REPUBLIC OF TÜRKİYE
ÇANAKKALE ONSEKİZ MART UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAMME

POWER RELATIONS IN TERTIARY LEVEL ENGLISH LANGUAGE EDUCATION: AN INVESTIGATION ON EMOTIONAL LABOR AND EMOTION REGULATION STRATEGIES

MASTER'S THESIS

NECATİ SÖNMEZ

Supervisor
PROF DR. ECE ZEHİR TOPKAYA

ÇANAKKALE – 2023

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T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ
LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ

Necati Sönmez tarafından Prof.Dr. Ece ZEHİR TOPKAYA yönetiminde hazırlanan ve 27/01/2023 tarihinde aşağıdaki jüri karşısında sunulan "**Power Relations in Tertiary Level English Language Education: An Investigation on Emotional Labor and Emotion Regulation Strategies"** başlıklı çalışma, Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü **Yabancı Diller Eğitimi Anabilim Dalı**'nda **YÜKSEK LİSANS TEZİ** olarak oy birliği ile kabul edilmiştir.

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DECLARATION OF ETHICS

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I hereby declare that in this thesis study, which I prepared in accordance with the Writing Rules of the School of Graduate Studies of Çanakkale Onsekiz Mart University; I have obtained the data, information and documents I have presented in the thesis within the framework of academic and ethical rules, that I have presented all information, documents, evaluations and results in accordance with scientific ethics and morals, that I have cited all the works I have used in the thesis by making appropriate references, that I have not made any changes in the data used, that I have presented in this thesis is original. Otherwise, I undertake and declare that I accept all the loss of rights that may arise against me.

Necati SÖNMEZ
27/03/2023

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Necati SÖNMEZ

Çanakkale, March 2023

ÖZET

YÜKSEKÖĞRETİM İNGİLİZCE DİL EĞİTİMİNDE GÜÇ İLİŞKİLERİ: DUYGU EMEĞİ VE DUYGU DÜZENLEME STRATEJİLERİ ÜZERİNE BİR ARAŞTIRMA

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Danışman: Prof. Dr. Ece ZEHİR TOPKAYA
27/02/2023, 239

Bu çalışma, yönetici, öğretim görevlileri ve öğrencilerin duygusal emek ve duygu düzenleme stratejilerini inceleyerek, bir devlet üniversitesinin yabancı diller yüksekokulu hazırlık sınıfı programında hiyerarşik organizasyon yapısındaki güç ilişkilerini ortaya çıkarmaktadır. Ayrıca, erkek ve kadın katılımcıların belirli duygusal emek ve duygu düzenleme stratejilerini nasıl kullandıklarını ve güç ilişkilerini nasıl kabul ettiklerini, reddettiklerini ve sürdürdüklerini anlamak için bir değişken olarak cinsiyet de araştırılmıştır.

Nicel verilerin toplanmasında Duygusal Emek Ölçeği ve Duygu Düzenleme Anketi kullanılmış, duygu emeği ve güç ilişkilerinin detaylı analizi için ise yarı yapılandırılmış görüşmeler kullanılmıştır. Araştırmanın nicel bölümünde 179 öğrenci ve 18 öğretim görevlisi, nitel bölümünde ise üç yönetici, üç öğretim görevlisi ve dokuz öğrenci yer almıştır.

Nicel bulgular, katılımcıların duygusal emek stratejisi olarak çoğunlukla doğal olarak ifade edilen duyguları kullandıklarını gösterdi. Ayrıca, cinsiyet ile ölçek faktörleri gibi diğer

değişkenler arasındaki olası ilişkiyi belirlemek ve araştırmak için SPSS'de Pearson korelasyon analizi yapıldı. Cinsiyet ile diğer değişkenler arasında istatistiksel olarak anlamlı bir ilişki bulunmadı ($p > .05$). Nitel veri analizi, katılımcıların duygusal emek stratejilerinin üçünü ve duygu düzenleme stratejilerinden ikisini kullandıklarını göstermiştir. Katılımcılar, üstlerinin baskısıyla karşılaştıklarında gerçek duygularını gizleyerek yüzeysel rol yapmayı kullandılar. Erkek katılımcıların daha sessiz, kadınlarınsa daha dışarıya dönük oldukları keşfedilmiştir. Sonuçlar, toplumsal normların erkek ve kadın katılımcıların duygusal emeği kullanma şeklini etkilediğini göstermektedir. Ayrıca, hiyerarşik iş akışında bir aksama olduğunda yöneticiler tarafından olumsuz duygular sergilendiği için, dört boyutlu güç kavramı YDYO PYP bağlamıyla ilişkilidir.

Anahtar Kelimeler: Duygusal Emek, Duygu Düzenleme, Güç İlişkileri, Cinsiyetçi Akademi, Gücün Boyutları

ABSTRACT

POWER RELATIONS IN TERTIARY LEVEL ENGLISH LANGUAGE EDUCATION: AN INVESTIGATION ON EMOTIONAL LABOR AND EMOTION REGULATION STRATEGIES

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This study explored power relations in the hierarchical organization structure of a state university's school of foreign languages preparatory year program by investigating emotional labor and emotion regulation strategies of administrators, instructors, and students. Furthermore, gender as a variable was explored to understand how male and female participants used above-mentioned strategies and how they acknowledged, rejected, and maintained power relations. Using a mixed-method research design, quantitative and qualitative data collection and analysis took place in this study. Emotional Labor Scale and Emotion Regulation Questionnaire were used to collect quantitative data while semi-structured interviews were used to provide a detailed analysis of power relationship. There were 179 students, and 18 instructors for the quantitative part of the study while the qualitative part involved three administrators, three instructors, and nine students.

The quantitative findings revealed that participants mostly used naturally expressed emotions as the emotional labor strategy. However, the participants were undecided with regards to ER strategies. Pearson's correlation analysis was also run on SPSS to explore possible relationship between gender and other variables. No statistically significant relationship was found between gender and and other variables ($p > .05$). Qualitative data analysis revealed that male participants were more silent, while female participants were more

outward. The results imply that societal norms effected the way male and female participants employed emotional labor. Also, four-dimensional power was relevant for the SFL PYP context since the negative emotions were displayed by the administrators when there was a disruption in hierarchical workflow.

Keywords: Emotional Labor, Emotion Regulation, Power Relations, Gendered Academia, Dimensions of Power

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LIST OF ABBREVIATIONS

ELS	Emotional Labor Scale
ERQ	Emotion Regulation Questionnaire
PYP	Preparatory Year Program
SFL	School of Foreign Languages
EFA	Exploratory Factor Analysis
CFA	Confirmatory Factor Analysis
IIPRF	Interview Protocol Refinement Framework
IBC	Inquiry-based Conversation

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CHAPTER I
INTRODUCTION

The introduction section of the study focuses on explaining the statement of the research problem first. Then, the aims of the study and research questions, along with the limitations and significance of the study are depicted. Finally, the definitions of key concepts in this thesis study and the summary of the whole introduction section are provided.

1.1. Statement of the Research Problem

Emotions are a part of every human being in life. People express, negotiate, and transmit ideas and feelings through emotions, and this requires mental work, which eventually leads to emotional labor. Originally used to explain how employees, who especially work in the service industry, manage their emotions during their encounters with customers (Hochschild, 1983), the construct of emotional labor refers to the suppression of feelings or emotions in order to account for the emotions that are required from employees to display at the organizational level (Hochschild, 1983). This means that employees at workplaces would smile or be happy if the ultimate goal is to please the customers even if their true feelings are rather opposite to what they show to customers. The term emotional labor can be considered as a way to analyze the employee's emotions since they would constantly work to alter or maintain specific emotions throughout their communicative exchanges with the customers. The term emotional labor was first coined by Hochschild (1983) to explain how employees in organizations experienced labor of experiencing certain emotions. According to Hochschild (1983), besides the physical and mental labor, employees also experience emotional labor which is related to displaying required emotions by the organization. Emotional labor was later described from various perspectives, including the exhibition of appropriate emotions (Ashforth & Humphrey, 1993), which was similar to the first description provided by Hochschild (1983). Emotional labor is prevalent at three distinguished levels which would describe how emotional labor works, and these are called emotional labor strategies. While surface acting refers to the faking of emotions and deep acting refers to the cognitive work to change inner emotions to suit the outer emotion (Hochschild, 1983), the natural expression of emotions is related to the display of emotions

without meeting certain display rules that organizations might demand from the employees (Ashforth & Humphrey, 1993). Emotional labor is an important aspect of the workplace because it might be beneficial for the customers but frustrating for the employees or vice versa, depending on the specific situation (Hochschild, 1983; Humphrey et al., 2015). In the school context, this means that the principal as the employer, teachers as employees, and students as customers can play an interactive role to employ emotional labor strategies for one another, just as in the customer-employee relationship.

The studies in school contexts regarding emotional labor aim to explore the relationship between the emotional labor strategy use and various variables such as teacher burnout (Ghanizadeh & Royaei, 2015; Ma et al., 2021; Näring et al., 2006; Peng et al., 2019; Zhang & Zhu, 2008), job satisfaction (Yin et al., 2013; Yin, 2015), and emotional exhaustion (Tuxford, 2015; Wróbel, 2013). Considering the school contexts, many studies are conducted in order to explore the teachers' use of emotional labor strategies. While some studies depict that teachers mostly use surface acting strategy the most (Hu, 2013; Näring et al., 2006; Xu, 2012), other studies report that teachers usually express their natural emotions (Mou, 2019; Polatkan, 2016; Xiao, 2012; Yılmaz et al., 2015). Moreover, it is uncovered that surface acting cause teachers to pay a lot of effort to hide their emotions and end up with high levels of emotional labor at the workplace (Li, 2012; Yang, 2008). On the other hand, the studies conducted to explore administrators' or principals' use of emotional labor strategy in school contexts are rather scarce when they are compared to studies conducted on teachers' emotional labor. In some of the studies, it is reported that administrators mostly use surface acting strategy for suppressing their natural emotions while interacting with the teachers, parents, and students (Şahin Özan, 2021; Maxwell & Riley, 2016). Their reasoning for using this strategy is associated with sustaining the organizational climate (Yıldırım & Akdoğan, 2019) and professionality (Cowley, 2019). As for the students, there are limited numbers of studies that focus on exploring the students' emotional states and experiences when they interact with their teachers. The studies indicate that students display their natural emotions when their teachers display positive emotions toward them (Titsworth et al., 2013; Zhang & Zhang, 2013). Therefore, the emotional labor literature for school contexts involves detailed analyses of teachers' emotional labor strategy use, while the emotional labor experiences of administrators and students are explored in a few studies.

One of the factors that impact the way emotional labor is employed is gender. As indicated by Lawless (2018), neoliberal practices shape academia into a service industry. According to Bellas (1999) and Jackson (2017), in such contexts where power resides, female stakeholders have trouble managing their emotions and feelings when they are compared to male stakeholders because the roles in academia are mostly centered on masculine characteristics and female stakeholders are suppressed because of their stereotyped feminine identities. Therefore, the way that male and female emotional labor work is greatly varied.

In language teaching and learning, the studies conducted on emotional labor from a power relations perspective have a deep look at institutional power (Benesch, 2017; Evans & Moore, 2015) and the numbers of studies that explicitly explore emotional labor from power relations perspective are extremely scarce and limited to the works of Benesch (2017, 2018). The theory of dimensions of power, which is coined by Lukes (2005, 2021), is a great asset to explore power relations and its possible effect on emotional labor and emotion regulation strategy use of diverse stakeholders in SFL. It is a four-dimensional approach to the concept of power. It states that power can be exercised in three distinct ways, which are power over or in other ways, decision-making, manipulation, and non-decision making. The first dimension of power is power over, or decision-making, which is related to the exercise of overt power by the powerful groups of people over the powerless groups of people within a hierarchy (Dahl, 1957). The second dimension is related to shaping powerless people's preferences and beliefs through bias mobilization (Bachrach & Baratz, 1970). The third dimension is related to the prevention of a decision being made for the oppressed groups of people (Lukes, 2005). The fourth dimension, on the other hand, refers to the conceptualization of power as a social construct, rather than a biological trait that is owned by people (Digeser, 1992; Haugaard, 2012; Lukes, 2021). The power, in this regard, is provided or attributed to people rather than owned by them. This theory is important because it provides a framework for detailed analysis of a hierarchy, whether any layers of people in a hierarchy are oppressed, or prevented from the decision-making arena. Also, the dimensional view of power shows how power is exercised, resisted, rejected, or accepted. For the purposes of this study, power's possible relation to emotional labor and emotion regulation strategy use in SFL may possibly uncover how these constructs intertwine with

one another and how the diverse stakeholders in SFL are affected by the power to manage their emotions.

In her famous works, Benesch (2018, 2020) explored the university instructors' emotional labor by investigating their perceptions of the legalistic discourse on plagiarism and high-stakes exams that took place in the context of a university. The results from her study showed that the instructors resisted the legalistic discourses with which the institution provided them. First of all, the high-stakes exam in the university was seen as culturally biased since it was applied to both native and non-native students who came from culturally diverse backgrounds. Secondly, it was found that the instructors did not follow the legal advice stated in the plagiarism policy documents since they did not take actions to punish students who plagiarized content, rather they utilized pedagogical approaches for reducing plagiarism such as teaching citation practices to their students. Indeed, these studies have paved the way for analyzing emotional labor in language teaching from a discursive perspective (Benesch, 2017), which particularly focuses on examining the different discourses to investigate power, ideology, and culture that may impact people's emotional labor. Although institutional power's effects on the emotional labor of university instructors are examined in these studies, they mostly involve a single perspective to be taken into account and that perspective is based on the instructors' own perceptions. In order to account for power relations, different stakeholders in language teaching and learning contexts should be examined altogether. By examining their emotional labor in the same context, different perspectives on power and how power is negotiated, practiced, and resisted can be explored in a more in-depth analysis. Also, there is a lack of studies focusing on power relations in the emotional labor of teachers, students, or principals from different perspectives and variables involved in language education such as exams, workload or homework distribution between stakeholders, and content and material selection or creation. As Benesch (2017) indicates, examining emotional labor through the perspective of power relations becomes significant as being aware of power relations might lead to activism, which can make instructors or students rise up for their rights and show grievances.

The studies conducted on emotional labor in Türkiye are mostly based on exploring organizational commitment (Bingöl, 2020; Deliveli & Kıral, 2020), job satisfaction (Toprak

& Savaş, 2020), and job burnout (Akın et al., 2014; Derman et al., 2020; Yılmaz et al., 2015). The results of these studies mostly involve negative aspects such as having higher levels of emotional exhaustion and commitment to the organization related to the title or the rank that teachers or academics have. The higher the rank or title gets, the more satisfied the teachers become. Although the findings provide valuable information on how emotional labor works in the school contexts of Türkiye by focusing on different variables, they do not take power into account while investigating emotional labor in educational contexts.

Today, in higher education in Türkiye, English language teaching is the norm. Many universities have school of foreign languages that provide language education services to students to study foreign languages for a year before admission to their undergraduate departments. While some of the departments demand 100% English proficiency level such as English Language Teaching and English Language Literature, some of the other departments demand 30% proficiency level in English from their students since the medium of instruction is English, such as Biology department and many others. Therefore, language education in higher education takes place in SFLs prior to admission to the undergraduate departments, either through voluntary or obligatory participation. After receiving the language education, the students take the proficiency exam and if they are successful, they start their undergraduate education in their departments, which mostly involve English-medium instruction (EMI). Besides English language education, SFLs in Türkiye include French, German, Spanish, Arabic, and many other languages. Although SFLs provide language education to university students, there are problems in language education that takes place at SFLs and EMI in Türkiye. There are many studies that explore the problems faced by instructors and students in relation to EMI. Most recurring problems are related to the insufficient and traditional language education in SFLs that relegate the lecturers in EMI classrooms to language instructors (Collins, 2010; Paker, 2012), memorization-based knowledge acquisition (Kırkgöz, 2014), the anxiety felt by students in using the target language (Tunçel, 2014), lack of supporting materials for developing English language learning (Karakas, 2017), assessment criteria for exams being focused on grammatical knowledge rather than productive language skills (Karakaş, 2016), and teacher-centered language education (Gökdemir, 2010). In their studies conducted with preparatory students located in a private university, Demirtaş and Sert (2017) state that autonomous learning for

students does not happen since the achievement criteria are based on traditional ways of assessment such as the proficiency exam. Moreover, Bayraktaroğlu (2014) indicates that there is a managerial problem at the school of foreign languages that paves the way for a rather unsuccessful language education. In addition, Bayraktaroğlu (2014) mentions the deficiencies of proficiency exams as each university conduct its own exam at the school of foreign languages and this leads to dysfunctional language education at the university level. It was reported that students who get passed to the next level with higher grades with the universities' proficiency exams were only able to score low scores in international exams. The reason for such problems can be explained through a focus on emotional labor and power relations because different stakeholders at SFL follow a legalistic discourse, the policies, about language education, and they may feel obliged to follow this legalistic discourse. Also, uncovering the problems at the managerial level. Regarding the students, they take part in a system where they learn a language without having consistent autonomy over the very language that they learn. Therefore, this study will explore the emotional labor of instructors, students, and the administrative staff by focusing on power to uncover whether there are any problems in the hierarchical organizational structure at an SFL.

Although emotional labor is important so as to understand how people manage their feelings to meet the standards imposed on them, exploring their emotion regulation strategies is also important. This is because emotion regulation is centered on exploring what emotions people have, how they regulate or shape their emotions, and why they do so (Gross, 1998). Emotion regulation strategies are based on individuals' own emotions, and the individuals do not have to account for emotional display rules that are forced on them (Brown, 2011). Hence, emotion regulation that is employed by each individual may vary since not everyone would feel the same emotions and regulate their emotions in the same way. There are two specific types of emotion regulation strategies. While cognitive reappraisal refers to the reframing of a negative feeling or a situation to a positive one, expressive suppression refers to the control of both negative and positive emotions so as not to display such emotions (Gross & John, 2003).

The literature on emotion regulation is vast regarding teacher well-being (Taxer & Gross, 2018; Yin et al., 2016; Yin et al., 2018). these studies show that teachers' state of

mind is affected by how they regulate their emotions because suppression of emotions and regulating both their own and their students' emotions are indicated to be a tough job for them, and these had negative impacts on them and caused their emotional labor to be exposed much more than ever. On the other hand, studies in Türkiye that focus on emotion regulation are rather scarce and, to the best knowledge of the researcher, there are two specific studies that explore emotion regulation and mainly focus on the parental effect on children's emotion regulation in the school context (Acar et al., 2019; Ersay, 2014). In the national context, there is a gap in the literature on emotion regulation as the studies do not focus on the possible impacts of power relations on emotion regulation strategies employed by the people in a specific context and they neglect including multiple perspectives since they involve either emotion regulation strategies of teachers or students. Hence, this study also aims to explore the emotion regulation strategies that different stakeholders at an SFL of a Turkish state university.

As indicated previously, gender plays a key role in emotional labor since some studies indicate differences between female and male people in terms of how the process of emotional labor and emotion regulation works in both genders (Chen, 2010; Liu, 2007; Nolen-Hoeksema, 2012). Although as a variable, gender is frequently investigated in relation to emotion regulation and emotional labor strategy use in school contexts (Brackett et. al., 2010; Llego, 2017; Steangård et al., 2022; Sutton, 2004; Taher et. al., 2016), the role of gender in terms of emotional labor and emotion regulation use in school contexts from power relations perspective is explored in a few numbers of studies that exclusively analyze this through examining power exercise (Morris & King, 2018; Ward & McMurray, 2016). Therefore, as is evident by these numbers of studies, male and female people's emotional labor and emotion regulation processes differ (Hochschild, 1983; Lawless, 2018). However, there is a rare focus on power relations in order to explain this difference. Hence, it can be stated that the existence of some studies on gender from an emotional labor and emotion regulation perspective in the school contexts are still few and gender is rarely approached from a power perspective. Therefore, this study will include gender as a variable which is scarcely studied from a critical perspective in relation to emotional labor and emotion regulation in the field of language education.

As a final regard, it is found that no studies in the literature specifically examine the variables that might come into play in English language education when investigating the emotional labor or emotion regulation strategies of different stakeholders located at the SFL. For example, Benesch's studies (2018, 2020) only highlight the resistance towards power or the impact of legalistic discourse on university instructors, but they lack in showing the language education part. Considering the PYP, these variables may consist of content creation and selection, material creation and selection, preparatory exam, and workload distribution of language instructors, students, and administrative staff. Therefore, there is a gap in integrating English language education into emotional labor studies from a power relations perspective.

1.2. Aims of the Study and Research Questions

The primary and foremost aim of this study is to explore the emotional labor of language instructors, PYP students, and administrative staff by investigating their emotional labor strategies and emotion regulation strategies from a power relations perspective. Also, another aim is to uncover how English language education is impacted by the emotional labor of different stakeholders at SFL with an emphasis on the variables that may affect the education at SFL such as content and material selection and creation, preparatory exam, and workload distribution. Moreover, one other purpose of this study is situated analyzing whether gender is a key aspect of emotional labor because previous studies mention the differences between the types of strategies employed by male and female people. Hence, the impact of gender on emotional labor and the emotion regulation strategies of different stakeholders at SFL will also be explored with a focus on power relations.

In order to account for the above-mentioned aims of this study, the following research questions are formulated:

1. What is the relationship between the emotional labor of language instructors, students, and administrative staff and power relations at the school of foreign languages?
    a) What emotional labor strategies do administrators, language instructors, and students use in the SFL?

b) How do administrators, instructors, and students perceive the hierarchical organizational structure in the SFL in relation with the power relations?

c) How do administrators, instructors, and students experience emotional labor with regard to emotional display rules in SFL?

2. Do power relations influence the English language education at the school of foreign languages regarding;

    a) Workload distribution

    b) Content and material selection and creation

    c) Exams

3. What emotion regulation strategies do language instructors, students, and administrative staff employ in order to negotiate, maintain or resist power?

4. Is there a relationship between gender, emotional labor strategies and emotion regulation strategies that language instructors, students, and administrative staff employ?

5. Is there a significant difference between the emotional labor strategies and emotion regulation strategies of male and female language instructors and students?

1.3. Limitations

This study was conducted at a school of foreign languages of a state university located in the northwest of Türkiye. In this regard, the study sample only comprises the students, instructors, and administrators in that context. Also, since this study focuses on the emotional labor and emotion regulation of diverse stakeholders with a focus on power relations, the findings may not be generalized because emotions are subjective. An instructor who uses a specific emotional labor strategy in this study's context may use another strategy to cope with emotional burden and exhaustion in a different context. Hence, the topic of this study is exclusively subjective.

Moreover, the study is comprised of a few numbers of administrators and instructors although the number of student participants was much higher, both for the quantitative and qualitative parts of this study. Therefore, the findings may not be generalized for the entire stakeholders in this study's context, and for all the other SFLs around Türkiye.

1.4. Significance of the Study

First of all, there is a lack of studies that focus on the emotional labor of students, teachers, or administrative staff in SFL contexts from a power relations perspective in Türkiye. As described earlier, the studies on emotional labor in education contexts only focus on a few variables such as job burnout and satisfaction and explore emotional labor related to those variables without focusing on power or the critical side of emotional labor processes. Therefore, this study will provide new information to the literature in terms of exploring power in relation to emotional labor and emotion regulation not just from a single perspective but from multiple perspectives since this study explores these phenomena through a focus on language instructors, PYP students, and administrative staff at a state university's SFL.

Moreover, studies on emotional labor and emotion regulation from an institutional power perspective mostly involved one or two variables such as plagiarism documents and high-stakes exams (Benesch, 2017). Hence, including multiple variables will account for how power, along with emotional labor, affects the English language education at the SFL. As described earlier, these variables include content and material selection and creation, workload distribution, and exams. All these variables are in line with the English language teaching which may possibly pave the way for providing pedagogical and institutional level implications. All in all, it is aimed that this study will contribute to the growing number of emotional labor literature on English language education by exploring the effects of power relations on emotional labor and emotion regulation of different stakeholders at SFL with a focus on multiple variables that may influence language education.

1.5. Definitions of Key Terms and Concepts

Emotional labor: Management of emotions so as to create a display that would describe certain emotions through face and body expressions (Hochschild, 1983).

Surface acting: Faking certain emotions, such as happiness and joy, to display certain expressions to customers to please them.

Deep Acting: Changing both inner and outer emotional display through mental work. It requires a lot more cognitive work than surface acting. The person who adapts deep acting would constantly try to change the inner emotions to meet the outside emotions that are expected to be displayed.

Genuinely/Naturally Expressed Emotions: The expression of natural emotions that employees feel without any surface and deep acting involvement. The employee who expresses natural emotions without suppressing or altering inner emotions would be adapting this emotional labor strategy.

Emotion Display Rules: The rules with which the employees are obliged to comply as the organizations demand them to display certain emotions such as happiness. As a result of this employees is obliged to service with smiley faces to the customers (Gosserand & Diefendorff, 2005).

Power Relations: There are three main approaches to power in political sciences. The most basic approach is to assume that power is held by a group of people to suppress others to unable them to reach out to the decision-making arena (Dahl, 1957). Another approach is situated at putting obstacles for powerless groups to make them stay outside of the political sphere (Bachrach & Baratz, 1970). A final approach is based on the powerless group's realization and critical consciousness (Freire, 1970) as they start to collectively raise their voices. In the meantime, powerful groups of people try to oppress those powerless groups by establishing myths to make them yield (Lukes, 2005).

Emotion Regulation: How people express their emotions, in what ways, and to who is described as emotion regulation. It is the way that people cope with certain emotions.

Cognitive Reappraisal: Reinterpreting a situation or a meaning so as to change the emotional experience to which an individual is exposed (Gross & John, 2003).

Expressive Suppression: Suppressing the specific inner emotions to mask the facial expression. In other words, disguising the real emotions (Gross & John, 2003).

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1.6. Chapter Summary

This chapter summarized the problem statement, significance, and purpose of this study. Research questions were also stated in this section and several limitations and definitions of key terms and concepts were provided.

CHAPTER II
LITERATURE REVIEW

The literature review section provides a detailed analysis of emotional labor, emotion regulation, and power relations. The theories of the mentioned topics are provided first and then studies from the relevant literature are explored for each of the topics. Gender and English language education as being the focus of research questions are also discussed and argued about their possible link to the above-mentioned theories.

2.1. Definition of Emotional Labor

A school environment consists of emotional encounters between students, teachers, administrators, or principals. Teachers are usually required to instruct and attend to the students and they also need to interact with the principal when it is required of them. A teacher's job, in this case, brings an emotional burden along with physical and mental labor. Administrators, on the other hand, strive for a responsible school environment. In the meantime, students most of the time do not narrate their emotions so as not to get low marks and their feelings are mostly attached to how their teachers display their emotions. Therefore, in such a hierarchy, aside from physical or mental labor, people also manage their emotions which can be considered part of emotional labor.

The definition of emotional labor was put forth by various authors throughout the literature but its meaning was similar in each description provided in the literature. Table 1 below illustrates the definitions provided on the term emotional labor by each author whose works were considered phenomenal in the literature.

Table 1

Definitions of emotional labor

Authors	Definition of Emotional Labor	Perspective on Emotional Labor

Hochschild (1983)	"the management of feeling to create a publicly observable facial and bodily display" (p. 7)	The term 'feeling rules' was provided in order to account for why emotional labor was necessary in the workplace. Surface acting and deep acting strategies were described.
Ashforth and Humphrey (1993)	''the act of displaying the appropriate emotion'' (p. 107).	Emotional labor may take place naturally, through the expression of natural or genuine emotions. Hence, a new emotional labor strategy was provided. Also, inline with feeling rules, emotional display rules were introduced.
Morris and Feldman (1996).	''the effort, planning, and control needed to express organizationally desired emotion during interpersonal transactions'' (p. 987)	Dimensions toward emotional labor were introduced.

The term emotional labor is coined by Hochschild (1983). In her phenomenal work, *The Managed Heart*, she elaborates on the physical and mental labor to which the workers are exposed. A factory boy who uses machines and moves heavy objects along a certain line conducts physical labor since his muscles or physical efforts are involved in that job. According to Hochschild (1983), the employer has control over the physical labor of factory workers and this bears the question of whether there is a connection between the physical labor and the mind itself. Hochschild's (1983) analysis of flight attendants' labor yielded results that would support her arguments on the connection between such physical labor and the mind. In her analysis, Hochschild (1983) realized that what the flight attendants did throughout their work times affected the way they felt about things because they usually smiled at the passengers. Also, Hochschild (1983) discovered that flight attendants disguised their emotions such as fatigue or irritation which could be seen as unwanted or undesired in the eyes of the airline company. These results suggest that the individuals who especially work in the service industry would be forced by their organization to have positive attitudes towards customers and this would be in the form of smiling or complying with the customers'

grievances patiently. Therefore, emotional labor is defined as "the management of feeling to create a publicly observable facial and bodily display" (Hochschild, 1983, p. 7). From the perspective of the flight attendants, emotional labor happens when they hide the true negative emotions that they have so as not to displease the customers. In the end, this leads to putting on a smile.

The relationship between jobs and emotional labor is further discussed by Hochschild (1983). It is depicted that jobs that are involved in the service industry have three fundamental characteristics and these characteristics are related to emotional labor. First of all, in these service jobs, face-to-face contact is required between employees and customers. Secondly, the employees are required to display certain emotions and be emotional such as being grateful. Thirdly, the employer exercises control over the employees' emotions and their emotional activities. Hence, the service jobs are depicted to be the ones that are affected by the emotional labor of employees since these jobs involve contact with the customer and pleasing the customer, which ends up in controlling the emotions of the employees by the employer to some extent.

As described earlier, emotional labor involves the creation of bodily and facial display and this display that employees create is for the benefit of the customer and the employer. The reason why the employer wants employees to perform certain emotions towards the customers is explained in the term 'feeling rules'. According to Hochschild (1983), some rules impact the emotional exchanges that occur between employees and stakeholders and these rules govern the emotions that employees suppose to feel in certain situations, especially in interactions with the customer. For example, in the service industry, an employee is required to smile in order to please the customer. If there is an unpleasant situation in the interaction, the employee is required to comply with the grievances of the customer and eventually maintain the smile even if the employee feels directly opposite feelings and emotions. In this situation, feeling rules govern the employee's emotions since the employee cannot express their true emotions. Also, feeling rules emerge in emotional exchanges that are most prevalent in interactions that involve blaming, shaming, and condemning. For example, an employee's request for a raise may be denied by the employer by blaming that employee for not being grateful. In this case, feeling rules act as a barrier in

the eye of the employee and this causes the employee to change emotions even if these are not for the benefit of that employee. All in all, Hochschild's (1983) view of emotional labor involves the observable emotional displays of the employees which would suit the feeling rules that are depicted by their companies.

Throughout the literature, the meaning of emotional labor has been extended greatly but the meaning of the concept has been the same with little modifications to its meaning. Ashforth and Humphrey (1993) explain emotional labor as ''the act of displaying the appropriate emotion'' (p. 107). According to Ashforth and Humphrey (1993), Hochschild's (1983) definition of emotional labor is related to the management of emotions that can be publicly displayed and this kind of explanation of emotional labor involves a focus on ''presumed emotions underlying behavior'' (p. 90) rather than solely focusing on the behavior as a core concept. Unlike Hochschild's (1983) description of emotional labor which focuses on the management of feelings, Ashforth and Humphrey's (1993) definition of emotional labor emphasizes the observation of behaviors and emotions related to display rules, and the natural expression of emotions because all these three important concepts affect the way emotional labor works for every individual. A rationalization for this critic comes from two perspectives. First of all, people's behaviors or emotions can be observed by focusing on their compliance with the display rules. Display rules are the rules that are dictated to employees to make them express specific emotions to customers (Ekman, 1973; Gosserand & Diefendorff, 2005). This means that emotions that are set up by employers can be explored by observing the employees' emotions as they need to adapt to the same emotions that are imposed on them. Secondly, people may not even have to manage their own emotions, unlike Hochschild's (1983) descriptions, which involve the adaptation and management of certain emotions for feeling rules, or as described here, display rules. This is why this explanation of emotional labor differs from the initial definition because the initial descriptions of emotional labor emphasize the behavior that people employ. However, the obligation to express emotions becomes unnecessary since people may not act in such ways to regulate or change their emotions and they can naturally express their emotions. Ashforth and Humphrey (1993) suggest that an employee's emotions may come as natural and intimate because the employee's emotions may match with the display rules of the organization and this would result in maintaining the imposed emotion willingly by the

employee, rather than managing the emotions to account for the display rules. As depicted by Ashforth and Humphrey (1993), a nurse's sympathy towards a child who injured himself would be natural and that nurse may never change her good emotions and feelings for that injured child. For the school context, a teacher's sympathy towards a student who has real-life problems which affect that student's learning process may come as natural. Indeed, these examples show that display rules imposed on employees may never even be managed by them because the emotions requested from the employees are based on good emotions such as joy and happiness.

Another influential description of emotional labor is ''the effort, planning, and control needed to express organizationally desired emotion during interpersonal transactions'' (Morris and Feldman, 1996, p. 987). This underlying definition includes four assumptions. First of all, Morris and Feldman's (1996) descriptions of emotional labor involve the interactionist model of emotion, which suggests that there is an inseparable link between one's own emotions and the social environment. As a result of this, the emotions are socially constructed and one's own emotions can be suppressed or directed because the socially constructed emotions can be subject to external influence. Secondly, displaying certain emotions that are organizationally desired would pave the way for effort or labor in adapting and exhibiting those emotions even if there is a congruence between organizationally desired emotions and an employee's own emotions because the effort would still be put into ensuring that felt emotions by the employee would be converted into desired emotions. Thirdly, like Ashforth and Humphrey (1993), Morris and Feldman (1996) focus on the analysis of explicit behaviors and emotions rather than the management of feelings by the employees. However, it is stated that emotional labor has become a commodity that is owned by organizations and the emotions of the employees have now become the property of the service as their emotions are controlled and moved through display rules. Lastly, display rules are stated to be relevant to the definition of emotional labor as the appropriate emotional display would be created by the organizations. This kind of description of emotional labor is not much different from the previous definitions since the emphasis is placed mainly on display rules. Nevertheless, Morris and Feldman's (1996) definition goes further into detail in the sense that it accounts for the importance of interpersonal interactions during emotional labor. Also, the new contribution to the literature on emotional labor is

established in this definition by maintaining the idea that emotional labor goes through several filters such as planning, control, and skill, which are categorized as the dimensions of emotional labor.

Morris and Feldman's (1996) dimensions of emotional labor involve four essential dimensions that are most prevalent in the required planning, controlling, and skill for displaying appropriate emotions in the organizations. First of all, the frequency of emotional displays is stated to be important as the customers would like to have their business done with organizations that create an atmosphere such as trust (Wharton & Erickson, 1993). This atmosphere is created by the employee through complying with the display rules. Secondly, attentiveness to required display rules is crucial in the sense that there would be more emotional labor in the context of long and intense interactions. The more an employee spends time interacting with the customer and the more there is the emotional intensity that would cause the employee to display certain emotions such as anger as in the job of a debt collector, then there is more effort and emotional labor. Thirdly, there is a variety of emotions exhibited for display rules such as positive, negative, and neutral (Wharton & Erickson, 1993). For example, a teacher's emotions may be positive to create joy or enthusiasm towards the topic but these emotions may shift to negative when there would be disruptive actions occur from students. In the matter of emotional labor, an employee experiences many emotions throughout the adaptation to the display rules. Finally, emotional dissonance is presented as the last dimension of emotional labor. According to Middleton (1989), emotional dissonance emerges when there is a conflict between natural emotions and organizationally required emotions. Morris and Feldman (1996) state that emotional labor is a dimension rather than a consequence because emotional dissonance may also act as a barrier before even emotional labor happens. For example, product sellers would be enthusiastic to sell a product that is used and loved by them. In the end, their emotions would be genuine and natural. All in all, Morris and Feldman's (1996) description of emotional labor is not much different than the previous definitions in the sense that there is a primary focus on display rules. However, the new contributions to the definition are the importance given to the interpersonal, and social exchanges of emotions and the dimensions of emotional labor. It can be said that Morris and Feldman focus on the process of emotional labor, rather than the product since they not only criticize Hochschild's (1983) view of emotional labor as they indicate that it emphasizes the

management of feelings, but they also state that the emotional labor is made up of dimensions such as emotional dissonance, emotional intensity, attentiveness towards display rules and frequency of emotion exhibition. Hence, these dimensions emerge in the process of interpersonal interactions and they are mostly involved in the service worker's experience of both genuine and organizationally required emotions.

In the school contexts, emotional labor is mostly attributed to teachers. The necessity of being emotionally available was mentioned in one of the influential studies in the literature. Winograd (2003) depicts the emotional rules of teaching, which are based on having love toward the students and job, being enthusiastic about the topics that are taught, avoiding negative emotions such as anger, and finally, having a sense of humor. All these criteria for teaching reveal that the teachers are required to employ certain strategies to account for emotional availability toward their students. Therefore, emotional labor for teaching and education is related to the teachers' use of emotion regulation and emotional labor practices and strategies to suppress their negative emotions and be more positive in the school context.

2.1.1. Emotional Labor Strategies

Emotional labor strategies are mostly categorized under the management of feelings so as to account for how emotions are suppressed and altered in an organization as a result of the display rules. Hochschild (1983) introduced two emotional labor strategies named surface acting and deep acting. Surface acting is described as the faking of emotions that are required in a workplace. This strategy entails that an employee's own emotions would be suppressed if these emotions are categorized as undesirable by the organization. For example, in her study with flight attendants, Hochschild (1983) realized that flight attendants had to maintain a good attitude towards the passengers, and their bodily display was supposed to be positive, such as smiling and compassionate. However, what the flight attendants display as emotions may not be natural or these emotions may not come as intimate since these positive emotions are organizationally desired. Hence, this leads to the adaptation of surface acting, which would lead the employees to fake emotions.

On the other hand, deep acting requires employees to alter their inner feelings in order to account for the outside feelings that the employees need to display. Hochschild's (1983) examples of misfitting emotions regarding the feeling rules are quite linked to deep acting strategy. A person who is at a funeral is asked to display emotions like sadness and grief. However, if this person does not feel those emotions, it would be a hard task to display such sadness and grief. In this case, the person begins to alter inner emotions to match them with the outside emotional display. This is why deep acting is considered to be cognitively demanding. According to Hochschild (1983), feeling rules have a strict relationship with deep acting because the employees would always be in a constant struggle to change their inner emotions in order to display emotions that are suitable for feeling rules. An overall view of emotional labor strategies is provided in Figure 1 below.

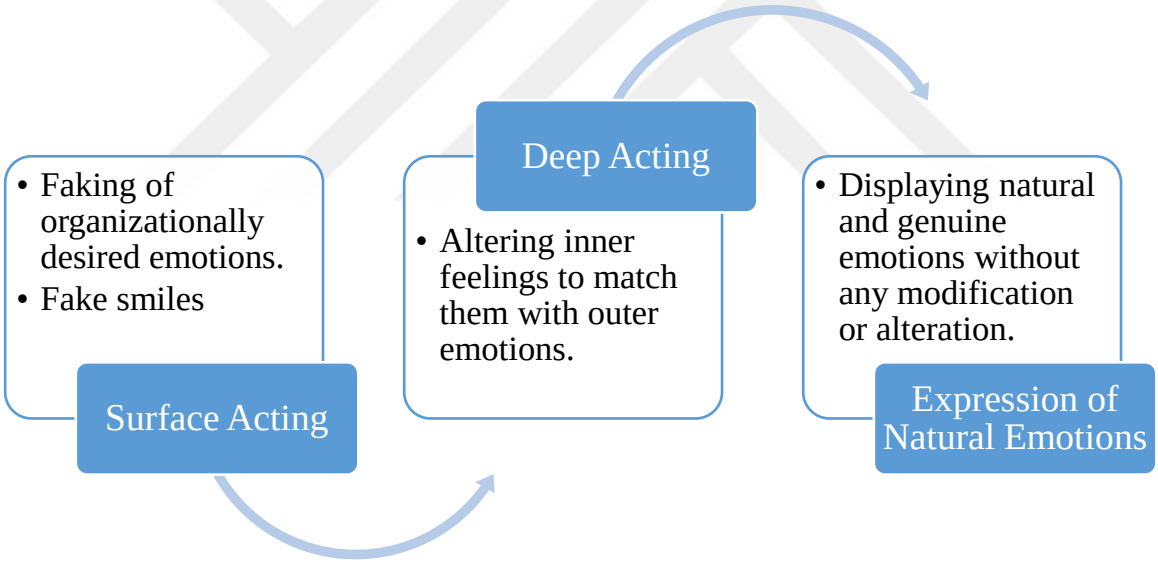

Figure 1: Emotional labor strategies

Finally, the last emotional labor strategy, naturally expressed emotions, is introduced in later studies in the literature. It is indicated that employees may not even adapt surface acting and deep acting in order to account for display rules. Instead, they would simply display their genuine and natural emotions in the workplace (Ashforth & Humphrey, 1993; Morris & Feldman, 1996). Indeed, a nurse's emotions toward a child who is having treatment

for months at the hospital would become natural as time goes by (Ashforth & Humphrey, 1993). This is also applicable to educational contexts where teachers may feel that they need to change their emotions and be more positive towards certain groups of students who are deprived of varied opportunities when they are compared to their peers. This is to indicate that required emotions may turn into natural emotions for employees in time. All in all, emotional labor strategies consist of surface acting, deep acting, and expression of naturally felt emotions. Each strategy depicts how employees may suppress, alter, maintain, or express their emotions with regard to emotional display rules.

2.1.2. Emotional Labor Research in School Contexts

Emotional labor research in education contexts involves deep analyses of the emotional labor strategies of teachers and administrators mostly, with a focus on several variables such as emotional exhaustion, burnout, and job satisfaction. In this section, the emotional labors of teachers, administrators, and students are explained and discussed through relevant subheadings.

Studies that explore the emotional labor of teachers in school contexts not only depict what emotional labor strategies teachers use but also indicate how emotional labor is related to certain variables. The teachers' emotional labor is researched mostly concerning emotional exhaustion (Basım et al., 2013; Gürbüz & Dede, 2018; Tuxford, 2015; Wróbel, 2013; Yao et al., 2015), teacher burnout (Akın et al., 2014; Ghanizadeh & Royaei, 2015; Ma et al., 2021; Näring et al., 2006; Peng et al., 2019; Yılmaz et al., 2015; Zhang & Zhu, 2008), organizational commitment (Akın, 2021; Deliveli & Kıral, 2020), and job satisfaction (Arif et al., 2019; Gürel & Bozkurt, 2016; Kolbaşı, 2019; Polatkan, 2016; Yin et al., 2013; Yin, 2015). According to the studies from the relevant literature, teachers use all three types of emotional labor strategies in their contexts in order to suppress, alter or manage their negative emotions through surface acting (Beğenirbaş & Basım, 2013; Deliveli & Kıral, 2020; Naring et al., 2006; Polatkan, 2016; Wróbel, 2013) and deep acting (Akın et al., 2014; Ghanizadeh & Royaei, 2015; Gürbüz & Dede, 2018; Yao et al., 2015; Zhang & Zhu, 2008) strategies and to show their true emotions with naturally expressed emotions strategy (Akın, 2021; De Ruiter et al., 2021; Dewaele & Wu, 2021; Kolbaşı, 2019; Töre, 2021; Yılmaz et

al., 2015; Yin et al., 2013). The association of emotional labor strategies with the above-mentioned variables in the literature reveals interesting insights into emotional labor.

First of all, surface acting strategy is considered to influence teachers in a negative way which causes extreme exhaustion and burnout. The reason why surface acting strategy is regarded as detrimental in the literature is explained in some of the studies. Surface acting is not a psychologically healthy strategy among emotional labor strategies (Tuxford & Bradley, 2015). What makes the surface acting strategy a negative influence on teachers' well-being is that teachers most of the time engage in emotionally intense interactions with their students and they are expected to demonstrate a variety of emotions to their students and all these interactions and situations lead to depletion of emotional reserves (Tuxford & Bradley, 2015) which cannot be replenished because of the instant, constant, and non-stop emotional interactions with their students. In such interactions with students, the teachers feel the need for constant monitoring and regulating their emotions (Wróbel, 2013) which is followed by disconnection from their students as the teachers prefer faking a smile to expressing their natural emotions in time (Näring et al., 2006). Moreover, detrimental effects of surface acting strategy can be related to organization display rules. Whether written or not, schools have rules and hierarchy. In this regard, display rules of the school play a critical role in surface acting strategy usage by instructors. As Deliveli and Kıral (2020) state, when there is a mismatch between instructors' inner and outer emotions, faking emotions can be inevitable. Therefore, teachers use surface acting strategy to refrain from revealing negative emotions which cause them to fake being happy, enthusiastic, and prideful (Taxer & Frenzel, 2015). This shows that teachers follow the emotional display rules in their school context because they hide negative emotions but in the meantime, they fake positive ones. The relationship between surface acting and display rules reveal how university instructors (Deliveli & Kıral, 2020) and public school teachers (Taxer & Frenzel, 2015) manage their emotions by faking certain positive emotions and why they use surface acting strategy more than other emotional labor strategies. Surface acting is also used by teachers because it is easier to fake rather than alter or express certain emotions (Taylor, 2020). It can be stated that the surface acting strategy is quite detrimental for teachers because they involuntarily fake their emotions because of the display rules or they feel the need to use this strategy

when they are overwhelmed by intense interaction in the school context. However, it can also be said that surface acting can be a choice for teachers to disengage from interactions.

Secondly, most of the studies on the deep acting strategy's effect on teachers highlight that deep acting is positively related to commitment and job satisfaction but contradictions in the literature exist. First of all, Ghanizadeh & Royaei (2015) associated deep acting with empathy, interpersonal relationships, and collaboration to explain why teachers use deep acting. For Ghanizadeh & Royaei (2015), deep acting is related to the establishment of a humanistic learning environment since the teachers who use deep acting strategy would not disrupt the interaction with their students. On the other hand, Deliveli and Kıral (2020) argued that deep acting strategy usage of teachers results from the fear of losing their job. Hence, attachment to the institution can play an important role in deep acting strategy use. Also, in their quantitative study with Chinese college English instructors, Zhang and Zhu (2008) highlighted that cultural differences can play a great role in why deep acting is used more than other emotional labor strategies because they indicate that Chinese people think through heart, care for harmony and they may provide a mother's or a father's love to their students. All these cultural influences on teachers may affect how they use certain emotional labor strategies in their classrooms and using a more cognitively-demanding strategy can be explained in relation to culture. Although deep acting is regarded as a positive emotional labor strategy, it can also entail a laborious activity, rather than a pleasant one (Yin et al., 2013). It can be said that deep acting is regarded as an emotional labor strategy that enables the students to enjoy the lesson and communicate with their teachers without a breakdown in the interaction because the teacher is constantly forced to change inner and outer emotions to care for the students. However, the deep acting strategy is a cognitive process (Hochschild, 1983) that can have harmful effects on the teacher's psychological well-being. This is why deep acting can play a significant role in disrupting teachers' job satisfaction and commitment to their profession.

Finally, the naturally expressed emotions strategy is indicated to be positively related to each positive variable such as commitment and job satisfaction. When teachers internalize their roles as teachers in the school context and they pursue a more professional approach to their job (Yılmaz et al., 2015), they tend to use this strategy more than other emotional labor

strategies. Moreover, teachers' affection towards their profession (Polatkan, 2016) and their personality traits (Deliveli & Kıral, 2020) play important roles in teachers' use of naturally expressed emotions. Therefore, it can be said that instructors and teachers show their true feelings and emotions when they love what they do in the context where they work.

The research on the emotional labor of administrators in school contexts yields diverse findings related to how, what, and why certain emotional labor strategies are used by school principals or department chairs. First of all, conflict of interest plays a great role in principals' surface acting strategy usage as they have to communicate with colleagues whom they detest and they usually hide their emotions when they are faced with negative emotions coming from colleagues and parents (Şahin Özan, 2021). Also, principals adapt surface acting strategy to fake certain emotions towards their colleagues so as not to disrupt the organizational climate (Yıldırım & Akdoğan, 2019). On the other hand, one study on school principals' emotional labor strategy use yields a rather interesting result. Maxwell and Riley (2016) reported that principals hid their emotions more than faking their own emotions. Maxwell and Riley (2016) point out that surface acting strategy use of principals not only paves way for fake emotional display, but it also causes the school principals to suppress their true emotions. Therefore, surface acting leads to a dissonance between the true and displayed emotions of school principals (Maxwell & Riley, 2016) and it causes school principals to become dissatisfied with their job (Maxwell & Riley, 2016) and it leads to burnout (Silbaugh et al., 2021). In her qualitative study with department chairs in a research-intensive university in Canada, Cowley (2019) reported that department chairs' needs to attain a positive attitude and be optimistic about events were considered to be the crucial properties that they need to have. However, behaving positively in every situation makes it seem insincere after some time. Hence, expressing those negative emotions through faking was reported to be as important as displaying positive emotions. This entails that as well as adapting surface acting strategy, department chairs also feel the need to express and display their natural emotions.

Secondly, school principals use deep acting strategy to break down prejudices such as difficulties in punishing an extremely successful student and to be sympathetic towards their colleagues to motivate them and to create a well-established school climate (Şahin

Özan, 2021). Also, in his quantitative study, Kıral (2016) found that school administrators used deep acting strategy the most and that deep acting was positively related to the natural expression of emotions strategy. Kıral (2016) argues that when administrators use deep acting strategy, they change their inner emotions that result in an appropriate emotional display but this process also ends in trying to make that appearance as genuine as possible. Hence, the relationship between deep acting strategy use of school administrators and their expression of natural emotions positively relates to one another.

Some of the studies highlight the teachers' emotional labor with a focus on leadership to explore how certain leaderships affect the way teachers experience emotional labor. Özdemir and Koçak's (2018) quantitative study with 570 high school teachers examined leadership orientations of school principals from teachers' perspectives concerning emotional labor at high schools in Ankara. They reported that teachers who perceived their school principal as caring more for bureaucratic tasks than teachers' well-being displayed more surface acting. Therefore, teachers use surface acting strategy to hide their natural emotions and fake the desired emotions to meet the expectations of display rules in the school. On the other hand, when school principals inspired teachers by addressing their needs and creating a mindset in the work environment, teachers used deep acting strategies in such cases than other emotional labor strategies. Özdemir and Koçak (2018) argue that the reason behind this relationship is that inspiration from the principal creates unity and it motivates the teachers.

Emotions play a key role in higher education in terms of the interaction that takes place between the instructors and the students (Quinlan, 2016). In their study at the University of Limerick, Moore and Kuol (2007) collected brief statements from graduated students to nominate a faculty member for a teaching award and state the reasons for their nomination. The students' reasons for selecting certain faculty members for the award resulted from the positive, emotionally satisfactory, and enriching experiences that they received from their instructors. Excellent education is seen to be emotionally meaningful (Quinlan, 2016). As depicted earlier in this section, university instructors and academics adapt certain emotional labor strategies to manage their emotions, and this leads to emotional exhaustion and burnout which, in turn, affect their psychological well-being as they mostly

try to suppress negative emotions and instead display positive ones. However, this management of emotions by the instructors or their usage of certain emotional labor strategies has certain impacts on students and their emotional work. Focusing on the positive emotional display of students in higher education contexts, Titsworth et al. (2013) found that students managed their emotions less when their instructors were immediate and presented the information clearly since the students regarded the instructor as sincere, which allowed them to think that they did not feel the need for presenting fake emotions towards their instructors. Also, Zhang and Zhang (2013) reported that instructors' use of positive emotions predicted the students' use of positive emotions in return. If instructors display positive emotions such as joy and happiness, their students display the same or alternative positive emotions which leads to better engagement in the course and well-established communication between the same interlocutors (Zhang & Zhang, 2013). It was also uncovered that the nonverbal language use of instructors affected how students felt and managed their emotions because low levels of instructors' display of body language, smiles, eye contact, and gestures resulted in high levels of emotional work for students (Mazer et al., 2014). Regarding the negative emotions in the classroom, Hagenauer et al. (2016) reported that instructors felt negative emotions towards their students when they were confronted with student disinterest and disturbance in the classroom but the instructors suppressed their negative emotions and feelings as they believed that role-modeling for their students was important. These results on emotions displayed or suppressed in the communication between students and instructors in higher education contexts suggest that students manage their emotions as a result of how their instructors treat and behave them. If students are faced with positive emotions, they display the same or similar emotions toward their instructors. However, this does not necessarily mean that instructors feel positive emotions. As described by Hagenauer et al. (2016), instructors may positively manage their emotions only to be seen as role models in the eyes of their students. Moreover, as described by Turner and Stes (2006), status differences that are situated in the hierarchy between instructors and students can also shape how instructors manage and display their emotions toward their students. Therefore, it is crucial to explore the emotional labor and emotional work that the instructors and the students adapt and use in the higher education contexts in order to understand the reasons behind the management of emotions in detail.

2.1.3. Emotional Labor and English Language Teaching

There is a rather indirect link between emotional labor and English language education, which is mostly based on exploring the emotions of language teachers whose emotions are radicalized, ignored, or burdened with lots of occupations for which organization they work. These burdens are usually called workloads which may be in any form, including emotional aspects. Most studies focusing on English language teachers indicate that a family-work relationship most of the time affects their teacher quality since they also try to comply with their superiors and in the meantime are occupied with endeavors related to home (Manuel et al., 2018). With that being stated, Mukundan and Khandehroo's (2010) study conducted with teachers in Malaysia revealed that as the teaching hours extended, the teachers' burnout and emotional exhaustion levels increased as well. Moreover, they stated that the more lesson hours a teacher had, the more that teachers felt depersonalized within the hierarchy because such teachers felt excluded and hence, emotionally damaged. In addition, the workload perception of English language instructors in higher education in Türkiye was not only based on hours of teaching but was also centered on the additional tasks they did such as talking to students and dealing with bureaucratic tasks, which led to burnout for teachers (Cephe, 2010; Karabıyık, 2008; Kulavuz-Önal & Tatar, 2017). Considering hierarchical organization, Toker's (2011) study revealed that research assistants in Turkish higher education felt more depersonalized and experienced emotional exhaustion compared to associate professors and professors. In international higher education contexts, it was revealed through varied studies that female faculty spent more time being in service and teaching than men (Bird, 2011; Misra et al., 2021; O'Meara et al., 2019), which eventually leads to more emotional labor and burnout. Therefore, it can be stated that an increase in the workload of instructors, administrators, and students within a hierarchical organization results in emotional exhaustion and the adaptation of more emotional labor strategies to account for the duties and responsibilities required from each group of stakeholders.

Considering English language education specifically, it has been revealed that an individual education for students in preparatory programs is not realized because success criteria are based on traditional exams (Demirtaş & Sert, 2010) and there are problems in

terms of management in the school of foreign languages and these problems prevent a good language education (Bayraktaroğlu, 2014). Indeed, relevant findings are available on Turkish preparatory students' perceptions of English proficiency exams in the school of foreign language contexts. It is reported in the literature that preparatory students mostly see exams in SFL as a nightmare, impossible to pass (Armağan et al., 2016), difficult and based on memorization only, which results in forgetting the acquired knowledge of English right after passing the proficiency exam (Cıtıl & Yurdakul, 2020; Ekoç, 2020). Considering the power relations part related to English language education at SFL, Demir's (2015) study examines the problems faced by English instructors, which provides striking findings. It is reported in Demir's (2015) study that instructors mostly see themselves at the bottom of the academic hierarchy, are perceived as normal teachers at the university, and are seen at a lower level by academics with other academic titles. In addition, it was concluded that the instructors mostly encountered problems in the administrative context. Accordingly, it was stated that the administrators did not have sufficient communication skills, could not motivate, had low competencies, negatively affected the professions of the instructors in the context of SFL, and an inadequate administrator should be replaced with another competent administrator (Demir, 2015). In another study examining the ideas of lecturers on organizational culture within the context of SFL, it was emphasized that administrators should be competent, impartial, and have problem-solving and communication skills, and it was discovered that a good organizational culture would be created with a democratic and prejudice-free system (Akman, 2020). In addition, in his long-term study, Özdere (2018) noticed that the level of perception increased when he examined the views of the lecturers working at SFL on power culture. According to Özdere (2018), this indicates that concepts such as status, power, and obedience are given importance within the institution, and the communication within this context takes place quite vertically, and the organizational culture can be defined as classical bureaucracy. Exploring the organizational commitment of lecturers in the same contexts, Al (2007) stated that the commitment of lecturers is moderate. In addition, according to the findings of Karafil and Arı (2016), who examined power-sharing in English education in the context of SFL, students' self-efficacy beliefs, and all language skills were positively affected in power-sharing classes. In other words, English education is more positive in classrooms where there is no authoritarian environment and no destructive effect of power relations, and students' self-belief increases in parallel as power-sharing increases. Therefore, considering all these studies, it is observed that the instructors

are negatively affected in the hierarchy in the context of SFL, and power relations have a great impact on English education and the emotional labor of different stakeholders in SFL contexts.

2.2. Emotion Regulation

The arousal of emotions at certain times acts as a sign of understanding the importance of events that people feel (Gross, 2002). However, the arousal of certain emotions would go through a meaning analysis filter and then the expression of emotions to those certain events unfold. According to Gross (2002), emotions are highly influenced by the coordination between behavioral, experiential, and physiological responses. That is, these three components have an impact on how people express their emotions towards diverse challenges which they confront. When emotions are not coordinated with the current situation, there happens to be emotion regulation because the attained goals and emotional responses should be related. Therefore, ‘’emotion regulation refers to the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions’’ (Gross, 1998, p. 275). Although emotion regulation can be considered a conscious effort, it may take place at the subconscious level (Gross, 2002). In addition, according to Campos et al. (2004), emotion regulation takes place at every step in the emotion process, even before an emotion emerges. This indicates that an individual would still be regulating an emotion even before manifesting it because the subconscious effort would be put into that emotion while getting prepared for an emotional display. For example, a student may get angry if her peers gossip about a friend of hers. In this case, emotion regulation starts with how this person manifests her anger as a way to show up her grievances towards gossipers and it ends by displaying that anger. Therefore, emotion regulation can be considered a powerful mechanism to reveal how and why certain emotions are manifested and displayed.

2.2.1. A Conceptual Framework on Emotion Regulation: Process Model

There are hundreds of emotion regulation strategies and it becomes a hard task to identify them. However, the process model that is introduced by Gross (1998) explains and breaks down the components of emotion regulation and provides a clear understanding of how certain emotion regulation strategies are available with their impact on the emotion-generative sequence. Since there are limitless ways of regulating emotions, specific strategies become much more visible than others on observing before, during, and after phases of the emotional experience. Gross (1998) categorizes the process model into two main subheadings. First of all, antecedent-focused emotion regulation refers to the behavior or action that people undertake before the emotional response emerges. Secondly, response-focused emotion regulation refers to actions that are already informed by emotions, which is exactly the opposite of antecedent-focused regulation. The fundamental definitions regarding the two emotion regulation mechanisms go beyond introducing several forms in the formation of emotion regulation.

In antecedent-focused emotion regulation, there are five forms. First of all, there is a situation selection process that enables people to avoid specific people or any other objects and places. For example, a person may change course or find an alternative path when a mean friend is seen at the edge of the road. For a teacher, this could be taking students' ages, genders, and proficiency levels into account to create an appropriate classroom atmosphere (Akbari et al.,2017). Although situation selection may come as an easy strategy, its wrong adaptation may cause severe disruptions if people do not know which situation to select and how to regulate emotions for that specific situation. As Gross (1998) puts it together, a shy person who regulates emotions by isolating herself from the outside world may feel relief in the short term but in the long term, social isolation is inevitable. Secondly, situation modification occurs when there is a conscious effort to modify a current situation to change the emotional burden on the person. For example, it would be a situation modification when a teacher thinks about particular materials and possible alternatives for them to use in her classroom. Thirdly, Gross (1998) states that there are many aspects of a situation that people may focus on. This is achieved through attentional deployment. For example, a conversation between a teacher and a student that gets upsetting every second might lead the student to divert his attention to different things in his surroundings such as looking at designs on the carpet or wall. Hence, the emotion is regulated in a way that links with the attention given

to something else. Finally, the attention given to an aspect of a situation would result in providing meaning to that aspect since there are many aspects of a situation and people choose one of them for attentional deployment. As a result of this, cognitive change happens as people also select meanings for aspects when attentional deployment occurs. According to Gross (2002), cognitive change leads to a decreased emotional burden on people. For example, a thought about an exam that is not seen as important when it is compared to the humane values of a person would result in a decrease in anxiety and stress. Gross (1998) states that there are several forms of cognitive change such as downward social comparison and cognitive reframing. While downward social comparison involves comparing one's social situation with a less fortunate person, cognitive reframing involves altering the emotions such as reframing a feeling of failure into success.

Response-focused emotion regulation, on the other hand, only consists of response modulation. This form is related to decreasing emotional display and behavior. As an example, an employee who hides emotions like embarrassment in the face of failure to do a task, that employee would undertake response modulation. For a student, this can be in the form of hiding embarrassment for being disruptive in the classroom toward his teachers. The emotions that are suppressed or hidden away can also be the result of response modulation because the regulation of emotions would be based on the riddance of negative emotions. Therefore, it can be stated that response modulation may lead to the suppression of emotions and that the emotion regulation at this phase takes place later when the emotion-generative process closes to an end. All in all, emotion regulation is a complex phenomenon, and it is a process, rather than a product. That is, people are always in a constant emotion regulation process to manage, maintain or alter their emotions through diverse regulation strategies. Among all these emotion regulation forms in antecedent and response-focused emotion regulation, Gross (1998, 2002) indicates that cognitive reappraisal and expressive suppression are the strategies that received specific attention.

2.2.2 Integration of Emotional Labor & Emotion Regulation: Grandey's Approach

Emotional labor and emotion regulation aims to explore how and why people suppress, alter or express their certain emotions in specific contexts. The literature on emotional labor encompasses the idea that the two concepts are intertwined and most of the cases in which emotional labor strategies include certain terms such as regulation or regulation strategies to illustrate surface acting, deep acting, or genuine emotion strategies. According to Grandey (2000), emotion regulation can reinforce emotional labor because emotion regulation research has an explicit focus on psychological arousal, the cognitive reappraisal of certain situations, and the suppression of emotions. Therefore, as Grandey (2000) argues, creating the link between psychological arousal, suppression and the burnout and stress that result from emotional labor would be beneficial for understanding how these elements affect the emotional labor of people. As stated earlier in previous sections, emotion regulation according to the process model (Gross, 2002) consists of antecedent-focused and response-focused emotion regulation. Grandey (2000) indicates that antecedent-focused emotion regulation has a close similarity with deep acting strategy because both processes involve making the expression genuine through internal thought processes. On the other hand, response-focused emotion regulation is indicated to correspond with surface acting since both of them lead the employees to display more emotions than they feel and while acceptable emotions are shown by the employees, the true emotions are modified, rather than internally changing such emotions for display. Grandey's (2000) conceptualization of emotional labor strategies is rather unique in the sense that she categorizes deep acting as acting for 'good faith' whereas surface acting is referred to as "faking in bad faith" (Grandey, 2003, p. 87). The reason behind such categorization of these two emotional labor strategies is that deep acting is believed to be a sign of an employee's goodwill towards the organization as the employee tries to change inner and outer emotions. However, surface acting is considered to be bad because the employee does not fake a smile for pleasing the customer but rather it is done to keep the job by satisfying the customer. A teacher who does not want to conflict with the principal or parents would most likely fake a smile during meetings and this is done to keep and continue the job at hand.

Grandey's (2000) illustration of the emotional labor model includes three phases. The first phase is situational cues such as interaction expectations and emotional events. The second phase involves the above-mentioned integration of emotional labor and emotion

regulation strategies and processes. In this phase, Grandey (2000) suggests that individual and organizational factors such as gender, emotional expressivity, job autonomy, and supervisor or coworker support play significant roles in predicting which strategy the employees would use and why. The last phase is the long-term consequences and these are explained as individual and organizational well-being. Therefore, a teacher's adaptation of surface or deep acting strategies or their equivalents in emotion regulation literature would result in consequences that lead to burnout, job satisfaction, and withdrawal from the profession itself. All in all, Grandey's (2000) approach consists of combining emotion regulation and emotional labor to account for understanding how arousal, suppression, and reappraisal work for employees and to learn the consequences of such usage of emotion regulation or emotional labor strategies.

2.2.3. Research on Emotion Regulation Strategies in School Contexts

There are many reasons why teachers regulate their emotions inside or outside the classroom. Teachers regulate their emotions to account for professionalism, motivate their students, and raise their students' interests in the learning process (Arığa, 2017). In doing so, cognitive reappraisal and expressive suppression strategies play significant roles in shaping teachers' emotional experiences with their students and colleagues. Considering the higher education contexts, instructors employ cognitive reappraisal strategy to think of the positive aspect of every situation they face with their learners to empathize with them, such as the belief that the instructors themselves were once students like them (Arığa, 2017). Hence, instructors reinterpret the upsetting situations in a way that they try to adopt more positive emotions since their motivation is based on the idea that their students do not deserve negativity (Arığa, 2017). In accordance with empathy, one of the other uses of cognitive reappraisal was based on the students' backgrounds and sociocultural realities (Morris & King, 2018). Moreover, this empathy for students' experiences is stated to cause a feeling of responsibility in the instructors. In Morris and King's (2018) study, instructors used cognitive reappraisal to ease the burden of responsibility by reframing specific situations that stem from students' actions, such as keeping an eye on students' assignment dates and absenteeism in the classroom (Talbot & Mercer, 2018). These findings suggest rather controversial impacts of cognitive reappraisal strategy. While this strategy is most of the

time used for the sake of students' well-being and keeping their interests in the learning process by empathizing with them, instructors embrace the students' responsibility to a degree that they start to realize how much burden they carry which does not even theirs. Therefore, instructors begin changing their emotions to be relieved of any obligation that results from students' own irresponsibilities.

On the other hand, considering the instructors' use of expressive suppression strategy in higher education contexts, the studies report that instructors suppress their negative emotions in order not to offend or demotivate their students (Arığa, 2017; Gallo & Tassinari, 2017). Instructors fake being interested in students' responses if they do not contribute to the topic at hand (Arığa, 2017) and they suppress their anger through laughter by moving away from the students and acting busy (Arığa, 2017). Moreover, Morris and King (2018) reported that students who were seen as lazy, disruptive, and disinterested in the classroom were considered problematic students, and instructors suppressed their emotions most of the time because they believed that this transgression from those students was childish. Also, instructors feel the need to be energetic. As a result of this, they suppress their negative emotions and exaggerate positive emotions (Morris & King, 2018).

Studies conducted in primary, secondary, and high school teachers' use of cognitive reappraisal and expressive suppression strategies yield similar results compared to the studies that were done in higher education contexts. Cognitive reappraisal was used by the teachers in order to see the students as victims by considering their personality traits (Akbari et al., 2017) and empathizing with them, such as thinking about their home environment, their life, and whether their needs are met or not (Taxer & Gross, 2018). Gong et al. (2013) also reported that teachers use cognitive reappraisal strategy to maintain a role model image towards their students. On the other hand, expressive suppression was adapted when teachers felt anger as a result of students' disinterest and misbehavior which led the teachers to leave the classroom or go quiet for a short while to cool down (Akbari et al., 2013; Chang & Taxer, 2021; Taxer & Gross, 2018). These findings suggest that teachers put themselves in their students' shoes as their motivation is that their students' background and own personal lives may play a great role in their misbehavior in the classroom and disinterest in the topic. However, an interesting finding reported in Gong et al.'s (2013) study suggests that teachers

not only suppress their negative emotions but also suppress their positive emotions by pretending to be angry toward particular students. It can be stated that the teachers manipulate their positive emotional display and convert it to negative emotional display to manage the classroom and the students who are disruptive and misbehaving. Although cognitive reappraisal and expressive suppression strategies are used for particular purposes in the school and university contexts, they bring emotional exhaustion to teachers and instructors. Chang and Taxer (2021) reported that teachers who frequently use reappraisal and suppression strategies are exposed to higher levels of emotional exhaustion, compared to teachers who use other emotion regulation strategies. Moreover, Tsouloupas et al. (2010) indicated that teachers who use expressive suppression strategy more than cognitive reappraisal experience emotional exhaustion the most. These findings provide an insight into the intensity of emotions to which the teachers are exposed because they are either compelled to cognitive processes of altering their emotions or they feel the need to suppress the felt emotions and therefore, changing the displayed emotion along with it. All in all, cognitive reappraisal and expressive suppression strategies enable the instructors and the teachers to ease the strength of sensing negative emotions and experiences while they pave way for mental and emotional breakdown or exhaustion.

2.3. Defining Power Relations and Dimensions of Power

The first dimension of power was first introduced by Robert Dahl and Nelson Polsby to account for how power could be measured from a pluralist view. In his work ‘’Who Governs?’’, Dahl (1957) provides an approach to identify the measurement of power by referring to a statement; ‘’A has power over B to the extent that he can get B to do something that B would not otherwise do’’ (pp. 202-203). However, in the later parts of his work, Dahl conceptualizes power as A’s successful attempt to get B to do something. The shift in the descriptions reinforces the idea that Dahl’s first statement is about the powerful person’s capacity, whereas the latter statement refers to a successful attempt made by the powerful (Lukes, 2005). These descriptions of power are based on the differentiation between potential and the actual power that the powerful person has. Polsby’s description of power is complementary to Dahl’s statements. According to Polsby (1963), decision-making is the most primary and fundamental in the pluralist approach since the group of people who

participate in the decision-making arena and prevail would have the power. Even if people gain or lose as a result of decision-making, they would still have power as they participated. Dahl and Polsby's methods towards a pluralist view of power involve whose opinions are heard in the process of decision-making and whose opinions are approved or vetoed. Then, the group of people who get their opinions approved are considered as successful and those who cannot get others to approve their ideas in this process are considered failures. Essentially, the pluralists measure power by focusing on responses (Clegg, 1989) from one group of people to another. The responses are fundamentally observable and concrete. Also, as Gaventa (1980) indicates, while the domination of A on B is always observable as the pluralist view focuses on behavior-doing, B's grievances towards A can also be voiced in the decision-making arena but these voices are considered to be surpassed by the power that A has in this process. All in all, examining power from a pluralist perspective focuses on the exercise of actual and potential power among the communities by focusing on the concrete behaviors since power is considered to be observable and can only be measured in the situations from where conflict arises because it would lead to the testing of power attributions among communities that would eventually point towards to the powerful.

Although the pluralist approach to the measurement of power can be considered the first step, it has a crucial deficiency which is centered on non-participation. The pluralist view focuses too much on participation in decision-making but most importantly, the people who do not participate in this process are left outside the political sphere. Hence, they do not get to express their opinions. Dahl (1958) defends his view by considering the non-participant as homo-civicus, who believes that political action would be less efficient for him than his job, vacation, or any other actions. However, this idea as a support mechanism for the pluralist view is not sufficient. Gaventa (1980) states that there are deprived groups of people who are left out because they cannot raise their voices. According to Gaventa (1980), while some of the workers or farmers get together to raise their voices, other workers or farmers are quiescent. In the school context, while some of the teachers are unionized, others are not and when it comes to defending one's rights, the most likely protestors come from unionized teachers. Therefore, just like in the farmer example, some of the teachers may just remain quiescent. The discussion of non-participation in the pluralist view is totally blocked by the fact that it is solely based on participation. Therefore, the first dimension of power is

criticized since it does not account for the analysis of power from a non-participation perspective.

The traces of the second face of power dates back to the description of the absenteeism concept. According to Schattschneider (1960), absenteeism refers to the suppression of certain options of which non-participants could make use. The fact that certain options or alternatives are suppressed means that the nonparticipants' voices are oppressed as they cannot take alternative choices that can reflect their needs regarding certain issues in the decision-making arena. Later, this term is adapted and developed by Bachrach and Baratz (1970) to account for the second dimension of power. According to them, power is not only exercised in the decision-making process, but it is also exercised for the exclusion of certain alternatives, options, and even participants to prevent them from joining in the decision-making. The conceptualization of the second face of power is deepened and detailed by the term mobilization of bias. It refers to ''a set of predominant values, beliefs, rituals, and institutional procedures ('rules of the game') that operate systematically and consistently to the benefit of certain persons and groups at the expense of others. Those who benefit are placed in a preferred position to defend and promote their vested interest'' (Bachrach and Baratz, 1970, p. 43). It can be stated that in the second dimension of power, the group of people who has power over others in a community would try to create biases or obstacles for the powerless to prevent them from raising their voices. Also, Crenson (1971) states that one of the most important characteristics of power is to predetermine the agenda for discussion, instead of prevailing in a struggle. Therefore, the second face of power is based on powerful people's ''securing of compliance through the threat of sanctions'' (Lukes, 2005, p. 21) over powerless groups of people.

Analysis of the second face of power is centered on observing both decision-making and nondecision-making processes (Gaventa, 1980). While a decision is ''a choice among alternative modes of action'', a nondecision is ''a decision that results in suppression or thwarting of a latent or manifest challenge to the values or interests of the decision-maker'' (Bachrach & Baratz, 1970, p. 44). Therefore, nondecision-making means that the subjection that comes from the powerless groups can be silenced, destroyed, or killed before they are

voiced in the political agenda just because the subjection is not in powerful people's favor. Therefore, those who control the decision-making would eventually decide whose grievances would be accepted or rejected. According to Lukes (2005), the reason for the analysis of both is that if the powerless person fails to stand for his actions or does not even act and rise for his rights because he predicts the powerful person's reactions, this leads to a non-event. Non-event occurs because the powerless person knows that his grievances would not be approved by the powerful person who has control over the decision-making agenda, and he eventually believes that his grievances would be destroyed. As a result of this, non-decision making is also considered to be an important aspect of the measurement of power.

Although the second face of power involves nondecision-making unlike the first dimension of power, it has some deficiencies regarding the measurement of power in general. First of all, as Gaventa (1980) discusses, the second approach to power falls short in describing how power can have an impact on the process of raising issues to the political agenda because the main objective of the second dimension of power is based on revealing how barriers are put upon grievances. However, the effect of power on the conceptions of grievances is not fully explored. For example, if one cannot find any grievances, then the consensus in the political sphere cannot be fully understood as it can either be genuine or forced through non-decision. Secondly, Lukes (2005) indicates that the second face of power cannot exclusively be differentiated from the first dimension of power since both of them require actual conflict to measure the power. In this case, for the second face of power, it can be said that the grievances are only visible if there is an observable conflict. Therefore, the second face of power can be considered as a 'qualified' criticism of the first dimension of power as it is also based on behavioristic aspects like its antecedent.

The third dimension of power is put forth by Steven Lukes (2005), who critiqued the first two dimensions of power as too behavioristic. According to Lukes (2005), the measurement of power should include not only the observable conflicts among the powerful and powerless groups of people and who prevails in the decision-making, but it should also include the hidden events and construction of meanings that unfold behind the curtains. Hence, Lukes (2005) introduces the term latent conflict. Latent conflict emerges when there

is a contradiction between the interests of the person who has the power and the 'real' interests of the person who is powerless or marginalized. The importance of latent conflict is that powerless groups of people would not be able to express or voice their interests or they would not even be able to identify or be aware of their interests at all. Gaventa (1980) provides a detailed example of how latent conflict can affect power relations throughout the three dimensions of power. First of all, if A (powerful person) always prevails in the first dimension of power and this leads to B's (powerless person) anticipation of A's reactions, in time, this may lead to B's unconscious withdrawal from revealing his interests. This is not because B is afraid of A's power, but this is because B feels powerlessness within himself. Therefore, B's action towards A would always be kept inside. As can be seen from the example, it can be said that the third dimension of power aims to analyze the construction of social meanings behind every action or inaction and quiescence or acquiescence in the political agenda.

For Lukes, dominance is the most insidious form of power (Dowding, 2006). However, the significant factor in the analysis of dominance is not only based on who rules but is also centered on how the powerless person acquiesces to the rules of the powerful. Gaventa (1980) states that instead of acquiescing to the power of the dominators, the powerless may act for his interests but the feeling of powerlessness would still shape his very way of narrating his interests and needs to the powerful. This leads to the formulation of the idea that an interrelationship between consciousness and participation exists. For example, Pizzorno (1970) examines consciousness by combining both class consciousness and political participation. For him, class consciousness is developed through class activity. The more a person participates in actions that have common purposes for everyone in a class, the more this person would develop consciousness of the relevant issues. Therefore, class consciousness paves the way for political participation and in return, political participation leads to class consciousness. From the perspective of power relations, this means that if powerless groups of people are denied access to the political arena to stand up for their interests and affairs, then they cannot develop the political consciousness of their situation and class. In addition, Freire's (1971) descriptions of marginalization and consciousness yield several impacts on the third dimension of power. According to Freire (1971) consciousness ''is constituted in the dialectic of man's objectification and action upon the

world'' (p. 52). In closed societies, where a high unequal form of power relations exists, the dominated group of people is highly dependent on the powerful groups. The powerful person in such societies prevents the powerless person to reflect upon his actions. Since powerless groups are deprived of such a dialectic process, critical consciousness would not be developed by powerless groups, and this leads to a culture of silence. Freire (1971) states that a dependent society is a silent society by definition. The development of consciousness may be hindered by the culture of silence and the powerless, silent groups of people may always be subject to accepting and internalizing the values of the powerful groups of people. Although their silence is broken, the powerless people's demands may be vague and malleable in the initial stages, and this causes them to be vulnerable to manipulation. As described by Gaventa (1980), manipulations in the initial stages can be in the form of myths, symbols, threats, sanctions, rumors, and other modes of power mechanisms. In this situation, the powerless groups of people's grievances would not even make it to the decision-making arena to be discussed. Instead, these grievances or interests can be precluded from consideration. Therefore, unlike any other, the third dimension of power focuses on the unobservable side of power relations. It investigates the relationship between non-participation and non-consciousness. The analysis of such cases would go beyond exploring not only certain events but also possibilities related to powerful and powerless groups' actions or inactions.

Up until the fourth face of power, all power dimensions examine the power relations between the powerful and powerless groups of people and how they get their powers or in what ways they are oppressed. However, in the third edition of *"Power: A Radical View"* Lukes (2021) points out the emergence of the fourth face of power as an addition to the research in power relations. According to Digeser (1992), the fourth face of power is differentiated from other dimensions of power as it does not consist of presupposed subjects and individuals. Power is not attributed to people's subordination or superiority to one another because the power itself cannot be considered from a biological perspective but instead, the power is a social construct that lies in relationships (Digeser, 1992; Haugaard, 2012; Lukes, 2021). Hence, the fourth dimension of power involves an understanding that power itself is embedded in social contexts and is in every relationship and in every corner of life. The fourth dimension of power is referred to as the Foucaldian view of power because

Foucault (1980) states that there is no escape from power, and it is embedded in every social practice. Also, Foucault (1980) indicates that the power relations that exist in every interaction such as between family members, colleagues, managers, or any other groups of people are not indicators of the superior's power over the powerless. Instead, such power relations reveal that power is a situated construct and to whoever the power is practiced does not matter. In such a view, power is not possessed by individuals but only practiced and exercised. Subjects, the people, are only power's vehicles because the power is narrated through the interactions and discourses in which people participate (Digeser, 1992).

In Foucaldian view of power, the word '*assujettisement*' (subjection) has central importance because the "individuals are both subject to the constraints of social relations of power, that is, subject to a power that is being exercised over them, and simultaneously enabled to take up the position of a subject in and through these constraints or operations of power" (Foucault, 1991, pp. 97-98). People who become the target of power exercise are the ones who also become the subject of this system. Therefore, being subject to power practice eventually makes the powerless become the subject itself. In Foucault's (1991) own words, individuals are turned into docile bodies as they start normalizing the power exercised over them. However, as stated earlier, this view of power may not necessarily involve someone exercising power on others since there may not be an active power struggle. An example that is mostly introduced on this is based on a woman's self-surveillance of her body image since it is a sign of obedience to patriarchy (Hamilton, 2013). In a school context, the relationship between teacher and student does not reveal that the teacher has the power to make the students do something. Since students are at the bottom of the school hierarchy, they would feel the need to comply with their teachers' demands and requests. Therefore, the system itself controls all the variables and this reveals that any groups of people that maintain power are the people who are given that power by the system itself. Indeed, in French and Raven's (1959) power theory, the legitimate power that teachers have to arrange their classrooms is the power that is given by someone higher in the hierarchy. From this perspective, it can be said that power is not owned, it is a temporary property to control the chaos. This shows that the system itself appoints people who would have power and who would not. All in all, the fourth dimension of power goes beyond exploring the power relations between groups of people to examine power as a social construct that is embedded in social contexts.

2.3.1. A Focus on the Link between Power Relations, Emotional Labor & Emotion Regulation Strategies in Higher Education

There is no doubt that a sharp relationship between diverse stakeholders in university contexts exists as a result of a particular hierarchical system that is situated in such a relationship. As explained and stated in previous parts of this thesis study, instructors, administrators, and students manage their emotions and feelings in particular ways and for specific reasons in the face of emotional display rules. In this respect, various stakeholders suppress, alter, change, or naturally express their emotions as a result of power relations that they feel in the institution of which they are a part. According to Ward and McMurray (2016), there is the 'dark side' of emotional labor that explains the tie between hierarchy, bureaucracy, and emotional display rules. Ward and McMurray (2016) state that people comply with emotional display rules because they feel the need to be morally responsible human beings. Their feeling of moral responsibility paves way for their suppression of negative emotions and instead showing positive emotions. Asking the question of the divide between rationality and emotion in workplaces leads to the answer that explains how emotional display rules emerge in organizations. Ward and McMurray (2016) indicate that organizations are formed with rules, within certain limitations and boundaries which is called bureaucracy. In this respect, "bureaucracy is the means of transforming social action into rationally organized action" (Weber, 1978, p. 987 as cited in Ward & McMurray, pp. 36-37). Approaching the concept of bureaucracy from Weber's perspective indicates that objective rules of the organization are the key factor, and the intense and strong emotions of the employees should not interfere with the work that they do because this is not rational (Ward & McMurray, 2016). Therefore, what employees feel is governed by the organizations because displaying positive emotions is preferred as a result of better job performance that is aimed to be achieved as part of the objective rules of the organization. Korczynski (2001) states that emotional display rules are indicated by the organization since the customers demand empathy from employees. In this case, Ward and McMurray (2016) further problematize the emotional display rules and state that the emotional neutrality of the employee is inevitable as a result of the continuing compliance towards customers' wishes. Emotions are not wanted in the organization because they eliminate the distinction between

exact opposites such as home and workplace, masculinity and femininity, and public and personal (Ward & McMurray, 2016). As a result, emotions disrupt rationality, which is not desired by organizations. All in all, employees are required to do emotional dirty work as a result of display rules and power relations that are embedded in the bureaucracy of the organization.

Research on emotional labor and emotion regulation strategies of university instructors, teachers, students, and administrative staff reveals how strategies conform to the emotional display rules and power relations. Teachers use surface acting strategy to refrain from revealing negative emotions and therefore they fake being happy, enthusiastic, and prideful. (Taxer & Frenzel, 2015). This shows that teachers follow the emotional display rules in their school context as they hide negative emotions but, in the meantime, fake positive emotions. Moreover, Morris and King (2018) state that teachers sometimes feel that their power is challenged by their students when the students speak over them or give instructions instead. This causes the teachers to disown surface acting or deep acting strategy and adopt the natural expression of emotions strategy in order to show their displease and anger towards their students. On the other hand, Arığa (2017) argued that instructors' use of surface acting strategy may be abused by the students because their amusing or happy emotional display can be considered as a loss of authority over the classroom. However, it is indicated that teachers mostly feel guilty when they display their true negative emotions to their students because the students see the other side of the teacher (Morris and King, 2018) and they believe that their strict authority over students creates an emotional barrier that hinders a positive learning environment and students get demotivated quite easily (Arığa, 2017). These findings are in line with what Ward and McMurray (2016) stated as moral responsibility for emotional management that is associated with emotional display rules and power relations. One other interesting finding is based on the differentiation between private and public schools. Akın et al. (2014) indicate that private school teachers adopt deep acting and genuine emotion strategies more than public school teachers because private school administrations have more power and authority over the teachers. Conforming to Max Weber's notion of bureaucracy, Nair (2019) points out that the heavy burden on teachers in relation to emotional labor stems from the fact that schools are becoming more centered on rationality which leads to teachers' artificial authenticity in the workplace.

Considering the administrative staff's emotional labor and their emotion regulation strategy use in school contexts from the power relations perspective, it can be stated that there are varied findings. Cowley (2019) reported that department chairs would rather act calm to stress that they are in charge, rather than always displaying positive emotions toward different stakeholders. Also, Yıldırım and Akdoğan (2019) revealed that the principals who were committed more to the hierarchical works of their organization become upset when other stakeholders in the hierarchy do not accomplish their duties which result in principals' feeling of negative emotions. This latter finding can be related to another study that draws theory from the leadership orientations of principals in a high school. Özdemir and Koçak's (2018) quantitative study with 570 high school teachers examined leadership orientations of school principals from teachers' perspectives in relation to emotional labor at high schools in Ankara. The results of the study reveal that the political frame was found to be the mostly used by school principals. According to Bolman and Deal (1991), the political frame refers to the conflicting agendas that individuals face in a context. Özdemir and Koçak (2018) argue that the micropolitical environment in Turkish schools causes the principals to use the political frame in order to arrange and manage the conflicting atmospheres between teachers. Principals' use of political frame causes teachers to use naturally expressed emotions strategy. Özdemir and Koçak (2018) argue that power struggles happening between groups lead to teachers' perceptions being made explicit. It was also reported that a structural frame was used by principals. The structural frame is essentially task-orientedness (Bolman & Deal, 1991) because principals manage and fulfill bureaucratic tasks and comply with the ministry of national education's standards and expectations. However, Özdemir and Koçak (2018) reported that teachers who perceive their school principal as using structural frame display more surface acting. Hence, if the bureaucratic tasks prevail over teachers' needs, then teachers use surface acting strategy to hide their natural emotions and fake the desired emotions to meet the expectations of display rules in the school. On the other hand, the symbolic frame was associated with the teachers' use of deep acting strategy. symbolic frame refers to the inspiration of people through addressing their needs and creating a mindset in the work environment. Özdemir and Koçak (2018) argue that the reason behind this relationship is that the symbolic frame creates unity and motivates teachers. Therefore, it can be stated that bureaucracy shadows the emotions of the teachers as they start using surface acting more. However, a more democratic approach toward problem solution paves way for

teachers' natural expression of emotions. These kinds of bureaucratic tasks are also written and imposed by formal policies. American Association of Community College (2018) provides a framework to illustrate competencies that college leaders such as midlevel, senior, and lecturers need to possess. In the framework, it is stated that a college leader should "be self-motivated and passionate about the job" (p. 33) and "never allow emotions to overshadow the issue at hand" (p. 47). The academics who are placed in leadership positions, therefore, need to adapt certain emotional labor or emotion regulation strategies to meet these described competencies to be part of the institutions for which they work. In such working environments, college leaders are provided with these feeling rules to display certain desired emotions towards students, colleagues, and any other stakeholders who are in the hierarchy. To continue being part of the institution, to keep the hierarchical positions given to them, and for many other possible reasons, college leaders most of the time adapt relevant emotion coping mechanisms and strategies to manage or alter their emotions. Through such formal documents, the discourse is mostly established around the 'needed competencies' just to conceal the direct promotion of desired leaders to keep the business going because education is contested by neoliberal practices and became a product to be consumed.

From the power relations perspective, the people in charge set the rules for which emotions to be displayed or not, and most of the time the college leaders, who can be categorized as powerless in this situation, feel the obligation to represent in a certain way that is imposed on them. As described earlier, studies on the emotional labor of teachers, instructors, and college leaders revealed that surface and deep acting strategies were used and resulted in burnout and exhaustion. When there is no relevant opposition from such groups of people, the people in charge govern even the kinds of emotions to be displayed in the institution and they make the different stakeholders display those emotions. Negative outcomes like exhaustion and burnout only affect these stakeholders as they are left voiceless. Although emotional display rules are imposed on teachers, they feel that changing emotions to put on a happy face is beneficial in terms of moral responsibility towards their students to create a heart-warming environment. Therefore, the first dimension of power is felt when leaders and instructors were required to abide by the display rules.

One important figure in the research literature who approached emotional labor from a discursive and critical perspective to analyze its relation to power instead of how individuals feel emotions psychologically is Sarah Benesch. In her phenomenal books, Benesch (2013, 2017) analyzed various topics related to English language teaching such as plagiarism, attendance of students, high-stakes tests, and student writings by exploring the emotional labor processes of English language instructors and their probable resistance towards institutional power. Benesch (2018) considers the concept of feeling rules as a beneficial tool to uncover power inequities that are felt by instructors of English. For example, in her study with 13 university instructors, Benesch (2018) explored how the instructors responded to the university's strict plagiarism policy since plagiarism was viewed as academic dishonesty and a violation. Benesch (2018) revealed that instructors were aware of their students' plagiarism as there were sudden shifts in their writing to perfect academic English that was well-structured. However, Benesch (2018) argued that instructors did not look for any plagiarized content, they knew their students' limits and capabilities in terms of writing in English. When instructors were confronted with student plagiarism, they knew they had to report the students to the institution, but they also felt the need to establish the feeling of empathy as their students were just trying to get through the class. For some other instructors, plagiarism was not a big deal. This created a contrast between the university's plagiarism policy and instructors' viewpoints towards plagiarism. Hence, instructors rather sought ways for teaching students not to cheat or plagiarize content in their writings instead of reporting or punishing them. These findings suggest that although feeling rules provide pre-set, precise principles and dictate what is right or wrong, instructors' emotions play a significant role in creating an emotional bridge through empathizing, which leads to the experience of emotional labor because they do not conform to the feeling rules through reinterpreting their inner emotions on students' plagiarism and, as Benesch (2018) indicates, their challenge towards the institutional power is a result of their agency which is "dialogic, emergent, and discursive" (p. 2), followed by emotional labor. In another study, Benesch (2020) investigated the relationship between high-stakes literacy exams and the emotional labors of instructors. Instructors believed that a high-stakes exam was needed to identify students' levels and proficiencies to better teach them in classes that are appropriate for their levels. However, unfairness in terms of lack of familiarity by the students coming from diverse backgrounds, proctors being irresponsible, unfavored testing conditions, and unfavored or undesired way of testing through only one channel which is the so-called high-

stakes literacy exam. Moreover, Benesch (2020) used a "discourse of injustice" (p. 10) label to correspond to instructors' thoughts on the exam as a barrier for deserving students who are prevented from entering a better class as a result of the test score. Also, the discourse of injustice appeared as a result of interference with academic freedom as one of the instructors in the study stated that the standardization of education through such high-stakes exams is only beneficial for the assessment part of the teaching practice. Hence, the instructors do not get to decide on what and how to teach as there is a precise examination that would require precise education that would account for it. Benesch (2020) also raises the issue that instructors' role as writing or reading teachers is shadowed by such an exam since they become "test prep coaches" (p. 11), which is not endorsed by instructors. Benesch's (2013, 2017, 2018, 2020) studies provide significant insights into the emotional labor that English language instructors experience in the face of institutional power to which they are exposed. Instructors challenge and resist institutional power by raising their questions and suspicions about certain policies and decisions because their way of viewing language education is based on establishing a free, nurturing environment for strengthening the teacher-student relationship. Although they are aware of particular power relations that exist in their institution, they tend to do what they believe to be right and humane.

2.4. Role of Gender in Emotional Labor, Emotion Regulation, and Power Relations

The role of gender in the intersection of emotional labor, emotion regulation, and power relations is crucial because there are differences between male and female teachers, students, and administrators who adapt certain strategies differently, mostly as a result of power relations embedded in the hierarchical organization in which they participate and work. Hochschild (1983) argues that men have greater independence concerning their access to money, power, and status than women. Women are considered a "subordinate social stratum" (Hochschild, 1983, p. 163). According to Hochschild (1983), the emotional work that is done by men and women differs because both genders specialize in different kinds of emotional tasks. For example, while women are expected to be nice by suppressing their anger and aggression, men are expected to show their aggression towards people who break the rules (Hochschild, 1983). Also, Hochschild (1983) states that negative emotions such as

displeasure and anger are expressed by female workers since they are believed to take such emotions better than male workers, who are permitted to put a stop to such negative emotions. This way of representation of emotional labor as a different task for women is termed “pink-collar duties” (Lawless, 2018, p. 89). Hence, it can be stated that women are thought to manage their emotions more than men manage theirs. Grandey (2003) indicates that gender plays a key role in terms of an individual factor that influences the emotional labor process of a person. Grandey (2003) agrees with Hochschild’s (1983) description of gender differences in emotional labor and supports the idea that the frontline employees in the service sector mostly involve women and they engage in emotional management situations and greater emotional expressivity more than men (Morris & Feldman, 1996). Therefore, women are usually expected to approach motherly, express more positive emotions than men, and suppress negative emotions such as anger and fatigue in order to stay feminine, according to certain norms that perpetuate their marginalization.

There are diverse findings on the relationship between emotion regulation and emotional labor strategy usage of teachers and their gender. A considerable number of studies in the literature that were conducted in different school settings with a variety of participants indicate that such a relationship does not exist. That is, there were no significant differences in terms of the relationship between gender and emotion regulation strategy usage (Alnabhan, 2008; Llego, 2017; Shen & Zhang, 2012, Sutton, 2004; Taher et. al., 2016, Wu, 2004). Also, the non-existent relationship between gender and emotion regulation was explored through diverse variables and it was found that there were no gender differences with regard to teachers’ burnout (Brackett et. al., 2010; Jones & Youngs, 2012; Shukla & Trived, 2008, Song, 2008, Timms et. al., 2007), well-being (Bizumic et. al., 2009), job satisfaction (Brackett et. al., 2010, McIntyre, 2010, Salim et. al., 2012), self-efficacy (Chan, 2004; Garcia-Ros et. al., 2015), stress and depression related to their students’ misbehaviors (Hinds et. al., 2015), and emotional exhaustion (McIntyre, 2010). However, contradictory findings regarding the relationship between emotion regulation, emotional labor strategy use, and gender in school contexts are still relevant.

Considering the female teachers' emotional labor experiences and emotion regulation strategy use, the studies indicate that female teachers tended to adopt cognitive reappraisal strategies and report more emotional exhaustion and more intense unpleasant emotions from encounters with colleagues (Chang, 2013), they used both cognitive reappraisal strategy and expressive suppression in the face of students' aggressive incidents and behaviors (Levy & Khoury-Kassabri, 2021), they made themselves emotionally available to students (Harvey et al., 2012) which led to experiencing and displaying higher empathy (Goroshit & Hen, 2016). Also, female teachers showed annoyance toward disruptive male students and they were more likely to report feeling distressed in response to aggression from their students (Berg & Cornell, 2016). However, Harvey et al.'s (2012) study suggested that female teachers make themselves emotionally available to their students although they were distressed in their interaction with disruptive students. O'Connor's (2008) study also illustrated female teachers' roles as involving more caring and emotional work. Regarding the strategy usage side, it was reported that female teachers downregulated their negative emotions, such as anger, towards aggressive students through self-talk and they mentally work on themselves to have the realization of students' nature regarding their behaviors (Levy & Khoury-Kassabri, 2021). In other words, they suppress their negative emotions and accept that those students' behaviors are in their nature. Levy and Kassabri (2021) indicate that teachers pointed out the importance of emotional acceptance since they started to realize that there was a reason behind their negative emotions and that it was important to accept these emotions and not reject them by convincing themselves. This way of realization and focusing on the inner self to reason with their own emotions can be referred to as the usage of cognitive reappraisal strategy because the change in emotions happens through a cognitive struggle that leads to logical assumptions and reasoning made on having negative emotions towards the students. Through cognitive reappraisal strategy, female teachers also think about a stressful situation and remind themselves that they need to lower their levels of emotional arousal toward their students (Levy & Khoury-Kassabri, 2021).

As can be observed from the studies conducted on female teachers in relation to the topics relevant to this study, two specific conclusions can be drawn from the literature. First of all, female teachers and instructors in school contexts were indicated to be emotionally available for their students but at the same time, they felt distressed when they confronted

disruptive students (Harvey et al., 2012; Berg & Cornell, 2016). This is related to female teachers' use of surface acting and expressive suppression strategies, such as moving, walking, and leaving the classroom, especially towards their students (Liljestrom et al., 2007), since they want to make themselves open to communication even if it may hurt them emotionally. That is why, as Steangård et al. (2022) indicate, female teachers experience more depressive symptoms with higher emotional demands from them in the workplace. However, this may not always be the case. As Liljestrom et al. (2007) reported in their study of high school teachers, female teachers expect their students to follow classroom rules. When certain students challenge the authority of the teacher, the teachers not only feel angry, but they also confront others' anger. In other words, when teachers' authority was challenged in the classroom, the feeling of anger was shown to the students publicly and their misbehavior was addressed accordingly. Hence, female teachers may also show their natural negative emotions towards their students when they feel that their authority is challenged, questioned, or disrupted. Moreover, anger from female teachers was evident when they were impeded from carrying out their moral duties towards their students such as providing quality education in a just classroom where students would be treated equally (Liljestrom et al., 2007). It can be stated that an obstacle that can be put forth by the stakeholders higher in the hierarchy than the teachers would make the teachers feel angry since their way of teaching is undermined and disregarded. Secondly, female teachers were reported to be warmer as described in the studies above, except for displaying negative emotions towards their superiors or inferiors in certain situations. Liljestrom et al. (2007) state that teachers' moral purposes play a huge role in attaining certain roles. Teachers see their profession not as an eight-to-five job but as a profession in which the person needs to feel the education and be a part of the community to cry and laugh with the students. Teachers even see themselves as protectors of their students and their confidantes (Liljestrom et al., 2007). Such motivation can play a huge role in attaining a role that would make female teachers adapt more emotional labor than male teachers. On the other hand, according to El-Alayli et al. (2018), there is academic momism (Bernard, 1964) in the academic world, which accounts for the disadvantage for female academics since they are considered to be warmer and more nurturing than their male colleagues. In the end, academic momism leads to a loss of authority in the classroom and adapting more emotional labor and regulation strategies for female academics (El-Alayli et al., 2018).

Considering the male teachers and instructors, most of the studies in the relevant literature indicate that male teachers tend to use suppression emotion regulation strategies (Chang, 2013) and surface acting strategy (Yılmaz et al., 2015; Yin, 2015) more often than female teachers. However, contradictory findings are relevant in several studies which suggest that male teachers and instructors disregard their emotions and distance themselves emotionally from their students while evoking positive emotions in class or express positive emotions toward disruptive male students (O'Connor, 2008). All these contradictions in managing their emotions, it is indicated that male teachers feel depersonalization (Mearns & Cain, 2003), which eventually leads them to turn emotion management into a habit. The findings from the literature on this topic suggest that male teachers should be tough and judgmental towards their students with negative emotions, and they should be hindering their emotions in the meantime. From the power relations perspective, Greenglass et al. (1998) indicate that male teachers face bureaucratic interference more than female teachers. This leads them to adapt surface acting to hinder their true emotions at the cost of evading bureaucratic interference from their superiors. Also, the emotional display rules that require academicians and teachers to express authority, discipline, anger, and assertiveness are related to the masculine property of gender (Tiedens, 2001), which belongs to the male domain in the hierarchies (Tunguz, 2016). It can be inferred that male teachers who display natural negative emotions are seen as appropriate for the job while female teachers are expected to do more emotional labor by suppressing and altering their emotions. For example, when female professors exercise power, including in standard educational ways such as managing the classroom, students seem to perceive them as pushy (Elias & Loomis 2004). Female professors are also expected to assign a lower workload and give higher grades than their male counterparts (Bennett, 1982), and females are judged more negatively when they do not do what is expected from them, including showing more friendly and motherly emotions (Sinclair & Kunda 2000). These may be the result of societal norm impact on gender in relation to emotional labor and emotion regulation strategy adaptation, but one thing is for sure; emotional display rules apparent in schools are influenced by many factors and one of them is society itself (Hochschild, 1983) because each gender is assigned certain tasks to do in pre-determined hierarchies.

The studies on students' emotional labor and emotion regulation strategy use from the gender perspective focus on the students' perceptions and interactions with their instructors exclusively with a few studies focusing on senior students particularly. First of all, considering the role of gender in students' emotional labor and emotion regulation strategy use, the studies suggest that female senior students experience negative emotions and job stress more than male senior students. Regarding the role of gender in the relationship between students and teachers, there are rather interesting findings in the literature. In Burke et al.'s study (2017), students' perception of their male instructors was based on leadership, intelligence, knowledge, and confidence as positive traits. On the other hand, they viewed female teachers as having kind, enthusiastic, and accessible traits. It can be stated that student perception of instructors is based on gender stereotypes since male teachers are associated with rather masculine traits and female teachers are related to being accessible and motherly, which shows that female teachers exhibit emotional labor which consists of possible suppression of emotions in order to be more sincere towards their students. This finding is also relatable to other studies as the female professors and instructors were perceived as warm, approachable, and compassionate by the students (Anderson; 2010). Also, the students attribute professionalism to both male and female instructors (Burke et al., 2017) but the female teachers were sanctioned to a great extent when they failed to achieve such professionality in their job in the eyes of their students (Bachen et al., 1999). These findings provide the information that female professors are expected to be under a heavy burden to meet certain criteria to be favorable in the eyes of their students. This eventually leads to their exhaustion, both in emotional and mental ways.

The studies on administrators' emotional labor and emotion regulation strategy use with regards to the role of gender suggest that female principals, especially in higher education contexts, manage their emotions, especially anger, differently than male principals (Blackmore, 2004) and they associated work and family commitments with emotional labor because of certain gendered expectations on them (Sachs & Blackmore, 1998). Indeed, gendered academia is a certain issue that affects how female leaders or administrators are perceived by others in hierarchies. Humphrey (2012) suggested that leaders who used deep acting and genuine emotional labor strategies were favorable in the eyes of their employees since they considered them as being honest and authentic. However, Dhanpat's (2016)

review of studies on administrators in higher education contexts indicated that leaders used surface acting strategy in general and they felt empathy, trust, frustration, and suspicion emotions the most. These findings reveal that being a leader requires emotional labor in a way that natural emotions would be altered or directly expressed to please the inferiors in a hierarchy. Leaders' choice of emotional labor and emotion regulation strategies affect how certain groups of people, especially the teachers, perceive them as positive figures. Moreover, certain studies indicated that a specific difference between female and male leadership is still visible. In their study with female principals in school contexts, Mulawarman et al. (2021) stated that female principals needed to take on a masculine character so that both the inferiors and superiors complete the tasks that were required of them. For example, in that study, the female administrators stated that they needed to be brave and warn those who did not obey the rules by being more masculine towards them. As Mulawarman et al. (2021) indicate, female administrators tended to use a democratic approach to supervising, organizing, and planning although they seem to convert to masculine characteristics when disobedience occurs. According to Acker (2012), masculinity is inherent in organizational structures through ideologies. In this respect, the female administrators were either forced to take on a masculine character or leave the places of administrator positions (Van Den Brink et al., 2010). However, this may not be the case in each hierarchy or organization because Carvalho and Diogo's (2018) study which focuses on the perspectives of female administrators in higher education contexts in Portugal regarding being administrators revealed that the power elites decided who be the rector, vice-rector or department chair in the university and those female administrators who were selected for the mentioned positions went through a gender-neutral process because the only thing that mattered was their relevancy to those positions. In this regard, those who have leadership legitimacy are considered to be the selectors of other to-be administrators with the qualities required for such positions. Therefore, it can be stated that female administrators are expected to be more maternal, and sympathetic, and do more emotional labor by altering and displaying their natural emotions to meet the needs of their inferiors. The gendered expectations to be masculine from female administrators also cause an additional burden on them and their emotional well-being.

2.5. Chapter Summary

This chapter explained what, how, and why parts of emotional labor and emotion regulation strategy use occurred considering the instructors, teachers, students, administrators, and principal in higher education and secondary school contexts with a specific focus on the power dimension theory to explain the effect of power relations on emotional labor and emotion regulation strategy adaptation of above-mentioned stakeholders. Through explaining the theory behind each concept, relevant studies from the literature are reviewed, analyzed, explained, and discussed in this section. Variables such as gender and English language education were also explained, and relevant studies were provided to strengthen the argument of this study.

CHAPTER 3: METHODOLOGY

The methodology section consists of the research design, participants and the context of the study, data collection instruments, data collection procedures, and data analysis.

3.1. Research Design

This study adopted a mixed-method research design so as to explore the emotional labor and emotion regulation strategies of language instructors, PYP students, and administrative staff at a school of foreign languages of a state university with a focus on power relations. Explanatory sequential design was used to answer the research questions formulated in this study.

According to Cresswell (2013), the explanatory sequential design involves obtaining the quantitative data first and then followed by gathering the qualitative data. Also, Creswell's (2013) rationalization for why quantitative data is obtained first is that quantitative data provide specific and statistical information for the topic that is investigated. On the other hand, qualitative data is later gathered from the participants to provide in-depth and specific explanations of the quantitative data. However, qualitative data in this sense also acts as complementary to the quantitative part of the studies because what is explained through quantitative findings may not be detailed when compared to findings gathered from interviews, diaries, or other means of qualitative data collection instruments. As described in Figure 2 below, the current study followed this design. Gathering data on the emotional labor and emotion regulation strategies of the participants forms the quantitative part of this study. Qualitative data, on the other hand, was collected so as to gain insight into power relations.

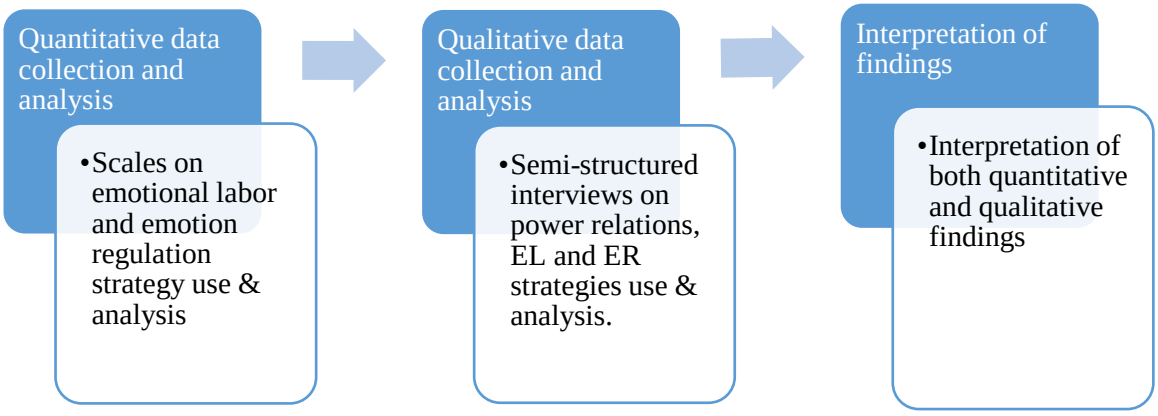

Figure 2: The research design of the study

All in all, the quantitative data were first collected from the participants through the use of scales to capture the participants' perceived emotional labor and self-reported emotion regulation strategies. Then, the qualitative data were collected via semi-structured interviews in order to explore the power relations and their potential effect on English language education at the school of foreign languages in-depth. In this regard, both the quantitative and qualitative findings of this study act complementary to one another.

3.2. Context and Participants

This study was conducted at the preparatory year program (PYP) of a school of foreign languages (SFL) of a state university located in northwest Türkiye during the 2021-2022 academic year spring term. The SFL was established in 2009 and ever since it provided beginner, intermediate, and advanced levels of English, Japanese, and German language education in two different departments, namely Foreign Language Education, and Translation and Interpreting. Execution of compulsory Foreign Language courses and professional English courses, and preparation, and implementation of Foreign Language exams held within the university are two major aims of SFL. There are three specific groups for English language education in SFL. Firstly, in English language teaching and English language literature groups, the students who major in the fields receive courses at B2+ and C1 levels. Secondly, there are General English Preparatory Program (GEPP) groups where students from various fields such as international relations, molecular biology and genetics, and business management attend because the language of instruction in these fields is

English. The proficiency level of the students in these classrooms ranges from A2 to B2 and the level expected to be achieved is B2 and B2+ for those groups. Lastly, there is an Elective English Preparatory Program (EEPP) for those students who would like to receive English education, even if the language of instruction in their department is Turkish. A detailed illustration of organizational structure of SFL is provided in Figure 3 below.

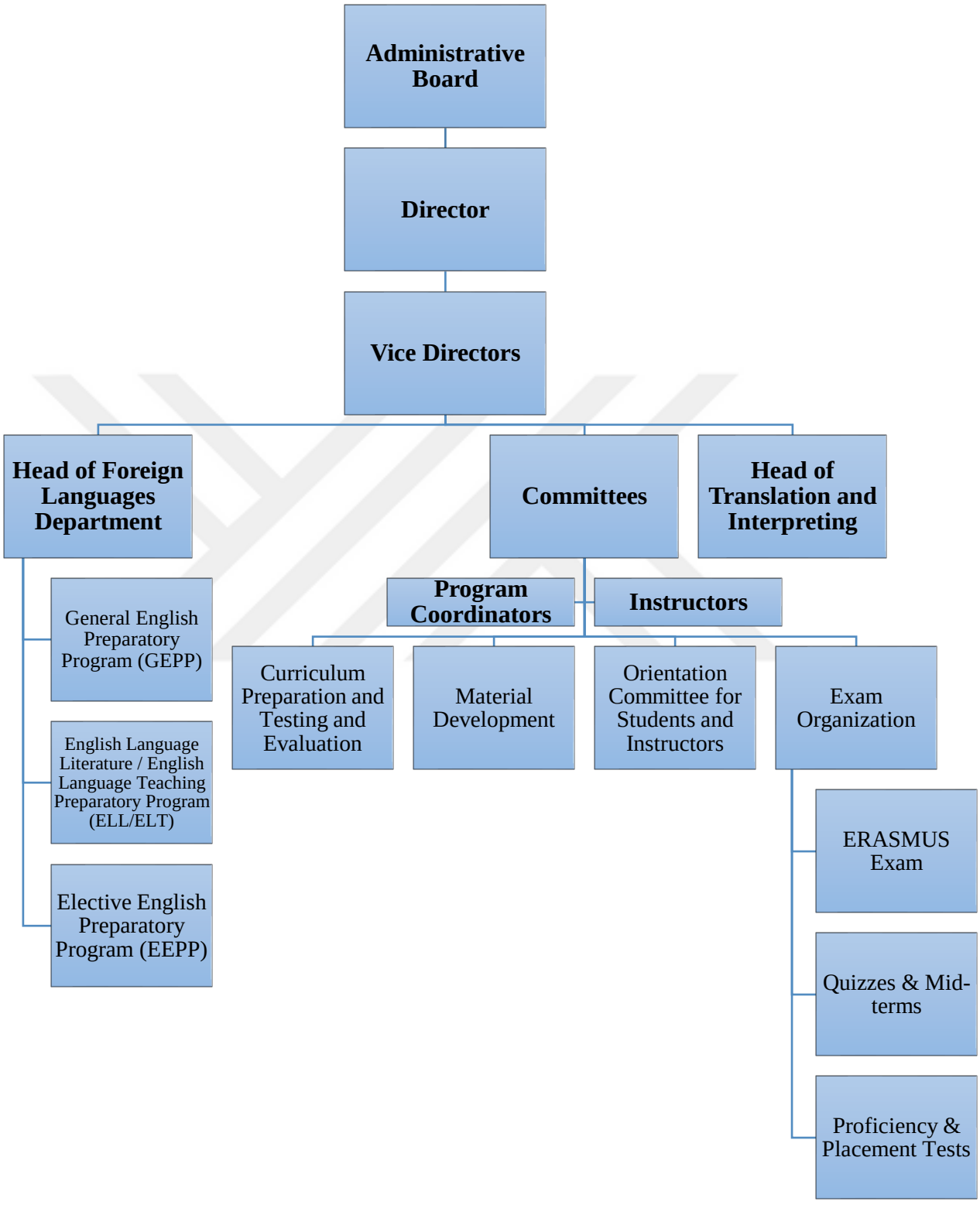

Figure 3: Organizational structure of SFL

As Figure 3 above depicts, the administrative board consists of directors and vice directors, who oversee the entire operation of the SFL work mechanism since the final verdict is given by the director. As described earlier, two departments, namely Foreign Languages and Translation and Interpreting, have department chairs in them, who oversee the language education process in diverse programs. Specifically considering English language education, there are three programs that preparatory students attend, as indicated earlier in this section. While EEPPs are provided with 22 teaching hours per week, GEPPs and ELL/ELT are provided with 24 teaching hours per week. In addition to the departments and the relevant programs in these departments, there are committees established for diverse purposes. As indicated in Figure 3, four specific committees are established to prepare the curriculum, develop materials, provide orientation meetings for students and instructors, and organize diverse exams in SFL. There are other committees such as Quality Assurance Committee, Bologna Committee, Academic Incentive Application and Review Committee, Professional Development and Lifelong Learning Committee, Social, Cultural and Sporting Activities Committee, and Part-time Student Admission Committee. Each committee has three to six members in itself, which is run mostly by the director, vice directors, and department chairs. Although the director, vice directors, and department chairs act as chairpersons in most of the committees, program coordinators and instructors carry out the processes under the supervision of the department chair, who informs the vice directors and the director throughout the process. For example, the exam organization has five instructors in itself, who work together to create exam questions. Then, the program coordinator works together with the chairperson of that committee, who is the vice director and provides the final product to the vice director. These processes show how SFL organizational structure works.

The participants of this study include administrators, instructors, and students in the SFL. During the data collection phase of the study, the GEPP and ELT/ELL groups were visited and relevant data were collected from the students and the English language instructors in these programs. The number of students at the time of the study was 118 for ELT/ELL programs, and 368 for GEPPs. In total, there were 468 students enrolled in these two programs at the SFL. Demographical information regarding students was depicted in Table 2 below.

Table 2

Demographics regarding students in quantitative part of the study (*N* = 179)

Characteristics		***F***	**Percentage**
Gender	Female	108	60.3%
	Male	71	39.7%
Age Groups	18-24	177	98.9%
	25-29	2	1.1%
Departments	Molecular Biology and Genetics	53	29.6%
	English Language Teaching	28	15.6%
	English Language Literature	24	13.4%
	International Relationship	23	12.8%
	Business Management	19	7.8%
	Biology	14	4.5%
	Business Management (Evening Education)	8	1.7%
	Political Science and Public Administration	2	1.1%
	Bioengineering	1	0.6%
	Food Engineering	1	0.6%
	Tourism and Hotel Management	1	0.6%
	Computer Engineering	1	0.6%
	Public Relations	1	0.6%

As illustrated in Table 2 above, 179 students voluntarily participated in the quantitative part of the study. There was 108 female (60.3%) and 71 male (39.7%) student participants. The ages of the students ranged from 18 to 29 (*M* = 19.74, *SD* = 1.46). The undergraduate majors of the students differed greatly. There were 13 departments that the student participants would be majored in after their completion of the preparatory program. These included Molecular Biology and Genetics, English Language Teaching, English Language Literature, International Relationship, Business Management, Biology, Environmental Engineering, Political Science and Public Administration, Bioengineering, Food Engineering, Tourism and Hotel Management, Computer Engineering, and finally,

Public Relations. The number of students from the first six departments depicted above (*N* = 161) consisted the 89.9% of the student participant group. Regarding the instructors, the number of English language instructors was 16 for GEPP classrooms and seven for ELT/ELL groups In total, 23 instructors taught English for both GEPP and ELT/ELL groups in SFL at the time of the study. Of them, 18 instructors volunteered to participate in this study. Table 3 below represents the demographic information of the instructors.

Table 3

Demographics regarding instructors in quantitative part of the study (*N* = 18)

Characteristics		***F***	**Percentage**
Gender	Female	14	77.8%
	Male	4	22.2%
Age Groups	27-36	5	33.5%
	37-46	10	55.7%
	47-56	3	10.8%
Teaching Experience	0-5 years	2	11.1%
	6-10 years	7	38.9%
	11-15 years	6	33.3%
	16-20 years	3	16.7%

As shown in Table 3 above, of the 18 instructors, 14 were female (77.8%), while the remaining 4 instructors were male (22.2%). The ages of the participants ranged from 27 to 56 (*M* = 40.78, *SD* = 6.66). The participants were also asked about their teaching experience in the current SFL context. The participating instructors mostly had 6 to 10 years of teaching experience in SFL (*N* = 7), followed by 11 to 15 years (*N* = 6). As for the administrator group, there was one director, two vice directors, two department chairs, and 10 coordinators at the SFL. However, administrator participants participated in the qualitative part of the study.

The qualitative part of the study consisted of three administrators, three instructors, and nine students. The participants voluntarily participated. Demographical information regarding the participants is provided in the table below (see Table 4).

Table 4.

Demographics regarding administrators, instructors, and students for the qualitative part of the study (N = 15)

Participant Code	Gender	Age	Work Experience	Role at SFL
A1	Male	38	4 years	Vice Director
A2	Female	50	7 years	Director
A3	Male	46	1.5 years	Program Coordinator
I1	Female	34	12 years	Instructor
I2	Female	35	6 years	Instructor
I3	Female	41	7 years	Instructor
S1	Male	18	-	Student (G8)
S2	Male	18	-	Student (G8)
S3	Female	20	-	Student (G2)
S4	Female	20	-	Student (G10)
S5	Female	20	-	Student (G10)
S6	Male	21	-	Student (G10)
S7	Male	19	-	Student (G10)
S8	Male	19	-	Student (G10)
S9	Male	18	-	Student (G2)

As described in Table 4 above, there were three administrators, three instructors, and nine students involved in the qualitative part of the study. The administrators had a minimum of one and a half years of work experience to a maximum of seven years of work experience in the current SFL PYP context. The ages of the instructors ranged from 38 to 50. Instructors, on the other hand, the instructors were all female and their ages ranged from 34 to 41. The

instructors' work experience was quite high since the minimum work experience in terms of years was 6. Regarding the students, three of the students were female, while the rest of the students were male. The students' ages ranged from 18 to 20. Each student in the qualitative part of the study was placed in the GEPP. The terms G2, G8, and G10 refer to the proficiency levels of the students. As the numbers go lower, the students' proficiency levels become B1, while the higher numbers refer to A2 or even A1 proficiency levels in English. Overall, at least one person was selected to represent the organization in the SFL. That is, each administrative group that involves the director, vice director, and the department chair was prevalent in the qualitative part of the study. The participating instructors were also teaching English to GEPP and ELT/ELL groups in SFL. On the other hand, to represent the possible differences between how power is perceived in proficiency-based programs, the students were chosen from the G2, G8, and G10 classrooms for promoting diversity and exploring any possible link between power relations and emotional labor differences considering the proficiency levels of the students.

3.3. Data Collection Instruments

Both quantitative and qualitative data collection tools were used in this study. For the quantitative part of the study, two survey instruments were used to obtain data from the instructors (see Appendix 4), and the students (see Appendix 3). The use of questionnaires and surveys is useful in a way that they provide an advantage in quantifying the attitudes and perceptions to explore how a population approaches a certain issue (Sukamolson, 2007). In this regard, the use of scales in this study provides an advantage in terms of generalizing how the instructor and student population in the context of this study perceive emotional labor and emotion regulation and how they use them.

The survey instruments used in the study comprised three parts. Part A included questions related to gender, age, work experience, perceived satisfaction level regarding the SFL English language programs, and undergraduate department names. While work experience was only asked to the instructors, department names were asked to the students. Hence, Part A was formed in order to obtain demographic information from the instructors and the students. Part B, on the other hand, involved Emotion Regulation Questionnaire

(ERQ) to explore the participants' emotion regulation strategy use. Finally, Part C consisted of Emotional Labor Scale (ELS) to explore the participants' emotional labor strategy use.

The first scale, Emotional Labor Scale (ELS), which was developed by Diefendorff et al. (2005), was used to explore the emotional labor strategy use of the participants. This scale is a 14-item Likert-type scale with three factors: surface acting, deep acting, and expression of naturally felt emotions. For this scale, the reported Cronbach's alpha coefficients for surface acting (α = .92), deep acting (α = .85), and expression of naturally felt emotions (α = .83) show that the factors have internal consistency (Diefendorff et al., 2005). The confirmatory factor analysis for the construct validity of the original ELS shows that the scale has a good fit: $\chi 2$ = 151.81, *df:* 73, p = 0.05; RMSEA = 064; SRMR = 041; TLI = 95; CFI = .96 (Diefendorff et al., 2005, p. 347). This scale was adapted to Turkish for this study.

The second scale, Emotion Regulation Questionnaire (Gross & John, 2003), is a 10-item Likert-type scale created in order to explore cognitive reappraisal and expressive suppression strategy use. ERQ was translated into Turkish by Totan (2016) and it was this version of the scale which was used in the current study. In his study, it was revealed that the Cronbach's alpha coefficients for cognitive reappraisal (α = .78) and expressive suppression (α = .71) in ERQ indicated good internal consistency. It was reported through the confirmatory factor analysis that the adapted ERQ had a good fit: $\chi 2$ = 107.02, sd = 34, $\chi 2$/sd = 3.15, RMSEA = 064; CFI = .92 (Totan, 2016, p. 157).

For the qualitative part of the study, on the other hand, semi-structured interview was used to explore power relations and their possible association with emotional labor and emotion regulation strategies. The semi-structured interview is a commonly used method in the social sciences since it provides a balance between the structure of a structured interview and the freedom of an unstructured interview. As Dörnyei (2007) states, it consists of a series of predetermined questions that are designed to explore a particular subject area in-depth. The questions are open-ended and may be adapted to the answers given by the interviewee. This flexibility allows the interviewer to follow up on the responses given and to explore

different topics as the conversation progresses (Glesne, 2016). It allows the interviewer to explore the thoughts and feelings of the interviewee in greater detail than a structured interview. Semi-structured interview allows for exploring the participants' lived experiences as it leads to more creative and spontaneous conversations between interviewee and interviewer, which can lead to a more natural flow of conversation and in-depth and nuanced analysis of the topic investigated (Creswell & Poth, 2018; Seidman, 2019). This can lead to better-informed conclusions and more reliable results. Therefore, in a study with its main focus on power relations in an SFL PYP context, it was thought that it is of utmost importance to delve into real-life experiences of instructors, students, and administrators to gather detailed information on how power is negotiated, maintained, rejected, or accepted in the organization of the SFL.

Three diverse interview protocols were prepared for three groups of participants, namely the administrators, instructors, and students. In each interview protocol created for three participant groups, the questions begin with asking demographic information, such as gender, age, proficiency level, and undergraduate department for students, and finally, work experience and administrative duties for instructors and administrators. After the first part of the protocol, the second part includes background questions, transition questions, key questions, and finally, the closing questions. While the first two phases in this part involve general questions, key questions consist of a set of questions that aim to find answers to each research question stated in this study (See Appendix 5 for administrators, Appendix 6 for instructors, and Appendix 7 for students).

3.3.1 Emotional Labor Scale: Its Validity and Reliability

In this study, the Emotional Labor Scale (Diefendorff, et al., 2005), which was originally developed in English, was adapted to Turkish to explore the emotional labor strategy use of two different participant groups, instructors and students, in PYP of an SFL of a state university.

The process of the adaptation of the scale comprises three main phases: its translation, maintaining its validity, and finally reliability. The ELS was first translated into Turkish through several steps. Then, the validity of the ELS was analyzed through EFA and CFA. Finally, the reliability of the scale was investigated by exploring Cronbach's alpha coefficients. Overall information regarding the phases involved in the adaptation of the ELS was provided in Figure 4 below.

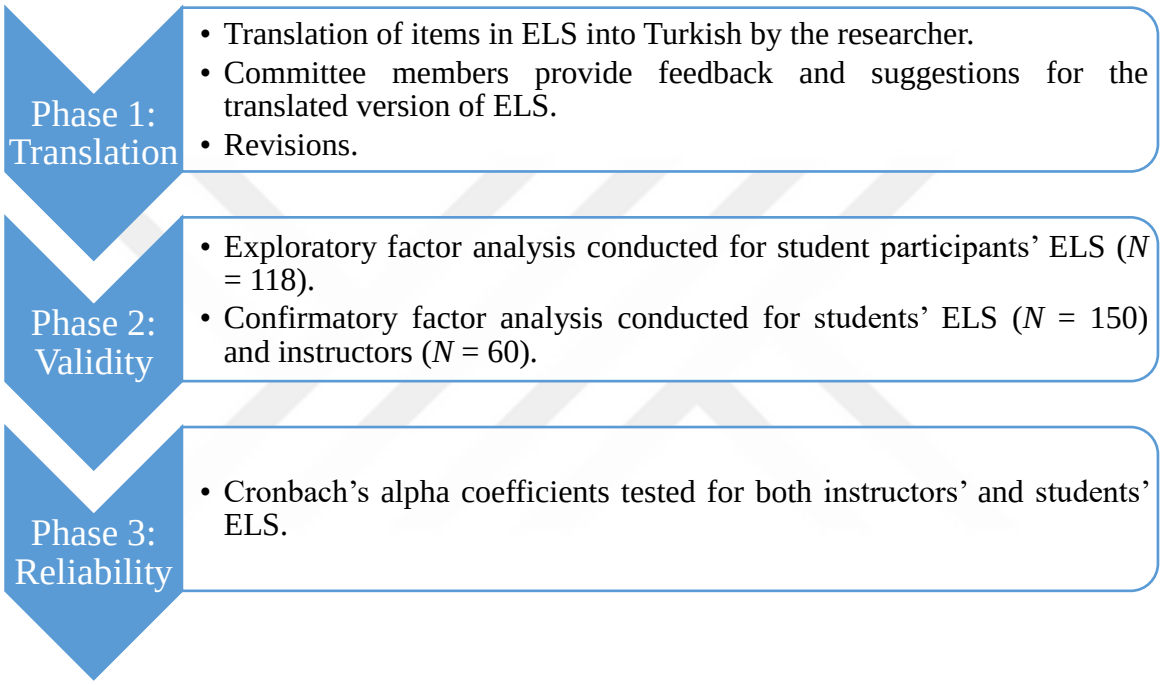

Figure 4: Phases of the adaptation of the ELS

Phase 1: Translation of the ELS for the two Participant Groups

For the first translation phase, the committee group approach was used. In this approach, a team of bilingual experts in the relevant field translates the scale from the source language to the target language or provides feedback on the translated items (Maneesriwongul & Dixon, 2004). In this way, a group of experts' consensus on the translated items provides more accurate and objective results when it is compared to one-way translation, which is undertaken by a single translator (Dhamani & Richter, 2011). Also, since this approach allows for diverse perspectives and ideas on the translation and

adaptation process, any possible cultural meaning issues in the translation of each item from the source language to the target language are addressed accordingly (Chen & Boore, 2009). The use of the committee group approach for this study involved several stages that were overseen by the researcher and the thesis supervisor, initially. The scale items were translated from English to Turkish by the researcher and two versions were created for the instructors and the students and the supervisor provided feedback and suggestions for alternative translations. After several rounds of revisions, a consensus was reached over the Turkish translation of the items. Then, a committee was formed to further check the version translated into Turkish translation and the original scale in English to identify any potential cultural or linguistic issues. Three academics who majored in English Language Teaching were invited as committee members in the process. Two of the academics were instructors at the School of Foreign Languages at two different state universities, while the other academic was an assistant professor at the department of English Language Teaching at a state university. A template was prepared in order to obtain three committee members' feedback and suggestions on the translations of each item in the scale. After gathering the feedback and suggestions from the committee, the final revisions were made and the translation phase of the scale for two different groups of participants was finished. As described by Sousa and Rojjanasrirat (2010) and Sperber (2004), the crucial and important stage of scale adaptations is the psychometric analyses of the scale because this is indicated to be mostly neglected in adaptation studies. Therefore, after the translation phase, the validity and reliability tests for the translated version of the scale were conducted.

Phase 2: Validity Tests of ELS

Two pilot studies were conducted with two different participant groups for the adaptation of ELS into Turkish. An online version of the scale was created on Google Forms and instructors and students from different universities located all around Türkiye were contacted. The participants were mostly in the universities located in Eastern and Western Blacksea regions, Central Anatolia, Southeast Anatolia, Marmara, and finally, Aegean regions. Considering the sample size, the number of students who participated was high both in the EFA (N = 118) and in the CFA (N = 150) parts, and the number of participating instructors was low in the EFA part (N = 60) when compared to the participating student

numbers. The quantitative data gathered from the instructors and the students were analyzed through SPSS version 19. Since the ELS was adapted for two specific groups in this study, the instructors and the students, the psychometric analyses conducted for these groups involved EFA and CFA for establishing the construct validity of the adapted ELS. However, regarding the sample size, the validity test for instructors' ELS only involved CFA, whereas the validity tests for students' ELS involved both EFA and CFA.

ELS for Students

Prior to performing PCA with direct oblimin, the suitability of data for exploratory factor analysis was assessed for students' ELS. Inspection of the correlation matrix revealed the presence of many coefficients of .3 and above which is a threshold level (Pallant, 2001). The Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analysis, KMO = .85. ('great' according to Field, 2009), and all KMO values for individual items were > .75, which is considered above the acceptable limit of .5 (Field, 2009) and .6 (Pallant, 2001). Bartlett's test of sphericity, χ^2 (78) = 1012.07, $p < .001$, indicated that correlations between items were sufficiently large for PCA. An initial analysis was run to obtain eigenvalues for each component in the data. Three components had eigenvalues over Kaiser's criterion of 1 and in combination explained 73.9% of the variance. The first component explained 43.83%, the second component explained 22.13% and the third component explained 7.94% of the variance. An inspection of the scree plot revealed an inflection after the third component (see Figure 5).

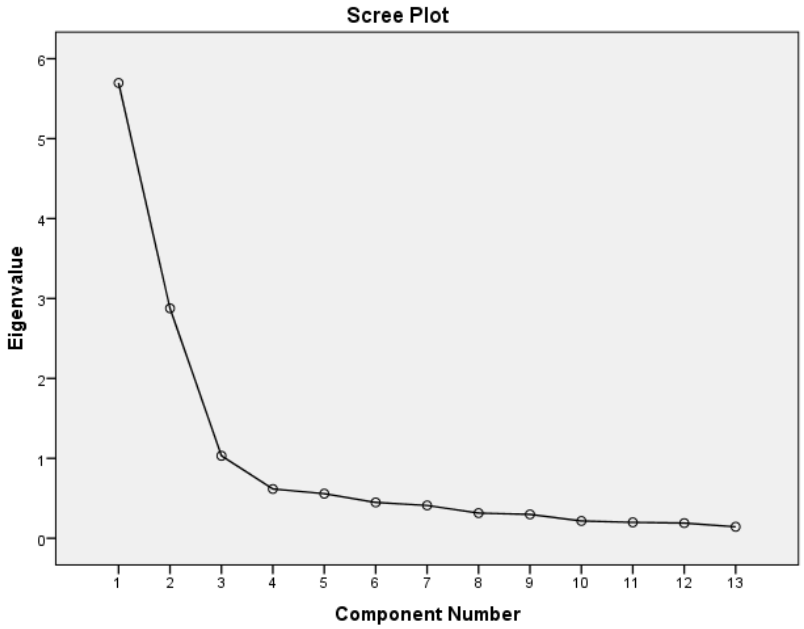

Figure 5: Scree Plot Result

As can be seen from Figure 5, the scree plot result indicates that there were three factors because the eigenvalues started decreasing after the third component number and a steady line follows right after it. Hence, the adapted Emotional Labor Scale had three factors and these factors conformed to the emotional labor strategies; surface acting, deep acting, and natural expression of emotions. Therefore, the scree plot validated and confirmed the eigenvalues stated earlier in this section. Further analysis regarding factor loadings before and after rotation results were provided in Table 5 below.

Table 5

Results of exploratory factor analysis regarding students' ELS (*N* = 118)

	EFA 1 (Before rotation)			EFA 2 (After rotation)		
	Factor 1	Factor 2	Factor 3	Factor 1	Factor 2	Factor 3
Item 1	**.74**	**.42**	**-.33**	**.68**	.26	.04
Item 2	**.81**	.23	**-.40**	**.84**	.02	.06
Item 3	**.87**	.17	**-.54**	**.86**	-.04	-.04
Item 4	**.84**	.28	**-.51**	**.80**	.08	-.05
Item 5	**.80**	.06	**-.64**	**.76**	-.12	-.16

Item 6	**.70**	.01	**-.70**	**.57**	-.14	**-.34**
Item 7	**.60**	-.02	**-.83**	.24	-.08	**-.70**
Item 8	**.45**	**.77**	-.11	**.30**	**.70**	.08
Item 9	**.30**	**.92**	-.09	.01	**.92**	-.08
Item 10	.18	**.89**	-.08	-.15	**.93**	-.15
Item 11	.21	**.89**	.07	.02	**.89**	.11
Item 12	**-.51**	-.06	**.88**	-.08	-.03	**.85**
Item 13	**-.42**	-.05	**.90**	.08	-.05	**.97**
Item 14	**-.58**	-.08	**.85**	-.21	-.01	**.74**
KMO	.85					
Bartlett's test	1012.07					
P	.00					
Eigenvalues				5.697	2.877	1.032
% Variation				43.83%	22.13%	7.94%

Considering the EFA, the factor loadings of the items in the scale before direct oblimin (oblique rotation) were provided in Table 5 above. As Field (2009) suggests, providing the results of before rotation results of EFA provides an overview of which items in a scale can be problematic. That is why, before rotation results were first depicted, and then the after rotation results of EFA for students' ELS were provided. First of all, it can be observed that the first seven items were positively loaded under factor one. However, except for the first item, the rest of the six items had high negative loadings under factor three, especially items six and seven. This shows that factors one and three were negatively correlated with one another. On the other hand, the items between eight to eleven were positively loaded under factor two while the last three items in the scale were loaded under factor three, naturally expressed emotions strategy, even if they also had negative loadings under factor one higher than .4. In the before rotation result, it can be inferred that the factors one, two, and three respectively refer to surface acting, deep acting, and natural expression of emotions. Also, the reason why a principal component analysis (PCA) with direct oblimin (oblique rotation) was used in this exploratory factor analysis stems from the fact that factors in the scale were interrelated (Büyüköztürk, 2011; Field, 2009). Considering each item in the scale, item six was found to be loaded under factors one and three. However, at the same

time, both loadings were negative (F3 = -.70) and positive (F1 = .70). According to Büyüköztürk (2011), if one item is loaded under two or more factors, then the difference between the loadings should be above 0.10. For item six, the difference between loadings located under factor one and factor three was 0. This indicates that there is an item overlap, which leads to the consideration of deleting the item from the scale. Moreover, item 7 should have been loaded under factor 1 with a positive higher value. However, its factor loading value under factor three was greater and negative. This shows that this item contradicts the items that were positively loaded under factor three to a great extent. Therefore, items six and seven were found to not meet the criteria. As stated by Field (2009), since the before rotation results provide an overview of each item's factor loading and whether each of them is problematic, these two items were carefully analyzed in the second stage of EFA, which included direct oblimin rotation results for students' ELS.

Considering the after rotation, direct oblimin rotation, results in Table 5 above, the first six items represent factor one, surface acting strategy. Items from eight to eleven represent factor two, deep acting strategy, and finally, the last three items represent factor three, which is naturally felt emotions, in the scale, as described earlier. As it can be noticed from this table, item seven was excluded from the scale because after rotation results showed that item seven was negatively loaded under factor three, whereas its factor loading under factor one was extremely minimal, which was below the acceptable factor loading value of .40 (Tabachnik & Fidell, 2001) or .30 (Field, 2009). Item seven should have loaded positively under factor one with a loading value greater than .30 or .40 because of the acceptable loading value and its attachment to factor one, which is surface acting, in the original scale. As it was also discussed, item seven was found to not meet the criteria in the before rotation results regarding EFA. Therefore, item seven was removed from the scale. On the other hand, item six was also found to be problematic in the before rotation results. However, after rotation results indicated that item six was loaded positively under factor one and its negative loading under factor three was abolished. This was why item six was kept in the scale. There was no issue regarding the rest of the items in the scale in terms of factor loadings when both before and after rotation results were compared. All in all, exploratory factor analysis results of the adapted ELS for students revealed that except for item seven, all the other items were appropriate to be used in the adapted scale.

Along with exploratory factor analysis, confirmatory factor analysis was conducted for the Emotional Labor Scale. The relationship among the sub-factors and the construct validity of the emotional labor scale would best be described and supported through CFA since this analysis is used as an analytical tool for testing priori hypotheses, assessing factor invariance, and developing instruments for the purposes of measuring diverse variables (Jackson et al., 2009).

Through this analysis, several goodness of fit measures regarding the Emotional Labor Scale for students were also provided so as to analyze whether the adapted scale was appropriate to the theorized version and whether it fits in the data set. Table 6 below describes each goodness of fit measures that are generally used to depict a model's construct validity and its overall fitness.

Table 6.

Goodness of fit measures

Model-fit Indicators	Good fit	Acceptable Fit	Mediocre Fit
CMIN	$x \leq 3$ (Ullman, 2001).	$x \leq 5$ (Schumacker & Lomax, 2004).	
SRMR	≤ .05 (Byrne, 2018).	≤ .08 (Hu & Bentler, 1998).	
GFI	≥. 95 (Byrne, 2018).	≥ .90 (Hair et al., 2010).	
CFI	≥. 95 (Hu & Bentler, 1999).	≥. 90 (Bentler, 1992).	
NFI	≥ .95 (Hu & Bentler, 1999).	≥ .90 (Bentler, 1992).	
TLI	≥ .95 (Hu & Bentler, 1999).		
IFI	≥ .95 (Byrne, 2018).	≥ .90 (Byrne, 2018).	
PNFI		≥ .05 (Byrne, 2018).	

RMSEA	≤. 05 (Browne & Cudeck, 1993). ≤..08 (Hu & Bentler, 1998).	≥. 08 for reasonable errors of approximation in the population (Browne & Cudeck, 1993).	.08 to .10 (MacCallum et al., 1996).

First-order confirmatory factor analysis (CFA) was conducted for the Turkish adaptation of students' Emotional Labor Scale, originally consisting of 14 items and three factors (seven items for surface acting, four items for deep acting, three items for naturally expressed emotions) with AMOS version 24 application. Data gathered from students in diverse SFL contexts (N = 150) were normally distributed and hence, the maximum likelihood estimation procedure was adapted (Gürbüz & Şahin, 2018) in this CFA. The model was assessed with the use of several measures of goodness of fit, consisting of the chi-square statistic, goodness-of-fit index (GFI), the Tucker–Lewis Index (TLI), comparative fit index (CFI), and the root-mean-square error of approximation (RMSEA), and others. The chi-square value for the model was $\chi 2$/df (58, N = 150) = 2.01, p < .000. The model yielded evidence of good fit (Bentler, 1992; Byrne, 2018; Hu & Bentler, 1998) because the remaining measures of fit provided the following results: (GFI = .92, TLI = .93, CFI = .95, NFI = .90, PNFI = .67, IFI = .95, SRMR = .07, RMSEA = .07). The seventh item from the surface acting factor was removed in CFA. This item was previously found to be problematic in exploratory factor analysis (EFA) and it was also removed in this CFA to promote the fitness of the adapted student's Emotional Labor Scale. Therefore, it can be stated that both EFA and CFA results for this scale indicate that item seven was problematic and it was deleted to develop the validity of the adapted scale for exploring students' emotional labor.

ELS for Instructors

Emotional Labor Scale (Diefendorff et al., 2005) was also adapted for instructors in this study's context in order to explore their emotional labor strategy use toward their superiors and inferiors in the organization of the SFL PYP, namely their administrators and students. Just as in the adaptation of students' Emotional Labor Scale, a first-order CFA was

first conducted for the Turkish adaptation of this scale for instructors' emotional labor strategy use toward their administrators with the use of AMOS version 24 application. The instructors in this stage of this study participated from different universities located in Blacksea, Central Anatolia, Southeast Anatolia, and Marmara regions (N = 60). All of the participants were instructors in the SFL PYPs at the universities located in the above-mentioned regions of Türkiye. Since the sample size regarding the instructors was not high enough compared to the student population in the pilot studies, EFA was not conducted. In the literature, it is stated that CFA can be sufficient to account for the construct validity of the scales if the scale is adapted, rather than created (Field, 2009). Through using the maximum likelihood procedure (Gürbüz & Şahin, 2018), the model was assessed with the help of several goodness of fit measures that were also used in the students' Emotional Labor Scale. In this stage, analyzing ELS for instructors was comprised of two stages. Firstly, the instructors' ELS was analyzed with regard to their emotional labor strategy use toward their administrators. Secondly, this scale was analyzed in relation to the instructors' use of emotional labor strategies toward their students. Hence, the first part of ELS for instructors was based on exploring the instructors' emotional labor strategy use toward their administrators.

The initial analysis yielded that item five in the model, which was related to the surface acting factor, had a low factor loading value among all the other factor loadings of each item (.57) and it was affecting the overall integrity of the model since the removal of this item improved the other items in the scale. As a result, this item was deleted and an additional analysis was conducted with the model. The chi-square value for the model was $\chi 2$/df (59, N = 60) = 1.49, p = .01. The goodness of fit measures yielded the following results: (GFI = .83, TLI = .95, CFI = .96, NFI = .89, PNFI = .67, IFI = .96, SRMR = .06, RMSEA = .09). It can be stated that the model presented a good fit although the number of participants for CFA was extremely low (Byrne, 2018; Hu & Bentler, 1998). Therefore, the scores lower than .90 in a few of the measures are the result of the number of participants involved in the CFA analysis.

Considering the second part of the Emotional Labor Scale for the instructors, which aimed to explore the instructors' use of emotional labor strategies toward their students, a

CFA was conducted with similar procedures and goodness of fit measures as in the previous two analyses. The result of this CFA on this scale yielded that the chi-square value for the model was $\chi 2$/df (71, N = 60) = 1.43, p = .01. Goodness of fit measures, on the other hand, yielded the following results: (GFI = .82, TLI = .94, CFI = .96, NFI = .87, PNFI = .68, IFI = .96, SRMR = .07, RMSEA = .09). The items regarding this adapted scale were not problematic and therefore, none of the items were deleted from the scale.

The confirmatory factor analyses conducted for the Emotional Labor Scales indicate an RMSEA score mostly equal to or higher than .07, which shows a rather mediocre fit regarding the scales. However, this is caused by the sample size since most of the fit indices are relevant to the sample size. If the number of participants is bigger, then the RMSEA and many other fit indices would prove a good or perfect fit. As Schermelleh-Engel et al. (2003) indicate, if the sample size is smaller, then RMSEA, $\chi 2$/df, and df scores should not be given because they rely on the participant number in the study. These scores are provided in this study regardless of the sample size but it should be noted that the literature accounts for the small sample size when CFA is conducted for the construct validity of the adapted scales.

Phase 3: Reliability

Considering the students' ELS, surface acting, deep acting, and natural expression of emotions strategies as three factors yielded acceptable internal consistency, all Cronbach's α = .72. Surface acting factor had high reliability with Cronbach's α = .89, deep acting factor had high reliability with Cronbach's α = .90, the natural expression of emotions factor had good reliability with Cronbach's α = .88.

Cronbach's alpha values were tested regarding the Emotional Labor Scale that aimed to explore instructors' emotional labor strategy use toward their administrators (N = 60). Surface acting, deep acting, and natural expression of emotions strategies as three factors yielded acceptable internal consistency, all Cronbach's α = .77. Surface acting factor had high reliability with the Cronbach's α = .88, deep acting factor had high reliability with the

Cronbach's α = .96, the natural expression of emotions factor had good reliability with the Cronbach's α = .93.

Cronbach's alpha values were tested regarding the Emotional Labor Scale that aimed to explore instructors' emotional labor strategy use toward their students (N = 60). Surface acting, deep acting, and natural expression of emotions strategies as three factors yielded high internal consistency, all Cronbach's α = .84. Surface acting factor had high reliability with Cronbach's α = .91, deep acting factor had high reliability with Cronbach's α = .93, the natural expression of emotions factor had good reliability with Cronbach's α = .83.

3.3.2. Semi-structured Interviews

In this study, three semi-structured interview protocols were developed to explore the power relations, emotional labor and emotion regulation strategy use of administrators, instructors, and students in detail. The design of the semi-structured interviews for this study followed a 4-step approach, which is referred to as Interview Protocol Refinement Framework (IIPRF) (Castillo-Montoya, 2016; Yeong et al., 2018). According to Castillo-Montoya (2016), the 4-step approach to forming semi-structured interviews is essential because it enhances the reliability of the interview as a data collection instrument by developing the interview questions that would answer the research questions and is appropriate for the purpose of the study. The first phase involves the researcher's focus on aligning the interview questions with the research questions because the utmost importance is placed on conformity to the purpose of the study, which is based on the fact that interview questions should answer the research questions stated in the study. The second phase consists of constructing an inquiry-based conversation (IBC) as part of the interview. As Castillo-Montoya (2016) states, in order to create an inquiry-based conversation, five steps should be taken into account. The interview questions should not be the same as the research questions. Instead, "interview questions should be expressed in the everyday language of the interviewees" (Brinkmann & Kvale, 2015, p. 158). It is important to form the interview questions in a way that allows for authentic communication between the interviewer and the interviewee. Asking questions that the participants can answer and asking them one by one without interrupting the participants is the second step for IBC. Showing gestures instead of

interrupting is indicated to be a key element in interviews. Thirdly, a variety of questions should be asked to the interviewees because the aim of using qualitative data collection instruments is to gather detailed information regarding the topic. Castillo-Montoya (2016) suggests that introductory, transition, key, and closing questions should be asked to the participants to gather detailed answers. Respectively, the researcher first starts with non-threatening, easy questions that can set the mood for the interviewee and act as a warm-up for the following questions. After that, the transition questions act as a highway to key questions, where the most valuable information is gathered from the participant. At the end, the closing questions are asked in order to obtain any comments or missed points that the interviewee would like to state or suggest. These are the steps that form the IBC. The third phase for IPRF is based on received feedback on the interview protocol because such feedback from outer sources may improve the reliability of the interview. The first two steps involve the researcher's own struggle to form interview questions and an interview protocol. After the second phase, feedback acts as a tool to enhance reliability and improve the interview questions by soliciting relevant information from the participants. The last phase focuses on pilot studies conducted for analyzing whether the interview protocol is suitable for the study that the researcher aims to investigate. A figure for how IPRF is processed is shown below.

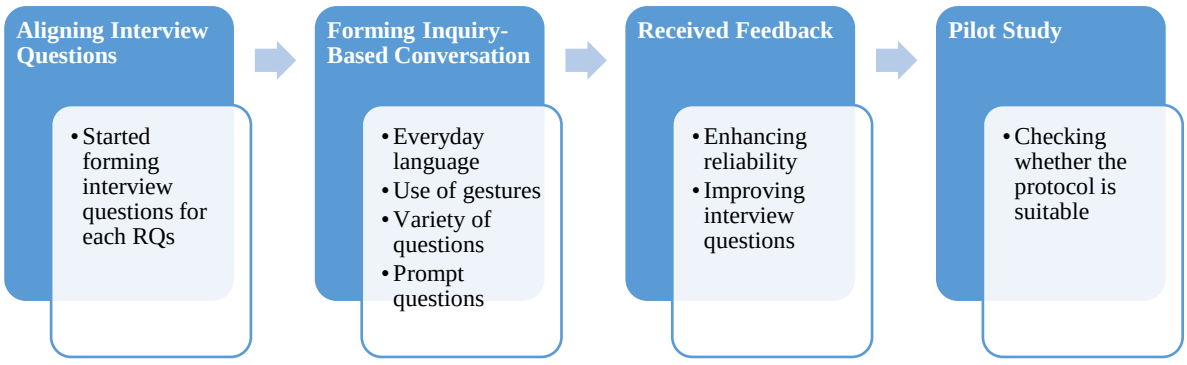

Figure 6: Interview protocol refinement framework (adapted from Castillo-Montoya, 2016; Yeong et al., 2018).

As it is shown in Figure 6 above, IPRF was used to enhance the reliability of the semi-structured interview used as data collection instrument in this study. First of all, I started forming the interview questions for each research question in this study. Then, those research

questions that were considered redundant were eliminated. After accounting for IBC, I created four sections for the interview protocols, starting with introductory questions and ending with closing questions. In the interview protocol, the participants were first asked how they were dealing with their emotions, whether they suppress, alter, or display their emotions in their daily lives. Then, the term emotional labor was introduced and the participants were asked if they saw their job as being the emotionally burdened. The key question section was aimed to address related research questions by dividing them into sections. Prompt questions were also used to further analyze and deepen the information gathered from the participants. This created protocol was first shared with the thesis supervisor for feedback. After making revisions and editing upon receiving her feedback and suggestions, a committee was formed to receive further feedback to further validate the protocols. Two assistant professors in the ELT departments in Türkiye were e-mailed and they accepted to be a part of the committee and analyze the semi-structured interview protocol. After the feedback was received from the two committee members, a few questions were added and some of them were combined since they were considered to be answering the same issue. After that, a pilot study was conducted with an English language instructor at a private university in Türkiye to see whether the protocol was able to provide data to the research questions in detail. After these processes, the final versions of the protocols were ready to be used in the main study (see Appendix 5 for the administrators, Appendix 6 for the instructors, and Appendix 7 for the students). Table 7 below illustrates the summary of which data collection instruments were used for each research question in this study.

Table 7

Summary of the data collection instruments in terms of research questions

Research Questions	Instruments
RQ1) What is the relationship between the emotional labor of language instructors, students, and administrative staff and power relations at the school of foreign languages? • What emotional labor strategies do administrators, language instructors, and students use in the SFL? • How do administrators, instructors, and students perceive the hierarchical organizational structure in the SFL in relation with the power relations?	Emotional Labor Scale, Semi-structured Interviews

• How do administrators, instructors, and students experience emotional labor with regard to emotional display rules in SFL?	
RQ2) Do power relations influence the English language education at the school of foreign languages regarding; • Workload distribution • Content & material selection and creation • Exams	Semi-structured Interviews
RQ3) What emotion regulation strategies do language instructors, students, and administrative staff employ in order to negotiate, maintain or resist power?	Emotion Regulation Questionnaire, Semi-structured Interviews
RQ4) Is there a relationship between gender, emotional labor strategies and emotion regulation strategies that language instructors, students, and administrative staff employ?	Emotional Labor Scale, Emotion Regulation Questionnaire, Semi-structured Interviews
RQ5) Is there a significant difference between the emotional labor strategies and emotion regulation strategies of male and female language instructors and students?	Emotional Labor Scale, Emotion Regulation Questionnaire, Semi-structured Interviews

3.4. Data Collection Procedures

The data collection procedures involve several stages that can be divided into before, while, and after phases. First of all, the ethical concerns were taken into account. Since the study's context was a state university in Türkiye, ethical permissions were granted by the Ethics Committee of that state university to conduct this research in the SFL PYP context (see Appendix 1). It was still necessary to get permission from the authors to use the Emotional Labor Scale and Emotion Regulation Questionnaire. For the first scale mentioned, James M. Diefendorff was contacted via e-mail. He was informed about this study, and I asked him if I could use the ELS in this study. After contacting Prof. Diefendorff, James J. Gross was contacted to use the ERQ. However, no answer was received from the second author to use his scale in this study. Since the adapted Turkish ERQ by Tarık Totan (2016) was used instead, he was contacted via e-mail and informed regarding the purpose of the study. Both authors provided permission to use the scale in this study (see Appendix 2).

After receiving these permissions, data collection procedures started and both the quantitative and qualitative data were collected in the SFL context during the 2021-2022

academic year spring term. The study's context was visited for three to four days each week, during the months of May and June in 2021-2022 spring term for a total of one and a half months. The participation was based on voluntary basis. Before collecting the data, the director and the vice directors of the SFL were informed about the study and the process involved in gathering data in that context.

Considering the quantitative part of the study, the administrators were contacted with regard to conducting the study in the SFL PYP context, which started with the quantitative data collection process. At the time of the study, the director and a vice director located in this study's context were informed about the study's purposes. In the meantime, they were provided with the information and evidence that ethics committee approval was granted for this study to be conducted at SFL PYP. After the meeting, the vice director informed the instructors regarding this study. Since the quantitative part involved the process of gathering quantitative data from the instructors and the students, both participant groups were reached out. The administrators provided me with an opportunity to meet other instructors in the SFL. Through these interactions, every instructor who was an English language instructor in this study's context was provided with information regarding this study's aims and asked whether they were willing to participate in the quantitative part of the study by completing the ELS and ERQ. With the help of the instructors, the students located in GEPP, and ELT/ELL groups were contacted during lesson hours on weekdays. Thanks to the instructors, the researcher was given permission to use 5 to 10 minutes of classroom time to introduce the study's objectives and ask the students if they were willing to participate in the study to complete ELS and ERQ. The prepared quantitative data collection tools, ELS and ERQ, were combined in a single document with a consent form to be filled out by the participants. This way, written consent was gathered from instructors and students, indicating that they willingly participated in the quantitative part of the study. The quantitative data collection process took place from 11/05/2022 to 27/05/2022 for both instructors and students. Therefore, within 16 days, quantitative data for the study was obtained for both groups of participants.

Considering the qualitative part of the study, the administrators were first contacted to conduct the semi-structured interviews. Each administrator who was willing to participate in the interviews was provided with information regarding the flow of the interview. Verbal consent was taken during the interviews with the administrators. Also, each interview was recorded with the microphone of the researcher's telephone. Starting the interview with the director in SFL PYP on 23/05/2022, the interviews for the administrators were finalized with the interview conducted on 06/06/2022, with a vice director at the study's context. Since the administrators were busy most of the time, they were asked about their preferences regarding at what times they were going to be flexible regarding their schedule to conduct the interviews with them. In this regard, interviews with the administrators took 15 days to finish. Each interview conducted with the three administrators took place in their offices.

Considering the instructors, the same steps were taken to conduct the interviews with them, such as contacting the instructors to provide information regarding the interviews and collecting both verbal and written consent for their participation. The interviews with the instructors took place in their offices. However, two instructors were busy at the time of the study and therefore, a virtual meeting was held through Zoom application with them to collect the qualitative data. The three instructors who volunteered to participate in the interviews were asked about their schedule and appropriate times were selected by them to conduct the interviews. Starting from 08/06/2022, and ending in 26/06/2022, the interviews with the instructors took 18 days to finish. Regarding the students, the steps taken were the same as the administrators and the instructors for the qualitative part of the study. There were nine students who were willing to participate in the interviews. The interviews were conducted with the students in empty classrooms where there was no one other than the students being interviewed. On 27/05/2022, the interviews were conducted with seven students. The remaining two students wanted to participate in the interviews on 01/06/2022. For every participant group, the average time of interview recordings was 35 minutes. Therefore, an average of 35 minutes was spent during the semi-structured interviews with the administrators, instructors, and students. At the end of the quantitative and qualitative data collection, all participants were given the author's contact information should they had any questions regarding the study or their own participation.

3.5. Data Analysis

The quantitative data obtained via the surveys were analyzed with the SPSS version 19, where parametric statistics such as descriptive, correlation, and t-test analyses were conducted. For the qualitative data obtained from the interviews, thematic analysis is utilized. An overall summary of data collection and analysis for each research question in this study is provided in Table 8 below.

Table 8.

Data collection and analysis aligned with research questions

Research Questions	Quant. Data Collection	Quant. Data Analysis	Qual. Data Collection	Qual. Data Analysis
RQ1) What is the relationship between the emotional labor of language instructors, students, and administrative staff and power relations at the school of foreign languages? • What emotional labor strategies do administrators, language instructors, and students use in the SFL? • How do administrators, instructors, and students perceive the hierarchical organizational structure in the SFL in relation with the power relations? • How do administrators, instructors, and students experience emotional labor with regard to emotional display rules in SFL?	Emotional Labor Scale	Descriptive Statistics	Semi-structured Interviews	Deductive and Inductive Thematic Analysis

RQ2) Do power relations influence the English language education at the school of foreign languages regarding; • Workload distribution • Content & material selection and creation • Exams	X	X	Semi-structured Interviews	Deductive and Inductive Thematic Analysis
RQ3) What emotion regulation strategies do language instructors, students, and administrative staff employ in order to negotiate, maintain or resist power?	Emotion Regulation Questionnaire	Descriptive Statistics, Correlation	Semi-structured Interviews	Deductive and Inductive Thematic Analysis
RQ4) Is there a relationship between gender, emotional labor strategies and emotion regulation strategies that language instructors, students, and administrative staff employ?	Emotional Labor Scale, Emotion Regulation Questionnaire	Correlation	Semi-structured Interviews	Inductive Thematic Analysis
RQ5) Is there a significant difference between the emotional labor strategies and emotion regulation strategies of male and female language instructors and students?	Emotional Labor Scale, Emotion Regulation Questionnaire	Independent samples t-test	X	X

As can be observed in Table 8, research questions one, three, four, and five were explored through quantitative data collection tools, with the semi-structured interviews providing detailed information on these research questions, except for research question 5. The second research question consisted of only qualitative data collection and analysis because it was aimed to explore how power was situated in SFL and exclusively focused on its impact on English language education in that context. It was also reported that deductive and inductive thematic analyses were used to analyze the data gathered from semi-structured interviews conducted with the participants. These are further elaborated in the following paragraphs.

3.5.1. Quantitative Data Analysis

In order to determine which analysis approach to use, i.e. parametric or non-parametric tests for the quantitative data analysis, first the assumptions for the normal distribution of the data were tested. The assumptions for normal distribution in quantitative research are based on exploring skewness and kurtosis values along with z-scores, examining scatterplots for linearity, and investigating the test of homogeneity of variances (Field, 2009). Table 9 below illustrates skewness, kurtosis, and standard error values for two sets of data from two scales, namely the ERQ for the instructors, ELS for the instructors toward their administrators and students, ERQ for the students, and ELS for the students, that were used for the instructors and students.

Table 9

Skewness and kurtosis values for ERQ and ELS

Scale	Skewness	SE	Kurtosis	SE
Emotion Regulation Questionnaire (Instructors)*	-0.31	0.54	-0.73	1.04
Emotional Labor Scale (Instructors to Admins)*	-0.07	0.54	-1.19	1.04
Emotional Labor Scale (Instructors to Students)*	-0.40	0.54	0.14	1.04
Emotion Regulation Questionnaire (Students)**	-0.06	0.18	0.07	0.36
Emotional Labor Scale (Students)**	-0.02	0.18	-0.27	0.36

*N = 18

**N = 179

As Table 9 above illustrates, each scale used in this study had normality with regard to their skewness and kurtosis values. In the statistics literature, it is stated that if the skewness and kurtosis values are below 1.0 or 2.0, then the assumption of the normal distribution is met considering these two values (Büyüköztürk et al., 2011). Moreover, Field (2009) and Büyüköztürk (2011) suggest that if the skewness and kurtosis values are divided by their standard error values, the resulting value can describe if the data is normally distributed. These scores are indicated as z-scores. If the z-scores are between -1.96 and +1.96, then the data is normally distributed. When the skewness and kurtosis values for each scale are divided by their standard errors, all resulting values are in between the suggested numbers. Since some of the participants in the instructor (N = 1) and student (N = 50) groups were disrupting the normality of the data by being outliers, they were eliminated from the study and the normality of the data was met regarding the skewness and kurtosis values. In statistics, Kolmogorov-Smirnov and Shapiro-Wilk tests are also provided to analyze whether the normal distribution is met. However, in social sciences, it is suggested that the histograms and QQ plots, be observed instead of analyzing the significance values of these tests because the Likert-type scales would most likely result in skewed data (Field, 2009). Hence, these significance scores were not provided for normality tests for each scale in this study because of the scale's tendency to represent extreme values.

Since this study used correlation and independent samples t-test to statistically analyze the relationship between emotional labor, emotion regulation, and gender variable, one of the assumptions was to have homogeneity of variances to account for the normality of data. To analyze this assumption, Levene's test was conducted for each scale and each group of participants in the quantitative section, focusing on the comparison between gender and the emotional labor and emotion regulation scales.

Table 10

Levene's test for equality of variances

Scale	*df*	*F*	*p*
Emotion Regulation Questionnaire (Instructors)	16	0.14	.71
Emotional Labor Scale (Instructors to Admins)	16	0.68	.42
Emotional Labor Scale (Instructors to Students)	16	0.65	.43
Emotion Regulation Questionnaire (Students)	177	0.29	.59
Emotional Labor Scale (Students)	177	0.03	.87

Table 10 above shows the result of Levene's test to analyze whether there was a homogeneity of variances. Regarding the instructors, it was found that the variances were equal for male and female instructors for the emotion regulation questionnaire, $F(16) = 0.14$, the emotional labor scale toward their administrators, $F(16) = 0.68$, the emotional labor scale toward their students, $F(16) = 0.65$, with $p > .05$ for all of the scales. For the emotion regulation questionnaire, the variances were equal for male and female students, $F(177) = 0.29$. The variances were also equal considering the emotional labor strategy usage by both genders, $F(177) = 0.03$, with $p > .05$. The analysis of Levene's test is based on observing whether the p-value is greater than .05 or not because the insignificance reveals that homogeneity is achieved (Field, 2009; Pallant, 2001).

In addition to Levene's test, there is a linearity assumption for normal distribution which is based on the fact that the relationships that are modeled through scales are linear, or more specifically, lie in a straight line (Field, 2009). This assumption is important to conduct Pearson correlation and it acts as complementary to prove homoscedasticity, or to put it simply, homogeneity of variances. The figures below illustrate the scatterplots for instructors and students by examining the relationship between ERQ and ELS for each group.

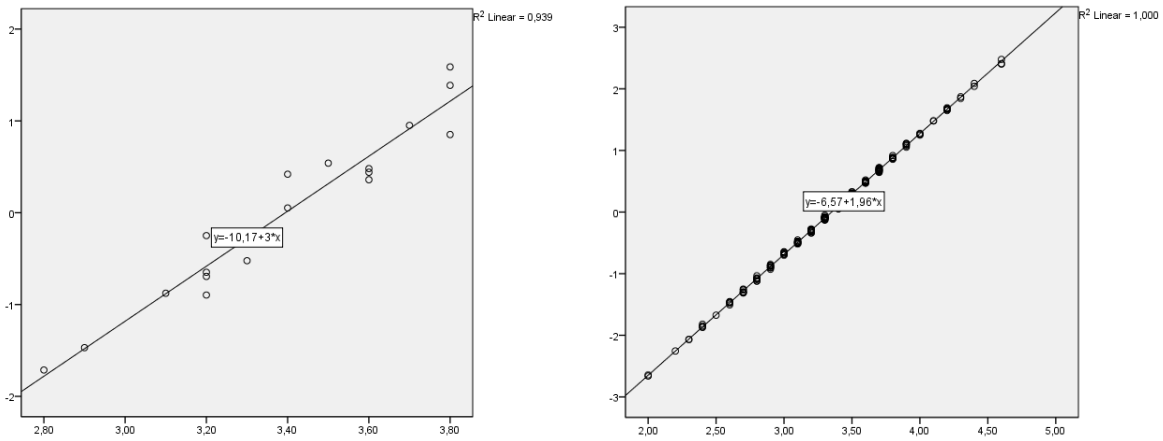

Figure 7: Linear regression analysis for the ERQ and ELS of the instructor and student groups

The linear regression analysis was conducted for ERQ and ELS for both instructors and students. Through such analysis, linearity assumption can be observed through the scatterplots that emerge in the analysis (Field, 2009). The examination of scatterplots of the relationship between ELS and ERQ for each group revealed that such relationships were linear for both participant groups. However, as can be observed in the first figure above, few participants seemed far from the straight line. This was mostly related to the sample size of the instructors (N = 18). Although the sample size was small, the relationship between the scales showed linearity. On the other hand, the second figure showed perfect linearity, thanks to the population size of the students (N = 179). It can be stated that the relationships between the scales were linear for both participant groups in the quantitative section of this study. As a result of the analysis above, parametric statistics were used to explore the research questions that required the use of descriptive statistics, correlation, and independent samples t-tests. In this sense, mean scores, standard deviations, Pearson correlation, and t-test could be used in this study.

3.5.2. Qualitative Data Analysis

The qualitative data analysis part of this study focused on establishing Lincoln and Guba's (1985) trustworthiness and authenticity criteria. According to Lincoln and Guba (1985), credibility is used as an analogy for internal validity, transferability is for external

validity, dependability is for reliability, and confirmability is termed for objectivity. Table 11 below depicts how these terms conform to conducting a trustworthy qualitative study.

Table 11

Lincoln and Guba's (1986) criteria for qualitative data analysis

Criteria	Techniques
Credibility	• ***Prolonged engagement & Persistent observation:*** lengthy, in-depth contact with the participants. • ***Data collection triangulation:*** using diverse sources and methods. • ***Peer debriefing:*** "keeping inquirer honest" (p. 77) through external check. • ***Member checks:*** testing findings with the participants.
Transferability	• ***Thick description of the data:*** Presenting the data in detail.
Dependability & Confirmability	• ***Establishing audit trails:*** enabling readers to easily track researcher decisions throughout the qualitative data analysis.

This study conformed to each criterion stated in Table 11. First of all, the credibility issues of the qualitative data are based on providing the conformity between participant perceptions and the author's representation of those perceptions. In this study, the qualitative data was collected face-to-face with the participant groups. I visited the study context for three to four days each week, during the months of May and June in 2021-2022 spring term. For one and a half months, I contacted the students regarding how they were approached by the instructors and how they perceived the English language programs via the daily interactions that took place mostly in the cafeteria and in the stationary on campus. I visited the offices of each instructor at the SFL and presented the purpose of the study and I provided information regarding the theories that were introduced in this study. I also participated in one of the informal meetings of the instructors in which they came together to assess the English language education in that term. It can be stated that there was a prolonged engagement and persistent observation in the study context with the participants. During the

qualitative data collection process, some of the key findings from the interviews were noted and then these notes were brought to the surface when the interviews were still being conducted with the participants. For example, notes taken from students' interviews regarding their emotional labor strategy use were shared with the instructor participant group when they stated their own opinion on their own emotional labor strategy use. The comparison between the students and instructors regarding the similarities or differences was discussed with each participant group. Also, during the interviews, the participants were most of the time asked about their word choice and to clarify and validate their ideas by conforming to what they said in the interview. This was done to hinder any misinterpretation of the data. Hence, it can be stated that member checks were relevant to this study. Moreover, peer debriefing was conducted to improve the credibility of the qualitative data. I first open-coded the qualitative data by considering each sentence or line as possible codes. Then, my supervisor provided feedback on the open codes which was extremely helpful for creating axial codes for the data afterward. After the coding process was finalized, necessary steps were taken for inter-rater reliability. An outside researcher was contacted, and I first informed her about the theories involved in this study and explained how I coded the qualitative data for each research question. I provided 33% of the transcripts from each group to the researcher and she used the codes that I had created to check whether the codes were suitable. After coding the same transcripts, I analyzed Cohen's Kappa to see if there was inter-rater reliability. All these steps indicate that the peer debriefing technique was benefitted to a great extent. Therefore, the credibility of the qualitative data was achieved by conforming to the above-mentioned techniques.

Considering transferability, it can be stated that thick descriptions, regarding emotional labor and emotion regulation strategy use and the effect of power relations on English language education at the SFL PYP and its impact on the diverse strategy use, were provided with quotes from each participant group. Thick descriptions are important for the generalizability of the qualitative data. In order to enable the researchers or readers to transfer this study's findings into their own contexts, a rich description of the data was given for each participant group, along with the quantitative data findings. On the other hand, dependability and confirmability were achieved by establishing audit trails, which involve the narration of each step taken in the qualitative data analysis. Since dependability and confirmability are centered on reporting the findings and the interpretation derived precisely from the data, it

is important to provide each step of the qualitative analysis process. Before providing the steps involved in the qualitative data analysis of this study, it is important to indicate that the thematic analysis was used for the qualitative data analysis part of this study. Thematic analysis is considered a method for identifying, organizing, and reporting themes that are prevalent in qualitative data (Braun & Clarke, 2006). The codes that are created from the data set are turned into themes in the thematic analysis, leading to the organization and compilation of the codes in relevant themes. Inductive and deductive thematic analyses were used in this study. According to Elo & Kyngäs (2008), inductive analysis refers to creating authentic themes from the data set. On the other hand, deductive analysis refers to the adaptation of outer themes into own study. For example, in some of the parts of the qualitative data analysis, I benefitted from deductive thematic analysis where I needed to organize the codes relevant to emotional labor and emotion regulation strategy use of the participants. Hence, the theme names were mostly surface acting, deep acting, expressive suppression, and so on. For the other parts in the analysis, inductive thematic analysis is used to create themes for mostly interpreting and reporting findings related to power, hierarchy, and gender. In order to accomplish trustworthy thematic analyses, Nowell et al.'s (2017) step-by-step approach for establishing trustworthy thematic analysis was adapted and depicted in Table 12 below.

Table 12

Nowell et al.'s (2017) step-by-step approach to trustworthy thematic analysis

Steps	**Process Involved**
Familiarizing with the data	• Repeated reading of the qualitative transcripts. • Taking notes about possible codes.
Generating initial codes	• The initial creation of the codes. • Establishing code manuals or codebooks. • Peer debriefing for in-detail engagement with the data.
Searching for themes	• Dividing the codes into relevant themes.

	• Inductive or deductive thematic analyses.
Reviewing themes	• Analyzing whether the codes and themes have conformity or form a coherent pattern. • Some themes may collapse or emerge.
Defining and naming themes	• Providing a detailed analysis of each theme. • Considering how each theme narrates the overall meaning of the data. • Peer debriefing for determining whether the themes are comprehensive.
Producing the report	• Writing the report for qualitative data. • Providing direct quotes from participants. • Describing and interpreting are essential for the richness of the data.

Following the approach depicted in Table 12 above, the qualitative data analysis started with the familiarization of the qualitative data. The recorded interviews were transcribed first. Through careful reading of the transcripts and listening to the voice recordings of each participant who participated in the semi-structured interviews, I aimed to familiarize myself with the data. I also took notes on possible codes, especially considering the power relations.

Then, the initial codes were generated. By using a codebook that was created on the Microsoft Excel application, I started coding the transcripts. In this process, I created the open codes for the initial stages. Open coding allows for pointing out emergent keywords by coding nearly every line or any sentence (Blair, 2015). However, one of the downsides of open coding is that it hinders the researcher to find the vital or important codes since the researcher starts coding a great percentage of the transcripts (Blair, 2015).

After this process, I searched for the themes that were relevant to these initial codes. As stated earlier, both inductive and deductive thematic analyses were used in this study. Hence, the codes that referred to emotional labor and emotion regulation strategy use were mostly associated with deductive themes. As King (2004) suggests, predefined themes would provide a starting point for the researcher when dealing with complex data sets. In this case, referring to the emotional labor, emotion regulation, and power relation literature for finding pre-determined categories and themes was useful to categorize relevant codes into the relevant themes.

When these processes were completed, the codebook was sent to the supervisor who later provided detailed feedback on the codes and the themes for each research question. After this process, axial coding was adapted to link the codes and the themes together. Any irrelevant themes and codes were deleted after the consensus between me and my supervisor. An outside researcher was also contacted to enhance the trustworthiness of the qualitative data by examining the inter-rater reliability. One transcript from the administrators, one transcript from the instructors, and two transcripts from the students were provided to the outside researcher and she coded the transcripts or related each code to the themes that were in the codebook. The results of the inter-rater reliability test are provided in this section below.

Considering the last two steps, it can be stated that each theme, especially the inductive ones, was defined and explained carefully and in detail because the relationship between power relations and other variables in this study was only explained through qualitative data. For deductive themes, it was not difficult to describe them since the qualitative findings were complementary to quantitative findings in a way that they either validated each other or not. These all were narrated and given in the findings section for each research question in this study. To account for the rich analysis of the data, the relationship between quantitative and qualitative data and the quotations from participants were provided in detail. Throughout each step, peer debriefing was used to account for a trustworthy qualitative data analysis.

As aforementioned, Cohen's κ was run to explore the agreement between the two raters regarding the qualitative data gathered from the administrators, instructors, and students via semi-structured interviews. It was found that there was a strong level of agreement between the two raters, $\kappa = .85$, $p = .000$ (see Table 13). According to McHugh (2012), Cohen's Kappa results above .80 indicate a strong agreement between raters and 64% to 81% of the data are reliable. As a result, it can be stated that the inter-rater reliability between raters for this study indicated high and strong agreement.

Table 13

Cohen's kappa results for inter-rater reliability

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Measure of Agreement	κ	.85	.04	14.41	.000
N of Valid Cases		235			

All in all, a structured, step-by-step approach was taken considering the quantitative and qualitative data analysis.

3.6. Chapter Summary

The methodology section of the study focused on explaining the research design, explaining the context and participants of the study, and the data collection instruments used. The validity and reliability studies were also described in this section. Moreover, data collection procedures and data analysis for both quantitative and qualitative analyses were explained in detail.

CHAPTER IV
FINDINGS

In this section, the findings related to each research question in this study were provided. A rich and thick description of the data was provided with quotations from the participants for the qualitative findings. Both quantitative and qualitative findings were reported in tables.

4.1. Research Question 1: What is the relationship between the emotional labor strategy of language instructors, students, and administrative staff and power relations at the school of foreign languages?

Considering the first research question of this study, the descriptive analysis through the SPSS was utilized to explore the emotional labor strategy use of the instructors and students. These strategies were categorized into three factors as in the Emotional Labor Scale (Diefendorff et al., 2005) and they were respectively illustrated and explained in this section. Each group of participants' use of surface acting, deep acting, and naturally expressed emotions strategies was illustrated in the tables below. Then, the qualitative findings regarding the emotional labor strategies of the administrators, instructors, and students were provided. After both the quantitative and qualitative findings regarding the emotional labor strategies of participants were given and explained, the qualitative findings from semi-structured interviews on the possible relationship between emotional labor and power relations were depicted. Since the first research question was divided into three sub research questions, firstly the emotional labor strategy use of the instructors and students was explored and depicted.

4.1.1. Research Question 1.A) What emotional labor strategies do administrators, language instructors, and students in the SFL?

In order to explore the particular emotional labor strategies used by the instructors and students, descriptive analysis was run on SPSS to identify the frequently used emotional labor strategies. Table 14 below illustrates the instructors' use of three emotional labor

strategies toward their students. The mean scores were provided in descending order for every emotional labor strategy in ELS.

Table 14

Findings obtained from ELS related to instructors' emotional labor strategy use toward their administrators (N = 18)

Factors (Strategies)	**Items**	***M***	***SD***	***Min.***	***Max.***
Surface Acting Strategy	2) I fake a good mood when interacting with those in administrative positions (director, vice director, program coordinator, etc.).	2.61	0.98	1	4
	4) I just pretend to have the emotions I need to display for my job.	2.22	1.06	1	4
	1) I put on an act in order to deal with those in administrative positions (director, vice director, program coordinator, etc.) in an appropriate way.	2.06	1.00	1	4
	5) I show feelings to those in administrative positions (director, vice director, program coordinator, etc.) that are different from what I feel inside.	2.00	0.59	1	3
	3) I put on a "show" or "performance" when interacting with those in administrative positions (director, vice director, program coordinator, etc.).	1.72	0.58	1	3
	6) I fake the emotions I show when dealing with those in administrative positions (director, vice director, program coordinator, etc.).	1.50	0.51	1	2
	Surface Acting Strategy Total:	2.02	0.55		
Deep Acting Strategy	10) I work at developing the feelings inside of me that I need to show to those in administrative positions (director, vice director, program coordinator, etc.).	2.56	1.25	1	5
	8) I make an effort to actually feel the emotions that I need to display toward those in administrative positions (director, vice director, program coordinator, etc.).	2.50	1.25	1	5
	7) I try to actually experience the emotions that I must show to those in administrative positions (director, vice director, program coordinator, etc.).	2.44	1.10	1	4
	9) I work hard to feel the emotions that I need to show to those in administrative positions	2.22	1.06	1	5

	(director, vice director, program coordinator, etc.).				
	Deep Acting Strategy Total:	2.43	1.07		
Expression of Naturally felt Emotions Strategy	11) The emotions I express to those in administrative positions (director, vice director, program coordinator, etc.) are genuine.	4.17	0.99	1	5
	12) The emotions I express to those in administrative positions (director, vice director, program coordinator, etc.) come naturally.	4.17	0.62	3	5
	13) The emotions I show to those in administrative positions (director, vice director, program coordinator, etc.) match what I spontaneously feel.	4.06	0.80	2	5
	Expression of Naturally felt Emotions Strategy Total:	4.13	0.66		
	TOTAL:	2.63	0.42		

As for the findings regarding the instructors' use of surface acting strategies toward their administrators, it was revealed that the instructors less agreed with using the surface acting strategy because the most used surface acting strategy was faking their good mood toward their administrators (M = 2.61, SD = 0.98), followed by their pretending of displaying the emotions that they need to show for their own job (M = 2.22, SD = 1.06). The least agreed item was related to faking their emotions toward their administrators while interacting with them (M = 1.50, SD = 0.51). These findings regarding the surface acting strategy use suggest that the instructors faked their emotions or pretended to show ingenuine emotions that they did not feel at all to some extent since the mean scores, standard deviations, and minimum and maximum scores indicate that the instructors' responses varied.

Considering the deep acting strategy use of the instructors toward their administrators, the results indicated that the instructors mainly less agreed with using the deep acting strategy since the mean scores were below 3.00 (Table 14). The highest mean score was related to the 10th item in the scale, which referred to the struggle to develop the feelings needed to be displayed toward administrators (M = 2.56, SD = 1.25). The 8th item, which is about making an effort to feel the emotions needed (M = 2.50, SD = 1.25), was the second item with the highest mean score for deep acting strategy use of the instructors. Instructors, in this regard, seemed to have a preconceived perception related to how they should act

toward their superiors and they seem to have put effort to achieve so-called "expected" behavior. The least agreed item was the 9th one, which referred to working hard to feel the emotions needed to be displayed to administrators (*M* = 2.22, *SD* = 1.06). For the deep acting strategy use of the instructors toward their administrators, it can be stated that the instructors mostly used less deep acting strategy but the maximum scores suggest that a minority of the instructors strongly agreed with using deep acting strategy toward their administrators.

When the expression of naturally felt emotions strategy use of the instructors toward their administrators was explored, it was found that the instructors used this emotional labor strategy the most because the high mean scores of the relevant items for this strategy indicated agreement of the instructors on using all three of them. Items 11 (*M* = 4.17, *SD* = 0.99) and 12 (*M* = 4.17, *SD* = 0.62), which were related to genuine and natural emotion expression, received the highest mean scores for this strategy use by the instructors. All in all, when all the quantitative findings related to instructors' emotional labor strategy use toward their administrators are considered, the instructors used the expression of naturally felt emotions strategy toward their administrators the most while they rarely or seldom used deep acting and surface acting strategies.

Next, in the analysis of the instructors' use of emotional labor strategies toward their students, the descriptive analysis was undertaken and the mean scores, standard deviations, and minimum and maximum scores for each item in the ELS were found. Table 15 below shows the findings obtained.

Table 15

Findings obtained from ELS related to instructors' emotional labor strategy use toward their students (*N* = 18)

Factors (Strategies)	**Items**	***M***	***SD***	***Min.***	***Max.***
Surface Acting Strategy	2) I fake a good mood when interacting with my students.	3.17	1.20	1	5
	4) I just pretend to have the emotions I need to display for my job.	2.56	0.98	1	4

	3) I put on a "show" or "performance" when interacting with my students.	2.44	0.98	1	4
	6) I show feelings to my students that are different from what I feel inside.	2.28	0.83	1	4
	1) I put on an act in order to deal with my students in an appropriate way.	2.28	0.83	1	4
	5) I put on a "mask" in order to display the emotions I need for my job.	2.22	0.81	1	4
	7) I fake the emotions I show when dealing with my students	1.78	0.65	1	3
	Surface Acting Strategy Total:	2.41	0.73		
Deep Acting Strategy	9) I make an effort to actually feel the emotions that I need to display toward my students.	3.06	1.06	1	5
	8) I try to actually experience the emotions that I must show to my students.	3.06	1.11	1	5
	11) I work at developing the feelings inside of me that I need to show to my students.	3.00	1.19	1	5
	10) I work hard to feel the emotions that I need to show to my students.	2.56	1.10	1	5
	Deep Acting Strategy Total:	2.92	0.95		
Expression of Naturally felt Emotions Strategy	13) The emotions I express to my students come naturally.	4.17	0.79	2	5
	12) The emotions I express to my students are genuine.	4.06	1.00	1	5
	14) The emotions I show to my students match what I spontaneously feel.	3.94	0.94	2	5
	Expression of Naturally felt Emotions Strategy Total:	4.06	0.72		
	TOTAL:	2.98	0.50		

Regarding the use of the surface acting strategy of the instructors toward their students, Table 15 above shows that the instructors pointed out faking their good mood when interacting with their students (M = 3.17, SD = 1.20), they pretended to have emotions to display for their job (M = 2.56, SD = 0.98) and they put on a "show" or "performance" when interacting with their students (M = 2.44, SD = 0.98). The least agreed-upon item for this strategy was faking the emotions they showed when dealing with their students (M = 1.78, SD = 0.65). However, the findings related to surface acting strategy use of instructors for the students part also revealed that the majority of the mean scores were referred to be average and below 3.00, which indicated a rather less agreement or being undecided toward surface acting usage of instructors toward their students.

On the other hand, the comparison between the findings related to instructors' surface acting strategy use toward their administrators and their students revealed minor differences. The difference was based on Item two. While the mean value for the same item in the surface acting strategy toward the administrators was rather low (M = 2.61, SD = 0.98) the same item reported for the students by the instructors revealed a high mean score (M = 3.17, SD = 1.20), which indicated that instructors preferred faking their good mood toward their students rather than toward their administrators.

The deep acting strategy use of the instructors toward their students revealed that the instructors were undecided with regard to using this strategy toward their students. The highest mean scores received for the items in this factor were Items nine and eight, which were based on making an effort to actually feel the emotions that the instructors need to display toward their students (M = 3.06, SD = 1.06), and their attempt to actually experience the emotions that they must show to their students (M = 3.06, SD = 1.11). Although Item 10 was found to have the lowest mean score for this strategy use (M = 2.56, SD = 1.10), it was still close to the other three items' mean scores.

Overall, when the deep and surface acting strategy use of the instructors are compared, the findings suggest that the instructors mostly preferred using the deep acting strategy rather than the surface acting strategy toward their students due to the higher mean scores and maximum scores for the deep acting strategy. Lastly, comparing these findings between the instructors' use of deep acting strategy toward their students and administrators, it can be stated that the mean scores for the students part were higher than the administrator part although the mean scores for both parts indicated a rather undecided or less agreement for using this emotional labor strategy.

The findings regarding the instructors' use of the expression of naturally felt emotions strategy toward their students revealed to be consisting of the highest mean values. The highest mean scores were related to Item 13, which was about the instructors' emotions being natural (M = 4.17, SD = 0.79), and Item 12, which was related to the instructors' expression of emotions toward their students being genuine (M = 4.06, SD = 1.00). The last

item for this emotional labor strategy revealed that the instructors also displayed their natural emotions toward their students which they spontaneously felt (*M* = 3.94, *SD* = 0.94).

The findings regarding all the emotional labor strategy use of the instructors toward their students suggest that the instructors used the expression of naturally felt emotions strategy the most and it was respectively followed by deep acting and surface acting strategies. The same results can also be stated for the administrator part of instructors' emotional labor strategy use but there were minor changes in mean scores, and minimum and maximum scores between student and administrator parts. The overall mean scores for each emotional labor strategy in ELS indicated that the instructors used surface acting strategy more toward their students (*M* = 2.41, *SD* = 0.73) when compared to the use of this strategy toward their administrators (*M* = 2.02, *SD* = 0.55). The instructors' use of deep acting strategy toward their students was higher (*M* = 2.92, *SD* = 0.95) when compared to their use of this strategy toward administrators (*M* = 2.43, *SD* = 1.07). Lastly, instructors' use of the expression of naturally felt emotions strategy was revealed to be higher toward their administrators (*M* = 4.13, *SD* = 0.66), when it was compared to their use of this strategy toward their students (*M* = 4.06, *SD* = 0.72). As a result, the quantitative results suggest that the instructors displayed their natural emotions to their administrators and students the most while they were mostly undecided or less agreed with the use of deep acting and surface acting strategies toward the administrators and students in the SFL context.

In order to describe the emotional labor strategies of the students toward their instructors at SFL, quantitative data coming from ELS were submitted to descriptive analysis. The following table (Table 16) illustrates the findings.

Table 16

Findings obtained from ELS related to students' emotional labor strategy use toward their instructors (*N* = 179)

Factors (Strategies)	**Items**	***M***	***SD***	***Min.***	***Max.***
Surface Acting Strategy	2) I fake a good mood when interacting with my instructors.	3.05	1.05	1	5
	4) I just pretend to have the emotions I need to display toward my instructors.	2.53	1.05	1	5

	6) I show feelings to my instructors that are different from what I feel inside.	2.39	0.97	1	5
	1) I put on an act in order to deal with my instructors in an appropriate way.	2.26	1.08	1	5
	5) I put on a "mask" in order to display the emotions I need toward my instructors.	2.05	0.93	1	4
	3) I put on a "show" or "performance" when interacting with my instructors.	2.03	0.90	1	5
	Surface Acting Strategy Total:	2.38	0.71		
Deep Acting Strategy	8) I make an effort to actually feel the emotions that I need to display toward my instructors.	2.80	1.17	1	5
	10) I work at developing the feelings inside of me that I need to show to my instructors.	2.79	1.16	1	5
	7) I try to actually experience the emotions that I must show to my instructors.	2.63	1.11	1	5
	9) I work hard to feel the emotions that I need to show to my instructors.	2.47	1.13	1	5
	Deep Acting Strategy Total:	2.67	0.97		
Expression of Naturally felt Emotions Strategy	12) The emotions I express to my instructors come naturally.	4.23	0.71	2	5
	11) The emotions I express to my instructors are genuine.	4.11	0.73	1	5
	13) The emotions I show to my instructors match what I spontaneously feel.	3.96	0.92	1	5
	Expression of Naturally felt Emotions Strategy Total:	4.10	0.68		
	TOTAL:	2.87	0.46		

The quantitative data gathered from the students' Emotional Labor Scale provided that the students used surface acting strategy less toward their instructors (Table 16). The highest mean scores observed for students' surface acting strategy usage were Items two and four in the scale. Respectively, faking a good mood when interacting with their instructors (M = 3.05, SD = 1.05) and pretending to have the emotions they need to display toward their instructors (M = 2.53, SD = 1.05). The lowest mean scores regarding this strategy were observed for items 3 and 5. These items were based on putting on a show or performance (M = 2.03, SD = 0.90) and putting on a mask in order to display the emotions that students need toward their instructors (M = 2.05, SD = 0.93). As it was also observed for instructors, the students did not prefer making use of surface acting strategy toward their instructors because

the mean scores suggest that they were rather neutral or disagreed with the items in the surface acting strategy factor in the scale. Therefore, it can be stated that the students used less surface acting strategy toward their instructors.

Considering the students' deep acting strategy use toward their instructors, Table 16 above indicates that the items for this emotional labor strategy had low mean scores, suggesting disagreement with using this strategy by the students. Indeed, the highest mean scores received for the items located in this strategy were related to items 8 and 10. These items were based on making an effort to actually feel the emotions that students need to display toward their instructors (M = 2.80, SD = 1.17) and working at developing the feeling that they need to show to their instructors (M = 2.79, SD = 1.16). The lowest mean score was received for item 9, which was related to working hard to feel the emotions that students need to show to their instructors (M = 2.47, SD = 1.13). Considering the mean scores of items related to deep acting strategy, it can be stated that the students were rather undecided or they less agreed with using this emotional labor strategy. However, the standard deviation scores for this strategy showed that some students pointed out using this strategy because they selected 5 as being agreed with using this strategy. The higher the standard deviation, the higher the number of students who chose five to point out their agreement with using this strategy, as can also be observed through the maximum scores. Therefore, while mean scores suggest that students disagreed with using deep acting strategy, standard deviation, and maximum scores provided that some of the students in the sample group strongly agreed with using this strategy.

Last but not least, the students' expression of naturally felt emotions strategy use toward their instructors (Table 16) revealed that the students agreed with using this emotional labor strategy since the mean scores were the highest for this particular strategy when it was compared to surface acting deep acting strategies. The highest mean score was relevant for item 12, which focused on the emotions expressed to instructors by students that came naturally (M = 4.23, SD = 0.71). As can be seen from Table 16, all the items received the highest mean scores in the scale, suggesting that the students pointed out expressing their natural emotions rather than faking or altering them.

The findings regarding the emotional labor strategy use of participants were not limited to quantitative findings. The qualitative data gathered via semi-structured interviews provided rather interesting and contradicting findings compared to the quantitative data. The analysis of the qualitative on the emotional labor strategy use among administrators, instructors, and students is provided in Table 17 below. The themes were created deductively from the emotional labor theory, and the codes explained how and why surface acting, deep acting, and expression of natural emotions strategies were used by the participants.

Table 17

Emotional labor strategy usage among participants in SFL

Themes	Participants	Codes	Participant Codes
Surface Acting	Administrators	Restrained emotions	A1, A2
	Instructors	Appropriateness of suppression	I2, I3
		Restrained emotions	I2
	Students	Restrained emotions	S4, S5, S6, S8
		Respect as a tool	S3, S4, S5
		Appropriateness of suppression	S5
Deep Acting	Administrators	Softened Emotions	A3, A2
		Kind but firm profile	A1
		Precise emotional display	A1
	Instructors	Indirect expression	I1, I2
		Kind but firm profile	I1
		Word choice	I1
		Softened emotions	I1
		Hindering provocation	I1
	Students	Indirect expression	S2, S7, S9
		Word choice	S3
		Inner thought process	S2
Expression of Natural Emotions	Administrators	Displaying positive emotions	A1
	Instructors	Role of intimacy	I1, I2
		Displaying positive emotions	I2, I3
		Being natural	I1, I2
	Students	Role of intimacy	S1, S2, S3, S5, S7

Displaying positive emotions	S4, S5
Precise emotional display	S7
Burst of emotions	S3

The quantitative findings of the study revealed that the instructors and students mostly used the expression of natural emotions strategy, followed by the deep acting strategy as being rarely used. The participants were rather undecided or they less agreed with using surface acting and deep acting strategies in the quantitative part. However, the qualitative findings revealed that the participants used each emotional labor strategy.

Considering the surface acting strategy, the codes 'restrained emotions', 'softened emotions', 'appropriateness of suppression', and 'respect as a tool' emerged through the thematic analysis. First of all, the administrators stated that they restrained from revealing their emotions, especially the negative ones in their duties when communicating with people. For example, A1 stated *"I try to hold back my negative emotions"*. Furthermore, A2 pointed out that emotional display became less occurring or completely hidden in time by stating *"I learned to control my emotions in the meetings I had within both academic and professional contexts or show these emotions less"*. Both A1 and A2 used surface acting strategy to conceal their negative emotions or they mentioned the learned side of suppressing emotions. The fact that learning the suppression of emotions can be related to the imposed emotional display rules because the suppression of natural emotions was done unwillingly, and it was imposed on instructors A1 and A2, whose words indicated that there was a necessity for implementing that emotional labor strategy for a reason.

Some of the student participants (N = 4) also stated their use of surface acting. S5 asserted that *"I would prefer to stay quiet if I feel any negative emotions"*. S6 also reported that *"I usually do not show my hatred, anger, and sadness".* Just as in the other participant groups, these two students used surface acting to hinder disclosing any negative emotions. However, there were two students who wanted to comment on why they use the surface acting strategy.

> However you may feel, whether you are sad or not, you will come to this classroom in the morning. This is a thing that is compulsory for you [as a student]. This is why you need to hide your emotions because you are compelled to do so. Nobody cares about your emotions. (S6)
>
> We cannot display our emotions in the classroom. It just cannot happen toward the instructors. I mean, we need to use emotional labor toward our instructors. We should also do this toward other students. After all, we are at school. We need to get along with each other. (S8)

The student participants S6 and S8 focused on the obligatory part of using surface acting strategy because they stated that in order to establish good interactions and communication among themselves and others around them, then particular negative emotions should be suppressed to develop such interactions. However, S6 indicated that this obligation was just part of the way of life. That is, hiding emotions was attributed to students since they would always go to school no matter how they feel or what kind of emotions they experience.

The students and instructors also pointed out that suppressing their emotions can be considered appropriate in the SFL PYP context. The students elaborated on hindering negative emotions and the sense of community by saying that *"If the instructor or my friends are extremely angry in a specific situation, then it is considered a suitable way to not to display that anger"* (S1), and *"We need to put aside any life experiences we might have had earlier and then come here because this affects the whole community"* (S5). The instructors, on the other hand, pointed out the ethical professionalism behind suppressing emotions that might be considered negative or harmful. I2 stated that *"Especially when we are in the classroom, we must not disclose any negative experience or emotion we have in our lives as instructors"* and I3 pointed out the importance of the correlation between an instructor's emotional experience and the students' experiences because it may affect them either positively or negatively.

> I believe that a pedagogue should leave all her personal life outside the classroom and act appropriately for the classroom atmosphere. Whatever I experience outside, I do my best to create a classroom atmosphere when I enter the classroom. This is because I believe that my students are affected by my own emotions. The more I create positivity in the classroom, the more my students become positive. (I3)

The surface acting strategy was also used by the students as a means to show respect to instructors or others who are in higher positions in the hierarchy in the SFL. S3 asserted that "*When it is an instructor or someone who is older with whom you are interacting, then you may not always react the way you want"*. Then, S4 also pointed out how age or position affected their way of suppressing their emotions as students *"We cannot always talk the way we want to the instructors. It needs to happen through respect*". Also, S5 pointed out how respect plays an important role in hindering negative feelings from exposing them toward instructors by saying *"I am actually a respectful person to my instructors. I never expose my anger or happiness. I always approach them respectfully"*.

All in all, the surface acting strategy was used by the participants to conceal negative emotions. The students appeared to use this emotional labor strategy as a sign of respect or an obligation to hide their emotions because of their position in the organizational structure in SFL. The instructors, on the other hand, used surface acting for the ethical part of their job because they felt that what they do in the classroom might affect their students' well-being and their emotions. The administrators mostly reported that they used surface acting to hide their negative emotions but they did not elaborate on them further to explain why they did so.

Deep acting strategy use among the participants was also prevalent. The most recurring codes extracted from the transcripts were 'indirect expression', 'softened emotions', 'kind but firm profile', and 'word choice'. To start with, the administrators mostly referred to softening their emotions. A2 pointed out *"I learned throughout my career that I need to soften my negative emotions such as anger and disappointment"*. On the other hand,

another administrator provided a reason why softening emotions at the SFL was important for him.

> Since I am the department chair, I need to be careful with my language. I do not exhibit any exaggerated emotions, either positive or negative, but I display any necessary reaction toward others. I do not make others feel if I go overboard. By saying necessary reaction, I meant expressing feelings related to something being true or wrong or expressing my feelings to someone who needs to do something. (A3)

As clearly indicated by A3, the administrators soften their emotions in order to make others do the necessary works that are required of them. Although A3 stated that he expressed his feelings for making others do something, he also indicated that he adjusted his way of narrating his thoughts and feelings, which refers to deep acting strategy use because there is a cognitive process involved in altering excessive emotions into more acceptable ones to make hierarchy work. A1 referred to being kind but at the same time having a firm profile by saying that *"I have a kind but firm profile. When I express my negative emotions, I would like to soften them as much as possible".* This finding provides information on one of the other reasons for the administrators' use of the deep acting strategy, which is related to adjusting own personal characteristics to alter or change the inner emotions to an extent that negativity would not be felt by others.

Considering the instructors, they benefitted from using the deep acting strategy since they elaborated on changing their inner emotions for diverse purposes. I1 indicated that *"The emotions you feel toward students and co-workers are different at the workplace"*. When asked about her opinions on whether she altered any emotions toward her students, I2 stated that *"If I have any negative emotions, I would carefully express them"*. These findings showed that instructors were indirectly expressing their emotions by constantly changing their negative emotions in a way that they can exhibit them without hurting others' feelings. I1 elaborated further on her deep acting strategy usage by constantly referring to having a kind but firm profile and being careful about choosing words while talking. As I1 indicated "I have a kind but firm profile, so I would like to draw a line between me and others. – I

display my emotions by carefully choosing my words. Through the right words to use, I display my emotions so that my students or my coworkers understand that what they do is inappropriate". I1 also pointed out softening her emotions and provided reasons for why she used deep acting in the SFL context by saying that *"I do not behave in a way that my negative emotions would be provoked by the environment"*. These findings revealed that the instructors altered their negative emotions to hinder provocation from the others in the SFL. They used the deep acting strategy by adopting appropriate word choices in their speech, and softening or indirectly expressing their negative emotions. The same way of using this emotional labor strategy was also relevant for the students. The students mostly reported their emotions toward their instructors and peers indirectly, for instance,

> If I am extremely angry, I prefer to display that anger indirectly. For example, I do not engage in conversations, I do not look at the person's face while I am moving past that person or I do not greet that person at all. (S2)

As expressed by S2, expressing anger indirectly can be related to the preference based on not being aggressive or unkind. That is why S2 may have altered the feeling of anger in an indirect way by evading the instructors and peers. This was also experienced by S7 who stated that *"I use an appropriate language for specific situations"*. Although S2 and S7 expressed their emotions indirectly, S9 focused on his way of telling a lie when engaging in a conversation with his instructor in the classroom that he wants to avoid by stating that *"My sadness can be easily seen by others. My instructors realize that and ask me questions about it. I briefly say that I am sleepy at that moment and get on with it".* This finding showed that while surface acting was used out of respect toward instructors, deep acting strategy can be used to totally evade any interaction with the instructors through altering the inner emotion and instead telling a lie that is only known by the person, in this case, the student. One of the other means of using the deep acting strategy for the students focused on word choice. S3 indicated that *"I prefer displaying my emotions through choosing the right words if something bothers me"*. Lastly, S2 stated that he resolved the conflict through emotional expressivity within himself, by saying *"I try to resolve any issues related to my emotions within myself"*. It can be stated that S2 used deep acting in order to change the way he felt about certain issues that he did not disclose during the interview. In this regard, the deep

acting strategy can act as a tool to resolve conflict of emotions within oneself, unlike the surface acting strategy which primarily aims to suppress the emotion.

The last emotional labor strategy, the natural expression of emotions, was also indicated to be used by most of the participants. They mostly referred to showing their emotions to those who can be considered intimate or closer in terms of the relationship. For instance, I1 stated *"My closest friends would know my sadness or problems"*, and I2 similarly said that *"I can be 'myself' with my coworkers because we are not only coworkers but also we are friends who meet outside the SFL. That is why I can show my negative feelings to them"*. As both participants indicated, they saw their colleagues not only as the people who they need to work together in the SFL, but they also established intimate relationships and became friends.

The students, on the other hand, expressed this feeling for their own peers. S1 stated that *"I am more relaxed when I communicate with my peers"* and S2 indicated the role of intimacy in terms of expressing genuine emotions by saying that *"I am more friendly toward the people who I consider intimate"*. Similarly, S3 asserted that *"I never suppressed my emotions toward my closest friends"*. Moreover, both S5 and S7 stated that they displayed their emotions, especially the positive ones, to those considered as intimate or close in terms of relationship by saying that *"I try to display my emotions if there are people nearby who would not misunderstand me",* and *"If I am happy, I would share my happiness with the people I care the most".* These findings revealed that both the instructors and students displayed their emotions toward their friends who they considered intimate, friendly, and amiable. The emotions displayed were mostly positive for each participant group. A1 indicated *"I mostly display my positive emotions*", he mentioned being open for emotional display if positive emotions were experienced in particular situations. The same finding was also relevant for the instructors and the students. I2 stated that *"I mostly try to show positive emotions because I believe that if I display my negative emotions, then the people might be affected in a negative way"*. Participant I3 focused on the positive emotional display and they stated that "*I try to display my positive emotions the most or if I am being proud of something and me being restful at that moment, I would display the positive emotions*" and S5 similarly indicated that *"I believe I would talk if something positive is happening. I would*

try to express my feelings but if there is a negative situation, I become quiet". These findings indicated that the negative emotions were suppressed by the majority of the participants while the positive emotions were displayed especially to those who were considered the closest in terms of the relationship.

However, interesting findings regarding emotional display revealed that two participants displayed their negative emotions genuinely. A1 indicated that *"If I am obliged to display negative emotions to something said, I would not search for any hidden meanings"*, and S7 stated that *"I exhibit my anger in general. I do not get angry most of the time but when I do, I would display it more".* These findings revealed controversy regarding emotional display because of the fact that the majority of the participants displayed their positive emotions, while A1 and S7 stated that they would reflect their negative emotions. As indicated by A1, when the negative emotions were necessary to be displayed, then he would feel obliged to show such emotions to other stakeholders. These findings were also observed when the two instructors responded to whether they showed natural emotions toward stakeholders in SFL. I1 expressed that *"I can act more openly to my students"* while I2 indicated that *"I am neutral in general [in terms of emotional expressivity] since I am not friends with my students. We have a hierarchy. If I am happy, then I am happy. If I am unhappy, I most likely to display it"*. As indicated by I2, emotional expressivity was also related to the perceived aspect of hierarchy in the SFL because I2 was willing to display negative emotions to her students genuinely while she kept positive emotions for herself. Hence, emotional expressivity was not only based on positivity and negativity but it was also based on the hierarchical organizational structure in the SFL.

4.1.2. Research Question 1.B) How do administrators, instructors, and students perceive the hierarchical organizational structure in the SFL in relation with the power relations?

In order to find answers to the above-stated sub research question, each group of participants was asked whether they perceived the SFL context as having a hierarchical structure or not (Table 18).

Table 18

Hierarchical organization and power relations in SFL

Participants	Themes	Codes	Participant Codes
Admins	Top-down Mechanism	Vertical organizational structure	A1, A2
		Subordinate layer in hierarchy	A1, A2
		Connecting with the director	A1
		Transmission of information	A1
Instructors	Top-down Mechanism	Vertical organizational structure	I2, I3
		Subordinate layer in hierarchy	I2
Students	Top-down Mechanism	Subordinate layer in hierarchy	S1, S9
		Vertical organizational structure	S1, S7, S8

As indicated in Table 18 above, a theme labeled ‘top-down mechanism’ emerged as a result of inductive thematic analysis, and the most recurring codes for this theme was ‘vertical organization structure’ and ‘subordinate layer in hierarchy’, which showed a top-down process of hierarchical organizational structure in the SFL. First of all, the administrators provided their thoughts on how hierarchy was vertically established in such a context. A1 pointed out that *“probably the hierarchy was the result of organizational culture, and it was naturally created”*. This indicated that the hierarchy was a natural mechanism established in SFL out of the culture that shaped the organizational mechanism of SFL to this day. While A1 briefly explained the hierarchy as a natural mechanism, A2 explained the already-established duties of each stakeholder:

> Well, our job descriptions are clear. In that sense, I cannot say whether the hierarchy was natural or not. The director does that, vice directors do this, and the department chair does those. We already prescribe everyone’s jobs. It is not about hierarchy being natural, it is about doing the prescribed duties. (A2)

As described by A2, the hierarchy consisted of doing the work that was attributed to each stakeholder in the SFL organizational structure. That is, the instructors were to teach, students were to listen, and administrators were to organize. These jobs were indicated to be prescribed so the hierarchy was considered to be part of the system. Both I2 and I3, on the other hand, elaborated on the hierarchy being precisely vertical:

> Considering both the students and the hierarchy, I am above the students just like the directors are above me in terms of power relations. Just as the directors are superior to me, I am superior to the students considering the power. (I2)
>
> I think we can mention that a power hierarchy that can be considered necessary is relevant for this context because there is a precise structure. There are directors, vice directors, program coordinators, instructors, administrative staff, and students. Of course, there is an operating mechanism here. (I3)

Both I2 and I3 mentioned the vertical structural organizational type in terms of hierarchy. That is, the objectives within a hierarchy were achieved within a top-down process that involved directives coming from the directors to vice directors, instructors, and then the students. Both of the instructors stated that directors were at the top and the students were at the bottom of the hierarchy in SFL. I2 even stated that she saw herself as superior to her students while she also mentioned her directors as being superior to her.

Considering the students' perspective on the vertical hierarchy, they stated the same as I2 and I3 but they mentioned their powerless positionality within the hierarchy. S1 indicated that *"I think we can say that there is a hierarchy here where it starts from the director, vice director, instructor and then ends with the students. It even ends with the students who are younger and youngest"* and S9 further elaborated on the topic by saying that *"considering the SFL, there are communication channels from the students, instructors, and the directors. This channel reaches out to instructors and then to directors which originated from the students".* These findings suggest that each member of the hierarchy in SFL realized their positionality with regard to power. That is, they were aware that the

vertical operation of the hierarchy was relevant and they considered themselves superior or subordinate considering their positionality.

Further analysis of the vertical hierarchy's effect on power positionality was explored through the findings that emerged from the code 'subordinate layer in hierarchy'. The administrators believed that they were superior to the instructors and the students. A1 stated that *"I think the instructors should be at the bottom of the hierarchy"*. Also, A2 indicated her superiority by saying that *"I am not equal to the instructors, of course. I am their director. I am more experienced and older. These are important"*. Having experience in their field, and being older than their colleagues who were instructors in that context, A1 and A2 indicated that they should be superior and power holders in the hierarchy. One of the instructors, I2, was aware of such power practice in that context since she indicated that *"because of our position, we have the role of a practitioner"*, which indicated a role based on applying what was ordered to instructors by the administrators. Also, the students agreed with being subordinate in the hierarchical organizational structure of the SFL. S1 stated that *"I see the students as being subordinate to instructors and the directors"*, and S7 indicated that *"since the instructors have higher status than us, we listen to them and that is why we cannot do the opposite of what the instructors say"*. These students saw their instructors as power holders and they considered themselves passive because of their position in the hierarchy. S8 even provided an example in which one of the instructors used power by saying *"sometimes, we choose the lesson hours because our instructor goes to the gym"*. In this sense, the power was exercised by the instructors to affect the lesson hours for their own benefit. Moreover, it was indicated by A1 that there was communication between the director and the vice directors in terms of the decision process and it was also indicated by A1 that transmission of information was passed on by the superiors to subordinates. In this regard, A1 stated that *"as vice directors, we consul to our director in the decision-making process – if the director approves, then we transmit the information or the orders to our subordinates".* These findings revealed that a vertical hierarchical organization was apparent in the SFL context, where there was a clear distinction between the superiors and inferiors and their roles.

Table 19

Perceived positive sides of hierarchical structure in SFL

Participants	Themes	Codes	Participant Codes
Instructors	Shared Power	Flexible Relationship	I2, I3
		Sincerity	I1, I2
		Inclusion of non-coercive power	I1, I2
	Healthy Workflow	Control mechanism	I1, I2, I3
		Coordination of duties	I1
Students	Shared Power	Flexible relationship	S3
		Valued opinions	S9

Instructors and the students revealed their opinions on the positive side of hierarchical structure in SFL (Table 19). As Table 19 above indicated, two themes emerged as a result of inductive thematic analysis. First of all, 'shared power' theme was created since both groups of participants provided evidence of power sharing through flexible relationship between stakeholders, sincerity, and valuing divert stakeholders' opinions. Considering the first theme, which is shared power, I2, I3, and S3 pointed out having a flexible interaction with the stakeholders in the hierarchy. For S3, this was established between the students and the instructors. However, for instructors, this flexibility was achieved between the department chair and the instructors, and they got assistance from their superiors when needed.

> There are instructors who are assigned to teach courses but at the same time, they are in the position of department chairs. In that case, I do not see them as my superiors because we go into the same meetings, and share the same emotions about the students (I2).

> I am an instructor so I am a teacher. I have certain responsibilities and I try hard to accomplish them as much as I can. If I need to get help, I know that I should contact others. I get in touch with them and if I cannot get the required assistance, I go to my superiors and try to get their help (I3).

As stated by I2 and I3, the instructors felt closer to administrators when they also had responsibilities for teaching English in preparatory classes. Moreover, the instructors' statements on reaching out to superiors for help suggest that the relationship between the stakeholders is rather flexible in a way that communication channels are not closed although it was indicated previously that a vertical hierarchical organization existed in SFL. One of the students also stated that instructors cared about students' problems and feelings. S3 indicated that *"at some points, the instructors listened to my problems when they occurred, one or two times".* Considering other positive sides of the hierarchical organization in SFL, the instructors provided information on how sincere the environment was in that context. I1 stated that *"generally speaking, we continue the hierarchical order through intimate and sincere relationships with one another"*, and I2 pointed out that *"we are extremely comfortable here, emotionally speaking. If we are angry, we can be angry and if we are happy, we can be happy, as well. We do not need to conceal anything"*. These findings showed that the natural emotion expressivity of instructors was based on how they perceived the work environment as being sincere and intimate. The instructors also elaborated on the hierarchy as being non-coercive. I1 stated that *"I do not think that the people at the top of the hierarchy use their power as a tool to oppress us"*. Also, I2 expressed that *"well, we have the hierarchy but I cannot say that it is used as a means to oppress"*. Such a way of representation of hierarchy was considered flexible and non-coercive by the instructors because they did not observe oppression coming from superiors just because they had power over the instructors. Lastly, for the first theme, one instructor and one student stated that their opinions were taken into account by the stakeholders in the hierarchy. I1 stated that *"honestly, I feel that my opinions are cared about"*, On the other hand, S9 indicated that *"at least in the G1 and G2 classrooms, our instructors counseled us on, for example, 'how many questions should I ask you?' and indeed we were just like friends. They cared about our requests"*.

Regarding the second theme, healthy workflow, it was found that all the instructors believed there was a necessity for a hierarchy, which was to be used as a mechanism to control and coordinate duties and other necessary responsibilities. I1 indicated that *"I believe there should be a control mechanism and that is why hierarchy should exist … Consequently, there are duties and we need people, the directors, to coordinate them"*, I2 also focused on

the necessity of a hierarchical structure by saying that *"we need control to plan everything and sustain them"*. Moreover, I3 pointed out the importance of hierarchical structure in terms of sustainability with regard to the workflow by saying that *"I believe we have a hierarchy which is to sustain the workflow, rather than attributing certain roles to certain people in each layer in the hierarchy"*. Therefore, it can be stated that the hierarchy in the SFL was perceived as positive by some of the participants in the qualitative part of this study because they felt flexible interactions with one another, which paved way for an intimate and sincere environment in which the emotions were expressed naturally and genuinely. The necessity of a hierarchy was felt by all of the instructors to sustain the workflow and other responsibilities. Although there were contrasting findings between the vertical hierarchical structure of the SFL and the positive sides of it, some participants also believed that non-coercive power was relevant for the SFL context because they felt being cared. The participants' perceptions regarding the hierarchical organization of the SFL were not only based on positive aspects but it was also based on negative sides of it. In Table 20 below, participants' perceptions regarding the negative sides of the hierarchical structure in the SFL were provided.

Table 20

Perceived negative sides of hierarchical structure in SFL

Participants	Themes	Codes	Participant Codes
Instructors	Coercive Power Exercise	Imposed ideas	I1
Students	Coercive Power Exercise	Looking down on students	S4, S5, S7
		Dictative teacher roles	S3, S5, S8
		Failing the students	S1, S7

Although some participants elaborated on the positive sides of the hierarchy in the SFL, there were other participants, mainly the students, who believed that negative sides to that hierarchy existed. Unlike the positive side of the hierarchy, a theme labeled 'coercive power exercise' was formed and mostly the student participants indicated that they were looked down and they elaborated on how their instructors failed them in the exams or dictated them to act in certain ways. Considering the highest recurring code, 'looking down

on students', the student participants pointed out that their instructors were oppressive toward them by providing examples from their interactions with the instructors:

> Authority exists here because the instructors who graduated from prestigious universities undermine and underestimate us. Well, we are not in a prestigious university but it still is a good university. When these instructors graduate and begin their job as instructors in universities like this one, they undermine us. They do this by being acerbic and we understand that they look down on us. The instructor does not care about what the student thinks because the instructor does not think like that. The instructor says "I teach this way. This is how I teach". This does not make me feel good. (S4)

> Being exposed to power use by the instructor makes me unhappy. When this happens, there comes a distance between you and the teacher. You cannot unfold what you want to say and you cannot raise your questions when you do not understand something in the lesson. As the instructor gets more powerful and authoritative, you are in decline. (S5)

> I believe the instructors are more royalist than the king [the director]. I once had trouble with the instructor and then I consulted the director regarding the situation. The director said that I was right but the director also said that the instructor was right and defended him by saying he, the instructor, had the biggest say in the classroom. (S7)

The quotations gathered from the students' interviews showed that they experienced power use by their instructors. The students stated that they were unhappy being treated badly. One interesting experience narrated by S7 depicted that the instructors were regarded as the right people in the hierarchy of SFL since they were supported by the directors, in other words, the superiors in the hierarchy. Furthermore, the student participants also provided examples of how their instructors had rather dictating roles that frustrated the students. S3 stated that *"sometimes our instructors say 'do not do that, do this' which causes a turn in their role for being more authoritative"*. S3's explanation to her instructors indicated that the instructors would like the lesson to go as planned. However, it can be stated

that this was considered a bit pushy by the S3 because she regarded her zone of freedom as challenged. One other student also provided examples just like S3 on his instructor's way of being oppressive.

> One of our instructors is extremely dominant. She wants to hear her own voice in the classroom. She says 'do not do that' and she wants everything to go as she likes. For example, she comes into the classroom 15 minutes late and we cannot go for a break because of that. It is so frustrating. (S8)

In the eyes of the students, just as both S3 and S8 indicated, the instructors who were late to the classroom and who were authoritative in trying to make students admit to their own opinions were considered as exercising power over the students. This kind of power exercise was not only mentioned for classroom order or making students admit to instructors' wishes but it was also based on failing the students. As S1 and S7 stated, some of the instructors used their power to fail the students:

> Last term, the instructor failed a friend of mine just because he had a quarrel with that instructor. This student was always in the classroom but in official documents, it said that he failed the class because he was absent in the classroom all along the term. Noone interfered with this problem. (S1)
>
> We bow to hierarchical power because we believe that quarreling with the instructors would get us into trouble in the future and may risk our lives. That is why we are forced to say yes to everything. Most of the students do not say a thing to instructors just because they do not want to get into trouble with them, they use emotional labor. (S7)

These findings suggested that the students usually refrained from revealing their true emotions toward their instructors because they had power over the students, which they could and did use to fail the students in case they quarreled with the instructors. The power hierarchy, in this regard, highly affected the way interaction happened between the students

and the instructors in the SFL. The students used surface acting strategy to conceal their true emotions in order not to fail the classroom or risk their futures, as indicated by S7. Although the students mentioned the negative side of hierarchy in the SFL to a great extent, there was one instructor who mentioned the imposition of ideas on the instructors. I1 pointed out that *"there are some instructors who try to impose their own ideas on others and who consider their own ideas as superior"*. This finding showed that power relations did not only occur between the superior and the inferior, but they also occurred within the relationship between the instructors. This verified that power could also be used within a layer, which means that a single group of people may clash with one another to impose superiority. In this study's scenario, it is based on the imposition of ideas. All in all, the negative sides of the hierarchy perceived by the participants were mostly based on looking down on students and failing them through coercive power exercises. The instructors were mostly considered as using their power in a way that harmed the students and their emotional states since the instructors were considered to have rather dictating teacher roles. It was also interesting to find that administrators did not mention any downsides of the hierarchy in Sthe FL. The subordinate layers in the hierarchy, especially the students, provided detailed examples on the negativity related to hierarchical organizational structure.

S1's statements were crucial because the preparatory students have only two years to complete their studies within SFL and then move on to undergraduate studies and majors. When the instructors were challenged, it can be stated that they used their authority.

4.1.3. Research Question 1.C) How do administrators, instructors, and students experience emotional labor with regard to emotional display rules in SFL?

In order to answer the above-indicated sub research question, the participants' use of emotional labor strategies was explored with a specific focus on the emotional display rules, which has a relationship with power relations. To find out this, Table 21 below was created.

Table 21

Role Responsibilities with regards to emotional display rules in SFL

Participants	Themes	Codes	Participant Codes
Admins	Deep Acting Strategy	Altered inner emotion	A3
Instructors	Surface Acting Strategy	Suppression of true feelings	I1, I3
		Soft voice tone	I1
	Deep Acting Strategy	Outer impact on inner emotions	I1, I3
Students	Surface Acting Strategy	Suppression of true feelings	S5, S6, S9
	Deep Acting Strategy	Altered inner emotion	S3

Each group of participants elaborated on their responsibilities regarding the emotional display rules in the SFL (Table 21). These responsibilities often included suppressing or altering the emotion. This part of the qualitative findings focused on explaining the relationship between emotional labor and power relations in the SFL context. In this sense, two themes emerged from the deductive thematic analysis. First of all, 'surface acting strategy' theme was created in order to explain the suppression of emotions that was observed in instructors and students. It was revealed from the interviews that both the instructors suppressed their true emotions to comply with emotional display rules:

> I prefer not to expose my emotions toward my administrators when I am not content with them or when I am uncomfortable with what we talk about. It also happens when there is a topic that could be misunderstood by them. In those cases, I do not express my emotions. (I1)

> It is not always possible to establish intimacy between the students and the administrators just like it is established with your coworkers or peers. You might have a distance between you and your students but if you communicate with other instructors outside the SFL, then it becomes much more different in terms of exhibiting emotions. In other cases, you do not wish to display every emotion you feel. (I3)

The instructors' representation of communication between diverse peers revealed that intimacy, as described earlier in this section, played a big role in expressing true emotions. In other cases where instructors were to communicate with students and the administrators, they felt insincerity, which caused them to hide or suppress their natural emotions. In this case, it can be stated that emotional display rules played as a decider in managing the instructors' emotions. The students also provided similar opinions regarding suppressing their feelings for diverse purposes. S6 indicated that *"I need to pass the preparatory program. In order to accomplish this, I need to form healthy communication with my instructor"*. S6 subtly mentioned suppressing his emotions because he needed to pass the preparatory program to continue his undergraduate education. This meant that the students' way of conforming to emotional display rules was based on faking healthy communication by hiding true emotions in order to pass the preparatory education and move into their undergraduate departments. In addition, one of the students mentioned the instructors' heavy burden:

> We can just sleep during the lesson hours if we want. We can listen to the instructor with a surly expression. However, an instructor cannot do these. They do not have such a luxury and that is why they do emotional labor more than us. (S9)

The way that S9 elaborated on the instructors' emotional labor indicated that the instructors lacked certain luxuries the students had such as being comfortable in the classroom environment. Through empathy, S9 stated that instructors did more emotional labor since they suppressed their behaviors and expressions more often than the students. The surface acting strategy was not only based on suppressing true feelings but it was also based on using a soft voice tone and displaying fake and forced smiles as indicated by I1 by saying that *"when there is a problem in terms of discipline, I communicate with the students with a soft voice"*. S2 also explained the relationship between diverse stakeholders' emotional displays by saying that *"if the instructors become smiley, and force themselves to be like that, then the students would be affected accordingly"*. These findings indicated that certain coping strategies were adapted for surface acting strategy use, such as changing the voice tone to be calmer and softer to students. S2's comment on being smiley suggested that instructors should fake their emotions and represent or display a more smiling face toward

students so that the students display the same expressions as their instructors do. Hence, it can be stated that faking one's own emotions was considered a responsibility by S2.

Regarding the second theme, which was 'deep acting strategy', the participants revealed outer impacts were affecting their inner emotions. I1 stated that *"I choose my emotions by considering the person's age and state of mind"*. I3 expressed the difficulty in accounting for emotional labor to feel for the students by saying that *"I have at least 80 students, if I am to problematize every student's feelings, then I won't have self-realization"*. On the other hand, S1 pointed out that *"if I see the instructor as sincere and friendly, I can be more comfortable with him/her"*. These findings suggested that a person's characteristics, psychological well-being, and age played important parts in altering the instructors' and students' emotions and displaying them accordingly, as stated by I1, I3, and S1 respectively. In this sense, the deep acting strategy was used when such outer factors influenced the instructors' and students' way of expressing their emotions. They tried to find a more comfortable and appropriate way to display their behaviors, feelings, and emotions. It can be stated that emotional display rules were taken into account by the students and instructors because they changed and modified their emotions and then displayed them to each other in the hierarchy. However, as I3 pointed out, using the deep acting strategy was tiresome since I3 believed that altering the emotions for each student was quite difficult, which put a barrier against self-realization. This way of changing emotions to diverse stakeholders in the hierarchy of SFL was also pointed out by A3 because he stated:

> Everyone has a duty in the hierarchy. For example, my behaviors toward the instructors and my director would be different. My behavior is more official toward my director. I follow the hierarchical rules and I expect the same from the instructors. I expect them to act accordingly, considering the layers in the hierarchy. (A3)

This finding from A3's interview indicated that emotions were to be displayed according to the hierarchy. That is, the instructors would be more official toward their superiors when exhibiting certain behaviors and feelings. As A3 stated, the hierarchy was a deciding factor in what to expose as behaviors. In this regard, emotional display rules could

be considered as a tool in the hierarchy to adjust, alter, change, or suppress particular emotions, behaviors, and feelings when interacting with particular groups of people who are superior or inferior within the hierarchy. The participants also provided reasons that particular roles from them were expected.

Table 22

Role expectation with regards to emotional display rules in SFL

Participants	Themes	Codes	Participant Codes
Admins	Necessity of Being Authoritarian	Breach of a duty	A1, A3
		Flaws in exam preparation	A1
		Failure in attending meetings	A1
Instructors	Necessity of Being Authoritarian	Maintaining order in classroom	I2, I3
Students	Necessity of Being Authoritarian	Maintaining order in classroom	S1, S2, S6

As the role responsibilities were associated with the relationship between emotional display rules and power relations, there was also a focus on role expectations because the participants elaborated on how particular groups of people within the hierarchy of SFL should and must behave. This kind of role expectation was mostly based on being authoritarian within this hierarchy. Each group of participants pointed out the necessity of authority related to hierarchy. The most recurring code for this analysis was 'maintaining order in the classroom'. Both students and instructors stated a need for authority in the classroom. S1 pointed out that *"I believe it is a beneficial thing if the instructor is more in control in the classroom – Authority is beneficial for hindering students from interrupting the class"*. S2 also perceived that authority was a good thing since he stated that *"authority is not a bad thing, it is for classroom order – it makes the classroom a quiet place"*. On other hand, I2 asserted that *"you have to have a certain attitude regarding making the rules for making students come to the classroom on time"*. Lastly, I3 indicated that *"if a student disrupts the classroom order, you need to pacify the situation by taking the role of a moderator or acting maternal"*. These participants' views were based more on classroom-related authority, which was indicated to be required in certain circumstances where disruptions from students occurred. As I3 additionally stated, the instructors modified their

roles as being a moderator or more maternal toward the students to keep order in the classroom. These indicated that certain roles were expected from the instructors and the students expected the instructors to be willing to take the authority to maintain order in the classroom. Administrators, on the other hand, pointed out the necessity of being authoritarian by focusing on exam preparation, meeting attendance, and other duties required from the subordinate layers in the hierarchy, more specifically, the instructors. A1 pointed out that *"I think when there is a neglect of a duty, such as being unable to secure the exam documents and other failures in exam preparation; failing the proctor's responsibilities and being absent from meetings"*. In addition, A3 stated that *"If there is an instructor who did not behave in a way that was requested from him/her, then I need to use my authority on him/her".* Administrators' thoughts on the necessary authority use were related to making the hierarchical process clear, concise, and precise. In other words, making the hierarchy a working mechanism. All in all, these findings provided the information that authority was needed in every layer of the hierarchy. This authority had the shape of hindering any disruption in the classroom for students, hindering any flaws or failures in the examination, meeting attendance, and other duties for the instructors.

4.2. Research Question 2: Do power relations influence the English language education at the school of foreign languages regarding; a) Workload distribution, b) Content and material selection and creation, c) Exams?

To answer the second research question, regarding whether power relations played a role in English language teaching in the SFL, qualitative analysis was conducted. The findings related to workload, material, and course content selection and creation, and a wide variety of exams were explored through semi-structured interviews. By illustrating the findings with tables, the analysis was carried out for each part of the research question, starting from the workload variable and ending with the exams. Therefore, how power relations affected English language teaching, through examining the above-mentioned variables, in this context was investigated through qualitative findings. Qualitative data analysis regarding the positive perspectives of the participants toward the workload distribution in the hierarchical organization structure of the SFL was provided in Table 23 below.

Table 23

Perceived positive aspects of workload in relation to hierarchy in SFL

Participants	Themes	Codes	Participant Codes
Admins	Equality and Equity in Workload	Transparency	A1, A3
		Fair work distribution	A2
		Equal contribution	A1
		Equal lesson hours	A1
Instructors	Equality and Equity in Workload	Fair work distribution	I1, I2
		Duty preference	I1, I3

Considering the positive side of the workloads of each participant group in this study (Table 23), it was revealed that hierarchy was not imposed on each stakeholder because the workload distribution between stakeholders was found to be equal and just. All administrators and instructors provided their opinions on the positive side of their workloads while the student participants mainly focused on the negative side of their workloads as students, which was depicted in the further parts of this study. The administrators stated that there was transparency and justice regarding the workload distribution among instructors. That is, each instructor received the same lesson hours, and each of them was required to contribute to the SFL equally. A1 indicated that "the lesson hours are plainly open to the public. This is objective". In addition, A3 pointed out that *"everyone has got a responsibility. Everyone can be an administrator because no one sticks to that position for long"*. A1 further elaborated on the equality established in the context of SFL PYP by saying that *"if there is a work to be done, we look forward to seeing everyone contributing equally …. We strive for adjusting lesson hours to make it same for every instructor so that there won't be any injustices"*. Findings obtained from the administrators indicated that the SFL hierarchy had an observing layer, which is the administrators, focused on maintaining a just environment where certain issues such as lesson hours, and providing transparency on these lesson hours and how other instructors can become administrators at future points. These showed that it was aimed to make instructors share equal workloads in terms of teaching English. The fair and just work distribution was also mentioned and confirmed by the instructors in the study. I1 asserted that "There is no such thing as 'unjust work distribution' here". I2 also confirmed that there was equality in terms of workload by stating that *"I believe workload is distributed really fairly … Every instructor has equal responsibility regarding the preparation of exams.*

If five of them are assigned at the first phase, then the other 5 instructors take their place in the second phase". As detailed and indicated by I2, the instructors who were assigned to create exam questions in the first phase were not assigned to the second phase, which consisted of reviewing and critiquing or creating alternative questions. Hence, these instructors were not made to work on the second phase of exam preparation and instead, other five instructors were assigned to that task. It can be stated that each instructor was assigned to certain tasks within the hierarchy of SFL fairly and equally and they were not overwhelmed by high amounts of tasks and works. Moreover, the instructors stated that they were able to prefer certain duties and tasks over to which they were assigned by their superiors. I1 stated that *"at one term, I prepared mid-term exams while other terms I photocopied the prepared exams. In other years, I could prepare the final exams"*. Moreover, I3 indicated that *"I can express my thoughts if I want to lecture a specific course, to a specific program group, or select specific courses"*. As depicted by both of the participants, the instructors were able to decide what courses to teach to what program groups in the SFL PYP, and they could also choose what tasks to do. These showed the flexibility given to instructors within the hierarchy of SFL. However, as much as the positive sides of workload distribution were mentioned by the instructors and administrators, its negative sides were also pointed out mostly by the instructors and students. The participants' negative perceptions regarding the workload distribution were provided in Table 24 below.

Table 24

Perceived negative aspects of workload in relation to hierarchy in SFL

Participants	Themes	Codes	Participant Codes
Instructors	Requirements related to Workload	Altruism behavior	I1, I3
Students	Requirements related to Workload	Excessive homework	S3, S7, S9

The negative aspects on workload in SFL perceived by instructors and students focused on two certain codes that emerged from inductive thematic analysis. First of all, the instructors elaborated on altruistic behavior that came from their coworkers in SFL.

> If your performance is above the chart, then the people count on you too much. If not for bad intentions, you get all the workload in order not to disrupt the workflow. Some people use this as an excuse and abuse you, like 'you got this, you can do this'. (I1)

As indicated by I1, some coworkers or superiors within the hierarchy abuse the good intentions of certain people to divert their workload on them. In her case, I1 considered that she was a part of the organization and she wanted to do other tasks in order to hinder any disruption that might be caused by unfinished tasks by others in the hierarchy. In other words, I1 put herself on the line to get others' works and tasks done. This type of case was also mentioned by I3, who stated that *"some instructors say 'others have most of the classes and I don't', or 'he/she has a course in that department, he/she is relaxed and I'm not' or 'I do most of the work'. These grievances appear from time to time*". These kinds of grievances suggest that the hierarchical organization in terms of workload was being disrupted by others in the hierarchy who postponed their tasks or made others do them. These were the main negative aspects perceived by the instructors.

The students' perceptions on the negative side of workload in SFL were based on homework that was regarded as being rather excessive. The students mostly accounted for how a great amount of homework as a workload was put on the backs of preparatory students who were in GEPP classrooms that were less proficient, such as G8, G9, G10 classrooms and above. S3 stated that *"they [the instructors] give so much homework to those in less proficient GEPP classrooms that they work till morning in the library"*. In addition, S9 asserted that *"they [the instructors] don't give us lots of homework. However, those in lower proficiency classrooms are getting plenty of homework and online activities"*. These students indicated that the lower proficiency classrooms in GEPP were given a lot of homework while the higher proficiency level students did not receive that much homework. However, there was a student participant who mentioned that ELT classrooms in the SFL PYP received excessive amounts of homework than other classrooms in GEPP. S7 pointed out that *"I have a friend who is a student in the ELT classroom in the SFL PYP, and in terms of homework, I witnessed that my friend was given plenty of homework. They have a busy schedule"*. Therefore, while the negative sides of workload for instructors in the SFL PYP were based

on being exposed to too many works and tasks that others in the hierarchy evaded, the students elaborated on the excessive amount of homework they received in lower proficiency GEPP classrooms and ELT classrooms.

Table 25

Perceived positive aspects of material/course content in relation to hierarchy in SFL

Participants	Themes	Codes	Participant Codes
Admins	Freedom in Supplementary Material/Content Use	Preparing materials	A3
Instructors	Freedom in Supplementary Material/Content Use	Preparing grammar packs	I1, I2, I3
		Preparing materials	I1, I2
	Right to have a say	Expressing ideas	I1, I2
		Personal preferences	I1
Students	Freedom in Supplementary Material/Content Use	Adapting ed-tech materials	S1, S3, S9
		Preparing materials	S7
		Preparing grammar packs	S6
	Right to have a say	Student suggestions	S1, S3, S9

One of the other factors for exposing how hierarchy, power relations, and English language education worked together was to explore the material and content selection or creation in SFL (Table 25). Two themes emerged from the thematic analysis of semi-structured interviews between each group of participants.

First of all, the first theme was labeled as 'freedom in supplementary material/content use' since each group of participants pointed out that unique and authentic materials were produced and created by the instructors in SFL. There were writing materials, grammar packs, and ed-tech materials that were created to be used in the preparatory classrooms. Participants from each group indicated that additional material creation was relevant for SFL. I1 stated that *"we can develop additional materials. For example, in writing and grammar courses, we developed new materials. We prepared a material for paragraph and*

essay writing". Also, I2 elaborated on the preference related to extra materials prepared and developed by the instructors in the SFL PYP by saying that *"students usually want additional work before the exams. Thanks to our coordinators, they develop materials and share them with us"*. S7, on the other hand, stated that *"our instructor usually brings photocopies to the classroom"*. These findings indicated that the hierarchy in SFL allowed instructors to use additional materials in their classrooms. There was also a specific focus on the preparation of grammar packs. I1 expressed that *"we wanted to support our students with grammar packs"* and I2 stated similar statements with regards to developing such grammar packs by saying that *"as an extra course material, we prepared grammar packs for our students"*, These findings suggested that grammar was taught not only with the grammar books but it was also taught with packs that were created and developed by the coordinators and instructors in the SFL PYP. In addition, the use of ed-tech materials was also expressed by the students since they reported that their instructors used several web 2.0 tools in the classroom. S1 asserted that *"our instructor made us play Kahoot as a good exercise"* while S9 pointed out that *"we played Kahoot through the smartboard. We also watched videos and did other activities through that"*. Hence, these findings indicated that the hierarchy in the SFL was flexible in terms of adapting, developing, and creating several diverse materials to be used in the preparatory classrooms.

The second theme, which was labeled as 'right to have a say', was related to how participants perceived the hierarchy in terms of whether their suggestions and preferences were taken into account regarding material and course content use in the classroom. Regarding the instructors, it was revealed that the instructors' personal preferences were valued within the hierarchy. I1 stated that *"there are some instructors who prefer to do anything told to them, but there are also those who wish to state their own opinions and play an active role in the material preparation process"*. S1, on the other hand, pointed out that *"most of the time, the instructors do as they wish".* Instructors also stated that they needed to have a voice regarding the material use in the classroom because they were the ones who considered themselves as being responsible for such materials' pedagogical implementation in the classroom. I1 stated that *"I believe that I should have a right to have a voice and I usually report my opinions because I will be using that material in my classroom"*. In addition, I2 provided information regarding how materials were prepared in the SFL PYP

by saying *that "a committee is established for material preparation but, before that committee meeting, every instructor states their opinions. Then, the committee gives the final decision"*. As indicated by I2, every instructor in the SFL PYP was told to be contacted in terms of material and course content creation, usage, and development. However, the final decision was always made by the committee, which meant that the hierarchy provided a voice to every instructor but the hierarchy itself made the final decision regarding material use in classrooms since as indicated by I1 earlier in this section, instructors might not have stated any opinions on their preferences to what to use in their classrooms in terms of materials and course contents. As a final remark on the positive aspects of material and course content use in relation to hierarchy, it was found that the student suggestions were taken into account by the instructors, as stated by the student participants. S3 indicated that *"we asked our instructor to use Kahoot and we said 'teacher, we should use Kahoot. It would be better for practicing our knowledge' and the instructor said 'okay' and he/she prepared 5 or 6 exercises"*. Another student, S9, also stated that the instructors consulted the students with regard to material and course content use in the classroom by saying that *"our instructor consult us and asks 'shall we watch this tomorrow in the lesson?', or 'shall we do this in this lesson and do that in tomorrow's lesson?'"*. These findings revealed that student suggestions were valued by the instructors, which meant that a flow of interaction occurred between diverse stakeholders, whether they were subordinate or superior layers in the hierarchy.

Table 26

Perceived aspects of hierarchy with regard to Exams in SFL

Participants	Themes	Codes	Participant Codes
Admins	Disruption in Top-down Hierarchy Mechanism	Uninformed superiors	A1
		Belated suggestions	A1
	Administerial Intervention	Tolerable mistakes	A3
		Planning	A2
Instructors	Disruption in Top-down Hierarchy Mechanism	Uninformed superiors	I1
		Exchanged ideas among one group	I1
	Administerial Intervention	Tolerable mistakes	I1, I3
		Inevitable mistakes	I1, I2
		Harsh responses	I1, I3
		Planning	I2

Students	Disruption in Top-down Hierarchy Mechanism	Interference in interests	S3
	Non-event for Decision-making Process	Non-participation	S1, S3, S5
		Possible discrimination of suggestions	S1, S2

As a final variable for this sub research question, the relationship between the hierarchy and the exams in SFL was explored through semi-structured interviews with the participants (Table 26). Considering the first theme, which was related to the top-down hierarchical mechanism, it was found that there were problems within the hierarchy when the vertical mechanism was not functioning with regard to several main issues.

First of all, it was revealed that there were problems within the hierarchy that were handled within one layer. I1 indicated that *"most of the time, the administrators are not informed about problems which can be handled among us … If a situation leads to a dead end, I tell others [the instructors] that they need to change things"*. Additionally, A1 stated the flexibility regarding the exam committee duties of instructors by saying that *"if there is an instructor who has an excuse during the exam preparation phase, then he/she can switch tasks with another instructor"*. Such findings indicated that problems or issues seen as minor were rather solved through collaboration between instructors. As indicated by I1 and A1, the instructors could solve any issues among them without contacting any superiors about the problem. However, suggestions that were considered belated were not given any consideration and were rejected by the administration. A1 pointed out that *"the instructors want to state their opinions later, like 'we did not like the book, the exam', but in such cases, we play our trump card and say that they did not express their opinions at the beginning"*. As pointed out by A1, belated suggestions from instructors were not taken into account. This suggested that the hierarchy was an endlessly functioning mechanism and if a chance of changing things passed, then no changes were guaranteed to have a hold. In this scenario, the instructors were given the opportunity to express their ideas at the very beginning of deciding on certain decisions to take effect in SFL, nonetheless, their opinions on certain issues changed over time but making the changes became impossible.

Considering the second theme, administerial intervention, it was revealed that in some issues regarding examinations, the administrators took active parts since these issues or problems were considered vital. However, two types of mistakes were reported by the administrators and instructors. Firstly, tolerable mistakes were reported to be relevant for the SFL contexts, which were considered non-vital. I1 asserted that *"some mistakes that occur from the examinations happening with our students can be tolerated"*. On the other hand, A3 explained the problems that occurred in the exam preparation phases by saying that *"sometimes there are problems with testing or exam question preparation or the link between students' proficiency levels and the exam questions, but we adjust them by communicating with other instructors"*. As these were indicated to be tolerable mistakes, there were also mistakes that were regarded as significant. These mistakes reported by the participants were coded as 'inevitable mistakes' because these were reported to be vital and affect the hierarchy mechanism.

> If there is a problem with the exams and these problems are visible after the exams are finished, then the administrators involved themselves in these situations … If there is a problem with the general examinations such as ERASMUS, in particular, then it is a big problem. Especially if problems occur with other examinations related to other departments, then the administrators' attitudes can be a bit harsh. (I1)

As indicated by I1, the problems that occurred in general examinations were given high-level priority to solve. This was also indicated by several other participants in the study. I2 expressed that *"coordinators follow every step. They have a deadline. To a certain date, the exams and questions would be prepared and proofread. In those cases, the coordinator mostly intervenes in the process"*, Moreover, I3 stated that *"if it is a proficiency exam or an exam that its date is known beforehand, then no one wants to be the scapegoat"*. These findings indicated that no tolerance was provided for the problems that occurred within the examinations that were related to outside departments or general ones, such as ERASMUS or proficiency exams. Therefore, it can be stated that administrators used their power to intervene when such problems occurred in the SFL context and solve them if need be.

The last theme, which was 'non-event for decision-making process', consisted of student participants' thoughts on how student suggestions were perceived or whether they had taken place or affected the exams held in SFL. Two codes emerged as a result of the thematic analysis. The students first accepted that the exams were rather independent from them and from their reach. S1 stated that *"the exams are independently created"*. S3 exclusively stated that students had no effect in exam preparation phases by saying that *"there is no such thing as student effect on exams"*. Moreover, S5 asserted that *"I don't think that we have a role in exam preparation"*. These findings retrieved from interviews with the students suggest that there was a precise belief in the students' thinking that they did not affect the way exams were prepared in SFL. Although it was previously indicated that students' thoughts and opinions on material and course content use in the classroom were valued by the instructors, this did not happen when it came to the examination part. Moreover, there were findings related to students' dislike of providing suggestions for examination in the SFL. S1 indicated that *"since there will be a lot of voice coming from every person … and if the instructor chooses one student's wishes for exams, then the majority of the students would feel that instructor is discriminating",* while S2 pointed out that *"personally speaking, I would not want to be consulted regarding exams"*. These students indicated the downsides of providing power to students in terms of enabling them to make suggestions with regard to exams in SFL. Also, S2 indicated his own perspective on his decision to stay out of sight or, in other words, being thankful for not having the privilege to make suggestions for exams. It can be stated that the hierarchical mechanism may affect every stakeholder's opinion on certain topics, including exams, as observed in the case of the students' unwillingness to have the power to describe their opinions, wishes, or suggestions to change or influence the way exams are prepared, created, and taken.

4.3. Research Question 3: What emotion regulation strategies do language instructors, students, and administrative staff employ in order to negotiate, maintain or resist power?

Considering the third research question, which focused on exploring the emotion regulation strategy use of each group of participants in SFL and the possible relationship between emotion regulation and power relations, both quantitative and qualitative data were collected from the participants. To start with, quantitative findings were analyzed and

reported regarding instructors' and students' use of cognitive reappraisal or expressive suppression strategies through the Emotion Regulation Questionnaire. Then, the qualitative findings on the above-mentioned strategies were provided and each type of data was interpreted accordingly. Table 27 below illustrates the instructors' use of emotion regulation strategies.

Table 27

Findings obtained from ERQ related to instructors' emotion regulation strategy use (N = 18)

Factors (Strategies)	**Items**	***M***	***SD***	***Min.***	***Max.***
Cognitive Reappraisal Strategy	5) When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.	4.00	0.59	2	5
	7) When I want to feel more positive emotion, I change the way I'm thinking about the situation.	3.94	0.54	3	5
	1) When I want to feel more positive emotion (such as joy or amusement), I change what I'm thinking about.	3.89	0.68	2	5
	8) I control my emotions by changing the way I think about the situation I'm in.	3.72	0.58	2	4
	3) When I want to feel less negative emotion (such as sadness or anger), I change what I'm thinking about.	3.67	0.77	1	4
	10) When I want to feel less negative emotion, I change the way I'm thinking about the situation.	3.61	0.70	2	4
	Cognitive Reappraisal Strategy Total:	3.81	0.37		
Expressive Suppression Strategy	6) I control my emotions by not expressing them.	3.22	0.81	2	4
	2) I keep my emotions to myself	2.89	1.02	2	5
	9) When I am feeling negative emotions, I make sure not to express them.	2.83	0.93	1	4
	4) When I am feeling positive emotions, I am careful not to express them	2.17	0.79	1	4
	Expressive Suppression Strategy Total:	2.78	0.53		
	TOTAL:	3.39	0.30		

Considering the quantitative findings related to instructors' use of cognitive reappraisal strategy, Table 27 above depicted the items related to cognitive reappraisal strategy in ERQ. The results indicated that the instructors agreed on using this emotion

regulation strategy in SFL since the mean scores were closer to four, which referred to an agreement to using that strategy. The highest mean scores received for cognitive reappraisal strategy were based on items five and seven. While item five referred to making oneself calm when faced with stressful situations (M = 4.00, SD = 0.59), item seven referred to changing the way one thinks about a current situation in order to feel more positive emotions (M = 3.94, SD = 0.54). One other item that received a considerably higher mean score than the rest of the items in the cognitive reappraisal strategy was the item one, which was based on changing what one was feeling to feel more positive emotions such as joy or amusement (M = 3.89, SD = 0.68). It can be stated that the instructors' purpose in using the cognitive reappraisal strategy was to change negative emotions or feelings into positive emotions by changing their way of thinking. The least mean score was based on item 10, which was related to changing the way of one's thinking about a particular situation to feel less negative emotion (M = 3.61, SD = 0.70). Therefore, it can be stated that the instructors used the cognitive reappraisal strategy since the observation of minimum and mean scores revealed that the values indicated rather an agreement or undecidedness but with closer values to four, which still indicated agreement with using this strategy.

In addition to the cognitive reappraisal strategy, the instructors' use of expressive suppression strategy was also explored through ERQ. As illustrated in Table 27 above, the instructors disagreed with using the expressive suppression strategy to regulate their emotions. The highest mean score received for this strategy was item six, which was related to controlling one's own emotions by not expressing them (M = 3.22, SD = 0.81). The rest of the items for this strategy in ERQ received low mean scores. The least mean score was relevant for item four, which was based on being careful not to express positive emotions (M = 2.17, SD = 0.79). Considering the mean scores of the items in the expressive suppression strategy part, it can be stated that the instructors did not use this strategy as much as they used the cognitive reappraisal strategy in terms of regulating their emotions. Regarding the students, descriptive analysis was run to describe the emotion regulation strategy used by them. Table 28 below illustrates the students' emotion regulation strategy use.

Table 28

Findings obtained from ERQ related to students' emotion regulation strategy use (N = 179)

Factors (Strategies)	**Items**	***M***	***SD***	***Min.***	***Max.***
Cognitive Reappraisal Strategy	5) When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm	3.69	1.09	1	5
	8) I control my emotions by changing the way I think about the situation I'm in.	3.68	0.91	1	5
	1) When I want to feel more positive emotion (such as joy or amusement), I change what I'm thinking about.	3.64	1.04	1	5
	7) When I want to feel more positive emotion, I change the way I'm thinking about the situation.	3.53	1.00	1	5
	10) When I want to feel less negative emotion, I change the way I'm thinking about the situation.	3.47	0.93	1	5
	3) When I want to feel less negative emotion (such as sadness or anger), I change what I'm thinking about.	3.41	1.11	1	5
	Cognitive Reappraisal Strategy Total:	3.57	0.69		
Expressive Suppression Strategy	2) I keep my emotions to myself.	3.47	1.14	1	5
	9) When I am feeling negative emotions, I make sure not to express them.	3.18	1.12	1	5
	6) I control my emotions by not expressing them.	3.12	1.15	1	5
	4) When I am feeling positive emotions, I am careful not to express them.	2.31	1.09	1	5
	Expressive Suppression Strategy Total:	3.02	0.81		
	TOTAL:	3.35	0.51		

The emotion regulation strategy use among students was also explored through ERQ. Considering the cognitive reappraisal strategy use of the students in SFL, it was revealed that the students were rather neutral about using the cognitive reappraisal strategy because the mean scores of each item in this strategy were below four, which was a threshold level for agreement in using the strategies. The highest mean scores received for the items in this strategy were items five and eight. Item five consisted of making oneself think about a stressful situation in a way that would help stay calm (M = 3.69, SD = 1.09), whereas item eight was related to controlling one's emotions by changing the way of thinking about that

situation (*M* = 3.68, *SD* = 0.91). The least mean score was observed for item three, which was based on changing the way of thinking to feel less negative emotions such as sadness or anger (*M* = 3.41, *SD* = 1.11). Although the results suggest that the students did not favor using the cognitive reappraisal strategy, the standard deviation of each item in this strategy indicated that the students provided contradictory answers. That is, while a group of the students stated they used this strategy by providing four or five points for each item, other groups of students in the study provided one or two points, indicating their disinterest or disagreement with using this strategy. That was why standard deviation scores were high. Nevertheless, the final results indicated that the students were neutral about using the cognitive reappraisal strategy and the difference between mean scores was not high when they were compared to instructors' use of this strategy.

Considering the use of the expressive suppression strategy of the students, the results were similar when they were compared to students' use of cognitive reappraisal strategy because the mean values were mostly centered on 3.5, which showed neutrality or partial agreement on the usage of these strategies. The highest mean score was attributed to item two, which was related to keeping one's emotions to himself (*M* = 3.47, *SD* = 1.14). Items nine and six were closer to value 3. However, item four was way below the mean scores of the rest of the items in this part of the scale. Item four, which was related to being careful not to express positive emotions, received the lowest mean score and indicated disagreement by the student participants (*M* = 2.31, *SD* = 1.09). These results suggest that the students did not want to suppress their positive emotions when they felt them. Also, the students were rather undecided or less agreed with using expressive suppression strategy to regulate their emotions. In order to further analyze and provide insight into cognitive reappraisal and expressive suppression strategies, qualitative findings regarding the emotion regulation strategy use of the participants were provided in Table 29 below.

Table 29

Emotion regulation strategy use of the participants

Participants	**Themes**	**Codes**	**Participant Codes**

Admins	Cognitive Reappraisal Strategy	Reflection on events	A2
Instructors	Expressive Suppression Strategy	Deep breaths	I1, I2, I3
		Isolation	I1, I2, I3
		Silence	I1
	Cognitive Reappraisal Strategy	Reflection on events	I1, I3
		Pollyannaism	I1
Students	Expressive Suppression Strategy	Concealed anger	S3
	Cognitive Reappraisal Strategy	Reflection on events	S5
		Empathy	S1

The qualitative findings regarding the participants' use of emotion regulation strategies in SFL provided that each group of participants used cognitive reappraisal or expressive suppression strategy to some extent. Considering the administrators, A2 stated that she reflected on her way of thinking about the current situation in SFL by saying that *"instead of looking at the bright side of a situation, I reflect on it by saying 'why did this happen that way?'. Reflection is good for me"*. Other than A2, no other administrators provided specific details about using either of the two emotion regulation strategies. However, both the instructors and students stated that they used expressive suppression and cognitive reappraisal strategies.

Considering the expressive suppression strategy, the qualitative analysis provided specific coping strategies that the participants used for suppressing their emotions. Firstly, it was found that the instructors tried to suppress their emotions by taking deep breaths. I2 stated that *"I would take deep breaths"*, Additionally, I1 expressed how and why she exercised breath exercises with regard to using expressive suppression strategy by saying that *"I took deep breaths [in a meeting] and I became silent because I believed that nothing was going to change"*. Moreover, I3 indicated that *"I do not express my real thoughts in SFL just as I display them at home. I try to control my emotions. I take deep breaths, look out the window, play music to relax myself and my students"*. These findings suggested that

the instructors hid their true emotions by using the expressive suppression strategy. As I1 indicated, she provided suggestions during a formal meeting with the administrators and other instructors, but her suggestions were disregarded by others in the meeting, thus leaving her to manage and suppress her emotions by taking deep breaths. I1's way of expressing her opinions on this matter provided further analysis of this issue. For example, I1 stated that she isolated herself from the environment and kept her silence by saying that *"honestly, I isolated myself from the environment. I didn't leave the meeting room but I behaved like I didn't exist in that room ..... I said something but I realized that they were just ignoring me"*. Hence, I1's examples from the meetings she joined to evaluate the term's English language education at SFL with her superiors and colleagues ended up keeping her emotions inside because her voice was not heard during that meeting. Such isolation was also reported by I3, who stated that *"I get away from the environment. If I cannot do that, I tell others that we need to discuss later, or I can say that I do not wish to discuss with them at that moment".* The instructors stated that they controlled and suppressed their emotions by taking deep breaths and keeping themselves silent and all these were eventually followed by the isolation of these instructors. Although isolation could be considered as a standalone coping strategy, all these coping with the situations can be considered as combined since the instructors' suppression of their emotions led them to adapt these coping mechanisms. As a last remark for expressive suppression strategy use, one of the student participants suggested that anger should be suppressed by the individuals. S3 pointed out that *"I think we should not display our negativity whenever we get angry"*. This student indicated the importance of concealing anger for himself, which was based on hindering any negativity by suppressing the negative feelings.

Considering the cognitive reappraisal strategy, there were three emerging codes related to coping mechanisms that were used by the participants to refer to how they adapted the use of the cognitive reappraisal strategy. Firstly, the participants stated that they reflected on events they faced in SFL. For instructors, these were related to rethinking their current situation to change how they felt about it:

> I prompt myself in a way that would make me relaxed, such as 'I should not get involved with this, let me be considered with teaching only' or 'There is no need to hassle with that, I can't fix it. I need to think about myself' (I1).
>
> If I feel negativity, I say to myself 'well, this happened but there must be something that I can learn from it'. Then I considered that I didn't learn my lesson from that thing. Every cloud has a silver lining. Therefore, I always change these situations in a way to interpret them positively (I3).

While the instructors stated that they reinterpreted the way they thought about certain situations they faced. It can be stated that I1 interpreted her own positionality toward the actions happening around her. For example, from her comments, it was revealed that she was overworking and dealing with other work other than teaching in the hierarchy of SFL. That was why, considering her own position with regard to what she had been doing, she was tired, and she reinterpreted all those events to make the burden on her shoulders much lesser. In the case of I2, however, it was revealed that the negativity was reinterpreted and changed into positivity. She mentioned the significance of learning lessons from situations she faced. Moreover, I1 stated that she was usually considering the positive side of everything by saying *"you know, it is labeled as Pollyannaism … I always play that, but it lasts like 5 minutes or so"*. Hence, this instructor considered herself as thinking the positive part of her job, but it lasted shorter for her. There were also students who reflected on current events they confronted, and they also elaborated on establishing empathy. For example,

> I am a very vengeful person. I do not make my vengeance obvious but if someone gets another person into trouble or bothers him, I don't get happy from this. I think to myself, 'he is hurt'. Then, I push myself into thinking about the positive side more (S5).
>
> 'Why did the person in front of me say, did, or is about to do such a thing?' Thinking about this, I try to file myself into thinking that what is wrong for me from his point of view may be right for him (S1).

These findings explored from the interviews with the students suggest that the students were trying to change the way they thought about specific situations they faced in SFL. As S5 indicated, even if the characteristics of S5 were based on being a vengeful person, she cared for others who were hurt. In S1's situation, on the other hand, establishing empathy for the others was essential because S1 was critically thinking about the situations he faced through constant questioning, which led him to consider the others' points of view. All in all, both strategies were revealed to be highly used by the participants, although the quantitative results indicated that the instructors and the students were rather neutral or disagreed with using both emotion regulation strategies. A further analysis was also reported to explore the relationship between the hierarchy of SFL and the emotion regulation strategy use of the participants in Table 30 below.

Table 30

The effect of hierarchy on emotion regulation practices in SFL

Participants	Themes	Codes	Participant Codes
Instructors	Perceived Necessary Emotional Build-up	Obligatory respect	I2
		Emotional change	I1
		Obligatory empathy	S1, S4
		Obligatory respect	S6
Students	Perceived Necessary Emotional Build-up	Obligatory anger	S1
		Subconscious suppression	S3
		Mutual emotion suppression	S3
		Emotional change	S4

Under the theme labeled 'perceived necessary emotional build-up', it was revealed that the participants, mostly the instructors and the students, mentioned being forced to express certain emotions because of the hierarchy (Table 30). For the students, this was about instructors' obligatory use of anger and their use of empathy and respect. S1 stated that *"the instructor would be more defensive in the classroom because of the hierarchy against the*

students". Also, S4 expressed the need for empathy in the classroom by saying that *"I believe there should be empathy in the classroom and we should be guided".* These findings suggest that the students felt an obligation to alter their feelings or emotions, which can be related to use of cognitive reappraisal strategy. The students reinterpreted their emotions in order to conform to the hierarchy, which demanded them to adapt certain emotions to be displayed to their instructors. There was also one student who further elaborated on how hierarchy affected the way of suppressing his emotions.

> I suppress my emotions toward my instructors because I don't want to get in trouble with them. The instructor is an authority in the school. I can't defend myself even if I am right. If I go to the administrators, they will always defend the instructors. (S6)

According to S6, suppression of emotions was necessary for him since he saw the hierarchy as a mechanism that allowed the superiors to defend the ones who were higher layers compared to the students. Hence, he believed that he would not be supported in such a hierarchy even if he was right. Such an effect of hierarchy on people's emotions in SFL, I1 stated that she had to show respect to those who were superior to her, and she pointed out that she had to alter what to say to the ones higher in the hierarchy.

> We have a director. I don't have to like her, but I must respect her. … While I think less if I have to say something to my students, I try to think twice and choose my words carefully when I must talk to those superior to me and who are in higher places in the hierarchy. (I1)

As described by I1, hierarchy played an important role in her suppression of emotions because it affected and changed her feelings, emotions, and speech when it came to talking to her superiors in the hierarchy. What is more interesting was to realize that I1 found herself relaxed while talking to the students and she was natural with them. However, if she needed to talk to her superiors, such as the director, then she was careful in how to behave and express herself. This indicated that the I1 suppressed her natural behaviors and feelings

because of the hierarchy in SFL. As a final remark, one of the students stated that there should be mutual emotion suppression between the students and the instructors. S3 pointed out that *"just as I manage my emotions smoothly, then the instructor must do the same"*. Overall, the findings regarding the relationship between hierarchy and the participants' use of emotion regulation strategy revealed that the hierarchy was influential on whether the instructors and the students suppressed or reinterpreted their emotions in a way to conform with the hierarchy. The students felt an obligation to suppress or reinterpret their emotions because of their instructors' positions in the hierarchy while the instructors believed that they had to be respectful toward their superiors, but they were rather relaxed when interacting with their students, which indicated that supremacy was the final mark in whether to express an emotion or to suppress and reinterpret it inside of a person.

4.4. Research Question 4: Is there a relationship between gender, emotional labor strategies, and emotion regulation strategies that language instructors, students, and administrative staff employ?

In order to explore the fourth research question stated in this study, both quantitative and qualitative data were collected to analyze the correlation between instructors' and the students' genders and their emotional labor and emotion regulation strategy use. The quantitative data were first introduced, then it was followed by the qualitative data. Starting with the students, two tables were formed to illustrate the Pearson correlation analysis for the two groups of participants. Firstly, the descriptive analysis for ELS and ERQ for female and male students is given in Table 31 below.

Table 31

Overall descriptive results related to female and male students' responds to ELS and ERQ

Scales	Scale factors	Gender	*M*	*SD*
Emotional Labor Scale	Surface Acting	Female	2.37	0.72
		Male	2.41	0.70
	Deep Acting	Female	2.69	0.98
		Male	2.63	0.96
	Naturally Expressed Emotions	Female	4.07	0.68
		Male	4.14	0.69
Emotion Regulation Questionnaire	Cognitive Reappraisal	Female	3.57	0.65
		Male	3.57	0.77
		Female	2.96	0.80

	Expressive Suppression	Male	3.10	0.82

Comparing the mean values regarding ELS and ERQ for any differences between male and female students revealed that most of the mean scores obtained from scale factors were similar. However, it can be stated that there were minimal differences in the uses of deep acting, naturally expressed emotions and expressive suppression strategies. The results for the female students' use of the deep acting strategy (M = 2.69, SD = 0.98) was higher than the male students' use of that strategy (M = 2.63, SD = 0.96). However, the mean score for the naturally expressed emotions strategy was higher for the male students (M = 4.14, SD = 0.69 compared to the female students (M = 4.07, SD = 0.68) It was also interesting to reveal that the mean scores for female and male students' use of cognitive reappraisal strategy were the same (M = 3.57). All in all, it can be stated that there were minimal to no differences with regard to gender considering the mean scores for the scale factors in ELS and ERQ. In order to further explore the relationship between gender and the variables, such as the scale factors, Pearson correlation analysis was conducted. The results of the Pearson correlation was provided in Table 32 below.

Table 32

Pearson's correlation coefficients regarding students' gender, emotional labor, and emotion regulation strategies toward their instructors (N = 179)

		1	2	3	4	5	6
Gender (1)	r						
Surface Acting (2)	r	.03					
Deep Acting (3)	r	-.03	.30**				
Naturally Expressed Emotions (4)	r	.05	-.51**	-.17*			
Cognitive Reappraisal (5)	r	.00	-.00	.04	.10		

Expressive Suppression (6)	r	.08	.02	-.14	-.09	-.08

*. Correlation is significant at the .05 level (2-tailed).
**. Correlation is significant at the .01 level (2-tailed).

Considering the fourth research question of this study, Table 32 above illustrated a Pearson's correlation analysis to explore whether a relationship existed between the students' gender and their emotional labor and emotion regulation strategy usage. The Pearson correlation analysis provided that no significant correlation was found between gender, ELS and ERS ($p > .05$). Despite the fact that this research question exclusively explored possible correlations between gender and students' use of emotional labor and emotion regulation strategies, the analysis revealed some significant results. It was revealed that there was a weak but significant, positive correlation between deep acting strategy and surface acting strategy use of the students ($r(179) = .30$, $p < .001$, $R^2 = .09$). There was also a moderate, significant, and negative correlation between naturally expressed emotions strategy and deep acting strategy use of the students ($r(179) = -.51$, $p < .001$, $R^2 = .26$). Moreover, the correlation between naturally expressed emotions and deep acting strategy revealed a weak, negative but significant correlation ($r(179) = -.17$, $p = .02$, $R^2 = .03$). These findings yielded that the students' answers to the deep acting and naturally expressed emotions strategies were opposites of each other. For example, as the naturally expressed emotions strategies received four or five points, deep acting received less than four points. While one was increasing, the other decreased. On the other hand, a weak but significant and positive correlation found between students' surface acting and deep acting strategy use indicated that the students were providing similar points but not frequently, as indicated by the moderate level correlation between the two strategies. Therefore, two significant correlations were found between the two emotional labor strategies of the students, while gender had zero or extremely poor correlation with all the other variables.

Table 33

Overall descriptive results related to female and male instructors' responds to ELS and ERQ

Scales	**Scale factors**	**Gender**	***M***	***SD***

Emotional Labor Scale	Surface Acting toward Administrators	Female	2.00	0.58
		Male	2.08	0.42
	Surface Acting toward Students	Female	2.25	0.72
		Male	2.96	0.52
	Deep Acting toward Administrators	Female	2.30	1.03
		Male	2.88	1.27
	Deep Acting toward Students	Female	2.84	0.97
		Male	3.19	0.99
	Naturally Expressed Emotions toward Administrators	Female	4.10	0.59
		Male	4.25	0.50
	Naturally Expressed Emotions toward Students	Female	4.19	0.65
		Male	3.58	0.83
Emotion Regulation Questionnaire	Cognitive Reappraisal	Female	3.89	0.30
		Male	3.50	0.49
	Expressive Suppression	Female	2.73	0.58
		Male	2.94	0.38

Comparing the mean values regarding ELS and ERQ for any differences between male and female instructors revealed that most of the mean scores obtained from scale factors were similar. However, it can be stated that there were minimal differences in the instructors' uses of surface acting strategy toward their students. While male instructors agreed to suppress their emotions toward their students with higher mean scores for this strategy (M = 2.96, SD = 0.52), when compared to female instructors (M = 2.25, SD = 0.72). All in all, it can be stated that there were minimal differences with regard to gender considering the mean scores for the scale factors in the ELS and ERQ for instructors. In order to further explore the relationship between gender and the variables, such as the scale factors, Pearson correlation analysis was also conducted for the instructors. The results of the Pearson correlation were provided in Table 34 below.

Table 34

Pearson correlation regarding instructors' gender, emotional labor, and emotion regulation strategies toward their administrators and students (N = 18)

		1	2	3	4	5	6	7	8	9
Gender (1)	r									

Surface Acting toward Admins (2)	r	.07							
Deep Acting toward Admins (3)	r	.23	.15						
Naturally expressed emotions to Admins (4)	r	.10	-.50*	-.02					
Surface Acting toward Students (5)	r	.42	.52*	.19	-.25				
Deep Acting toward Students (6)	r	.16	.24	.80**	-.01	.30			
Naturally expressed emotions to Admins (7)	r	-.36	-.37	.02	.66**	-.47	.02		
Cognitive Reappraisal (8)	r	-.45	.16	-.23	.14	-.17	-.23	.44	
Expressive Suppression (9)	r	.16	-.20	.05	-.04	-.19	.05	.05	-.03

*. Correlation is significant at the .05 level (2-tailed).
**. Correlation is significant at the .01 level (2-tailed).

As Table 34 shows, there was no significant correlation between gender and other variables ($p > .05$). Although there were moderate correlations found between gender and instructors' use of deep acting strategy toward their students and cognitive reappraisal strategy, these correlations were insignificant. Despite the fact that this research question exclusively explored possible correlations between gender and students' use of emotional labor and emotion regulation strategies, the analysis revealed some significant results. A good, significant, and positive relationship between the deep acting strategy use of the instructors toward their students and the deep acting strategy use of them toward their administrators ($r(18) = .80$, $p < .001$, $R^2 = .64$). This showed that the instructors' use of deep

acting toward their administrators and students were the same. One of the other results yielded a strong, significant, and positive correlation between administrators' use of naturally expressed emotions strategy toward their administrators and students ($r(18) = .66$, $p < .001$, $R^2 = .43$). This finding was similar to the previous finding in a way that the instructors' use of naturally expressed emotions toward their administrators and students were similar. This was also relevant to the surface acting strategy use of instructors toward their administrators and the students. However, such correlation was revealed to be moderate, significant, and positive ($r(18) = .52$, $p = .03$, $R^2 = .27$), unlike the deep acting and the naturally expressed emotions strategies, which revealed stronger correlations. There was also a moderate, significant but negative correlation between the instructors' use of naturally expressed emotions strategy toward their administrators and their use of surface acting strategy toward their instructors ($r(18) = -.50$, $p = .04$, $R^2 = .25$). Considering the other results, especially the gender, it can be stated that there was no significant correlation between gender and other variables. Although there were moderate correlations found between gender and instructors' use of deep acting strategy toward their students and instructors' use of cognitive reappraisal strategy, these correlations were insignificant. Therefore, it can be stated that the Pearson correlation analysis revealed that there were no significant correlations between gender and other variables while the instructors' use of all the emotional labor strategies was correlated with their usage of these strategies toward both administrators and students, although the surface acting strategy was correlated moderately when it was compared to other two emotional labor strategies. In order to better understand the role that gender plays in ERQ and ELS, all participant groups were asked about their perceptions regarding gender as a factor during the semi-structured interviews. The interview data was submitted to inductive thematic analysis and the findings were presented in Table 35 below.

Table 35

Perceived aspects on gender differences in emotional labor in SFL

Participants	Themes	Codes	Participant Codes
Administrators	Qualities attributed to female emotional labor experiences	Emotional expressivity	A1
Instructors		Emotional expressivity	I1, I2

Students	Qualities attributed to female emotional labor experiences	Emotional intensity	I3
		Toleration	I1
	Qualities attributed to male emotional labor experiences	Attitude	I1, I2
		Restrained emotions	I1, I2
	Qualities attributed to female emotional labor experiences	Emotional expressivity	S4, S5
		Suppression	S1, S9
		Presence of mind	S1, S3
		Emotional intensity	S4
	Qualities attributed to male emotional labor experiences	Male entitlement and patriarchy	S4, S5
		Attitude	S6

The qualitative findings regarding gender and its relationship with emotional labor and emotion regulation strategies revealed that there was a connection between these variables. Two themes emerged from the analysis. First of all, considering the qualities attributed to female stakeholders, it must be acknowledged that many interviewees stated that they found females to be more emotionally expressive. For example, I1 stated that *"I believe that women express their emotions clearer"*. Also, A1 indicated that *"I believe in our organization, the women are more successful at expressing their emotions"*. Moreover, I2 pointed out that *"women display their emotions more"*. These findings suggest that women were considered as being more emotionally outward than men were. There was also a student, S4, who expressed her opinion on this matter by saying that *"we [the women] think about a certain issue to the smallest detail"*. Although the outward emotional display was considered to be one of the many qualities of females, a contrasting finding was also relevant. S1 pointed out that women also suppress their emotions more than men. S1 stated that *"women can suppress their emotions a little more, compared to men"*. Additionally, S9 explained the idea that female teachers' emotional burden was more than male teachers by saying that *"female teachers do more emotional labor because all the work in the house and here pile on them. They try to neutralize their emotions. I saw so few female teachers who reflected their negativity to the students"*. These findings indicated that the female instructors suppressed their emotions, and they did not reflect their negative emotions toward their students. In this case, the female instructors used surface acting and expressive suppression strategies more while they were also using naturally expressed emotions strategy. There were a few other qualities attributed to females, which were coded as

'presence of mind', and 'toleration'. Instructors and the students stated that the females were usually the calming side of the interactions, which made it possible to tolerate others within a hierarchy. S1 indicated that *"women are good at staying calm"* while S3 pointed out the sedative side of female people by saying that *"usually the woman is always the sedative for no reason"*. On the other hand, I1 asserted that *"people can listen to female teachers in a more tolerable way"*. These qualities attributed to females showed their side of being emotionally intense since it was indicated by two participants that the females were intense people, and they could make observations and feel more responsible on certain issues. S4 indicated that *"women make much more observations. They think more in their heads"*. I3's explanation regarding this quality was more in detail in the sense that she provided why female instructors were more maternal in the workplace toward their students. For instance,

> There are areas where we, as women, feel a little bit more responsible, about the house, our children, and life. So maybe those emotional burdens are reflected in the classroom, as well. For example, you are a mother, and you have a child of your students' age. So, you can establish a bond. Then, I think your emotional load may increase. (I3)

As further detailed by I3, the instructors' emotional intensity came from the bonds they formed between their children and their students. As stated by I3, if the female instructors were also mothers, they would feel a bond with their students because of their children. This was an important finding since the maternal side of female instructors could play a significant role in caring for the students and being more emotionally intense.

One last quality attributed to female participants was related to a criticism made for male entitlement and patriarchy in SFL. S4 expressed that *"some of the male students come to us and ask, 'is there any homework?' and he expects that I would answer him. He doesn't think that I might be busy. There are so many disrespectful students"*. Also, S5 indicated that *"there is a perception that men dominate females"*. These findings indicated that both S4 and S5 elaborated on the superiority of male students over them. S5's comment on the norm that men were superior to females indicated that this superiority was related to society. In this regard, it can be stated that the superiority of men resulted from society and this kind of superiority became a norm. S4's example provided a clear agreement on this statement

because the male student was asking a question the female student. Although S4 did not want to answer the male student's question, he remained there waiting for a response.

Secondly, regarding the qualities attributed to male emotional labor experiences, it was revealed that the attitudes of the male people were considered to be that of a silent one. I2 indicated that *"men are expected to be serious. "Seriousness is always expected from men. Since childhood, they say that 'you are a man, men do not cry', etc."*. Also, I1 compared the reactions toward male and female people's attitudes by saying that *"when a woman develops a harsh attitude and discourse on a subject, the reaction to her and to a man when he develops a harsh statement can change inevitably"*. As indicated by I1 and I2, men were expected to be always serious, which was considered to be embedded in society because, as I2 referred to, it started from childhood and became a norm over time. Also, I3's description provided that reactions toward men and female differed, which meant that men might have received harsh responses while women received softer responses when they did so. One other quality attributed to men was based on their state of restraining emotions. I1 indicated that *"I believe men control themselves much more … since men tend to be harsh, they may find it right to suppress their emotions"*. In addition, I2 asserted that *"I believe men try to suppress their emotions more. In our organization, we, the women, always laugh and speak louder but in men's offices, there is always silence"*. As described by both of the instructors, it was revealed that men were observed as being silent. They restrained from displaying their emotions, as pointed out by I1 and I2. Therefore, it can be stated that while women were seen as people who expressed and also suppressed their emotions in SFL, the men were only seen as a group of people who were usually silent. This means that the female group was using surface acting, naturally expressed emotions, and expressive suppression strategies to suppress, manage, or display their emotions in SFL. However, men were usually considered to use surface acting and expressive suppression strategies.

Table 36

Factors affecting the role of gender in emotional labor

Participants	Themes	Codes	Participant Codes
Admins	Societal Norms	Conformity to stereotypes	A2

		Misunderstood emotional expressions	I1
		Cultural sensitivity	I1
Instructors	Societal Norms	Conformity to stereotypes	I3
		Female-dominatedness	I1
		Positive discrimination	I1
Students	Societal Norms	Conformity to stereotypes	S3

Exploring gender as a variable in this study did not only focus on its relation to emotional labor and the emotion regulation strategy use of the participants but it was also based on investigating the factors that affected the role of gender in terms of the emotional labor of each participant group (Table 36). Although many of the participants did not elaborate further on such factors, there were three participants who provided a detailed analysis of the role of gender. As a result of the qualitative analysis, a theme labeled 'societal norms' was created since the codes that emerged from the analysis were based on participants' reflections on the norms that originated from society. First of all, it was found that stereotypes were considered to be effective in terms of how, especially women, should act, behave, or even feel in society. S3 stated that *"psychologically, you think 'should I do it like that?'. That may not be your habit but at one second, you consider that question"* (S3). Moreover, A2 indicated that *"it is as if the criteria for female managers are higher, that is, women managers are selected over those who exceed a certain bar"*. Focusing on the teaching side, I3 expressed that *"in our society, teaching is seen as a female profession. I know from my own children in preferring female teachers, who are considered more compassionate and maternal"*. These findings indicated that stereotypes of gender differences existed in society and these stereotypes were turned into norms. As described by S3, when she was forced into thinking about something else, she questioned whether she should do it. On the other hand, A2 described that the criteria were higher for choosing a female administrator in an organization. A2's opinion on this matter revealed that qualities attributed to female administrators were much higher than qualities required from men in terms of choosing and appointing an administrator in SFL. Considering the other codes that emerged as a result of the analysis, I1 elaborated further on the female-dominatedness and

positive discrimination towards female instructors in SFL. I1 drew attention to the female domination in the English language education world, in terms of instructors, by saying that *"especially in the SFL context, there is a female-dominated ecology ... since there is a positive discrimination against women, the words that a woman uses may be perceived differently when another man uses them."* (I1). As pointed out in the earlier parts of this section, I1 indicated that the use of language between women and men can be perceived differently. Hence, meaning-making for each gender may differ greatly. It can be stated that while a woman can be perceived as friendly when saying something, a man can be perceived as aggressive if he gets pushy. The same participant also stated that male instructors' emotions could be misinterpreted by others, saying that *"male instructors are exposed to a higher level of misunderstanding ... because there is a sensitivity in society"*. This finding revealed the reason why male instructors in SFL were considered to be silent and restraining themselves from exposing their emotions to the public. That is, they could be misunderstood if they revealed their negative emotions toward others in the hierarchy. The sensitivity that was stated by I1 can refer to how specific norms in society were established in a way that men would be seen as strong figures who protect, while women would be recognized as maternal and friendly who provide compassion to others.

4.5. Research Question 5: Is there a significant difference between the emotional labor strategies and emotion regulation strategies of male and female language instructors and students?

In order to explore the last research question stated in this study, independent-samples t-tests were conducted to analyze whether there was a significant difference between the male and female instructors and students in terms of their emotional labor and emotion regulation strategy use.

Regarding the data analysis for the instructors, no significant difference was found between the female and male instructors in terms of each strategy use. Comparing the female and male instructors in terms of their surface acting strategy use toward their students, there was no significant difference between the female (M = 2.25, SD = 0.71) and male (M = 2.96, SD = 0.52), $t(16) = -1.83$, $p > .05$. For the deep acting strategy use toward students, no significance found between female (M = 2.30, SD = 1.03) and male instructors (M = 2.30,

SD = 1.03), *t*(16) = -0.94, *p* > .05. For the naturally expressed emotion strategy use toward students, no significance was found between female (*M* = 4.19, *SD* = 0.65) and male instructors (*M* = 3.58, *SD* = 0.83), *t*(16) = 1.56, *p* > .05. For the surface acting strategy use toward administrators, no significance was found between female (*M* = 2.00, *SD* = 0.59) and male instructors (*M* = 2.08, *SD* = 0.42), *t*(16) = -0.26, *p* > .05. For the deep acting strategy use toward administrators, no significance was found between female (*M* = 2.30, *SD* = 1.03) and male instructors (*M* = 2.88, *SD* = 1.27), *t*(16) = -0.94, *p* > .05. For the naturally expressed emotions strategy use toward administrators, no significance was found between female (*M* = 4.10, *SD* = 0.71) and male instructors (*M* = 4.25, *SD* = 0.50), *t*(16) = -0.40, *p* > .05.

Considering the emotion regulation strategies for the instructors, for cognitive reappraisal strategy use, for the cognitive reappraisal strategy use, no significance was found between female (*M* = 3.89, *SD* = 0.30) and male instructors (*M* = 3.50, *SD* = 0.49), *t*(16) = 2.03, *p* > .05. For the expressive suppression strategy use, no significance was found between female (*M* = 2.73, *SD* = 0.58) and male instructors (*M* = 2.94, *SD* = 0.38), *t*(16) = -0.67, *p* > .05.

Considering the female and male students, whether there were significant differences between them in terms of using emotional labor and emotion regulation strategies, it was found that there were no significant differences for any of the strategies. Comparing the female and male students in terms of their surface acting strategy use, it was found that there was no significant difference between the female (*M* = 2.37, *SD* = 0.72) and male students (*M* = 2.41, *SD* = 0.70), *t*(177) = -0.34, *p* > .05. For deep acting strategy use, no significant difference was found between the female (*M* = 2.69, *SD* = 0.99) and male students (*M* = 2.64, *SD* = 0.96), *t*(177) = 0.38, *p* > .05. For naturally expressed emotions strategy use, no significant difference was found between the female (*M* = 4.07, *SD* = 0.68) and male students (*M* = 4.14, *SD* = 0.69), *t*(177) = -0.60, *p* > .05.

Considering the emotion regulation strategies for the students, for cognitive reappraisal strategy use, no significant difference was found between the female (*M* = 3.57, *SD* = 0.65) and male students (*M* = 3.57, *SD* = 0.77), *t*(177) = 0.01, *p* > .05. For expressive suppression strategy use, no significant difference was found between the female (*M* = 2.97, *SD* = 0.81) and male students (*M* = 3.10, *SD* = 0.82), *t*(177) = -1.10, *p* > .05. All in all,

independent-samples t-tests revealed that there were no significant differences between gender and emotional labor and emotion regulation strategies in both the instructor and student groups in the study although the contradictory qualitative findings were presented in the fourth research questions.

4.6. Chapter Summary

In this chapter, quantitative and qualitative findings on each research question were provided and all findings were illustrated via tables.

CHAPTER V
DISCUSSION, CONCLUSION, AND IMPLICATIONS

In this section of the study, findings collected from the quantitative and qualitative part of the study were discussed in relation to the studies in the relevant literature for each research question. Then, the conclusion of the study was provided. Implications that can be drawn from this study were also provided.

5.1. Research Question 1: What is the relationship between the emotional labor strategy of language instructors, students, and administrative staff and power relations at the school of foreign languages?

Considering the first research question, it was aimed to explore the participants' use of emotional labor strategies while also accounting for power relations prevalent in the SFL. Sub research questions were formulated to account for the emotional labor strategy use of the participants, how the participants perceive the hierarchy in the SFL, and how their emotional labor strategies are related to power relations.

5.1.1. Research Question 1.A) What is the relationship between the emotional labor strategy of language instructors, students, and administrative staff and power relations at the school of foreign languages?

Considering the first sub research question for the first research question, the quantitative results on emotional labor strategy use indicated that instructors and students used naturally expressed emotions strategy the most, while they used less surface acting and deep acting strategies. However, the qualitative findings revealed that all the participant groups in the study used each emotional labor strategy.

To begin with, surface acting strategy use was mostly reported in the qualitative part of the study. Especially the instructors stated that they should leave certain things outside the classroom, such as negative emotions or bad experiences, and then act accordingly. This way of using surface acting brings out several conclusions for the instructors. Firstly, as it

was verified through many studies in the literature, surface acting strategy causes burnout and emotional exhaustion (Basım et al., 2013; Akın et al., 2014; Ghanizadeh & Royaei, 2015; Gürbüz & Dede, 2018; Tuxford, 2015) for the teachers. Constant suppression of emotions may lead instructors to feel more exhausted, mentally and emotionally since this emotional labor strategy makes teachers hinder their natural behaviors, feelings, and emotions. This may also be relevant for the SFL context where instructors are always in constant interaction with the students, in the classroom, in the exams, and in other social events in the university environment. Hence, hindering inner emotions and faking those emotions to display a positive face toward students may result in instructors' burnout and emotional exhaustion. Secondly, the use of surface acting strategy by the instructors leads to their use of all necessary means to suppress their emotions, which, in turn, ends with the depletion of emotional reserves (Tuxford & Bradley, 2015) since the emotionally intense interactions between the students and the instructors would end up in using surface acting strategy. Constant faking of emotions between the students and the instructors lead them both to use their emotional resources to not just suppress the unwanted, negative emotions, but also it is required of them to alter their outer emotion. That is why it can be stated that surface acting acted as an instrument to pave way for deep acting strategy use for this study's participants. Lastly, surface acting strategy use may not always be done since it was required as part of the emotional display rules, but it may be adapted since it is easier to use (Taylor, 2020). Especially considering the students, they might consider that it was easier to use this strategy because one of the student participants, S9, stated that he would just suppress his own emotions in order not to quarrel with the teacher. Even if the teacher asks what the problem is, this student did not try to tell the specifics and he mainly avoided his instructor by simply suppressing his emotions.

On the other hand, the instructors stated that they naturally expressed their emotions to not to disrupt their communication with their students and colleagues. Most of the participants mentioned that they displayed their positive emotions, rather than exhibiting any negative emotions, to each other in the SFL. While instructors stated that they would show their pride and peace to others around them, the students indicated that they would show whatever positive emotion they feel but they would also keep quiet if they feel negative emotions. It is only natural to observe that the majority of the participants used naturally

expressed emotions. As explored in the literature, this emotional labor strategy increases teachers' organizational commitment and job satisfaction (Akın, 2021; Arif et al., 2019; Deliveli & Kıral, 2020; Yin et al., 2013). It can be stated that the reason why this strategy was highly used by the participants in this study stems from the fact that positivity felt by this particular strategy was not received by the other two emotional labor strategies, namely, surface acting and deep acting strategies. Since interactions cut both ways, the instructors' emotions can affect the students' emotions. This way, if positive feelings and emotions are attributed to students in a classroom, then the classroom atmosphere can become positive. Focusing more on being natural about emotional display, it can be stated that displaying genuine and natural emotions may not always refer to a sense of professionality, as described earlier. It can also be related to one's own personality traits (Deliveli & Kıral, 2020). Indeed, instructors and students who stated that they would show positive emotions in the SFL may think that way because their own personality is based on characteristics that require them to share their positivity with the ones around them. Also, participants, especially the instructors, may feel that displaying and sharing positive feelings is a moral duty. As Ashforth and Humphrey (1993) explained, there can be a positive relationship between the emotional display rules of an organization and the felt emotions of the stakeholders. What this means for this study is that instructors' and students' ways of showing their genuine emotions to each other may be the result of an unknown allegiance to the emotional display rules. That is, since the emotional display rules demand stakeholders to express the desired emotions, which are mostly the positive ones, to one another, it can be stated that a sense of moral obligation or duty to express these felt positive emotions may be related to indirect compliance to emotional display rules. Moreover, emotions may change over time. Experience can play a great role in attaining to naturally expressed emotions strategy because, as the years pass, especially the instructors may change their positionality with regard to how they would change their emotions and whether or not to express them (Ashforth & Humphrey, 1993; Hochschild, 1983). The instructors' emotions toward the students may develop over time in a way that sincerity may be established between the two groups.

5.1.2. Research Question 1.B) How do administrators, instructors, and students perceive the hierarchical organizational structure in the SFL in relation with the power relations?

Considering the participants' views regarding the hierarchical organizational structure, the above-mentioned sub research question aimed to explore the perception of the participants toward the hierarchy relevant to the SFL. When the participants were asked about their views on whether there was a hierarchy in the SFL, the majority of them answered that they observed a rather vertical hierarchical organization in the SFL. Their perceptions of the hierarchy were also based on the fact that the hierarchy itself was seen as formed unintentionally. These findings can be related to the fourth dimension of power. The fourth dimension of power does not consider power as a biological tool to be owned, but rather it is considered as a part of the system, or a paradigm that is given to people (Digeser, 1992; Foucault 1980; Haugaard, 2012; Lukes, 2021). The administrators' way of representing the hierarchy, in particular, can be a great example of exercising the fourth dimension of power because they were aware of the fact that their power was granted to them. That is, the power they had as administrators within the hierarchy of SFL was the power given by their superiors to them to do the necessary tasks required of them in that context. Moreover, it was found that the first dimension of power was relevant for the hierarchy in SFL because there was a power exercise by superiors on the people in the subordinate layers of the hierarchy (Dahl, 1957; Lukes, 2005). One of the administrators indicated that he was willing to show the 'necessary emotions' when needed. What he meant by that may be related to expressing necessary, formal emotions that were required as part of emotional display rules. So, this administrator, A3, was willing to use his power and superiority to show negative emotions if there would be any disruptions in the hierarchy of SFL.

Focusing on the power side of emotional labor and the hierarchy in SFL, the students stated that the instructors needed to be authoritative in the instances where there was a disruption caused by the students in the classroom. The majority of the students also preferred instructors who were authoritative in the classroom. Their motivation for saying this was based on the idea that they learned the topics clearly in those lessons. However, such conceptualization of authority can be related to the second and third dimensions of

power. First of all, the reason why students perceived authority as a positive aspect in the classroom might stem from the fact that they were taught by societal norms to conceive that authority is related to order, which may result in a further and clear understanding of the lessons being taught. If there is a disruption in the classroom which is considered as impeding the way of English language learning process, then the students' perception towards learning may be centered on the equation that good education is the one that is instructed clearly, without any errors and disruption that may be caused by others, especially their peers. This perception of the students can be related to the term mobilization of bias (Bachrach & Baratz, 1970). As explored in the literature review, mobilization of bias refers to the set of values and beliefs being set by superiors or powerful groups of people within the societies. The fact that students believe in the idea that there should be an authority in the classroom where instructors would be able to silence the students shows the impact of the mobilization of bias. If not for individuals, it can be established through societal norms. As explored in the work of Hofstede (2011), culture may be an important variable in terms of how this power mechanism and mobilization of bias is established. According to Hofstede (2011), there is a large power distance in Turkish culture, which means that there is a dependent and hierarchical mechanism in which the superiors are inaccessible and that the managers and rulers depend heavily on the rules. In the context of this study, these characteristics can be confirmed and verified. The way that administrators and instructors display their negative, natural emotions toward their subordinates, and the way instructors and students cannot display their genuine and natural emotions to their superiors within the hierarchy of SFL indicate a large power distance, which promotes the vertical hierarchical organizational structure and use of power by powerful stakeholders. Referring back to the mobilization of bias, it is structured through such power use of the stakeholders. Although in its nature, mobilization of bias refers to the formation of beliefs and values by powerful groups, it may not necessarily mean that such beliefs and values are determined by powerful groups of people. In the SFL, the participants believed that the hierarchy mechanism was natural and was not formed by the people, it was considered a natural construct, which refers to the fourth dimension of power as described earlier (Foucault, 1980). However, a set of biases, values, and beliefs may be established through societal norms that are formed over time within society. The fact that administrators believed in the necessity of displaying those negative emotions is a great example of the mobilization of bias. If they observe a disruption in the hierarchy mechanism, they do not suppress or alter their emotions but rather show

them to their inferiors to get the work done properly, without any errors and mistakes. Hence, mobilization of bias may occur in a way that inferiors within the hierarchy, especially the students in this case, are made to believe that quality education is achieved with authoritative instructors. This finding contradicts a small number of studies within the literature. Quinlan (2016) and Moore and Kuol's (2017) studies revealed that the perceptions of students on quality education were based on the emotional side of learning. In this study, emotional instructors were regarded as ineffective in terms of English language education by the students. It can be stated that students may expect their instructors to adapt and use emotional labor strategies to not display any emotions, either negative or positive, to them.

5.1.3. Research Question 1.C) How do administrators, instructors, and students experience emotional labor with regard to emotional display rules in SFL?

As described earlier, one of the administrators explained that he purposefully displayed negative emotions. The necessity of showing negative feelings for one of the administrators may be related to the disruption that may be caused by other stakeholders within the hierarchy. Since he is the administrator and the superior figure in the hierarchy compared to the instructors and the students, the administrator may feel obliged to make the hierarchy mechanism sustainable. Disruptions, in this sense, may erupt the flow of the vertical hierarchy. That is why the fourth dimension of power is relevant for this study's context because the administrators were willing to do the necessary things if any mistakes occurred and they were also willing to express their negative emotions and feelings toward their subordinates. The practice of the fourth dimension of power was not only related to administrators, the instructors also stated that they had to be authoritative at some times in order to maintain order in the classroom. In this kind of scenario, the instructors were willing to show their negative emotions to ensure that order is maintained in the classroom, just like the administrators did when they thought of alternative scenarios where a possible disruption was caused by other stakeholders. Hence, it can be stated that emotional expressivity changes with regard to the fourth dimension of power because the stakeholders display their negative emotions when they foresee or witness any disruption coming from their subordinates.

Other than this, one of the administrators stated that he would suppress his emotions if it was required within the hierarchy of the SFL. This finding can also be related to one study in the literature which suggests that principals use surface acting strategy in order not to disrupt the organizational climate (Yıldırım & Akdoğan, 2019). In this regard, it might not be wrong to state that this administrator's motivation to use his power to show aggression was based on promoting the organizational climate in SFL. Considering the instructors and students, two of the participants provided insights into how the first dimension of power was exercised. As one of the instructors indicated, she preferred not to display her natural emotions to her administrators. One student, on the other hand, stated that he suppressed his emotions toward his instructor in order to pass the classroom. What these findings suggest is that the first dimension of power was used in the hierarchy of SFL. Although Dahl (1957) and Lukes (2005) indicate that the first dimension of power requires a powerful person to make the powerless groups of people do his bidding, this way of a direct power exercise cannot be indicated to hold ground in SFL because an indirect way of exercising power is relevant. For participant S6, in order to pass the classroom, he needed to fake his emotions to be seen as positive toward his instructor while deep inside, he felt negative feelings. This way of indirect influence can also be referred to as using the second and third dimensions of power (Lukes, 2005) because the student cannot raise his grievances against his instructors. He believes that such an uprising toward them would make him fail the classroom. There was also an instructor who stated that she would display her emotions regardless of whether them being negative or positive. Hence, she used her own power to protect her emotional reserves even if this meant that students were faced with negativity from their instructor. As it was explored in Tuxford and Bradley's (2015) study, the teachers' use of surface acting and deep acting strategy depletes the emotional reserves of the teachers, which eventually leads to emotional exhaustion. In this study, the protection of emotional reserves was maintained via the use of power since the above-mentioned instructor showed her natural emotions to her students, even if it meant displaying negative emotions.

It can be stated that the use of power by the administrators and stakeholders was not necessarily referred to as using their power to make the hierarchy flow. This also meant that the use of power by these groups of participants was for their own benefit. Considering the instructors and administrators who displayed their natural emotions, they mostly referred to

displaying their negative emotions when they were presented with the relationship between their negative emotions and the hierarchy. That is, they mentioned the negative emotions when they were asked whether they would be willing to show their negativity toward their subordinates within the hierarchy of SFL. Even if this means that they considered the hierarchy as an indispensable element that would be needed to get everyone to do their job, this eventually turns into a use of power that is only conceptualized in a way that the people exercising power would use it for their own benefits. As observed in the example of an instructor, protecting emotional reserves can be possible when the use of power is available. As seen in many other studies in the literature which suggest that suppression and alteration of emotions eventually lead to emotional exhaustion and burnout (Akın et al., 2014; Basım et al., 2013; Gürbüz & Dede, 2018; Näring et al., 2006; Tuxford, 2015; Wróbel, 2013), it can be stated that the instructors use their negative natural emotions to protect their emotional reserves and peace of mind. The important point here is that the use of natural emotions of power by the instructors and administrators is made possible with their use of power over their subordinates. The teachers were able to display their negative, genuine emotions to their students since they had power over them (Lukes, 2021), while the administrators were able to display their negative emotions toward the instructors because they had that power over them. This means that the first dimension of power is relevant in instances where negative emotions were to be displayed to subordinates. However, the fourth dimension of power is relevant for instances where the stakeholders indicated that they had to make sure the flow of hierarchical work within the SFL. Therefore, it can be stated that a paradox is relevant for these two dimensions of power since the use of power can be related to either making sure that the instructor maintains the order, at the same time, allowing that instructor a power that may be used for her own good, in terms of emotional labor. Such attribution of power to stakeholders in a hierarchy the lens of the fourth dimension of power, in this regard, may end up with using this power coercively (French & Raven, 1959), which is related to the use of power for one's own intentions, rather than the hierarchy's own good.

A clear-cut relationship between emotional labor and power relations was observed in the participants' responses in this study. While the instructors stated that they used surface acting to hide their true emotions toward their administrators, the students indicated that they suppressed their emotions since they believed that there was a barrier between the student

and the instructor which cannot be overcome. Also, one of the interesting findings was based on an administrator's statement that involved his use of deep acting strategy when he needed to interact with his superiors or other administrators. According to this administrator, formal language was used to interact with his superiors or colleagues while he displayed his natural emotions to his subordinates. Such ways of altering emotions are based on whom that person is talking to within the hierarchy. Therefore, the hierarchy has an impact on how deep acting is used. In such an environment, it may be possible to observe that stakeholders adapt deep acting and surface acting strategies in order not to lose their job or draw attention. One study in the literature can be a great example of this finding. As Delieveli and Kıral (2020) stated, the use of deep acting and surface acting strategies can be used as a result of the fear of losing one's own job. In this study, this can be the case of instructors who stated that they care for what they were talking about when engaged in conversations with their administrators, or in other terms, superiors. In the case of administrators, Ghanizadeh and Royaei's (2015) explanations can enlighten the administrators' motivation regarding their use of such emotional labor strategies since the administrators stated that they would change, suppress, or display their emotions according to how the hierarchy mechanism flows. That is, the use of every emotional labor strategy for administrators is based on their level of organizational commitment (Ghanizadeh & Royaei, 2015). Therefore, it can be stated that the use of an emotional labor strategy depends on whether one has power over the others, which is related to the first dimension of power (Lukes, 2005). While engaging in the conversations with the superiors, the stakeholders use surface acting and deep acting strategies since they are voiceless. Their motivation to use these two specific emotional labor strategies may be related to their fear of losing their job or being feared of drawing any unwanted attention from their superiors, which may result in detrimental results for them. However, those who hold power exercise this power over the subordinates by using naturally expressed emotions strategy. Having power, in the end, determines whether a person in a particular hierarchy is burdened with emotional labor. Through such examples in this study, it can be stated that those who are subordinates in a hierarchy, the instructors and the students for this study, are the ones who would adapt more surface acting and deep acting strategy to suppress or alter their emotions, which may also result in negative affects such as emotional exhaustion and burnout.

All in all, the impact of societal norms such as large power distances (Hofstede, 2011), extensive power use of the superiors on the subordinate layers in the hierarchy (Dahl, 1959), and enhancing mobilization of bias through such power use to operate the hierarchy mechanism without any disruption (Bachrach & Baratz, 1970) play significant roles within the hierarchy of SFL. These ways of exercising power also greatly affect the emotional labor practices of stakeholders since they hide their emotions when they face power exercises by their superiors, while they also use power to their inferiors. The use of power, therefore, has a strong connection to emotional expressivity, suppression, and change, which all three refer to emotional labor.

5.2. Research Question 2: Do power relations influence the English language education at the school of foreign languages regarding; a) Workload distribution, b) Concent and material selection and creation, c) Exams

The findings revealed for the second research question were based on exploring the effect of power relations on English language education in SFL. First of all, the workload perception of the participants was quite similar in the sense that they indicated equity with regard to lesson hours and workload. It was revealed that there was equality in terms of instructors' lesson hours, which were indicated to be 20, and their workload distribution in SFL. Considering this, it can be stated that the participants' perceptions toward the workload were rather positive since they believe it to be just, unlike the hierarchies that demand the teachers or instructors to work for longer hours and cause them to feel depersonalized (Mukundan & Khandehroo, 2010). Also, the instructors were not burdened with bureaucratic tasks in SFL, as indicated by the administrators. They rather focused on teaching. In such an environment, it can be stated that emotional burnout and exhaustion may be prevented because, as indicated by Cephe (2010) and Tatar (2017), dealing with such bureaucratic tasks and other additional duties leads to burnout in the school context. As indicated by instructors, they had the opportunity to prefer their duties within the hierarchy of SFL. One of the most striking findings revealed for this part of the study was based on the students' opinions on the excessive homework they received from their instructors. This homework load was mostly given to those students who were placed in lower proficiency-level classrooms, such as G8, G9, G10, and above. However, what the students did not consider was that the lower proficiency level classrooms would receive an intensified program in which they would use

a lot of activities, books, and materials to achieve a certain level. According to the SFL administration, all the classrooms aim to teach English to every proficiency level to achieve at least a B2 level of proficiency at the end of the courses. In this regard, the students considered this as excessive when they realized that the higher proficiency level classrooms received less homework and activities. This indicates that the orientation for introducing the flow of coursework to the students in SFL is insufficient since the students consider being given homework as excessive while the learning objectives are aligned with providing lots of homework and coursework to those in lower proficiency levels to reach the levels of the students who are placed in higher proficiency level classrooms at the end of the coursework.

Regarding material selection and creation, one of the findings was based on how student suggestions were perceived in the hierarchy of SFL. What is interesting is to realize that the students' suggestions regarding what kind of activity or material to use in the classroom were valued by the instructors, while those suggestions came from the students who were placed in lower proficiency level classrooms were disregarded. This kind of discrimination can be explained through the second dimension of power. As Bachrach and Baratz's (1970) second dimension of power indicates, the powerless groups of people's grievances or suggestions may be overlooked or undermined by the powerful people. In this case, the lower-level students were oppressed since their voices were ignored whereas the students who were in higher proficiency-level classrooms were valued by the instructors. This shows a rather indirect way of exercising power by the instructor on the students. It can be stated that power relations may even exist at a level that separates a single group from each other to choose whose voices would be heard or not.

Considering the exams held in SFL, it was found that administrators were most of the time involved in the exam preparation phases when there was a problem. Although it was indicated by the instructors that most of the mistakes were resolved between them, there were times when they reported these mistakes to the administrators. The studies conducted on diverse stakeholders' views regarding the examination in SFL contexts provide insights into the relationship between power relations and English language education in SFL contexts. First of all, the administrators' way of involvement in the process of resolving any mistakes caused by the instructors during, while, and after the exam preparation processes

can be related to the first dimension of power since there is a use of power to influence a process which is mainly carried out by the instructors. Özdere (2018) indicates that the SFL contexts in Türkiye mostly include a classical bureaucracy in which status, power, and obedience are given extreme importance. Indeed, this study provides the finding that the instructors become voiceless when the administrators involve themselves in such processes. Their reason for not reporting any issues that can be considered small may be related to the fear that originates from the power use of their superiors. As indicated in the discussion of the first research question, the administrators expect their subordinates to be content with the way how the hierarchy works. In terms of emotional labor, such a way of exercising power would most likely result in high use of surface acting and deep acting strategies since the importance given to obedience, status, and power can bring the justification to oppress the subordinates in case of any hindrance in the way of the workflow of the hierarchical organizational structure. However, as described earlier, such emotional labor strategies cause diverse stakeholders in school contexts to feel emotional exhaustion and they also affect their organizational commitment (Akın, 2021; Arif et al., 2019; Deliveli & Kıral, 2020; Yin et al., 2013). It can be stated that the level of organizational commitment of the instructors and the students within the hierarchy of SFL was related to how they perceived the power used by their superiors. For example, the instructors and the students used surface acting and deep acting strategies to hide or change their inner feelings and emotions when their superiors exercised power over them. The reason for adapting these strategies, in this case, can be related to how power was used on each layer of the hierarchy and how that power was resisted or accepted through adapting certain emotional labor and emotion regulation strategies.

There were subtle hints in the semi-structured interviews conducted with the instructors and the students that highlight the dissatisfaction with using the surface and deep acting strategies. Both of these participant groups mentioned suppressing and altering their emotions as being unwanted since they stated that they ‘have to’ employ those emotional labor strategies. The findings of this study show similarity to a few other studies conducted in the SFL contexts at Turkish universities. First of all, Al’s (2007) study revealed that the organizational commitment of instructors was at a moderate level. The reason for a such moderate level of commitment to the organization can be related to the exclusive power

exercise by the superiors, as observed in this study. Secondly, Karafil and Arı (2016) indicated that as the power-sharing in the classroom increased, the language skills development and self-efficacies of the students increased and enhanced. The downside of power practice, in this regard, can be considered a negative influence on English language education. In this study, three out of nine students indicated that their suggestions were taken into account with regard to material and content selection and creation. What this means is that the majority of the suggestions that came from the students were disregarded, which may indicate that the instructors considered themselves as superiors in terms of choosing what and how to teach in the classroom, without consulting their students' preferences. Power, in this regard, becomes a tool for ensuring that the decision-making is done by the instructors themselves. However, it cannot be inferred from the findings that the instructors intentionally left the students out of the decision-making process of selecting materials and course content to be used in the classroom. What can be more interesting with regard to power relations is that as the proficiency levels of the students decreased, the instructors' power share (Karafil & Arı, 2016) in the classroom decreased, as well. Although there were no such intentions to exclude students, it can be stated that each classroom was approached differently. Therefore, as Bachrach and Baratz (1970) and Lukes (2021) indicate, the powerful groups of people, the instructors in this case, may influence and manipulate how the powerless groups of people, the students, represent themselves in the decision-making arena. For example, the three students' comments on their possible influence on the material and course content selection may be manipulated by their instructors. The instructors may act as if they are interested in what the students say and adapt such materials and course content to their own desires. Since the students stated that their teachers 'listened' to them, that does not necessarily mean that their suggestions are fully taken into account. Therefore, the second and third dimensions of power may be evident in this study's context in a way that the students are made to believe in their possible influence on English language education. These ways of power exercise are also observed to influence the way certain emotional labor strategies are adapted and used by the participants in SFL, specifically the surface acting and deep acting strategies.

As a final remark, the students in this study stated that they did not have any influence on the exams conducted in SFL at all. This finding can be related to the terms class

consciousness, and non-event, which are related to the third dimension of power. As Pizzorno (1970) indicates, as class consciousness increases, class activity increases, as well. In this study's scenario, it can be stated that the students' class consciousness was based on being silent and accepting the fact that the exams were prepared by the groups of people, administrators, and instructors, who taught them English or who had the power to make others prepare the exams. However, Pizzorno's (1970) conceptualization of class consciousness is related to showing grievances but in this study, the students accept the fact that they cannot do anything and that the exam preparation process is naturally handled by the instructors. The students' comments concerning exam preparation can be termed as a non-event in the power relations literature (Lukes, 2021) because the students believe that they have zero influence over the exam preparation and the fact that they believe in their own influence would be impossible is a great example for the third dimension of power. A non-event, for the case of the students, is achieved through the belief systems of the students considering the exam preparation process since the preset beliefs are based on being unable to influence the way exams and exam questions are prepared. However, this should not be considered a negative conclusion since the SFL has predetermined learning objectives for each of the proficiency levels in CEFR. However, it can be stated that asking exam questions that draw the attention of the students may positively influence English language education because the students may be more willing to study for the exams. As depicted in the literature, students see the exams in SFL contexts as a nightmare (Armağan et al., 2016), and they only memorize the knowledge just to pass the exams (Cıtıl & Yurdakul, 2020; Ekoç, 2020). Caring for students' suggestions and ideas on what they expect in the exams may provide them a reason to study for English through authentic means, rather than memorizing the information, the grammar, or other relevant information for the exam just to forget them later on. Therefore, power-sharing in the exam preparation phase to some extent may provide fruitful results for the students' acquisition of English language skills.

5.3. Research Question 3: What emotion regulation strategies do language instructors, students, and administrative staff employ in order to negotiate, maintain or resist power?

Considering the third research question, the quantitative findings indicated that both instructors and students were neutral or disagreed with regard to using cognitive reappraisal

and expressive suppression strategies. However, qualitative findings revealed that participants, especially the instructors, used both of the emotion regulation strategies to a great extent. The instructors' reasons for using the expressive suppression strategy were similar to Arığa's (2017) findings since she found that instructors were moving away from their students to suppress their emotions. In this study, one of the instructors stated that she got away from her students when she felt negative emotions. Also, the instructors' use of cognitive reappraisal and expressive suppression strategies was found to be motivated by their wish to maintain a role model image toward their students (Gong et al., 2013). This was also indicated in the earlier sections. This is because the instructors stated that they feel a need to change or alter their inner emotions to make the classroom atmosphere positive. This can mean that the instructors may wish to continue their role model image in the eyes of their students.

Regarding the students' perspectives, they believed that there was an injustice. As indicated by S1 and S4, their instructors were defensive and the students needed to be empathetic. These findings suggest that the students used the cognitive reappraisal strategy but they felt an obligation to use this strategy to feel more empathy toward their instructors, while the instructors hid their emotions toward their students and became more defensive. In this regard, the hierarchy in SFL negatively affected the students because the students used their emotional resources (Hochschild, 1983) to change their inner genuine emotions. One particular student also indicated that he needed to suppress his emotions in order not to get in trouble with the instructor. He, S6, stated that he showed his grievances regarding his instructor to the superiors in the hierarchy, who are the administrators. However, he realized that administrators were also supporting the instructors. In such an instance, the second dimensional power use can be mentioned because the grievances coming from the subordinate layer in the hierarchy were blocked by the administrators, who are placed higher in the hierarchy (Bachrach & Baratz, 1970). In such a case, the students cannot show their grievances toward anyone. If they have a problem with their instructors, who are placed higher than them in the hierarchy, they do not have any places to go and talk about their problems with the instructors. In a hierarchy where superiors defend each other, the subordinate layer will usually be oppressed. In such a hierarchy, emotional labor and emotion regulation of students would mostly revolve around those strategies which probably cause

them to experience emotional exhaustion because of being hindered to not show any grievances.

Considering the emotion regulation strategies and emotional labor strategies, it can be stated that both of these specific strategies were used for particular purposes. As described earlier, surface acting and deep acting as emotional labor strategies, and cognitive reappraisal and expressive suppression as emotion regulation strategies were used when the subordinate layer in the hierarchy was expected to suppress, alter, or reinterpret their emotions when they interacted with people from superiors groups in the hierarchy, specifically the administrators. As stated by Grandey (2000), both emotional labor and emotion regulation strategies are related to one another. She suggests that surface acting is related to expressive suppression while deep acting is related to cognitive reappraisal strategy. The results of this study verify this theoretical explanation of these two concepts because the instructors and the students suppressed, altered, changed, or reinterpreted their emotions in the face of power exercised by their superiors, all of which can be related to each emotional labor and emotion regulation strategy explored in this study. Although quantitative findings did not reveal any relationship between the emotional labor and emotion regulation strategies of the participants, qualitative findings that emerged from the semi-structured interviews revealed that such a relationship existed between the two concepts since the coping mechanisms described by the participants were interrelated to one another, such as suppression of natural emotions were both related to surface acting and expressive suppression strategies. Therefore, Grandey's (2000) theory on the relationship between emotional labor and emotion regulation strategies can be verified in terms of qualitative findings. However, in terms of quantitative findings, such a relationship cannot be verified for this study.

5.4. Research Questions 4 & 5: Is there a relationship and significant difference between gender, emotional labor strategies, and emotion regulation strategies that language instructors, students, and administrative staff employ?

Considering the fourth and fifth research questions which focused on exploring the role of gender in relation to emotional labor, emotion regulation, and power relations, there were contradictory findings revealed from quantitative and qualitative data analysis. The

quantitative findings on the role of gender did not reveal any significant differences between male and female participants in terms of emotional labor and emotion regulation strategy usage. However, qualitative findings provided interesting results considering how gender was perceived by the participants in terms of using these strategies. First of all, qualities attributed to females were based on females being maternal and friendly toward stakeholders in the SFL hierarchy. The instructors believed that there was a societal norm based on the perception that the teaching profession is related to female traits. As Lawless (2018) indicates, the work and jobs considered for women are labeled as pink-collar duties. Just as it was revealed in this study, the teaching profession was attributed to females. That was why it was found that female participants mostly stated they displayed their natural emotions while the men were considered as the ones who suppressed their emotions more. Indeed, looking at the male side of emotional labor and emotion regulation in SFL, the results suggest that the male stakeholders were attributed with seriousness.

These findings are relevant to the studies conducted in school contexts. In many of the studies, it is indicated that male teachers, administrators, and students mostly use and adapt surface acting and expressive suppression strategies to suppress their emotions (Chang, 2013; Yılmaz et al., 2015; Yin, 2015) more frequently than female stakeholders. This study's findings can confirm the findings retrieved by the above-mentioned studies in the literature since the male stakeholders were indicated to be suppressing their natural emotions and faking their emotions. Considering the female stakeholders, the results were similar to the findings of the studies in the literature because the female stakeholders mentioned being natural toward others or they most likely to adapt cognitive reappraisal or deep acting strategies (Chang, 2013; Levy & Khoury-Kassabri, 2021). Moreover, since this study's findings showed that female stakeholders, especially the female instructors, displayed their natural emotions to their students, it can be stated that they made themselves available to their students by displaying and experiencing higher empathy (Harvey et al., 2012). So, the male stakeholders were expected to act seriously. This idea was indicated by the participants as being originated from society. That is, both the certain qualities attributed to female and male participants were societal norms. Hochschild (1983) provides the information that particular societal expectations on male and female workers are certain. She also confirms that while females are considered soft, friendly, and maternal, men are considered tougher.

In her own study, Hochschild's (1983) examination of bill collectors suggested that this profession was attributed to toughness by society, and the bill collectors were considered to be the ones who should show aggression in order to collect money. For this study's findings, it can be stated that the reason why male instructors were considered to be tough and quiet might be the result of the qualities that were required of them to have in order to be instructors in that particular SFL context.

An extensive and additional discussion can be made for why female and male stakeholders use diverse emotional labor and emotion regulation strategies in SFL. First of all, as Greenglass et al. (1998) indicate, bureaucratic interference may play a bigger part in the emotional management of male instructors. The reason why male instructors suppressed their emotions may be related to the bureaucratic oppression they may have faced from their superiors within the hierarchy of SFL. However, just as Hochschild (1983) describes male emotional labor as being based on toughness, it can be stated that men are expected to display positive emotions in organizations. For example, one of this study's findings was related to one of the instructors indicating that men would be considered right if they display their negative emotions but women would be regarded wrong if they do the same. These are because authority, discipline, and anger are related to the masculine property of gender (Tiedens, 2001; Tunguz, 2016). That is why a male instructor's exhibition of negative natural emotions toward other stakeholders in SFL may be justified because of their gender, as it is related to societal norm attribution to each gender. Secondly, female stakeholders in the hierarchy of SFL expressed that they were required to hide or alter their emotions, which is related to surface acting, deep acting, expressive suppression, and cognitive reappraisal strategies. The female stakeholders in the work environment are required to be warmer, friendly, and more nurturing (El-Alayli et al., 2018; Hochschild, 1983). Since the female stakeholders are required to suppress or alter their natural emotions in order to be warmer and more friendly toward other stakeholders, the use of emotional labor and emotion regulation strategies become much higher than the male stakeholders' use of these strategies, as indicated in the literature (Liljestrom et al., 2007). Female instructors in this study suggested that they needed to be maternal toward their students since they considered themselves morally obliged to do so. This is termed academic momism (Bernard, 1964), which is related to being maternal toward the students and seeing themselves as part of a

family, rather than individuals in the work environment. Therefore, perceived moral obligation and academic momism cause female instructors to adapt the above-mentioned strategies to account for their students and their well-being. However, the question remains with regards to why such obligation is felt by the female instructors, students, and administrators in the hierarchy of SFL. This can be answered by exploring the cultural and societal impact on how the role of gender determines the very way of the working mechanism of emotional labor, emotion regulation, and power relations.

Although there are certain societal norms for each gender to be considered as a quality to have, cultural differences can also play a significant role. In Asian countries, a mother's and a father's love for students can be established through the teachers (Zhang & Zhu, 2008). Considering Türkiye, which is a country uniting both Asia and Europe, it can be stated that a mixture of both cultures may direct how female and male instructors, administrators, and students should behave, feel, and even display particular emotions in school contexts. Hofstede's (2011) model for describing a country's orientations can also provide the cultural impact on the relationship between emotional labor, emotion regulation strategies, and power relations. According to that model, Türkiye is considered as having a culture based on having empathy toward the underdogs but the conflicts in private and work life are avoided by the people. This cultural orientation of Türkiye can be related to the effect of gender because the female stakeholders feel empathetic towards their subordinates or coworkers whereas the male stakeholders mostly suppress their emotions as a result of possible conflict avoidance, as also described under the term bureaucratic interference (Greenglass et al., 1998). Therefore, culture can also impact the way stakeholders feel about themselves and think about what to display or not toward other stakeholders in the SFL hierarchy.

As a final remark, it is interesting to observe that non of the male instructors in this study's context wanted to participate in the semi-structured interviews, while there were male participants in the administrators and students parts. This may be related to the assumption that this study's topic may have been perceived as being too political by the male instructors, which may lead them to experience the feeling that they might lose their job or

face rather unwanted repercussions from their superiors. However, these all are only possibilities that may lie in the effect of power exercise within the hierarchy.

5.5. Conclusions and Implications

This study aimed to explore emotional labor and emotion regulation strategies of administrators, instructors, and students in the hierarchy of a state university's school of foreign languages context with a specific focus on power relations. Since the mixed-method research design was used, scales and semi-structured interviews were adapted to explore such strategy use in SFL from a power relations perspective. The following results were found from the quantitative and qualitative data analysis:

- The descriptive analysis on the emotional labor strategy use of the instructors and students indicated that the participants used naturally expressed emotions the most. However, the qualitative findings indicated that participants used every emotional labor strategy to a great extent.
- The descriptive analysis on the emotion regulation strategy use of the instructors and students indicated that both groups were neutral with regard to the use of cognitive reappraisal and expressive suppression strategies. However, qualitative findings indicated that participants used both of the emotion regulation strategies to some extent.
- No significant difference and correlation were found regarding gender as a result of independent-samples t-tests and Pearson correlation. However, qualitative findings indicated otherwise.
- The male stakeholders were considered to be silent whereas the female stakeholders were regarded to have the trait of being outward. They displayed their natural emotions more than male participants.
- It was revealed that power played a key role in the hierarchy of SFL since the students stated that they were being kept silent when they wanted to voice their grievances. For instructors, this was related to suppressing their emotions toward their instructors. Fear came with the power of the superiors

in the SFL hierarchy. This way of exercising power is related to the first dimension of power since the superiors exercise 'power over' subordinates, which also paved way for extensive use of surface acting, deep acting, expressive suppression, and cognitive reappraisal strategies by the instructors and students.

For the implications of this study, it can be stated that the students perceived the homework as being too excessive for those students who were in the lower proficiency level classrooms. However, this indicates that the instructors and administrators may have failed to interact with the students at the beginning of the semester. What this means is that the lower proficiency level classrooms should get higher amounts of work to do because each SFL program has learning objectives that would be achieved at the end of each term. That is why a detailed symposium and orientation should be granted to the admitted students in the next terms to give them a detailed overview of what they are expected to do. While the SFL provides the expected workload for the students, each group of students might have misunderstood the assignments since they look alike in terms of structure. For example, stating that quizzes comprise 30% of the workload does not necessarily mean that students placed in lower proficiency level classrooms would be given more homework than other students placed in higher proficiency level classrooms. This is extremely important because the students misunderstand and misinterpret the fact that they are being oppressed by their instructors just because they receive homework. This, in the end, causes them to be emotionally burdened with stress and anxiety. Moreover, in terms of power, this study highlights the fact that administrators may use power as a means to exert the dominance necessary for the workflow in the hierarchical organization of the SFL. However, while doing so, others who are inferior to administrators suppress their emotions, which causes them to feel emotional exhaustion, as stated earlier in the study. In such cases, administrators should use a non-coercive power, rather than harsh responses to mistakes because the coercive power use leads to the use of surface acting and expressive suppression strategies that lead to negative consequences for psychological well-being.

This study only focuses on exploring the emotional labor and emotion regulation strategies of male and female administrators, instructors, and students from the power

relations perspective. Hence, the role of gender in relation to these variables was only investigated by focusing on the male and female participants. Further studies may investigate the role of gender by considering it as fluid, rather than exploring gender from a restricted perspective, which is related to male and female participants only. Moreover, the role of culture can also be explored in detail by considering culture as an individual effort, rather than accounting for Hofstede's (2011) model of culture, which has a clear-cut and traditional distinction between every nation's culture. Therefore, a more fluid perspective toward gender and the culture's role in relation to the above-mentioned variables can be explored in future studies and these issues can be further detailed.

One of the most important conclusions that this study revealed was related to the contradictions between the quantitative and the qualitative findings. While the quantitative findings revealed no significant correlations and differences between emotional labor, emotion regulation strategies, and the role of gender, the qualitative findings gathered from semi-structured interviews revealed a highly detailed analysis of emotional labor and emotion regulation strategy use in terms of power relations' influence on each strategy. Therefore, the number of qualitative studies on these issues should be expanded since they provide a detailed analysis of power relations in relation to these above-mentioned variables. For example, ethnographic studies can be conducted in order to explore these variables in SFL PYP contexts through extended timelines, which may eventually provide fruitful findings and analysis of the power and hierarchical organizational structure of the SFL PYPs.

This study also revealed that the way female instructors wanted to be maternal toward their students may not be necessarily needed at all since the students indicated that they learned better with authoritative teachers rather than the emotional teachers. This finding implies that emotions can be perceived as weaknesses by the students, which impede the language learning process. Further analysis of the comparison of emotional and authoritative instructors may reveal detailed findings regarding how emotions affect English language instruction and learning in universities' SFL PYP contexts.

This study reported that both the instructors and students suppressed their emotions toward their superiors. Although the hierarchy's effect on each participant was explored in relation to the dimensional view of power (Lukes, 2021), it can be stated that investigating politeness theory may also provide detailed findings in line with the field of sociolinguistics. Therefore, it can be suggested that further studies can explore these variables with a focus on politeness theory to further detail the relationship between sociolinguistics, emotional labor, emotion regulation, and power relations.

Lastly, this study provided insights into the Turkish education system in terms of English language education since English was perceived as 'best learned with authoritative teachers' by the students. Hence, exploring the history of Turkish education system may reveal why the students prefer authoritative instructors to the democratic instructors. Although the students used the surface acting and expressive suppression strategies toward their instructors who were authoritative, the findings revealed that they still preferred them over other instructors who were more democratic in the classroom. Therefore, further qualitative studies can be conducted to investigate this issue by accounting for the history of English language education at SFL PYP contexts in Türkiye.

5.6. Chapter Summary

In this chapter, discussions for each research question were provided by comparing the study's findings with the studies from the literature. Conclusions and implications were also provided after the discussion part.

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APPENDICES

APPENDIX 1 SCALES WITH INFORMED CONSENT FORMS (FOR STUDENTS)

Değerli Öğrencimiz,

Sizi Prof. Dr. Ece TOPKAYA ve Necati SÖNMEZ tarafından yürütülen "*Power Relations in Tertiary Level English Language Education: An Investigation on Emotional Labor, Emotional Labor Strategies and Emotion Regulation Strategies*'' başlıklı yüksek lisans tez çalışmasının bir parçası olarak hazırlanan anket araştırmasına davet ediyoruz. Bu çalışmanın amacı, Yabancı Diller Yüksekokulu (YADYO) İngilizce hazırlık programlarında bulunan yönetici kadrosunda görev alan bireylerin, öğretim görevlilerinin ve öğrencilerin duygu emeği ve duygu düzenleme stratejilerini nasıl ve ne amaçla kullandıklarını, bu stratejilerin onların eğitim, öğretim ve idare biçimlerine olası etkilerini güç ilişkileri bağlamında keşfetmektir. Bu anket 3 ana bölümden oluşmaktadır. A bölümünde kişisel bilgilere yönelik sorular bulunurken B bölümünde duygu düzenleme ölçeği, C bölümünde ise duygu emeği ölçeği yer almaktadır. Anketi doldurmak yaklaşık olarak 20 dakika sürmektedir. Bu araştırmaya katılmak gönüllülük esasına dayalıdır. Çalışmaya katılmayı reddedebilir veya çalışmanın herhangi bir aşamasında vazgeçebilirsiniz. Sizden elde edilen tüm bilgiler gizli tutulacak, üçüncü şahıslar ile paylaşılmayacaktır. Bilgiler, bilgisayar ortamında saklanacak olup çalışmanın tamamlanması ve belli bir zaman aşımı sonrasında sizden elde edilen anket verileri kalıcı olarak silinerek imha edilecektir.

☐ Yukarıda yer alan ve araştırmaya başlamadan önce verilmesi gereken tüm bilgileri okudum. Araştırmanın amaçları için şahsımdan alınacak olan bilgilerin, gizlilik kurallarına uyulması kaydıyla yayınlanması veya sunulmasını kendi özgür irademle kabul ettiğimi beyan eder ve bu araştırmaya katılmayı kabul ederim.

☐ Bu araştırmaya katılmayı kabul etmiyorum.

Değerli Öğrencimiz, anket çalışması sonrasındaki süreçte bu araştırma amaçları çerçevesinde güç ilişkilerinin, bahsedilen duygu emeği ve duygu düzenleme stratejilerine ve İngilizce eğitimine yönelik olası etkilerini keşfetme ve öğrenme kapsamında yarı-yapılandırılmış görüşme düzenlenecektir. Bu görüşmeye katılıp katılmamaya yönelik kararınızı lütfen aşağıdaki kutucuklara göre doldurunuz.

☐ Görüşmeye katılmak istiyorum. (Lütfen e-posta adresinizi belirtiniz:

☐ Görüşmeye katılmak istemiyorum.

A. Kişisel Bilgiler

Cinsiyetiniz:

Yaşınız:

Şu an bulunduğunuz hazırlık sınıfının düzeyini seçiniz: a) başlangıç, b) orta, c) ileri

Lisans bölümünüzün adı:

Şu anda öğrenim gördüğünüz İngilizce hazırlık programına yönelik memnuniyet algınızı lütfen seçiniz: a) çok memnunum, b) memnunum, c) az memnunum, d) hiç memnun değilim

B. Duygu Düzenleme Ölçeği

Duygu düzenleme ölçeği, **duygularınızı nasıl yönettiğinize ve belirli duygu hallerinde hissettiğiniz duygularınızı nasıl düzenlediğinize** yöneliktir. Bu anket içerisinde, maddelerin yanlarında bulunan boşlukları, tablo içerisinde sağ üst kısımda yer alan ifadelerden size uygun olanı seçerek doldurunuz.	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1. Daha fazla olumlu duygu hissetmek istediğimde (sevinç veya eğlence gibi) düşündüğüm şeyi değiştiririm.					
2. Duygularımı kendime saklarım.					
3. Daha az olumsuz duygu hissetmek istediğimde (üzüntü veya öfke gibi) düşündüğüm şeyi değiştiririm.					
4. Olumlu duygular hissettiğimde onları belli etmemeye dikkat ederim.					
5. Stresli bir durumla karşılaştığımda, sakin kalmama yardım edecek şekilde düşünmeye çalışırım.					
6. Duygularımı belli etmeyerek onları kontrol ederim.					
7. Daha fazla olumlu duygu hissetmek istediğimde o durumla ilgili düşünce şeklimi değiştiririm.					
8. İçinde bulunduğum duruma göre düşünce şeklimi değiştirerek duygularımı kontrol ederim.					
9. Olumsuz duygular hissettiğimde onları belli etmediğimden emin olmak isterim.					
10. Daha az olumsuz duygu hissetmek istediğimde o durumla ilgili düşünce şeklimi değiştiririm.					

C. Duygu Emeği Ölçeği

Duygu emeği ölçeğinin bu aşaması, **öğretmenlerinize karşı sergilediğiniz duygu emeği stratejilerine** yöneliktir. Bu anket içerisinde, maddelerin yanlarında bulunan boşlukları, tablo içerisinde sağ üst kısımda yer alan ifadelerden size uygun olanı seçerek doldurunuz.	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum

1. Hocalarımla uygun bir şekilde etkileşim kurmak için rol yaparım.					
2. Hocalarımla etkileşim kurarken iyi bir ruh halindeymişim gibi yaparım.					
3. Hocalarımla etkileşim kurarken "rol" ya da "gösteri" yaparım.					
4. Hocalarıma yönelik sergilemem gereken duygulara sahipmişim gibi davranırım.					
5. Hocalarıma yönelik sergilemem gereken duyguları göstermek adına “maske” takarım.					
6. Hocalarıma içimde hissettiğim duygulardan farklı duygular gösteririm.					
7. Hocalarıma sergilediğim duygular sahtedir.					
8. Hocalarıma sergilemek zorunda olduğum duyguları aslında hissetmeye çalışırım					
9. Hocalarıma yönelik sergilemem gereken duyguları gerçekten hissetmek için çaba sarf ederim.					
10. Hocalarıma sergilemem gereken duyguları hissetmek için çok uğraşırım.					
11. Hocalarıma sergilemem gereken duyguların içimde gelişmesi için çaba sarf ederim.					
12. Hocalarıma gösterdiğim duygular sahicidir.					
13. Hocalarıma gösterdiğim duygular içimden geldiği gibidir.					
14. Hocalarıma gösterdiğim duygular, o an içimde hissettiğim duygular ile aynıdır.					

APPENDIX 2 SCALES WITH INFORMED CONSENT FORMS (FOR INSTRUCTORS)

Sayın Hocam,

Sizi Prof. Dr. Ece TOPKAYA ve Necati SÖNMEZ tarafından yürütülen "*Power Relations in Tertiary Level English Language Education: An Investigation on Emotional Labor, Emotional Labor Strategies and Emotion Regulation Strategies*'' başlıklı yüksek lisans tez çalışmasının bir parçası olarak hazırlanan anket araştırmasına davet ediyoruz. Bu çalışmanın amacı, Yabancı Diller Yüksekokulu (YADYO) İngilizce hazırlık programlarında bulunan yönetici kadrosunda görev alan bireylerin, öğretim görevlilerinin ve öğrencilerin duygu emeği ve duygu düzenleme stratejilerini nasıl ve ne amaçla kullandıklarını, bu stratejilerin onların eğitim, öğretim ve idare biçimlerine olası etkilerini güç ilişkileri bağlamında keşfetmektir. Bu anket 3 ana bölümden oluşmaktadır. A bölümünde kişisel bilgilere yönelik sorular bulunurken B bölümünde duygu düzenleme ölçeği, C bölümünde ise duygu emeği ölçeği yer almaktadır. Anketi doldurmak yaklaşık olarak 20 dakika sürmektedir. Bu araştırmaya katılmak gönüllülük esasına dayalıdır. Çalışmaya katılmayı reddedebilir veya çalışmanın herhangi bir aşamasında vazgeçebilirsiniz. Sizden elde edilen tüm bilgiler gizli tutulacak, üçüncü şahıslar ile paylaşılmayacaktır. Bilgiler, bilgisayar ortamında saklanacak olup çalışmanın tamamlanması ve belli bir zaman aşımı sonrasında sizden elde edilen anket verileri kalıcı olarak silinerek imha edilecektir.

☐ Yukarıda yer alan ve araştırmaya başlamadan önce verilmesi gereken tüm bilgileri okudum. Araştırmanın amaçları için şahsımdan alınacak olan bilgilerin, gizlilik kurallarına uyulması kaydıyla yayınlanması veya sunulmasını kendi özgür irademle kabul ettiğimi beyan eder ve bu araştırmaya katılmayı kabul ederim.

☐ Bu araştırmaya katılmayı kabul etmiyorum.

Sayın Hocam, anket çalışması sonrasındaki süreçte bu araştırma amaçları çerçevesinde güç ilişkilerinin, bahsedilen duygu emeği ve duygu düzenleme stratejilerine ve İngilizce eğitimine yönelik olası etkilerini keşfetme ve öğrenme kapsamında yarı-yapılandırılmış görüşme düzenlenecektir. Bu görüşmeye katılıp katılmamaya yönelik kararınızı lütfen aşağıdaki kutucuklara göre doldurunuz.

☐ Görüşmeye katılmak istiyorum. (Lütfen e-posta adresinizi belirtiniz:

☐ Görüşmeye katılmak istemiyorum.

A. Kişisel Bilgiler

Cinsiyetiniz:

Yaşınız:

Üniversitelerin İngilizce hazırlık programlarındaki toplam hizmet süreniz:

Şu anda çalıştığınız kurumun İngilizce hazırlık programındaki hizmet süreniz:

Şu anda çalıştığınız İngilizce hazırlık programına yönelik memnuniyet algınızı lütfen seçiniz: a) çok memnunum, b) memnunum, c) az memnunum, d) hiç memnun değilim

Bir haftadaki toplam ders saatiniz:

B. Duygu Düzenleme Ölçeği

Duygu düzenleme ölçeği, **duygularınızı nasıl yönettiğinize ve belirli duygu hallerinde hissettiğiniz duygularınızı nasıl düzenlediğinize** yöneliktir. Bu anket içerisinde, maddelerin yanlarında bulunan boşlukları, tablo içerisinde sağ üst kısımda yer alan ifadelerden size uygun olanı seçerek doldurunuz.	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1. Daha fazla olumlu duygu hissetmek istediğimde (sevinç veya eğlence gibi) düşündüğüm şeyi değiştiririm.					
2. Duygularımı kendime saklarım.					
3. Daha az olumsuz duygu hissetmek istediğimde (üzüntü veya öfke gibi) düşündüğüm şeyi değiştiririm.					
4. Olumlu duygular hissettiğimde onları belli etmemeye dikkat ederim.					
5. Stresli bir durumla karşılaştığımda, sakin kalmama yardım edecek şekilde düşünmeye çalışırım.					
6. Duygularımı belli etmeyerek onları kontrol ederim.					
7. Daha fazla olumlu duygu hissetmek istediğimde o durumla ilgili düşünce şeklimi değiştiririm.					
8. İçinde bulunduğum duruma göre düşünce şeklimi değiştirerek duygularımı kontrol ederim.					
9. Olumsuz duygular hissettiğimde onları belli etmediğimden emin olmak isterim.					
10. Daha az olumsuz duygu hissetmek istediğimde o durumla ilgili düşünce şeklimi değiştiririm.					

C. Duygu Emeği Ölçeği

Duygu emeği ölçeğinin bu aşaması, **yöneticilerinize karşı sergilediğiniz duygu emeği stratejilerine** yöneliktir. Bu anket içerisinde, maddelerin yanlarında bulunan boşlukları, tablo içerisinde sağ üst kısımda yer alan ifadelerden size uygun olanı seçerek doldurunuz.	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1. Yönetim görevinde olanlarla (müdür, müdür yardımcısı, koordinatör, vd.) uygun bir şekilde etkileşim kurmak için rol yaparım					
2. Yönetim görevinde olanlarla (müdür, müdür yardımcısı, koordinatör, vd.) etkileşim kurarken iyi bir ruh halindeymişim gibi yaparım.					

3. Yönetim görevinde olanlarla (müdür, müdür yardımcısı, koordinatör, vd.) etkileşim kurarken "rol" ya da "gösteri" yaparım.					
4. Mesleğime yönelik sergilemem gereken duygulara sahipmişim gibi davranırım.					
5. Mesleğime yönelik sergilemem gereken duyguları göstermek adına "maske" takarım.					
6. Yönetim görevinde olanlara (müdür, müdür yardımcısı, koordinatör, vd.) içimde hissettiğim duygulardan farklı duygular gösteririm.					
7. Yönetim görevinde olanlara (müdür, müdür yardımcısı, koordinatör, vd.) sergilediğim duygular sahtedir.					
8. Yönetim görevinde olanlara (müdür, müdür yardımcısı, koordinatör, vd.) sergilemek zorunda olduğum duyguları aslında hissetmeye çalışırım.					
9. Yönetim görevinde olanlara (müdür, müdür yardımcısı, koordinatör, vd.) sergilemem gereken duyguları gerçekten hissetmek için çaba sarf ederim.					
10. Yönetim görevinde olanlara (müdür, müdür yardımcısı, koordinatör, vd.) sergilemem gereken duyguları hissetmek için çok uğraşırım.					
11. Yönetim görevinde olanlara (müdür, müdür yardımcısı, koordinatör, vd.) sergilemem gereken duyguları içimde geliştirmek için çaba sarf ederim.					
12. Yönetim görevinde olanlara (müdür, müdür yardımcısı, koordinatör, vd.) sergilediğim duygular sahicidir.					
13. Yönetim görevinde olanlara (müdür, müdür yardımcısı, koordinatör, vd.) sergilediğim duygular içimden geldiği gibidir.					
14. Yönetim görevinde olanlara (müdür, müdür yardımcısı, koordinatör, vd.) sergilediğim duygular, o an içimde hissettiğim duygular ile aynıdır.					

Duygu emeği ölçeğinin bu aşaması, **<u>öğrencilerinize karşı sergilediğiniz duygu emeği stratejilerine</u>** yöneliktir. Bu anket içerisinde, maddelerin yanlarında bulunan boşlukları, tablo içerisinde sağ üst kısımda yer alan ifadelerden size uygun olanı seçerek doldurunuz.	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1. Öğrencilerimle uygun bir şekilde etkileşim kurmak için rol yaparım.					
2. Öğrencilerimle etkileşim kurarken iyi bir ruh halindeymişim gibi yaparım.					
3. Öğrencilerimle etkileşim kurarken "rol" ya da "gösteri" yaparım.					
4. Mesleğime yönelik sergilemem gereken duygulara sahipmişim gibi davranırım.					

5. Mesleğime yönelik sergilemem gereken duyguları göstermek adına "maske" takarım					
6. Öğrencilerime içimde hissettiğim duygulardan farklı duygular gösteririm					
7. Öğrencilerime sergilediğim duygular sahtedir.					
8. Öğrencilerime sergilemek zorunda olduğum duyguları aslında hissetmeye çalışırım.					
9. Öğrencilerime yönelik sergilemem gereken duyguları gerçekten hissetmek için çaba sarf ederim.					
10. Öğrencilerime sergilemem gereken duyguları hissetmek için çok uğraşırım.					
11. Öğrencilerime sergilemem gereken duyguların içimde gelişmesi için çaba sarf ederim.					
12. Öğrencilerime sergilediğim duygular sahicidir.					
13. Öğrencilerime gösterdiğim duygular içimden geldiği gibidir.					
14. Öğrencilerime sergilediğim duygular, o an içimde hissettiğim duygular ile aynıdır.					

APPENDIX 3 INTERVIEW PROTOCOL (FOR ADMINISTRATORS)

Sayın Katılımcı,

Sizi Prof. Dr. Ece TOPKAYA ve Necati SÖNMEZ tarafından yürütülen "*Power Relations in Tertiary Level English Language Education: An Investigation on Emotional Labor, Emotional Labor Strategies and Emotion Regulation Strategies*'' başlıklı yüksek lisans tez çalışmasının veri toplama aşamasının bir parçası olarak hazırlanan görüşmeye davet ediyoruz. Araştırmanın bu aşamasında gerçekleştirilecek olan görüşme, güç ilişkilerine yönelik daha derin bilgi edinmeyi ve tam olarak görüşlerinizi kavrayabilmeyi amaçlamaktadır. Çalışmanın amacına ulaşması için sizden beklenen, görüşme esnasında hiçbir kimsenin baskısı altında kalmadan, kendi hür fikirleriniz ve görüşlerinizle soruları cevaplandırmanızdır. Bu araştırmaya katılmak gönüllülük esasına dayalıdır. Çalışmaya katılmayı reddedebilir veya çalışmanın herhangi bir aşamasında vazgeçebilirsiniz. Sizden elde edilen tüm bilgiler gizli tutulacak, üçüncü şahıslar ile paylaşılmayacaktır. Bilgiler, bilgisayar ortamında saklanacak olup çalışmanın tamamlanması ve belli bir zaman aşımı sonrasında sizden elde edilen anket verileri kalıcı olarak silinerek imha edilecektir.

☐ Yukarıda yer alan ve araştırmaya başlamadan önce verilmesi gereken tüm bilgileri okudum. Araştırmanın amaçları için şahsımdan alınacak olan bilgilerin ve görüşlerin, gizlilik kurallarına uyulması kaydıyla içinde yer alacağım görüşmenin ses kaydına alınmasını ve araştırma amacı için kullanılmasını kendi özgür irademle kabul ettiğimi beyan ederim.

Görüşme Soruları

Demografik Bilgiler:

Yaş:

Cinsiyet:

Meslek Tecrübesi:

İdari Görevi:

A. Arkaplan Sorusu

1. Genel olarak duygularınızı gösteren biri misiniz?

B. Geçiş Soruları

1. Yaptığınız işi bir duygusal emek olarak görüyor musunuz?
2. İş ortamında duygularınızı açıkça ifade eder misiniz?

C. Anahtar Sorular

I. Duygusal Emek ve Güç İlişkileri Arasındaki İlişki

1. Sizce YADYO'da yönetici kadrolarında görev yapan meslektaşlarınızın, öğretim görevlileriyle bulundukları iletişimlerde hissettikleri tüm olumlu ve olumsuz duyguları (mutluluk, öfke, üzüntü, kaygı, hayal kırıklığı, vb.) dışa vuruyorlar mı?
   Evet ise:
- Sizce hangi duyguların dışa vurumu daha çok yaşanıyordur? Bu duyguların dışa vurumunun sebepleri sizce nelerdir?
  Hayır ise:
- Sizce duyguların dışa vurumu neden gerçekleşmiyor?

2. Peki ya siz olumlu veya olumsuz duygularınızı öğretim görevlilerine karşı dışa vuruyor musunuz?
   Evet ise:
- Hangi duygularınızın dışa vurumunu daha çok tecrübe ediyorsunuz? Neden?
- Duygularınızı dışa vurmanızın sebebi nedir?
  Hayır ise:
- Duygularınızı dışa vurmama sebebiniz nedir?

3. Sizce YADYO İngilizce hazırlık bağlamında güç hiyerarşisinden söz edilebilir mi?
4. Olumlu ve olumsuz tüm duygularınızın öğretim görevlilerine karşı dışa vurumunda sizce YADYO içerisinde yer alan ''güç hiyerarşisinin'' bir rolü var mı?

Üstteki soruya bağlı olarak sorulabilecek bazı sorular:
- Güç hiyerarşisi içerisinde öğretim görevlilerini hangi noktada görüyorsunuz? Öğretim görevlilerinin duygusal emekleri ile yönetici kadrosunda çalışan kişilerin duygusal emekleri arasında bir fark görüyor musunuz? Evet ise, bu farklar size göre nelerdir? Hayır ise, neden?
- Öğretim görevlilerine karşı otoriter olmak gerekiyor mu? Neden? Kendinizi otoriter bir idari çalışan olarak görüyor musunuz?

II. Güç İlişkilerinin Genel İngilizce Öğretimi & Çalışma Hayatı Üzerine Etkisi

İşgücü Dağılımı

1. YADYO'da yönetici kadrosunda çalışan birisi olarak iş yükünüz nedir?
- YADYO'da görevli öğretim görevlileri, kendi meslektaşlarınız ve diğer çalışanlarla kıyasladığınızda adil bir iş yükü paylaşımı olduğunu düşünüyor musunuz?
  a) İdari görevlerin dağılımı nasıl oluyor? İstediğiniz idari yükümlülükleri seçebiliyor musunuz?
- YADYO'da iş yükü dağılımı bakımından sorun yaşanıyor mu? Evet ise, bu sorunlar meslektaşlar yönetim arasında dile getiriliyor mu? Bu sorunlar çözüme ulaşıyor mu?

Materyal & Ders İçeriği Seçimi ve Oluşturulması

2. YADYO'da İngilizce eğitiminde kullanılmak üzere materyaller ve ders içerikleri nasıl seçiliyor? Kriterler nelerdir?
   a) Kimler rol alıyor? Yöneticilerin ve öğretim görevlilerinin rolü nelerdir?
   b) Herkes materyal seçiminde eşit hakka sahip mi? Nasıl?
   c) Ekstra olarak derste kullanmak üzere öğretim görevlileri materyal getirebiliyor mu?

Sınavlar

3. YADYO İngilizce hazırlıkta sınavlar (vize, quiz, düzey belirleme, muafiyet) nasıl hazırlanıyor? a) Genel olarak sınavların hazırlanış süreci nasıldır? b) Bu sınavların hazırlanış sürecinde kimler görev almaktadır? Her idareci/yönetici ve öğretim elemanı dahil oluyor mu? c) Sınavın hazırlanış sürecinde yönetici ve öğretim elemanı rolleri açısından yaşanan sıkıntılar oluyor mu? Oluyor ise, bu sıkıntılar nelerdir? Bu sıkıntılar veya problemlere yönelik çözümler getiriliyor mu? Bu çözümlere kim karar veriyor?	
III.	**Duygu Düzenleme Stratejileri Kullanımı ile Güç İlişkileri Arasındaki İlişki**
1. Meslektaşlarınız ve öğretim görevlileri ile ilişkilerinizde olumsuz durumlarda hissettiğiniz olumsuz duygularınız oluyorsa, bunlarla başa çıkmaya çalışıyor musunuz? Evet ise ne yapıyorsunuz? • Olumsuz duygularınızı bastırıyor musunuz? Nasıl ve neden? • Olumsuz duygularınızı olumlu hissedecek şekilde tekrar yorumlamaya çalışıyor musunuz? Neden?	
IV.	**Cinsiyet, Duygusal Emek, Duygu Düzenleme ve Güç İlişkileri Arasındaki İlişki**
1. YADYO bağlamını düşündüğünüz zaman erkek ve kadın öğretim görevlilerinin ve yönetim kadrosunda çalışan kişilerin duygusal emekleri arasında farklar var mıdır? Var ise, bu farklar size göre nelerdir?	

D. Kapanış Sorusu

1. Görüşme esnasında konuşmadığımız veya bahsi geçmeyip de sizin güç ve duygusal emek konuları ile ilintili eklemek istediğiniz bir düşünceniz veya yorumunuz var mıdır?

APPENDIX 4 INTERVIEW PROTOCOL (FOR INSTRUCTORS)

Sayın Hocam,

Sizi Prof. Dr. Ece TOPKAYA ve Necati SÖNMEZ tarafından yürütülen "*Power Relations in Tertiary Level English Language Education: An Investigation on Emotional Labor, Emotional Labor Strategies and Emotion Regulation Strategies*'' başlıklı yüksek lisans tez çalışmasının veri toplama aşamasının bir parçası olarak hazırlanan görüşmeye davet ediyoruz. Araştırmanın bu aşamasında gerçekleştirilecek olan görüşme, güç ilişkilerine yönelik daha derin bilgi edinmeyi ve tam olarak görüşlerinizi kavrayabilmeyi amaçlamaktadır. Çalışmanın amacına ulaşması için sizden beklenen, görüşme esnasında hiçbir kimsenin baskısı altında kalmadan, kendi hür fikirleriniz ve görüşlerinizle soruları cevaplandırmanızdır. Bu araştırmaya katılmak gönüllülük esasına dayalıdır. Çalışmaya katılmayı reddedebilir veya çalışmanın herhangi bir aşamasında vazgeçebilirsiniz. Sizden elde edilen tüm bilgiler gizli tutulacak, üçüncü şahıslar ile paylaşılmayacaktır. Bilgiler, bilgisayar ortamında saklanacak olup çalışmanın tamamlanması ve belli bir zaman aşımı sonrasında sizden elde edilen anket verileri kalıcı olarak silinerek imha edilecektir.

☐ Yukarıda yer alan ve araştırmaya başlamadan önce verilmesi gereken tüm bilgileri okudum. Araştırmanın amaçları için şahsımdan alınacak olan bilgilerin ve görüşlerin, gizlilik kurallarına uyulması kaydıyla içinde yer alacağım görüşmenin ses kaydına alınmasını ve araştırma amacı için kullanılmasını kendi özgür irademle kabul ettiğimi beyan ederim.

Görüşme Soruları

Demografik Bilgiler:

Yaş:

Cinsiyet:

Meslek Tecrübesi:

İdari-Koordinasyon Görevi:

A. Arkaplan Sorusu

1. Genel olarak duygularınızı gösteren biri misinizdir?

B. Geçiş Soruları

1. Yaptığınız işi bir duygusal emek olarak görüyor musunuz?
2. İş ve sınıf ortamında duygularınızı açıkça ifade eder misiniz?

C. Anahtar Sorular

I. Duygusal Emek ve Güç İlişkileri Arasındaki İlişki

1. Sizce YADYO İngilizce hazırlıkta görevli öğretim görevlileri, öğrencilerle, yönetici kadrolarında görev yapan kişilerle ve meslektaşlarıyla bulundukları iletişimlerde hissettikleri tüm olumlu ve olumsuz duyguları (mutluluk, öfke, üzüntü, kaygı, hayal kırıklığı, vb.) dışa vuruyorlar mı?
   Evet ise:
- Sizce hangi duyguların dışa vurumu daha çok yaşanıyordur? Bu duyguların dışa vurumunun sebepleri sizce nelerdir?
   Hayır ise:
- Sizce duyguların dışa vurumu neden gerçekleşmiyor?

2. Peki ya siz olumlu ve olumsuz duygularınızı bahsi geçen gruplara karşı dışa vuruyor musunuz?
   Evet ise:
- Hangi duygularınızın dışa vurumunu daha çok tecrübe ediyorsunuz? Neden?
- Duygularınızı dışa vurmanızın sebebi nedir?
   Hayır ise:
- Duygularınızı dışa vurmama sebebiniz nedir?

3. Sizce YADYO İngilizce hazırlık bağlamında güç hiyerarşisinden söz edilebilir mi?
4. Olumlu ve olumsuz tüm duygularınızın bahsedilen gruplara karşı (öğrenciler, meslektaşlar, yönetim kadrosunda çalışanlar) dışa vurumunda sizce YADYO İngilizce hazırlık içerisinde yer alan ‘’güç hiyerarşisinin’’ bir rolü var mı?

Üstteki soruya bağlı olarak sorulabilecek bazı sorular:
- Güç hiyerarşisi içerisinde yönetici kadrolarında çalışan kişileri hangi noktada görüyorsunuz? Bu kadrolarda görev yapan kişilerin duygu emekleri ile öğretim görevlilerinin duygu emekleri arasında bir fark görüyor musunuz? Evet ise, bu farklar size göre nelerdir? Hayır ise, neden?
- Öğrencilere karşı otoriter olmak gerekiyor mu? Neden? Kendinizi otoriter bir öğretmen olarak görüyor musunuz?
- Kurumunuzda meslektaşlarınız arasında güç ilişkisi var mıdır? Buna yönelik sizin gözlemleriniz nelerdir?

II. Güç İlişkilerinin Genel İngilizce Öğretimi & Çalışma Hayatı Üzerine Etkisi

İşgücü Dağılımı

1. YADYO’da bir öğretim görevlisi olarak iş yükünüz nedir?
- YADYO’da görevli öğretim görevlileri, yöneticiler ve diğer çalışanlarla kıyasladığınızda adil bir iş yükü paylaşımı olduğunu düşünüyor musunuz?
    a) Derslerin dağılımı nasıl oluyor? İstenilen dersler seçilebiliyor mu?
- YADYO’da iş yükü dağılımı bakımından sorun yaşanıyor mu? Evet ise, bu sorunlar meslektaşlar arasında veya yönetim arasında dile getiriliyor mu? Bu sorunlar çözüme ulaşıyor mu?

Materyal & Ders İçeriği Seçimi ve Oluşturulması

2. YADYO’da İngilizce eğitiminde kullanılmak üzere materyaller ve ders içerikleri nasıl seçiliyor? Kriterler nelerdir?
    a) Kimler rol alıyor? Öğretim görevlilerinin rolü nelerdir?
    b) Herkes materyal seçiminde eşit hakka sahip mi? Nasıl?
    c) Ekstra olarak derste kullanmak üzere materyal getirilebiliyor mu?

Sınavlar

3. YADYO İngilizce hazırlıkta sınavlar (vize, quiz, düzey belirleme, muafiyet) nasıl hazırlanıyor? a) Genel olarak sınavların hazırlanış süreci nasıldır? b) Bu sınavların hazırlanış sürecinde kimler görev almaktadır? Her öğretim elemanı dahil oluyor mu? c) Sınavın hazırlanış sürecinde öğretim elemanı rolleri açısından yaşanan sıkıntılar oluyor mu? Oluyor ise, bu sıkıntılar nelerdir? Bu sıkıntılar veya problemlere yönelik çözümler getiriliyor mu? Bu çözümlere kim karar veriyor?	
III.	**Duygu Düzenleme Stratejileri Kullanımı ile Güç İlişkileri Arasındaki İlişki**
1. Öğrencileriniz, meslektaşlarınız ve yönetici görevinde olan kişiler ile ilişkilerinizde olumsuz durumlarda hissettiğiniz olumsuz duygularınız oluyorsa, bunlarla başa çıkmaya çalışıyor musunuz? Evet ise ne yapıyorsunuz? a) Olumsuz duygularınızı bastırıyor musunuz? Nasıl ve neden? b) Olumsuz duygularınızı olumlu hissedecek şekilde tekrar yorumlamaya çalışıyor musunuz? Neden?	
IV.	**Cinsiyet, Duygusal Emek, Duygu Düzenleme ve Güç İlişkileri Arasındaki İlişki**
1. YADYO bağlamını düşündüğünüz zaman erkek ve kadın öğretim görevlilerinin, öğrencilerin ve yönetim kadrosunda çalışan kişilerin duygusal emekleri arasında farklar var mıdır? Var ise, bu farklar size göre nelerdir?	

D. Kapanış Sorusu

1. Görüşme esnasında konuşmadığımız veya bahsi geçmeyip de sizin güç ve duygusal emek konuları ile ilintili eklemek istediğiniz bir düşünceniz veya yorumunuz var mıdır?

APPENDIX 5 INTERVIEW PROTOCOL (FOR STUDENTS)

Değerli Öğrencimiz,

Sizi Prof. Dr. Ece TOPKAYA ve Necati SÖNMEZ tarafından yürütülen "*Power Relations in Tertiary Level English Language Education: An Investigation on Emotional Labor, Emotional Labor Strategies and Emotion Regulation Strategies*'' başlıklı yüksek lisans tez çalışmasının veri toplama aşamasının bir parçası olarak hazırlanan görüşmeye davet ediyoruz. Araştırmanın bu aşamasında gerçekleştirilecek olan görüşme, güç ilişkilerine yönelik daha derin bilgi edinmeyi ve tam olarak görüşlerinizi kavrayabilmeyi amaçlamaktadır. Çalışmanın amacına ulaşması için sizden beklenen, görüşme esnasında hiçbir kimsenin baskısı altında kalmadan, kendi hür fikirleriniz ve görüşlerinizle soruları cevaplandırmanızdır. Bu araştırmaya katılmak gönüllülük esasına dayalıdır. Çalışmaya katılmayı reddedebilir veya çalışmanın herhangi bir aşamasında vazgeçebilirsiniz. Sizden elde edilen tüm bilgiler gizli tutulacak, üçüncü şahıslar ile paylaşılmayacaktır. Bilgiler, bilgisayar ortamında saklanacak olup çalışmanın tamamlanması ve belli bir zaman aşımı sonrasında sizden elde edilen anket verileri kalıcı olarak silinerek imha edilecektir.

☐ Yukarıda yer alan ve araştırmaya başlamadan önce verilmesi gereken tüm bilgileri okudum. Araştırmanın amaçları için şahsımdan alınacak olan bilgilerin ve görüşlerin, gizlilik kurallarına uyulması kaydıyla içinde yer alacağım görüşmenin ses kaydına alınmasını ve araştırma amacı için kullanılmasını kendi özgür irademle kabul ettiğimi beyan ederim.

Görüşme Soruları

Demografik Bilgiler:

Yaş:

Cinsiyet:

Lisans Bölümü:

İngilizce Yeterlik Düzeyi (Bulunduğu Hazırlık Sınıfı):

A. Arkaplan Sorusu

1. Genel olarak duygularınızı gösteren biri misinizdir?

B. Geçiş Soruları

1. Öğrenciliği duygusal emek olarak görüyor musunuz?
2. YADYO bağlamında sınıf içinde veya dışında duygularınızı açıkça ifade eder misiniz?

C. Anahtar Soruları

I. Duygusal Emek ve Güç İlişkileri Arasındaki İlişki

1. Sizce YADYO İngilizce hazırlıktaki akranlarınız, öğretmenleriyle bulundukları iletişimlerde hissettikleri tüm olumlu ve olumsuz duyguları (mutluluk, öfke, üzüntü, kaygı, hayal kırıklığı, vb.) dışa vuruyorlar mı?
   Evet ise:
- Sizce hangi duyguların dışa vurumu daha çok yaşanıyordur? Bu duyguların dışa vurumunun sebepleri sizce nelerdir?
   Hayır ise:
- Sizce duyguların dışa vurumu neden gerçekleşmiyor?

2. Peki ya siz olumlu ve olumsuz duygularınızı akranlarınıza ve öğretmenlerinize karşı dışa vuruyor musunuz?
   Evet ise:
- Hangi duygularınızın dışa vurumunu daha çok tecrübe ediyorsunuz? Neden?
- Duygularınızı dışa vurmanızın sebebi nedir?
   Hayır ise:
- Duygularınızı dışa vurmama sebebiniz nedir?

3. Sizce YADYO İngilizce hazırlık bağlamında güç hiyerarşisinden söz edilebilir mi?
4. Olumlu ve olumsuz tüm duygularınızın akranlarınıza ve öğretmenlerinize karşı dışa vurumunda sizce YADYO içerisinde yer alan ‘’güç hiyerarşisinin’’ bir rolü var mı?

Üstteki soruya bağlı olarak sorulabilecek bazı sorular:

- Güç hiyerarşisi içerisinde öğretmenlerinizi hangi noktada görüyorsunuz? Öğretmenlerinizin duygu emekleri ile öğrencilerin duygu emekleri arasında bir fark görüyor musunuz? Evet ise, bu farklar size göre nelerdir? Hayır ise, neden?
- Derslerinize giren öğretmenlerinizin otoriter olduğunu düşünüyor musunuz? Neden?
  Evet ise;
  Otoriter bir sınıf ortamında eğitim almak sizin duygularınızı nasıl etkiliyor?
- Size göre otoriter ve otoriter olmayan bir öğretmenin özellikleri nelerdir?

II. Güç İlişkilerinin Genel İngilizce Eğitimi & Öğrenci Hayatı Üzerine Etkisi

İşgücü Dağılımı

1. YADYO’da bulunan farklı yeterlik düzeyindeki sınıflar arasında ödev/iş yükü bağlamında farklar var mıdır? Evet ise, sizin ve farklı sınıflarda bulunan arkadaşlarınız arasındaki bu farkları detaylı olarak açıklayınız.

Materyal & Ders İçeriği Seçimi ve Oluşturulması

2. YADYO’da kendinizin de içinde bulunduğunuz sınıf ve diğer hazırlık sınıflarını kıyaslayacak olursak materyaller ve ders içerikleri bakımından farklar var mıdır? Var ise, bu farklar nelerdir?
3. Öğretmenlerinizin derslerinizde farklı materyaller kullanmalarını ve oluşturmalarını ister misiniz? Neden? Evet ise, bu materyaller size göre nelerdir?
4. Öğretmenleriniz ders kitapları dışında derslerde kullanmak üzere farklı materyaller ve ders içerikleri kullanıyor mu? Evet ise, bu farklı materyaller ve ders içeriklerine yönelik görüşleriniz nelerdir? Hayır ise, sizce neden derslerinizde farklı materyaller ve ders içerikleri kullanılmıyor?

Sınavlar

5. Hazırlık sınavının hazırlanış sürecinde sizin etkinizin olduğunu düşünüyor musunuz? • Bu sınavın hazırlanış sürecinde sizce etkinizin olmasının/olmamasının sebepleri nelerdir? 6. Sizce hazırlık sınavı daha farklı hazırlanabilir mi? Evet ise, hazırlık sınavına yönelik görmek istediğiniz değişiklikler nelerdir?	
III. Duygu Düzenleme Stratejileri Kullanımı ile Güç İlişkileri Arasındaki İlişki	
1. Akranlarınız ve öğretmenleriniz ile ilişkilerinizde olumsuz durumlarda hissettiğiniz olumsuz duygularınız oluyorsa, bunlarla başa çıkmaya çalışıyor musunuz? Evet ise ne yapıyorsunuz? • Olumsuz duygularınızı bastırıyor musunuz? Nasıl ve neden? • Olumsuz duygularınızı olumlu hissedecek şekilde tekrar yorumlamaya çalışıyor musunuz? Neden?	
IV. Cinsiyet, Duygusal Emek, Duygu Düzenleme ve Güç İlişkileri Arasındaki İlişki	
1. YADYO bağlamını düşündüğünüz zaman erkek ve kadın öğrencilerin ve derslerinize giren öğretim görevlilerinin duygusal emekleri arasında farklar var mıdır? Var ise, bu farklar size göre nelerdir?	

D. Kapanış Sorusu

1. Görüşme esnasında konuşmadığımız veya bahsi geçmeyip de sizin güç ve duygusal emek konuları ile ilintili eklemek istediğiniz bir düşünceniz veya yorumunuz var mıdır?