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# The Relationship between the emotion management proficiencies of school administrators and the motivation level of the teachers

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## Abstract

The aim of this research is to put forth the relationship between the emotion management proficiencies of the managers and the motivation level of the teachers. In this study, the opinions of school administrators on the emotion management behavior and the motivation level of the teachers have been examined. It was determined whether or not the opinions of the teachers differentiate according to the changes of genre, marital status, school type, the number of the teachers and the working time at the school they work. In this Ascanning model was used in this study. 374 teachers chosen by random sampling from 650 teachers working in primary, secondary and high schools in the district of Simav in Kütahya created the research phase. Two scales, Mottaz's (1985) "Job Motivation Scale" and "Emotion Management Behaviors of Managers in Terms of Management Process geliştiril developed by Çoruk and Akçay (2012) were used. According to the findings obtained from the research, the motivation perceptions of the teachers and the proficiency levels of the emotion management of the school principals were found. While the proficiency level of the emotion management of the school administrators differentiates significantly depending on the numbers of the teachers in the whole dimensions of the emotion management, it differentiates depending on the school type in the communication and evaluation dimension. The intrinsic and extrinsic motivation opinions of the teachers differentiate significantly depending on the number of the teachers at school. As a result, it has been reached that there is a positive directional strong relationship between the emotional management and and the teacher motivation.

**Keywords:** Emotion management, motivation, School Administrators

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## 1. Introduction

It is not easy for organizations to adapt to the changing age. In today's management approach where knowledge and skills as well as the emotions of the employees gain importance, the importance of managers has increased. In addition to their existing roles, managers must also be emotion managers. The product that is desired to be obtained in educational organizations is realized by people, not by machine. In this process, people's excitement, enthusiasm and emotion is of great importance (Alic, 1996; Act. Emirbey, 2016). The concept of emotion, its effects on individuals and organizations, its existence in the working life, and the forms of expression have been started to be discussed by searching increasingly since the 1980s (Seçer, 2007).

It is possible to exert a positive atmosphere in schools and to reflect this atmosphere to school members, to influence emotions and to direct emotions. It requires a conscious motivation skill to increase the efficiency of teachers and to ensure the continuity of this efficiency. For this, teachers should be aware of the factors that increase and decrease their motivation, and considering these factors, opportunities should be provided in which they can work happily, peacefully and willingly (Taş, 2005). In this context, administrators are expected to have the ability to influence and manage teachers' emotions in schools. One of the indicators of this is teachers' job motivation levels. Because as the level of motivation increases, teachers become more willing and efficient in conducting teaching activities (Ceyhan, 2002). If a positive environment is not provided, disruptions in education and training activities will occur and this will result in a decrease in productivity (Öztay, 2006). This is why the subject of emotion and understanding of emotions have become more important.

Emotions in the organization of employees' relationships; work attitude, performance, issues such as the productivity of the organization and employees affect many aspects (Kaya, 2002). For this reason, organizations should change their management understanding and managers should change their thoughts, attitudes and views in accordance with this understanding (Çoruk, 2012). In this context, the question ne What is the relationship between the managers' emotion management competencies and the motivation levels of the teachers?

### 1.1 *Purpose of the research*

The overall objective of the study is to manage the relationship between school management emotion management competencies and teachers' motivation levels. The answers to these general objectives are sought.

1. What are the emotion management competences in school management for each management process (decision making, planning, communication, organization, coordination, evaluation)?

2. Are you shown at different levels according to the variables of international board membership, marital status, seniority, type of school, number of teachers in the school, working time in school, depending on emotion management competencies in school management?
3. What is the motivation (internal / external) of teachers?
4. Motivation of teachers (internal / external) level, marital status, seniority, type of school, the number of teachers in the school, working time in the same school, according to the variables are shown at different levels?
5. Is there a relationship between emotion management competencies of managers and motivation of teachers?
6. How does the school directorate emotion management competencies predict motivation (internal / external) levels?

## 2. Method

The aim of the study was to determine the relationship between school administrators 'emotion management competencies and teachers' motivation levels. This research is a quantitative research and it is a study in relational survey model. General screening models are a screening arrangement made on the whole universe or a sample to be taken from it in order to reach a general judgment about a universe consisting of many elements (Sönmez and Alacapınar, 2013). In survey studies, information is collected from a wide audience by using the answer options determined by the researcher (Büyüköztürk et al., 2010).

### 2.1 Population and Sample of Research

The population of the study consists of 650 primary school teachers, 20 secondary schools and 10 high schools in the Simav district of Kütahya province in the 2017-2018 academic year. The sample of the study consists of 374 teachers working in primary, secondary and high school. Simple random sampling was applied in the determination of teachers to be sampled. Theoretical sample size chart was used in sample selection.

Tablo 1. Distribution of participants regarding demographic information (n = 374)

Variable		<i>F</i>	%
Gender	Male	157	42.0
	Woman	217	58.0
Marital status	The married	297	79.4
	Single	77	20.6

Type of School	Primary school	104	27.8
	Middle School	127	34.0
	High school	143	38.2
Seniority	1-10 year	163	43.6
	11-20 year	123	32.9
	21-30 year	59	15.8
	31year and over	29	7.8
Number of Teachers in School	1-10	36	9.6
	11-20	102	27.3
	21-30	134	35.8
	31 year and over	102	27.3
Working time in the same school	1-3 year	184	49.2
	4-6 year	106	28.3
	7-9 year	51	13.6
	10 year and over	33	8.8

As can be seen in Table 1, 58% of the teachers participating in the research were women, 79% were married, 4% were married, 27.8% were primary school, 34% were secondary school, 38% and 2 were high school, In terms of seniority, 43.6% are 1-10 years, 32.9% are 11-20 years, 15.8% are 21-30 years, 7.8% are 31 years and over. In terms of the number of teachers in the school, 9.6% are 1-10 years, 27%, 3 are 11-20 years, 35%, 8 are 21-30 years, 27%, 3 are 31 years and over. In terms of the duration of work in the same school, 49%, 2 1-3 years, 28% 3 4-6 years, 13.6% 7-9 years, 8.8% 10 years and over seen.

## 2.2 Data collection tools

Two types of scales were used to collect data from the schools in the sample. “Job Motivation Scale için was used to measure the motivation levels of teachers, and Yönetic Emotion Management Behaviors Scale of Managers in terms of Management Process” was used to measure the emotion management competencies of school administrators.

Mottaz's (1985) two-dimensional work motivation scale was used to measure work motivation. The scale was used in the studies of Ertan (2008) and Çayırağası (2013). The scale is a 5-point Likert-type scale consisting of 20 items with internal and external motivation dimensions. The first 9 items in the Job Motivation scale are in the intrinsic motivation dimension, and all items, including the 20th item, are included in the external motivation dimension (Ertürk, 2014).

As a result of the validity and reliability study of Çayırbaş (2013) job motivation scale; Prior to the factor analysis, the scale checked the suitability of the scale for factor analysis, and Kaiser-Meyer-Olkin sample adequacy was 0.839 ( $p < .000$ ). Factor analysis was performed according to the transformation of the data to the data by using the basic components method. Thus, a total of 2 factors with an eigenvalue greater than 1 and a loading value above 0.40 were obtained. Two factors explained 68.53% of the total variance. Cronbach Alpha reliability coefficients of the factors were calculated as 0.789 and 0.866.

In the second part, *çeği Emotion Management Behaviors of Managers Aç* scale developed by Çoruk and Akçay (2012), which consists of 40 items, is used to measure the emotion management behaviors of school administrators in terms of management processes from the perspective of teachers and school administrators. This scale, which consists of a five-point Likert-type rating and 40 items, is collected in six sub-dimensions. The first dimension is the decision making dimension of the management processes. The decision-making dimension, which is composed of five items, contains statements that reflect the managers' perception of feelings in the organization. The second dimension, the planning dimension, consists of six items, which include the statements of managers to reveal the desired feelings in organizational life and to take the necessary measures to prevent the occurrence of negative situations. The third dimension, the communication dimension, consists of fourteen items, which include the activities of managers to develop personal relationships, share emotions, and expressions to ensure positive emotions as a result. The fourth dimension, the organization dimension, consists of six items. These items include the expressions of the managers to create feelings that will be effective in fulfilling the objectives of the organization. The fifth dimension, which is the coordination dimension, consists of five items, which include the statements of managers to act on common emotions in order to fulfill the objectives of the organization. The sixth and final dimension is the evaluation dimension. The assessment dimension consists of four items, which include statements about the extent to which managers have achieved their goals, and how they interact between managers and employees. The reliability test of the data collection tool was performed and Cronbach Alpha coefficient was determined as 0.982 for the overall scale. When the reliability values for each of the factors were examined; 0.894 for decision-making size; 0.882 for the planning dimension; 0.957 for communication size; 0.865 for the organization dimension; It was found to be 0.836 for the coordination dimension and 0.916 for the evaluation dimension. These values show that the measurements obtained from the scale are highly reliable ( $\alpha > .70$ ).

The *Duy Emotion Management Behavior Scale of Managers in Terms of Management Process* kullanılı used in this research consists of six dimensions. Cronbach's alpha reliability coefficients were calculated for the reliability of the measurements obtained from the whole scale and its sub-dimensions. In this study, the Cronbach's alpha coefficients calculated for the reliability of the sub-dimensions of the scale were 0.88; 0.91

for the “planning” sub-dimension, 0.96 for the “communication” sub-dimension, 0.96 for the leme organizing ”sub-dimension, 0.86 for the“ coordination ”sub-dimension and 0.93 for the“ evaluation ”sub-dimension. Cronbach's alpha coefficient calculated for the whole scale was 0.98. These values show that the measurements obtained from the scale are reliable ( $\alpha > .70$ ).

### 2.3 Data analysis

In the first part of the scale used in the research, personal information of the participants (gender, marital status, education level, year of service, etc.) is included. As a result of the analysis of the data in the first section, frequency and percentage values are calculated and presented in a table. In the second part of the scale, 5-point Likert-type items were scored as “1 = I disagree”, “5 = I totally agree için for the six dimensions in the Yönetic Assessment of Emotions Competence of School Administrators Öl scale. The high scores of each sub-dimension indicate that school principals exhibit more of the way they manage their emotions. Scale scores values are presented in Figure 1.

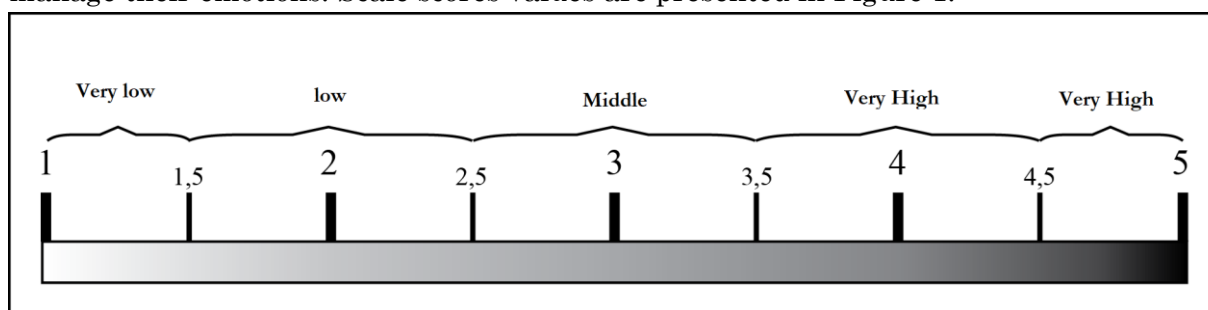


Figure 1. Rating ranges of scales.

The average and standard deviation values of each item in each sub-dimension of the scale were determined and presented in a table. The scores obtained from the scale showed normal distribution. In this context, independent samples t-test, independent samples t-test, if there is a significant difference, multiple comparison test and Tukey HSD test were used to analyze the scores obtained from the sub-dimension of the scale in the context of various variables. In addition, variance analysis was used to see the differences in teachers' views according to seniority, number of teachers in the school, working time in the same school and type of school, and regression analysis statistical techniques were used to see the relationship between managers' emotion management behaviors and teachers' motivation levels.

The arithmetic mean was used to determine the emotion management competencies of school administrators working in public schools and motivation levels of teachers. In order to determine the motivation levels of teachers, item averages related to the internal

and external dimensions of motivation were used to determine the motivation in those dimensions.

**3. Results**

In this section, descriptive statistical values of emotion management competency levels, internal and external motivation levels of teachers and whether or not the findings differ according to independent variables are presented. .

Finally, in the findings section, dair to what extent the school administrators 'emotion management competencies explain teachers' motivation levels ”and ilişki the level of the relationship between school administrators 'emotion management competencies and teachers' motivation levels yer.

Table 2. Descriptive statistics related to the internal and external motivation levels of teachers in terms of decision making, planning, communication, organization, coordination, evaluation processes in terms of emotion management competencies of school administrators (N = 374)

MADDE SAYISI	MANAGEMENT PROCESSES	$\bar{x}$	SS	Motivation	Gender %42 Male %58 Woman	% 79 Male %21 Woman	Kıdem	School Type %27 PRIMARY SCHOOL %34 MIDDLE	Number of teachers 1-10 %9 11-20 %27 21-30 %35	Working at the
6	TO DECIDE	3.45	1.199	Very High					21-30 - 1-10 21-30 - 11-20	
5	PLANNING	3.66	1.109	Very High						
14	CONTACT	3.93	1.053	Very High	Male teacher Favorable result			Middle School- Primary school Middle School- High school	1-10 – 21-30	
6	ORGANIZE	3.65	1.1075	Very High					21-30 - 1-10 21-30 - 11-20	
5	TO OORDINATE	3.90	1.032	Very High					1-10 – 21-30	
4	EVALUATION	3.42	1.224	Very High				Primary school - Middle School	21-30 - 1-10 21-30 - 11-20	

9	INTERNAL MOTIVATION	3.6 6	1.096	Very High					21-30 - 1-10 21-30 - 11-20 21-30 - 31-...
11	EXTERNAL MOTIVATION	3.5 1	1.120	Very High					21-30 - 1-10 21-30 - 11-20

### Findings of Teachers' Perceptions about the Competence Levels of School Administrators to Manage Emotions in Decision Making

Table 3. Descriptive statistical values of teachers' perceptions of emotion management competence of school administrators according to the number of teachers in the school in which they work

Number of Teachers	<i>N</i>	$\bar{x}$	<i>SS</i>
1-10	36	3.8000	.88544
11-20	102	3.5804	1.09707
21-30	134	3.2343	.96885
31 and over	102	3.4961	.93289

Table 4. The results of the analysis of variance according to the number of teachers in the school in which teachers work in the decision-making sub-dimension of the teachers' views about emotion management competencies of school administrators

Variable	Variance	<i>sd</i>	Average Squares	<i>F</i>	<i>p</i>
Number of Teachers	Between Groups	3	4.195	4.291	.005*
	Groups	370	.978		

\*  $p < .05$

According to Table 4; In the sub-dimension of decision making, teachers' opinions about school administrators' ability to manage emotions show a statistically significant change according to the number of teachers in the school they work [ $F=4.291$ ,  $p<.005$ ].

Table 5. Multi-comparison test results according to the number of teachers in the school where teachers work in the decision-making sub-dimension of the teachers' views about emotion management competencies of school administrators

(I) Number of Teachers	of	(J) Number of Teachers	Average difference (I-J)	S. Hata	<i>p</i>
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1-10	11-20	.21961	.19168	.661
	21-30	.56567	.18562	.013*
	31 and over	.30392	.19168	.388
11-20	1-10	-.21961	.19168	.661
	21-30	.34606	.12993	.040*
	31 and over	.08431	.13846	.929
21-30	1-10	-.56567	.18562	.013*
	11-20	-.34606	.12993	.040*
	31 and over	-.26175	.12993	.184
31 and over	1-10	-.30392	.19168	.388
	11-20	-.08431	.13846	.929
	21-30	.26175	.12993	.184

\*  $p < .05$

In order to determine which groups the statistically significant difference was found in Table 5, multiple comparison tests were performed. Table 10 where the results of the multiple comparison test using the Tukey HSD method was examined, it was found that the difference was between the opinions of the teachers with 21-30 teachers and the opinions of the other groups. The opinions of the teachers who have 21-30 teachers in the school they work in, about the emotion management competencies of the school administrators, the opinions of the teachers with 1-10 teachers in the school they work with and the opinions of the teachers with  $p = .013$  and 11-20. 040 shows a statistically significant difference. No statistically significant change was observed between the other groups except for the significant change between these groups.

In the sub-dimension of decision-making, teachers' opinions about the competence of school administrators to manage emotions do not show statistically significant difference according to gender, marital status, type of school, professional seniority variable.

### **Findings of Teachers' Perceptions about the Competence Levels of School Administrators to Manage Emotions in Planning Process**

Table 6. Descriptive statistical values according to the number of teachers in the school in which teachers work in the planning sub-dimension of the teachers' views about emotion management competencies of school administrators

Number of Teachers	<i>N</i>	$\bar{x}$	<i>SS</i>
1-10	36	3.9722	.77613
11-20	102	3.7598	.99464
21-30	134	3.4415	.98448
31 and over	102	3.7353	.97869

Table 7. The variance analysis results according to the number of teachers in the school in which teachers work in the planning sub-dimension of the teachers' views about emotion management competencies of school administrators

Variable	Variance	<i>sd</i>	Average Squares	<i>F</i>	<i>p</i>
Number of Teachers	Between Groups	3	3.833	4.091	.007*
	Groups	370	.937		

\*  $p < .05$

According to Table 7; In the planning sub-dimension, teachers' opinions about school administrators' ability to manage emotions show a statistically significant change according to the number of teachers in the school they work [ $F=4.091$ ,  $p<.007$ ].

Table 8. Multiple comparison test results according to the number of teachers in the school in which teachers work in the planning sub-dimension of the teachers' views about emotion management competencies of school administrators

(I) Number of Teachers	(J) Number of Teachers	Average difference (I-J)	S. Hata	<i>p</i>
1-10	11-20	.21242	.18764	.670
	21-30	.53068	.18170	.019*
	31 and over	.23693	.18764	.587
11-20	1-10	-.21242	.18764	.670
	21-30	.31826	.12719	.061
	31 and over	.02451	.13554	.998
21-30	1-10	-.53068	.18170	.019*
	11-20	-.31826	.12719	.061
	31 and over	-.29375	.12719	.098

31 and over	1-10	-.23693	.18764	.587
	11-20	-.02451	.13554	.998
	21-30	.29375	.12719	.098

\*  $p < .05$

Multiple comparison tests were performed in order to determine the statistical difference between the groups determined in Table 8. Table 7, which includes the results of the multiple comparison test using the Tukey HSD method, shows that the difference is between the opinions of the teachers with 1-10 in the school they work and the opinions of the teachers with 21-30. The opinions of the teachers who have 1-10 teachers in the school they work for, about the emotion management competencies of the school administrators, have a statistically significant difference with the opinions of the teachers who have 21-30 teachers in the school they work,  $p < .05$ . No statistically significant change was observed between the other groups except for the significant change between these groups.

The opinions of the teachers who have 1-10 teachers in the school they work for, about the emotion management competencies of the school administrators, have a statistically significant difference with the opinions of the teachers who have 21-30 teachers in the school they work,  $p < .05$ . No statistically significant change was observed between the other groups except for the significant change between these groups.

In terms of Gender, Marital Status, Type of School, Number of Teachers in the School where they work, there is no statistically significant change in the opinions of the teachers about the adequacy levels of school administrators to manage emotions during the planning process.

**Findings of Teachers' Perceptions about the Competence Levels of School Administrators to Manage Emotions in Communication Process**

Table 9. The change in the communication sub-dimension of the teachers' views about emotion management competence of school principals according to gender

Gender	<i>N</i>	$\bar{x}$	<i>SS</i>	<i>sd</i>	<i>t</i>	<i>p</i>
Male	157	4.0141	.62977	372	2.096	.037*
Woman	217	3.8766	.62401			

\*  $p < .05$

According to Table 9; In the communication sub-dimension, teachers 'perceptions of school principals' ability to manage emotions show a statistically significant change according to gender variable [ $t=2.096, p<.05$ ].

Table 10. The descriptive statistical values of the teachers according to the type of school they work in the communication sub-dimension of the teachers' views about emotion management competencies of school administrators

Type of School	<i>N</i>	$\bar{x}$	<i>SS</i>
Primary school	104	4.0295	.63923
Middle School	127	3.7964	.65367
High school	143	3.9875	.58148

Table 11. Variance analysis results according to the type of school in which teachers work in the communication sub-dimension of the teachers' views about emotion management competencies of school administrators

Variable	Variance	<i>sd</i>	Mean squares	<i>F</i>	<i>p</i>
Type of School	Between Groups	2	1.882	4.850	.008*
	Grups	371	.388		

\*  $p < .05$

According to Table 11; In the communication sub-dimension, teachers 'opinions about school administrators' ability to manage emotions show a statistically significant change according to the types of schools they work [ $F=4.850, p<.05$ ].

Table 12. Multi-planning test results according to school types of teachers 'task teams in the communication sub dimension of teachers' scale

(I) Type of School	(J) Type of School	Average Difference (I-J)	Standard Error	<i>p</i>
Primary school	Middle School	.23313	.08237	.014*
	High school	.04202	.08027	.860
Middle School	Primary school	-.23313	.08237	.014*

	High school	-.19111	.07595	.033*
High school	Primary school	-.04202	.08027	.860
	Middle School	.19111	.07595	.033*

\*  $p < .05$

In order to determine the statistical difference between the groups determined in Table 10, multiple comparison tests were performed. Table 10, which includes the results of the multiple comparison test using the Tukey HSD method, was found to be between the teachers working in secondary school and the other groups. The opinions of middle school teachers about the competencies of school administrators to manage emotions show a statistically significant difference with the opinions of primary school teachers in terms of  $p = .014$  and high school teachers in terms of  $p = .033$ . There was no statistically significant difference between primary school and high school teachers' opinions about school administrators' ability to manage emotions.

Table 13. Descriptive statistical values according to the number of teachers in the school in which teachers work in the communication sub-dimension of the teachers' views about emotion management competencies of school administrators

Number of Teachers	<i>N</i>	$\bar{x}$	<i>SS</i>
1-10	36	4.1369	.49645
11-20	102	3.9769	.72196
21-30	134	3.7942	.59864
31 and over	102	4.0042	.58001

Table 14. The results of the analysis of variance according to the number of teachers in the school in which the teachers work in the communication sub-dimension of the teachers' views about emotion management competencies of school administrators

Variable	Variance	<i>sd</i>	Mean squares	<i>F</i>	<i>p</i>
Number of Teachers	Between Groups	3	1.597	4.134	.007*
	Grups	370	.386		

\*  $p < .05$

According to Table 14; In the communication sub-dimension, teachers' opinions about school administrators' ability to manage emotions show a statistically significant change according to the number of teachers in the school they work [ $F=4.134$ ,  $p<.05$ ].

Table 15. Multi-comparison test results according to the number of teachers in the school where teachers work in the communication sub-dimension of the teachers' views about emotion management competencies of school administrators

(I) Number of Teachers in School	(J) Number of Teachers in School	Average Difference (I- J)	Standard Error	<i>p</i>
1-10	11-20	.16001	.12048	.546
	21-30	.34266	.11667	.018*
	31 year and over	.13270	.12048	.689
11-20	1-10	-.16001	.12048	.546
	21-30	.18265	.08167	.115
	31 year and over	-.02731	.08703	.989
21-30	1-10	-.34266	.11667	.018*
	11-20	-.18265	.08167	.115
	31 year and over	-.20996	.08167	.051
31 year and over	1-10	-.13270	.12048	.689
	11-20	.02731	.08703	.989
	21-30	.20996	.08167	.051

\*  $p < .05$

In order to determine which groups the statistically significant difference is found in Table 14, multiple comparison tests were performed. Table 15 where the results of the multiple comparison test using the Tukey HSD method was examined, it was found that the difference was between the opinions of the teachers with 1-10 in the school they work and the opinions of the teachers with 21-30. The opinions of the teachers who have 1-10 teachers in the school they work in, about the emotion management competencies of the school administrators show a statistically significant difference with the opinions of the teachers who have 21-30 teachers in the school they work. No statistically significant change was observed between the other groups except for the significant change between these groups. There is no statistically significant difference in terms of Marital Status,

Seniority and Working Time Variables of Teachers' Opinions about the Competence Levels of School Administrators to Manage Emotions in Communication Process.

### Findings of Teachers' Perceptions about the Competence Levels of School Administrators to Manage Emotions in Organizational Process in Terms of Independent Variables

Table 16. Descriptive statistical values according to the number of teachers in the school in which teachers work in the organizational sub-dimension of the teachers' views about emotion management competencies of school administrators

Number of Teachers	<i>N</i>	$\bar{x}$	<i>SS</i>
1-10	36	3.9491	.80061
11-20	102	3.7843	.90244
21-30	134	3.4751	.85852
31 year and over	102	3.6667	.89891

Table 17. The results of the analysis of variance according to the number of teachers in the school in which teachers work in the organizational sub-dimension of the teachers' views about emotion management competencies of school administrators

Variable	Variance	<i>sd</i>	Mean squares	<i>F</i>	<i>p</i>
Number of Teachers	Between Groups	3	3.055	3.976	.008*
	Grups	370	.768		

\*  $p < .05$

According to Table 17; In the organizational sub-dimension, teachers 'opinions about school administrators' ability to manage emotions show a statistically significant change according to the number of teachers in the school they work [ $F=3.976$ ,  $p<.05$ ].

Table 18. Multi-comparison test results according to the number of teachers in the school where teachers work in the organizational sub-dimension of the teachers' views about emotion management competencies of school administrators

(I) Number of Teachers in School	(J) Number of Teachers in School	Average Difference (I-J)	Standard Error	<i>p</i>
1-10	11-20	.16476	.16994	.767
	21-30	.47395	.16456	.022*
	31 year and over	.28241	.16994	.346
11-20	1-10	-.16476	.16994	.767

	21-30	.30919	.11519	.038*
	31 year and over	.11765	.12275	.773
21-30	1-10	-.47395	.16456	.022*
	11-20	-.30919	.11519	.038*
	31 year and over	-.19154	.11519	.345
31 year and over	1-10	-.28241	.16994	.346
	11-20	-.11765	.12275	.773
	21-30	.19154	.11519	.345

\*  $p < .05$

In order to determine which groups the statistically significant difference was found in Table 17, multiple comparison tests were performed. Table 18 where the results of the multiple comparison test using the Tukey HSD method was examined, it was found that the difference was between the opinions of the teachers with 21-30 teachers and the opinions of the other groups. The opinions of the teachers who have 21-30 teachers in the school they work for, about the emotion management competence of school administrators; There is a statistically significant difference between the opinions of the teachers between 1-10 and  $p = .022$  and the opinions of the teachers between 11-20  $p = .038$ . No statistically significant change was observed between the other groups except for the significant change between these groups. However, there is no statistically significant difference in terms of gender, marital status, school type, seniority and working time in school.

### **Findings of Teachers' Perceptions about the Competence Levels of School Administrators to Manage Emotions in the Coordination Process**

Table 19. Descriptive statistical values according to the number of teachers in the school they work in the coordination sub-dimension of the teachers' views about emotion management competencies of school administrators

Number of Teachers	<i>N</i>	$\bar{x}$	<i>SS</i>
1-10	36	4.0778	.62934
11-20	102	3.9765	.77296
21-30	134	3.7582	.63770
31 year and over	102	3.9647	.63083



Table 19. The results of the analysis of variance according to the number of teachers in the school where the teachers work in the coordination sub-dimension of the teachers' views about emotion management competencies of school administrators

Variable	Variance	<i>sd</i>	Mean squares	<i>F</i>	<i>p</i>
Number of Teachers	Between Groups	3	1.616	3.548	.015*
	Grups	370	.455		

\*  $p < .05$

Table 19; In the coordination sub-dimension, teachers 'opinions about school administrators' ability to manage emotions show a statistically significant change according to the number of teachers in the school they work [ $F=3.548, p<.05$ ].

Table 20. Multi-comparison test results according to the number of teachers in the school in which the teachers work in the coordination sub-dimension of the teachers' views about emotion management competencies of school administrators

(I) Number of Teachers in School	(J) Number of Teachers in School	Average Difference (I-J)	Standard Error	<i>p</i>
1-10	11-20	.10131	.13082	.866
	21-30	.31957	.12668	.048*
	31 year and over	.11307	.13082	.823
11-20	1-10	-.10131	.13082	.866
	21-30	.21826	.08867	.068
	31 year and over	.01176	.09449	.999
21-30	1-10	-.31957	.12668	.048*
	11-20	-.21826	.08867	.068
	31 year and over	-.20650	.08867	.093
31 year and over	1-10	-.11307	.13082	.823
	11-20	-.01176	.09449	.999
	21-30	.20650	.08867	.093

\*  $p < .05$

Multiple comparison tests were performed to determine which groups were statistically significant difference in Table 20. Table 20, which includes the results of the

multiple comparison test using the Tukey HSD method, shows that the difference is between the opinions of the teachers with 1-10 in the school they work and the opinions of the teachers with 21-30. The opinions of the teachers who have the number of teachers in the school they are working in between 1-10, and the emotion management competence of the school administrators show a statistically significant difference with the opinions of the teachers with the number of teachers in the school they work between 21-30 and  $p = .048$ . No statistically significant change was observed between the other groups except for the significant change between these groups.

In terms of Gender, Marital Status, Type of School, Seniority, and Views of Working Time Variables, there is no statistically significant change in the views of teachers about the competence levels of school administrators in the coordination process.

### **Findings of Teachers' Perceptions about the Competence Levels of School Administrators to Manage Emotions in the Coordination Process in Terms of Independent Variables**

Table 21. Descriptive statistical values of teachers according to the type of school they work in the evaluation sub-dimension of the teachers' views about emotion management competencies of school administrators

Görev Yaptığı Okul Türü	<i>N</i>	$\bar{x}$	<i>SS</i>
Primary school	104	3.5745	.95841
Middle School	127	3.2421	.85678
High school	143	3.4720	.89261

Table 21. The results of the analysis of variance according to the types of schools in which teachers work in the evaluation sub-dimension of the teachers' views about the emotion management competencies of school administrators

Variable	Variance	<i>sd</i>	Mean squares	<i>F</i>	<i>p</i>
Görev Yaptıkları	Between Groups	2	3.443	4.255	.015
Okul Türü	Grups	371	.809		

\*  $p < .05$

According to Table 21; In the evaluation sub-dimension, teachers' opinions about school administrators' ability to manage emotions show a statistically significant change according to the types of schools they work [ $F=4.255, p<.05$ ].

Table 22. Multiple comparison test results according to the types of schools in which teachers work in the evaluation sub-dimension of the scale of teachers' views on emotion management competencies of school administrators

(I) Görev Yaptığı Okul Türü	(J) Görev Yaptığı Okul Türü	Average Difference (I-J)	S. Hata	<i>p</i>
Primary school	Middle School	.33239	.11897	.015*
	High school	.10249	.11593	.651
Middle School	Primary school	-.33239	.11897	.015*
	High school	-.22990	.10969	.092
High school	Primary school	-.10249	.11593	.651
	Middle School	.22990	.10969	.092

\*  $p < .05$

In order to determine which groups the statistically significant difference was found in Table 22, multiple comparison tests were performed. When Table 22, which contains the results of the multiple comparison test using the Tukey HSD method, was found to be between the primary school teachers and the secondary school teachers. There is a statistically significant difference between the opinions of primary school teachers about school administrators' emotion management competence and those of secondary school teachers,  $p = .015$ . Other than these paired comparisons, there was no statistically significant difference between teachers' views on school administrators' ability to manage emotions.

Findings in terms of the Variables on the Number of Teachers in the School where the Teachers' Opinions Regarding the Competency Levels of Managing Emotions in the Evaluation Process of School Administrators

Table 23 Descriptive statistical values according to the number of teachers in the school they work in the sub-dimension of the evaluation of the teachers' views about emotion management competencies of school administrators

Number of Teachers	<i>N</i>	$\bar{x}$	<i>SS</i>
1-10	36	3.6806	.88965
11-20	102	3.6029	.90608
21-30	134	3.2127	.90659
31 year and over	102	3.4265	.86502

Table 24. The results of the analysis of variance according to the number of teachers in the school in which teachers work in the evaluation sub-dimension of the teachers' views about emotion management competencies of school administrators

Variable	Variance	<i>sd</i>	Mean squares	<i>F</i>	<i>p</i>
Number of Teachers	Between Groups	3	3.873	4.849	.003*
	Grups	370	.799		

\*  $p < .05$

According to Table 24; In the evaluation sub-dimension, teachers' opinions about school administrators' ability to manage emotions show a statistically significant change according to the number of teachers in the school they work [ $F=4.849$ ,  $p<.05$ ].

Table 25 Multi-comparison test results according to the number of teachers in the school where teachers work in the evaluation sub-dimension of the scale of teacher opinions about emotion management competencies of school administrators

(I) Number of Teachers in School	(J) Number of Teachers in School	Average Difference (I-J)	Standard Error	<i>p</i>
1-10	11-20	.07761	.17325	.970
	21-30	.46787	.16777	.028*
	31 year and over	.25408	.17325	.459
11-20	1-10	-.07761	.17325	.970
	21-30	.39025	.11743	.005*
	31 year and over	.17647	.12514	.494
21-30	1-10	-.46787	.16777	.028*
	11-20	-.39025	.11743	.005*
	31 year and over	-.21378	.11743	.265
31 year and over	1-10	-.25408	.17325	.459
	11-20	-.17647	.12514	.494
	21-30	.21378	.11743	.265

\*  $p < .05$

In order to determine which groups the statistically significant difference was found in Table 25, multiple comparison tests were performed. When Table 25, which includes the

results of the multiple comparison test using the Tukey HSD method, was found to be between the opinions of the teachers with 21-30 teachers and the opinions of the other groups. The opinions of the teachers who have 21-30 teachers in the school they work for, about the emotion management competencies of the school administrators, with the opinions of the teachers with the number of teachers between 1-10 and  $p = .028$  and with the opinions of the teachers with the number of teachers between the  $p = .005$  There is a statistically significant difference. No statistically significant change was observed between the other groups except for the significant change between these groups. There is no statistically significant difference in terms of Gender, Marital Status, Seniority, Working Time Variables of Teachers' Perceptions about the Competence Levels of School Administrators to Manage Emotions in the Evaluation Process.

**Findings Regarding Independent Variables in the Context of Internal Motivation Subdimension of Teachers**

Table 26. Motivation scale, intrinsic motivation sub-dimension according to the number of teachers in the school they work descriptive statistics

Number of Teachers	<i>N</i>	$\bar{x}$	<i>SS</i>
1-10	36	3.7346	.88741
11-20	102	3.6231	.95006
21-30	134	3.3226	.85979
31 year and over	102	3.6187	.81357

Table 27. Motivation scale, intrinsic motivation sub-dimension of the variance analysis results according to the number of teachers in the school they work

Variable	Variance	<i>sd</i>	Mean squares <i>F</i>	<i>p</i>	
Number of Teachers	of Between Groups	3	2.984	3.888	.009
	Grups	370	.767		

According to Table 27; In the intrinsic motivation sub-dimension, the motivation levels of the teachers showed a statistically significant change according to the number of teachers working in the school they work [ $F = 3.888, p < .05$ ]. This situation reveals that the opinions of teachers in terms of “intrinsic motivation farklılık differ in terms of the number of teachers.

Table 28. Motivation scale, intrinsic motivation sub-dimension teachers according to the number of teachers in the school they work in multiple comparison test results

(I) Number of Teachers in School	(J) Number of Teachers in School	Average Difference (I-J)	Standard Error	<i>p</i>
1-10	11-20	.11147	.16981	.512
	21-30	.41201*	.16444	.013
	31 year and over	.11583	.16981	.496
11-20	1-10	-.11147	.16981	.512
	21-30	.30054*	.11510	.009
	31 year and over	.00436	.12266	.972
21-30	1-10	-.41201*	.16444	.013
	11-20	-.30054*	.11510	.009
	31 year and over	-.29618*	.11510	.010
31 year and over	1-10	-.11583	.16981	.496
	11-20	-.00436	.12266	.972
	21-30	.29618*	.11510	.010

In order to determine which groups the statistically significant difference was found in Table 28, multiple comparison tests were performed. Table 4.84 examining the results of the multiple comparison test using the Tukey HSD method revealed that the difference was between 21-30 and the other groups. The group with the number of teachers between 21-30,  $p = .013$  between 1-10,  $p = .009$  with 11-20, 31 and above with  $p = .010$  values differ significantly. No statistically significant difference was observed between the groups except 21-30 teachers.

### Findings Regarding Independent Variables in the Context of External Motivation Subdimension of Teachers

Table 29. Motivation scale, external motivation sub-dimension of the teachers according to the number of teachers in the school they work descriptive statistical values

Number of Teachers	<i>N</i>	$\bar{x}$	<i>SS</i>
1-10	36	3.7525	.89722
11-20	102	3.6506	1.04099
21-30	134	3.2890	.90703

31 year and over 102 3.6025 .87841

Table 30. The results of the variance analysis according to the number of teachers in the school they work in

Variable	Variance	<i>sd</i>	Average Squares	<i>F</i>	<i>p</i>
Number of Teachers	of Between Groups	3	3.843	4.375	.005
	Groups	370	.878		

According to Table 30; In the external motivation sub-dimension, the motivation levels of the teachers show a statistically significant change according to the number of teachers working in the school they work [ $F=4,375, p<.05$ ].

Table 31. Motivation scale, extrinsic motivation sub-dimension according to the number of teachers in the school they work in multiple comparison test results

(I) Number of Teachers in School	(J) Number of Teachers in School	Average Difference (I-J)	Standard Error	<i>p</i>
1-10	11-20	.10190	.18168	.944
	21-30	.46352*	.17593	.043
	31 year and over	.15003	.18168	.842
11-20	1-10	-.10190	.18168	.944
	21-30	.36161*	.12315	.018
	31 year and over	.04813	.13123	.983
21-30	1-10	-.46352*	.17593	.043
	11-20	-.36161*	.12315	.018
	31 year and over	-.31349	.12315	.055
31 year and over	1-10	-.15003	.18168	.842
	11-20	-.04813	.13123	.983
	21-30	.31349	.12315	.055

In order to determine which groups the statistically significant difference was found in Table 31, multiple comparison tests were performed. Table 4.96 examining the results of the multiple comparison test using the Tukey HSD method, it was found that the difference was between 21-30 and between 1-10 and 11-20 groups. The group with the number of teachers between 21-30,  $p = .043$  between 1-10 and  $p = .018$  between 11-20 shows a significant difference. Other than these, no significant difference was observed in binary comparisons.

### Emotion Management Competences of School Administrators Explain Internal and External Motivation Levels

Table 32. Summary of the regression model where the dependent variable is “Intrinsic Motivation Level”

Model	R	R kare	Standard error for prediction
1	.901 <sup>a</sup>	.813	.40588

a: estimators = 40 items on the scale in which emotion management competences of school principals are measured

Table 33. Summary of the regression model where the dependent variable is “External Motivation Level”

Model	R	R kare	Tahmin için standart hata
1	.931 <sup>a</sup>	.867	.36654

a: estimators = 40 items on the scale in which emotion management competences of school principals are measured

In this section, linear regression was applied in order to answer the question of the extent to which the emotion management competencies of the school administrators explained the motivation levels of the teachers. For this purpose, the average of the items of the internal and external motivation on the data set and the “Internal Motivation Level Mean” and “External Motivation Level” average, which we calculated previously, were taken as a dependent variable and the emotion management competencies of the school administrators were measured respectively. It was obtained. As a result, emotion management competencies of school administrators explain 81.3% of the changes in teachers' Mot Internal Motivation ”levels and 86.7% of changes in teachers“ External Motivation ”levels.

### The Relationship Between Emotional Management Competencies of School Administrators and Motivation Levels of Teachers

Table 34. The relationship between school administrators 'emotion management competencies and teachers' motivation levels



		Motivation Average	Emotion Management Proficiency Average
Motivation Level	Pearson Correlation	1	.889**
	Sig. (2-yönlü)		.000
	N	374	374
Emotion Management Competence	Pearson Correlation	.889**	1
	Sig. (2-yönlü)	.000	
	N	374	374

\*\* . Correlation is significant at 0.01 meaning level.

Correlation analysis was performed between “Motivation Level” and “Emotion Management Adequacy” variables obtained from the averages of the related items on the dataset. As a result of the analysis, a very high relationship was reached as 88.9%.

#### 4. DISCUSSION AND COMMENTS

##### 4.1. Comments on School Administrators' Competence Levels in Managing Emotions in the Context of Management Processes

According to the findings of the research, it is seen that school administrators have high level of competence in managing emotions in the context of management processes. According to the findings, although the competence levels of the managers in the decision-making dimension were “quite high”, it was the dimension that received the least positive opinion after the evaluation dimension. In its study, Çoruk (2012) found that although the decision-making dimension was “partially agree” in terms of the emotion management behaviors of the managers, it was the dimension that the instructors participated more than the other dimensions. Takmak (2016) concluded that it was “quite sufficient unda in the decision-making dimension and this study coincided with the findings. In the Çoruk (2012) and Takmak (2016) studies, the decision-making dimension was the one with the highest participation rate compared to the other dimensions. According to the teachers 'views, the level of competence of school administrators to manage teachers' feelings in the “communication” process is “quite high”. In the study of Çoruk (2012), it is seen that the instructors' responses to their competence in managing emotions in terms of communication process as “partially

agree”. In Takmak (2016) study, it is seen that the school administrators 'competence to manage the emotions of the teachers in the “communication” process is yeterli quite sufficient ”according to the teachers' opinions. Avcı (2014) stated that the high school school administrators who have high school skills in emotion management have high competence.

It was found that school administrators had yönetme quite high leri competence in managing emotions during the gü coordination ”process. As long as the school management cannot provide the coordination of achieving the goals of the school, it cannot succeed in the works that should be done with the unity and will of the employees (Keskinkılıç, 2016). Takmak (2016) and Çoruk (2012), in their studies, it is seen that managers' emotion management competencies are insufficient in terms of coordination process. Söğüt (2018) concluded that school administrators were close to “partially agree inde in the process of organizing their emotion management competencies, and partially agree in the coordination process. School administrators' level of competence in managing emotions during the “evaluation” process is “quite high”. In the evaluation dimension of the administrators, it is seen that the competencies of teachers to manage their emotions have the least competency dimension compared to the other dimensions. Although Takmak (2016) revealed that the school administrators' competence in managing emotions was quite sufficient in the evaluation process, in Çoruk (2012) study, according to the opinions of the instructors, the emotion management competencies of school administrators towards the evaluation process were close to m disagree ”. In the study of Summak and Özgan (2007), teachers evaluated the primary school principals' ability to use managerial processes as generally high. In another study conducted by Girgin (2005), teachers working in primary schools find school principals inadequate in decision-making, planning, communication, impact and evaluation processes to meet teacher expectations in terms of management processes; organization and coordination processes.

#### **4.2. Comments on the Opinions of Teachers about the Competence of School Administrators to Manage Emotions in Management Processes in Terms of Gender and Marital Status Variables**

No significant difference was found in terms of marital status, decision making, planning, organizing, coordination and evaluation processes in terms of gender and marital status. In the communication process, a significant difference was found in favor of male teachers in terms of teacher opinions gender variable.

In the dimension of decision-making, Takmak (2016) found a significant difference in favor of male teachers in his study titled “The Competencies of School Administrators to Manage Teachers' Emotions”. Titrek, Bayrakçı and Zafer (2009), “School Principals and Teachers' Perceptions of School Administrators on Emotion Management Competence çalış in their study named gender variable is a significant variable in favor of male teachers determined. In the Çoruk (2012) study, no significant difference was found between these dimensions even though women stated positive results. Aypay (2006) in the study İlişk

#### **4.3. Interpretations of Teachers 'Perceptions of School Administrators' Capability to Manage Emotions in Management Processes in Terms of School Type and Severance Variable**

There is no significant difference between teachers 'opinions about school administrators' ability to manage emotions in decision making, planning, organizing and coordination processes according to the school type and seniority years in which they work.

In the communication process, there was no statistically significant difference between teachers 'opinions about school administrators' emotion management competence according to their seniority years, but a statistically significant difference was found according to the type of school they work. Teachers working in secondary school find that managers' level of competence in managing emotions is low compared to teachers working in primary and high school. Secondary school puts psychological pressure on teachers and school administrators since students are transitioning to high school. More frequent encounters between teachers and school administrators in these schools may have negatively affected communication.

In the evaluation process, teachers who work in primary schools are found to be more positive in terms of emotion management competence of school administrators compared to teachers working in secondary and high schools. This may be related to the workload

of the managers working in secondary and high schools. The findings of the study coincide with the Söğüt (2018) study. In Söğüt (2018) study, the emotion management behaviors of school principals are more positive in terms of management processes. According to the results of the study conducted by Çoruk (2016) on teachers working in primary, secondary and high school levels, teachers evaluated emotion management behaviors of school principals more than 25 years seniority in terms of management processes more favorably than teachers with seniority of 1-5 years.

#### **4.4. Comments of the Teachers' Perceptions on the Competence of School Administrators to Manage Emotions in the Management Process in Terms of the Working Time in the Same School and the Number of Teachers in the School**

While teachers' opinions about school administrators' emotion management competence in decision making, planning, organizing, coordination and evaluation processes were not statistically significant according to their working time in the same school, a statistically significant difference was found according to the number of teachers in the school they worked. In the decision-making process, the group of 21-30 teachers does not find the level of school administrators to manage emotions more than the other groups. According to the opinions of the teachers in the 21-30 group, the level of managers' managing emotions is not sufficient. In the communication process, the group of 1-10 teachers thought that the school administrators had a high level of competence in managing emotions, but found that the level of teachers' level of teachers was between 21 and 30. In the process of organizing, teachers who have between 1-10 teachers find the adequacy levels of managers to manage emotions adequately, whereas teachers with 21-30 teachers do not find sufficient levels of managers to manage emotions. While the number of teachers in the school is 1-10, teachers in the coordination process are found to be sufficient for the teachers while the number of teachers in the school is 21-30. While the number of teachers in the school in which he worked during the evaluation process is between 21-30, the managers do not find the level of managing emotions sufficient during the evaluation process, while the other groups consider the administrators sufficient.

#### **4.5. Comments on Teachers' Internal Motivation**

In terms of teachers' intrinsic motivation dimension, the general view of teachers is “quite high”. The mean of intrinsic motivation is higher than extrinsic motivation. It is seen that teachers' least participant in intrinsic motivation dimension is “M9. My managers always appreciate me for my work”. They think that teachers do not appreciate themselves as expected by their administrators, do not see themselves as an important employee of the school and do not have full authority to do their jobs. Aksel (2016) found that the teachers' intrinsic motivation levels were “high,, and the item that teachers participated at least was“ My managers always appreciate me for my work en which coincides with the findings of the study.

School administrators seem to be inadequate in honoring their positive behaviors that affect teachers' motivation levels. Caressing and honoring our teachers' emotions will increase their level of commitment to maximize their motivation.

#### **4.6. Comments on Teachers' External Motivation**

Although the external motivation levels of the teachers were found to be Yüksek quite high göre according to the statistical values, it was found to be low according to the intrinsic motivation dimension. The mediators in which teachers participated at least “moderate unda in terms of external motivation“ M15. I believe that the school I work in will be better than it is in the future. Durum, “M20. I think the salary I get from my work is sufficient. ”,“ M11. Physical conditions are appropriate in my working environment. ”,“ M12.It is enough tools and equipment in the workplace. ”. Teachers may think that their wages are insufficient because they compare themselves with other professional groups. Aksel's (2016) study findings are consistent with the study. Ertürk (2014) and Canpolat (2011) found that they were “moderate unda in terms of extrinsic motivation.

#### **4.7. Interpretations of Teachers' Views on Internal Motivation Sub-Dimension in the Context of Independent Variables**

Although the intrinsic motivation levels of the teachers were not significantly different according to the variables such as gender, marital status, type of school and seniority in the same school, a statistically significant difference was observed according to the number of teachers working in the school they work.

It was concluded that the group with the number of teachers between 21-30 was lower than the teachers whose intrinsic motivation level was between 1-10 and 11-20.

The low level of intrinsic motivation of the group with a high number of teachers may be due to the high grouping among teachers within the school. Today, as the population increases, people become lonely. School administrators will take a more active role in this issue and plan activities that will keep teachers together to ensure a positive atmosphere for our schools. Aksel's (2016) study overlaps with the study findings. Aksel (2016) found that teachers working in middle schools had higher intrinsic motivation than teachers working in large schools. In the researches, Aksel (2016) concluded that there was no significant difference in the perceptions of teachers in terms of gender, marital status and branch variable, Canpolat (2011) gender, Bektaş (2012) gender and marital status, intrinsic motivation dimension.

#### **4.8. Interpretations of Teachers' Views on External Motivation Sub-Dimension in the Context of Independent Variables**

The external motivation levels of the teachers who participated in the study did not show a significant difference according to gender, marital status, type of school, seniority and working time in the same school, but a statistically significant difference was determined according to the number of teachers working in the school they work.

In Aksel (2016) study, gender, marital status, seniority and branch variable, Ertürk (2014) gender variable, and Bektaş (2012) concluded that there was no significant difference in the perceptions of teachers regarding extrinsic motivation regarding gender and marital status variables. Polat (2010) concluded that there was a significant difference in the perceptions of teachers in the dimension of extrinsic motivation according to gender, and that female teachers had higher levels of extrinsic motivation than male teachers.

As in intrinsic motivation, it was found that the number of teachers was between 21-30 and the level of extrinsic motivation was lower than between 1-10 and 11-20. In the study, it was found that the higher the group of teachers, the lower the level of external motivation. Other than these, no significant difference was observed in binary comparisons. Aksel (2016) found that the external motivation level of the teachers working in middle-sized schools was higher than the other groups.

#### **4.9. Comments on the Level of Emotional Management Capabilities of School Administrators Explaining Internal and External Motivation Levels**

In this section, linear regression was applied in order to answer the question of the extent to which the emotion management competencies of the school administrators explained the motivation levels of the teachers. As a result, Yönetic Emotion Management Competencies of School Administrators açıkla explains 81.3% of the change in İç Internal Motivation Level of Teachers, and 86.7% of deęişim External Motivation Level of Teachers deęişim. It is concluded that there is a positive and strong high linear relationship between school administrators' ability to manage emotions and intrinsic motivation and extrinsic motivation. It is clear that effective management of emotions plays a role in ensuring all this.

#### **4.10. Comments on the Relationship Between Emotional Management Competencies of School Administrators and Motivation Levels of Teachers**

Correlation analysis was performed between “Motivation Level” and “Emotion Management Adequacy” variables obtained from the averages of the related items on the dataset. As a result of the analysis, a very high relationship was reached as 88.9%. There is a high level of relationship between school administrators' ability to manage emotions and their internal and external motivations. It was concluded that school administrators 'competence in managing emotions was related to teachers' motivation levels. It can be said that the positive behaviors of school principals will lead to an increase in teachers 'motivation levels or negative behaviors of school administrators will cause a decrease in teachers' motivation levels. According to the results obtained, the emotion management behaviors of the school administrators are related to the motivation levels of the teachers and this relationship is statistically significant. As the emotion management competence level of the school administrators increased, the motivation level of the teachers increased. It is seen that the school administrators apply to the ideas of the teachers in the management processes, give the opportunity to participate in the decisions, care and respect the teachers and keep the communication channels open at all times.

According to the study conducted by Çoruk (2012) in order to determine the emotion management behaviors of the managers working in higher education institutions, the faculty members did not find the emotion management behaviors of managers in higher education institutions sufficient.

Sögüt (2018) concluded that there is a positive relationship between emotion management behaviors and general job satisfaction levels of teachers in terms of management processes shown by school principals. It was concluded that teachers' job satisfaction had a significant positive relationship between all sub-dimensions except the “wage” sub-dimension. According to the results of the regression analysis, it was found that these sub-dimensions predicted 37% of the total job satisfaction level.

## **5. DISCUSSION AND CONCLUSION**

### **5.1. Results Concerning the Problem**

In the study, it was determined that the emotion management competencies of school administrators were positively related to the motivation levels of the teachers. According to the research findings, school administrators' ability to manage emotions is her quite high ”for each management process. Among the management processes, the highest level of competence among school administrators is seen as “communication” and the lowest level is the evaluation dimension.

In the communication process in the management process, the opinions of the teachers working in the middle school differ significantly in comparison to the teachers working in primary and high schools. In the communication dimension, the teachers 'opinions about the managers' emotion management competencies differ significantly in favor of male teachers. In the evaluation dimension, it was determined that the opinions of primary school teachers about the competence of administrators to manage emotions were higher than the teachers working in secondary school. In the decision-making dimension, the opinions of the teachers in the schools with the number of teachers between 21-30 were found to be negative compared to the teachers working in the schools with the number of teachers 1-10 and 11-20. In terms of planning, communication and coordination, the opinions of teachers working in schools with 1-10 teachers were found to be positively higher than the opinions of teachers working in schools with 21-30 teachers. In terms of organization and evaluation, the opinions of teachers working in schools with 21-30 teachers were found to be negative according to the opinions of teachers working in schools with 1-10 and 11-20 teachers.



Although the intrinsic motivation levels and extrinsic motivation levels of the teachers were quite high, the intrinsic motivation levels were found to be better. The internal and external motivation levels of the teachers in the school where the number of teachers is between 21-30 are low compared to the internal and external motivations of the teachers with 1-10 and 11-20 teachers. It was observed that teacher opinions did not differ in terms of gender, marital status, type of school, professional seniority and tenure in the same school according to internal and external motivation sub-dimensions.

Based on the findings of the study, teachers 'perceptions of the managers' ability to manage emotions differ according to the number of teachers in the school. Teachers working in crowded schools find the school administrators' ability to manage emotions low. It is inevitable that there may be groupings among the teachers with the increase in the number of teachers in the school and that a negative atmosphere will emerge if this process is not managed well. This shows that the number of teachers in the school and the ability of managers to manage these emotions are directly effective. Therefore, teachers' motivation status is also affected. In schools with a high number of teachers, administrators need to educate themselves about emotion management and teacher motivation. At the end of the study, it was concluded that there was a positive relationship between the internal and external motivations of the teachers and the competence of managing emotions of the managers in the management processes dimension.

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