



# The Effect of Organizational Citizenship Behaviours of Primary School Teachers on Their Burnout\*

Yusuf İNANDI<sup>a</sup>  
Mersin University

Ayşe Sezin BÜYÜKÖZKAN<sup>b</sup>  
Mersin University

## Abstract

It was examined in this study whether organizational citizenship behaviours of primary school teachers predict the level of their burnout. Correlation and multi regression analysis were used for this. Survey model was used in this descriptive study. Data were collected from 1699 primary school teachers working in Mersin. Maslach Burnout Inventory and Organizational Citizenship Scale were used in the study. It is seen that teachers' behaviours of organizational citizenship effect their burnout at a low level and these two variables are in a negative relation. Almost all dimensions of organizational citizenship behaviours that teachers show by adopting the work environment and caring about colleagues have effect on their burnout level. Considering the teachers with burnout indications have negative influences on both themselves and their students, positive work conditions resulting from teachers' behaviours of organizational citizenship will contribute to school staff and students positively. In this respect, increasing organizational citizenship can be seen as an element decreasing burnout of employees.

## Key Words

Organizational Citizenship Behaviour, Burnout, Primary School Teachers, Job Stress, Job Satisfaction, Altruism

Behaviours without a reward expectation or requiring any punishment are called as organizational citizenship behaviours in an organization (Kumar, Bakshi, & Rani, 2009). Continuing to work after work hours to finish the job or taking over a friend's duties when he is out of work can be regarded as examples of organizational citizenship. Employee's values and ethical understanding play an important role in these behaviours (Turnipseed, 2002). First studies about organizational citizenship were done by Dennis Organ and his friends in 1980s. Organ (1997) defines organizational citizenship as a discretionary and individual behaviour that is not directly or

formally rewarded. Individual is willing to add his energy to organization with this kind of behaviour. Similarly, Hunt (2002) states that these are the individual behaviours of willingness, not based on orders, and increasing organizational performance.

Three basic references in organizational citizenship behaviours draw attention. The first one is that behaviour is done in a willingness. In other words, it doesn't stand in a role or duty definition. It is emphasized that employee behaves as he is willing so (Belogolovsky & Somech, 2010). It is thought that this willingness leads from individual's desire to reward the organization by creating a nice work environment or his emotional connection to work

\* This study is done by the help of the master thesis "Study of the Relationship between Teachers' Organizational Citizenship Behaviors and Their Burnout".

- a **Yusuf İNANDI, Ph.D.**, is currently an assistant professor at the Department of Educational Administration, Inspecting, Planning and Economy. His research interests include leadership styles, career advancement, job satisfaction. *Correspondence:* Assist. Prof. Yusuf İNANDI, Mersin University, Faculty of Education, Department of Administration, Inspecting, Planning and Economy, Yenisehir, 33300 Mersin, Turkey. Email: inandi@mersin.edu.tr; inandiyusuf@gmail.com Phone+90 324 3412815/2006.
- b **Ayşe Sezin BÜYÜKÖZKAN** graduated from Educational Administration, Inspecting, Planning and Economy. Contact: Zübeyde Hanım Primary School, Toroslar, Mersin, Turkey. Email: sezinbuyukozkan@hotmail.com.

(Bowling, 2010). Chen and Chiu (2009) similarly states that internal motivation is closely related with this kind of behaviour. Secondly, organizational citizenship behaviour must not be casually but for organization's favour (Stamper & Van Dyne, 2003). Thirdly, Belogolovsky, and Somech (2010) state that organizational citizenship behaviours have multi-dimensions. Multi-dimensionality of organizational citizenship behaviours makes it difficult for researchers to agree on. For example, Somech and Drach-Zahavy (2000) take organizational citizenship behaviours in three different ways in a study about schools: student, team and organizational level.

Fodchuk (2007) points that qualities of employees and condition of working environment are important in positive or negative behaviours in organizations. An employee believing there is a sense of equality in the organization will have positive emotions towards organization and work more for organization's success. Turnispeed and Wilson (2009) state that this effort depends on employee's prudence and this is one of the main characteristics of organizational citizenship behaviour. Organizational citizenship behaviours can be taken in social structures such as obedience, loyalty and developing organization (Gadot, 2006). It is seen in the studies that organizational citizenship behaviours are examined in five dimensions (Becton & Field, 2009; Organ, 1997; Roberson & Strickland, 2010).

Altruism is defined as all behaviours of willingness shown in organizational duties or problems (Organ, 1997). Emmerick, Jawahar and Stone (2005) indicate that the employees helping their friends in this way will be able to have feeling of satisfaction. In conscientiousness dimension, some characteristics of employee such as loyalty, punctuality and diligence come prominent (Fournier, 2008). Podsakoff, MacKenzie, Moorman, and Fetter (1990) describe this as organizational need and behaviours of willingness beyond obeying rules. These behaviours require extra effort and this situation will effect not just one person but organization in general (İşbaşı, 2000). Organ (1997) defines courtesy as problem preventing behaviours of employees who should be always in an interaction and are influenced each others' decisions and works. Considering altruism and courtesy, individual support of organizational citizenship behaviour comes prominent (Borman, 2004). It is expected in civic virtue dimension that employee is more than a worker in an organization,

informed about events, should join meetings, think about organizational affairs and share his ideas and behaves as a "citizen of the organization" (Organ, 1997). Podsakoff and MacKenzie (1997), state that such behaviours will not be encouraged by administrators. Kidder and McLean Parks (2001) state that behaviours in civic virtue dimension are based on discussion to express new ideas and enable development.

People's so much focus on selection of job increases their expectations and when these expectations aren't met, stress and worry emerge (Çapri, 2006). Maslach, a social psychological researcher, started to examine concept of burnout while he was studying to stimulate people's emotions about work (Maslach & Schaufeli, 1993). Services like education, health and security have many difficulties for employees (Gündüz, Erkan, & Gökçakan, 2007). Burnout is seen to effect on employees' relations, emotions, motivators and values rather than individual stress reaction (Maslach, Schaufeli, & Leiter, 2001).

According to Pines (1993), burnout is based on people's need to believe that their life is meaningful. Pines and Yanai (2001) emphasize people's need to feel important according to existentialist view. Schaufeli and Peeters (2000) think that individuals react to work stressors in three ways: physiological, psychological and behavioural. Cordes and Dougherty (1993) make different burnout definitions. Hyperirritability and anxiety, boredom, emotional and physiological deficiency, and guiltiness are expressions of burnout (Freidman & Farber, 1992; Talmor, Reiter, & Feigin, 2005).

Various definitions have been made about such dimensions of burnout as emotional exhaustion, depersonalization and personal accomplishment (Dolunay, 2002; Lee & Ashfort, 1990; Tümkeya, 1996). Similarly, a number of researches enlighten this point (Cemaloğlu & Kayabaşı, 2007; Gadot, 2006; Gaines & Jermier, 1983; Sabancı, 2009; Torun, 2008). In this respect, teachers' behaviours of organizational citizenship is closely related with their burnout level. It is thought that teachers with burnout will decrease in efficiency and not feel himself good, and this will negatively effect his organizational citizenship behaviours. Teachers feeling exhausted, tired and unhappy are difficult to show organizational citizenship behaviours, which are not based on written rules and completely depend on willingness.

## Purpose

Aim of the study is to show whether organizational citizenship behaviours of teachers working at governmental primary schools effect (predict) their burnout.

## Method

### Research Design

General survey model was used in this descriptive study. Survey models are research approaches aiming to describe a situation in the past or now (Erkuş, 2005; Karasar, 1995). This is also a relational study as it tries to show whether teachers' behaviours of organizational citizenship effect their burnout.

### Sample

There are 3723 teachers in governmental primary schools in 2010-2011 educational year (Mersin İl Milli Eğitim Müdürlüğü, 2010). Sample was determined through disproportionate sampling method. 1699 scales (930 females and 769 males) were evaluated in the study.

### Data Collection Tool

Data were collected with two different scales and scanning literature. First scale is organizational citizenship behaviour scale and the second is burnout scale. For organizational citizenship behaviour scale, literature search was done, the professionals' views were resorted and conceptual and theoretical frame of data collection tool was formed. In the first part of the scale are the personal information about participants. In the second part are 24 items with five dimensions about organizational citizenship behaviour. There are 2 items in altruism, 6 items in conscientiousness, 3 items in sportsmanship, 5 items in courtesy and 8 items in civil virtue dimensions. Second scale is Maslach Burnout Inventory (MBI). It was developed by Maslach and Jackson. Likert-type inventory consists of 22 items in three dimensions. There are 9 items in emotional exhaustion, 5 items in depersonalization and 8 items in personal accomplishment. Gündüz (2004) states that it is called "Reduced Personal Accomplishment or Personal Failure" by reverse scoring and "Personal Accomplishment" by normal scoring this sub-scale of positive statements. Third factor of the scale is called "Personal Accomplishment" in the studies done in Turkey by normal scoring of factors of

MTE. Reduced personal accomplishment sub-scale was scored normally and it was called personal accomplishment in order to make it easy in Turkish.

In Ergin's (1993) study about the adaptation of Maslach Burnout Inventory, he found Cronbach Alpha Coefficient .83 for emotional exhaustion, .65 for depersonalization and .72 for reduced personal accomplishment. Results of construct validity in Ergin's study seemed coherent with original inventory and dimensions are emotional exhaustion, depersonalization and reduced personal accomplishment.

### Process

Correlation analysis was done to show the relation between teachers' behaviours of organizational citizenship and their burnout. Regression analysis was done to find out if teachers' behaviours of organizational citizenship effect on their burnout level. Findings were interpreted and discussed at significance level of 0.05 and 0.01.

## Results

There is a significant and negative relation between altruism dimension of teachers' behaviours of organizational citizenship and emotional exhaustion ( $r = -.153, p < .01$ ) and depersonalization ( $r = -.089, p < .01$ ) dimensions of teachers' burnout. However, there is a significant and positive relation between altruism dimension of teachers' behaviours of organizational citizenship and personal accomplishment ( $r = .185, p < .01$ ).

There is also a significant and negative relation between conscientiousness, another dimension of teachers' behaviours of organizational citizenship, and emotional exhaustion ( $r = -.248, p < .01$ ) and depersonalization ( $r =$

$-.280, p < .01$ ) dimensions of teachers' burnout while there is a significant and positive relation with personal accomplishment ( $r = .284, p < .01$ ).

There is also a significant and negative relation between sportsmanship, another dimension of teachers' behaviours of organizational citizenship, and emotional exhaustion ( $r = -.143, p < .01$ ) and depersonalization ( $r = -.126, p < .01$ ) dimensions of teachers' burnout while there is a significant and positive relation with personal accomplishment ( $r = .062, p < .05$ ).

There is also a significant and negative relation between courtesy, another dimension of teachers'

behaviours of organizational citizenship, and emotional exhaustion ( $r = -.178, p < .01$ ) and depersonalization ( $r = -.256, p < .01$ ) dimensions of teachers' burnout while there is a significant and positive relation with personal accomplishment ( $r = .271, p < .01$ ).

There is also a significant and negative relation between courtesy, another dimension of teachers' behaviours of organizational citizenship, and emotional exhaustion ( $r = -.241, p < .01$ ) and depersonalization ( $r = -.135, p < .01$ ) dimensions of teachers' burnout while there is a significant and positive relation with personal accomplishment ( $r = .289, p < .01$ ).

According to the results of regression analysis, a low and significant relation is observed between five dimensions of teachers' behaviours of organizational citizenship scale and emotional exhaustion dimension of teachers' burnout ( $R = .287, R^2 = .082, p < .000$ ). This explains 8% of emotional exhaustion.

A low and significant relation is also observed between five dimensions of teachers' behaviours of organizational citizenship scale and depersonalization of teachers' burnout ( $R = .297, R^2 = .088, p < .00$ ). This explains 9% of emotional exhaustion.

A low and significant relation is seen between five dimensions of teachers' behaviours of organizational citizenship scale and personal accomplishment of teachers' burnout ( $R = .344, R^2 = .118, p < .00$ ). It is possible to say that teachers' behaviours of organizational citizenship predict their burnout level in this dimension more than others. This explains 12% of personal accomplishment.

### Discussion

It has been seen in the studies that employees have more job satisfaction if they have an effective cooperation with their colleagues (Best, 2006; Ramere, 2006; Rudolph, 2006). In this way, employees feel comfortable emotionally in their work environment and thus their emotional burnout declines. Colleagues who help each other at work give support to each other. This kind of support also strengthens interpersonal connections. Social support is also seen to be in a reversed relation with burnout in Baruch-Feldman, Brondolo, Ben-Dayana, and Schwartz (2002). Teachers with burnout can't be energetic to spend time with other people (Brown & Roloff, 2011). However, doing more than necessary

willingly can effect one positively. Organ (1988) explains the behaviours in civil virtue dimension as being a citizen of organization since the member works for organization. Burke and Greenglass (1988) reached the conclusion in a research that factors like social support and stress considerably effect burnout level. Stress initiating factors resulting from work itself, administrator, colleagues or any other environmental conditions can lead to burnout (Evers, Tomic, & Brouwers, 2004). Sportsmanship behaviours arise from positive emotions an individual have towards his organization and they give idea about strength of the relation between organization and employee. Therefore, handling environmental negative factors in a positive way can more or less decrease burnout. Behaviours of social support exhibited by administrators and colleagues are seen to be an important predictor of burnout employee will experience (Russell, Altmaier, & Van Velzen, 1987). Bibou-Nakou, Stogiannidou, and Kiosseoglou (1999) states that teachers' burnout is mostly related with their perception of environment. Somech and Ron (2007) put forward in their study that courtesy dimension of organizational citizenship depends more on the individual while behaviours of other dimensions can differ according to administrator support and collectivism. Employees start to lose their hopes and work-related ideals because of external factors such as work overload, bureaucratic pressures and lack of feedback (Etzion, 1984). Hock (1988) states in his study about teachers that lack of communication between colleagues causes their burnout.

Teachers' behaviours of organizational citizenship, especially at schools, increase their efficiency and thus affect students positively (Jimmieson, Hannam, & Yeo, 2010). Similarly, teachers with burnout indications are stated to have important effects on both themselves and school system (Hastings & Bham, 2003).

## References/Kaynakça

- Baruch-Feldman, C., Brondolo, E., Ben-Dayana, D. ve Schwartz, J. (2002). Sources of social support and burnout, job satisfaction, and productivity. *Journal of Occupational Health Psychology*, 7(1), 84-93.
- Becton, J. B., & Field, H. S. (2009). Cultural differences in organizational citizenship behavior: A comparison between Chinese and American employees. *The International Journal of Human Resource Management*, 20(8), 1651-1669.
- Belogolovsky, E., & Somech, A. (2010). Teachers' organizational citizenship behaviour: Examining the boundary between in-role behaviour and extra-role behaviour from the perspective of teachers, principals and parents. *Teaching and Teacher Education*, 26, 914-923.
- Best, E. E. (2006). *Job satisfaction of teachers in Krishna Primary and Secondary Schools* (Unpublished dissertation, University of North Carolina, Chapel Hill).
- Bibou-Nakou, I., Stogiannidou, A., & Kiosseoglou, G. (1999). The relation between teacher burnout and teachers' attributions and practices regarding school behaviour problems. *School Psychology International*, 20, 209-217.
- Borman, W. C. (2004). The concept of organizational citizenship. *American Psychological Society*, 13(6), 238-241.
- Bowling, N. A. (2010). Effects of job satisfaction and conscientiousness on extra-role behaviours. *Journal of Business Psychology*, 25, 119-130.
- Brown, L. A., & Roloff, M. E. (2011). Extra-role time, burnout and commitment: The power of promises kept. *Business Communication Quarterly*, 74(4), 450-474.
- Burke, R. J., & Greenglass, E. R. (1988). Psychological burnout among men and women in teaching: An examination of the Cherniss Model. *Human Relation*, 42(3), 261-273.
- Çapri, B. (2006). Tükenmişlik ölçeğinin Türkçe uyarlaması: Geçerlik ve güvenilirlik çalışması. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 1, 62-77.
- Cemaloğlu, N. ve Kayabaşı, Y. (2007). Öğretmenlerin tükenmişlik düzeyi ile sınıf yönetiminde kullandıkları disiplin modelleri arasındaki ilişki. *Gazi Eğitim Fakültesi Dergisi*, 2, 123-155.
- Chen, C. C., & Chiu, S. F. (2009). The mediating role of job involvement in the relationship between job characteristics and organizational citizenship behaviour. *The Journal of Social Psychology*, 149, 474-494.
- Cordes, C. L., & Dougherty, T. V. (1993). A review and an integration of research on job burnout. *Academy of Management Review*, 18(4), 621-656.
- Dolunay, A. B. (2002). Keçiören ilçesi "genel liseler ve teknik-ticari-meslek liselerinde görevli öğretmenlerde tükenmişlik durumu" araştırması. *Ankara Üniversitesi Tıp Fakültesi Mecmuası*, 1, 51-62.
- Emmerich, I. H. V., Jawahar, I. M., & Stone, I. M. J. (2005). Associations among altruism, burnout dimensions and organizational citizenship behavior. *Work & Stress*, 19(1), 93-100.
- Ergin, C. (1993). *Doktor ve hemşirelerde tükenmişlik ve maslach tükenmişlik ölçeğinin uyarlanması*. R. Bayraktar ve İ. Dağ (Ed.). VII. Ulusal Psikoloji Kongresi içinde (s. 143-154). Ankara: VII. Ulusal Psikoloji Kongresi Düzenleme Kurulu ve Türk Psikologlar Derneği Yayını.
- Erkuş, A. (2005). *Bilimsel araştırma sarmalı*. Ankara: Seçkin Yayıncılık.
- Etzion, D. (1984). Moderating effect of social support on the stress-burnout relationship. *Journal of Applied Psychology*, 69(4), 615-622.
- Evers, W. J. G., Tomic, W., & Brouwers, A. (2004). Burnout among teachers: students' and teachers' perceptions compared. *School Psychology International*, 25(2), 131-148.
- Fodchuk, K. M. (2007). Work environments that negate counterproductive behaviors and foster organizational citizenship: Research-based recommendations for managers. *The Psychologist-Manager Journal*, 10(1), 27-46.
- Fournier, W. (2008). *Communication satisfaction, interactional justice, and organizational citizenship behaviors: Staff perceptions in a university environment*. Unpublished doctoral dissertation, Ohio University, USA.
- Freidman, I. A., & Farber, B. A. (1992). Professional self-concept as a predictor of teacher burnout. *Journal of Educational Research*, 86(1), 28-35.
- Gadot, E. V. (2006). Compulsory citizenship behavior: Theorizing some dark sides of the good soldier syndrome in organizations. *Journal for the Theory of Social Behavior*, 36(1), 77-93.
- Gaines, J., & Jermier, J. M. (1983). Emotional exhaustion in a high stress organization. *Academy of Management Journal*, 4(26), 567-586.
- Gündüz, B. (2004). *Öğretmenlerde tükenmişliğin akılcı olmayan inançlar ve bazı mesleki değişkenlere göre yordanması*. Yayınlanmamış doktora tezi, Çukurova Üniversitesi, Adana, Türkiye.
- Gündüz, B., Erkan, Z. ve Gökçakan, N. (2007). Polislerde tükenmişlik ve görülen psikolojik belirtiler. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 16(2), 283-298.
- Hastings, R. P., & Bham, M. S. (2003). The relationship between student behavior patterns and teacher burnout. *School Psychology International*, 24 (1), 115-127.
- Hock, R. (1988). Professional burnout among public school teachers. *Public Personnel Management*, 17(2), 12-16.
- Hunt, S. T. (2002). On the virtues of staying "inside the box": Does organizational citizenship behavior detract from performance in Taylorist jobs? *International Journal of Selection and Assessment*, 10, 152-159.
- İşbaşı, J. Ö. (2000). *Çalışanların yöneticilerine duydukları güvenin ve örgütsel adalete ilişkin algılamalarının örgütsel vatandaşlık davranışının oluşumundaki rolü: Bir turizm örgütünde uygulama*. Yayınlanmamış yüksek lisans tezi, Akdeniz Üniversitesi, Antalya.
- Jimmieson, N. L., Hannam, R. L., & Yeo, G. B. (2010). Teacher organizational citizenship behaviours and job efficiency: Implications for student quality of school life. *British Journal of Psychology*, 101, 453-479.
- Karasar, N. (1995). *Bilimsel araştırma yöntemi* (7. bs.). Ankara: Alkım Yayıncılık.
- Kidder, D. L., & McLean Parks, J. (2001). The good soldier: Who is (s)he? *Journal of Organizational Behavior*, 22, 939-959.
- Kumar, K., Bakshi, A., & Rani, E. (2009). Linking the 'Big Five' personality domains to organizational citizenship behavior. *International Journal of Psychological Studies*, 2(1), 73-81.
- Lee, R. T., & Ashfort, B. E. (1990). On the meaning of Maslach's three dimensions of burnout. *Journal of Applied Psychology*, 75(6), 743-747.
- Maslach, C., & Schaufeli, W. B. (1993). Historical and conceptual development of burnout. In C. Maslach, W. B. Schaufeli, & T. Marek (Eds.), *Professional burnout: Recent developments in theory and research* (pp. 1-16). Washington: Taylor & Francis.

- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review Psychology*, 52, 397-422.
- Mersin İl Millî Eğitim Müdürlüğü. (2010). *İl istatistikleri*. www.mersin.meb.gov.tr adresinden edinilmiştir.
- Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington, MA: Lexington Books.
- Organ, D. W. (1997). Organizational citizenship behavior: It's construct clean-up time. *Human Performance*, 10, 85-97.
- Pines, A. M. (1993). Burnout – An existential perspective. In W. Schaufeli, C. Maslach, & T. Marek (Eds.), *Professional burnout: Developments in theory and research* (pp. 33-52). Washington D.C.: Taylor & Francis.
- Pines, A. M., & Yanai, O. Y. (2001). Unconscious determinants of career choice and burnout: Theoretical model and counseling strategy. *Journal of Employment Counseling*, 38, 170-184.
- Podsakoff, P. M., & MacKenzie, S. B. (1997). Impact of organizational citizenship behavior on organizational performance: A review and suggestions for future research. *Human Performance*, 10(2), 133-151.
- Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H., & Fetter, R. (1990). Transformational leader behaviors and their effects on followers' trust in leader, satisfaction and organizational citizenship behaviors. *Leadership Quarterly*, 1, 107-142.
- Ramere, C. J. (2006). *Examination of job satisfaction related to teacher turnover in selected North Carolina middle schools*. Unpublished dissertation, South Carolina State University, South Carolina.
- Roberson, M. E. B., & Strickland, O. J. (2010). The relationship between charismatic leadership, work engagement and organizational citizenship behaviors. *The Journal of Psychology*, 144(3), 313-326.
- Rudolph, L. (2006). *Decomposing teacher autonomy: A study investigating types of teacher autonomy and how it relates to job satisfaction*. Unpublished dissertation, University of Pennsylvania, Pennsylvania.
- Russell, D. W., Altmaier, E., & Van Velzen, D. (1987). Job-related stress, social support and burnout among classroom teachers. *Journal of Applied Psychology*, 72(2), 269-274.
- Sabancı, A. (2009). The effect of primary school teachers' burnout on organizational health. *Procedia Social and Behavioral Sciences*, 1, 195-205.
- Schaufeli, W. B., & Peeters, C. W. (2000). Job stress and burnout among correctional officers: A literature review. *International Journal of Stress Management*, 7(1), 19-48.
- Somech, A., & Ron, I. (2007). Promoting organizational citizenship behavior in schools: The impact of individual and organizational characteristics. *Educational Administration Quarterly*, 43(1), 38-66.
- Somech, A., & Drach-Zahavy, A. (2000). Understanding extra-role behaviour in schools: The relationships between job satisfaction, sense of efficacy, and teachers' extra-role behaviour. *Teaching and Teacher Education*, 16, 649-659.
- Stamper, C. L., & Van Dyne, L. (2003). Organizational citizenship: A comparison between part-time and full-time service employees. *Cornell Hotel and Restaurant Administration Quarterly*, 44(1), 33-42.
- Talmor, R., Reiter, S., & Feigin, N. (2005). Factors relating to regular education teacher burnout in inclusive education. *European Journal of Special Needs Education*, 20(2), 215-229.
- Torun, A. (2008). Öğretmenlerde tükenmişlik. *Kültür Üniversitesi Fen-Edebiyat Fakültesi Psikoloji Bölümü Sempozyumu* içinde (s. 33-40). İstanbul: Kültür Üniversitesi.
- Turnipseed, D. L. (2002). Are good soldiers good? Exploring the link between organization citizenship behavior and personal ethics. *Journal of Business Research*, 55, 1-15.
- Turnipseed, D. L., & Wilson, G. L. (2009). From discretionary to required the migration of organizational citizenship behavior. *Journal of Leadership & Organizational Studies*, 15(3), 201-216.
- Tümkaya, S. (1996). *Öğretmenlerdeki tükenmişlik, görülen psikolojik belirtiler ve başa çıkma davranışları*. Yayınlanmamış doktora tezi, Çukurova Üniversitesi, Adana.