



An investigation on the types of teacher motivation and their emotional labor strategies

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Abstract: This study investigates whether the emotional labor strategies used by teachers are predicted by their motivation types and at what level teachers' altruistic behaviors and personality traits predict their types of motivation. The data were collected from 596 teachers working in Ankara, with the stratified sampling method. A path analysis was conducted to explore the relationships among teachers' altruistic behaviors, personality traits, motivation types, and the use of emotional labor strategies. The findings indicate that most of the altruistic behaviors predict teachers' motivation types while among personality traits only neuroticism is a significant predictor. Lastly, external motivation predicts automatic emotion regulation/ emotional deviance while acting is predicted by all the motivation types.

Keywords: Motivation, emotional labor, altruism, personality

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INTRODUCTION

When the researchers aim to study about teacher motivation, firstly it is essential to understand why and how the teachers are motivated to teach in terms of certain variables. In some studies, the relationship between the teachers' personality traits (Jugovic, Marusic, Ivanec, and Vidovic, 2012; Othman, 2009; Quin and Watt, 2009), their altruistic behaviours (Chong and Low, 2009; Claeys, 2011) and teacher motivation are studied on to have an idea about which motivation type will dominate. Since teaching is a profession including interactions with many people, teachers have a number of emotional states, such as adjusting their emotions, changing roles, performing emotional feelings, or failing to control their anger when practicing their profession. Therefore, in teaching field, another important issue that is as important as the motivation of teachers is emotional labor in teachers because when motivation in teaching is considered, the amount of emotional labor they spend becomes also an arising question for the researchers. In addition, it should be questioned if there is a relationship between teachers' motivation type and emotional labor (Hsieh, Yang and Fu, 2011; Truta, 2014). Therefore, both teachers' motivation types and their emotional labor strategies should be paid attention together to comprehend teaching profession from a different perspective.

Although in this field, many studies include various variables that are related to teacher motivation there is a need for studies examining the relative association between teacher motivation and emotional labor since studies of these topics provide limited understanding of the relative impact of the variables? Following these reflections, the main purpose of this study is to analyze if the motivation types of teachers predict their use of emotional labor strategies. Another purpose of this study is to explore how the teachers' altruistic behaviors and personality traits are related to their motivation types.

Teacher Motivation

How teachers are motivated is one of the most common studies on teaching profession. As motivation can be deduced from verbal expressions and task choices, though not directly observable, according to Snowman, Mcown, and Biehler (2008) it can help to understand the reasons behind the behaviors exhibited by teachers. According to Bennel (2004), teacher motivation refers to the psychological processes that guide behavior in achieving educational goals and has attracted the attention of many researchers for many years and the factors that affect teacher's motivation (Claeys, 2011, Salifu and Agbenyega, 2013), teacher motivation

reasons (Chong and Low, 2009, Kilinc, Watt and Richardson, 2012, Sinclair, 2008) and the relationship between performance and teacher motivation (Acha, 2005; Roth et al., 2007), student motivation (Czubaj, 1996; Roth et al., 2007) became the common subjects that were studied on. A motivated teacher can also encourage students to be motivated to learn. Czubaj (1996) stated that when a teacher teaches, students can be motivated to learn in general. Teacher motivation can also be based on the types expressed in Self Determination Theory. In order to better understand the motivational types of teachers, it is crucial to examine which factors are effective in determining these types because teacher motivation is also a variable that is related to many other factors. For example, teachers' altruism behaviors (Chong and Low, 2009; Claeys, 2011), personality traits (Jugovic et al., 2012; Othman, 2009; Quin and Watt, 2009), emotional labor (Hsieh, Yang and Fu, 2011; Truta, 2014). Self Determination Theory helps us to better understand the concept of motivation, to learn how teachers are motivated and what motivation types they have.

In this theory, Ryan and Deci (2000) underline the process-oriented approach when describing motivation, and indicate that motivation means to be moved to do something. When a person with no intention to take action is defined as not being motivated, the person who acts to reach the end and who is full of energy appears to be motivated. According to Self Determination theory, there are three psychological needs: competence, autonomy and relatedness (Ryan, 2009).

While competence is defined as the need to be active when communicating with the individual's environment, autonomy shows the willingness to feel willing with the psychological freedom and choice experience felt by the individual when doing an activity (Deci and Ryan, 2000). Finally, relatedness is related to the desire of people to see belonging, bonding and social values as their own values, which supports the process of internalization (Niemic and Ryan, 2009). Meeting these three needs is important for the subjective well-being of individuals without regard to healthy development and cultural differences (Deci and Ryan, 2000). In addition to these three basic psychological needs, the Self-Determination Theory also mentions five types of motivation that reflect perceived autonomy and control at different rates (Roth, Assor, Kanat-Maymon and Kaplan, 2007).

Extrinsic motivation refers to doing something to get a separable outcome. The individual has the attitude to meet an outside request or to receive the prize presented. The second motivation type, introjected regulation is an internal regulation that is under control because behavior is done to avoid guilt and anxiety, for ego development or for pride. The reflected patterns are experienced as internal pressure to behave in a certain way (Ryan and Deci, 2000). The last type of external motivation, which is more autonomous and self-supervised, is identified identification. The individual is identified with the personal significance of a behavior, and internalizes the value of the behavior itself (Roth et al., 2007). Employees with identified motivations continue to do their work autonomously as they find it important, even if they do not find it interesting (Eyal and Roth, 2010). Another type of motivation, is the integrated motivation. The individual has a complete internalization and sees the value of behavior and its regulation entirely in his own right and experience fewer internal conflicts, while having more options and accountability (Black and Deci, 2000). The last motivation type which is intrinsic motivation is the prime example of being autonomous. Intrinsic motivation involves doing an activity because of being fun and interesting (Fernet, Senécal, Guay, Marsh and Dowson, 2008). In other words, doing a particular job itself is the prize for the individual (Solmuş, 2004).

The most positive gains are obtained from the self-determined types of motivation (integrated, identified and intrinsic motivation) (Vallerand, Pelletier and Koestner, 2008) and intrinsic motivation occurs only during the activities that draw attention. According to the studies motivation increases success rate, and achievements also support intrinsic motivation (Bishay, 1996; Hettirachi, 2010). there are also studies indicating that intrinsically motivated individuals have lower level of anxiety (Gottfried, 1982).

Teachers' Emotional Labor

It is not possible to think of business life separately from the emotions when it is thought that people spend most of their lives in doing their jobs at workplaces. Emotions are more prominent in occupations, especially those in communication with other people. In the service of employees, emotional labor expenditures are required to display the emotions expected from them. (Güngör, 2009). Hochschild (1983) stated that individuals use one of these two acting mechanisms, deep and surface acting in their emotional labor. Acting involves changing observable emotional expressions. According to Grandey (2000), surface acting involves managing responsive emotions that need to regulate an employee's behavior when they have feelings that do not fit the desired behavior in a given situation. While using deep acting strategy, the person is making an effort to get the emotions that he needs to feel, changing true feelings to get exactly the desired emotion (Hsieh et al., 2011).

Some researchers emphasize that besides these two strategies, naturally felt emotions can also be used in the context of emotional labor (Ashforth and Humphrey, 1993). Therefore, emotional labor can be exhibited as a third strategy in natural and sincere behavior. Without any emotional regulation, naturally the person can show the emotional expressions expected. Another important factor in emotional labor studies that comes to the forefront in relation to the emotional processes experienced by an employee is the concept of emotional deviance. It shows the contradiction about the emotions he feels 'sincerely' but which are not appropriate to be reflected at the same time (Çukur, 2007).

In the emotional labor field, many researchers seem to have an approach that emotional labor affects the burnout levels of employees (Köse, Oral and Türesin, 2011). Emotional labor is also a concept associated with job dissatisfaction, health symptoms, and emotional exhaustion (Schultz and Lee, 2014). Totterdell and Holman (2003) stated a positive relationship between deep acting strategy and the quality of business performance. Bhave and Glomb (2016) reported a negative relationship between job satisfaction and surface acting and Seçer and Tınar (2003) pointed out that using deep acting strategy increases personal success.

Teacher emotions are often overlooked in educational research (Roberts, 2011), but it has been recognized that over time teachers' perceived positive and negative emotions are related to their personal and professional development (Zembylas, 2003). Basım, Begenirbas and Yalçın (2013) stated that the personality of the teacher predicts emotional labor and all of the emotional labor strategies have the effects on the emotional exhaustion of the teachers. Truta (2014) pointed out the relationship between the motivation types of teachers and emotional labor strategies, and emphasized the importance of the relationship between intrinsic motivation and deep acting.

Teachers' Altruistic Behaviors

Altruism means helping someone else without being expected to be rewarded in any way (Freedman, Sears and Carlsmith, 2003). Altruistic relationships tend to be attentive, complementary, and collaborative, whereas selfish and competitive relations tend to be destructive, separating, abstract, and unjust (Clarcken, 2011). According to Claeys (2011), if the concept of altruism is taken into account in teachers, it can be explained as serving the society, passion for working with young people and children and feeling of love. Thus, what is often called "altruism" is seen as the most convincing answer to the study of why people choose teaching profession (Alexander, Chant, and Cox, 1994). Suryani, Watt, and Richardson (2013) also counted contributing to the society, as the most common reason for choosing teaching as a profession.

While Scott and Dinham (1999) point out that altruism is among the most motivating factors for teachers, in many studies, altruistic causes such as contributing to the society and giving social benefits are emphasized to choose teaching as a career (Kılınc, Watt and Richardson., 2012, Salifu and Agbenyega, 2013, Yüce, Şahin, Göçer, and Kana, 2012) İşmen and Yildiz (2005) found that those with high level of altruism had a more positive attitude towards teaching than those with low level of altruism. Another variable that has been searched for in association with altruism is the emotional labor. Hebson, Earnshaw and Marchington (2007) emphasized the

importance of controlling the emotional labor that is spent in performing helping behaviour. The terms altruism, motivation, and emotional labor, which are not frequently associated with each other, are getting the attention of researchers day by day.

Teachers' Personality Traits

Among the studies about personality, The Five Factor Personality Theory, which McCrae and Costa put forward as a result of long years of work that began in the 1970s, has integrated different views under one roof. The conclusion that personality can be described in 5 dimensions has been widely accepted as a result of their research (Bacanlı, İlhan and Aslan, 2009). This result is made up of analyzes of natural language expressions that people use to promote themselves and others rather than a specific theoretical construct. These five dimensions conceptually represent the personality at the widest level, and each dimension summarizes a large number of distinct personality traits (Oliver and Sanjay, 1999), although this does not imply that personality differences can be reduced to five basic characteristics. These factors have been confirmed in many intercultural studies as extroversion, conscientiousness, neuroticism, agreeableness, responsibility and openness / culture (Bacanlı et al, 2009). Agreeableness is characterized by social cohesion, likability, love and friendliness (Oliver and Sanjay, 1999). Another personality sub-factor, extroversion, is defined as low-introverted individuals, timid and calm, while individuals with high extroversion dimensions are characterized as talkative, energetic and courageous (Hamilton, 2010). Conscientiousness factor is characterized by commitment, task interest, desire to achieve, repressive control and work (Oliver and Sanjay, 1999). Neuroticism, another factor of personality, is classified by emotionality, ego power (anxiety), dominant satisfaction and emotion (Oliver and Sanjay, 1999). Individuals tend to experience negative feelings such as guilt, nervousness, sadness and fear (Basım, Çetin and Tabak, 2009). Finally, openness factor is defined by exploratory mind, culture, intelligence and intellectual knowledge (Oliver and Sanjay, 1999).

According to Friesen (1981), there is a strong relationship between career and personality traits, and the individual's career choice emerges as a reflection of his lifestyle and personality. For example, the personality traits of the teachers influence the behavior of the teacher in various ways (Murray, 1972), such as interaction with students and selected teaching methods. Teacher personality traits reflect not only on the performance of the classroom, but on everything from selected activities, strategies, classroom control techniques, and communication with students (Henson and Chambers, 2002). Judge and Ilies (2012) pointed out that personality is a very unexplained variable in professional motivation research, and added that as many researchers would approve, there are individual differences in motivation, and that these individual differences are followed by various propensity tendencies.

While investigating the predisposition effects in occupational behaviors, Kanfer (1990) points out that the main problem is lack of research on how personality structures affect the motivation system. Othman (2009) states that the understanding of the teacher's personality can determine the teaching methods that are appropriate for the teacher's personality and that effective teaching can be achieved in this way. Personality traits are regarded as an important predictor of motivation in teachers, whereas the relationship with emotional labor is still a curious research topic (Begenirbaş and Yalçın, 2012) because the studies on these two variables are rarely encountered

METHOD

This study investigates at what level teachers' altruistic behaviors and personality traits predict their motivation types and whether their motivation types predict the use of emotional labor strategies or not.

Participants and Procedure

The data were collected from 596 teachers working at primary, secondary and high schools in Ankara, Turkey in the 2015 - 2016 spring term. 411 (69%) of the participants were female and

184 (31%) were male. 181 (30.3%) worked in primary school, 187 (31.4%) in secondary schools, 228 (38.3%) in high schools and 134 (22%) private and 461 (78%) in public schools. 119 (20%) of the participants had teaching experience between 1 and 5 years, 115 (19.2%) had 6-10 years, 132 (22.1%) had 11 and 15 years, 227 (38%) had 16 or more than sixteen years. 119 (20%) of the participants were post- graduates and 476 (80%) were graduates. The participants were chosen with the stratified sampling method.

Instruments

In this study, Teacher Motivation Scale, Emotional Labor Scale, The Teacher Altruism Scale and lastly The Adjective Based Personality Test were used, Further information about the scales is given below.

Motivation types

In this research, Teacher Motivation Scale which was developed by Roth, Assor, Kanat-Maymon, and Kaplan in 2007 was used to determine teachers' motivation types according to the Self Determination Theory. It has four factors and 16 items. The factors are external, introjected, identified and intrinsic motivation factors. The internal consistency coefficient was calculated for the reliability of the scale. The internal consistency coefficient of the subscales ranged from 0.68 to 0.76. Smallest Space Analysis were used to test the validity of the scale. The analysis was carried out on the data obtained from 132 teachers. As a result of the analysis, it was seen that the items representing the four motivational lines were perfectly separated from each other. The alienation coefficient was calculated as 12. Smaller Space Analysis showed that the alienation coefficient was smaller than 15, which is acceptable (Guttman,1968, cited in Roth et al., 2007).

The scale was adapted into Turkish culture by the researcher. While adapting the Scale into Turkish Culture, all the necessary adaptation steps (Hambleton and Patsula, 999) were followed. In order to see Turkish and English forms have the same meaning, both scales were applied to 34 teachers with 2 week intervals. The correlation between participants' scores on both forms was examined. As a result, a significant positive correlation was found at a high level. ($r = .82$). Validity and reliability studies were carried out on 110 participants. As a result of confirmatory factor analysis, it was seen that the scale consisted of 3 factors since Identified motivation and intrinsic motivation factors formed the autonomous motivation factor together in Turkish culture. The scale had three main factors which were external, introjected and autonomous motivation factor. ($\chi^2/sd = 1.72$; RMSEA=.09; GFI=.79; AGFI=.72; CFI= .91; NFI=.82; NNFI=.89; IFI=.91; RFI=.79; RMR =.10; SRMR=.10). The Cronbach Alpha coefficients of the scale were.84 for the whole scale, .73 for external motivation, and .81 for introjected motivation and .83 for autonomous motivation factor. It was decided that the scale was a valid and reliable means of measuring teachers' motivational types in Turkish Culture.

Use of emotional labor strategies

Emotional Labor Scale which was developed by Çukur (2009) was used to indicate which emotional labor strategies the teachers use. The scale has four factors and 20 items. During the development phase of the scale, Çukur (2009) tested the validity and reliability of the scale with a sample of 190 secondary teachers. Çukur (2009) proposed 9 models (A, B, C, D, E, F, G, H, I) with different dimensions based on the theoretical bases for the Emotional Labor Scale and tested them all in his sample group. Confirmatory factor analysis results supported A Model which is composed of four factors that were surface acting, deep acting, automatic emotion regulation and emotional deviance and gave the best validity result Model (together ($\chi^2/sd = 1.85$; RMSEA=.06; GFI=.89; AGFI=.85; CFI= .93; NNFI=.92; SRMR=.08). The Cronbach alpha internal consistency fold for the scale was 0.79, for the automatic emotion regulation, 74; 0.70 for surface acting; 0.80 for deep acting; and 0.81 for the emotional deviation factor.

To test the validity and reliability of the scale, all models were tested by the researcher on 160 teacher participants. Among the tested models, two-dimensional F model gave the best validity and reliability result for the sample of this research. Model F, which exhibits a two-factor model structure from other models proposed by Çukur (2009) had emotional deviance and

automatic emotional regulation factor, on the one hand, deep and surface acting factor on the other. The fit indices calculated after the confirmatory factor analysis process were $\chi^2 / Sd = 1.65$; RMSEA = .07; GFI = .81; AGFI = .76; SRMR = .08; RMR = .09; NFI = .77; NNFI = .89; CFI = .90; IFI is .90 and RFI is .74. Cronbach alpha internal consistency coefficient was .90 for the whole scale; It was calculated as .78 for the automatic emotion regulation / emotional deviation factor and .72 for the acting factor. According to the results obtained, it was concluded that the scale is a valid and reliable means of measuring teachers' emotional labor strategies.

Altruistic behaviors

The Teacher Altruism Scale developed by Yavuzer, İşmen, Gazioğlu, Yıldız, Saymaz, Kılıçaslan, Meşeci and Sertelin (2006) was used to indicate the altruistic behaviors of teachers. There are 18 items of 5-point Likert type in the scale. The items are scored between 1 and 5, with the lowest and highest score ranging from 18 to 90. The high score to be obtained from the scale is considered to be more indicative of being altruistic. It consisted of four factors as helpfulness, social responsibility- sharing, emergency helping, and donation. A total of 359 teachers working in Istanbul were participants in the process of developing the scale. The overall internal consistency reliability of the scale was 0.73 alpha. The Cronbach alpha values of the scale ranged from 0.75 to 0.80 for the factors.

Within the scope of this study, the reliability and validity of the scale were tested by the researcher on 187 teacher participants. The fit indices calculated after the confirmatory factor analysis process were $\chi^2 / Sd = 1.83$; RMSEA = .06; GFI = .88; AGFI = .84; SRM = .06; RMR = .08; CFU = .97; IFI = .97 NFI = .94; NNFI = .96; RFI = .93. The Cronbach alpha internal consistency coefficient calculated in the analysis performed was calculated as .88 for the whole scale. It was calculated as .64 for the emergency helping, .59 for the donation, .81 for every day helping and .80 for social responsibility-sharing factor. According to the results obtained, it was decided that the scale is a valid and reliable means of measuring teachers' altruistic behaviors.

Personality traits

The Adjective Based Personality Test was used to determine teachers' personality traits. This scale was developed by Bacanlı et al. (2007) based on the Five Factor Theory. The scale consists of 40 items based on pairs of opposite adjectives. The scale items have two poles. However, the response is made in Likert style between 1-7. Items were evaluated according to the points taken on a 7-point scale. Principle Component Analysis was conducted on the data collected from 285 participants in order to determine the construct validity. The Cronbach alpha coefficients of Neuroticism, Extraversion, Openness to Experience, Agreeableness and Conscientiousness were .73, .89, .80, .87, .88 respectively. Reaction to Conflicts Scale, Negative-Positive Emotion Scale, and Trait Anxiety Inventory, Sociotrophy Scale were used and the results were significant for concurrent validity.

Within the scope of this study, the reliability and validity of the scale were tested by the researcher on 223 teacher participants. The fit indices calculated after the confirmatory factor analysis process are $\chi^2 / Sd = 2.66$; RMSEA = .08; GFI = .70; AGFI = .66, SRMR = .08; RMR = .17; NF = .92; NNF a = .95; CFU = .95; IFI = .95; RFI = .91. The Cronbach alpha internal consistency coefficient calculated for the analysis was calculated as .90 for the whole scale. It was calculated as .75 for Neuroticism, .88 for extraversion, .83 for Openness to Experience, .83 for Conscientiousness and .86 for agreeableness factor. According to these results, it was determined that scale is a valid and reliable measurement tool to measure the personality traits of teachers.

Data Analysis

In the analysis process, in order to see the distribution of motivation types, the use of emotional labor strategies, altruistic behaviors and personality traits, the averages were examined. A path analysis was conducted to determine if altruistic behaviors and personality traits predicted teachers' motivation types and whether the motivation types predicted teachers' emotional labor strategies.

RESULTS

When teachers' averages related to the motivation types were investigated, the results showed that the level of teachers' autonomous motivation was above average (4.29) while their introjected (3.81) and external motivation (3.17) levels were average. Next, teachers' averages related to their use of emotional labor strategies were examined and the results indicated that the level of teachers' use of automatic emotion regulation and emotional deviance (2.09) and acting strategy (2.36) were average. When the data obtained about teachers' altruistic behaviors were examined, teachers showed donation altruistic behavior (3.16) at average level while teachers' social responsibility (4.28), everyday helping (3.90), and emergency helping (4.14) behaviors were above moderate. Teachers also showed social responsibility- sharing altruistic behavior the most. Another main variable was teachers' personality traits. According to the results, teachers who participated in the study were on a moderate level of agreeableness (5.81), conscientiousness (5.66), openness to experience (5.53) and extroversion (5.29) factors. The neuroticism (3.31) personality trait had low average. In addition, the most common personality trait seen in teachers was agreeableness.

In this study, it was also aimed to know whether teachers' altruistic behaviors and personality traits predicted their motivation types and if the use of emotional labor strategies was predicted by their motivation types. For this aim a path analysis was performed and the relations among the variables were calculated. Relevance coefficients and the level of significance of these relations are given in Table 1.

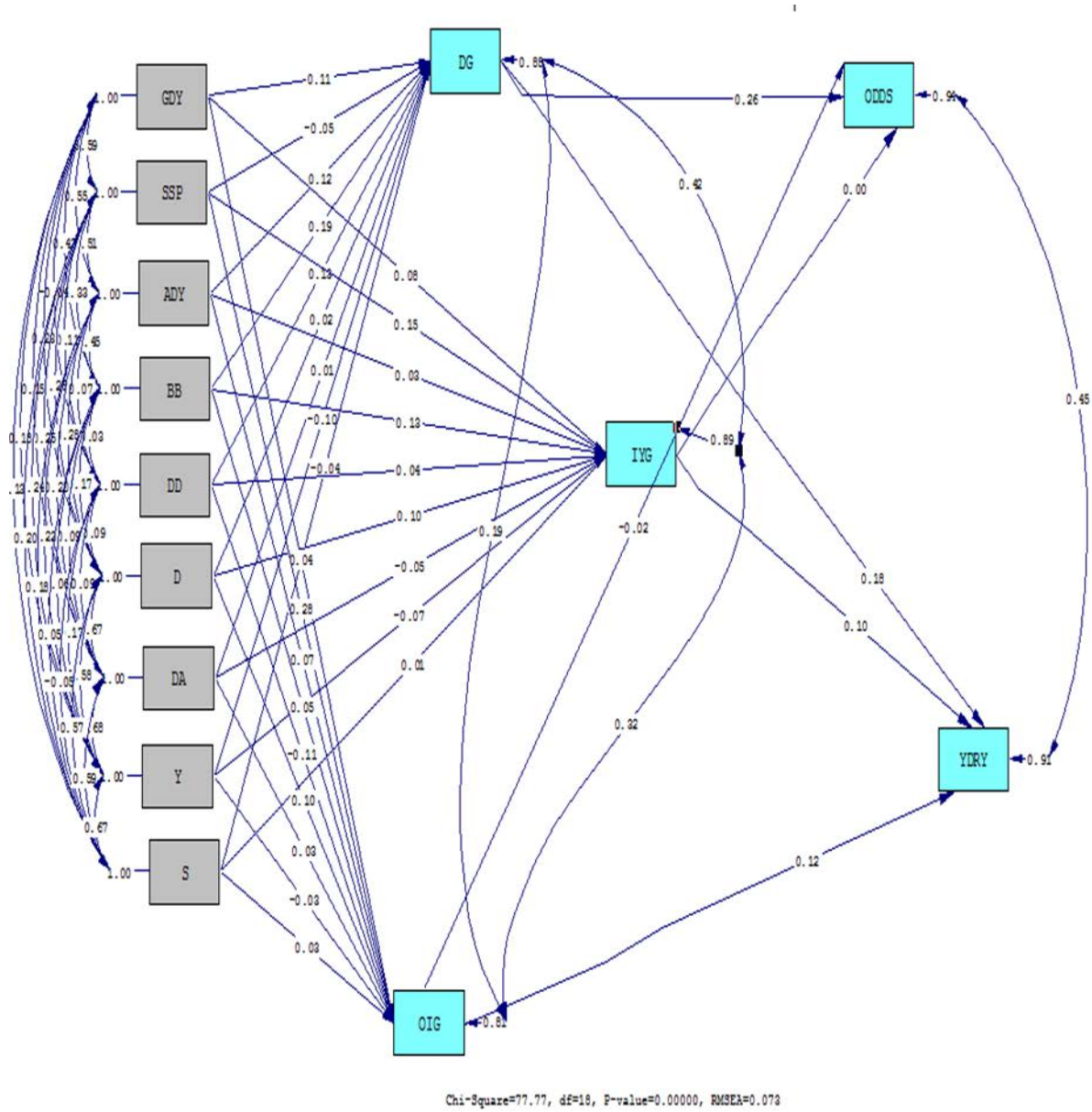
Table 1. Correlation values for the relationships among teachers' emotional labor strategies, motivation types, altruistic behaviors and personality traits

	DG	IYG	OG	GDY	SSP	ADY	BB	DD	D	DA	Y	S	ODDS	RY
DG	r													
IYG	r	.486**												
OG	r	.232**	.474**											
GDY	r	.164**	.208**	.349**										
SSP	r	.055	.206**	.450**	.594**									
ADY	r	.186**	.182**	.320**	.557**	.469**								
BB	r	.243**	.234**	.251**	.414**	.324**	.442**							
DD	r	.186**	.019	-.186**	-.035	-.132**	-.048	-.001						
D	r	-.034	.096*	.283**	.213**	.224**	.263**	.136**	-.091*					
DA	r	-.090*	.020	.253**	.163**	.248**	.225**	.072	-.125**	.725**				
Y	r	-.121**	-.009	.197**	.172**	.216**	.207**	.041	-.191**	.579**	.715**			
S	r	-.101*	.003	.193**	.116**	.165**	.163**	.034	-.050	.607**	.655**	.702**		
ODDS	r	.275**	.128**	.011	.101*	.063	.160**	.169**	.231**	.023	-.047	-.097*	-.059	
RY	r	.261**	.230**	.196**	.258**	.180**	.274**	.277**	.081*	.150**	.091*	.051	.081*	.499**

DG: External Motivation, IYG: Introjected Motivation, OG: Autonomous Motivation, GDY: Everyday Helping
 SSP: Social Responsibility- Sharing, ADY: Emergency Helping, BB: Donation, DD: Neuroticism D:
 Extraversion, DA: Openness to Experience, Y: Agreeableness, S: Conscientiousness, ODDS: Automatic
 Emotion Regulation / Emotional Deviation, RY: Acting

As seen in Table 1, there are significant relationships among many variables. However, it is seen that the level of relationship is weak ($0 < r < 0.30$) and moderate ($0.30 < r < 0.60$). The theoretical model developed in the direction of the research was tested by path analysis. When the goodness of fit index values of the theoretical model obtained from the path analysis were examined the final model had acceptable fit to the data ($\chi^2 / sd = 4.32$, RMSEA = .073 and SRMR = .044; GFI = .98, AGFI = .90, NNFI = .93 and CFI = .99) it seemed that the theoretical model created by the researcher had good harmony. Once the model fit was determined to be good and the t

values were examined, the error variances for the latent variables were checked. The error variances and standardized path coefficient values (β) of the generated theoretical model are given in Figure 1.



GDY: Everyday Helping SSP: social responsibility- sharing, ADY: Emergency Helping, BB: Donation, DD: Neuroticism D: Extraversion, DA: Openness to Experience, Y: Agreeableness, S: Conscientiousness, DG: External Motivation, IYG: Introjected Motivation, OIG: Autonomous Motivation, ODDS: Automatic Emotion Regulation / Emotional Deviation, YDRY: Acting

FIGURE 1. Theoretical model error variances and standardized path coefficients

Theoretical Model β , t and R^2 values were given in the table below. When Table 2 was examined, independent variables with direct effects on dependent variables were seen significant. ($t > 1.96$, $p < .01$). In addition, everyday helping, emergency helping, donation among the altruistic behaviors and neuroticism among the personality traits were the significant and weak predictors of external motivation. ($\beta = .11, .12, .19$, and $.13$ respectively) Introjected motivation was significantly predicted by social responsibility- sharing and donation. ($\beta = .15$ and $.13$ respectively). Autonomous motivation was only predicted by social responsibility- sharing altruistic behavior and neuroticism personality trait. ($\beta = .28$ and $-.11$)

Table 2. Theoretical model β , t and R^2 values

Independent Variable	Dependent variable	β	St.Error	t	R^2
GDY		.11	.051	2.06*	
SSP		-.05	.049	-1.08	
ADY		.12	.049	2.49*	
BB		.19	.043	4.37*	
DD	DG	.13	.034	3.49*	.12
D		.02	.048	.29	
DA		.01	.058	.23	
Y		-.10	.059	-1.76	
S		-.04	.054	-.81	
GDY		.08	.051	1.54	
SSP		.15	.050	3.06*	
ADY		.03	.050	0.55	
BB		.13	.044	3.05*	
DD	IYG	.04	-	1.15	.11
D		.10	-	1.83	
DA		-.05	.054	-.83	
Y		-.07	.059	-1.19	
S		.01	.053	.24	
GDY		.04	.049	.80	
SSP		.28	.047	5.89*	
ADY		.07	.047	1.39	
BB		.05	0.42	1.08	
DD	OIG	-.11	0.34	-2.95*	.19
D		.10	.049	1.88	
DA		.03	.056	.54	
Y		-.03	.057	-.58	
S		.03	.052	.51	
DG		.26	.045	5.68*	
IYG	ODDS	.00	.045	.09	.064
OIG		-.02	.039	-.45	
DG		.18	.044	4.05*	
IYG	YDRY	.10	.044	2.07*	.094
OIG		.12	.38	2.84*	

* $p < .01$

GDY: Everyday Helping SSP: Social Responsibility- Sharing, ADY: Emergency Helping, BB: Donation, DD: Neuroticism D: Extraversion, DA: Openness to Experience, Y: Agreeableness, S: Conscientiousness, DG: External Motivation, IYG: Introjected Motivation, OIG: Autonomous Motivation, ODDS: Automatic Emotion Regulation / Emotional Deviation, RY: Acting

It was also found that neuroticism was the only personality trait that predicted both external motivation and autonomous motivation however the relation was positive for external motivation while it was negative for autonomous motivation. Lastly, only external motivation variable predicted automatic emotion regulation/ emotional deviance strategy variable moderately. ($\beta = .26$). When it comes to acting, it was predicted weakly by external motivation, introjected motivation and autonomous motivation. ($\beta = .18, .10$ and $.12$, respectively).

DISCUSSION and CONCLUSIONS

Previous studies show that teacher motivation is related to many variables such as working conditions, job satisfaction, students' performance etc. However, there is still a lack of research investigating the relative impact of different potential variables on particular dimensions of teachers' motivation and emotional labor. The purpose of this study was therefore to explore

relations between teacher's emotional labor strategies, motivation types, personality traits and altruistic behaviors.

According to the results, teachers displayed some of the altruistic behaviors such as helpfulness, social responsibility, helpfulness in emergency situations above a moderate level, and donation behavior on a moderate level. Karadağ and Mutağçılar (2009) also found that the altruism levels of teachers working in primary and secondary schools were close to a high level. As a result, it can be said that teachers usually prefer to behave in an altruistic manner, to help, to share and to donate. Furthermore, the teachers had below the average in the neuroticism and average in other personality factors when the findings about personality traits were checked.

In this study altruistic behaviors were also investigated to see if they predicted teacher motivation types. According to the findings, everyday helping, emergency helping, donation were the significant predictors of external motivation. Introjected motivation was significantly predicted by social responsibility- sharing and donation while autonomous motivation was only predicted by social responsibility- sharing. Christophersen, Elstad, Solhaug, and Turmo, (2015) emphasized the relationship between motivation and helping behavior which they called citizenship behavior, in their study of prospective teachers, and added that performance-based motivation was a significant predictor of citizenship behavior. Teachers showing social responsibility-sharing behavior are expected to be teachers with a high level of autonomous motivation, because they are careful about other people or students since they believe that they can make a difference in their lives and enjoy their work. Teacher personality traits were one of the variables that were examined to see if they predicted motivation types. It was found that neuroticism was the only personality trait that predicted both external motivation and autonomous motivation in different ways significantly. When studies of the literature were examined, Jugovic and others (2012), one of the limited studies on this subject, found that personality traits outperformed internal motivation more than external motivation. Again, Judge and Ilies (2012) investigated the relationship between the five-factor personality model and performance-based motivation, and found that personality traits had a strong correlation with performance-based motivation.

Another aim of the study was to learn whether the types of emotional labor strategies used by teachers were predicted by their motivation types. It was realized that external motivation level predicted the use of automatic emotion regulation/ emotional deviance while acting strategy was predicted by external, introjected and autonomous motivation. Truta's (2014) study supported these findings and indicated that there was a relationship between intrinsic motivation and deep acting, adding that the increase in intrinsic motivation makes positive changes in deep acting. In terms of other occupational groups, types of motivation and emotional labor strategies are considered together, but the number of studies on the types of teacher motivation and the emotional labor strategies they use are scarce. It is therefore difficult to say whether the results of this study are mostly consistent with other studies. However, it is expected that autonomous motivation should have a relationship with acting and external regulation with automatic emotion regulation / emotional deviation. Externally motivated teachers may not be spending too much emotional labor as they do things that they do not enjoy doing their profession, or that they do not feel guilty if they are missing their duties, and that they do their jobs according to external rewards, appreciation or punishment. On the other hand, teachers with autonomous motivation may want to use acting strategy to do their jobs better.

In summary, the findings pointed out that teachers were motivated to teach and the findings showed that teachers' motivation types were usually predicted by altruistic behaviors. However, among the personality traits only neuroticism was the one that predicted them. Lastly, when it comes to the relationship between emotional labor and teacher motivation, external motivation predicted automatic emotion regulation/ emotional deviance while acting strategy was predicted by all the motivation types.

This study has both practical and theoretical implications. In this research, the types of motivation of teachers and the use of emotional labor strategy were examined quantitatively. Future research should seek to study these two variables in qualitative ways such as observation, self-assessment, or interviewing methods. In explaining these variables, collecting qualitative and

quantitative data together can provide more specific and discriminating information. In this study, when emotional labor status was determined for teachers, two factors were examined. In this case, deep and surface acting reflect having emotional labor, automatic regulation and emotional deviance reflect not having any emotional labor. In later works, these four factors can be handled separately to provide more descriptive and distinguishing information about emotional labor status in teachers. When the suggestions for the application are considered, measures can be taken to increase the autonomous motivation level of teachers. In addition, programs to raise the motivation level of teachers can be prepared and seminars can be organized. Moreover, teachers may have some training programs to improve their emotional labor strategies and use more effectively.

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