

An Analysis of the Relationship Between the Perceptions of Leadership Styles and Various Job Attitudes

Altan AYAN*

Liderlik Tarzları Algıları ve Çeşitli İş Tutumları Arasındaki İlişkilerin İncelenmesi

An Analysis of the Relationship Between the Perceptions of Leadership Styles and Various Job Attitudes

Özet

Abstract

Araştırmanın amacı liderlik tarzları, örgütsel özdeşleşme, iş performansı, duygusal tükenme ve çalışmanın merkeziliği arasındaki ilişkileri incelemektir. Araştırmanın örneklemini Kırklareli’nde ortaokullarda çalışan öğretmenlerdir. Evren ise Marmara Bölgesindeki ortaokullarda çalışan öğretmenlerdir. Bu kapsamda 318 ortaokul öğretmeninden veriler toplanmıştır. Araştırmada sosyo demografik özelliklerin belirlenmesine yönelik frekans dağılımı, faktör analizleri, güvenirlik testleri, çoklu regresyon testleri, lineer regresyon testleri ve korelasyon analizleri yapılmıştır. Sonuç itibarıyla etik liderlik tarzının örgütsel özdeşleşme alt boyutları, iş performansı ve çalışmanın merkeziliğini arttırdığı görülmüştür. Nihayetinde okul yöneticilerinin sergilediği etik liderlik tarzı ve ortaokul öğretmenlerinin kurumla özdeşleşmeleri öne çıkmıştır.

The aim of this study is to examine the relationships among leadership styles, organizational identification, job performance, emotional exhaustion, and work centrality. The research sample comprises the teachers who are working at middle schools in Kırklareli, while the population of the research is the middle school teachers in the Marmara Region. The data were collected from a total of 318 middle school teachers. Frequency analyses, factor analyses, reliability tests, multiple regression tests, linear regression tests and correlation analyses were conducted, respectively. Consequently, it has been seen that ethical leadership style improves the sub-dimensions of organizational identification, job performance, and work centrality. Ultimately, ethical leadership style exhibited by school administrators and middle school teachers’ institutional identification were conspicuous in importance.

Anahtar Kelimeler: Liderlik Tarzları, Örgütsel Özdeşleşme, İş Performansı, Duygusal Tükenme, Çalışmanın Merkeziliği

Key Words: Leadership Styles, Organizational Identification, Job Performance, Emotional Exhaustion, Work Centrality

1. Introduction

Leaders are of preponderant importance for all institutions whether or not profit is the purpose in today’s world. In particular, leadership styles that managers display in the field of education

* Altan AYAN, Yrd.Doç.Dr., Trakya Üniversitesi, Uzunköprü Uygulamalı Bilimler Yüksekokulu, Halkla İlişkiler ve Reklamcılık Bölümü, altanayanayan@gmail.com

world are important, regarding the outlook for their institutions. Managers, in education department, should strive to provide an environment for their subordinates to work in a proper manner and their leadership styles should be the showcase of this way. As regards teachers working in the field of education, it is important to identify themselves with their organizations. If teachers have high levels of loyalty towards their institutions, then their work will be more efficient. The quality of performance that teachers deliver in the institutions where they work is also an essential element. If teachers exhibit high qualities of job performance, then students' level will be enhanced as well as being able to progress the organization that they work for. Emotional exhaustion can occur in professionals, such as teachers as they study directly with people face to face. The level of emotional exhaustion regarding the staff in the field of services, such as teachers might be considered greater than other occupations. Thus, the importance lies in the ability to provide variables that reduce or eliminate teachers' emotional exhaustion in that respect. Teachers are typically considered as individuals whose work is a certain nature of their lives. In this context, it is usually accepted that teachers whose work is central to their lives will be more successful and productive. In this research, the relationships among leadership styles, organizational identification, job performance, emotional exhaustion, and work centrality are examined. In this context, an application was made upon middle school teachers.

2. Conceptual Framework

2.1. Leadership Styles

Ethical leaders are believed to be truth and trustworthy (Brown and Trevino, 2006). Ethical leadership behavior was getting high on institutions' list of priorities after ethics scandals had disrupted the reputation and trust of the leaders and organizations as well (Kalshoven, Hartog and Hogh, 2011). Furthermore, ethical leadership is to prove appropriate behavior that can be a pattern in actions for followers, such as bi-directional communication, interpersonal relationships and decision-making (Walumbwa et al., 2011). Laissez-faire leadership style mostly refers to the lack of the leader. Laissez-faire leadership is discussed as non-leadership or passive leadership (Hinkin and Schriesheim, 2008). The ineffective and inactive structure of this leadership is the reason behind that definition accordingly. A laissez-faire leader displays passive disregard for his subordinates and duties. For example, the necessities and issues of subordinates will be ignored all the time. (Pihie, Sadeghi and Elias, 2011: 1083). Laissez-faire leadership expresses withdrawal from active leadership. This type of leadership is considered to be a principally passive and ineffective form (Furtner, Baldegger and Rauthmann, 2013: 437). Authoritarian leadership comprises absolute authority and control, particularly in leader's behavior. This leadership style involves unquestioned obedience of

subordinates. Authoritarian leadership behavior is based on making a one-way decision (Schuh, Zhang and Tian, 2013: 632). Moreover, authoritarian leaders think themselves to be wiser than others in the organization, and hence some things, to be true, should be made in the only way they know how. Further, authoritarian leaders put individual pressure on their followers and take decisions unilaterally (Ertüreten, 2008: 23).

2. 2. Various Job Attitudes

Organizational identification is a cognitive scheme, principally referring to the overlap of personal and organizational value. It comprises, in general, the perception of an individual, which is based on the self-identification as a member of a particular organization (Riketta, 2005: 360). Furthermore, organizational identification is the situation of the association between one's self and his organization. We would like to stress that organizational identification involves the individual's cognitive bond with the organization (Shen et al., 2014). Job performance is discussed as an essential dependent variable in industrial-organizational psychology research. Thus, the concept of job performance is divided into various factors (Ahmad et al., 2012: 939). There are two approaches to this issue. Some writers represent job performance as the output in a particular position or results of operations. Other writers consider job performance as the sum of behaviors under the control of employees in the specific context related to organizational objectives as a result (Tutu and Constantin, 2012). Job performance is an essential factor in organizational studies. The reason for this is that it plays a principal role in employee decisions such as promotion and payment and the retention of employees in the organization as well (Shamsuddin and Rahman, 2014: 76). On the other hand, the perception of job insecurity can reduce job performance because it increases people's future anxiety (Solmus, 2008: 170).

Emotional exhaustion is a condition occurred as a result of long-term occupational stress, and it affects teachers working in the field of human service (Skaalvik and Skaalvik, 2011: 1030). Emotional exhaustion reflects the feeling of being overburdened and being emotionally exhausted by the person's occupation (Ito and Brotheridge, 2003: 492). An employee who is standing at an emotionally intense work pace may force himself, and hence he becomes overwhelmed by emotional demands of others (Tetik, 2011: 341). General symptoms of exhaustion may be listed as the fear to go to work, raised absenteeism and withdrawal from the firm or job (Lewin and Sager, 2009: 799). Emotional exhaustion affects work attitudes and behavior in a negative style (Mulki, Jaramillo and Locander, 2006). Work centrality reflects an employee's individual beliefs regarding his work level's value to his life. This concept involves the behavior of individuals displayed both at the work and outside of it (Bal and Kooij, 2011: 499). Work centrality refers to the extent to which people place more value on working as a life role compared to other life roles such as community,

leisure or family (Parboteeah and Cullen, 2003: 137). This concept refers to the person's work role which is an essential central part of his life. Accordingly, there is an empirical support that work plays a central and main role in the life of individuals in most industrialized lands (Arvey, Harpaz and Liao, 1996: 2).

2. 3. The Relationships Among Leadership Styles And Various Job Attitudes

Ethical leadership improves job performance and changes behavior and attitudes of employees in a positive way (Kalshoven, Hartog and Hoogh, 2011). In some studies, it has been investigated what kind of relationship ethical leadership exhibited concerning job performance and which mechanisms of ethical leadership were related to job performance (Walumbwa et al., 2011). Bockennooghe, Zafar and Raja (2015) stated that ethical leadership style has a significant positive effect on job performance. According to Walumbwa, Morrison and Christensen (2012), ethical leadership style has a strong positive effect on job performance. Qi and Ming-Xia (2014) stated that there is a positive relationship between ethical leadership style and organizational identification. Yesiltas (2012) found that there is a significant positively correlation between ethical leadership style and organizational identification. Sökmen, Ekmekçioğlu and Çelik (2015) found that there is a significant positive relationship between ethical leadership behavior and organizational identification. Dertli (2014) stated that ethical leadership style has a negative effect on emotional exhaustion.

Laissez-faire leaders do not have a control mechanism on group members and any decision may be taken in a widely free way (Zehir, Sehitoglu and Erdogan, 2012: 208). In addition, laissez-faire leaders are reluctant to influence and guide their subordinates (Deluga, 1990: 192). Ayan (2013) stated that laissez-faire leadership style has a positive effect on emotional exhaustion. Aydemir (2014) found that there is a positive relationship between laissez-faire leadership behavior and emotional exhaustion. Authoritarian leadership, leaders establish strong control and authority over their group, and in this case the group is directed to obey their leader (Ertüreten, 2008: 23). Authoritarian leaders act by making punishment threats against disobedience, promising rewards for compliance, formulating rules and providing control for the structure (Kiazad et al., 2010: 514). Telli, Unsar and Oguzhan (2012) found that positive relationship between authoritarian leadership and emotional exhaustion. Ayan (2013) found that authoritarian leadership style has a positive effect on emotional exhaustion.

Organizational identification is associated with high motivation, performance and organizational citizenship behavior (DeConinck, 2011). Organizational identification affects work attitudes, behaviors and outcomes positively. It should be noted that organizational identification as theore-

tical and empirical is associated with motivation, decision-making, turnover intention, job satisfaction and performance. (Carmon et al., 2010: 213). Organizational identification is a strong predictor of organizational citizenship behavior, cooperative behavior, knowledge transfer and job performance as well (Krause et al., 2012). Turunc and Celik (2010) found that organizational identification has a significant positive effect on job performance. Liu, Lou and Lam (2011) found that employees' organizational identification are positively relationship with their job performance. Turunç (2010) stated that employees' organizational identification levels have a significant positive affect on job performance.

Individuals with high work centrality place more value to the role of work in life than those with low work centrality (Bal and Kooij, 2011: 499). Work centrality is an essential work-related behavior resulting from basic values (Uçanok and Karabati, 2013: 99). Uçanok (2008) found that work centrality has a significant positive correlated with the sub-dimensions of organizational citizenship behavior and work values. Bal and Kooij (2011) stated that work centrality has a significantly related to the psychological contract of older employees. Tziner et al. (2014) stated that there is positive relationship between work centrality and job satisfaction. Sharabi and Harpaz (2010) stated that a high level of work centrality has a positive effect on job performance. Diefendorff et al. (2002) stated that work centrality significant positively effects job performance. In this scope the following hypotheses are formed:

Model 1, H₁: Leadership styles have a significant effect on institutional identification.

H_{1a}: Ethical leadership style has a significant effect on institutional identification.

H_{1b}: Laissez-faire leadership style has a significant effect on institutional identification.

H_{1c}: Authoritarian leadership style has a significant effect on institutional identification.

Model 2, H₂: Leadership styles have a significant effect on employee identification.

H_{2a}: Ethical leadership style has a significant effect on employee identification.

H_{2b}: Laissez-faire leadership style has a significant effect on employee identification.

H_{2c}: Authoritarian leadership style has a significant effect on employee identification.

Model 3, H₃: Leadership styles have a significant effect on job performance.

H_{3a}: Ethical leadership style has a significant effect on job performance.

H_{3b}: Laissez-faire leadership style has a significant effect on job performance.

H_{3c}: Authoritarian leadership style has a significant effect on job performance.

Model 4, H₄: Leadership styles have a significant effect on emotional exhaustion.

H_{4a}: Ethical leadership style has a significant effect on emotional exhaustion.

H_{4b}: Laissez-faire leadership style has a significant effect on emotional exhaustion.

H_{4c}: Authoritarian leadership style has a significant effect on emotional exhaustion.

Model 5, H₅: Leadership styles have a significant effect on work centrality.

H_{5a}: Ethical leadership style has a significant effect on work centrality.

H_{5b}: Laissez-faire leadership style has a significant effect on work centrality.

H_{5c}: Authoritarian leadership style has a significant effect on work centrality.

Model 6, H₆: Organizational identification has a significant effect on job performance.

H_{6a}: Institutional identification has a significant effect on job performance.

H_{6b}: Employee identification has a significant effect on job performance.

Model 7, H₇: Organizational identification has a significant effect on emotional exhaustion.

H_{7a}: Institutional identification has a significant effect on emotional exhaustion.

H_{7b}: Employee identification has a significant effect on emotional exhaustion.

Model 8, H₈: Organizational identification has a significant effect on work centrality.

H_{8a}: Institutional identification has a significant effect on work centrality.

H_{8b}: Employee identification has a significant effect on work centrality.

Model 9, H₉: Work centrality has a significant effect on job performance.

Model 10, H₁₀: Work centrality has a significant effect on emotional exhaustion.

3. Methodology

The purpose of this study is to be able to determine whether or not the leadership styles perceived by middle school teachers have any amount of influence over organizational identification, job performance, emotional exhaustion, and work centrality. In addition, we set out to examine

whether or not the organizational identification has any effect on job performance, emotional exhaustion, and work centrality. Further, the effects of work centrality on job performance and emotional exhaustion were also investigated. The research sample comprises the teachers who are working at middle schools in Kırklareli, while the population of the research is the middle school teachers in the Marmara Region. In this context, the data were collected from a total of 318 middle school teachers. Research data were collected in 2013-2014 academic year. 360 questionnaires were distributed and a total of 318 usable questionnaires were received, resulting in an overall response rate of 88.3%.

3. 1. Data Collection Tool

To measure three separate leadership styles, 24 questions were utilized in the study. In this context, ethical leadership scale, laissez-faire leadership scale and authoritarian leadership scale were utilized. To measure ethical leadership, the 10-item scale which was developed by Brown, Trevino and Harrison (2005) was utilized. To provide evidence for content validity, we reviewed the ethical leadership scale based on the measures of Tuna, Bircan and Yesiltas (2012). Besides, ethical leadership scale was utilized previously in several studies and reflects the first 10 questions in the questionnaire. Laissez-faire leadership scale utilized in the study is a dimension of the Multi-factor Leadership Questionnaire (MLQ). Laissez-faire leadership scale contains a total of 4 questions and was obtained from the study of Ozer (2010). Authoritarian leadership scale is a form of 10 questions, which was originally developed by Jai Sinha and was based on the study of Ertüreten (2008). On the other hand, laissez-faire leadership scale consists of the questions between 11 and 14, while authoritarian leadership scale is made up of the questions between 15 and 24. To measure organizational identification, the six-item form was utilized (previously it was used in many studies), which was developed by Mael and Ashforth (1992). To measure job performance, the 4-item scale was utilized, which was based on the measure of Kirkman and Rosen (1999) as well as Sigler and Pearson (2000). Accordingly, job performance scale is already used in many studies. Emotional exhaustion scale is a dimension of the Maslach Burnout Inventory and it consists of a total of 9 questions. To measure work centrality, the six-item form was utilized, which was developed by Kanungo (1982). Work centrality questionnaire was based on the study of Uçanok (2008). Thus, scoring process was conducted in the following form: 'strongly disagree = 1', 'disagree = 2', 'neither agree nor disagree = 3', 'agree = 4', and 'strongly agree = 5'.

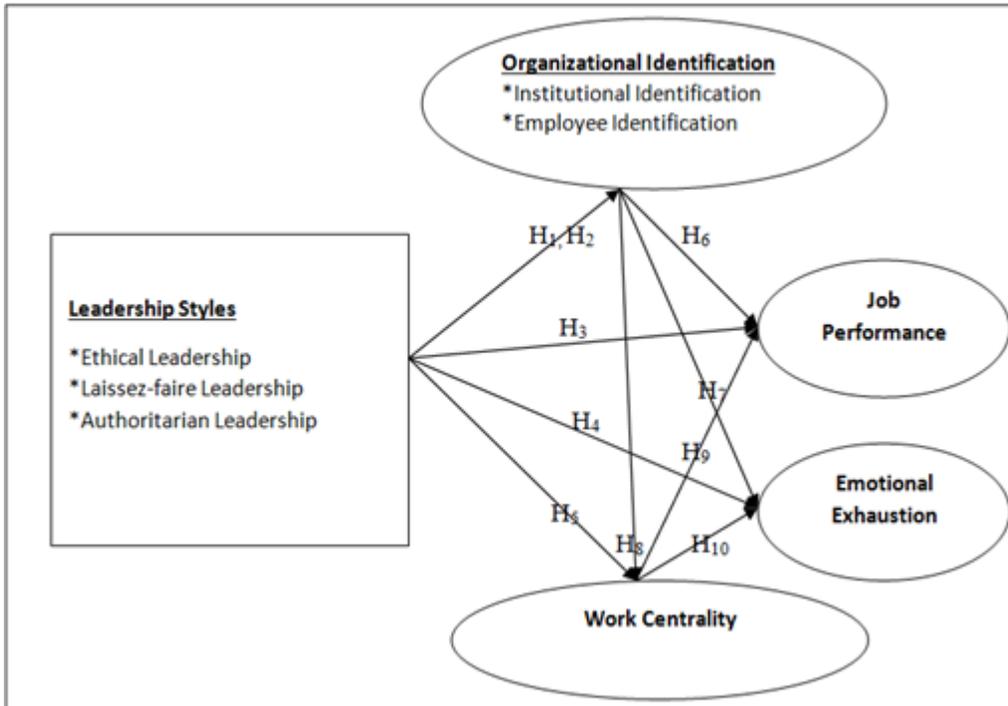
3. 2. Research Model

The research model was built upon leadership styles, organizational identification, job performance, emotional exhaustion, and work centrality. As regards leadership styles, ethical lea-

dership, laissez-faire leadership and authoritarian leadership were discussed. In the research model, the effects of leadership styles on organizational identification, job performance, emotional exhaustion, and work centrality were examined. Multiple regression tests were conducted within this context. Moreover, leadership styles have been discussed as independent variables. On the other hand, organizational identification, job performance, emotional exhaustion, and work centrality were discussed separately as dependent variables.

Then the effect of organizational identification on job performance, emotional exhaustion, and work centrality was examined. In this context, organizational identification was discussed as independent variable. Conversely, job performance, emotional exhaustion, and work centrality were discussed separately as dependent variables. Multiple regression tests were conducted within this context. Finally, the effect of work centrality on job performance and emotional exhaustion was investigated. In this context, work centrality was discussed as independent variable. Job performance and emotional exhaustion were discussed separately as dependent variables. In this context, linear regression tests were conducted.

Figure 1. Research Model



3. 3. Analysis of Data

In our research, data analysis was carried out using SPSS 21. In this context, first, frequency analysis was carried out in connection with the participants' socio-demographic characteristics. Then, factor analysis and reliability test were carried out relating to the leadership style scale, organizational identification scale, job performance scale, emotional exhaustion scale and work centrality scale, respectively.

As a result of factor analysis that was applied to the scale of leadership styles, three sub-dimensions have emerged. Later, factor analysis was applied to the data of organizational identification scale and two sub-dimensions have emerged. Further, as a result of factor analyses, which were applied to the scales of job performance, emotional exhaustion and work centrality, single dimension emerged regarding each one. Following this further, multiple regression tests were conducted on the effect of leadership styles on organizational identification, job performance, emotional exhaustion and work centrality. In addition, to measure the effect of organizational identification on job performance, emotional exhaustion and work centrality, multiple regression tests were conducted. Last but not least, linear regression tests were conducted on the effect of work centrality on job performance and emotional exhaustion.

3. 4. Findings

3. 4. 1. Frequency Analysis Related to Socio-Demographic Characteristics

Frequency distribution regarding socio-demographic characteristics of teachers who participated in the study is illustrated below. Table 1 below displays the results of frequency distribution regarding socio-demographic characteristics of teachers.

Table 1. Frequency Distribution Regarding Socio-Demographic Characteristics of Teachers

<i>VARIABLE</i>	<i>GROUP</i>	<i>FREQUENCY</i>	<i>PERCENT</i>
Gender	Male	106	33.3
	Female	212	66.7
	Total	318	100
Age	22-29	42	13.2
	30-39	115	36.2

Altan AYAN

	40-49	103	32.4
	50-59	54	17
	60 and above	4	1.3
	Total	318	100
Educational Status	Bachelor's Degree	300	94.4
	Master's Degree	17	5.3
	Doctor's Degree	1	0.3
	Total	318	100
Year of Occupation	0-1	4	1.3
	2-5	33	10.4
	6-10	63	19.8
	11-15	53	16.7
	16-20	46	14.5
	21-25	52	16.4
	26-30	33	10.4
	31 and above	34	10.7
	Total	318	100
Father's Educational Status	Primary-Middle School	197	61.9
	High School	67	21.1
	Vocational School	14	4.4
	University	38	11.9
	Master's Degree	1	0.3
	Doctor's Degree	1	0.3

	Total	318	100
Mother's Educational Status	Primary-Middle School	247	77.7
	High School	40	12.6
	Vocational School	6	1.9
	University	25	7.9
	Total	318	100
Number of Siblings	1	10	3.1
	2	131	41.2
	3	87	27.4
	4 and above	90	28.3
	Total	318	100

3. 4. 2. Factor Analyses and Reliability Tests of Variables

Factor analyses and reliability tests were carried out regarding the scale of leadership styles, organizational identification, job performance, emotional exhaustion, along with work centrality. Factor analysis and reliability test results are included in Table 2 below for the scale of leadership styles.

Table 2. Factor Analysis and Reliability Test Results for the Scale of Leadership Styles

<i>Questions</i>	<i>Factor Weights</i>	<i>Explanatory Factors (%)</i>	<i>Initial (Total)</i>	<i>Eigenvalues</i>	<i>Cronbach's Alpha</i>
Factor 1, L5	0.793	24.515	8.012		0.905
Ethical Leadership	0.777				
Style L6	0.775				

Altan AYAN

	L8	0.773			
	L2	0.762			
	L7	0.754			
	L3	0.736			
	L10	0.699			
	L1	0.582			
	L4	0.526			
Factor 2, Laissez- faire Lea- dership Style	L13	0.815	15.178	3.024	0.840
	L12	0.789			
	L14	0.757			
	L11	0.622			
	L15	0.554			
Factor 3, Authorita- rian Lea- dership Style	L17	0.685	13.969	1.305	0.792
	L23	0.657			
	L16	0.610			
	L21	0.603			
	L22	0.551			
	L18	0.540			
	L20	0.521			
	L24	0.478			

KMO Value: 0.910; Bartlett's Test: 0.000; Total Cronbach's Alpha: 0.70 Total Explained Variance:53.662

As seen in Table 2, the three sub-dimensions have emerged as a result of factor analysis applied to the scale of leadership styles. Dimensions and the related questions found by factor analysis were consistent with the literature. When factor analysis was applied to the scale of lea-

dership styles, question 19 was excluded from analysis. These sub-dimensions were named within the scope of the literature. That is, factor 1 was named as 'ethical leadership style', factor 2 was named as 'laissez-faire leadership style' and factor 3 was named as 'authoritarian leadership style' accordingly. As a result, KMO value was found to be 0.910 and Bartlett's test result was 0.000 (<0.05). These values indicated that the data set was suitable for the factor analysis. While factor 1 'ethical leadership style' explained 24,515 % of the variance, factor 2 'laissez-faire leadership style' explained 15,178 % of the variance and factor 3 'authoritarian leadership style' explained 13,969 % of the variance. These three factors explained 53.662% of the variance in total. As a result of reliability test, Cronbach's Alpha value was taken as 0.905 for factor 1 'ethical leadership style', Cronbach's Alpha value for factor 2 'laissez-faire leadership style' was taken as 0.840, while Cronbach's Alpha value for factor 3 'authoritarian leadership style' was determined as 0.792. As for the entire scale Cronbach's Alpha value was determined as 0.70. As a result of reliability test, values were found to be 0.70 and above, and it was considered that they were at acceptable level. Table 3 below presents factor analysis and reliability test results for the scale of organizational identification.

Table 3. Factor Analysis and Reliability Test Results for Organizational Identification Scale

	Questions	Factor Weights	Explanatory Factors (%)	Initial Eigenvalues (Total)	Cronbach's Alpha
Factor 1, Institutional Identifica- tion	O3	0.828	33.197	2.413	0.678
	O6	0.769			
	O4	0.666			
	O2	0.477			
Factor 2, Employee Identifica- tion	O1	0.835	24.686	1.059	0.518
	O5	0.748			

KMO Value: 0.717 ; Bartlett's Test: 0.000; Total Cronbach's Alpha:0.691 Total Explained Variance:57.882

As shown in Table 3, the two sub-dimensions have emerged as a result of factor analysis which was applied to the scale of organizational identification. The nomenclature of sub-dimensions was chosen within the scope of literature. Accordingly, factor 1 was named as 'institutional identification' and factor 2 was named as 'employee identification'. The data set was suitable for factor analysis because of KMO value '0.717' and Bartlett's test result '0.000 (<0.05)'. While factor 1 'institutional identification' explained 33.197% of the variance, factor 2 'employee identification' explained 24.686% of the variance. These two factors explained 57.882% of the variance in total. As a result of reliability test, Cronbach's Alpha value was taken as 0.678 for factor 1, while Cronbach's Alpha value for factor 2 was 0.518, respectively. As for the entire scale, Cronbach's Alpha value was determined as 0.691. Table 4 below illustrates factor analysis and reliability test results for the scale of job performance.

Table 4. Factor Analysis and Reliability Test Results for Job Performance Scale

	<i>Questions</i>	<i>Factor Weights</i>	<i>Explanatory Factors (%)</i>	<i>Initial Eigenvalues (Total)</i>	<i>Cronbach's Alpha</i>
Job	J1	0.910	78.162	3.126	0.906
Performace	J2	0.908			
	J3	0.885			
	J4	0.831			

KMO Value: 0.836 ; Bartlett's Test: 0.000; Total Cronbach's Alpha: 0.906

As shown in Table 4, a single dimension has emerged as a result of factor analysis, which was applied to the scale of job performance. The data set was suitable for factor analysis because of KMO value '0.836' and Bartlett's test result '0.000 (<0.05)'. Cronbach's Alpha value was found to be 0.906 for the scale of job performance. This value indicated that the scale was reliable. The dimension of job performance explained 78.162% of the variance in total. Table 5 below shows factor analysis and reliability test results for the scale of emotional exhaustion.

Table 5. Factor Analysis and Reliability Test Results for Emotional Exhaustion Scale

	<i>Questions</i>	<i>Factor Weights</i>	<i>Explanatory Factors (%)</i>	<i>Initial Eigenvalues (Total)</i>	<i>Cronbach's Alpha</i>
Emotional Exhaustion	E5	0.878	57.558	5.180	0.901
	E3	0.830			
	E1	0.805			
	E4	0.804			
	E6	0.772			
	E2	0.767			
	E8	0.722			
	E9	0.662			
	E7	0.531			

KMO Value: 0.914 ; Bartlett's Test: 0.000; Total Cronbach's Alpha: 0.901

As can be seen in Table 5, a single dimension has emerged as a result of factor analysis, which was applied to the scale of emotional exhaustion. The data set was suitable for factor analysis because of KMO value '0.914' and Bartlett's test result '0.000 (<0.05)'. Cronbach's Alpha value was found to be 0.901 for the scale of emotional exhaustion. This value indicated that the scale was reliable. The dimension of emotional exhaustion explained 57.558% of the variance in total. Table 6 below presents the results of factor analysis and reliability test for work centrality.

Table 6. Factor Analysis and Reliability Test Results for Work Centrality Scale

	<i>Questions</i>	<i>Factor Weights</i>	<i>Explanatory Factors (%)</i>	<i>Initial Eigenvalues (Total)</i>	<i>Cronbach's Alpha</i>
Work Centrality	W5	0.826	58.693	2.935	0.822
	W4	0.787			
	W2	0.758			
	W1	0.736			
	W6	0.719			

KMO Value: 0.749; Bartlett's Test: 0.000; Total Cronbach's Alpha: 0.822

As illustrated in Table 6, a single dimension has emerged as a result of factor analysis, which was applied to the scale of work centrality. When factor analysis was applied to the scale of work centrality, question 3 was excluded from analysis. The dimension of work centrality explained 58.693% of the variance in total and Cronbach's Alpha value was 0.822 as a result.

3.4.3. Regression Analyses

Multiple regression tests were conducted on the effects of Leadership Styles on Organizational Identification, Job Performance, Emotional Exhaustion, and Work Centrality. In this context, we attempted to assess five models (model 1, model 2, model 3, model 4 and model 5) and tested out hypotheses accordingly.

Table 7. Multiple Regression Results Pertaining to the Effects of Leadership Styles on Organizational Identification, Job Performance, Emotional Exhaustion, and Work Centrality

<i>Models</i>	<i>B</i>	<i>Std.Error</i>	β	<i>t</i>	<i>p</i>
<u>Model 1</u>					
Ethical Leadership→Institutional Identification	0.384	0.064	0.363	6.009	0.000
Laissez-faire Leadership→Institutional Identification	-0.006	0.066	-0.006	-0.091	0.928

Authoritarian Leadership→Institutional Identification 0.252 0.072 0.228 3.486 0.001
Dependent Variable: Institutional Identification

F:15.703, p:0.000, R:0.361, R²:0.130, Adjusted R²:0.122, Std. Error:0.68548

Model 2

Ethical Leadership→Employee Identification 0.359 0.088 0.256 4.096 0.000

Laissez-faire Leadership→Employee Identification 0.151 0.090 0.123 1.672 0.095

Authoritarian Leadership→Employee Identification 0.215 0.099 0.147 2.167 0.031

Dependent Variable: Employee Identification

F:7.684, p:0.000, R:0.262, R²:0.068, Adjusted R²:0.059, Std. Error: 0.94095

Model 3

Ethical Leadership→Job Performance 0.216 0.071 0.194 3.054 0.002

Laissez-faire Leadership→Job Performance -0.002 0.073 -0.002 -0.031 0.975

Authoritarian Leadership→Job Performance 0.159 0.080 0.137 1.986 0.048

Dependent Variable: Job Performance

F:4.283, p:0.006, R:0.199, R²:0.039, Adjusted R²:0.030, Std. Error: 0.75662

Model 4

Ethical Leadership→Emotional Exhaustion -0.094 0.073 -0.080 -1.275 0.203

Laissez-faire Leadership→Emotional Exhaustion 0.008 0.075 0.008 0.107 0.915

Authoritarian Leadership→Emotional Exhaustion 0.254 0.083 0.208 3.066 0.002

Dependent Variable: Emotional Exhaustion

F:7.082, p:0.000, R:0.252, R²:0.063, Adjusted R²:0.054, Std. Error: 0.78689

Model 5

Ethical Leadership→Work Centrality 0.176 0.083 0.136 2.129 0.034

Laissez-faire Leadership→Work Centrality	0.033	0.085	0.029	0.391	0.696
Authoritarian Leadership→Work Centrality	0.163	0.094	0.121	1.740	0.083

Dependent Variable: Work Centrality

F:2.529, p:0.057, R:0.154, R²:0.024, Adjusted R²:0.014, Std.Error: 0.88820

It can be said that evidence multicollinearity was not an issue. There were a number of reasons for this: Tolerance value was well above 0.1 (0.645), VIF value was well below the limit value of 10 (1.821), the highest value for Condition index was less than the limit value of 30 (21.722), the ratio of the largest eigenvalues to the smallest ones was below the limit value of 1000 (3.862 / 0.008 = 482) (Sipahi, Yurtkoru and Cinko, 2010; Cokluk, Şekercioğlu and Büyükoztürk, 2012; Saruhan and Özdemirci, 2011).

As seen in Table 7, ethical leadership style has a positive significant effect on institutional identification ($\beta = 0.363$) ($p < 0.05$). In other words, teachers' perceptivity of ethical leadership style increases identification with the institution. To put it another way, school administrators' ethical leadership style increases teachers' institutional identification. Besides, authoritarian leadership style has a positive significant effect on institutional identification ($\beta = 0.228$) ($p < 0.05$). In other words, teachers' perceptivity of authoritarian leadership style increases identification with the institution. Accordingly, school administrators' authoritarian leadership style increases teachers' institutional identification. The effect of ethical leadership style on institutional identification ($\beta = 0.363$) is more discernible than the effect of authoritarian leadership style on institutional identification ($\beta = 0.228$). In other words, the effect of ethical leadership style on institutional identification is greater than the effect of authoritarian leadership style. Ethical leadership style more likely increases institutional identification compared to authoritarian leadership style. In this case, while H_{1a} and H_{1c} are supported ($p < 0.05$), H_{1b} is rejected due to $p > 0.05$. In other words, laissez-faire leadership style has no significant effect on institutional identification ($p > 0.05$).

As shown in Table 7, ethical leadership style has a significant positive effect on employee identification ($\beta = 0.256$) ($p < 0.05$). In other words, teachers' perceptivity of ethical leadership style increases employee identification. School administrators' ethical leadership style increases teachers' employee identification. In addition, authoritarian leadership style has a significant positive effect on employee identification ($\beta = 0.147$) ($p < 0.05$). In other words, teachers' perceptivity of authoritarian leadership style increases employee identification. School administrators' authoritarian leadership style increases teachers' employee identification. In this context, the effect of ethical leadership style on employee identification ($\beta = 0.256$) is higher than the effect of authoritarian

leadership style on employee identification ($\beta = 0.147$). In this case, ethical leadership style affects more greatly employee identification compared to authoritarian leadership style. While H_{2a} and H_{2c} are supported ($p < 0.05$), H_{2b} is rejected ($p > 0.05$). In other words, laissez-faire leadership style has no significant effect on employee identification.

As illustrated in Table 7, ethical leadership style has a significant positive effect on job performance ($\beta = 0.194$) ($p < 0.05$). Teachers' perceptivity of ethical leadership style increases their job performance. School administrators' ethical leadership style also increases teachers' job performance. In addition, authoritarian leadership style has a significant positive effect on job performance ($\beta = 0.137$) ($p < 0.05$). In other words, teachers' perceptivity of authoritarian leadership style increases their job performance. School administrators' authoritarian leadership style also increases teachers' job performance. The effect of ethical leadership style on job performance ($\beta = 0.194$) is greater than the effect of authoritarian leadership style on job performance ($\beta = 0.137$). Ethical leadership style affects more greatly job performance compared to authoritarian leadership style. In this context, while H_{3a} and H_{3c} are supported ($p < 0.05$), H_{3b} is rejected ($p > 0.05$) accordingly. In other words, laissez-faire leadership style has no significant effect on job performance.

As can be seen in Table 7, authoritarian leadership style has a significant positive effect on emotional exhaustion ($\beta = 0.208$) ($p < 0.05$). In other words, teachers' perceptivity of authoritarian leadership style increases their emotional exhaustion. In other words, school administrators' authoritarian leadership style increases emotional exhaustion. This condition can be seen as a natural consequence. Authoritarian leadership style adopts a kind of obedience, control and constraint-based approach and it results in subordinates to emotionally get exhausted. In this context, H_{4c} is supported ($p < 0.05$) and H_{4a} and H_{4b} are rejected ($p > 0.05$). In other words, ethical leadership style and laissez-faire leadership style have no significant effects on emotional exhaustion as a result.

As shown in Table 7, ethical leadership style has a positive significant effect on work centrality ($\beta = 0.136$) ($p < 0.05$). In other words, teachers' perceptivity of ethical leadership style increases work centrality. In other words, school administrators' ethical leadership style increases work centrality. Accordingly, H_{5a} is supported ($p < 0.05$) and H_{5b} and H_{5c} are rejected ($p > 0.05$). School administrators' ethical leadership style leads teachers to widely view work as a central life interest. Laissez-faire leadership style and authoritarian leadership style have no significant effects on work centrality as a result.

Multiple regression tests were conducted on the effect of organizational identification on job performance, emotional exhaustion, and work centrality. In this context, we assessed three models (model 6-model 7 and model 8) and tested out hypotheses as a result.

Table 8. Multiple Regression Test Results Regarding the Effect of Organizational Identification on Job Performance, Emotional Exhaustion, and Work Centrality

<i>Models</i>	<i>B</i>	<i>Std.Error</i>	β	<i>t</i>	<i>p</i>
<u>Model 6</u>					
Institutional Identification→Job Performance	0.361	0.059	0.344	6.088	0.000
Employee Identification→Job Performance	0.037	0.045	0.047	0.830	0.407
<u>Dependent Variable: Job Performance</u>					
F:23.947, p:0.000, R:0.364, R ² :0.132, Adjusted R ² :0.127, Std. Error:0.71795					
<u>Model 7</u>					
Institutional Identification→Emotional Exhaustion	-0.111	0.067	-0.100	-1.662	0.098
Employee Identification→Emotional Exhaustion	0.061	0.050	0.073	1.211	0.227
<u>Dependent Variable: Emotional Exhaustion</u>					
F:1.590, p:0.206, R:0.100, R ² :0.010, Adjusted R ² :0.004, Std. Error:0.80772					
<u>Model 8</u>					
Institutional Identification→Work Centrality	0.179	0.073	0.146	2.463	0.014
Employee Identification→Work Centrality	0.089	0.055	0.096	1.622	0.106
<u>Dependent Variable: Work Centrality</u>					
F:6.716, p:0.001, R:0.202, R ² :0.041, Adjusted R ² :0.035, Std. Error:0.87890					

It can be said that evidence multicollinearity was not an issue. There were a number of reasons for this: Tolerance value was well above 0.1 (0.866), VIF value was well below the limit value of 10 (1.155), the highest value for Condition index was less than the limit value of 30 (12.772), the ratio of the largest eigenvalues to the smallest ones was below the limit value of 1000 (2.922 /

0.018 = 162) (Sipahi, Yurtkoru and Cinko, 2010; Cokluk, Şekercioğlu and Büyüköztürk, 2012; Saruhan and Özdemirci, 2011).

As seen in Table 8, institutional identification has a significant positive effect on job performance ($\beta = 0.344$) ($p < 0.05$). In other words, institutional identification increases employees' job performance. While H_{6a} is supported ($p < 0.05$), H_{6b} is rejected ($p > 0.05$). In other words, employee identification has no significant effect on job performance. As can be seen in Table 8, institutional identification and employee identification have no significant effects on emotional exhaustion ($p > 0.05$). In this context, H_{7a} and H_{7b} are rejected ($p > 0.05$). As shown in Table 8, institutional identification has a positive significant effect on work centrality ($\beta = 0.146$) ($p < 0.05$). In other words, institutional identification increases employees' work centrality. In this context, while H_{8a} is supported ($p < 0.05$), H_{8b} is rejected ($p > 0.05$). In this context, employee identification has no significant effect on work centrality as a result.

Linear regression tests were conducted on the effect of work centrality on job performance and emotional exhaustion. In this context, we assessed two models (model 9 and model 10) and tested out hypotheses.

Table 9. Linear Regression Test Results Regarding the Effect of Work Centrality on Job Performance and Emotional Exhaustion

<i>Models</i>	<i>B</i>	<i>Std.Error</i>	β	<i>t</i>	<i>p</i>
<u>Model 9</u>					
Work Centrality→Job Performance	0.146	0.048	0.170	3.067	0.002
<u>Dependent Variable:</u> Job Performance					
F:9.407, p:0.002, R:0.170, R ² :0.029, Adjusted R ² : 0.026, Std. Error:0.75830					
<u>Model 10</u>					
Work Centrality→Emotional Exhaustion	0.026	0.051	0.028	0.506	0.613
<u>Dependent Variable:</u> Emotional Exhaustion					
F:0.256, p:0.613, R:0.028, R ² :0.001, Adjusted R ² :-0.002, Std. Error:0.81017					

As illustrated in Table 9, work centrality has a significant positive effect on job performance ($\beta = 0.170$) ($p < 0.05$). In other words, work centrality increases job performance. In this context, H_9 is supported ($p < 0.05$). Work centrality has no significant effect on emotional exhaustion ($p > 0.05$). In this context, H_{10} is rejected ($p > 0.05$).

3.4.4. Inter-Variable Correlation Analyses

Variables and the averages of their sub-dimensions, standard deviations and correlation analyses are as follows.

Table 10. Means, Standard Deviations, and Correlations

	<i>Mean</i>	<i>S.D</i>	1	2	3	4	5	6	7	8
1.Ethical Leadership	3.71	0.69 16	1	- 0.489 **	-0.326**	0.292 **	0.148 **	0.151 **	-0.152**	0.083
2.Laissez-Faire Leadership	2.42	0.7909	-0.489**	1	0.594**	- 0.048	0.085	- 0.016	0.171**	0.034
3.Authoritarian Leadership	2.78	0.6641	-0.326**	0.594 **	1	0.106	0.136 *	0.073	0.239**	0.094
4.Institutional Identificaion	3.79	0.7316	0.292**	- 0.048	0.106	1	0.366 **	0.361 **	-0.073	0.181* *
5.Employee Identification	2.89	0.9702	0.148**	0.085	0.136*	0.366 **	1	0.173 **	0.036	0.150* *
6.Job Performance	3.99	0.7683	0.151**	- 0.016	0.073	0.361 **	0.173 **	1	-0.076	0.170* *

7.Emotional Exhaustion	2.29	0.8092	-0.152**	0.171**	0.239**	-0.073	0.036	-0.076	1	0.028
8.Work Centrality	3.21	0.8946	0.083	0.034	0.094	0.181**	0.150**	0.170**	0.028	1

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

* . Correlation is significant at the 0.05 level (2-tailed).

According to Table 10 above, correlation analysis results based on ethical leadership are as follows: the correlation rate with institutional identification is 0.292, the correlation rate with employee identification is 0.148, the correlation rate with job performance is 0.151 and the correlation rate with emotional exhaustion is -0.152 ($p < 0.05$). In other words, there is a positively associated correlation regarding ethical leadership among institutional identification, employee identification and job performance. There is a negatively associated correlation between ethical leadership and emotional exhaustion. As the perceptivity of ethical leadership style increases, institutional identification, employee identification and job performance increase as well. As the perceptivity of ethical leadership style increases, it can be said that there is likely to be a decrease in emotional exhaustion. The correlation rate between laissez-faire leadership style and emotional exhaustion is 0.171 ($p < 0.05$). Laissez-faire leadership style increases the perceptivity of emotional exhaustion.

As regards correlation analysis based on authoritarian leadership; the correlation rate with employee identification is 0.136, the correlation rate with emotional exhaustion is 0.239 ($p < 0.05$). In other words, the perceptivity of authoritarian leadership style increases both emotional exhaustion and employee identification. As regards correlation analysis based on institutional identification; the correlation rate with job performance 0.361, the correlation rate with work centrality 0.181 is ($p < 0.05$). In other words, as institutional identification increases, there is an increase in both job performance and work centrality. As regards correlation analysis based on employee identification; the correlation rate with job performance is 0.173 and the correlation rate with work centrality is 0.150 ($p < 0.05$). In other words, employee identification increases job performance as well as work centrality. The correlation rate between job performance and work centrality is 0.170. That is, the more the work centrality is, the higher the job performance becomes.

4. Discussion, Conclusion and Suggestions

It was emerged that ethical leadership style improves the dimensions of organizational identification, and job performance as well as work centrality. At the same time, the effect of ethical leadership style on the dimensions of organizational identification and job performance compared to authoritarian leadership estimated to be remarkably strong. The positive effect of ethical leadership style on the specified variables stands out. School administrators can be advised to adopt ethical leadership style. In addition, authoritarian leadership style has been shown to increase emotional exhaustion. In this context, it was considered that obedience and constraint-based attitudes of authoritarian leaders lead to these results. However, it is remarkable that authoritarian leadership style increases both the dimensions of organizational identification as well as job performance. This situation stems from the working structure of schools and social characteristics as well. In addition, it should be noted that institutional identification improves both job performance and work centrality. In this context, it can be said that institutional identification is an important variable. Another point to remember is that employees' identification with the institution they work for increases their job performance and work centrality as well. On the other hand, work centrality increases job performance. It should be stated that when employees view their work as central to their lives, their job performance increases accordingly. In this context, H1a, H1c, H2a and H2c, H3a and H3c, H4c, H5a, H6a, H8a and H9 are supported ($p < 0.05$).

Qi and Ming-Xia (2014) stated that there is a positive relationship between ethical leadership style and organizational identification. Yesiltas (2012), according to the results of correlation analysis, found that there is a positively associated correlation between ethical leadership style and the level of organizational identification. In our study findings, as a result of factor analysis, organizational identification was divided into two sub-dimensions. We also found that ethical leadership style positively affects institutional identification and employee identification, the sub-dimensions of organizational identification. Our results are consistent with the research indicated. According to Walumbwa, Morrison and Christensen (2012), ethical leadership style has a positive effect on job performance. Accordingly, they stated that there is a strong positive correlation between ethical leadership style and job performance therefore ethical leadership style is an important determinant of job performance. In our study, we reached the conclusion that ethical leadership style positively affects job performance, in other words, increases. The results we found are in line with the specified search. Turunc and Celik (2010) found that organizational identification has a significant positive effect on employees' job performance. Liu, Lou and Lam (2011) achieved the result that employees' organizational identification levels are positively associated with their job performance. In our study findings, we have determined that institutional identification, a sub-dimension

of organizational identification, has a positive effect on job performance, that is, increases. The results we found are in line with the study indicated.

Telli, Unsar and Oguzhan (2012) reached the conclusion (based on the results of the correlation) that a positive relationship between authoritarian leadership and emotional exhaustion exists. Also it was indicated that authoritarian leadership style has a positive effect on burnout, in other words, increases. In our research, we obtained similar findings regarding multiple regression as well as correlation results. We have found that authoritarian leadership style positively influences the emotional exhaustion, that is, increases. According to correlation results, authoritarian leadership style has a positive correlation with emotional exhaustion. Sharabi and Harpaz (2010) concluded that a high level of work centrality has a positive effect on job performance and it was noted that the high level of work centrality leads to positive organizational outcomes. Diefendorff et al. (2002) stated that work centrality positively affects job performance. At the same time, he examined the relationship between work centrality and some other several variables. Similarly, our research found that work centrality positively affects job performance, in other words, increases. The results of the studies indicated support our findings accordingly.

References

- Ahmad, N.L., Yusuf, A.N.M., Shobri, N.D.M. & Wahab, S. (2012).** The Relationship Between Time Management and Job Performance in Event Management. *Procedia-Social and Behavioral Sciences*, 65, 937-941.
- Arvey, R. D., Harpaz, I. & Liao, H. (1996).** Work Centrality and Post-Award Work Behavior of Lottery Winners. *The Journal of Psychology*, 130(1), 1-15.
- Ayan, A. (2013).** *Liderlik Tarzlarının Örgütsel Sessizlik ve Tükenmişlik Düzeyi Üzerine Etkisi: Bir Alan Araştırması*, Basılmamış Doktora Tezi, Trakya Üniversitesi Sosyal Bilimler Enstitüsü İşletme Anabilim Dalı, Edirne.
- Aydemir, S. (2014).** *Milli Eğitim Bakanlığına Bağlı Çalışan Rehber Öğretmenlerin Yöneticilerinin Liderlik Tarzını Algılamaları ile Tükenmişlik Düzeyleri Arasındaki İlişkinin İncelenmesi*. Basılmamış Yüksek Lisans Tezi, Maltepe Üniversitesi Sosyal Bilimler Enstitüsü Psikoloji Anabilim Dalı, İstanbul.
- Bal, P.M. & Kooij, D. (2011).** The Relations Between Work Centrality, Psychological Contracts, and Job Attitudes: The Influence of Age. *European Journal of Work and Organizational Psychology*, 20(4), 497-523.

- Bouckenoghe, D., Zafar, A. & Raja, U. (2015).** How Ethical Leadership Shapes Employees' Job Performance: The Mediating Roles of Goal Congruence and Psychological Capital. *Journal of Business Ethics*, 129, 251-264.
- Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005).** Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes*, 97, 117- 134.
- Brown, M.E. & Trevino, L.K. (2006).** Ethical Leadership: A Review and Future Directions. *The Leadership Quarterly*, 17, 595-616.
- Carmon, A.F., Miller, A.N., Raile, A.N.W. & Roers, M.M. (2010).** Fusing Family and Firm: Employee Perceptions of Perceived Homophily, Organizational Justice, Organizational Identification, and Organizational Commitment in Family Businesses. *Journal of Family Business Strategy*, 1, 210-223.
- Çokluk, Ö., Şekerciöglu, G. & Büyüköztürk, Ş. (2012).** *Sosyal Bilimler İçin Çok Değişkenli İstatistik SPSS ve LISREL Uygulamaları*. 2. Baskı, Ankara: Pegem Akademi.
- DeConinck, J.B. (2011).** The Effects of Ethical Climate on Organizational Identification, Supervisory Trust, and Turnover Among Salespeople. *Journal of Business Research*, 64, 617-624.
- Deluga, R.J. (1990).** The Effects of Transformational, Transactional, and Laissez-faire Leadership Characteristics on Subordinate Influencing Behavior. *Basic and Applied Social Psychology*, 11(2), 191-203.
- Dertli, E.M. (2014).** *Etik Liderlik Davranışlarının ve İş Tatmininin Çalışanların Tükenmişlik Duygularına Etkisi: Ampirik Bir Çalışma*. Basılmamış Yüksek Lisans Tezi, Beykent Üniversitesi Sosyal Bilimler Enstitüsü İşletme Yönetimi Anabilim Dalı, İstanbul.
- Diefendorff, J.M., Brown, D.J., Kamin, A.M. & Lord, R.G. (2002).** Examining the Roles of Job Involvement and Work Centrality in Predicting Organizational Citizenship Behaviors and Job Performance. *Journal of Organizational Behavior*, 23, 93-108.
- Ertüreten, A. (2008).** *The relationship of downward mobbing with leadership and work-related attitudes*. Basılmamış Yüksek Lisans Tezi, Koç University MA Program in Psychology, İstanbul.
- Furtner, M.R., Baldegger, U. & Rauthmann, J.F. (2013).** Leading Yourself and Leading Others: Linking Self-Leadership to Transformational, Transactional, and Laissez-faire Leadership. *European Journal of Work and Organizational Psychology*, 22:4, 436-449.

- Hinkin, T.R. & Schriesheim, C.A. (2008).** A Theoretical and Empirical Examination of the Transactional and Non-leadership Dimensions of the Multifactor Leadership Questionnaire (MLQ). *The Leadership Quarterly*, 19, 501-513.
- Ito, J.K. & Brotheridge, C.M. (2003).** Resources, Coping Strategies, and Emotional Exhaustion: A Conservation of Resources Perspective. *Journal of Vocational Behavior*, 63, 490-509.
- Kanungo, R. N. (1982).** *Work Alienation*. New York: Praeger.
- Kalshoven, K., Hartog, D.N.D. & De Hoogh, A.H.B. (2011).** Ethical Leadership at Work Questionnaire (ELW): Development and Validation of a Multidimensional Measure. *The Leadership Quarterly*, 22, 51-69.
- Kiazad, K., Restubog, S.L.D., Zagenczyk, T.J., Kiewitz, C. & Tang, R.L. (2010).** In Pursuit of Power: The Role of Authoritarian Leadership in the Relationship Between Supervisors' Machiavellianism and Subordinates' Perceptions of Abusive Supervisory Behavior. *Journal of Research in Personality*, 44, 512-519.
- Kirkman, B. L. & Rosen B. (1999).** Beyond Self- Management: Antecedents and Consequences of Team Empowerment. *Academy of Management Journal*, 42(1): 58-74.
- Kraus, F., Ahearne, M., Lam, S.K. & Wieseke, J. (2012).** Toward a Contingency Framework of Interpersonal Influence In Organizational Identification Diffusion. *Organizational Behavior and Human Decision Processes*, 118, 162-178.
- Lewin, J.E. & Sager, J.K. (2009).** An Investigation of the Influence of Coping Resources in Salespersons' Emotional Exhaustion. *Industrial Marketing Management*, 38, 798-805.
- Liu, Y., Loi, R. & Lam, L.W. (2011).** Linking Organizational Identification and Employee Performance in Teams: The Moderating Role of Team-Member Exchange. *The International Journal of Human Resource Management*, Vol. 22, No. 15, 3187-3201.
- Mael, F., & Ashforth, B.E. (1992).** Alumni and their alma mater: A partial test of the reformulated model of organizational identification. *Journal of Organizational Behavior*, 13, 103-123.
- Mulki, J.P., Jaramillo, F. & Locander, W.B. (2006).** Emotional Exhaustion and Organizational Deviance: Can the Right Job and a Leader's Style Make a Difference?. *Journal of Business Research*, 59, 1222-1230.

- Özer, İ.Ç. (2010).** *Duygusal Zekâ ile Liderlik Tarzları Arasındaki İlişki*. Basılmamış Yüksek Lisans Tezi. Marmara Üniversitesi Sosyal Bilimler Enstitüsü, İşletme Anabilim Dalı, İstanbul.
- Qi, Y. & Ming-Xia, L. (2014).** Ethical Leadership, Organizational Identification and Employee Voice: Examining Moderated Mediation Process in the Chinese Insurance Industry. *Asia Pacific Business Review*, Vol. 20, No.2, 231-248.
- Parboteeah, K.P. & Cullen, J.B. (2003).** Social Institutions and Work Centrality: Explorations Beyond National Culture. *Organization Science*, Vol.14, No 2, March-April, 137-148.
- Pihie, Z.A.L., Sadeghi, A. & Elias, H. (2011).** Analysis of Head of Departments Leadership Styles: Implication for Improving Research University Management Practices. *Procedia-Social and Behavioral Sciences*, 29, 1081-1090.
- Riketta, M. (2005).** Organizational Identification: A meta:analysis. *Journal of Vocational Behavior*, 66, 358-384.
- Saruhan, Ş.C. & Özdemirci, A. (2011).** *Bilim, Felsefe ve Metodoloji*. 2. Baskı, İstanbul: Beta Basım.
- Schuh, S.C., Zhang, X. & Tian, P. (2013).** For the Good or the Bad? Interactive Effects of Transformational Leadership with Moral and Authoritarian Leadership Behaviors. *Journal of Business Ethics*, 116, 629-640.
- Shamsuddin, N. & Rahman, R.A. (2014).** The Relationship Between Emotional Intelligence and Job Performance of Call Centre Agents. *Procedia-Social and Behavioral Sciences*, 129, 75-81.
- Sharabi, M. & Harpaz, I. (2010).** Improving Employees' Work Centrality Improves Organizational Performance: Work Events and Work Centrality Relationships. *Human Resource Development International*, Vol. 13, No. 4, 379-392.
- Shen, Y., Jackson, T., Ding, C., Yuan, D., Zhao, L., Dou, Y. & Zhang, Q. (2014).** Linking Perceived Organizational Support with Employee Work Outcomes in a Chinese Context: Organizational Identification as a Mediator. *European Management Journal*, 32, 406-412.
- Sigler, T.H. & Pearson C. M. (2000).** Creating An Empowering Culture: Examining the Relationship Between Organizational Culture and Perceptions of Empowerment. *Journal of Quality Management*, 5:27-52.
- Sipahi, B., Yurtkoru, E.S. & Çinko, M. (2010).** *Sosyal Bilimlerde SPSS'le Veri Analizi*. 3. Baskı, İstanbul: Beta Basım.

- Skaalvik, E.M. & Skaalvik, S. (2011).** Teacher Job Satisfaction and Motivation to Leave the Teaching Profession: Relations with School Context, Feeling of Belonging, and Emotional Exhaustion. *Teaching and Teacher Education*, 27, 1029-1038.
- Solmuş, T. (2008).** *İş ve Özel Yaşama Psikolojik Bakışlar*. 1.Baskı, İstanbul: Epsilon Yayınevi.
- Sökmen, A., Ekmekçiöğlü, E.B. & Çelik, K. (2015).** Algılanan Örgütsel Destek, Örgütsel Özdeşleşme ve Yönetici Etik Davranışı İlişkisi: Araştırma Görevlilerine Yönelik Araştırma. *İşletme Araştırmaları Dergisi*, 7(1), 125-144.
- Telli, E., Ünsar, A.S. & Oğuzhan, A. (2012).** Liderlik Davranış Tarzlarının Çalışanların Örgütsel Tükenmişlik ve İşten Ayrılma Eğilimleri Üzerine Etkisi: Konuyla İlgili Bir Uygulama. *Electronic Journal of Vocational Colleges*, Aralık, 135-150.
- Tetik, S. (2011).** Öğretim Elemanlarının Tükenmişlik Düzeylerinin Belirlenmesi: Salihli Meslek Yüksekokulu Örneği. *ZKÜ Sosyal Bilimler Dergisi*, Cilt 7, Sayı 13, 339-350.
- Tuna, M., Bircan, H., & Yeşiltaş, M. (2012).** Etik liderlik ölçeği'nin geçerlilik ve güvenilirlik çalışması: Antalya örneği. *Atatürk Üniversitesi İktisadi ve İdari Bilimler Dergisi*, 26 (2), 143-156.
- Turunç, Ö. (2010).** Organizasyonlarda Kontrol Algılamalarının Örgütsel Özdeşleşme ve İş Performansına Etkisi. *C.Ü. İktisadi ve İdari Bilimler Dergisi*, Cilt 11, Sayı 1, 251-269.
- Turunç, Ö. & Çelik, M. (2010).** Çalışanların Algıladıkları Örgütsel Destek ve İş Stresinin Örgütsel Özdeşleşme ve İş Performansına Etkisi. *Yönetim ve Ekonomi*, Cilt 17, Sayı 2, 183-206.
- Tutu, A. & Constantin, T. (2012).** Understanding Job Performance Through Persistence and Job Competency. *Procedia- Social and Behavioral Sciences*, 33, 612-616.
- Tziner, A., David, A.B., Oren, L. & Sharoni, G. (2014).** Attachment to Work, Job Satisfaction and Work Centrality, *Leadership & Organization Development Journal*, 35(6), 555-565.
- Uçanok, B. (2008).** The Effects of Work Values, Work Centrality and Person-Job Fit on Organizational Citizenship Behavior. Basılmamış Doktora Tezi, Marmara Üniversitesi Sosyal Bilimler Enstitüsü İngilizce İşletme Anabilim Dalı, İstanbul.
- Uçanok, B. & Karabatı, S. (2013).** The Effects of Values, Work Centrality, and Organizational Commitment on Organizational Citizenship Behaviors: Evidence from Turkish SMEs. *Human Resource Development Quarterly*, Vol.24, No.1, 89-129.

- Yeşiltaş, M. (2012).** *Örgütsel Özdeşleşmenin Oluşmasında Belirleyiciler Olarak Etik Liderlik ve Etik İklim: Otel İşletmelerine Yönelik Bir Uygulama.* Basılmamış Doktora Tezi, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü Turizm İşletmeciliği Eğitimi Anabilim Dalı, Ankara.
- Walumbwa, F.O., Mayer, D.M., Wang, P., Wang, H., Workman, K. & Christensen, A.L. (2011).** Linking ethical leadership to employee performance: The roles of leader-member exchange, self-efficacy, and organizational identification. *Organizational Behavior and Human Decision Processes*, 115, 204-213.
- Walumbwa, F.O., Morrison, E.W. & Christensen, A.L. (2012).** Ethical Leadership and Group In-role Performance: The Mediating Roles of Group Conscientiousness and Group Voice. *The Leadership Quarterly*, 23, 953-964.
- Zehir, C., Şehitoğlu, Y. & Erdoğan, E. (2012).** The Effect of Leadership and Supervisory Commitment to Organizational Performance. *Procedia-Social and Behavioral Sciences*, 58, 207-216.