

The Mediating Role of Work Engagement in the Relationship between Leader-Member Exchange and Teacher Emotional Labor

Yener Akman 

Educational Sciences, Süleyman Demirel University, Isparta, Turkey

The Leader-Member Exchange theory indicates that there are differences in the quality of the relationship between leaders and members. This means that leaders are not always equal and consistent while directing organizational sources to members. This relational differentiation influences significantly the organizational and individual outcomes at schools. We can say that the teachers' work engagement and emotional labor approaches, especially those affecting the quality of education, are not independent from the manager-teacher exchange. Accordingly, this study aims to analyze the direct and indirect relationships among the leader-member exchange, work engagement, and emotional labor. The research data were collected from 436 teachers working in 29 public secondary schools in the central districts of Ankara province of Turkey by a random sampling technique. The relationships between the variables were analyzed with a cross-sectional research design. Structural equation modelling was used to test the proposed model. Along this line, the mediation of work engagement between the leader-member exchange and teacher emotional labor approach has been analyzed. Results have showed that leader-member exchange improves teacher emotional labor approaches by work engagement. This research contributes to studies focused on predicting the effects of leader-member exchange on teacher emotional labor.

Key words: leader-member exchange, emotional labor, work engagement, teacher

Introduction

Managing emotions is considered important in interpersonal relationships to understand the emotions of the other party and to establish effective communication. Especially in teaching, which is seen as a profession of

value, the mutual support of the work done and the transfer of emotions are elements facilitating the achievement of organizational goals. Education stakeholders want teachers to provide education and training services with more sincere emotions instead of formal approaches. In other words, the labor put forth by teachers is expected to be emotion-

Correspondence concerning this article should be addressed to Yener Akman, Educational Sciences, Süleyman Demirel University, Isparta, Turkey. E-mail: yenerakman@sdu.edu.tr

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ally satisfying. Yin (2015) has already stated that teachers are emotional workers. In literature, the management of emotions expected to be displayed in a certain job is examined under the conceptualization of emotional labor. England and Farkas (2017) refer to emotional labor as the process of empathizing to understand the thoughts of the other person. Studies have shown that emotional labor approaches positively affect employee performance (Humphrey et al., 2015), job satisfaction (Yin et al., 2019), and emotional intelligence (Yin, 2015). In addition, some studies have shown that the above approaches can have various negative effects on the organization and the individual. These include intention to quit the job (Kang & Jang, 2022), high teacher burnout (Peng et al., 2019), and low commitment (Zheng et al., 2020). In addition, another variable that has a significant relationship with emotional labor is work engagement. Research shows that when teachers make genuine and meaningful emotional contributions, they are more integrated with their work and perform better (Humphrey et al., 2015; Yin, 2015). In addition, researchers have increasingly focused on examining the relationship between leadership behaviors and emotional labor. While some studies show that even the same leadership types can produce different findings (Lee, 2021), others indicate that leadership behaviors support genuine emotional labor approaches (Huang, 2020; Wang & Xie, 2020). At the same time, some researchers indicate that genuine emotional labor behaviors will provide more effective Leader-Member Exchange (LMX) (Moin et al., 2021).

The relationships between variables are analyzed within the framework of the job demands-resources (JD-R) theory (Bakker & Demerouti, 2017) and the Social Exchange Theory (SET) (Blau, 1964). When we consider the basic implications of the JD-R theory from a school

perspective, it is thought that resources such as leadership behavior or school climate support teachers' integration with their jobs. In other words, it focuses on the quality of the principal-teacher relationship that will contribute emotionally to teachers' professions. SET, on the other hand, indicates a mutual benefit within the framework of trust and commitment in the principal-teacher interaction. In fact, it is believed that some leadership behaviors develop emotional labor (Huang, 2020; Özdemir et al., 2023).

The literature shows that various leadership behaviors and emotional labor interact positively or negatively. This diversity suggests that the relationships between variables should be analyzed. In other words, the driving force for this research is the desire to determine how teachers' emotions are reflected in their work in the context of leadership behaviors. In a profession such as teaching, where the human aspect is dominant and teaching service is expected to be provided with deep emotions, it is important to determine what affects emotional labor and how. In addition, it has been observed that the relationships between leadership behaviors, work engagement, and emotional labor have mostly been examined through the business and health sectors (Grandey, 2000; Kang & Jang, 2022; Moin et al., 2021; Wang & Xie, 2020). However, there is a gap in literature in how LMX in schools affects teachers' emotional labor. This research is essential to improve teachers' professional performance and create a more emotionally satisfying work environment. Therefore, a theoretical model was tested to determine the direct and indirect relationships between LMX, work engagement, and dimensions of emotional labor (Figure 1). It is thought that this research will contribute to the development of policies to increase teachers' emotional labor behaviors and to aid school leaders in the field, thereby contributing to the relevant literature.

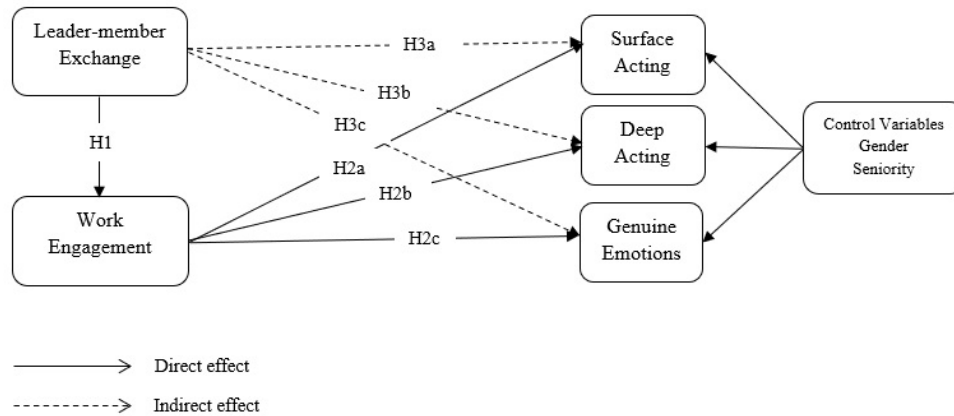


Figure 1 Direct and indirect effects.

Theoretical Background and Hypotheses

Leader-Member Exchange

LMX is a theory focusing on the quality of the relationship between leaders and members (Dansereau et al., 1975; Sparrowe & Liden, 1997). This theory suggests that the leader is not in an equal and consistent relationship with members all the time. LMX has pointed out that interactionism at different levels develops by stating a continuous social change between people (Graen & Uhl-Bien, 1995). In other words, individualized relationships have emerged. Leaders provide support, improvement opportunities, and mentorship for members in high quality relationships. In low quality relationships, the leader does not provide an extra benefit while members behave according to their job definition (Liden & Maslyn, 1998). High level of LMX leads to considerable amount of confidence, regard, and respect. This causes both positive individual and organizational outcomes. In other words, when considered in the context of SET, a high-quality relationship implies a bidirectional mutual approach.

Researchers have determined that variables such as identification (Akman, 2017) and work engagement (Meng & Wu, 2015) are positively affected in organizations with high LMX. The theoretical basis of LMX is depended on actions and social change (Blau, 1964). In the context of these theories, LMX has been analyzed within the frame of various models (Dienesch & Liden, 1986; Liden & Maslyn, 1998). Mainly, the four-dimensional model proposed by Liden and Maslyn (1998) in the studies carried out after 2000s has been the main focus of researchers. In this model, LMX has been discussed in a four-dimensional way: affect, contribution, loyalty, and professional respect.

Work Engagement

Kahn has conceptualized work engagement as being involved emotionally, cognitively, and physically. Schaufeli et al. (2002: 74) have described work engagement as “a positive, fulfilling and work-related state of mind that is characterized by *vigor*, *dedication* and *absorption* dimensions”. Vigor, dedication, and absorption have been described as be-

ing energetic while working, putting an effort into work, finding the job meaningful, being vigorous and inspired, concentrating on the job itself, and being fascinated by the job (Schaufeli & Bakker, 2003). In other words, work engagement can be described as someone's attitude towards himself/herself. Work-engaged teachers tend to be energetic, dedicated to their work, passionate, perseverant against difficulties, and fascinated by their jobs. In addition, they have high mental and emotional health, performance, self-sufficiency, and dedication to their jobs (Bakker & Demerouti, 2017). Schweitzer (2014) has stated that teachers engaged with their jobs achieve positive emotional, social, and motivational results rather than just performance required by their job. These findings point out that the importance of work engagement lies in the positive role it has on the outcomes of member's attitudes, behaviors, and organizational results (Bakker, 2011).

It is a challenging and complex process to maintain work engagement. LMX analyzing the quality of the relationship between leader and member, has been discussed as a high-quality concept reflecting confidence, respect, and loyalty or a low-quality concept reflecting lack of confidence, low level of respect, and lack of loyalty (Morrow et al., 2005). According to the JD-R theory (Bakker & Demerouti, 2017), work and individual resources are the basic premises of work engagement (Halbesleben, 2010). Manager support, well-being, collegiality, self-determination etc., can be stated among these. Macey and Schneider (2008) have suggested that LMX has a significant role in promoting work engagement. Rich et al. (2010) have already stated that work engagement is a significant mediating variable. Moreover, researchers have found that high quality LMX predicts work engagement (Meng & Wu, 2015). Thus, we hypothesized that LMX will positively predict work engagement (H1).

Emotional Labor

Emotional labor has been identified as the effort of organizing individual's emotions required for the occupational role (Grandey, 2000; Hochschild, 1983). Morris and Feldman (1996, 987) have described emotional labor as "the effort, planning, and control needed to express organizationally desired emotion during interpersonal transaction". In earlier studies, emotional labor has been considered as a two-dimensional construct: deep acting and surface acting. Deep acting is to feel the expected emotions in the context of the worker's job. Researchers have indicated that deep acting provides positive outcomes both individually and organizationally (Yin, 2015). Surface acting is to display emotions, which workers don't feel, by covering their internal emotions with fake facial and body expressions. In other words, workers present fake behaviors by imitating an expression, a gesture or tone of voice appropriate for their jobs. Humphrey et al. (2015) have stated that surface acting can cause stress for the individual by increasing emotional dissonance. Ashforth and Humphrey (1993) discussed the genuine emotions dimension in explaining emotional labor in this field. Reflecting genuine emotions is to present sincere behaviors and to be oneself. In this study, the researchers have discussed emotional labor within the scope of the three-dimensional conceptualization mentioned above.

It can be said that teachers engaged with their work perform their jobs with deep and genuine emotions, whereas teachers who have a low level of work engagement perception perform their jobs with surface behaviors. Various research has pointed to the significant relationship, supporting this argument, between work engagement perception and emotional labor (Schaufeli,

2017; Yoo, 2016). Emotional labor has both individually and organizationally significant outcomes. Especially, it has been determined that emotional labor has a significant effect on worker's psychological well-being and work attitude. Besides, the most analyzed positive point of psychological well-being is work engagement (Kim, 2008). Thus, we hypothesized that work engagement will positively predict teachers' surface acting, deep acting, and genuine emotions (H2a, H2b and H2c, respectively).

Grandey (2000) has stated that workers' various individual qualifications have an effect on the way they use emotional labor strategies in a workplace environment and individual (attitude, well-being, etc.) and organizational (performance and team work, etc.) outcomes of their emotional labors. Similarly, the specifications of workplace environment (job autonomy, manager support, and collegiality, etc.) can have important roles (Diefendorff et al., 2005). Bakker and Demerouti (2017) have stated that manager support is part of a healthy workplace environment in the job demands-resources theory. Moreover, researchers have indicated that manager behaviors have an influence in decreasing the negative effect of emotional labor and creating an environment of confidence at schools (Yin et al., 2017; Zheng et al., 2018). It has been suggested that there is a relationship between transformational leadership and supportive communicational strategies and teachers' emotional reframing. LMX based on SET provides a basis for analyzing the nature of the working relationship between worker and manager. SET has pointed out that meeting workers' social and psychological needs with manager support enables a high level of work engagement (Gruman & Saks, 2011). This study, based on SET, suggests that work engagement will be a mediating variable in between LMX and emotional labor. In other

words, we argue that LMX will increase teachers' surface acting, deep acting, and genuine emotions through work engagement (see Figure 1). We have seen no research in literature about analyzing this indirect effect in the context of LMX. Thus, we hypothesized that LMX will increase teachers' surface acting, deep acting, and genuine emotions through work engagement (H3a, H3b and H3c, respectively).

Method

Participants and Procedures

The research data was collected from 421 public schools in 9 central districts of Ankara, Turkey (MoNE, 2022). This represents 87% of the teachers working in Ankara. 16066 teachers represent the population, and the research sample was selected by random stratified sampling. The research has been carried out in 2022-2023 academic year. Primary, secondary, and high schools in the strata were determined according to their numerical proportions in the population. In this direction, the number of samplings representing the population with 5% error margin and 0.5 significance level has been calculated as 390. It has been pointed out that increasing the sample size enhances the analysis strength while decreasing the error margin (Tabachnick & Fidell, 2012). The teachers and schools in the sampling have been randomly determined. First, ethical commission permission has been obtained for the study. Due to the COVID-19 pandemic, the research data were collected online via WhatsApp with an electronic form on a voluntary basis. The data of 436 teachers working at 29 different schools have been collected. 69% of the teachers were female; mean age is 38.54 years old ($SD = 6.45$); average seniority is 15.41 years ($SD = 7.11$).

Measures

LMXS. To be able to measure the LMX, the Leader-Member Exchange Scale (LMXS) was used, developed by Liden and Maslyn (1998). The Turkish version of LMXS was created by Baş et al. (2010). LMXS presents a four-dimensional structure: affect, contribution, loyalty, and professional respect. Each dimension consists of three subjects. The five-point Likert type scale has values between strongly disagree (1) and strongly agree (5). The subject in LMXS is “My supervisor is the kind of person one would like to have as a friend” (affect). We found in our study that LMXS is a highly reliable data collection tool (see Table 1). Confirmation factor analysis (CFA) results indicated that LMX model provided good fit indices, $\chi^2(54) = 169.06$, RMSEA = .07, CFI = .93, AGFI = .91.

WES. Work Engagement Scale (WES) developed by Schaufeli et al. (2006) and adopted into Turkish by Atilla-Bal (2009) was used to measure teachers' work engagement. WES is a scale containing three dimensions and 17 subjects. The dimensions of WES are (1) vigor (2) dedication and absorption. The scale is a five-point Likert type scale and its values are between strongly disagree (1) and strongly agree (5) (Atilla-Bal, 2009; Schaufeli et al., 2006). In WES there is an expression like “At my work, I feel bursting with energy” (vigor). Our study determined that WES has high reliability (see Table 1). CFA results indicated good fit indices, $\chi^2(65) = 274.31$, RMSEA = .08, CFI = .95, AGFI = .86.

ELS. In the study, Emotional Labor Scale (ELS) developed by Diefendorff et al. (2005) and adopted into Turkish by Basım and Beğenirbaş (2012) has been used to measure the teachers' emotional labor. ELS is a scale consisting of three dimensions – surface acting, deep acting, and genuine acting – and 13

subjects. There are values between strongly disagree (1) and strongly agree (5) like in the five-point Likert scale. An example statement like “I put on a ‘mask’ to display the emotions I need for the job” (surface acting) can be found in ELS. Our study shows a high Cronbach's alpha value of ELS (see Table 1). CFA results indicated good fit indices, $\chi^2(119) = 464.221$, RMSEA = .08, CFI = .92, AGFI = .89.

Control variables. Gender and seniority have been determined as control variables since they can be in a relationship with teachers' emotional labor. Seniority is the number of years teachers have completed in their profession. There are studies suggesting that seniority and emotional labor correlate with each other (Kinman et al., 2011). In addition, researchers have pointed out that females display a higher level of emotional labor compared to males (Scott & Barnes, 2011).

Analytic Strategy

At first, we carried out descriptive analyses about variables in the data analysis process. In this direction, we calculated the arithmetic mean and standard deviation. Then, we calculated the Pearson coefficient of correlation to determine the relationship between variables. Lastly, the Structural Equation Modeling (SEM) in the AMOS program was applied to determine the mediating role between variables, detect direct and indirect relationships, and test the model. In this study, the direct predictive role of LMX in emotional labor and its indirect predictive role through the mediation of work engagement were tested. Teacher's gender (Female = 0, Male = 1) and seniority have been determined as control variables in the study. Moreover, bootstrapping method was used to determine paths' confidence intervals and significance (Preacher & Hayes, 2008). We used the robust maximum likelihood (MLR) as the estimator for all

analyses. In evaluating the model fitness, CFI, AGFI, and RMSEA were analyzed. The value of CFI and AGFI, being between .90 and .95, shows adequate fit, being above .95 shows a good fit. RMSEA values of .08 or less and .05 or less indicate adequate and good fit, respectively (Hu & Bentler, 1999). In addition, we examined the common method bias because the research data was gathered from only one source (i.e., teachers). We applied Harman's (1967) single-factor test to determine the common method bias. We identified that the subjects showed a structure with more than one factor. We determined that the single-factor variance in the study is 33%. A single-factor variance lower than 50% means that there is no common method bias (Podsakoff et al., 2003).

Results

Descriptive Statistics and Correlations

Means, standard deviations, Cronbach alpha, and Pearson correlations for the study variables are reported in Table 1.

As seen in Table 1, Cronbach alpha coefficients of LMX, work engagement, surface acting, deep acting, and genuine emotion are .88; .95; .89; .92 and .85, respectively. These findings showed that the scales are above the

acceptable reliability level of .70 (Nunnally & Bernstein, 1994). The analysis revealed a significant positive correlation between LMX and surface acting ($r = .12, p < .001$); LMX and deep acting ($r = .29, p < .001$); LMX and genuine emotion ($r = .37, p < .001$). In addition, there is a significant correlation between LMX and work engagement ($r = .43, p < .001$). Also, the data indicated a significant correlation between work engagement and surface acting ($r = .08, p < .001$); work engagement and deep acting ($r = .33, p < .001$); work engagement and genuine emotion ($r = .34, p < .001$). These results between independent, mediating, and dependent variables indicate preliminary support for H_1 , H_2 and H_3 .

Direct and Indirect Effects

Bootstrapping results of mediation models of LMX and emotional labor are reported in Table 2.

Looking at Table 2 we can see that LMX and work engagement have a positive relationship with each other ($\beta = .48, p < .001$). This result supports H_1 . In addition, work engagement has a positive relationship with surface acting ($\beta = .07, p < .001$), deep acting ($\beta = .29, p < .001$), and genuine emotions ($\beta = .34, p < .001$), which shows us that H_2 is also supported. Finally, the SEM model shows a weak

Table 1 Means, SD, correlations, and reliability in the measurement model

	<i>M</i>	<i>SD</i>	α	<i>LMX</i>	<i>WE</i>	<i>SA</i>	<i>DA</i>	<i>GE</i>
LMX	4.03	.50	.88					
WE	3.92	.77	.95	.43**				
SA	2.63	.44	.89	.12**	.08**			
DA	3.39	.54	.92	.29**	.33**	.34**		
GE	4.01	.92	.85	.37**	.34**	.15**	.22**	

Note. *M* – means, *SD* – standard deviation, α – Cronbach alpha coefficient, LMX – leader-member exchange, WE – work engagement, SA – surface acting, DA – deep acting, GE – genuine emotion.

** $p < .001, n = 436$

Table 2 Bootstrapping results of mediation models of LMX and emotional labor

	Product of Coefficients			95% Bootstrap CI		
	Estimate	SE	Z	Lower	Upper	Sig
<i>Standardized direct effects</i>						
LMX-WE	.484	.040	14.391	.428	.540	**
LMX-SA	.120	.036	12.562	.062	.178	**
LMX-DA	.278	.045	11.996	.213	.343	**
LMX-GE	.325	.051	14.752	.249	.401	**
WE-SA	.108	.023	10.501	.081	.135	**
WE-DA	.296	.029	13.026	.221	.371	**
WE-GE	.345	.038	13.472	.281	.409	**
<i>Standardized total indirect effects</i>						
LMX-SA	.072	.024	4.512	.059	.095	**
LMX-DA	.184	.031	6.776	.150	.219	**
LMX-GE	.235	.032	6.312	.172	.299	**
<i>Standardized total effects</i>						
LMX-SA	.192	.036	2.281	.151	.233	**
LMX-DA	.462	.032	6.634	.388	.536	**
LMX-GE	.560	.030	9.938	.499	.621	**

Note. 5000 bootstrapped samples. CI – confidence-interval, SA – surface acting, DA – deep acting, GE – genuine emotion, WE – work engagement, LMX – leader-member exchange.

** $p < .001$, $n = 436$

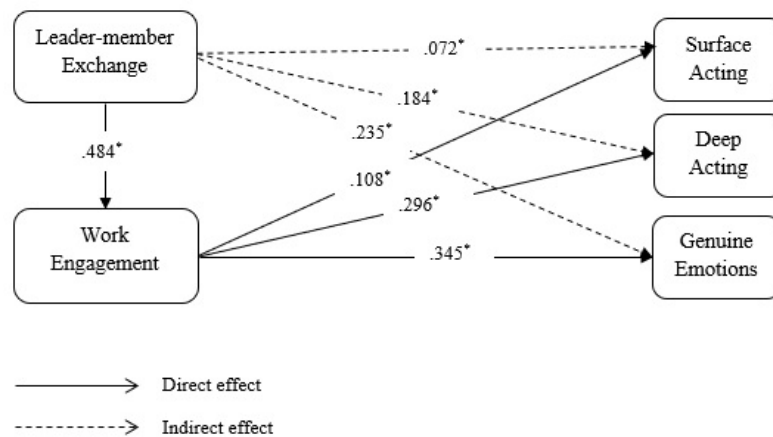


Figure 2 Mediation model of LMX and emotional labor in Turkish schools.

but positive and statistically significant indirect prediction of LMX on surface acting ($\beta = .07, p < .001$), deep acting ($\beta = .18, p < .001$), and genuine emotion ($\beta = .23, p < .001$), as mediated by work engagement [$\chi^2/df = 3.18$; CFI = .96; TLI = .93; RMSEA = .06] (see Figure 2). According to this finding, the improvement in LMX will create a medium level of improvement in work engagement. Furthermore, this medium level improvement in work engagement will maintain a low-level improvement in teachers' emotional labor. The indirect prediction of LMX on surface acting, deep acting, and genuine emotions explains 3%, 21%, and 31% of the total effect, respectively. The total effects of LMX on surface acting ($\beta = .19, p < .001$), deep acting ($\beta = .46, p < .001$), and genuine emotion ($\beta = .56, p < .001$) are moderate, positive, and statistically significant. Standardized total effect sizes indicate a small effect with $f^2(\text{LMX} \times \text{surface acting}) = .03$, a medium effect with $f^2(\text{LMX} \times \text{deep acting}) = .27$, and a high effect with $f^2(\text{LMX} \times \text{natural emotions}) = .45$ (Cohen, 1988).

Discussion

In this study, the author examined whether teacher work engagement has a mediating role between LMX and emotional labor in Turkey. This study supports other studies indicating that teachers' emotional labor is positively predicted in organizations having positive LMX (Moin et al., 2021; Yang et al., 2021). Moreover, it makes contributions to the literature concerning teachers' emotional labor (Beğenirbaş & Meydan, 2012; Zheng et al., 2020).

This study determined that there is a positive significant effect between LMX and teachers' work engagement perceptions. This research has also revealed that a leader's positive attitudes have a significant role in encouraging teachers' work engagement. There

are studies supporting this finding (Meng & Wu, 2015). Halbesleben (2010) has stated that job and personal resources are among the main principles of work engagement. Likewise, Graen and Uhl-Bein (1995) have also expressed that LMX relationships are the job resources improving motivational process in the workplace. It can be said that the relationship between the manager and teachers will be strengthened by providing support, trust, and a healthy communication environment. It has also been known that manager support, which Bakker and Demerouti (2017) emphasized in the job demands-resources theory, is a factor that positively predicts teacher motivation. In this context, the trust placed in the managers and the support felt by the teachers, which are fundamental factors in LMX, will promote the willingness required for teachers to perform their jobs. We can say that this situation will improve teachers' work engagement.

This study has also partly supported other research focused on the effects of teacher work engagement on sub-dimensions of emotional labor. Findings have shown that teachers having high level of work engagement perception displayed deep acting and genuine acting behaviors. There are other studies supporting this finding (Han et al., 2018; Yoo, 2016). Teachers who have work engagements have a positive attitude towards their jobs. Thus, they devote themselves to their jobs and adopt them. Kahn (1990) has explained this situation as being in complete integration – physically, emotionally, and mentally – while transferring an individual's personality to his/her job. Therefore, teachers internalizing their jobs will teach with more sincere and natural emotions. Additionally, it has been confirmed that there is a weak positive relationship between work engagement and surface acting. It has been shown that this finding contradicts various research findings. Pelosi (2015) has

pointed out that there is a negative relationship between variables. Yoo and Jeong (2017) have expressed that work-engaged employees adopt less surface acting behaviors. In other words, it can be said that teachers who do not internalize their jobs and have low energy present surface and fake behaviors more frequently without having the required emotions for the job.

The main result of this study is that LMX improves teachers' emotional labor through work engagement. This research shows that work engagement has a partly mediating role in the positive relationship between LMX and emotional labor dimensions. In other words, one of the ways of improving teachers' emotional labor behaviors is to provide teacher work engagement at schools in the context of LMX. It is possible to give high performance and high-quality education for work-engaged teachers by having good motivation and emotional labor. Thus, it can be said that work engagement is an encouraging power affecting teachers' emotional labor. Moreover, the findings have pointed out that teachers who have high quality labor relations with their managers tend to show a high level of emotional labor behavior because they receive manager support. This finding corresponds to the literature indicating that LMX positively affects teachers' behaviors (Akman, 2021; Meng & Wu, 2015). Therefore, this path between LMX and emotional labor is a significant factor improving teachers' emotional labor.

Limitations

There are some limitations in this research. First, the research was carried out in a limited atmosphere and only at public schools. The education system in Turkey has a centralized bureaucratic structure. Private schools have a more flexible management approach compared to public schools. This may lead to

different leadership approaches. For this reason, the tested model should be examined in the context of public and private schools in a larger population and a more comprehensive model could then be put forward by performing a comparative analysis. Second, gathering data from only one source has brought up the common method bias problem. Although the research uses the single-factor test, this test only analyzes the degree to which common method bias can cause a problem. According to Podsakoff (2003), there must be more than one source for gathering data to be able to overcome this problem. Third, the research design has been determined as cross-sectional. Even though the hypotheses were supported in this research, the cross-sectional design does not explain the causality. A longitudinal approach should be designed to discuss the causality in further research. In this direction, a holistic evaluation can be made by collecting data from the participants again at different time periods (e.g., two weeks apart). Thus, the effects of LMX in this process can be analyzed. Next, it has been expressed in the literature that gender and seniority affect emotional labor (Scott & Barnes, 2011). Therefore, the current study did examine these variables. In further studies, the effects of these variables can be analyzed in more detail. Last, single-factor analysis techniques were used in this research. In the future, researchers could use multilevel techniques by adapting a multilevel analysis design.

Implications

The research has important practical implications. In recent years, various vision documents have been developed to improve principals' leadership competencies in Turkey. These documents indicate that leadership behaviors will provide positive outcomes in human resources and organization. First, the

positive perception of leader-member interaction in a centralized system is an important implication. Then, the finding that leader-member interaction improves teachers' integration with their work and emotional labor is noteworthy as it strengthens the effectiveness of educational reforms. Finally, the model proposed in this study may be instructive for the educational approaches of countries with similar centralized structures.

Author's ORCID

Yener Akman

<https://orcid.org/0000-0002-6107-3911>

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