive and high level relationship with overall commitment ($r = .83$; $p < .01$).

The Findings Regarding the Prediction of the Instructors' Organizational Commitment Levels by Their Emotional Labor Levels

The results of multiple regression analysis performed in order to determine whether the sub-dimensions of emotional labor predicted affective commitment are given in Table 5.

Table 5. Multiple Regression Analysis Regarding the Prediction of the Instructors' Organizational Commitment Levels by Their Emotional Labor Levels

Variables	B	Std. Error B	β	t	p	Zero- order r	Partial r
Constant	1.280	.283	-	4.523	.000	-	-
Surface Acting Behavior	.055	.045	.068	1.215	.225	.205	.064
Deep Acting Behavior	.115	.036	.160	3.169	.002	.211	.165
Genuine Acting Behavior	.250	.038	.364	6.538	.000	.424	.325
R=.449; R ² =.202 F _(3;361) =30.464; p=000							

When the relationship between affective commitment and the predictor variables in Table 5 was examined, it was seen that affective commitment had correlations with surface acting behavior ($r=.21$; $p<.01$), [when the effect of the other predictor variables was controlled ($r=.06$); $p<.05$], genuine acting behavior ($r=.42$; $p<.01$), [when the effect of the other predictor variables was controlled ($r=.32$); $p<.01$], and deep acting behavior ($r=.21$; $p<.01$), [when the effect of the other predictor variables was controlled ($r=.17$); $p<.05$]. The predictor variables showed a positive and moderate level relationship with affective commitment ($R=.45$; $p<.01$). It was found that the linear combination of all the sub-dimensions of emotional labor significantly predicted affective commitment [$R^2=.20$; $F_{(3,361)}=30.464$; $p<.01$]. The independent variables explained 20% of the variance regarding affective commitment. When the results of the t-test regarding the significance of regression coefficients were examined, it was revealed that surface acting behavior did not have a significant effect, while genuine acting behavior ($\beta=.364$; $t_{(363)}=6.538$; $p<.01$) and deep acting behavior ($\beta=.160$; $t_{(363)}=3.169$; $p<.01$) had significant effects.

The results of multiple regression analysis performed in order to determine whether the sub-dimensions of emotional labor predicted continuance commitment are given in Table 6.

Table 6. Multiple Regression Analysis Regarding the Prediction of Continuance Commitment

Variables	B	Std. Error B	β	t	P	Zero-order r	Partial r
Constant	2.553	.261	-	9.781	.000	-	-
Surface Acting Behavior	-.083	.042	-.118	-1.972	.049	-.046	-.103
Deep Acting Behavior	.095	.033	.154	2.851	.005	.216	.148
Genuine Acting Behavior	.130	.035	.221	3.698	.000	.194	.191
$R=286$; $R^2=.082$	$F_{(3,361)}=10.690$; $p=000$						

When the relationship between continuance commitment and the predictor variables in Table 6 was examined, it was seen that continuance commitment had correlations with surface acting behavior ($r=-.05$; $p<.01$), [when the effect of the other predictor variables was controlled ($r=-.10$); $p<.01$], genuine acting behavior ($r=.19$; $p<.01$), [when the effect of the other predictor variables was controlled ($r=.19$); $p<.01$], and deep acting behavior ($r=.22$; $p<.01$), [when the effect of the other predictor variables was controlled ($r=.15$); $p<.01$]. The predictor variables showed a positive and low level relationship with continuance commitment ($R=.29$; $p<.01$). It was found that the linear combination of all the sub-dimensions of emotional labor significantly predicted continuance commitment [$R^2=.08$; $F_{(3,361)}=10.690$; $p<.01$]. The independent variables explained 8% of the variance regarding continuance commitment. When the results of the t-test regarding the significance of regression coefficients were examined, it was revealed that surface acting behavior ($\beta=-.118$; $t_{(363)}=-1.972$; $p<.05$), genuine acting behavior ($\beta=.221$; $t_{(363)}=3.698$; $p<.01$) and deep acting behavior ($\beta=.154$; $t_{(363)}=2.851$; $p<.01$) had significant effects.

The results of multiple regression analysis performed in order to determine whether the sub-dimensions of emotional labor predicted normative commitment are given in Table 7.

Table 7. Multiple Regression Analysis Regarding the Prediction of Normative Commitment

Variables	B	Std. Error B	β	t	p	Zero-order r	Partial r
Constant	1.920	.248	-	7.737	.000	-	-
Surface Acting Behavior	.012	.040	.018	.296	.768	.079	.016
Deep Acting Behavior	.085	.032	.146	2.691	.007	.177	.140
Genuine Acting Behavior	.108	.034	.194	3.231	.001	.228	.168
R=.268; R ² =.072		F(3;361) =9.283; p=000					

When the relationship between normative commitment and the predictor variables in Table 7 was examined, it was seen that normative commitment had correlations with surface acting behavior ($r=.08$; $p>.05$), [when the effect of the other predictor variables was controlled ($r=.02$; $p>.05$)], genuine acting behavior ($r=.23$; $p<.01$), [when the effect of the other predictor variables was controlled ($r=.17$); $p<.05$], and deep acting behavior ($r=.18$; $p<.01$), [when the effect of the other predictor variables was controlled ($r=.14$; $p<.05$)]. The predictor variables showed a positive and moderate level relationship with normative commitment ($R=.27$; $p<.01$). It was found that the linear combination of all the sub-dimensions of emotional labor significantly predicted normative commitment [$R^2=.07$; $F_{(3;361)} =9.283$; $p<.01$]. The independent variables explained 7% of the variance regarding normative commitment. When the results of the t-test regarding the significance of regression coefficients were examined, it was revealed that genuine acting behavior ($\beta=.194$; $t_{(363)} =3.231$; $p<.01$) and deep acting behavior ($\beta=.146$; $t_{(363)} = 2.691$; $p<.01$) had significant effects.

The results of multiple regression analysis performed in order to determine whether the sub-dimensions of emotional labor predicted overall commitment are given in Table 8.

Table 8. Multiple Regression Analysis Regarding the Prediction of Overall Commitment

Variables	B	Std. Error B	β	t	p	Zero-order r	Partial r
Constant	2.196	.187	-	11.710	.000	-	-
Surface Acting Behavior	-.012	.030	-.023	-.396	.692	.092	-.021
Deep Acting Behavior	.094	.024	.201	3.905	.000	.264	.201
Genuine Acting Behavior	.149	.025	.334	5.875	.000	.359	.295
R=.413; R ² =.171		F(3;361) =24.742; p=000					

When the relationship between overall commitment and the predictor variables in Table 8 was examined, it was seen that overall commitment did not have a correlation with surface acting behavior ($r=.09$; $p<.05$), [when the effect of the other predictor variables was controlled ($r=-.02$); $p>.05$] but had correlations with genuine acting behavior ($r=.36$; $p<.01$), [when the effect of the other predictor variables was controlled ($r=.30$); $p<.01$], and deep acting behavior ($r=.26$; $p<.01$), [when the effect of the other predictor variables was controlled ($r=.20$); $p<.01$]. The predictor variables showed a positive

and moderate level relationship with overall commitment ($R=.41$; $p<.01$). It was found that the linear combination of all the sub-dimensions of emotional labor significantly predicted overall commitment [$R^2=.17$; $F_{(3,361)}=24.742$; $p<.01$]. The independent variables explained 17% of the variance regarding overall commitment. When the results of the t-test regarding the significance of regression coefficients were examined, it was revealed that surface acting behavior did not have a significant effect, while genuine acting behavior ($\beta=.334$; $t_{(363)}=5.875$; $p<.01$) and deep acting behavior ($\beta=.201$; $t_{(363)}=3.905$; $p<.01$) had significant effects.

Discussion, Conclusion and Recommendations

In this research, it was aimed to reveal the relationship between the instructors' emotional labor behaviors and their organizational commitment perception levels. As a result of the research, it was found that the instructors exhibited surface acting behavior at most, which was followed by genuine acting behavior and deep acting behavior, respectively. In their studies with teachers from different educational levels and at different time periods, the researchers (Beğenirbaş, 2013; Polatkan & Kırıl, 2017) found similar conclusions supporting the findings of this research. On the other hand, there are also studies that reached different results on the basis of dimensions (Yücebalkan & Karasakal, 2016; Zhang & Zhu, 2008). Zhang and Zhu (2008) determined that of the sub-dimensions of emotional labor, the instructors exhibited surface acting behaviors at the least and deep acting behavior at most. Yücebalkan and Karasakal (2016) revealed that the instructors working in the schools of the university exhibited genuine acting behavior at most, which was followed by deep acting and surface acting behaviors, respectively. In this study, the reason why the instructors exhibited surface acting behavior at most may be the fact that they need to act in accordance with the rules of conduct in their organizations. Besides, the fact that deep acting behaviors were relatively lower compared to the other acting behaviors can be interpreted as that the instructors do not empathize with the others enough and that this situation negatively affects organizational productivity.

In the research, it was revealed that the instructors' emotional labor levels differed according to gender, age, marital status, seniority and academic title, whereas their emotional labor behaviors did not differ according to educational status and whether they loved their profession. According to these results, it can be said that the instructors' gender, age, marital status, seniority and academic titles do not influence their emotional labor behavior levels. On the other hand, it can be said that their educational status and whether they loved the profession influence their emotional labor levels. Similarly, Kaya (2009) and Kırıl (2016) found in their studies that emotional labor did not differ according to gender. Besides, in their studies, Kaya (2009), Beğenirbaş and Basım (2013) revealed that age does not make any significant differences in emotional labor. Furthermore, Basım and Beğenirbaş (2012) and Kırıl (2016) found that marital status did not make any significant differences in emotional labor. In their studies, Kaya (2009) and Polatkan and Kırıl (2017) concluded that

professional seniority did not create any significant differences in emotional labor and Yücelbalkan and Karasakal (2016) revealed that the instructors' emotional labor levels did not differ according to their academic titles.

According to educational status variable, it was determined that the instructors' emotional labor levels did not show any significant differences in surface acting behavior and genuine acting behavior sub-dimensions, but their emotional labor levels showed significant difference in deep acting behavior. It was found that the deep acting behaviors of the instructors who completed PhD level education were significantly lower than the instructors with master's degree. It can be said that PhD education is effective on deep acting behavior level. According to these results, it can be interpreted that only the instructors with master's degree are willing to exhibit deep acting behaviors more towards changing internal emotional state in order to meet organizational expectations. In fact, emotional labor involves the efforts made so as to change the quality and degree of emotional representations in the personal sense. While exhibiting emotional labor behaviors, employees change their facial expressions by adapting or suppressing their emotions in accordance with the mental state of others (Hochschild, 2012). This is a skill that has been learned and developed over time beginning from childhood. Since individuals have the opportunity to socialize in the school environment where their physical, cognitive and emotional development is supported at different levels, they can learn how to manage their emotions depending on their physical and cognitive characteristics. For this reason, the physical and cognitive characteristics of the individual in his/her development line can direct his/her emotional reactions (Renner & Feldman, 2015). Similar to the results of this research, Beğenirbaş (2013) and Şat, Amil and Özdevecioğlu (2015) found that emotional labor levels of the employees differed according to educational status. Beğenirbaş (2013) revealed that deep acting behavior levels of the teachers who completed their PhD education were lower when compared to other teachers. Şat et al. (2015) found that the level of using emotions of the teachers with postgraduate education was higher than those who had undergraduate education. On the other hand, there are also researchers who revealed that emotional labor levels of the teachers did not differ according to their educational status (Beğenirbaş & Basım, 2013, Polatkan & Kırıl, 2017).

Significant differences were found in the instructors' emotional labor levels according to the variable of whether they loved their profession or not. It was determined that genuine acting behaviors and deep acting behaviors of the instructors who loved their profession were higher than those who did not love their profession. There may be cases in which employees behave by exactly feeling the emotion they need to exhibit while providing services. In genuine acting behavior sub-dimension, employees exhibit humanitarian behaviors that will be exhibited under normal circumstances rather than the behavior expected from himself/herself by the organization. In this process, employees do not need to perform acting. Since the individual does not pretend in the process of communicating with other people and behaves just as he/she feels that way, his/her behaviors are perceived sincerely.

Therefore, the reason why genuine acting behaviors levels of the instructors who loved their profession were high may be related to their attitudes towards being able to exhibit sincere behaviors as a personality trait, as well as loving their profession and the pleasure they got from doing the profession. Employees who prefer deep acting behavior strategy in their work life can control their intrinsic emotions. Therefore, employees with the ability to create different intrinsic emotions do not have difficulty applying deep acting behavior strategies. Accordingly, the reason why the instructors who loved their profession exhibited deep acting behaviors may be related to the desire to stay in the institution and pursue their career in the institution. For this reason, in order to be able to meet organizational expectations, the instructors who loved their profession may have developed their ability to change their intrinsic emotional states. From another perspective, the reason why the instructors who loved their profession exhibited genuine acting and deep acting behaviors may be related to the fact that being an academic staff is appropriate for their personality traits.

It was found that the instructors' affective commitment perception level was the highest, which was followed by continuance commitment and normative commitment perception levels. Similarly, Tezcan (2009) concluded that the instructors' affective commitment perception level was higher than their continuance commitment and normative commitment perception levels, respectively. Al (2007) also obtained similar results in his study and stated that the instructors' continuance commitment and affective commitment to their organizations were good and their normative commitment was at moderate level. On the other hand, Kaya (2008) found in his research with the academic staff that the sub-dimension with the highest mean score was normative commitment, which was followed by continuance commitment and affective commitment sub-dimensions. The fact that employees exhibit higher levels of affective commitment compared to the other sub-dimensions of organizational commitment is the most desirable type of commitment in terms of the organization because it shows that employees are emotionally committed to their organizations and are pleased to be a member of the organization, and that there is a consensus between individual and organizational values (Wiener, 1982). In addition to this, affective, normative and continuance commitment perceptions should be evaluated together in the interpretation of employee commitment levels because employees can participate in the organization at all three levels, albeit to different extent. Besides, even though it is desirable that employees' affective commitment perception level is higher than the other sub-dimensions, it is expected that normative commitment and continuance commitment perceptions follow this (Meyer et al., 1993).

In the research, it was found that the instructors' organizational commitment level did not differ significantly according to gender, age, marital status, seniority and education level, whereas it showed significant differences according to the academic title and whether they loved their profession. Boylu, Pelit and Güçer (2007) and Al (2007) revealed that gender did not create significant differences in the organizational commitment levels of the instructors. Kırıl and Kaçar (2016) also revealed in

their study that organizational commitment levels of the teachers working at secondary schools did not differ significantly according to gender. Similarly, Boylu et al. (2007) and Tezcan (2009) found in their studies that organizational commitment levels of the instructors did not show any significant differences according to age. Kaya (2008) and Tekin and Birincioğlu (2017) concluded that marital status had no effect on organizational commitment levels. In his study, Kaya (2008) determined that seniority variable did not affect the organizational commitment levels of the educators. Al (2007) found that educational status of the instructors did not show any significant differences in affective commitment and continuance commitment sub-dimensions but the instructors with PhD degree had higher normative commitment perception levels compared to those with undergraduate degree and master's degree.

In the research, it was found that there were no significant differences in the instructors' affective commitment, normative commitment and overall commitment perceptions according to academic title variable but there were significant differences in their continuance commitment perceptions. It was revealed that the research assistants' continuance commitment perceptions were found to be higher than the assistant professors, associate professors and professors. The reason for this can be explained by the desire of the research assistants to stay in the institution. Indeed, considering the positions of research assistants within the institution, they are less likely to find other jobs when compared to assistant professors, associate professors and professors. Therefore, it can be argued that research assistants have a higher sense of continuance commitment in leaving the institution taking into consideration the foregone earnings. In addition to this, considering the opportunities for promotion and appointment within their institution, research assistants may find it meaningful to sustain their membership in the organization. Ay, Ulusoy and Tosun (2015) revealed that there was a significant difference in the organizational commitment perceptions of the instructors according to academic title variable in continuance commitment sub-dimension and that the research assistants' continuance commitment perception levels were significantly higher than those of the professors. However, Kaya (2008) found that organizational commitment did not differ according to academic title.

In the research, it was found that affective commitment perception levels of the instructors who loved their profession were significantly higher than those who did not love their profession. Therefore, it can be said that the instructors who love their profession are committed to their organizations with sincere feelings, not because they have to. In the type of affective commitment, which means that employees accept organizational goals and values, the individual sees himself/herself as an important part of the organization. Therefore, it is easy for the employee to stay in the organization and adopt organizational goals and values. Similarly, as a result of this research, it was found that normative commitment perception levels of the instructors who loved their profession were significantly higher than those who did not love their profession. When considered in terms of

normative commitment, the reason why normative commitment perception levels of the instructors who loved their profession were significantly higher than those who did not love their profession may be related to the fact that they find it moral and right to stay in the organization. Hence, it can be said that the instructors who loved their profession are trying to integrate with organizational goals, indigenize organizational norms and try to exhibit them in practice.

In this study, it was found that the instructors' surface acting behaviors had positive and moderate level significant relationship with genuine acting behavior, positive and low-level significant relationship with affective commitment, and negative and low-level significant relationship with deep acting behavior. It was also found that the instructors' genuine acting behaviors had positive and low-level significant relationship with deep acting behavior, continuance commitment and normative commitment, and positive and moderate level significant relationship with affective commitment and overall commitment. It was revealed that the instructors' deep acting behaviors had positive and low-level significant relationships with overall commitment and the sub-dimensions of organizational commitment. It was also revealed that affective commitment perceptions of the instructors had positive and low, moderate and high level significant relationships with continuance, normative and overall commitment perceptions, respectively. It was concluded that the instructors' continuance commitment perceptions had positive, low- and high-level significant relationships with normative commitment and overall commitment, respectively. It was also concluded that the instructors' normative commitment perceptions had a had positive and high-level significant relationship with overall commitment. Similarly, Choonga, Wong and Lau (2012) found that there were positive and high-level significant relationships between the instructors' affective commitment and overall organizational commitment perception levels. As a result of the research, it was revealed that the instructors who stated that they were highly satisfied with the university, department and the job they were doing had higher affective, normative and overall organizational commitment perception levels. In the cases when the instructors perceive staying in the organization as moral and right, they may show commitment to their organization as they feel themselves morally responsible as a result of their socialization experiences. The instructors act with the motive of doing what is good for the organization. The desire of employees to act with the motive of doing what is good for the organization can affect their organizational commitment levels. Since affective commitment involves the acceptance of organizational goals and values by the employees, the instructors who are emotionally committed to their organization may regard themselves as part of the organization. For this reason, their desire to stay in the organization may be higher or it may be easier for them to adopt the goals and values of the organization. As a result, overall commitment levels of the instructors with this perception may also be high.

It was determined that the linear combination of the sub-dimensions of emotional labor affected affective commitment significantly. When analyzed on the basis of sub-dimensions, it was

found that genuine acting behavior and deep acting behavior had significant effects, respectively. According to these results obtained, it can be said that as the instructors' emotional labor increases, their affective commitment will increase, too. Genuine acting behaviors of the instructors are more effective on their affective commitment when compared to the other sub-dimensions. This can be interpreted as that the instructors can organize their emotions in accordance with the requirements of the teaching profession, and when they exhibit sincere emotions, they can exhibit organizational commitment emotionally.

It was found that the linear combination of the sub-dimensions of emotional labor affected continuance commitment significantly. When analyzed on the basis of sub-dimensions, it was found that genuine acting behavior, deep acting behavior and surface acting behavior had significant effects, respectively. Relatively, the greatest effect was by genuine acting behavior. The fact that the instructors try to adjust their emotional representations according to what they actually feel may be related to their continuance commitment. In other words, the desire of the instructors to stay in the organization, that is to say their continuance commitment, can be explained by their sincere feelings. It was understood that deep acting behavior positively affected continuance commitment. The fact that the instructors exhibited emotions at the deep acting level may be related to their desire to stay in the organization because when they exhibit fake emotions or surface acting behaviors, their continuance commitment is negatively affected. Indeed, if the individual exhibits surface acting behaviors and, in the event, that these fake emotions are understood by those around him/her, his/her relationships with other people can be negatively affected.

It was determined that the linear combination of the sub-dimensions of emotional labor affected normative commitment significantly. When analyzed on the basis of sub-dimensions, it was found that genuine acting behavior and deep acting behavior had significant effects, respectively. It can be said that as the instructors' emotional labor increases, their organizational commitment will relatively increase, too. Indeed, in terms of the organization, the fact that the instructors try to reflect their emotions by surface acting behaviors or by pretending in the communication processes, or further, that they trying to make emotion patterns in a more realistic way by exhibiting a deep understanding while showing emotions can be interpreted as that they can comply with organizational goals. Therefore, this finding may indicate that the instructors can develop attitudes towards normative commitment. Moreover, the fact that they are able to exhibit real and genuine feelings in the communication and interaction processes with their students and that they can make the others feel these feelings can be interpreted as that they have adopted organizational norms and values.

It was determined that the linear combination of all the sub-dimensions of emotional labor affected overall commitment significantly. When analyzed on the basis of sub-dimensions, it was found that genuine acting behavior and deep acting behavior had significant effects, respectively.

According to these results obtained, it can be said that as the instructors' emotional labor increases, their overall commitment will relatively increase, too. In the research, the sub-dimension of emotional labor which increases the instructors' overall commitment at most was genuine acting behavior sub-dimension. In terms of the sub-dimensions of emotional labor, this result can be interpreted as that overall commitment of the instructors who could exhibit/reflect sincere emotions and who had real emotion patterns in the communication process was positively affected. Besides, the fact that the instructors who suppress their genuine emotions in the communication processes and who exhibit their emotional expressions expected from themselves in the organizational perspective (by acting as if they were real with a deep understanding and intuition) by transforming them into emotion patterns have/exhibit the emotion patterns at deep acting behavior level can also be affected in terms of their overall commitment levels. The fact that the instructors exhibit surface acting behaviors by pretending as if and showing false emotion patterns in the communication process can negatively affect their overall commitment levels by transforming the workplace atmosphere negatively.

It was determined that there were no international studies on the relationship between emotional labor and organizational commitment at universities with the academic staff but there were studies on the effect of emotional labor with different sample groups and with different variables (Grandey, 1999, Mahoney, Buboltz, Buckner & Doverspike, 2011, Wong & Law, 2002, Zhang & Zhu, 2008). In the study conducted by Grandey (1999) at a university on a sample group of administrator assistants with the aim of investigating the antecedents and results of emotional labor, it was found that of the emotional labor sub-dimensions, surface acting behavior positively affected burnout and negatively affected job satisfaction. Contrary to this finding, it was also revealed that genuine acting behavior negatively affected burnout and positively affected job satisfaction. Besides, it was concluded that surface acting behavior affected customer service negatively, while genuine acting behavior and deep acting behavior affected customer service positively. In their study at university, Wong and Law (2002) examined the effects of the leaders' and followers' emotional intelligence and emotional labor levels on their work outcomes (job performance, job satisfaction, organizational commitment, intention to leave), and as a result of the research, they concluded that emotional intelligence levels of both the employees and administrators affected the employees' job satisfaction. They also found that emotional labor levels had a distinctive effect on the relationship between the evaluations of the administrators and the emotional intelligence levels of the employees, and between the self-evaluations of the employees and their job satisfaction. In their study on the academic staff, Mahoney et al. (2011) concluded that emotional exhaustion and job satisfaction were directly related to emotional labor, and that emotional labor and affective commitment had a mediating effect on emotional burnout and job satisfaction.

When the researches conducted in different sectors with different sample groups in Turkey were examined; Gülova et al. (2013) found in their study with the administrative staff at university

that there was a positive significant relationship between the three sub-dimensions of emotional labor and organizational commitment and that the more the support of the administrator increased, the stronger the relationship became. Gök (2015), who investigated the effect of emotional labor on work commitment in health sector, found that the effect of deep acting behavior on work commitment was higher than that of surface acting behavior. He determined that surface acting behaviors of the employees affected their work commitment negatively, whereas their deep acting behaviors affected their work commitment positively. In their study with senior and middle level managers working in the service sector (hotels, banks, restaurants and private hospitals), Türkay, Ünal and Taşar (2011) found that surface acting of emotional labor explained commitment significantly and affected commitment positively. On the other hand, in the study by Öz (2007), which examined the effect of emotional labor on job outcomes like commitment and intention to leave, it was found that of the sub-dimensions of emotional labor, deep acting behavior increased work commitment, and that pretending and hiding the real feelings, which were involved in surface acting behavior sub-dimension, did not have a significant effect on work commitment. The reason why these results are different can be explained by the different structures of the organizations.

The results of this research conducted within the scope of the faculties of education of ADIM Universities can be a guideway in terms of revealing the effect of the instructors' emotional labor levels on their organizational commitment levels. The following suggestions can be given regarding the results obtained:

- In-service trainings (drama, case studies, etc.) should be provided in order to reduce the surface acting behaviors of the instructors and increase their genuine acting and deep acting behaviors.
- Activities should be organized in order to raise the awareness of the instructors with PhD degree regarding deep acting behavior.
- It should be strictly considered that in a the recruitment of the academic staff, those with high level of genuine acting and deep acting behaviors who will perform at work passionately should be preferred (via personality tests, portfolio reviews, the state of participation in humanitarian relief funds and social voluntary education activities, interviews, experience, etc.), and after the recruitment process, an organization culture and climate directed to sustaining these activities should be formed.
- In order to improve the normative commitment levels of the instructors, the administrators should focus on practices that will increase their sense of belonging. For this purpose, at faculty level, the administrators can make efforts to improve the organizational culture that will enable the instructors to feel like a member of the family in their work setting.

- If there are organizational problems reducing the normative commitment of the instructors, efforts can be made so as to eliminate them.
- In order to ensure that the instructors exhibit behaviors in accordance with organizational norms and rules, the administrators should pay attention to try to solve all the problems through communication, adopt a participatory management style (participating in the decision-making process, taking opinions, reliability, objectivity, objective measurements, etc.), develop tactics that will integrate the instructors towards organizational goals and use persuasion and influence methods.
- The reasons why the instructors with high levels of affective commitment had higher surface acting behavior perceptions should be investigated by the administrators at faculty level.
- Administrative measures should be taken so as to improve and increase the deep acting behaviors of the instructors.
- In the recruitment of instructors for the faculties of education, the academic staff with high levels of affective and normative commitment who really love their profession should be preferred.
- In the selection of research assistants, the consideration should be to select from the students who can fulfill the requirements of the teaching profession, not because of being obliged to (being unemployment, unable to find a suitable job or lack of alternative job opportunities, etc.).
- The reasons why continuance commitment of the research assistants were higher than the other instructors with different academic titles should be identified.
- Organizational commitment levels of the instructors were affected by especially genuine acting behavior and deep acting behavior, whereas the instructors exhibited surface acting behaviors more. For this reason, policy makers and administrators (rector, dean, department head, etc.) should reveal and eliminate the factors (political, social, cultural, etc.) that push the instructors to exhibit surface acting behaviors.
- This research was carried out with 365 instructors working in 12 Faculties of Education in ADIM Universities in Turkey. The sample of the research can be expanded by taking support and conducted again at the regional level or so that it involves all of the faculties of education and all the administrative staff in Turkey.
- The study can be conducted comparatively so that it involves the academic and/or administrative staff working at state universities and private universities.
- By conducting qualitative research at faculty level, the reason why the instructors exhibit surface acting behaviors can be investigated.

- The results can be used to improve genuine acting behaviors and deep acting behaviors of the instructors (for school development).
- By conducting qualitative research at faculty level, the reasons why the instructors with PhD degree exhibited deep acting behaviors less, and the reasons why continuance commitment levels of the research assistants were higher than those of the assistant professors, associate professors and professors can be investigated.

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