



A Study of Correlations between Perceived Supervisor Support, Organizational Identification, Organizational Citizenship Behavior, and Burnout at Schools

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Abstract: In this research, it is aimed to study the correlations between perceived supervisor supports (PSS), organizational identification (OI), organizational citizenship behavior (OCB), and burnout of teachers. The research was conducted from the perspective of social change and identity theories. The study group of the research consists of 234 teachers working in the public high schools in Giresun city center during the 2016. In order to collect data in the research, Perceived Supervisor Support Scale developed by Kottke & Sharafinski, Organizational Identification Scale developed by Mael & Ashforth, Organizational Citizenship Behaviors Scale developed by DiPaola, Tarter & Hoy, and "Burnout Scale" developed by Pines were used. The correlations between variables are tested with the structural equation model. According to the results, PSS positively affects the OI and OCB and negatively affects the burnout. OI positively affects the organizational citizenship behavior and negatively affects the burnout. OI plays a partial mediation role in the correlation between PSS of teachers and their OCB and burnout level. The results contribute to the integration of social change and social identity theories in description of organizational behavior.

Keywords: *Supervisor support, identification, citizenship, burnout.*

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Introduction

Attitudes and behaviors of teachers have important place in that schools reach their goals and be successful. Among the variables affecting the attitudes and behaviors of the teachers are the managerial behaviors of the school administrators. Positive and negative managerial behaviors of school administrators can affect how teachers behave in working life. Support of school administrators may be effective in that teacher develop positive or negative attitudes and behaviors related to their jobs (Brackett, Palomera, Mojsa-Kaja, Reyes & Salovey, 2010; Kahn, Schneider, Jenkins-Henkelman & Moyle, 2006; Tickle, Chang & Kim, 2011; Ozdemir, 2010). Researches reveal that employees who receive support from the administrators adopt the objectives of the institution, exhibit attitudes and behaviors in favor of their institutions, and avoid those which shall damage it (Avanzi, Schuh, Fraccaroli & van Dick, 2015; Baloyil, Waveren & Chan, 2014; Wang, 2014; Shanock & Eisenberger, 2006; van Knippenberg, van Dick & Tavares, 2007).

In this research conducted based on the theory of social change and social identity, the correlation between teachers' supervisor support perceptions, organizational identities, organizational citizenship behaviors and burnout were examined. According to the theory of social change, the choices and behaviors of individuals depend on what other individuals do. The individual responds equally to what he/she sees in behaviors of other individuals or organization against him/her. Organization or its representatives expect more effort and loyalty from an employee, while the employee may have useful expectations from the organization or representatives such as salary, support, and recognition. When employees receive support from organizations or administrators, they reflect it positively on their organizations. When an organization begins to support its employees, it initiates a social change between the organization and the employee. According to this theory, when employees believe that organizational activities are useful for them, they become able to show commitment to organizations, extra role behaviors, job satisfaction, and performance (Allen, Shore & Griffeth, 2003; Blau, 1964, Levinson, 1965; Rhoades & Eisenberger, 2002). On the other hand, according to the theory of social identification, the individual defines himself/herself in terms of membership to a certain group. Identification is the perception of an individual related to unity with a group or belonging to a group.

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According to this theory, identification is formed by unity, dependence, interaction and integration among members. Identification ensures that the one become a member to the organization and feels attached to the it and helps internalization of values and beliefs (Ashforth & Mael, 1989; Mael & Ashforth, 1992).

In this research, which is based on the theory of social change and identity, the correlations between variables are presented by using the structural equality model. It is considered that the results obtained in the study shall help the implementers in understanding better the attitudes and behaviors of teachers and working more efficiently in direction of the aims of the school and researchers who carry out a study on this issue. Also, this study shall contribute to the integration of social change and social identity theories in description of organizational behavior.

Perceived supervisor support (PSS): PSS based on the social change theory (Rhoades & Eisenberger, 2002; van Knippenberg et al., 2007). DeConinck and Johnson (2009, p. 336) defines perceived supervisory support as the extent to which the supervisor values the employee's contributions. Perceived supervisor support involves developing perceptions of how employees supervisors care for them and value their contributions (Burns, 2016). PSS correlates positively with job satisfaction (Babin & Boles, 1996; Griffin, Patterson, & West, 2001; Baloyi, Waveren & Chan, 2014; Ng & Sorenson, 2008) and job performance (Bhanthumnavin, 2003; Shanock & Eisenberger, 2006).

Organization identification (OI): Identification is explained by social identity theory (Ashforth & Mael, 1989; van Dick, 2001; van Knippenberg et al., 2007). According to this theory, the individual identifies himself as a member of a particular group. Identification is defined as the belonging of an individual to a group or his/her perception of unity with the organization (Ashforth & Mael, 1989). The organizational identification means the belonging or the sense of belonging of an individual to an organization in terms of the organization/organizations to which he/she is a member (Mael & Ashforth, 1992). According to Rikette (2005), organizational identification is related to the fact that the organization employee cognitively (the fact that the employee feels to be a part of the organization and internalizes the organizational values) and emotionally (the fact that he/she prides to be a member of the organization) feels attached to the organization. Briefly, organizational identification means affective, cognitive and psychological union and integration of an individual with his/her organization and his/her reference about himself/herself of being a member of the organization. Organizational identification has important consequences at the level of individual, group, and organization. Employees identified with the organizations they work with experience job satisfaction of positive level (van Knippenberg & Sleebos, 2006; van Knippenberg ve van Schie, 2000; van Dick, van Knippenberg, Kerschreiter, Hertel & Wieseke, 2008; Yilmaz, 2012). Riketta & van Dick (2005) assert in the meta-analysis study conducted by them that identification of employees with the teams and organizations is correlated with their job involvement, job satisfaction, in-role and extra-role behavior, and intention to resign. Identification increases the job motivation (van Knippenberg, 2000) and job performance (Shen, Jackson, Ding, Yuan, Zhao, Dou & Zhang, 2014; van Knippenberg, 2000) of an employee. Identification is positively correlated with organizational support (Shen et al., 2014; Sluss, Klimchak & Holmes, 2008; van Knippenberg & Sleebos, 2006), involvement (van Knippenberg & Sleebos, 2006; van Knippenberg & van Schie, 2000; Zhang et al., 2017), respect within the organization and being proud of organization (Zhang et al., 2017). Teachers' organizational identities is positively related to social support perceptions and the level of identification of teachers negatively influences their burnout (Avanzi et al., 2015). Identification of teachers is correlated positively to their supervisor support perception and negatively to their intention to resign (van Knippenberg et al., 2007).

Organizational citizenship behavior (OCB): OCB is based on the theory of social change. OCB is defined as individual behavior that is not directly or explicitly recognized by the official reward system and that optionally promotes effective functioning in the organization (Organ, 1988, p. 21). OCB is not based on an obligation but volunteering. In these terms, OCB is related to the behaviors of persons who voluntarily make contribution to the organization beyond their duties regarding their works. There are five aspects of OCB: altruism, gentility, civil virtue, courtesy and responsibility (Organ, 1988). These aspects relate to organizational behaviors such as helping others in work, complying with organizational rules, not complaining about work, and wanting to participate actively in organizational work (Wang, Hincrichs, Prietro & Hovel, 2013). Organizational involvement and job satisfaction has positive effect on OCB and negative effect on burnout (Salehi & Gholtash, 2011). OCB is positively related to organizational justice (Chan & Lai, 2007; Moorman, 1991; Niehoff & Moorman, 1993) and involvement (Pare & Tremblay, 2007; Ozdem, 2012; Riketta & van Dick, 2005). In addition, schools are institutions where OCB is frequently shown. The school climate in the school is positively correlated to teachers' OCB. Teaching is a profession in core of which voluntary behaviors lie (Dipaola & Hoy, 2005; Dipaola & Neves, 2009; Dipaola & Tschannen-Moran, 2001). Teachers with OCB help teachers who recently start to work, voluntarily spend more time for students without waiting any return, provide academic support, and make effort to improve students although they have no such responsibilities (Balci, Baltaci, Fidan, Cereci & Acar, 2012).

Burnout: Burnout means a decrease in the sense of personal accomplishment, depersonalization, and emotional exhaustion syndrome that can occur among individuals in relation to the working capacities of people (Maslach, Jackson & Leiter, 1996). Employees can lose their performance by experiencing burnout over time (Schaufeli, Leiter & Maslach, 2008). Burnout has three aspects which are exhaustion, lack of personal accomplishment and depersonalization (Maslach, Schaufeli & Leiter, 2001). Burnout reflects the stress dimension of exhaustion and is the

most prominent feature at the center of it. This dimension expresses the desire of one to emotionally and cognitively distract himself/herself from his work due to excessive workload. Lack of personal accomplishment is negative evaluation of people on themselves. Depersonalization is an attempt of people to keep distance between themselves and service recipients, ignoring people's unique and interesting active characteristics (Maslach et al., 2001). According to Dorman (2003), teacher burnout is very important for teacher's productivity and then, learning of student. The teacher who experiences burnout shows less sympathy and tolerance towards the students, does not get prepared enough for lessons, and does not feel involvement to his/her profession. When body of literature is examined, it is observed that there are negative correlations between organizational involvement (Elloy, Everett, & Flynn, 1991; Kahill, 1988; Cropanzano, Rupp & Byrne, 2003; Salehi & Gholtash, 2011), leadership behaviors of supervisors (Fernet, Guay, Senécal & Austin, 2012) and positive correlations between disturbing attitudes of students (Fernet et al., 2012) and organizational cynicism (James, 2005). There are also significant correlations between variables such as teacher's burnout and teacher workload and stress, classroom and school environment, self-esteem and role conflicts (Dorman, 2003).

Correlations between perceived supervisor support (PSS), organizational identification (OI), organizational citizenship behavior (OCB), and burnout: There is a positive correlation between PSS and identification (Gok, Karatuna & Karaca, 2015, van Knippenberg et al., 2007). OCB of employees with a certain degree of identification with their organizations are increasing positively (Shen et al., 2014; van Dick, Grojean, Christ, & Wieseke, 2006; Zhang, Guo & Newman, 2017). According to Avanzi et al. (2015), the level of identification of teachers is negatively correlated to their burnout and negatively influences their burnout. In addition, the correlation between teacher's organizational identities and burnout plays a intermediary role in their perceptions of social support. Lammers, Atouba & Carlson (2013) found significant negative correlations between organizational identification and emotional exhaustion and depersonalization dimensions of burnout. Supervisor support is positively correlated positively to organizational citizenship behavior (Yadav & Rangnekar, 2014; Chen, Wang, Chang & Hu, 2008; Ozdemir, 2010; Wang, 2014) and negatively to burnout (Avanzi et al., 2015; Brackett et al., 2010; Guarana, 2010; Kahn et al., 2006). There is a negative correlation between OCB and burnout (Cropanzano et al., 2003; Chiu & Tsai, 2006; Salehi & Gholtash, 2011).

In this research, it is aimed to examine the relationship between managerial support, organizational identification, organizational citizenship behavior and burnout perceived by teachers. There are not many studies in the field literature that deal with these four variables at the same time. Based on the theoretical research, a model was constructed with these four variables and this model was tested with the structural equation model.

The following hypotheses have been developed after examining the literature on organizational identification, perceived supervisor support, organizational citizenship behavior, and burnout:

- H₁. PSS positively affects the OCB and negatively affects the burnout.
- H₂. PSS positively affects the OI.
- H₃. OI positively affects the OCB and negatively affects the burnout.
- H₄. OI has a partial mediation role for the effect of PSS on OCB.
- H₅. OI has a partial mediation role for the effect of PSS on burnout.

Methodology

Research Goal

In this research, it is aimed to study the correlations between PSS, OI, OCB, and burnout of teachers.

Research Model

Relational screening model was used to determine the correlations between PSS, OI, OCB, and burnout of teachers and structural equation model was used to show the effect between the variables. Research model was shown in Figure'.

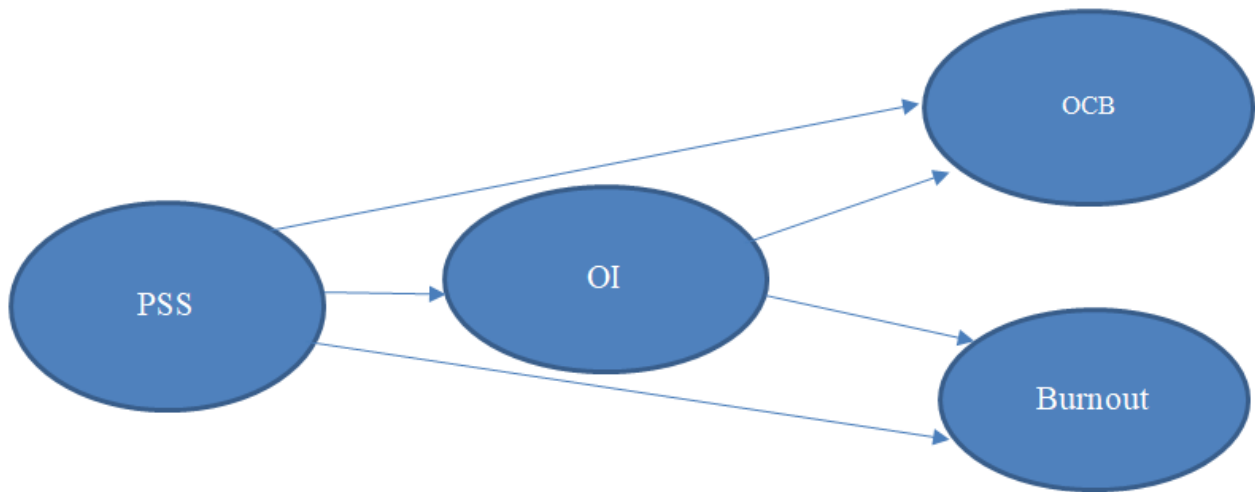


Figure 1. Research Model

Study Group

The study group of this research was composed of 234 teachers. These teachers work in 20 different high schools in the Giresun city center of Turkey. Simple randomized sampling method was used to determine the study group. The characteristics of the teachers in this working group are as follows: 88 (37.6%) female, 146 (62.4%) male; 17 (17.3%) of them are 22-31 years old, 107 (45.7%) of them are 32-41 years old, 80 (34.2%) of them are 42-51 years old, 26 (11.1%) of them are 52-61 years, 4 (1.7%) of them are 62 and older; 199 (85%) of them are married and 35 (15%) of them are single; 212 (90.6%) of them have bachelor's degree, 22 (9.4%) of them have master's degree.

Data Collection Tools

Perceived Supervisor Support Scale: PSS was measured using the 14-item scale which is developed by Kottke & Sharafinski (1988). Ozdemir (2010) adapted the scale into Turkish.

Items are rated on five-point Likert scale. In this study, confirmatory factor analysis (CFA) was applied to the scale. The fit indexes have been calculated as; $\chi^2/df=2.07$, $p<.001$; RMSEA= .06, GFI=.91; AGFI= .88, CFI= .96, IFI= .96, RFI=.92, NFI=93, RMR= .03. Cronbach's alpha is .80 in this study.

Organization Identification Scale: The "Organizational Identity Scale" developed by Mael & Ashforth (1992) was used to measure the organizational identification level of teachers. The scale is 6 item and one-dimensional structure. Items are rated on five-point Likert scale. Cronbach's alpha was .81. The scale was adapted to Turkish for this research with permission from researcher. The scale was initially translated into English by two experts on English. The scale, which is translated into Turkish independently, has been translated into English by two field experts. The translated scale was evaluated for language equivalence and the most appropriate text in Turkish was accepted. The scale adapted into Turkish was pre-applied to a group of 30 teachers. Explanatory factor analysis was performed to test the construct validity of the scale. As a result of the analysis of the principal components and the varimax method, it has been found that there is a component with an eigenvalue greater than 1 for 6 items taken for analysis. The contribution of this component to the total variance is 48.53%. In single-factor scales, it is considered that explained variance is 30% or more accepted to be sufficient (Buyukozturk, 2014). Factor loadings of the scale vary between .40 and 0.89. Cronbach's alpha is determined as 0.78. The explanatory factor has determined that the scale is a single-factor structure. CFA was performed to verify single-factor structure and the single-factor structure was verified ($\chi^2/df=3.56$, $p<.001$; GFI=.97; CFI= .94, IFI= .95, AGFI= .92, NFI=91, RMSEA= .08, RMR= .04).

Organizational Citizenship Behavior Scale: OCB was measured developed by a scale DiPaola, Tarter & Hoy (2005). The scale consists of one dimension and 12 items. In calculation of the total score, the scoring of the two items on the scale is inversely made. The scale was adapted into Turkish by Tasdan & Yilmaz (2008). Items are rated on five-point Likert scale. In this study, CFA was performed to the scale. The fit indices of the model were as follows: $\chi^2/df=2.32$, $p<.001$; RMSEA= .07, GFI=.92; AGFI= .88, CFI= .93, IFI= .93, RMR= .02. Cronbach's alpha is determined as .85 in this study.

Burnout Measure: The Burnout Measure Short Version (BMS) developed by Pines (2005) was used to determine the burnout levels of the teachers. Cronbach Alpha value of the scale, the original of which is single-dimension and 10-items was calculated as $\alpha=.85$. The scale was adapted into Turkish by Tumkaya, Cam & Cavusoglu (2009). In this study, CFA was performed to the scale. The fit indices of the model were as follows: $\chi^2/df=2.40$, $p<.001$; RMSEA= .07, GFI=.93; AGFI= .89, CFI= .95, IFI= .95, RFI=.90, NFI=92, RMR= .04. Cronbach's alpha is determined as .85 in this study.

Analysis of the Data

Correlation analysis and structural equation model were used to determine the correlations between variables. Sobel test was performed to calculate the significance of the mediation effect.

The range of goodness-of-fit values for fitness evaluation of the model (Schumacker & Lomax, 2012; Meydan & Sesen, 2015) are shown in Table 1.

Table 1. Goodness-of-Fit Values

Goodness-of-Fit Values	Excellent	Acceptable
χ^2/df	0-2	2-5
RMSEA	$\leq .05$	$\leq .08$
RMR	$\leq .05$	$\leq .08$
CFI	$\geq .95$	$\geq .90$
IFI	$\geq .95$	$\geq .90$
GFI	$\geq .90$	$\geq .85$
AGFI	$\geq .90$	$\geq .85$

Structural equation model was used to test the hypotheses developed regarding supervisor support, organizational identification, organizational citizenship behavior, and burnout. The linear correlation between supervisor support perceptions, identification, organizational citizenship behavior, and burnout of teachers and whether organizational identification has an mediation role in this correlation were determined with three-different-path analysis. Baron and Kenny (1986) method was used as basis to prove the effect of mediation. According to Baron and Kenny (1986), some conditions need to be met in order to determine the intermediary effect:

1. The independent variable (supervisor support) must have a significant effect on the dependent variable (organizational citizenship behavior and burnout).
2. The independent variable (supervisor support) must have a significant effect on the intermediary variable (organizational identification).
3. The intermediary variable (identification) must have a significant effect on the dependent variable (organizational citizenship behavior and burnout).
4. When intermediary variable (organizational identification) is analyzed with independent variable (supervisor support), the influence of independent variable on the dependent variable must decrease, while the intermediary variable has a significant influence on the dependent variable. In such case, the intermediary effect may be considered only when the effect of the independent variable on the dependent variable becomes meaningless (full medium) or decreases (partial medium).

Findings

A correlation analysis was carried out to examine the correlation between teachers' perceived supervisor support, organizational identification, organizational citizenship behavior, and burnout. Correlations and descriptive statistics are shown in Table 2.

Table 2. Correlations and Descriptive Statistics

Variables	\bar{x}	SS	1	2	3	4
1. PSS	3.81	0.79	-			
2. OI	4.00	0.74	.28**	-		
3. OCB	3.87	0.46	.39**	.25**	-	
4. Burnout	1.90	0.61	-.34**	-.21**	-.31**	-

** $p < .001$, PSS (Perceived Supervisor Support), OI (Organization Identification), OCB (Organizational Citizenship Behavior)

According to Table 2, PSS is positively related OI ($r=.28, p < 0.01$) and OCB ($r=.39, p < 0.01$) and negatively ($r = -.34, p < 0.01$). Also, OI is positively related to OCB ($r=.25, p < 0.01$) and negatively burnout ($r=-.21, p < 0.01$). Finally, there is a negative relationship between OCB and burnout ($r=-.31, p < 0.01$).

Structural equation model was used to test hypothesis of research. The effect of PSS on the OCB and burnout were examined in the first model. The first model is shown in Figure 2.

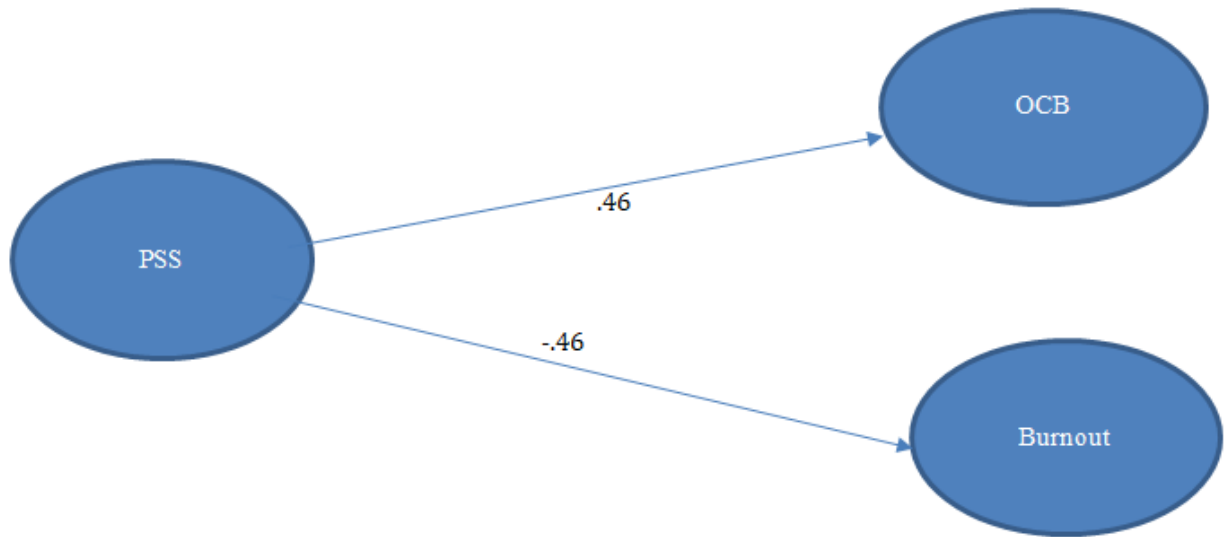


Figure 2. The First Model

The fit indices of the model were as follows: $\chi^2/df = 1.74$, $p < .001$; RMSEA= .056, IFI= .90, CFI= .90; RMR= .06. Path Coefficients of Model 1 are shown in Table 3.

Table 3. Path Coefficients of Model 1

Path	Standardized β	Standard Error	p
PSS → OCB	.46	.04	.00
PSS → Burnout	-.46	.06	.00

According to the findings obtained, PSS has a positive effect on OCB ($\beta = .46$; $p < .001$) and negative effect on burnout ($\beta = -.46$; $p < .001$). The first hypothesis of the study was accepted with this finding.

The effect of perceived supervisor support on the organizational identification and the effect of organizational identification on the organizational citizenship and burnout were examined in the second model. The second model is shown in figure 3.

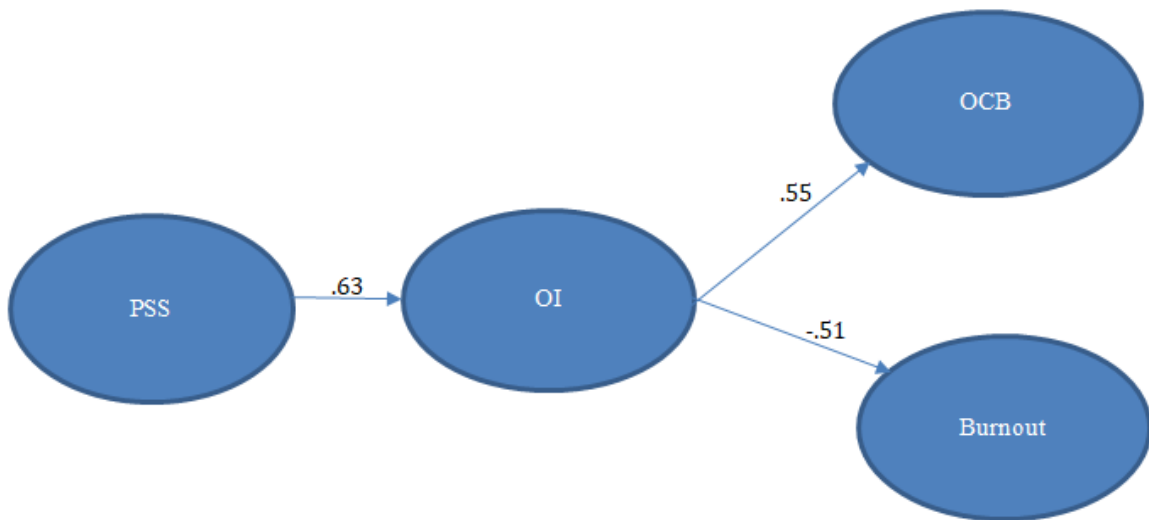


Figure 3. The Second Model

The fit indices of the model were as follows: $\chi^2/df = 1.66$, $p < .001$; RMSEA = .053, IFI = .90, CFI = .90; RMR = .07. Path Coefficients of Model 2 are shown in Table 4.

Table 4. Path Coefficients of Model 2

Path	Standardized β	Standard Error	p
PSS \rightarrow OI	.63	.09	.00
OI \rightarrow OCB	.55	.16	.00
OI \rightarrow Burnout	-.51	.25	.00

According to the findings obtained, it is observed that PSS has a positive effect on OI ($\beta = .63$; $p < .001$). Also, OI has a positive effect on OCB ($\beta = .55$; $p < .001$) and negative effect on burnout ($\beta = -.51$; $p < .001$). The second and third hypotheses of the study were accepted with this finding.

In the third model, PSS participated in the analysis as independent variable, OCB and burnout participated in the analysis as dependent variables, and OI participated in the analysis as intermediary variable. The third model is shown in Figure 4.

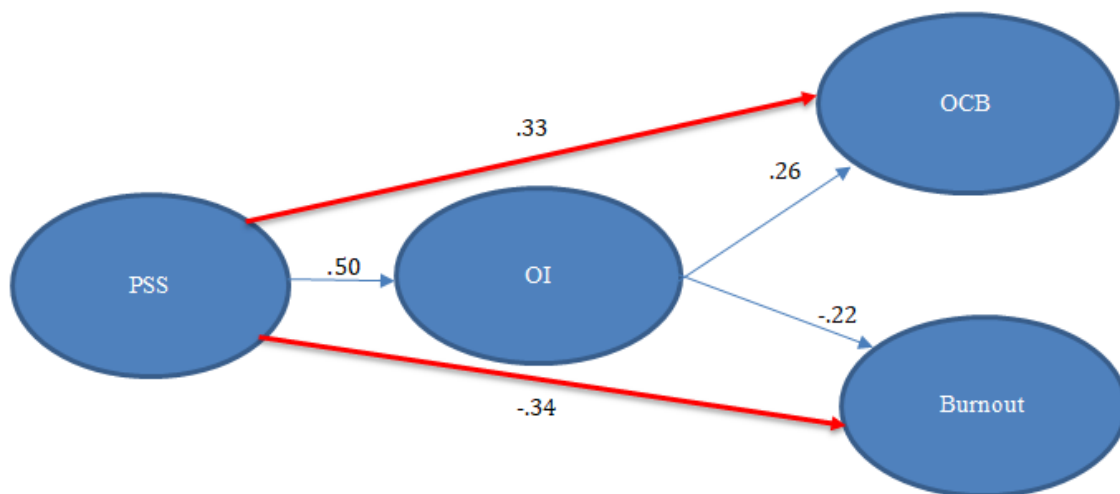


Figure 4. The Third Model regarding Intermediary Effect

The fit indices of the model were as follows: $\chi^2/df = 1.63$, $p < .001$; RMSEA = .05, IFI = .90, CFI = .90; RMR = .07. Path Coefficients of Model 3 are shown in Table 5.

Table 5. Path Coefficients of Model 3

Path	Standardized β	Standard Error	p
PSS \rightarrow OCB	.33	.046	.00
PSS \rightarrow Burnout	-.34	.075	.00
PSS \rightarrow OI	.50	.079	.00
OI \rightarrow OCB	.26	.076	.01
OI \rightarrow Burnout	-.22	.122	.02

According to the findings obtained, PSS has a significantly positive effect on OI of teachers ($\beta = .50$; $p < .001$). Also, OI has a significantly positive effect on OCB ($\beta = .26$; $p < .05$) and burnout ($\beta = -.22$; $p < .05$). Also, the effect of PSS on OCB ($\beta = .33$; $p < .001$) and burnout ($\beta = -.34$; $p < .001$) decreased with the participation of OI in the model. Accordingly, OI has a partial mediator role for the effect of supervisor support on organizational citizenship behavior and burnout. In addition, the Sobel test was performed to calculate the significance of the intermediary effect. Sobel (z) was found to be significant ($z = 2.17$, $p = .03$, $p < .05$) in intermediary effect of OI in the coefficient of PSS and OCB. Sobel (z) was found to be significant ($z = -2.03$, $p = .04$, $p < .05$) in intermediary effect of organizational identification in the coefficient of supervisor support and burnout. This finding confirms that OCB of teachers have an intermediary role in the effect of PSS on the OCB and burnout of them. The fourth and fifth hypotheses were confirmed.

Discussion and Conclusion

This study analyses the correlations between teachers' perceived supervisor support (PSS), organizational identifications (OI), organizational citizenship behaviors (OCB) and burnout and the role of organizational

identification in this correlation. The study was conducted from the perspective of social change and social identity perspective. Employees' attitudes and behaviors in the social change process are affected by supervisor support (Rhoades & Eisenberger, 2002; van Knippenberg et al., 2007; Yadav & Rangnekar, 2014).

According to the study results, teachers' PSS is positively related to OI and their PSS influence OI positively. This result is parallel to previous research findings (Gok, Karatuna & Karaca, 2015; van Knippenberg et al., 2007) which showed that there was a positive correlation between PSS and OI. This result is in line with the research findings of van Knippenberg et al. (2007) in terms of revealing the interaction between social change theory and social identity theory. OI is that an employee defines himself/herself with the organization and feels to belong to it. PSS is seen as a pioneer in employee's assessment on organization and social change correlation (Rhoades & Eisenberger, 2002). In this context, the PSS which the employee perceives has an important influence in terms of the OI. As teachers perceive positive support from the supervisor, their identification with school can increase. The results of the study show that teachers' PSS is positively related to OCB and teachers' PSS influence OCB positively. This result is confirmed by the findings of Chen et al. (2008), Yadav & Rangnekar (2014), and Wang (2014), which shows that PSS is positively related to OCB. This result can be explained by the theory of social change (Blau, 1964). According to Blau (1964), employees are more likely to respond positively to the positive behaviors of the people they interact with. Teachers can voluntarily carry out various actions for the benefit of the school when they receive positive support from school administrators.

According to the results, teachers' PSS is negatively related to burnout and their PSS influence their burnout negatively. This result is in line with the previous research findings (Avanzi et al., 2015; Brackett et al., 2010; Guarana, 2010; Kahn et al., 2006) which found negative correlations between PSS and burnout. Pursuant to this condition which can be explained according to the theory of social change, as the perceived positive support of the teachers from the school administrators increases, the burnout levels decrease.

According to the results, teachers' OI is related to OCB and OI affects their OCB positively. This result is in line with the previous research findings (Dukerich et al., 2002; Shen et al., 2014; van Dick et al., 2006; van Dick et al., 2008; Zhang et al., 2017) who show that OCB of employees experiencing positive identification to their organization are positive as well. According to the theory of social identity, the more identified the one is with the his/her organization, the more likely it is that he behaves according to its interests of the organization (Ashforth & Mael, 1989). In this context, when teachers are identified with their schools, their OCB can voluntarily increase. In addition, teachers' OI is related to burnout and their OI affects burnout negatively.

This result is confirmed by the findings of Avanzi et al. (2015) who find negative correlation between the identification levels and burnout of teachers. Also, Lammers et al. (2013) show that there is significant negative correlations between OI and emotional exhaustion and depersonalization dimensions of burnout. According to the results, OI plays a partial intermediary role in the influence of PSS on OCB. This result is parallel to research findings of van Knippenberg et al. (2007), who show that social change processes and social identity processes are related. Also, OI has a partial intermediary role for the effect of PSS on burnout. This result is in line with research findings of van Knippenberg et al. (2007), who finds that the social change processes and social identity processes interfere with predicting resignation from the job.

It has been found through research that PSS and OI are significant influences in increasing OCB and reducing burnout levels of teachers. It is believed that the paying attention to this issue by educational supervisors in supervising processes shall make contribution to the aims and the success of the school. It forms the limitations of this study that the study which examines the correlations between teachers' PSS, OCB, and burnout and determines the partial mediation role of OI in this correlation was conducted only at high schools. However, it is considered that the results obtained shall make contribution to the researchers who shall carry out research on these issues and implementers in spite of this limitation. From this point of view, it is suggested that this study be carried out in different sample groups. It may be recommended to the researchers who shall carry out research in the future on this subject that they analyze the intermediary correlation of teacher's PSS and OI on the dependent variables such as organizational involvement, job motivation, and job performance with structural equation model.

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