The Styles of School Principals' Using Power Sources and the Relationship between Principal Support and Citizenship Behaviour (Ankara Province Example)

Gülden ÖZDEMİR[1]**, Asım ÖZDEMİR**[2]
[1]Ministry of National Education
[2]Gazi University

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Gülden Özdemir[1], Asım Özdemir[2]**
[1] Ministry of National Education
Orcid ID: 0000-0002-3150-9438
[2]Gazi University
Orcid ID: 0000-0002-9999-7159

Abstract

This study examines the school principals' styles of using their power sources and the relationship between principal support and organizational citizenship behavior. The study was carried out according to the survey model. The study sample consists of 450 teachers working in public primary schools in the central districts of Ankara. The sample was determined by stratified sampling. We used Personal Information Form, Leader Power Source Scale, Perceived Principal Support Scale, and Organizational Citizenship Behavior Scale as data collection tools. In the analysis of the data, we performed percentage, arithmetic mean, Kolmogorov-Smirnov test, Pearson product moment correlation coefficient, regression analysis and path analysis. Based on the findings, there is a positive and significant relationship between primary school principals' use of power sources, principal support, and organizational citizenship behavior. It has been concluded that principal support plays a mediating role that has a predictive effect on organizational citizenship behavior, especially by predicting charisma, reward, and expertise power styles. Furthermore, we found that the variables that most affect teachers' organizational citizenship behaviors are charisma power, expert power, reward power, principal support, and legitimate power, respectively. Therefore, it can be listed among the suggestions that school principals should support teachers more, generally prefer charisma, expert, reward and legitimate power.

Keywords: Power sources, Principal support, Organizational citizenship behavior, Teacher

INTRODUCTION

An institution is a social system in which the efforts of at least two people are coordinated towards common goals (Başaran, 1996). Behavior in institutions is an academic discipline that studies the preparations of employees within the organizational structure and the reasons for this training (Koçel, 2003). One of the specific research topics on organizational behavior in recent years is the organizational citizenship behavior of employees. Organizational citizenship behavior (OCB) is defined as voluntary individual behavior that helps the organization as a whole to perform its functions efficiently without taking into account the formal reward system (Organ, 1988).

On the other hand, voluntary behavior is not required by the role or job description and is not clearly defined in the employee's contract with the institution; it is a behavior that depends on individual choice and does not require any punishment if not applied (Ortiz, 1999). OCB includes informal behaviors that are not based on command but provide organizational benefits. At the same time, OCB covers behaviors

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that reduce undesirable behaviors such as complaining, finishing work on time, being innovative, and helping others voluntarily (Ölçüm Çetin, 2004). OCB is based on the basic assumption that an individual's positive behavior will contribute significantly to achieving the organization's goals (Aslan, 2009). All researches show that OCB is necessary for the healthy functioning of the institution (Smith, Organ & Near, 1983).

Behaviors such as helping colleagues, making suggestions to improve the work and processes, taking care to come to work on time, and making effective use of working time are related to the concept of OCB (Kelloway, Loughlin, Barling & Nault, 2002). There is no external reward expectation underlying the OCB that the individual performs with sincere feelings and willingly. For example, suppose an employee is trying to complete the job by staying in his office for a long time after work, even though he is not asked to do such a thing, or he helps a colleague who has difficulty doing his job. In that case, although it is not part of his official job description, it can be argued that this employee is displaying OCB. Since OCB, which is done voluntarily, is not a part of the institution's official evaluation or reward system, there is no official sanction for failure to show these behaviors (Williams, Pitre & Zainuba, 2002).

OCB is closely related to the job satisfaction, motivation level, performance, morale, and organizational commitment of individuals in organizational life. As the citizenship behavior of the employees increases, the level of job performance in the institution will also increase. For managers, increasing the level of work performance is an important element in achieving goals (Özdevecioğlu, 2003). Employees in institutions with fair managers tend to exhibit OCB with the thought of reciprocation (İşbaşı, 2000). Contributing to individual and institutional effectiveness, OCB is also important for schools and teachers. The OCBs shown by the teachers at the school will contribute positively to the effectiveness of the school, educational success, and communication (Sezgin, 2005).

There are studies that have determined the relationships between OCB and the concepts of organizational justice (Laçinoğlu, 2010; Polat, 2007; Polat & Ceep, 2008; Williams et. al.., 2002; Yılmaz & Taşdan, 2009), transformational leadership (Bass, 1999; Cemaloğlu, 2007; Kılıç, 2006; Stone, 1992), job satisfaction (Bozkurt & Doğan, 2006; Fassina, Jones & Uggerslev, 2008; Gonzalez & Garazo, 2006; Gürbüz, 2007), organizational commitment and emotional commitment (Chu, Lee & Hsu, 2006; Erdoğan, 2010; Kılıç, 2010; Nguni, Sleegers & Denesen, 2006, Sezgin, 2005), organizational alienation (Mendoza & Lara, 2007), motivation (Acar, 2006; Tuğcu, 2009), organizational culture (Kendirligil, 2006; Çelik, 2007; Kurt, 2011).

The presence of visionary administrators in schools can direct teachers to work for the institution's benefit. One of the main duties of the managers is to increase the performance and bring them to a sufficient level by uniting people around common goals and values (Özden, 2010). Managers use their power and authority to shape the behavior of their employees. From a management point of view, power has an important place in directing employees and getting things done on time and completely (Karaman, 1999). Power is defined as the ability to influence others (Greenberg & Baron, 2000), the ability of a person to change or control another person's behaviors, attitudes, ideas, beliefs, goals, needs, or values (Rahim, Khan & Udin, 1994). Power sources answer where the power owner gets his power base (Bayrak, 2001). Managers in institutions have power types arising from their positions and personal characteristics (Karaman, 1999). Considering the studies in the literature, it has been seen that power supplies are classified in different ways. However, according to the most widely employed classification made by French and Raven (1959), five power supplies were determined. These power supplies can be listed as legitimate power, reward power, coercive power, charisma power, and expert power.

Legitimate power is the authority of managers to influence the behavior of employees only by taking power from their official position (Hoy & Miskel, 2010). This power, which takes its source from laws and written texts, stems from the manager's position and status within the organization (Şişman & Taşdemir, 2008). A person gains administrative power by using the right to do and get the work done by sitting in his office (for example, in the school principal or dean's office). The moment a person

leaves that position, he loses his power (Peker & Aytürk, 2000). Reward power is defined as the authority to reward employees for displaying desired behaviors, and it draws its strength from the attractiveness and fair distribution of rewards. Reward power, defined as the authority to reward employees for displaying desired behaviors, draws its strength from rewards' attractiveness and fair distribution (Hoy & Miskel, 2010). Material awards, gifts, promotion, compliments, recognition, recognition of success, and recognition by others are the awards within this scope (Şişman & Taşdemir, 2008). The use of such power affects the motivation of employees as a result of obtaining them or not. Therefore, managers need to be careful and skillful in using the reward power (Hitt, Black & Porter, 2005). Coercive power is the opposite of reward power and uses more coercive methods such as coercion and punishment to control and influence others. Behaviors such as investigating, intimidating, and threatening are examples of coercive power (Şişman & Taşdemir, 2008). The essence of this type of power is coercion. The negative aspects of coercive power can be manifested in frustration, anxiety, revenge, and alienation (Aşan & Aydın, 2006). Finally, charisma power is based on the manager's extraordinary personality and communication skills.

A person with charisma is respected, admired, and modeled after. For example, teachers with charisma inspire respect, trust, and loyalty in their colleagues (Hoy & Miskel, 2010). Those who hold the power of charisma can easily find relationships that can impress their followers. One dimension that helps explain charismatic power is that the charismatic leader helps subordinates achieve their personal goals (Hodge, Anthony & Gales, 1996). Expert power; results from superior special knowledge, ability, and experience (Laios, Theodorakis & Gargalianos, 2003). In situations where this power is used, the audience is expected to accept that the manager has more knowledge, experience, and judgment power than they do about how to do things (Şişman & Taşdemir, 2008). Expert power can be considered as the highest quality and most democratic power in terms of quality because it is not important to be rich or poor, weak or strong to achieve this power. This has enabled this power type to become the soul and core of other power sources (Peker & Aytürk, 2000). When power types are examined, charisma and expert power are among the personal characteristics; whereas legal, coercive, and reward power stem from official authority. In this case, the expected behavior from the school administrator is to be aware of the powers arising from his characteristics or official authority and to use the types of power that should be effective in school management.

In the researches it has been observed that rewarding, charisma, and legal power are positive on emotional commitment, coercive power hurts emotional commitment (Mossholder, Bennett, Kemery & Wesolowski, 1998) and there is a significant and positive relationship between legal power, expert power, charisma power, and rewarding power and emotional commitment. There is a weak negative relationship between emotional commitment (İşbilir, 2005; Jahangir, Akbar & Begum, 2006), discipline and dominance power causes negative feelings on employees (Lawrence & Robinson, 2007), strong managers tend to prefer their employees more than weaker managers. While weak managers tend to influence harsh strategies (Somech & Drach-Zahavy, 2002), mediated power sources (rewarding power, coercive power, and legal power) have a negative and significant effect on normative commitment. It has been also determined that non-reciprocal power sources (charisma, expertise, and knowledge power) have a positive and significant effect on emotional commitment (Brown, Lusch & Nicholson, 1995).

According to Kırel (1998), the most important aspect of power is its addictive quality. The more the employees are connected, the stronger the connected person will be. In short, the possibility of gaining a manager's power who him-/herself has what the employees need increases at that rate. In schools, powerful principals are more likely to support teachers. Supportive managers are seen as people who take pride in their employees, strike a fair balance between them, and take their needs into account (Eisenberger, Stinglhamber, Vandenberghe, Sucharsk & Rhoades, 2002). Principal support is the assurance that the manager will assist when needed to perform their jobs effectively and cope with stressful situations (Randall, Cropanzano, Bormaan & Birjulin, 1999). Principal support means that the institution's employees feel safe and feel the institution's presence behind them. Employees who always feel the institution's support next to them will be more committed to their work and will not think of leaving the workplace (Eisenberger, Fasolo & Valerie, 1990). School principals are strongly advised to

display supportive behaviors such as being there for teachers when they need it, behaving fairly, valuing their contributions, and caring for their well-being. Otherwise, the unsupported individual may become one of the sources of problems in the organization (Özdevecioğlu, 2003). The more important the educational support given by the teacher to the student, the more important the support given by the school principal to the teacher. The more supportive teachers find their principals, the more likely they are to engage in their OCB, such as making suggestions for improvement, participating voluntarily in meetings, and helping colleagues (Çakır, 2001). In the researches, organizational support behavior has been found to have a positive relationship with the support of the principal (Holt, 2002; Yang & Hsieh, 2007), job satisfaction, organizational commitment, OCB (Özdevecioğlu, 2004; Silbert, 2005; Zagenczyk, 2001), emotional commitment (Özbek & Kosa, 2009; Wayne, Shore & Liden, 1997), perceived school culture (Göçer, 2021), organizational justice (Önderoğlu, 2010, Göçer, 2021) and social friendship sub-dimension of loneliness in business life (Özkuk, 2017).

Although school principals' styles of using power sources, principal support, and OCB concepts are of great importance for institutions, it is also necessary to determine the relationship among them. Because different power styles and principal support can lead to the emergence of OCBs, the effect of power styles and principal support on the resulting OCB may be different. However, it has been observed that no study in Turkey examines the relationship between school principals' use of power sources and the relationship between principal support and OCB, and some of those who work on the subject deal with these concepts alone, and some examine the relationship between these concepts and other variables. The results of this research, it is thought that, will guide the administrators and researchers who will work on the subject for effective management, contribute to the relevant literature and practitioners, and form a basis for in-service training of teachers and other education personnel in determining the policies to be followed in the selection and training of school administrators. For this reason, this study aims to examine the relationship between primary school principals' styles of using power sources and principal support and primary school teachers' organizational citizenship behaviors. The research questions addressed in the study are:

1. Is there a significant relationship between primary school principals' power sources, principal support, and organizational citizenship behavior?

2. Does principal support have a mediating role between primary school principals' styles of using power sources and organizational citizenship behavior?

METHOD

Research Design

This research is a survey model to determine the relationship between school principals' power sources and principal support with organizational citizenship behavior. This model is a research approach that aims to describe a past or present situation. General survey models are screening arrangements made on the whole population or a group, sample, or sample to be taken from the universe to make a general judgment about the universe in a universe consisting of large numbers (Karasar, 2008).

Universe and Sample of the Research

The population of the research consists of 22,418 teachers working in public primary schools in the central districts of Ankara (Altındağ, Çankaya, Etimesgut, Gölbaşı, Keçiören, Mamak, Sincan, Yenimahalle, Pursaklar). In the study, the sample was selected by the stratified sampling method. Stratified sampling is used when there are sub-strata or sub-unit groups in a defined universe. The important thing here is to study the universe based on the existence of the lower layers in the universe. (Yıldırım ve Şimşek, 2005). For the validity of the sample's degree of representation of the universe, Yazıcıoğlu and Erdoğan's (2004) sample sizes table for universes of different sizes was used. The table

states that for the 95% confidence level, 378 samples in the population of 25.000 people will represent the population. Accordingly, a sample of 500 people was considered sufficient for the research population of 22.418 people.

Furthermore, in the research, each of Ankara's nine central districts was considered a stratum by taking the district as a criterion. Thus, it was ensured that the number of teachers in each district was represented in the research sample according to its ratio in the total. In addition, sub-strata were formed by taking into account the gender of teachers in each district. Information about the population and sample of the research is presented in Table 1.

Table 1. The universe and sample of the research

District	Number of schools	Number of teachers			School %	School (N=20)	Teacher %	Teacher (N=500)
		Female	Male	Total				
Altındağ	66	1511	643	2154	11	2	10	50
Çankaya	105	3045	953	3998	18	4	18	90
Etimesgut	42	1568	580	2148	7	1	10	50
Gölbaşı	35	464	150	614	6	1	3	15
Keçiören	76	2857	1410	4267	13	3	19	95
Mamak	98	1904	875	2779	17	3	12	60
Sincan	55	1697	849	2546	10	2	11	55
Yenimahalle	85	2412	979	3391	15	3	15	75
Pursaklar	17	334	187	521	3	1	2	10
Total	579	15792	6626	22418	100	20	100	500

According to Table 1, 20 primary schools were included in the research considering the current conditions, and 500 teachers working in these schools were included in the sample of the research. The demographic information of the teachers participating in the research is given in Table 2.

Table 2. Demographic information of teachers participating in the research

Variables	Categories	N	%
Gender	Female	309	68.7
	Male	141	31.3
Branch	Classroom teacher	239	53.1
	Branch teacher	211	46.9
Length of service in the school	Less than one year	123	27.3
	1-2 years	123	27.3
	3-5 years	82	18.2
	More than five years	122	27.1
Professional experience	1-5 years	118	26
	6-10 years	137	31
	11-15 years	110	25
	16-20 years	55	12
	21 years and above	30	6

According to Table 2, 68.7% of the teachers participating in the research were female, 31.3% were male, 53.1% were classroom teachers and 46.9% were branch teachers. According to the length of service in the school, 27.3% of teachers work for less than one year, 27.3% for 1-2 years, 18.2% for 3-5 years, and 27.1% for more than five years. In addition, 26% of the teachers have 1-5 years, 31% have 6-10 years, 25% have 11-15 years, 12% have 16-20 years, and 6% have more than 20 years of professional experience.

Data Collection Tools

A tool consisting of four parts was used to collect data in the research. In the Personal Information Form in the first part of the tool, there are demographic variables such as gender, being a classroom or branch teacher, length of service in the school, and professional experience. In the second part of the tool, the Leader Power Source Scale developed by M. Rahim (1996) was used to determine the school principals' use of power sources. The scale examines the leading power sources in five dimensions. These dimensions are; legitimate power, coercive power, reward power, expert power, and charisma power. The researcher adopted the Leader Power Source Scale, consisting of twenty-nine items, into Turkish, and some items were adapted according to the Turkish educational system. The Perceived Executive Support Scale developed by Kottke & Sharafinski (1988) was used to determine the perceived administrator support, included in the third part of the tool. The scale, consisting of fourteen items, was translated into Turkish by Özdemir (2010) and adapted to the educational context. The Organizational Citizenship Behavior Scale developed by Dipaola, Tarter & Hoy (2005) was used to determine organizational citizenship behavior in the fourth part of the tool. The twelve-item scale was adapted into Turkish by Özdemir (2010). Each item in all scales has a five-point Likert-type evaluation system. Individuals participating in the research were asked to mark the appropriate option for each item from (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, and (5) strongly agree.

Validity and Reliability of the Data Collection Tool

The all scales used for data collection were first translated from English to Turkish, and assistance was received from three faculty members who are experts in both English Language and Literature and Turkish Language and Literature during the adaptation phase to Turkish. After the translations were examined and compared, the rejection procedure was applied. In adapting the scales to the Turkish education system, opinions were received from faculty members and school principals who are experts in the field of Educational Administration and Supervision. Thus, all scales were given their initial shape. Therefore, the scales used in the research are those whose validity and reliability have been ensured by the people who developed and adapted these scales. However, since the scales were adapted for this study, the content validity was ensured logically by taking the opinions of the field experts, and a pilot application was made for the reliability. In order to determine the applicability levels, the scales were applied to a group of 50 teachers, excluding the sample, and corrections were made according to the feedback received. In order to calculate the reliability of the questionnaires, a preliminary application was made to 150 primary school teachers. 66% of these teachers are female, and 34% are male. While the rate of classroom teachers was 49.3% in the preliminary application, the rate of branch teachers was 50.7%. Factor analysis was performed for the construct validity of the scales, and the internal consistency coefficient Cronbach's Alpha was calculated for reliability. The factor loading values of the items in the Leader Power Source Scale are between 0.46 and 0.78, and the reliability coefficients obtained for each factor are between 0.62 and 0.91. The factor load values of the items in the Perceived Manager Support Scale ranged from 0.77 to 0.89. Similarly, the reliability coefficient is 0.97. The factor load values of the Institutional Citizenship Behavior Scale items vary between 0.56 and 0.90 and the reliability coefficient is 0.87.

Data Collection

The data used in the research were obtained from nine central districts of Ankara (Altındağ, Çankaya, Etimesgut, Gölbaşı, Keçiören, Mamak, Sincan, Yenimahalle, Pursaklar) by survey model. With the legal permission document obtained from the Ankara Provincial Directorate of National Education, the schools in the determined districts were visited. Permission was obtained from the principals of the schools in question by showing them the permission document. The data collection tool was distributed to the teachers voluntarily participating in the research. However, the questionnaires that were not submitted or submitted incompletely or incorrectly due to various difficulties encountered during the application were removed. The questionnaire data obtained from 450 teachers were evaluated.

Data Analysis

Firstly, in the study, the Kolmogorov-Smirnov test was used to examine whether the data conformed to the normal distribution. Pearson product moment correlation technique was used to investigate the relationships between the factors. Finally, regression analysis was used to analyze procedural relationships. A path diagram was obtained to see the regression models obtained in the study as a whole. In the study, the results obtained for the analysis were interpreted at a significance level of 0.01. LISREL and SPSS package programs were used for the analyzes in the study.

FINDINGS

1. "Is there a relationship between primary school principals' styles of using power sources, principal support, and OCB?" Findings regarding the answer to the question are given in Table 3.

Tablo 3. Relationship between primary school principals' styles of using power sources, principal support and OCB

	$\bar{X}$	ss	1	2	3	4	5	6	7
1. Coercive power	3.69	0.60	-						
2. Reward power	3.49	0.81	0.26*	-					
3. Legitimate power	3.30	0.60	0.17*	0.52**	-				
4. Expert power	3.51	0.86	0.29*	0.68**	0.65**	-			
5. Charisma power	3.48	0.74	0.21*	0.65**	0.63**	0.78**	-		
6. Principal support	3.65	0.79	0.23*	0.67**	0.62**	0.76**	0.79**	-	
7. OCB	3.74	0.64	0.32*	0.26*	0.15*	0.22*	0.16*	0.18*	-

*$p<0.05$, **$p<0.01$

According to Table 3, the mean ($\bar{X}$) of perceived teachers' opinions about school principals' use of power sources, principal support, and OCB ranged between 3.30 and 3.74, and the standard deviation (SD) ranged between 0.60 and 0.86. The highest correlational relationship was observed between school principals' charisma power and perceived principal support ($r=0.79$). This is followed by the relationship between principals' expert power and charisma power ($r=0.78$). The third highest relationship was between principals' use of expert power and perceived principal support ($r=0.76$). All correlation coefficients in Table 3 were found to be statistically significant.

2. "Does principal support have a mediating role between primary school principals' styles of using their power sources and organizational citizenship behavior?" The Path diagram (Path analysis) obtained to answer the question is given in Figure 1.
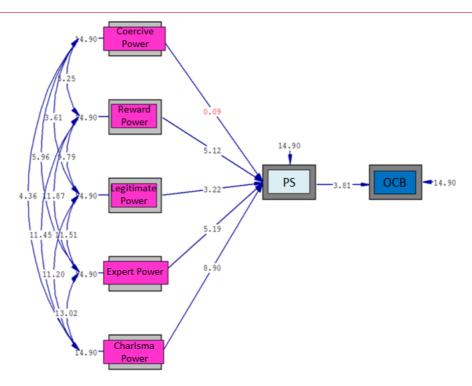
Figure 1. Path diagram

(PS=Principal Support, OCB= Organizational Citizenship Behavior)

Figure 1 shows the standardized path coefficients between the variables. According to Figure 1, except for the coercive power source style, which is one of the school principals' styles of using their power sources, other styles seem to be important predictors on principal support. The style that predicts principal support the most is charisma power [8.90] style. Expert power [5.19] and reward power [5.12] followed the styles. It is also seen that the use of legitimate power is effective in support of the principal [3.22]. On the other hand, it is seen that principal support has a predictive effect on organizational citizenship behavior [3.81].

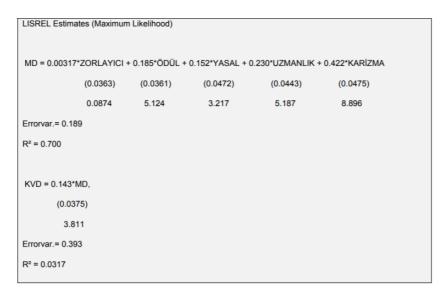The output of the regression coefficients is given in Figure 2.

Figure 2. LISREL outputs of regression coefficients

When Figure 2 is examined, as to principal support, the effect of principals' charisma power has the highest predictive rate. A 1-point increase in the charisma power effect of principals creates an average of 0.422 points of increase in principal support. The expert power use of the principals has the second rank effect on the prediction. These effects are followed by reward power and legal power predictive effects, respectively. On the other hand, it is seen that a 1-point increase in principal support is a significant predictor of 0.143 points on organizational citizenship behavior.

RESULT, DISCUSSION, AND SUGGESTIONS

This study aimed to determine the relationship between school principals' styles of using their power sources and principal support with organizational citizenship behavior. Based on the findings, there is a positive and significant relationship between primary school principals' use of power sources, principal support, and organizational citizenship behavior. It has been concluded that principal support plays a mediating role that has a predictive effect on organizational citizenship behavior, especially by predicting charisma, reward, and expertise power styles.

According to the perceptions of the teachers participating in the research, there is a significant and high-level relationship between the use of the charisma power source of the school principals and the principal's support. This finding is regarded as a natural result. Since support is a behavior that the manager's personality traits can feed, it can be said that even though school principals using other power styles have supportive behaviors, they are not perceived as supportive as school principals using charismatic power.

Another high correlation is observed in the relationship between school principals' perception of expert power sources and principal support. This finding shows that school principals who support their teachers use their expertise more. Therefore, it can be argued that school principals who use their expertise have a higher tendency to support teachers.

Teachers' perceptions found significant relationships between OCB and coercive power, reward power, expert power, principal support, charisma power, and legal power, respectively. This finding can be interpreted as school principals who want teachers to exhibit OCB should effectively use all of their power resources at the right time and in the right place and support the teachers.

As for the principal's support, the principals' charisma power has the highest predictive rate. This is followed by expert power, reward power, and legal power. The coercive power of principals, on the other hand, does not have a significant effect on principal support. According to this finding, even if the school principals who use the coercive power source are supportive, it may not be enough to make the teachers feel the support of the principal.

Overall, the findings show that both school principals' styles of using their power sources and principal support encourage teachers to exhibit OCB. In addition, due to the simultaneous examination of these variables, it was revealed that charisma, reward and expertise, and principal support were the most effective predictors of OCB. Regarding the effect of principal support, the results show a positive relationship between principal support and teachers' OCB. This finding supports the finding of Özdemir (2010) in his research that there is a positive relationship between perceived administrator support and teachers' OCB. Similarly, research by Zagenczyk (2001) and Silbert (2005) revealed a strong relationship between institutional support and organizational commitment, job satisfaction, and OCB. As individuals with high institutional support will be more willing to strive for the institution's interests, they will see themselves as a part of the organization, and OCB will increase.

On the other hand, job satisfaction and individual performance will increase and negative behaviors such as absenteeism and leaving work will decrease. From these findings, it can be said that teachers supported by school principals tend to exhibit higher levels of OCB. In this case, the more supportive the principals are perceived by the teachers, the more likely they are to show OCBs such as making

suggestions for improvement, participating in meetings voluntarily, and helping their colleagues (Çakır, 2001).

The results of studies carried out both at home and abroad show that OCB exhibited in educational institutions has a significant impact on the healthy functioning and efficiency of institutions. From the point of view of our country's education system, OCB should be encouraged and increased in order to increase the quality of education and to create school cultures that center quality and success (Avcı, 2015). In the 2019-2023 Strategic Plan of the Ministry of National Education (MoNE); it is aimed to make the organizational structure and processes dominant with effective and efficient management in accordance with contemporary norms. For the realization of this purpose; In order to support the development of teachers and school administrators, it is aimed to create a new professional development understanding, system and model (MoNE, 2019). These goals show that school principals are supported by the policies of the Ministry of Education in terms of transferring OCB in their schools.

It can be suggested that school principals use their charisma, expertise, reward, and legal power in order to increase teachers' OCB. Furthermore, school principals who want teachers to exhibit more OCB should take on the role of supporting principals. In this way, school principals will create an environment for forming a positive school atmosphere and provide the necessary conditions to ensure teachers' satisfaction. With this aim in mind, it can be suggested that in the exams for the selection of school principals questions measuring expertise and charismatic power should be focused on, and in-service training, courses and seminars for school principals on "styles of using power sources" and "principal support" should be organized. Moreover, for pre-service teachers, considering that they can be administrators, it can be argued that providing more training opportunities in subjects such as using power resources, group leadership, communication, human relations, and making arrangements to enrich education programs may yield positive results. Finally, in schools with a large number of students and teachers, as school administrators tend to have fewer opportunities for principal support besides management tasks, it may be suggested that an educational specialist should take part in these schools besides the school administrator.

This study was carried out only with teachers working in public primary schools. Therefore, it can be suggested to conduct researches in which the relationships between school principals' use of power resources, principal support, and corporate citizenship behavior are comparatively examined according to different school types. In addition, teachers' opinions were taken in this study. In a similar research, the opinions of school principals can also be obtained. Furthermore, the effects of school principals' power resources and administrator support on different dependent variables (organizational climate, teacher motivation, teacher performance, etc.) can be investigated. Finally, this research was handled as a study in the descriptive survey model, and as a result, quantitative findings were obtained. For researchers who will conduct a more in-depth study, it may be recommended to use qualitative methods such as interviews, participatory observation, and interviews.

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