

# The Effect of Management Skills of School Administrators on Organizational Citizenship Behavior of Teachers

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## Abstract

Educational institutions are establishments that concern the majority of the society. The administrator of teachers and students in a school should motivate them to work together in the direction of the purposes of the school. The place of learning in education system is important. It should be known in which situations learning is adapted to teaching process. The school administrator should include the teachers to the decisions and should recognize the influencing factors of school management. Defining the skill levels about the management process of the school administrators who are the responsible ones for managing schools, the effect of this skills of the school administrators on organizational citizenship behaviors of the teachers constitute the purpose of the research. "Management Skills Scale" that was developed by Quast and Hazucha (1992) was used in the research. Level of the effect of management skills of the school administrators on organizational citizenship behaviors of the teachers is determined in the research. It has importance because the effectiveness in management skills of the school administrators who will lead the schools to success is going to be defined.

**Keywords:** School administrator, school management, management process, organizational citizenship behavior, productivity.

## 1. Introduction

Management; with the scientific examinations on the issue of education, educational administration became a professional field. Educational administration took part as a scientific field in many countries on the world. School administration is narrower management way within educational administration. A society provides its entity not only with pecuniary resources but also with its qualified manpower. Human resources that give power to society are raised mostly in schools. Schools are big organizations which concern closely the entirety of society and their impact area is one of the biggest areas. These organizations should be managed well and they need not to be left to coincidence. Because of all these, school administrators should know the management process well.

The elements of being productive and attaining the quantity in educational order are in the center of constitutive alterations. These alterations include behaviors of education employees who are on duty in the field of education system. “Leadership is demonstrated as the most important thing in the research that is done for revealing the behaviors of the school administrators (Çelik, 1997). When it is thought that the school administrators are the leaders in their institutions; in the face of any alteration in constitution, they should have equipment that can define proper management ways for each and every new situation. They should motivate their employees in every situation. The organizations stated that the works, behaviors and benefits of the employees constitute the organizations (Gürbüz, 2007). Management starts with the existence of humans. With humans’ living together, some persons appeared and established rules for moving together and actualizing some purposes. The rules and procedures laid the foundations of management. The management was unescapable both in many fields and in changing and enlarging world. As a result of this, decent administrators were looked for. The administrators should have supportive manners for the voluntary behaviors of employees in organizations.

The targets of the educational administration are managing and developing the schools that exist in the aim of providing education for society, in order to achieve appointed goals. The conditions of effectiveness are managing the school instrumentally, vividly, healthfully and providing spiritual satisfaction for education employees (Başaran, 2000). Ability is the skill of effective execution of doctrine. Approach of ability in management is being successful of the administrator with his/her accomplishments (Bursalıoğlu, 2008). An administrator whose mind is filled with theoretical information does not mean that he/she is an effective administrator. Satisfactoriness is to know how to use the information taken and where to use them. If the used information bring success to school, it is effective. Moreover, it is important whether it serve for the benefits of the society or not.

The school administrators can provide gaining success and making teachers and students work together voluntarily in accordance with the aims of the school by encouraging participations of all shareholders. Teachers are one of the most important variants that affect the actualization of learning. It should be known what teacher feels and in which situations he/she works hard for teaching, their existence in education system is important. The teacher should attain to his/her work. Teacher who is the linked one to his/her job is going to show

more extra behaviors than he/she should shows.

Extra role behavior is positive social behavior that has no place in casting. It is struggle of person for the sake of organizations apart from the defined missions of the person (Gümüştekin and Emet, 2007). Voluntary activities in the name of organization are named as organizational citizenship behaviors. Farh and others (1997) examined organizational citizenship behaviors as identification, altruistic behavior towards colleagues, conscientiousness, harmony between the members and protecting the resources of organization. In order to develop these behaviors, school should motivate the teachers perfectly. The school administrator's ability of management is important on the issue of the devotion of the teacher to the school. The management way of the school administrator who is able to manage variants successfully is important.

For the success of the education employees, their abilities should be renewed. For example the teachers should be provided with the abilities for being effective in the time we are living in, as well. The employees who are going to take professional help can develop their knowledge and abilities with some education activities and they can be better employees (Seferoğlu, 2004).

Administrators try to perform some given tasks with the ruled ones. Because of this reason, administrators are in the position of common action with their employees in group works. This necessitates realizing the abilities of people, solving their problems, sympathizing and being respectful to those by finding their both powerful and weak sides. The administrators should make more democratic coordination and planning to achieve the goal (Uygur, 2009). The ability of people is the most important element of management. Creating healthy communication is one of the most important abilities. With this, leadership, group work, conflict management, delegation and adaptation are relationship abilities between people. Wherever you are in an organization of relationship abilities between people, these abilities are needed without concern (Barutçugil, 2006).

The school administrator should include the employees into decision. By doing this, he/she should see and recognize the ones who affect school administration. He/She should be open to the ideas of the shareholders and be able to accept these ideas. Participation of the ones who are able to affect the decisions provides an easy acceptance of the administrative executions. Thus, shareholders are not going to go against the committed executions. It is envisaged that dependence of the teachers to the schools will increase the level of their volunteer works and will provide productivity in schools. In that case, while the school administrators actualize the management process, they should pay attention to the expectations of the teachers. The administrators should have ability of working together with the other employees of the school.

The level of success in providing the needs of people is stated as directly proportionate to employees' acceptance of organization goals and their struggle for these goals (Aydın, 2002). The voluntariness that is intrinsic in the organizational citizenship and zeal that is shown for the benefits of the organization are going to be useful for the organizations in each and every situation.

According to Okutan (2003), in his work “Okul Müdürlerinin İdari Davranışları” he concluded that school administrators do not “guide” the teachers, they do not solve the problems of the school by paying attention to scientific phases, they do not perform the labors of the school by asking the ideas of the teachers and they do not care the teachers’ ideas.

By Can (2005), it is stated that administrators should have some abilities such as technical skill for using information, technique and methods to gain success, communication skill for providing information, human relationships skill for understanding other people and working together with them, analytical skill for solving problems and using both logical and scientific methods. In addition, decision making skill is for choosing one of the options by using reasonable methods and cognitive skill is for understanding each part of the organization and forming an estimate of its contribution to main objectives.

When administrative function of primary school administrators is evaluated, the ones who took the educational administration education are found out more successful than the ones who did not take that education by teachers (Kaya, 2000). According to Küçükali (2001), classroom teachers have the opinion that school administrators show that their ability of being respectful to the other employees in the workplace environment and their being trustworthy, honest, kind and respectful are at the supreme level but, their ability of struggle to solve problems by separating it into small fractions in order to develop and manage it well and their ability of struggle to solve “very risky and ambiguous problems” by separating it into small fractions in order to develop and manage well are at the lowest level.

Defining the skill levels about the management process of the school administrators who are the responsible ones for all the activities in schools, the effect of this skills of the school administrators on organizational citizenship behaviors of the teachers constitute the purpose of the research. The teachers’ perception on the managements skills of school administrators and its providing an environment for teachers’ work voluntarily in the interest of the school become more of an issue for the productivity of the schools.

## 2. Research Design and Data

**Problem of The Research:** What is the effect of management skills of school administrators on organizational citizenship behavior of teachers?

### 2.1 Method

The research is descriptive, it is a quantitative work. Scanning model was used in the research. “Management Skills Scale” that was developed by Quast and Hazucha (1992) and was adapted into Turkish as “Yönetim Becerileri Ölçeği” by Şekerci (2006) was used in the research. Moreover, Örgütsel Vatandaşlık Davranışı Anketi (Yücel and Yalçın, 2006) was used in order to survey the organizational citizenship behaviors. At the result of principal component analysis it is made firm that the elements of survey which tests organizational citizenship came together in four main clusters. These dimensions are named properly for literature as altruism, virtue, daintiness (conscientiousness) and sportsmanship (avoidance from nettlesomeness). It is made firm that each and every sub-dimension has acceptable reliability levels (Yücel, 2006).

## 2.2 Population and Sample

Population is constituted by the teachers and the school administrators of primary schools, secondary schools and high schools in Osmaniye. The sample of the research consists of 476 volunteer participants.

## 2.3 Results and Discussion

From 476 people who participated to the research about the effect of skills of the school administrators on organizational citizenship behaviors of the teachers; 231 participants are women and 245 participants are men. 386 out of 476 participants are teachers, 50 are administrators, and 40 are other employees. 114 participants work in primary schools, 263 participants work in secondary schools, 99 participants work in high schools. According to the seniority of the participants there are 155 participants are in 1-10 years of seniority, 156 participants are in 11-20 years of seniority, 133 participants are in 21-30 years of seniority, 32 participants are in 31 and more years of seniority. According to the educational background of the participants, there are 20 participants who are primary school graduate, 6 secondary school graduate, 12 high school graduate, 32 open plan schools graduate, 366 have bachelor's degree and 40 are postgraduate people.

With the changes in our teaching training system, it is known that some of the teachers were graduated from associate degree programs and these teachers completed their education and got their bachelor's degree later. For this reason, in order to see the difference between the ones who completed their education later and the ones who have bachelor's degree directly, completed degree article added to the questionnaire. When it is thought that the administrators and the teachers have bachelor's degree, it is understood that the ones who graduated from primary schools, secondary schools and high schools are the other employees. In the research that was done by Göçebe (2010) the administrators have bachelor's degree.

Table 1. According to the gender variant, t-Test results related to the school administrators' management skills

	Gender	N	Mean	Std. Deviation	Sig.
Management Skills	Female	231	4,2333	,72043	,481
	Male	245	4,2800	,72123	

According to t-Tests results, there is not an important statistical discrepancy between two groups of genders. Female employees' perception average on the management skills of the school administrators is 4,23, male employees' perception average on the management skills of the school administrators is 4,28. The perception of both female and male employees on the management skills of the school administrators is high and moves in the same direction ( $P : 0,481$ ,  $P > 0,05$ ). In the research that was done by Söylemez (2012), the perception of teachers related to the management skills of the school administrators and the results of it show no meaningful difference according to gender variant and this coincides with the research results.

Table 2. According to task type variant, one-way analysis of variance results related to the school administrators' management skills

		Mean Difference					
	(I) Task Type	(J) Task Type	(I-J)	Std. Error	Sig.	Mean	
Tukey	Teacher	Administrator	-,03298	,10736	,949	4,2220	
		Other	-,37923*	,11865	,004		
HSD	Administrator	Teacher	,03298	,10736	,949		
		Other	-,34625	,15153	,059		4,2550
	Other	Teacher	,37923*	,11865	,004		4,6012
		Administrator	,34625	,15153	,059		

In terms of the results of one-way analysis of variance on task type, there is not important statistical difference between average group points of the groups. The perception averages of both teachers and administrators on the management skills of the school administrators is 4,22, the perception averages of other employees on the management skills of the school administrators is 4,60. Indeed, both groups find the management skills of the administrators high but it is seen that teachers evaluate the management skills of the school administrators with less low points than other employees ( $P = 0,004$  and  $P < 0,5$ ).

Table 3. According to School Type Variant, One- Way Analysis of Variance Results Related to The School Administrators' Management Skills

		Mean Difference					
	(I) School Type	(J) School Type	(I-J)	Std. Error	Sig.	Mean	
	Primary School	Secondary	-,07300	,07211	,936	4,3347	
		High	,54381*	,08881	,000		
	Secondary School	Primary	,07300	,07211	,936		
		High	,61682*	,08161	,000		4,4077
	High School	Primary	-,54381*	,08881	,000		3,7909
		Secondary	-,61682*	,08161	,000		

There are important statistical differences between the average group point's results of the variance analysis with regards to school type. Employees who work in primary schools (4,33) evaluate the management skills of the school administrators with higher points than employees who work in high schools (3,79). ( $P = 0,00$  and  $P < 0,5$ ).

Employees who work in secondary schools (4,40) evaluate the management skills of the school administrators with higher points than employees who work in high schools (3,79) in the results of the variance analysis with regards to school type. ( $P = 0,00$  and  $P < 0,5$ ).

Employees who work in high schools (3,79) evaluate the management skills of the school administrators with less low points than employees who work in primary schools and secondary schools in the results of the variance analysis with regards to school type. ( $P = 0,00$

and  $P < 0,5$ ). But it is seen that the points of each three groups are higher than mid-point.

According to the results of one-way variance analysis related to the school administrators' management skills and based on the variant of years of seniority there are not important statistical differences between the average group points. At the same time, there are not important differences between the average group points according to the results of one-way variance analysis which based on educational background and which related to the school administrators' management skills. In a similar way, it is established that there is not any significant difference occurrence related to the years of seniority in the research of Göçebe (2010) on the issue of effectiveness of inservice training courses and its contribution to the management skills.

Table 4. Correlation Results In Relation To The Management Skills Variant and Organizational Citizenship Behavior (OCB)-Civic Virtue Behaviors Variant

		Managerial Skills	OCB-Civic Virtue Behavior
Managerial skills	Pearson Correlation	1	,574**
	Sig. (2-tailed)		,000
	N	476	476
OCB-Civic Virtue	Pearson Correlation	,574**	1
	Sig. (2-tailed)	,000	
	N	476	476

\*\* . Correlation is significant at the 0.01 level (2-tailed).

There is a positive correlation between the management skills of the school administrators and organizational citizenship behavior aimed at civic virtue behaviors (Pearson's  $r = 0,574$ ,  $p = 0,00$ ). %33 percent of the management skills of the school administrators can be explained with the alteration in the organizational citizenship behavior-civic virtue behaviors.

Table 5. Regression Results of The Management Skills Variant With Regards To Organizational Citizenship Behavior (OCB)-Civic Virtue Behaviors Variant

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,794	,152		11,786	,000
	Management Skills	,537	,035	,574	15,250	,000

OCB-Civic Virtue Behaviors

There is a positive (0,537) relation between the management skills of the school administrators and organizational citizenship behavior–civic virtue behaviors. It is seemed from t-score that this relation is statistically significant ( $t = 15,250$ ,  $p = 0,000$ ).

We can say that there is a positive, statistically significant, linear relationship between the management skills of the school administrators and organizational citizenship behavior-civic virtue behaviors.

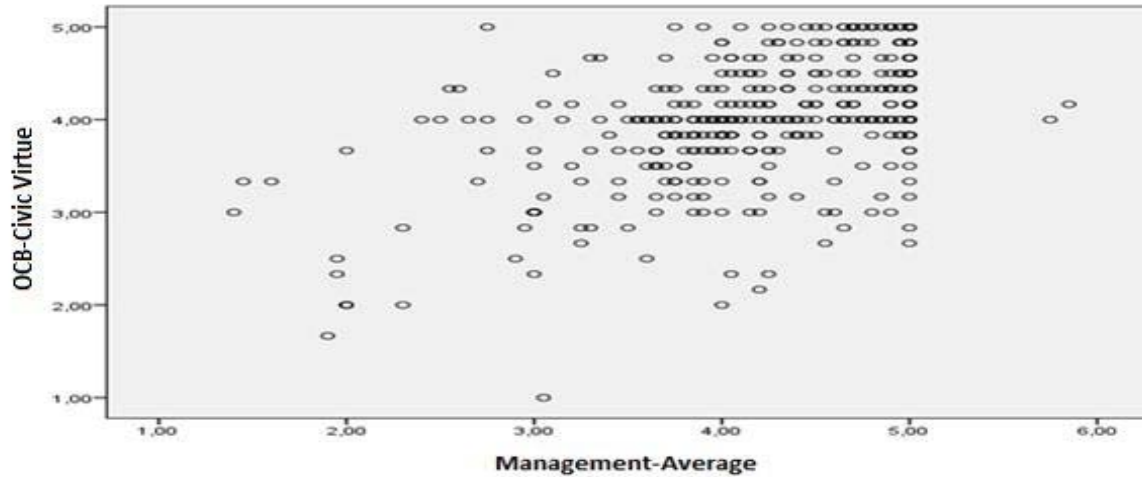


Figure1. Regression Results of The Management Skills Variant With Regards To Organizational Citizenship Behavior (OCB)-Civic Virtue Behaviors Variant

It is seen on the table above that there is a positive linear relationship between the management skills of the school administrators and organizational citizenship behavior-civic virtue behaviors.

Table 6. Correlation Results In Relation To The Management Skills Variant and Organizational Citizenship Behavior(OCB)-Conscientiousness Behaviors Variant

		Managerial Skills	OCB- Conscientiousness
Managerial Skills	Pearson Correlation	1	,477**
	Sig. (2-tailed)		,000
	N	476	476
OCB- Conscientiousness	Pearson Correlation	,477**	1
	Sig. (2-tailed)	,000	
	N	476	476

\*\* . Correlation is significant at the 0.01 level (2-tailed).

There is a positive correlation between the management skills of the school administrators and organizational citizenship behavior aimed at conscientiousness behaviors (Pearson’s  $r = 0,477$ ,  $p = 0,00$ ). %23 percent of the management skills of the school administrators can be explained with the alteration in the organizational citizenship behavior-conscientiousness behaviors.



Table 7. Regression Results of The Management Skills Variant In Relation To Organizational Citizenship Behavior(OCB)- Conscientiousness Behaviors Variant

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2,150	,176		12,196	,000
Management Skills	,483	,041	,477	11,822	,000

OCB- Conscientiousness

There is a positive (0,483) relation between the management skills of the school administrators and organizational citizenship behavior-conscientiousness behaviors. It is seemed from t-score that this relation is statistically significant (t =11,822, p =0,000).

We can say that there is a positive, statistically significant, linear relationship between the management skills of the school administrators and organizational citizenship behavior-conscientiousness behaviors.

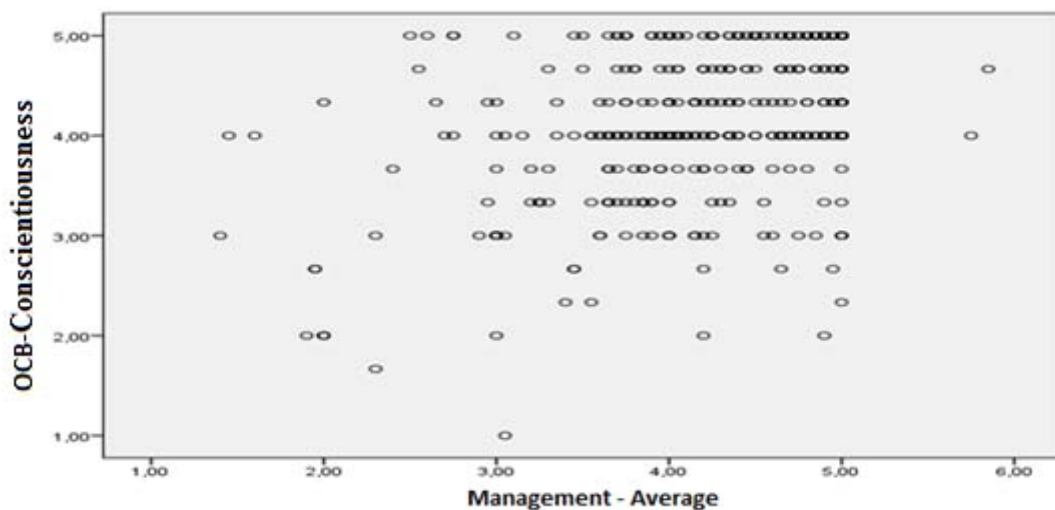


Figure 2. Correlation Results In Relation To The Management Skills Variant and Organizational Citizenship Behavior(OCB)-Conscientiousness Behaviors Variant

It is seen on the table above that there is a positive linear relationship between the management skills of the school administrators and organizational citizenship behavior-conscientiousness behaviors.

Table 8. Correlation Results In Relation To The Management Skills Variant and Organizational Citizenship Behavior (OCB)-Sportsmanship Behaviors Variant

	Managerial Skills	OCB-Sportsmanship
Managerial Skills Pearson Correlation	1	,557**
Sig. (2-tailed)		,000
N	476	476
OCB-Sportsmans Pearson Correlation	,557**	1
hip Sig. (2-tailed)	,000	
N	476	476

\*\* . Correlation is significant at the 0.01 level (2-tailed).

There is a positive correlation between the management skills of the school administrators and organizational citizenship behavior aimed at sportsmanship behaviors (Pearson's  $r = 0,557$ ,  $p = 0,00$ ). %33 percent of the management skills of the school administrators can be explained with the alteration in the organizational citizenship behavior-sportsmanship behaviors.

Table 9. Regression Results of The Management Skills Variant In Relation To Organizational Citizenship Behavior(OCB)-Sportsmanship Behaviors Variant

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1,397	,181		7,697	,000
Management Skills	,614	,042	,557	14,605	,000

#### OCB-Sportsmanship

There is a positive (0,614) relationship between the management skills of the school administrators and organizational citizenship behavior-sportsmanship behaviors. It is seemed from t-score that this relation is statistically significant ( $t = 14,605$ ,  $p = 0,000$ ).

We can say that there is a positive, statistically significant, linear relationship between the management skills of the school administrators and organizational citizenship behavior-sportsmanship behaviors.

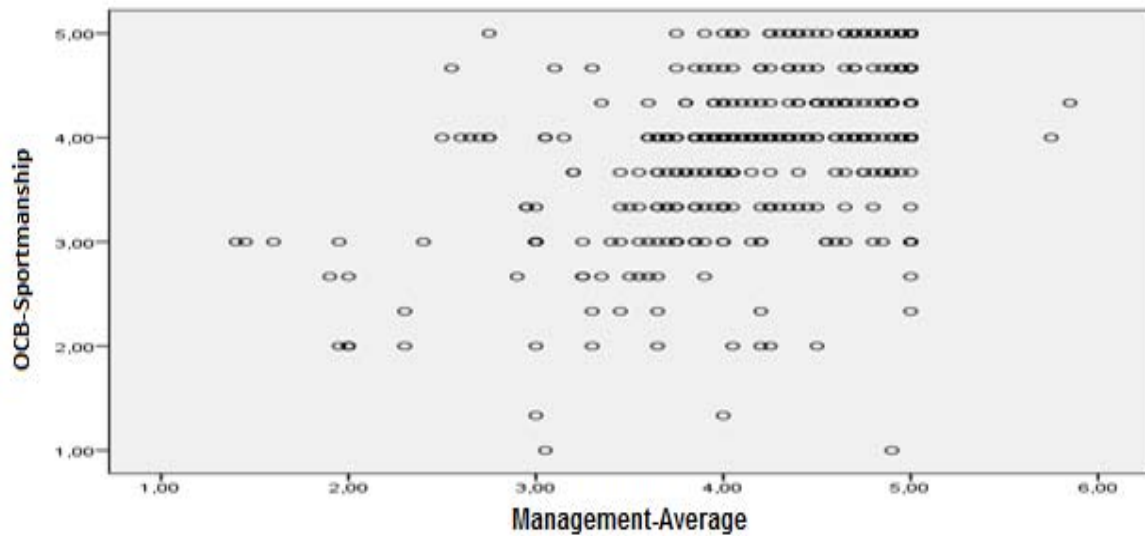


Figure 3. Correlation Results In Relation To The Management Skills Variant and Organizational Citizenship Behavior (OCB)-Sportmanship Behaviors Variant

It is seen on the table above that there is a positive linear relationship between the management skills of the school administrators and organizational citizenship behavior-sportmanship behaviors.

Table 10. Correlation Results In Relation To The Management Skills Variant and Organizational Citizenship Behavior(OCB)-Altruism Behaviors Variant

		Managerial Skills	OCB-Altruism
Managerial Skills	Pearson Correlation	1	,521**
	Sig. (2-tailed)		,000
	N	476	476
OCB-Altruism	Pearson Correlation	,521**	1
	Sig. (2-tailed)	,000	
	N	476	476

\*\* . Correlation is significant at the 0.01 level (2-tailed).

There is a positive correlation between the management skills of the school administrators and organizational citizenship behavior aimed at altruism behaviors (Pearson’s  $r = 0,521$ ,  $p = 0,00$ ). %27 percent of the management skills of the school administrators can be explained with the alteration in the organizational citizenship behavior-altruism behaviors. In the research of Söylemez (2012); there is a positive in a low level, significant and linear relationship between self-sufficiency of the teachers who work in primary schools and the management skills of their school administrators in coordination process. The results of Söylemez’s research are not related to our subject matter directly but, these results show that there is effect of the management skills of administrators on the activities of the teachers.

Table 11. Regression Results of The Management Skills Variant In Relation To Organizational Citizenship Behavior(OCB)-Altruism Behaviors Variant

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1,820	,177		10,261	,000
Management Skills	,546	,041	,521	13,305	,000

OCB-Altruism

There is a positive (0,546) relationship between the management skills of the school administrators and organizational citizenship behavior-altruism behaviors. It is seemed from t-score that this relation is statistically significant (t =13,305, p =0,000).

We can say that there is a positive, statistically significant, linear relationship between the management skills of the school administrators and organizational citizenship behavior-altruism behaviors.

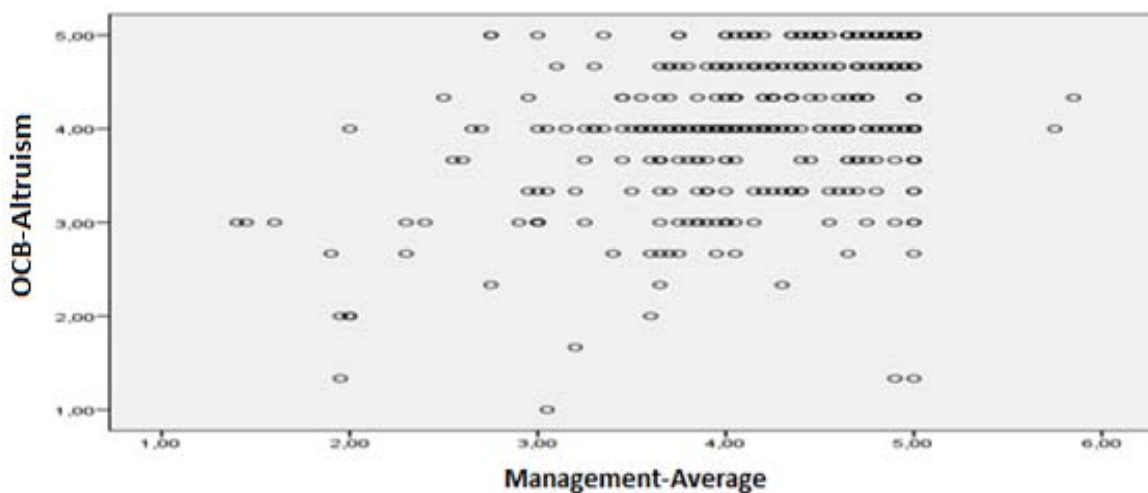


Figure 4. Correlation Results In Relation To The Management Skills Variant and Organizational Citizenship Behavior (OCB)-Altruism Behaviors Variant

It is seen on the table above that there is a positive linear relationship between the management skills of the school administrators and organizational citizenship behavior-altruism behaviors.

**3. Conclusion**

1. Majority of teachers who work in schools and school administrators have bachelor’s degree.
2. The perception of women and men in relation to the management skills of the school

administrators is in the same direction, positive and close to each other.

3. In regard to the management skills of the school administrators, the perception of the school administrators and teachers is in the same direction, positive and close to each other.

4. Other employees in schools evaluate the management skills of the school administrators more positive than teachers and administrators themselves.

5. High School workers find the management skills of the school administrators positive but they evaluate it more negative than primary school workers and secondary school workers.

6. There is a positive linear relationship between management skills of the school administrators and organizational citizenship behaviors of teachers.

7. There is a positive linear relationship between the management skills of the school administrators and organizational citizenship behavior-civic virtue behaviors, conscientiousness behaviors, sportsmanship behaviors and at last altruism behaviors.

**Suggestions:** Providing management skills for the school administrators to support the volunteer works of school employees.

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