Research Article

A phenomenological research on the role of emotional orientation in academics' professional lives

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The aim of this study is to explore the role of emotional orientations in academics' professional life. This qualitative study was designed in accordance with the phenomenological design. In the study, the researchers used criterion-based sampling and involved 26 volunteer academics with different titles and higher institutions. The data in this study were collected through face to face in-depth interviews with semi-structured interview questions. The collected data were analyzed through content analysis in three cycles. The results of the study showed that the unique professional characteristics of academics were determinative in emotional orientations that were positive outputs such as trust, helpfulness, and tendency to work collectively. As triggering factors of emotional orientations, it was found that working alone or job-centering efforts play important roles in academics' practices. Another result of the research indicated that academics also produce unique emotional experiences in the context of higher education. In other words, this study reveals that emotional orientations have an effect on both positive and negatives roles in shaping academic' life.

Keywords: Academics' emotions; Emotional orientation; Observation; Life praxis; Reality; Altruism

1. Introduction

Emotions, effects of which are indisputable in both organizational and private life, are complex and multifaceted. This versatility is evident in the presence of many studies on emotions that focus on different aspects of life. In recent years' studies on emotions from different perspectives in many fields as physiological, developmental, social, cultural, behavioral studies and many other areas have been conducted (Houwer, 2010). Today, emotion management in the workplace has become more important than ever before. In addition to many factors such as change in the workplace, transformation, numerous increases in information channels, diversity and complexity in the roles and responsibilities undertaken, maximum performance expectation with limited resources, the diversity of employees caused by factors such as social backgrounds, belongingness, age groups, beliefs and expectations of employees makes individuals face more difficulties at organizational level. The facts that employees understand their own emotions, can control their

reactions, and how emotions that shape behaviors affect others have the potential to fully influence the organization by determining the context of the follower-follower and follower-manager relations (Ceridian Corporation, 2000). In other words, emotions are an integral part of organizations (Miller, 2002). Emotions, which are an integral part of the organization, affect the individual in different ways and become decisive in their interaction with others.

1.1. Theory of Emotion

Emotion plays a fundamental role in human experiences but this concept is confusing when it comes to defining exactly what it is. This is because it appears in different ways depending on the context. Although it is not possible to define it on a theoretical ground on this basis, it generally corresponds to complex states based on the distinction between normal and abnormal, that are components of subjective experiences and complex states of factors such as verbal expressions, physiological responses, motivational effects, behavioral expressions which may be consistent and sometimes inconsistent with each other and which are psychological in one aspect and psychological in the other (Stanley & Burrows, 2001). Emotions are often described as irresistible forces that have a profound effect on behaviors. However, there is a reason to believe that people are more flexible in dealing with their emotions (Koole, 2009). Scherer (2005) defines emotion as the reflection of all or the vast majority of interrelated and synchronized organism (vitality) situations that enable the organism (individual) to evaluate and react to an external or internal stimulus by an external or internal stimulus activating the organism (individual). Similarly, Denzin (1984) stated that emotions are tools that enable people to define both their appearance and essence. Levenson (1994) describes the emotion as "a short-winded physiological and psychological phenomenon as one of the effective ways of adapting to changing environmental needs" (p. 123).

1.2. Emotional Orientation

Maturana (1988a) states that the manifestation of the reality is associated with the life praxis of the individual. According to Maturana (1988a) observation serves as a starting point for understanding the human and finding answers to fundamental questions in grasping reality. The life praxis of both ours and others play a decisive role in the perception of discourses on daily life. Our observations and actions, and the ways we explain and present them, are shaped by our experience. In other words, the life praxis determines the discourse. Apart from referring to transcendental beings, If the individual acts with an understanding that puts himself in the center while continuing her/his daily life, it means that s/he is based on herself/himself in her/his emotional orientations. The transcendence or immanence that shapes emotional orientations affects reality. In our relationships with others, the emotional orientations of others determine the way we handle things, events, and other people. The emotions that others reflect on us through language (gestures, etc.) play a trigger role in our orientation (Parkinson, 2019). At this point, emotional orientation is the basic element that enables to reveal the forms of interaction and behavioral patterns that occur in different areas of life. At the same time, emotional orientations are reshaped and reshaped during these interactions (Maturana, 1988a). In other words, interaction networks and emotional orientations mutually feed each other.

The places where the traces of emotional orientations are seen are not only one-to-one interaction domains, but also these of the group level. Group level emotional orientations are emotional orientations that arise as a result of a sense of belonging to a particular group. Unlike individual emotional orientations, collective emotional orientation is defined as the tendency of community members to experience certain emotions over and over again more often than other emotions. As Maturana (1988a) states in emotional orientations on an individual basis, the perception of reality perceived on an individual basis turns into the group's perception of reality at the group level. In other words, in collective emotion orientation, emotion orientations and tendencies fed by routine repetitive at the group level replace individual-level emotional orientations that are fed by interpersonal patterns (Halperin & Bar-Tal, 2011).

1.3. Academics' Emotional Orientation

At the organizational context, numerous elements that arise in different types and levels that pave the way for the emergence of emotional orientations in interpersonal relationships beyond the control of individuals by establishing complex interactions. This organizational confusion that encompasses the individual physically, emotionally and mentally, triggers much emotions such as being reactive, getting stressed, feeling pain, headache, obsessive thinking, lack of concentration, feeling of inadequacy, depression, anxiety, and anger (Crowley & Elsler, 2006). Considering the academic world, it can be said that the emotional orientation of academics is much more complex due to the unique characteristics of academicians. Apart from lecturing, academicians undertake many responsibilities such as research, publishing, and taking administrative duties in relevant units (Thies & Kordts-Freudinger, 2019). Due to the complexity of academic responsibilities of academicians, they take part in the interactions between individuals, on the other hand, they become part of the interaction networks established at the group level. For this reason, the collective dimension as well as the individual dimension is effective in the emotional orientation of academics. With reference to Maturana (1988a), reality for the academic is part of the complexity of academic praxis (both at the individual and group level). In other words, the unique complexity of being an academic creates a unique perception of reality. Hochschild (1983) states that emotions contain clues as to what reality is in work as well as in private life and that these clues are related to the felt ones and the interpretation of the emotions. As members of the academic community, academics interact within a network of cultural relationships that manifest itself within the framework of academic norms. They reveal common behavioral patterns and ways of communication in the determination of the values and beliefs of academic culture (Drodge & Reid, 2000). In the academic world, it can be said that emotions constitute an obstacle to rationality and even scientific and are confusing. For example, to say that someone is emotional means to express that that person is rational. For a civilized adult, emotions are seen as the source of out-of-control, childish movements (Sutton & Wheatley, 2003). The traces of the academic world seeing emotions as an obstacle to rationality can be seen in the Ancient Greek period. Plato, for example, sees emotions as human weaknesses. Plato says that the way to protect one's mental health is to dominate intellectual inner integrity against misleading impulses (emotions). Similarly, Aristotle claims that emotional orientations lead people to extremism and weakness against rationality. In the same parallel, the Stoics claim that emotional orientations prevent being virtuous, and they state that emotional orientations stem from false value judgments (Zeller, 1905).

The distinction between rationality and affect, traced in ancient Greece, continues today. Maturana (1988b) says that contemporary scholars see emotional orientations as the source of arbitrariness and the cause of confusion for rationality. According to Maturana (1988b), this attitude implies that we cannot adequately understand the reasons that make our actions possible and underlie these actions, because we ignore emotional orientations. This blindness to emotions in explaining social phenomena means for an academic that the opportunity to fully explain the social phenomenon is lost. Another projection of academicians being taken under the grip of rationality when it comes to emotions also shows itself in the researches. Most of the studies on the emotional orientation of academics are associated with a rational causality such as student achievement, performance, academic control, and self-efficacy. However, emotions have started to be considered as an essential element, not as a side element, in recent studies. Emotional orientations are no longer seen as phenomena that exist by chance in the academic environment. There has been a consensus on the point that emotions are multifaceted phenomena and that they create themselves without the need for any other causation (Pekrun & Stephens, 2012). Emotions are seen as a coordinated process with cognitive, physiological and motivational components and provide the bridge between rational and non-rational processes (Damasio, 1994). That is to say, emotions are an essential part of all human activities and an indispensable element of academic life (Drodge & Reid, 2000). Ultimately, the emotional orientation of academics is shaped by the unique characteristics of the academic world. In the study conducted by Hagenauer and Volet (2014), it

was revealed that three basic triggers emerged when the elements that the emotional orientations feed on were examined: (1) Teaching in emotion orientation as an intrinsic value of academics. (2) Academicians 'expectations regarding the level of students' participation in learning processes. (3) limited control over the teaching and learning success of students. Emotional orientations triggered by triggers produce individual results on the one hand, and organizational results on the other hand. It produces *individual results* such as leaving the job, coming to the job late, change the job, as well as organizational results such as stakeholder satisfaction/dissatisfaction, high job quality/poor job quality, and organizational productivity/unproductivity by strengthening the possibility of causing depression in the long term and subsequent decrease in motivation for work (Lazanyi, 2011). Hochschild (1983) states that emotions contain clues as to what reality is in work as well as in private life and that these clues are related to the felt ones and the interpretation of the emotions. At this point, emotions are bidirectional as (1) the level of surface acting, which focuses on what others think about us and is based on concealing real emotions and (2) deep acting that is based on being aware of internal emotions and the effort to behave in the direction of the actual feeling. Ashforth and Humphrey (1993) added "the concept of identity" to the surface and deep acting basing it on the social identity formation theory and emphasized the need to consider the effects of this identity on identification with a role in the formation of emotions in the organizational context.

Moreover, emphasizing the effects of the internal (psychological) and external (organizational) pressures determines the roles of individuals in organizational context and it is fed from (1) the social processes that occur within the organization, (2) the organizational and personal identity interaction that enables employees to internalize their organizational goals and thus motivate them to pursue their individual development (3) emotional presentations that manifest themselves via the relationships in daily practices, (4) being visible depending on whether the effort made sees its deserved value or not and (5) monitoring processes based on going to rewarding based on feedbacks (Lazanyi, 2011). Ultimately, academics produce realities unique to them, in Maturana's (1988a, 1988b) words, in academic life where their emotional orientation plays a key role. In the context of the presented theoretical framework, the present study aimed to examine the role of the emotional orientation of academics in academic life. For this purpose, the sub-objectives are listed as follows:

➢ What are the precursors of emotional orientation of academics in academic life?
➢ What is the role of emotional orientation in the Professional Organizational Context of academic life?
➢ What are the views of academics about their experiences in the context of emotion orientation?

2. Methodology

2.1. Research Design

This study employed a qualitative approach within data collection and analysis procedure (Stake, 2000; Yin, 2011). As Merriam and Grenier (2019) argue, a qualitative study aims to examine how individuals interpret their experiences and how they systematically construct their thoughts. This qualitative research incorporates with phenomenological design (Padilla-Diaz, 2015) to clear up the emotional experiences of academics in Turkish higher institutions. As Denzin and Lincoln (2008) emphasized phenomenological design provides researchers to describe content-rich comprehension of experience. A phenomenological design was preferred by the researchers to gather some common shared experiences of academics in different contexts in different universities. Similarly, Creswell (2012) defined this design as "describing the meaning for several individuals of their lived (or shared) experiences or a phenomenon" (p.57). In a phenomenological study understanding regarding the phenomenon is elicited, and insight is gained by interviewing knowledgeable participants (Yin, 2012). Therefore, this study was designed to explore academics' perceptions of their emotional state during their time at universities.

2.2. Participants

In order to ensure diversity of experience in phenomenological research and thus to be able to conduct in-depth analysis, it is recommended that the working group consists of 3 to 15 individual (Padilla-Diaz, 2015, p.104). The basic criterion of the number of participants in qualitative research is saturation. This term means that the researchers can finish the interview when they reach satisfactory knowledge about the phenomenon (Creswell, 2012). This study consisted of 26 volunteer academics in different universities in Turkey during the 2019-2020 academic years. The participants of the study were determined according to criterion sampling as one of the purposeful sampling methods (Creswell, 2012; McMillan & Schumaer, 1993; Neuman, 2006). The researchers specified the criteria as "being academic staff" and "having at least 3 years of experience". In criterion sample selection, the criterion of being at least 3 years old was determined by considering the characteristics of career stages. As stated by Bakioğlu (1996), the person in the first year of the career entry phase experiences reality shock and faces uncertainties about the working environment. She or he has difficulty in defining her/his emotions in terms of emotion management. For this reason, the criterion of being at least three years was determined in this study, since it is more likely to determine emotion orientations in the 3-5-year period, which coincides with the sedation phase. The researchers used codes (P1, P2…) instead of participants' real names as ethical concerns.

Table 1
Demographics of the participants

Code	Gender	Title	Years of Experience	Code	Gender	Title	Years of Experience
P1	Female	Res. Assist.	4	P14	Female	Assoc. Prof. Dr.	18
P2	Female	Res. Assist.	5	P15	Female	Assist. Prof. Dr.	4
P3	Female	Res. Assist.	4	P16	Female	Assoc. Prof. Dr.	20
P4	Female	Prof. Dr.	33	P17	Female	Assist. Prof. Dr.	4
P5	Female	Assist. Prof. Dr.	9	P18	Female	Assist. Prof. Dr.	3
P6	Female	Res. Assist.	4	P19	Male	Assist. Prof. Dr.	7
P7	Female	Res. Assist.	4	P20	Male	Assist. Prof. Dr.	8
P8	Female	Res. Assist.	6	P21	Male	Assist. Prof. Dr.	6
P9	Female	Assist. Prof. Dr.	18	P22	Male	Assist. Prof. Dr.	8
P10	Female	Res. Assist.	8	P23	Male	Assoc. Prof. Dr.	15
P11	Female	Res. Assist.	14	P24	Male	Assist. Prof. Dr.	14
P12	Female	Assoc. Prof. Dr.	14	P25	Male	Assist. Prof. Dr.	9
P13	Female	Assoc. Prof. Dr.	25	P26	Male	Assist. Prof. Dr.	8

The years of experience of participants range between three to 33 years. Twenty of the participants are female and six of them are male. The sample involves 8 research assistant, 12 assistant professors, 4 associate professors, and one professor. All of the participants meet the criteria for the sampling of this research.

2.3. Data Collection Procedure

In phenomenological research, one of the most suitable ways of data collection is face-to-face in-depth interviews with open-ended and semi-structured interview questions (Marshall & Rossman, 2010). The researchers preferred face-to-face interview because according to Padilla-Diaz (2015) this kind of interview enables researchers to approach the phenomenon properly. Semi-structured interview questions allow researchers to modify the sub-questions in accordance with the answers of the participants (Creswell, 2012). Regardless of the type of research, validity and reliability is the expression that all processes of literature review, data collection, analysis, presentation and interpretation of findings are compatible with each other and that all process steps are handled meticulously (Merriam, 2009). In this context, a comprehensive literature review was conducted to ensure validity and reliability. Criteria were created in order to make the factual analysis of emotion orientations through criterion sampling in the context of validity and reliability. During

the data collection process, the interview was formed by taking a deep literature review and expert opinion. Drilling questions were asked for accurate data. The researchers of the study prepared a number of draft interview questions from a literature review by looking at the aim of the study. Creswell (2012) suggests researchers make peer review of the interview questions before applying them. Hence, the researchers ask their colleagues for examining the interview questions according to the scope of the research. In the third step, the researchers tested interview questions with a pilot interview. Some of the questions were reformed and some discarded from the question list. The researchers got an appointment from each of the participants and sent them to consent forms and interview protocol to inform the participants about the research procedure and the aim of the research and interviews. The interview protocol included that participants have the right to withdraw from the study at will. In this way, researchers tried to create emotionally safe interview settings. Berg and Lune (2012) suggest researchers visit the participants in their natural settings and observe the environment. Most of the interviews were conducted in the participants' offices. So, the researchers got a chance to take field notes and analytic memos. The interviews took approximately 45 minutes with each of the participants. And the researchers used an audio recorder to record interviews. The audio records were transcribed immediately and then sent back to participants for member checking (Creswell, 2012).

2.4. Data Analysis

The study employed content analysis technique to find out the codes, categories, and themes (Strauss & Corbin, 1990). While analyzing the data the researchers gathered field notes, analytic memos, and transcriptions. The researchers preferred to use analyzing cycle suggested by Saldaña (2009). In the first cycle, the researchers formed initial codes directly from the transcriptions. Then, the researchers look for the similarities of the initial codes to gather them under the categories in the second cycle. Finally, the researchers created themes including the same categories. The themes, categories and codes list and draft analysis sent to colleagues for peer-review. According to the feedback, the researchers created themes as "Emotion Orientations' Precursors", "Emotion Orientations in the Professional Organizational Context" and "Results of Emotion Orientations".

3. Findings

The findings of the study will be presented under the themes of Emotion Orientations' Precursors, Emotion Orientations in the Professional Organizational Context and Results of Emotion Orientations.

3.1. Emotion Orientations' Precursors

The opinions expressed in this section where the precursors of emotion orientations of academicians are examined are grouped as negative and positive based on the content of emotion. As shown in Table 2, in their expressions regarding the precursors directing their emotions in their organizational contexts on an individual basis, the participants were observed to put forward (1) altruism that corresponds to being open to the emotions expressed by others, (2) individual centricity based on the assumption that individuals act with their own choices rather than being exposed to the emotions of others, (3) job centricity in which the individual emphasizes his/her job in expressing his/her emotions.

Table 2
Precursors of emotion orientations in the individual context

	Individual		
	Altruism	Individual Centricity	Job Centricity
Type of emotion			
Positive	P2, P7, P11, P21	P16, P17, P11, P25	P1, P4, P5, P10, P1, P14, P17, P18, P22, P23, P24, P23, P26
Negative	P2, P6, P9, P13, P15, P12	P3, P8, P16, P21	P1, P6, P14

P2 expresses the content that emphasizes especially elements about relationships with others in her positive and negative experiences in the emotional dimension. The relationship with others is the key being happy in work for her.

> "When it first starts, it is more troubled or I am more comfortable now because I don't know people, I don't know their working styles, and you can't exactly predict what you'll encounter. After about two years, as people became familiar and established individual communication, the problems became less… I am constantly learning something I am very happy now. I love my field I am academically very satisfied to be with students to carry out their internships to know new students to see the developmental stages of the students. They satisfy me and make me happy." (P2)

P21 expresses his emotional orientations, it is observed that the source of his stress, anxiety, and inadequacy orientations, which contain negativity, is mostly internal conditions related to herself and on the other hand, job features become prominent in her positive emotion orientations. While P12 stated that she was especially happy in the acceptance of academic publications, she complained about the intensity of emotion, including negative emotions:

> "… Feeling of stress is too much, the anxiety feeling is quite frequent. I started with negative emotions. Because we are currently working in a place based on academic advancement, we are constantly worried about producing publications and meeting deadlines… On the one hand, academic life and administrative affairs and also the anxiety about education activities on the other all increase negative emotions such as tension and uneasiness." (P21)

P16 expresses the content that emphasizes especially elements about herself in her positive and negative experiences in the emotional dimension. She states that individual characteristics directly affect the possibilities in the emotional dimension:

> "When I think about emotions at the academy, I think there must be passion and excitement to do something in this field. And something that is connected with emotions of excitement and passion seems to me from that dimension at first. On the other hand, perhaps not at the beginning, but I think that emotions are important in motivation and 'how can I stand up?' in failure in the research process and the conclusion process. And when I produce a product, for example, an article or a project or a book, it satisfies me with the competence of emotion rather than cognitive competence. The feeling of 'I can do it'… Feelings seem to me like the mud or the mortar of a construction" (P16).

The academics, whose opinions were received, made statements by emphasizing the importance of relationships with others as well as work-centered arguments in their emotion orientations. It is seen that the course of their relationships with others plays a decisive role in the positive or negative orientation of emotion orientations.

3.2. Emotion Orientations in the Professional Organizational Context

In this section, the views of academicians are analyzed in the context of professional responsibilities and the roles they assume within the organization. As shown in Table 3, in their expressions regarding the professional responsibilities directing their emotions, the participants were observed to put forward (1) colleague relations in which they have horizontal relationships, (2) features of the work including elements of task conflict, feedback, autonomy and level workload, (3) the relationship they establish with their superiors while they meet the requirements of their job and (4) the organizational features of their institution.

Table 3
Examination of emotion orientations in the professional organizational context

	Professional responsibilities and roles			
	Relationships with Colleagues	Features of the Job	Administrative Relations	Organizational Structure
Type of emotion				
Positive	P16	P1, P2, P4, P5, P8, P9, P10, P11, P12, P13, P14, P18, P19, P20, P21, P22, P23, P24, P25, P26	P1, P4, P5, P10, P1, P14, P17, P18 , P22, P23, P24, P23, P26	
Negative	P1, P9, P12, P3, P14, P19, P21, P25	P2, P3, P8, P18, P23	P1, P6, P10, P20, P22, P24, P25	P7, P11, P15, P17, P26

In her statement highlighting the diversity of skills of the task in the academic context based on professional responsibilities and roles, P 5 indicates that the concern of competency for the job in a professional sense is positively motivating:

> "… The biggest burden of me is that in the sense of time, it just doesn't stay here and you always have research in your mind. You are always like 'let me do this, let me complete this, let me publish this'. And normally you want to progress; when you work, your field is open-ended. So it's good that you are going to move forward in a sense but it is at the same time a burden…"(P5)

P8 addresses both negative and positive emotions in the context of professional responsibilities and roles while highlighting the characteristics of the work in both. He/she indicates that the sense of autonomy felt by academicians makes her feel good emotionally, while the uncertainties about the job description include negative feelings:

> "…I actually work for myself and for the society but the work I do for society gives me autonomy. I think that's one of my favorite parts. Of course, the fact that it is not a 9-5 job strains. In fact, this is a way of life. So when one leaves after five, the work goes on. However, we have a life outside of it and it is not always easy to combine it with you; sometimes you have to minimize your personal time." (P8)

While expressing her feelings in terms of professional responsibilities and roles, P13 states that the functions of the academic profession, especially through feedbacks, lead to positive emotions, and regarding this, the inadequacy of feedback from one's colleagues leads to negative emotions:

> "I love it very much when I produce work. It is not necessarily something for me; it can be a service or helping someone… I am very happy. I know that producing something teaches many different things. I know that this is the most valuable contribution to me… Sometimes I am in such a mood that I think whether I do is true or not and there is no person to get help… For example, I cannot organize my sample properly and I say to myself 'did I do it right?' I don't know; being unable to find anyone who can control what I did and say 'this is wrong' or 'this is right' is one of the biggest problems I have faced during my professional life. I still think 'whom can I call?' when I cannot solve something. When I say I can call… There are teachers here of course. But you are looking for somebody to call in the evening or at midnight without hesitation… It's still a big problem for me not having somebody to ask 'I'm stuck here; what do you think about this?' I mean I've been having the same problem for 25 years…" (P13)

It is seen that the academic profession paves the way for the formation of positive emotions for the performers of the profession. On the other hand, it can be said that especially administrative responsibilities other than the roles required by the academic profession feed negative emotions.

3.3. Results of Emotion Orientations

The opinions of academicians in terms of the results of emotion orientations revealed that they produce results that can be handled on professional and personal basis. As shown in Table 4, when the results of the sensory experiences were examined in personal and professional contexts, it was seen that results such as surface acting, lack of effort, ambition, and motivation appeared and in the professional sense, results such as the desire to leave the job, low/high performance, single/group work were observed.

Table 4
Examination of the Results of Emotion Orientations

		Results
Type of emotion		
Positive		
Personal		
	Trust	P3, P4, P8, P26
	Altruism	P4, P9, P12, P21, P23, P24
	Endurance	P4, P13, P16, P17, P19, P22, P24, P26
	Personal Satisfaction	P5, P7, P12, P14, P15, P22
	Tranquility	P13, P17, P21
	Self-Efficacy Perception	P5, P7, P11, P14, P19
Professional		
	Belongingness	P7, P9, P10, P14, P15, P16, P17, P18, P19, P21, P25
	High Motivation/Performance	P2, P3, P5, P10, P11, P12, P13, P17, P18, P19, P21, P24,
	Aptitude for Collective Work	P25
	Job Satisfaction	P2, P3, P5, P11, P14, P17, P19, P21, P22, P23, P24, P26
		P5, P7, P9, P11, P15, P20
Negative		
Personal		
	Lack of Concentration	P6, P7, P8, P21
	Ambition	P1, P7, P9, P13, P14, P24
	Stress	P12
	Frustration	P1, P2, P3, P6, P10
	Surface Acting	P3, P6, P7, P9, P12, P13, , P23
	Depersonalization	P8
	Feel Guilty	P5, P23, P25
	Insufficiency	P6, P7, P13, P23, P25
Professional		
	Avoidance of Work	P8, P17, P19, P21
	Desire to Leave the Job	P1, P4, P7, P13, P17, P18, P25
	Getting Lonely	P1, P2, P3, P4, P11, P14, P20, P21, P24, P26
	Low Motivation/Performance	P2, P3, P4, P6, P7, P8, P9, P10, P12, P17, P19, P21

While addressing the consequences of emotions caused by situations in the academy, P1 provides a framework for focusing others based on social benchmarking in a personal context. P1, who emphasizes the desire to leave the job in the organizational context, is turning towards leaning in business processes:

> "…I'm talking about communication from the superior to the subordinate… Justice and not being hurt are important things. If you are expecting from others, develop them so that you can spend the energy to make others able to do instead of reducing others' skills. In such a case, I'm not angry with the person, I'm angry with the administrator.. Believe me; I want to leave school early in a typical workday. I can't think straight. These emotions sometimes take that day and sometimes a few days away from us. I think the type of negative emotion is important here. If the person in front of me says 'no, this will not go to something useful' in a subject I am competent about, I work harder since it is the subject I know and I try to surprise that person/those people. I read more, spend time on it.

If I believe in myself, I do these. I don't show off certainly. If he/she wants to see it, he/she sees it. Of course, trying to get rid of the negatively introduced emotions while doing this extra tires me. That work is reflected in my body…" (P1)

P17 states that negative emotional experiences lead to the desire to leave the job, avoidance of work and low motivation, while positive emotion experiences increase the work commitment, peace and desire to work with others:

"But when there are intense criticism and pressure then my emotions are at the forefront, and I can even think about quitting the job if my negative emotions are intensified. Of course, I have social relationships with people who make me feel good in work place. I stay away from others. I only talk profession-oriented… When I feel like people are unfair or when I'm angry, I suffer from lack of motivation, which prevents me from doing my job better. This is both an emotional reaction to my work and a reaction about practice. When that happens, I don't want to do any of my tasks properly or continue them. On the contrary, I am happy to see that good work is appreciated, to develop positive relations with people, to see that there is a fair system and these increase my commitment to work." (P117)

While P25 states that negative emotional experiences have an effect that increases the feeling of insufficiency and triggers surface acting, negative emotion experiences increase the tendency to cooperate especially and provide the tendency to work collectively.

"…I thought I had to give this student of mine extra time and extended the project deadline for the whole class so that there was no injustice… When emotions come into play, it is perhaps necessary to consider how one can be "fair and whether he/she can overcome this situation by being careful about "rights and law". These things happen. It's hard to be free from emotions. While talking about attaching importance to emotion, if I am talking about freeing myself to live my feelings comfortably, I am generally in favor of moderate suppression. As I said, emotions will surely be effective, but it should be kept to a minimum. The academician can positively use his/her feelings when shared. When there is no sharing, there can be these feelings or can be something else then it becomes difficult to do the job and it becomes meaningless... I feel bad if I do not finish a job immediately. That's why it makes me finish the job right away. This gives the impression that I am very hard working from the outside…" (P25)

The positive results of emotion orientations point out that there is motivation and collaborative work in the professional context and there is durability in the personal context. On the other hand, it is seen that superficial behavior and poor performance are prominent in negative outputs.

The differences in the emotional orientations of the participants showed that these differences are caused by individual differences in general. The research findings reveal that variables such as gender and title do not make a significant difference among the participants on the basis of their emotional orientation (See Table 2). However, while lack of concentration and anger stand out in research assistants, resilience, feeling of belonging, high motivation, and tendency to work collectively come to the fore among assistant professors.

4. Discussion and Conclusion

The examination of the precursors that affect the emotions of the participants on an individual basis in the organizational context reveals that three elements come forward. These elements are; (1) "altruism", which can be considered as highlighting the relationships established by others in emotion orientations that correspond to the state of openness to emotions put forward by others, (2) "individual centricity" in which the cognitive dimension becomes prominent and mostly individual or internal motivations are emphasized in emotion orientations and (3) "job centricity" where the characteristics of academics are emphasized as the triggering of emotion orientations.

In the conceptualization of work and emotion, the motivation of individuals to put their colleagues at the center of their emotions is determinative. As Miller et al. (2007) put it, interactions with colleagues emerge as the most powerful motivational triggers that drive emotions. At this point, the motivating aspect of the requirements of academic identity is less decisive than the

relationships established with others. As expressed by Ryan and Boscia (2003), based on emotion orientations that emerge through altruism, in the process of making sense about the cause of an event or behavior, a form of perception that puts others at the center rather than situational or personal characteristics stands out. Addressing the fact of referring to others in the context of social comparison, Hoogland et al. (2017) mentioned the effect of comparison at this point and stated that there is a benchmark area between the individual and others and that the level of interest of the individuals, who act with the motivation of this benchmark area, for themselves is low compared to the interest for others. In the comparisons, according to Hoogland et al. (2017), the perception of justice is decisive. The perception that the advantages are distributed fairly leads to the emergence of "positive" feelings such as admiration and respect, whereas the unfair distribution of the advantages triggers negative feelings such as anger. The results of the present study can be explained by the fairness of the way that the advantages are obtained, as Hoogland et al. (2017) put it, in the negative or positive emotion orientations of individuals at the point of acting with the altruism motivation. If others are in a negative situation or cause negativity, in the words of Furlong (2005), there is a strong tendency to ignore the effects of situational factors for the event, highlighting the personality of others. In other words, the tendency to look for the causes of positive or negative emotion orientations in the personal existence of others is evident.

Another determinant of the emotion orientation being positive or negative is the "acceptance/rejection" dilemma. Roberts (2009) indicated that while acceptance reveals positive emotion orientations such as happiness, joy, satisfaction, and serenity, rejection causes exclusion or disregard, anxiety, grief, depression, loneliness, and jealousy. As the findings of the present study point out, the expectation of positive interaction in relations with others is evident to avoid negative emotion orientations, especially in academics emphasizing altruism. This situation can be interpreted as the way that academics can benefit from the social structure as an identity can be made possible by revealing the potential of the relations established with others to produce positive emotions. As expressed by Roberts (2009) and suggested by many studies, positive relationships have a function of enriching identities such as academic identity, contributing to better understanding, and enhancing the sense of self. Positive relationships are effective in individuals overcoming difficulties, being open to development and developing self-discovery and self-efficacy. This research having the quality of triggering positive emotions and this fact producing positive factors such as contributing to the building of academic identity, living a sense of belonging and increasing performance can be addressed on this basis. As stated by Blatt and Camden (2009) and revealed by the findings of this research, positive relationships make individuals participate voluntarily in their personal and professional development and increasing performance by affecting positively the feeling that others are important, the experience of mutual benefit and sense of belonging voluntary participation.

In the "individual centricity" where mostly individual or intrinsic motivations and the cognitive dimension are emphasized in the emotion orientations, individuals experience positive and negative experiences in the emotional dimension and as observed in this study, reveal the contents that emphasize the elements related to the individual. The cognitive aspect of the individual that is spread over the process is in the foreground compared to the momentary emotion orientations. The fact that the individuals, who highlight intrinsic and personal aspects as the source of their emotion orientations, take credit for negative situations in addition to the positive situations, which was observed in the findings of the present study, has the effect of controlling the emotions, in other words, improving the ability to manage emotions by making inferences about himself/herself prospectively as indicated by Garnefski et al. (2001). If the individual manages her/his emotional state well, it will also positively affect the managerial structure of the organization. Emotion management skill also contributes to the individual's awareness of her/his own competencies (Demir, 2021). In individual centricity, in which the individual treats himself/herself as the subject of the process, he/she is more likely to accept the feelings of others and does not suffer from the feelings of others and the way they express these feelings. As stated

by Ashforth and Humphrey (1993), in the individual centricity, in which the individual treats himself/herself critically, it is possible to evaluate others on a cognitive basis, to understand them and ultimately to express his/her feelings.

Another exteriorization of the approach that places the individual's own internal evaluations at the center as the trigger of emotion orientations is that the individual can behave in an informed manner of his/her internal emotions as a result of his/her internal evaluations. In Hochschild's (1983) words, the individual addressing his/her emotion orientations with a cognitive effort by evaluating himself/herself allows the individual to create a basis for the possibility of presenting himself/herself as an individual and enables the individual to act in the direction of his/her own feelings away from showing off by making "*deep acting*" possible.

In "job centricity" which emphasizes professional characteristics in emotion orientations and emphasizes the characteristics of academics, individuals' express experiences about emotion orientations that are positive in the emotional dimension. In cases where the characteristics of the academic profession are explained as the principal triggers in the emotion orientations, the fact that the emotion orientations are generally positive can be explained by the unique characteristics of the academic profession. As Karran (2009) puts it, academics are the pioneers of science by conducting researches, discoveries and developing theories in many fields such as engineering, education, and sociology. In Musselin's (2007) words, academics, which is shaped in the context of teaching and research, includes activities such as article writing, project creation, policy suggestion, as well as program development, contract content creation, and distance education services. Considering the characteristics of academics together such as occupational expertise, skill diversity, autonomy, and the importance of the task, it is possible to indicate that positive emotion orientations arise from academics as revealed by the findings of the present study.

In the statements expressed by the participants based on professional and organizational responsibilities that direct their emotions, they were observed to address colleague relations, characteristics of work, relations with superiors and organizational characteristics of their workplace. Maslach (1976) mentioned "heroic feelings between colleagues", Shu and Lazatkhan (2017) stated "the effects of the behaviors that are directed by self-esteem and neuroticism on jealousy and work behavior and the fact that jealousy is reduced when leaders and members change places", Choi et al. (2016) indicated "how compassion can alleviate negative feelings, behaviors, and thoughts of employees", Balkan et al. (2014) mentioned "how the friendship and trust of each other, based on the fact that colleagues spend more time with each other than their superiors, feeds the organizational climate positively", and Akçit and Barutçu (2017) stated that "there is a negative relationship between the loneliness and performance of academicians in their workplaces" according to the survey results applied to 109 academicians.

The fact that 20 of the 26 participants of this study were women allows the research findings to be discussed over a gender-based difference. It has been revealed in preliminary studies that women and men differ in terms of emotional orientation on the basis of gender. It can be said that emotional orientation processes follow different courses on the basis of gender. In the face of situations produced by organizational processes, different emotional reactions may arise on the basis of gender. Women may be more confronted with emotion-producing mechanisms (Davis et al., 2012). In their research on gender-based emotional orientation differences during the pandemic process, van der Vegt and Kleinberg (2020) revealed that women are concerned about emotional attachment, whereas men are concerned about economic and social structure.

In this study, academicians stated that they have positive feelings about the works that they are interested in, that are focused on academic studies, in which they are able to progress at their own pace and to make independent decisions and they stated that they have negative feelings about the ambiguity of the scope of duty and as a result of that ambiguity, they have to do the tasks that are not under their responsibility, they have to deal with professional works when they plan to allocate time to themselves outside of working hours, and they have negative feelings when there is no common academic culture. The emergence of negative emotions reveals that some things are

"not right" in the workplace. Fineman (2003) explains the reason for this is the organization applying pressure on the individual and that makes stress inevitable. This can be long hours, conflicting expectations, job insecurity or tasks that are clearly beyond the employee's qualifications or competence.

Aziz et al. (2014), in their research, concluded that universities should develop and encourage subjective well-being of academicians to be at superior and successful ranks. Also, the findings of this study show that happiness levels among academicians are mainly due to extrovert personality traits. Cemaloğlu and Erdemoğlu (2007) compared teachers' satisfaction with the work environment and their burnout levels and found that their work environment affected their sense of professional burnout and insensitivity. According to the authors, "the finding of teachers who are not satisfied with the environment they work in have more burnout in the levels of depersonalization and emotional exhaustion may be because they are not comfortable in their work environment, they feel observed, they experience conflict, they feel tension, they work in a stressful environment and they cannot work peacefully".

Considering the results of emotion orientations, emotion types can be grouped under two main headings as positive and negative. Personal positive emotions in the context of the results of emotion orientations contain confidence, helpfulness, endurance, personal satisfaction, peace, and self-efficacy perception, while professional positive emotions contain belonging, high motivation and performance, tendency to work collectively and job satisfaction. On the other hand, personal negative emotions contain lack of concentration, ambition, stress, intimidation, surface acting, depersonalization, guilt and feeling of insufficiency, while professional negative feelings contain avoidance of work, desire to leave the job, getting lonely and low performance and motivation. When the individual and organizational positive results of the emotional orientations are considered in general, it is possible to indicate that they are very important and contributive in terms of the reflection of the superior-subordinate relationships of the employees, who can manage their emotions and not managed by them, at the organizational level and also in terms of the reflection of the management of the emotions expressing the process of reflecting the emotions which is based on trust and which the human variable, who is in the focus, will inevitably bring with him/her in the establishment and maintenance of the organizational structure (Yaylacı, 2006). In particular, if an educational organization in the higher education level is in question, the general opinion is that emotions are more invisible or faint in both research and teaching processes (Martin & Lueckenhausen, 2005). It is even possible to say that emotions are perceived as the opposite of rational thought in fields where positivist thinking is dominant at higher education level (Sutton & Wheatley, 2003). However, in a human-specific activity process such as teaching, emotions inevitably appear both as a variable that will affect the process and as a result of this process can have an impact on individual and organizational levels (Lüfström & Nevgi, 2014). When it is considered in terms of academic profession, it is possible to state that the researcher role, instructor role, supervisor roles and mentoring roles, which they play in the career processes of students, of academic staff affect these emotion orientations that can emerge (Elen et al., 2007; Knight, 2002; Remmik et al., 2011). When considered for academics at the higher education level, all of these roles and their resulting emotional orientations affect all the emotional outcomes that may occur both at the organizational and individual levels. In this context, it is possible to mention that the emotional states of the faculty members in individual and organizational contexts are realized in the form of a complex pattern.

Internal and external characteristics, which are conceptualized as intermediaries, include demographic characteristics and environmental conditions such as academic titles, which result from working in academics, career curve or salary, and variables that are conceptualized as triggers, mostly reflecting changes in family or job status with age (Bozeman & Gaughan, 2011). In this respect, the close relationship between satisfaction and performance should be examined in terms of positive emotional orientations of faculty members. In this context, it can be stated that the intrinsic motivation of faculty members as employees of the academic context is quite

contributive to the development of a conceptual perspective, providing cognitive flexibility and activities that require creativity (Albert et al., 2018).

Considering the negative results of emotion orientations of faculty members, it is seen that lack of concentration, ambition, stress, intimidation, surface acting, depersonalization, feeling guilty and insufficiency, avoidance of work, desire to leave the job, getting lonely and low performance and motivation stand out. According to Amal (2018), higher education institutions, although they have existed for a long time in the past, are in constant change because they are the center of continuous research and innovation, and this state of constant change and transformation, the tension created by the fact that the managers of the organization are other academicians and lack of clear information about managerial processes may lead to negative emotions. According to Edwards and Ashkanasy (2018), it is possible to indicate that facts such as academics' research processes take a long time, they have difficulty in balancing work and life, and as a result of this process, they receive rejection responses for publication institutions, poor evaluation of teaching processes, poor feedback and generally insufficient job security are the initiators and enhancers of negative emotions of academicians. Besides, the negative emotions of faculty members can also be explained by the fact that universities generally provide competitive environments (Fischer et al., 2012), by the individual competitive personality traits required for success (Araújo et al., 2017) and by the fact that research topics generally contain stress load.

As a result, the emotion management process, as shown in Figure 1, is observed to correspond to a process in the context of (1) Precursors, (2) Professional Roles and Responsibilities, and (3) Results. It is seen that individuals' job-oriented emotion orientations have high levels of orientation considering job characteristics and produce positive outputs such as trust, helpfulness, and tendency to work collectively. It is observed that individuals who prioritize the relationships they have established with others in their emotion orientations mostly emphasize their colleague relations, and establish poor relations with the characteristics of the work. It might be another conclusion that individuals who emphasize relationships with others especially highlight negative consequences such as ambition, stress, intimidation, and surface acting. In the individual centricity which includes an emphasis on the cognitive aspect, it is seen that the level of minding the relations with colleagues is low, they emphasize the characteristics of the work and managerial relations, and they present contents of both positive and negative results based on of outputs.

In Figure 1, the intensity of the relationships established within the framework of the precursors, roles and responsibilities and results are shown using arrows and shades. In the form of these arrows, "dashed lines" indicate a low level of relationship, while "straight lines" indicate a high level of relationship. The inferences about the intensity of the relationship between precursors, responsibilities and results are based on the frequency level of the elements in the views of academics. On the other hand, white tones show positive emotion orientation processes, while black tones indicate negative emotion processes. As Maturana (1988a, 1988b) states, emotional orientations ultimately create a unique reality in academic practice as for everyone. Rather than handling the triggers and consequences of emotional orientations in a general and categorical manner, making sense of the group in which they emerge seems to be a more effective way of understanding the social phenomenon. In this context, the findings of this study will only contribute to the perception of the reality produced by the academic life practices of the participants. However, based on this reality, it is possible to make generalizations about the role of emotional orientations in academic life at the level of interpretation in the light of the research findings. For this reason, Figure 1, in which the findings of the research are schematized, puts a reality in the frame of the participants, on the one hand, and on the other hand stands before us as a photograph for more general interpretation.

Figure 1

Elements of Emotion Management Process in Academic Life
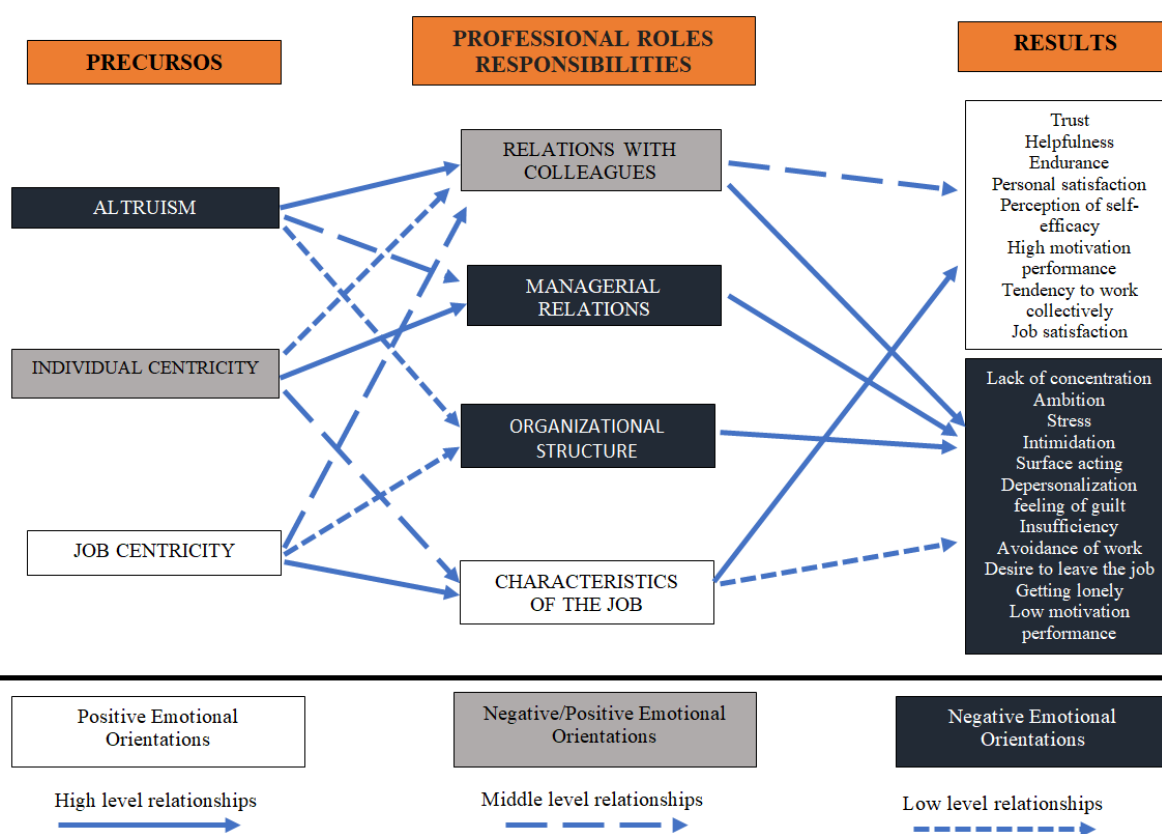
The findings clearly show that academics have positive emotion orientations while performing the tasks required by their professional roles. Responsibilities beyond their professional roles lead academics towards negative emotion orientations. In this context, it is recommended that higher education management processes should be structured in a way that does not cause academicians to assume responsibility outside the academic function.

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