Teaching and Emotional Labor

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Abstract

The concept of emotional labor is increasingly gaining significance within the human factor-centered educational organizations. This study aims to identify primary school teachers' remarks regarding emotional labor and also whether those remarks change according to the variables of gender, marital status, field of study, experience and educational level or not. The study group of the research is composed by 321 teachers randomly selected from the schools located in Elazığ city centre. "Emotional Labor Scale" consisting of 13 questions, the confirmatory factor analysis of which was conducted by Basım and Begenirbaş, has been used as data collection tool following the validity and reliability study. When analyzing each item individually; it is seen that teachers' remarks are concluded as disagree and neutral regarding the sub-dimension of Superficial Role play, agree for the sub-dimension of Deeply Role Play and agree and absolutely agree for the sub-dimension of Natural Emotions.

Keywords: Emotional Labor, Teacher, School, Student

1. Introduction

In recent years, organizations have realized that employees achieve their goals more easily by means of appropriate exhibition of emotions. This situation brings the emotional aspect of the human factor in organizational life into the forefront, and this issue has been an area of interest for researchers. While "Human Relations Movement" started with Hawthorne Researches guided us to understand the feelings of the employees in the past (Eroğlu, 2011), emotional labor which is a concept related to the expected feelings employees are supposed to exhibit while working has emerged now. Emotional labor is experienced intensively among the people-oriented professions (nurses, doctors, teachers, hostesses, social workers, call center employees, sales staff, etc.) (Dursun, Bayram & Aytaç, 2011). Employees serving these professions would rather show emotional behaviors compatible with social rules than their real feelings in their daily life. That's why they keep their own emotions under control. When they need to use their emotional reactions as a part of their profession, they would perform such emotional control for a fee. As a consequence, their emotions would now become part of their profession and their achievements in the working place would get closely related to how they use their emotions (Oral & Köse, 2011).

The concept of emotional labor has been described for the first time in the book named "The Managed Heart: Commercialization of Human Feeling" written by Hocschild in 1983. In this book, the emotional labor is defined as management of emotional expression in a way that can be observed through gestures or facial expressions by the employees (Hocschild, 1983; Kaya & Özhan, 2012; Eroğlu, 2011). In this context, emotional labor is an attitude exhibited during face-to-face interviews and conversatione (Steinberg & Figart, 1999). In brief, emotional labor is defined as the act of displaying emotions appropriate for the current environment (Ashforth & Humphrey 1993; Kaya & Özhan, 2012). Similarly, emotional labor is an endeavour to exhibit emotions desired by the organization in a controlled manner for interpersonal interactions (Morris & Fieldman, 1996; Töremen & Çankaya, 2008).

Organizations identify "rules of conducts" including standards that will allow employees to approach customers through right emotions. With these rules, employees are expected to demonstrate positive emotions, these can create expectations to conceal negative emotions, as well (Austin, Dore & Donovan, 2008).

As for people-oriented organizations, whatever the real emotions of employees are, they should obey the rules of conducts identified by the organization in order to achieve its objectives (Yürür & Ünlü, 2011).

The essence of emotional labor is constituted by how employees show the expected behaviors, in other words, how they comply with the rules of conducts. Accordingly, employees display three types of behavior models as superficial behavior*, in-depth behavior* (Hochschild, 1979), *intimate behavior* (Ashforth & Humphrey, 1993; Yürür & Ünlü, 2011). The leader of concept of emotional labor Hochschild (2003), has named the first of these types as *superficial role play*, the second one as *deeply role play* Kruml & Geddes (2000) in addition to these types, a new type named as *natural emotions* (intimate, real) has been added to the literature (Kurml & Geddes, 2000; Pala, 2008). *Superficial role play* is showing the emotions that employees actually don't feel but they have to feel. Although an employee playing a *superficial role* feels various feelings himself/herself, instead of exhibiting such feelings while working, he/she displays what his/her profession necessitates as if he/she feels. To give an example for a form of superficial behavior, a teacher talking to an angry parent accusing him/her for the low grades his/her child has taken continues talking in a friendly manner though he/she has anger towards the child's parent. In brief, a person playing a *superficial role* both has the feeling but he/she hides and the one he/she doesn't feel but displays in his/her environment as if he/she experiences it. *Deeply role play* is a situation in which an employee really tries to feel the expected feeling for his/her profession. As for this type of emotional labor, an employee endeavours to change the feelings he/she really has by using various coping methods. To give an example; a teacher realizing he/she feels angry towards a naughty student tries to change such feeling with the positive one as he/she wants to do his/her best for his/her profession. In other words, *deeply role play* is expressed as one's desire to voluntarily change the feeling he/she really has with the appropriate emotion (Başbuğ, Ballı & Oktuğ, 2010). What draws attention is the same emotion an employee both feels and displays. Employees exhibiting *natural emotions* (intimate, real) as the other type of emotional labor feel emotions compatible with the expected ones by force of their profession (Kurml & Geddes, 2000; Pala, 2008). In a sense, the feeling a person experiences and has to feel is the same.

The conducts related to emotional labor are becoming a part of the corporate culture over time. Works in organizations to build and strengthen such a structure require direction and control of emotions employees have mostly in the workplace. Therefore, corporate culture turns into a structure that begins to control not only the behaviors of employees but also their feelings (Boyd, 2002; Güngör, 2009).

Emotional labor encountered as the management process of the person's feelings causes some positive and negative effects on employees depending on the relation between the feelings displayed and the ones really felt. Considering the researches related to this issue, the difference between the person's feelings exhibited about the profession and the feelings he/she actually feels, in other words, affective disharmony results in the decrease in the level of employee's satisfaction with the profession and increase in the level of work-related stress and exhaustion (Brotheridge & Grandey, 2002; Brotheridge & Lee, 2002; Dursun, Bayram & Aytaç, 2011; Grandey, 2000; Köksel, 2009). As a conclusion, it can be said that the consequences created by the phenomenon of emotional labor are usually negative on the employees.

Hochscild (1983), it emphasizes that employees sell their feelings to the institution they are working for a fee and also states that feelings the individuals display in their social life and the ones they show in business life need to be addressed in different categories. According to the author, as the employees are supposed to arrange their feelings in accordance with the one required by their profession, it creates negative outcomes as significant stress and alienation towards their real feelings Abraham (1998). It points out that the main reason of the negative outcomes of emotional labor is affective contradiction in phenomenon of emotional labor lived by the employees. Therefore, there exists role conflict between the employees' personal values and feelings and emotional requirements of the profession. As mentioned above, it can bring about high level of stress on employees (Kaya & Özhan, 2012).

Achieving the goals for the organizations depends on customer satisfaction, employees' professing with high motivation and in stress-free environment. Especially employee's strong emotional aspect towards his/her profession has a beneficial effect on the commitment to the profession. At this point, the importance of the concept of emotional labor is increasing. Emotional labor represents linear relationship between employees' true feelings and emotions required by the profession. This relationship describes representation of emotion in a school setting for the teachers having internal and external customers. It is a known fact that teachers' representation of their emotions has a great importance on the effectiveness of the school.

The inadequacy of the studies on emotional labor having so much importance in the field of education in recent years is a deficiency in this field.

1.1. Aim of Study

With this study considered to contribute to this field, it is aimed to identify remarks of the teachers working in primary schools and having a people-oriented profession related to emotional labor and also whether they change or not according to gender, marital status, field of study, experience and educational level variables. For this purpose, the following questions will be replied:

(1) What are the teachers' remarks related to the conducts of emotional labor?
(2) Do the teachers' remarks change according to gender, marital status, field of study, experience and educational level?

2. Method

2.1. The Population and Sampling of the Study

The universe of the research constitutes teachers working in Elazığ city centre in 2012-2013 educational year. In this research, random and disproportionate cluster sampling method has been used. Accordingly, schools located in Elazığ city centre have been chosen randomly and 321 teachers working in these selected schools have been taken as samples. The study of cluster sampling is used when various groups are naturally constituted in the thought universe or artificially for the various purposes and show similarity in terms of certain features in itself (Yıldırım & Şimşek, 2011). Table 1 shows the distribution of demographic traits of the teachers participated in the research.

Considering teachers' personal variables; while 53,3% of the participants are female, 46,7% of them are male teachers, 10% have Associate degree, 82,6% have Bachelor's degree, 7,5% are postgraduate teachers. While 11,2% of the participants are the teachers having 1-5 year experience, 12,1% have 6-10 year, 23,7% have 11-15 year, 26,8% have 16-20 year and 26,2% are teachers with 21 and more years of seniority, 84,1% of them are married, 15,9% are single teachers.

2.2. Data Collection Tools

"Emotional Labor Scale" (13-question), confirmatory factor analysis of which conducted by Basım and Begenirbaş in 2012, has been used as data collection tool by repeating the validity and reliability study. Cronbach's alpha coefficient has been determined for the calculation of the reliability of the scale and Cronbach's alpha value has been found as ,797. For the construct validity, factor analysis has been conducted. According to the factor analysis, as the values are KMO= ,843 Barlett test value=2104,458, and Sig (p)= ,000, it has been found suitable. Factor loads of the scale have been determined as the values ranging between ,45 and ,82. As a result of the factor analysis, items of the scale have been gathered under three factors. These are named as *Superficial Role Play*, *Deeply Role Play* and *Natural Emotions*. The first factor explains the 28,976% of the explained variance, the second one 23,524% of it and the third one explains the 15,624% of it. Graduation items have been ranged as "(1) Absolutely Disagree", (2) Disagree", "(3) Neutral", "(4) Agree", "(5) Absolutely Agree.". The outcomes of the factor analysis are similar to the ones obtained by Basım & Begenirbaş (2012). In addition, it is seen that the validity and reliability of the scale is high as a result of the analysis conducted.

2.3. Procedure

In order to identify the significant difference between the mutual groups, t test has been used, for the significant difference between the multiple groups; one-way analysis of variance has been used. In order to find the source of significant differences, scheffe test from post-hoc tests has been applied. The significance level has been taken as 0,05.

3. Findings

Under this title, primary school teachers' remarks related to conducts of emotional labor according to gender, marital status, field of study, experience and educational level variables have been analyzed. The items of *Superficial Role Play* sub-dimension as the teachers' conducts of emotional labor have been analyzed one by one; the outcomes have been presented in Table 2.

Teachers have presented their opinions as "*Neutral*" for the items "In order to deal with the students appropriately, I play a role" (X=3,00), "While dealing with the students, I play a role as if I feel well." (X=2,79) and "While dealing with the students, I display extra performance as if performing a show" (X=2,96). Their remarks have been as "*Disagree*" for the items "While doing my profession, I behave like I really have the feelings that I don't feel indeed" (X=2,47), " In a way, I wear a mask in order to exhibit the required emotion of the profession" (X=2,42), " I display feelings different to the ones I really feel for my students." (X=2,23). As for the *Deeply Role Play* dimension, teachers have *agreed* on the remarks as "I really try to live the emotions that I have to display for my students" (X=3,80), " I actually endeavour to feel the emotions that I am supposed to display" (X=3,67), " I do my best to feel the emotions that I need to display for my students." (X=3,93) and "I strive hard to feel deep inside the emotions that I need to display for my students " (X=3,70) (Table 3).

Teachers have presented their remarks as *absolutely agree* for the items "The emotions I display for my students are intimate." (X=4,55) and "The feelings I show the students arise spontaneously." (X=4,25), as for the item "The feelings I display are similar to the ones I feel at that time" (X=4,16) their remarks are as *agree*. Such finding indicates that teachers have mostly adopted the items regarding *Natural Emotions* dimension. The findings concerning *Natural Emotions* dimension as teachers' conducts of emotional labor have been given in Table 4.

Considering the gender factor of the teachers, t test has been conducted by assessing the items under three dimensions as a whole. The results have been given in Table 5. As for the *Superficial Role Play* subdimension [$t_{(319)}$=1,476, p>.05], female teachers with X=2,56 and male teachers with X=2,74 have presented their remarks as *neutral*. Such instability can lead to conclusion that teachers play a role in the classroom albeit superficially. According to the levene test value, as there is a significant difference in *Deeply Role Play* [$t_{(319)}$=1,453, p<.05] dimension, Mann Whitney U Test has been conducted. It has been pointed out that male teachers' remarks (167,19) have been found higher than female teachers' (155,57). With respect to *Natural Emotions* [$t_{(319)}$=,875, p>.05] subdimension, female teachers with X=4,35 and male teachers with X=4,29 have presented their opinions as *absolutely agree*. According to the marital status variable, teachers' remarks related to the conducts of emotional labor have been presented in Table 6.

Both married and single teachers have expressed their opinions mostly on *Natural Emotions* subdimension. Married teachers have presented their remarks with X=2,68 as *neutral,* and remarks of the single teachers are as *disagree* with X=2,49. According to the marital status variable, there is a significant difference between the teachers' remarks related to *Deeply Role Play* [$t_{(319)}$=3,075, p>.05] subdimension. Married teachers' remarks are as *agree* with X=3,85, single teachers' are as *neutral* with X=3,37. Regarding *Natural Emotions* [$t_{(319)}$=1,311, p>.05] subdimension, married teachers with X=4,34 and single teachers with X=4,21 have presented their opininons as *absolutely agree*. For all subdimensions, married teachers' remarks have been found higher than single ones. This situaiton can be explained in a way that married teachers can control their feeling more than single teachers. According to the field of study variable, while there is no significant difference between teachers' remarks on *Superficial Role Play* and *Natural Emotions* subdimensions, we see that there exists significant difference in *Deeply Role Play* subdimension (Table 7).

With regard to *Superficial Role Play* [$t_{(318)}$=3,587, p>.05] subdimension, while classroom teachers have presented their remarks as *neutral* with X=2,84, branch teachers' remarks are as *disagree* with X=2,42. As for *Deeply Role Play* [$t_{(318)}$=2,663, p<.05] subdimension, it has been concluded that classroom teachers' rank average is higher than branch teachers. *For Natural Emotions* [$t_{(318)}$=,412, p>.05] subdimension, classroom teachers with X=4,33 and branch teachers with X=4,30 have expressed their opinions as *absolutely agree*. What draws attention is that classroom teachers have presented their remarks related to all dimensions of the emotional labor more than branch teachers. In fact, it is an expected situation to see feelings of the classroom teachers dealing with younger students and living sentimentalism intensively more real and intimate when compared to branch teachers' while doing their profession. In order to identify teachers' remarks on subdimensions related to experience variable, variance analysis has been conducted. The results have been presented in Table 8.

We have seen significant difference in three subdimensions according to the experience variable. Significant difference encountered in *Superficial Role Play* [$F_{(4, 316)}$=4,351, p<.05] subdimension arises from the remarks of the teachers having 1-5 year with 6-10 experience year, 1-5 with 11-15 year and 11-15 with 21 year and above. Regarding this subdimension, teachers' remarks have been found as *disagree* and *neutral*.

Also we see significant difference encountered in *Deeply Role Play* [$F_{(4, 316)}$=6,215, p<.05] subdimension in the remarks of teachers having 1-5 with 16-20 year experience, 1-5 with 21 year and above, 6-10 year with 16-20 year and 6-10 year with 21 year and above. As for this subdimension, teachers have presented their remarks as *neutral* and *agree*. Teachers' opinions on *Natural Emotions* [$F_{(4, 316)}$=3,130, p<.05] subdimension are as *agree* and *absolutely agree*. Considering *Superficial Role Play* subdimension, remarks of the teachers having 11-15 year experience have been concluded higher. It can be said that teachers of this experience group mostly display conduct of *Superficial Role Play*. For *Deeply Role Play* and *Natural Emotions* subdimensions, remarks of the teachers having 21 and above year experience have been concluded higher. While teachers placed in this group are encountering the tiredness resulted from occupational burnout by their age, they compel themselves to display expected emotional presentation and then such compelling gives place to *Natural Emotions* over time. Considering teachers' remarks related to conducts of emotional labor on *Superficial Role Play* dimension, Kruskal Wallis H Test has been conducted for the total items showing inhomogeneous distribution. The outcomes have been given in Table 9.

For this subdimension, the significant difference results from the remarks of the teachers having 1-5 with 6-10 year experience, 1-5 with 11-15 year, 1-5 with 16-20 year, 6-10 with 21 year and above, 11-15 wih 21 year and above. (KWH=17,685). When the rank averages are considered, the highest values belongs to the remarks of the teachers having 11-15 year experience (182,81), the lowest ones belong to the teachers having 1-5 year experience (118,64).

Based on the variance analysis conducted for teachers' variable of educational level, there exists significant difference in *Deeply Role Play* subdimension but there is no significant difference for the other two subdimensions (Table 10).

When *Superficial Role Play* [$F_{(2, 318)}$=,757, p>.05] subdimension is considered, teachers having associate degree have presented their opinions as *disagree* with X=2,50, remarks of the ones having bachelor's degree with X=2,64 and posgraduate degree with X=2,85 are as *neutral*. Based on the Scheffe test conducted for *Deeply Role Play* [$F_{(2, 318)}$=3,077, p<.05] subdimension having significant difference, it has been pointed out that the difference arises from the remarks of the teachers having associate degree and postgraduate degree. For this subdimension, teachers having associate degree (X=4,14), bachelor's degree (X=3,75) and postgraduate (X=3,50) have expressed their opinions as *agree*. As for *Natural Emotions* [$F_{(2, 318)}$=2,016 , p>.05] subdimension, remarks of the teachers having associate degree (X=4,34) and bachelor's degree (X=4,34) are as *absolutely agree*, teachers having postgraduate degree (X=4,09) have presented their remarks as *agree*. This finding can be interpreted in a way that while displaying their feelings, teachers having associate and bachelor's degree are more sensible when compared to postgraduate teachers.

4. Results and Suggestions

When the items of the dimensions are analyzed, teachers' remarks on *Superficial Role Play* subdimension have been concluded as *neutral* and *disagree*, but they have *agreed* on *Deeply Role Play* subdimension. It can be said that teachers force themselves to feel the emotions required by their profession as if they feel them indeed and also they compel to have feelings deep inside similar to the ones they display. What is stressed is that emotional labor is beneficial to the organization, and also it can have detrimental consequences for the individual (Grandey, 2000). Therefore, it has been determined that values of organizational citizenship of the teachers playing a role deeply, in other words, trying to live and feel the feelings that they have to show have been found low (Begenirbaş & Meydan, 2012). Regarding *Natural Emotions* subdimension, teachers have presented their opinions as *absolutely agree* and *agree*. Based on this finding, teachers' feelings for the relation with their students are compatible with the ones required by their profession. Similar results have been observed in a study in which nurses have been chosen as samples by Onay (2011). According to this study, nurses while doing their profession display their *Natural Emotions* as teachers.

When the items are analyzed as a whole, as for *Superficial Role Play* subdimension, there is no significant difference between the teachers' remarks according to gender, marital status, field of study and educational level variables but we have encountered a significant difference in experience variable. Unlike the study conducted, Türkay, Ünlü and Taşar, (2011) has put forward that representation of the superficial emotional labor becomes different according to gender.

Considering the experience variable, the significant difference results from the remarks of teachers having 1-5 year with 6-10 year experience, 1-5 year with 11-15 year and 11-15 year with 21 year and above. In addition, for this dimension, teachers' remarks have been concluded as *disagree* and *neutral* as for the items individually.

It has been pointed out that there is a significant difference in all variables (gender, marital status, field of study, experience and educational level) for *Deeply Role Play* subdimension. To clarify, male teachers' opinions have been found higher than female ones; married teachers' remarks are higher when compared to single teachers and the remarks of classroom teachers are higher than the branch teachers. For this subdimension, the resource of significant difference according to experience variable constitutes remarks of the teachers having 1-5 year with 16-20 year experience , 1-5 year with 21 year and above, 6-10 year with 16-20 year, 6-10 year with 21 year experience and above. According to educational level as the other variable of significant difference, the reason of this difference arises from the the remarks of teachers having associate and postgraduate degree. As for this subdimension, teachers have presented their opinions as *agree* and *neutral* differently from the items individually Considering *Natural Emotions* subdimension, when all variables (gender, marital status, field of study, experience and educational level) are taken into account, there is no significant difference between teachers' remarks, their opinions for this subdimension have been concluded as *agree* and *absolutely agree* as for the items individually. Similarly, according to the marital status variable, there is not a significant difference between the remarks related to all dimensions in the study conducted by Köse, Oral and Türesin (2011). As for gender variable, there appears findings showing that remarks of the female teachers are higher than the male ones which can be interpreted in a way that female teachers have more intimate and realistic attitude while displaying feelings related to their profession in accordance with their gender. This finding supports the opinion by Kart (2011) that appropriate behaviour for the strategies to achieve the objectives of the organization is more closer to woman roles.

In our country, studies related to emotional labor are quite new and limited. Therefore, it is considered that studies about emotional labor are especially required in educational organizations where human factor is extremely important. In this context, for the researchers, the studies taking teachers' as well as students' views regarding the conducts of emotional labor and comparing the obtained results are thought to contribute to this field.

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Table 1. The distribution of the teachers according to demographic traits.

Trait		f	%	Trait		f	%
Gender	Female	171	53,3		1-5 year	36	11,2
	Male	150	46,7		6-10 year	39	12,1
Field of study	Class	168	52,3	Experience	11-15 year	76	23,7
	Field of Study	152	47,4		16-20 year	86	26,8
Educational Level	Associate degree	32	10,0		21+… year	84	26,2
	Bachelor's degree	265	82,6	Marital Status	Married	270	84,1
	Postgraduate	24	7,5		Single	51	15,9

Table 2. Teachers' remarks related to Superficial Role Play dimension.

The items of Superficial Role Play dimension	Findings		
	N	X	ss
1. In order to deal with the students appropriately, I play a role.	321	3,00	1,41
2. While dealing with the students, I play a role as if I feel well.	321	2,79	140
3. While dealing with the students, I display extra performance as if performing a show.	321	2,96	1,32
4. While doing my profession, I behave like I really have the feelings that I don't feel indeed.	321	2,47	1,26
5. In a way, I wear a mask in order to exhibit the required emotion of the profession.	321	2,42	1,32
6. I display feelings different to the ones I really feel for my students.	321	2,23	1,20

Table 3. Teachers' remarks related to Deeply Role Play dimension.

The items of Deeply Role Play dimension	Findings		
	N	X	ss
7. I really try to live the emotions that I have to display for my students.	321	3,80	1,13
8. I actually endeavour to feel the emotions that I am supposed to display.	321	3,67	1,20
9. I do my best to feel the emotions that I need to display for my students.	321	3,93	1,17
10. I strive hard to feel deep inside the emotions that I need to display for my students.	321	3,70	1,19

Table 4. Teachers' remarks related to Natural Emotions dimension

The items of Natural Emotions dimension	Findings		
	N	X	ss
11. The emotions I display for my students are intimate.	321	4,55	0,62
12. The feelings I show the students arise spontaneously.	321	4,25	0,82
13. The feelings I display are similar to the ones I feel at that time.	321	4,16	0,92

Table 5. Teachers' remarks related to subdimensions according to the gender variable.

Dimensions	Gender	N	X̄	ss	sd	Levene	Sig.	t	Sig.	MWU	Sig.	Rank Aver.
Superficial Role Play	Female	171	2,56	1,03	319	,025	,875	1,476	,141	-	-	-
	Male	150	2,74	1,06								
Deeply Role Play	Female	171	3,69	1,09	319	4,70	,031*	1,453	,147	11896,000	,259	155,57
	Male	150	3,86	,93								167,19
Natural Emotions	Female	171	4,35	,68	319	2,95	,086	,875	,382	-	-	-
	Male	150	4,29	,61								

p<.05*

Table 6. According to the marital status variable, teachers' remarks related to the subdimensions.

Dimensions	Marital Status	N	X	ss	sd	Levene	Sig.	t	Sig.
Superficial Role Play	Married	270	2,68	1,04	319	,046	,831	1,186	,236
	Single	51	2,49	1,05					
Deeply Role Play	Married	270	3,85	,98	319	2,313	,129	3,075	,002*
	Single	51	3,37	1,12					
Natural Emotions	Married	270	4,34	,66	319	2,993	,085	1,311	,191
	Single	51	4,21	,56					

p<.05*

Table 7. According to the field of study variable, teachers' remarks on subdimensions.

Dimensions	Field of Study	N	X̄	ss	sd	Levene	Sig	t	Sig	MWU	Sig	Rank Aver.
Superficial Role Play	Class	168	2,84	1,06	318	1,236	,267	3,587	,000*	-	-	-
	Field of Study	152	2,42	,98								
Deeply Role Play	Class	168	3,92	,90	318	14,487	,000*	2,663	,008*	11013,500	,033*	170,94
	Field of Study	152	3,61	1,12								148,96
Natural Emotions	Calss	168	4,33	,60	318	3,684	,056	,412	,681	-	-	-
	Field of Study	152	4,30	,69								

p<.05*

Table 8. According to the experience variable, teachers' remarks on subdimensions.

Dimensions	Experience	N	X̄	ss	Source of variation	Sum of squares	Degree of freedom	Mean squares	F	p	Scheffe
Superficial Role Play	1-5	36	2,18	,81	SSA	18,412	4	4,603			
	6-10	39	2,85	1,01	SSW	334,330	316	1,058			2-1
	11-15	76	2,89	,99	Total	352,742	320		4,351	,002*	3-1
	16-20	86	2,74	1,07							3-5
	21+year	84	2,43	1,09							
			Levene: 2,702			p=,031*					
Deeply Role Play	1-5	39	3,34	1,07	SSA	24,460	4	6,115			
	6-10	36	3,33	1,09	SSW	310,940	316	,984			1-4
	11-15	76	3,71	,90	Total	335,400	320		6,215	,000*	1-5
	16-20	86	3,90	,97							2-4
	21+year	84	4,08	1,00							2-5
			Levene: 1,359			p=,248					
Natural Emotions	1-5	36	4,16	,79	SSA	5,157	4	1,289			
	6-10	39	4,21	,66	SSW	130,154	316	,412			
	11-15	76	4,19	,65	Total	135,311	320		3,130	,015*	-
	16-20	86	4,42	,62							
	21+year	84	4,46	,55							
			Levene: 1,555			p=,186					

p<.05*

Table 9. KWH Test results according to experience variable (Superficial Role Play).

Experience	N	Rank Aver.	Sd	KWH	p	Sig.
1-5	36	118,64				1-2
6-10	39	180,95				1-3
11-15	76	182,81	4	17,685	,001*	1-4
16-20	86	168,94				2-5
21+year	84	142,04				3-5

p<.05*

Table 10. According to the variable of educational level, teachers' remarks on subdimensions.

Dimensions	Educational level	N	X̄	ss	Source of variation	Sum of square	Degree of freedom	Mean squares	F	p	Scheffe
Superficial Role Play	Associate degree	32	2,50	,99	SSA	1,672	2	,836			
	Bachelor's degree	265	2,64	1,05	SSW	351,071	318	1,104	,757	,470	-
	Postgraduate	24	2,85	1,08	Total	352,742	320				
	Levene: ,198				p=,821						
Deeply Role Play	Associate degree	32	4,14	,86	SSA	6,367	2	3,183			
	Bachelor's degree	265	3,75	1,03	SSW	329,033	318	1,035	3,077	,047*	1-3
	Postgraduate	24	3,50	,95	Total	335,400	320				
	Levene: 1,287				p=,278						
Natural Emotions	Associate degree	32	4,34	,55	SSA	1,694	2	,847			
	Bachelor's degree	365	4,34	,64	SSW	133,617	318	,420	2,016	,135	-
	Postgraduate	24	4,06	,74	Total	135,311	320				
	Levene: 1,459				p=,234						

p<.05*