

The mediating effects of job satisfaction and organisational justice on the relationship between principals' management style and teachers' organisational citizenship behaviour: Turkey sample

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Abstract

In this study, firstly the effects of cooperative and authoritarian management styles on teachers' organisational justice, job satisfaction, and OCBs were tested. Then, the mediating effects of job satisfaction and organisational justice on the relationship between principals' management style and teachers' OCBs were examined. In accordance with this aim, the prediction research design was used. The sample of the study consisted of 312 teachers. The predictive and mediating relationships between variables were examined by the structural equation model. According to the results obtained at the end of the study, both organisational justice perception and job satisfaction have partial mediating effect on the effect of cooperative management style on organisational citizenship behaviour, but neither organisational justice perception nor job satisfaction have any mediating effect on the effect of authoritarian management style on organisational citizenship behaviour.

Keywords: principals' management style, cooperative management, authoritarian management, organizational justice perception, job satisfaction, organisational citizenship behaviour



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The existence, success, and continuity of an organisation depends on its management. The greatest share and responsibility in the successful management of the organisation lies in the managers and their management styles (Argon & Dilekci, 2014). Therefore, the management style is comprised of: (a) the general quality of the management of an organisation and (b) the behaviour managers exhibit in performing their routine work. This constitutes the interaction of a manager's behaviours that the organisation exhibits to realise its goals and the relationship it has established with employees to realise the objectives of the organisation.

Each manager has a 'management style' (Ustuner, 2016), one that differs from manager to manager (Argon & Dilekci, 2014). The management style implemented by the manager has significant effects on employees; as such, it is an important component of the effectiveness of this organisation (Grasso, 1994; Ustuner, 2016). A manager's style also affects employees' job satisfaction (Basaran & Guclu, 2018; Grasso, 1994; Kim, 2002; Lucas, 1991; Malka, 1989; Nakata & Saylor, 1994), performance and belonging (Argon & Dilekci, 2014), organisational efficiency (Grasso, 1994; Miller, 1981), motivation (Argon & Dilekci, 2014; Ozgun, 2008; Sari et al., 2018), and organisational commitment (Zeffane, 1994), productivity (Bourantas & Papalexandris, 1992; Odom et al., 1990; Zeffane, 1994, 1995) positively or negatively. An unwanted and improper management practice may cause the organisation to lose its credibility (Argon & Dilekci, 2014) or decrease its effectiveness and performance (Uche & Timinepere, 2012; Zakaria & Hashim, 2018). Therefore, managers should exhibit behaviours that take into account the motivation and productivity of the employees (Dick & Metcalfe, 2001).

Schools are some of the most important organisations in a society; by and large, they are managed by school principals. School principals, like other organisational managers, follow and exhibit a range of managerial behaviours. School principals' management styles were investigated by many researchers and classified differently. However, cooperative and authoritarian styles were included in the classification of almost all management styles. Due to the difficulty of examining all management styles, these two management styles, across all classifications are discussed in this study.

A school principal who exhibits the cooperative management style (CMS) provides the opportunity for teachers to participate in various pedagogical practices and contribute to the educational process. However, in the authoritarian management style (AMS), this is quite the opposite. In this style, employees' opinions are ignored, and they are not aware of the decision process. This management style, in which the headmaster makes decisions alone, prevents a democratic environment in the school and teachers are only practitioners. This style also exerts a negative impact on the working climate of the school (Celep, 1990). Therefore, it can be said that the

management style, which is a reflection of the school principal's behaviours, will significantly affect the attitudes and perceptions of teachers about the school.

School principal management style and organisational justice perception of teachers

A positive perception towards the organisation can turn into performance that contributes to the organisation; one of the perceptions related to the school principal's management style is the teachers' organisational justice perception. The perception of organisational justice is related to how decisions are made, how they are explained to the employees, how they are performed, and how they are perceived by the employees (Icerli, 2010); further, it differs according to individuals and society (Greenberg, 1990). The fact that the perception of organisational justice is influenced by all processes and practices in the organisation (Alanoglu & Demirtas, 2019) shows that managerial behaviours are very important in the context of organisational justice. The perception of organisational justice is a thought that occurs in the minds of individuals as a result of the reflection of process and practices. It is a very important concept for schools because it is individual-based, with the human factor playing a major role in all stages of the input-output process (Hoy & Tarter, 2004). Just behaviour also causes employees to exhibit organisational citizenship behaviours (Moorman, 1991). Therefore, understanding organisational justice is extremely important for educational organisations (Ismail, 2014).

School principal management style and job satisfaction of teachers

Another concept related to management style is the job satisfaction of teachers. Job satisfaction is defined as pleasure and happiness as a result of product satisfaction and time satisfaction with colleagues, as well as financial income from work (Eren, 2015). Job satisfaction can lead to an increase in productivity in the organisational context while producing the desired results for the individual (Yetim, 1997). Job satisfaction is closely related to the attitudes and behaviours of the manager (Bilir, 2007) and the support of the manager affects the efficiency and job satisfaction of the teacher (Ingersoll, 2001; Littrell et al., 1994). In addition, communication between school principals and teachers is an important factor affecting teachers' job satisfaction (Bursalioglu, 2012). It can be said that the school principal's management style is the determinant of his/her communication with teachers and, as such, indirectly affects job satisfaction.

The factor that makes job satisfaction important for educational organisations is its effect on the outcomes of the school. Studies (Michaelowa, 2002; Tek, 2014) suggested that student achievement was positively affected by the job satisfaction of teachers. Job satisfaction is also associated with teachers' organisational citizenship behaviour (Somech & Drach-Zahavy, 2000; Yilmaz, 2012). In particular, the relationship between teacher performance and student achievement indicates that teacher satisfaction has the capacity to fully influence the quality of education.

School principal management style and organisational citizenship behaviour of teachers

Organisational citizenship behaviours (OCBs) that Katz put forward as extra-role behaviours were first used by Bateman and Organ (1983) as a concept. Organ (1988) defined OCBs as voluntary behaviours that are not defined by the formal reward system and which are exhibited with the awareness that they contribute to the organisation's effectiveness. Somech and Drach-Zahavy (2000) stated that OCBs in the context of schools are aimed at improving the quality of teaching directly and desirably. For a behaviour to be evaluated as an OCB, it should be voluntarily exhibited and should contribute to the development of the school and the student in any situation (Alanoglu, 2014). When considered in this context, it can be said that teachers' OCBs will positively affect students and increase their academic achievement. In the study conducted by Karabatak et al. (2018), it was concluded that OCBs were related to school effectiveness.

Lee et al. (2013) and DiPaola and Hoy (2005) suggested that leadership behaviours significantly affect OCBs. Organ and Ryan (1995) stated that job satisfaction and perception of organisational justice are important premises of OCBs. To increase the level of OCBs, it is important to increase the employees' perception of justice and job satisfaction levels (Alizadeh et al., 2012; Konovsky & Organ, 1996; Lee et al., 2013).

The ultimate goal of schools is to increase the quality of students' education. Positive attitudes towards the school and the principal may evoke teachers' willingness to contribute to improving the efficacy of education. Teachers are therefore likely to make this contribution through OCBs. Alanoglu and Demirtas (2016) concluded that OCBs increase the effectiveness level of the school. In the study, teachers stated that they aimed to increase student success by making their schools more effective environments through OCBs. Martinez (2012) stated that teachers who exhibit OCBs are more effective in creating an effective teaching environment and making a difference in students' lives.

School principals in Turkey

In Turkey, the National Education System (NES), determined by the National Education Basic Act, consists of two main parts: 'formal education' and 'nonformal education'. Formal education includes pre-primary, primary school, secondary school, and higher education institutions. Nonformal education covers all educational activities organised alongside or outside formal education (NES, 2019).

Pre-primary, primary, and secondary schools are managed by school principals. The principals of all types of schools have almost the same duties and responsibilities. In general, a principal is responsible for school management and proper execution of the education and training activities in accordance with the stated objectives. The principal is asked to act as an example to his/her colleagues and students and to cooperate with the school staff. According to the Regulation on Secondary Education Institutions of the Ministry of National Education (NES, 1973), school principals manage teachers, students, parents, and the environment in education and training. The principals carry out activities to increase efficiency, create team spirit, integrate the school with the surrounding environment, improve the school's corporate culture, and keep the school ready for service. The principal constantly renews and improves the school in line with the principles of scientific and technological development, efficiency and transparency; he/she uses the time and all facilities to achieve the goals of the school. The school management personnel also perform some other duties such as research and planning, organisation, guidance, monitoring, supervision and evaluation, and communication and governance.

School principalship in Turkey has not yet become a professional job. There is no special programme for the training of school administrators. Different trends have emerged in the historical process of recruitment and selection, but these tendencies have not been consistent or continuous. For this reason, school administrators try to learn the competencies they need to possess or exhibit, either by trial and error (Kilinc & Cansoy, 2017) or by their own efforts (Agaoglu et al., 2012; Turhan & Karabatak, 2015).

When examining the studies with different samples in Turkey, in Alanoglu's (2019) research, the relationship between the perceived management styles of school principals and teachers' organisational justice perception and job satisfaction was examined. It was observed that the cooperative management style showed a positive and high level of organisational justice perception and job satisfaction, while the authoritarian management style had negative and mediating effect on organisational justice perception; however, it did not have a significant effect on job satisfaction. Basaran and Guclu (2018) found that there was a positive and strong relationship between the collaborative management style and job satisfaction, and there was no significant relationship between the authoritarian management style and job

satisfaction. In the study conducted by Batmaz (2012), it was concluded that the democratic management style positively affected job satisfaction and the autocratic management style negatively and significantly affected job satisfaction.

Purpose of the study

Cooperative and democratic management styles can lead to an increase in teachers' job satisfaction and perceptions of organisational justice. Teachers who have high job satisfaction and organisational justice perception due to the school principals' management style may also exhibit more OCBs to improve the quality of school and education. This study attempts to test these relations, which are thought to exist theoretically, and to explain the mediating effects of the level of organisational justice and job satisfaction on the relationship between the school principal's leadership styles (cooperative or authoritative) on teachers' OCBs. In addition, the study is expected to enable school principals to understand the effects of management styles on teachers' perceptions and attitudes and, in so doing, help them develop different perspectives on their own school management styles. To achieve the stated objectives, based on the relationships between management styles and organisational justice, job satisfaction and OCBs, answers to the following questions were sought:

1. *Does a cooperative management style have an effect on teachers' organisational justice perception, job satisfaction, and/or OCBs?*
2. *Does an authoritarian management style have an effect on teachers' organisational justice perception, job satisfaction, and/or OCBs?*
3. *Is there a mediating effect of organisational justice perception and/or job satisfaction on the effect of cooperative management style on teachers' OCBs?*
4. *Is there a mediating effect of organisational justice perception and job satisfaction on the effect of authoritarian management style on teachers' OCBs?*

Method

Research model

In this study, structural equation modeling (SEM), which is accepted as a research method in its own right (Simsek, 2007), was used. Structural equation modeling is a comprehensive statistical technique used to test causal relationships

between observed and latent variables (Celik & Yilmaz, 2016). The purpose of the structural equation analysis was to determine whether these predetermined relationship patterns were validated by the data (Simsek, 2007). Structural equation modeling can also be defined as a set of statistical methods that set a hypothesis test approach to the multivariate analysis of structural theory on a subject (Celik & Yilmaz, 2016). Therefore, SEM studies are generally used to test highly specific hypotheses (Byrne, 1998).

Four latent variables were used in the research model: the *principal management styles* (cooperative and authoritarian), *organisational justice*, *job satisfaction* and *OCBs*. The principal management styles are exogenous variables and organisational justice, job satisfaction, and OCBs are endogenous variables. The research model is shown in Figure 1.

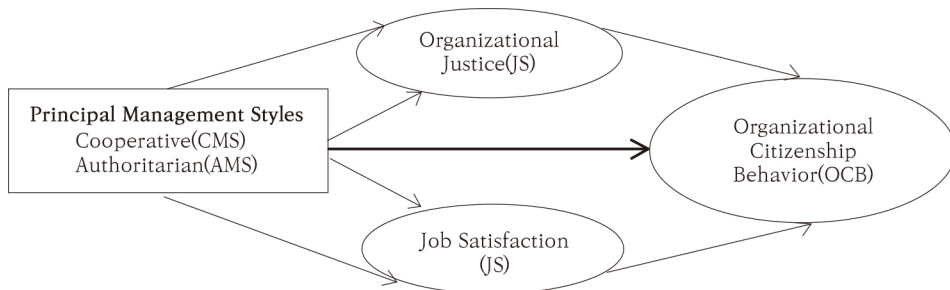


Figure 1. Research model

Population and sample

The study was conducted in Elazig, one of the eastern provinces in Turkey. In this study, the population of the study consisted of 1602 teachers working in 55 general secondary schools during the 2017–2018 academic year. A simple random-sampling method was used to get the opinions of the teachers. The main feature of this method was that the sample had a high probability of representing the universe (Buyukozturk et al., 2011). In this sampling method, all units in the universe have an equal and independent chance to be selected for the sample. Within the scope of the research, the questionnaires were given to the teachers by the researchers. To have a sufficient sample size, a total of about 500 questionnaires were sent to all general secondary schools in Elazig. However, only 321 questionnaires were returned. Nine of them were not evaluated because they were randomly filled. Thus, the sample size was calculated as 312, available and valid questionnaire, for a 95% confidence level and 5% acceptable error level. In addition,

the critical sample size (Critical N-CN) should be considered to determine the minimum number of samples required for a SEM to fit well (Hu & Bentler, 1995). In this study, this value was calculated as 199.91; thus, it can be said that the sample size used in the study is sufficient.

In the current study, 60% of 312 teachers who constituted the sample were female and 40% of them were males; 86.5% of them had a bachelor's degree and 13.5% of them had a graduate degree; 57.4% of them had graduated from schools of education and 42.6% of them had graduated from other higher educational institutions.

Measures

Perceived-School Principal Management Style Scale (P-SPMS): The management styles exhibited by the school principals were evaluated by the P-SPMS. This instrument consists of 25 items; it is scored along four dimensions: cooperative management style, authoritarian management style, indifferent management style, and resistant management style. The scale was developed by Ustuner (2016). Ustuner (2016) calculated the Kaiser-Meyer-Olkin (KMO) value of the scale as .945 and Bartlett sphericity test value as 3922.758 ($df = 300$, $p = .000$). In the current study, dimensions of cooperative and authoritarian management style of scale were used. The internal consistency coefficient was calculated as .93 for cooperative management style and .90 for authoritarian management style (cf. Ustuner, 2016). In this study, the internal consistency coefficient of the cooperative management style dimension was calculated as .96; the internal consistency coefficient of the authoritarian management style dimension was calculated as .87.

Organizational Justice Scale: This scale was developed by Hoy and Tarter (2004). The Likert-type 10-item scale was adapted to Turkish by Tasdan and Yilmaz (2008); its internal consistency coefficient was calculated as .92. In the current study, the internal consistency coefficient of the scale was calculated as .91.

Job Satisfaction Scale: This Likert-type, five-item scale was developed by Ho and Au (2006); it was adapted to Turkish by Demirtas (2010). The confirmatory factor analysis of the scale ($\chi^2 = 5.25$, $\chi^2 / df = 2.62$, RMSEA = .06) showed that the model fit was good. In this study, the internal consistency coefficient of the scale was calculated as .71.

Organizational Citizenship Behaviour Scale: This scale, developed by DiPaola and Hoy (2005) consists of one dimension and 12 Likert-type items. The Turkish adaptation was developed by Tasdan and Yilmaz (2008). The internal consistency coefficient of the adapted scale was .89. In this study, internal consistency coefficient was calculated as .88.

Data analysis

The SPSS 22 program was used to check the normality of data, perform descriptive analysis, and calculate the internal consistency coefficients of the scales. Firstly, the data collected were checked for loss and extreme values. Then, to check the normality of the data, the kurtosis and skewness values were controlled. Values between +1 and -1 mean that the data are normally distributed (Buyukozturk, 2012; Cokluk et al., 2016). It was observed that the data used in this study were distributed normally.

LISREL 8.80 was used to perform the measurement analysis of data. Then SEM was introduced. Firstly, the goodness of fit of the model was calculated. How well the predefined models explain the data was determined by fit statistics. There are multiple fit statistics that test the fit of models. These fit statistics test the parameters of the proposed models and the statistics obtained from the sample data. If the model does not fit the data, it is rejected. If the model fits the data, the model has the ability to explain the underlying causal structure of the observed data (Karagoz & Agbektas, 2016; Ozdamar, 2010). Included in these fit indices are the chi-squared test (X^2), the root mean square error of approximation (RMSEA), the standardised root mean square residual (SRMR), the normed-fit indice (NFI), the incremental fit index (IFI), the non-normed fit index (NNFI), and the comparative fit index (CFI; Hooper et al., 2008).

In the models; X^2 / df , RMSEA, SRMR, NFI, NNFI, CFI and IFI criteria were taken as reference for determining model fit. The ratio of X^2 / df value between $2 \leq (X^2 / df) \leq 3$ is considered as acceptable fit (Sumer, 2000). A RMSEA value less than .08 indicates good fit, .08 to 1 indicates sufficient fit, above 1 indicates incompatibility (Hayduk, 1987). An SRMR value less than .05 indicated excellent fit; anything up to 1 indicates adequate fit. The values of NFI, NNFI, CFI, and IFI are between 0 and 1, and the approximation of these values to 1 indicates good fit. (Hair et al., 1996).

The goodness of fit of the measurement model was calculated as $X^2 / df = 1.96$; CFI = .97; IFI = .97; NFI = .94; NNFI = .97; SRMR = .07; RMSEA = .06. These values indicate that the measurement model has good fit. The measurement model fit values give the best value for good fit to be obtained in the SEM (Simsek, 2007). In the current study, it was seen that the fit values of the structural models established were close to the fit values of the measurement model.

According to Cokluk et al. (2016) in the SEM, the significance of the path coefficients between the independent variables and the dependent variables depends on the t values. The values between 1.96 and 2.56 show significant effect at the .05 level, while t values above 2.56 show a significant effect at .01 level. These values were taken into consideration when interpreting the results obtained in the research.

Finally, organisational justice and job satisfaction variables were added to the model as mediating variables one-by-one; the mediating variable was tested to determine whether the variable is 'complete' or 'partial' mediation according to MacKinnon et al. (2010). In order to determine whether a variable in the SEM has a mediating effect, the variation in the variance described by the argument should be tested by tests such as the Sobel test. In the current study, this test was used to determine the significance of the mediation effect. The Sobel test is a mediation test that helps determine whether the change in the path coefficients between the dependent and independent variables is significant when the mediator variable is included in the model (Sobel, 1982).

Findings

This study aimed to determine the mediating effect of teachers' organisational justice perception and job satisfaction on the effect of cooperative and authoritarian management styles on OCBs of teachers. For this purpose, firstly, the effect of cooperative and authoritarian management styles, which are considered as independent variables, on teachers' organisational justice perception, job satisfaction and OCBs were tested; thereby, Model 1 in Figure 2 was formed.

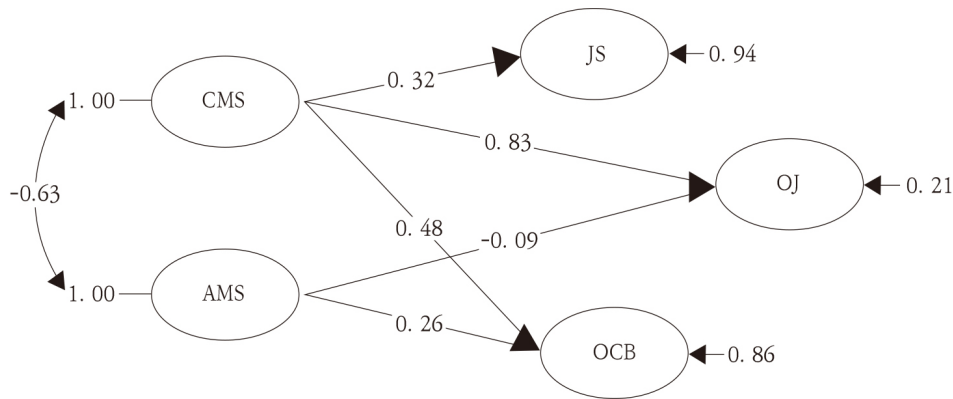


Figure 2. The effects of the management styles on teachers' organizational justice perception, job satisfaction, and OCB (Model 1)

When the values of Model 1 shown in Figure 2 were checked, it was determined that the goodness-of-fit indices of the model were good ($X^2 / df = 2.07$; CFI = .97; IFI = .97; NFI = .94; NNFI = .97; SRMR = .07; RMSEA = .06); hence, the model fit was good. In Model 1, it was observed that cooperative management style affected teachers' job satisfaction ($\beta = .32$; $p < .01$), organisational justice perception ($\beta = .83$; $p < .01$); further, OCBs ($\beta = .48$; $p < .01$) was positively and significantly. It was also revealed that while authoritarian management style affected organisational justice perception negatively and significantly ($\beta = -.09$; $p < .05$) and affected OCBs positively and significantly ($\beta = .26$; $p < .01$), its effect on job satisfaction was not significant and therefore not shown in Figure 2.

Organisational justice perception and job satisfaction, the dependent variables in the basic model, were taken as independent variables in Model 2 and their effects on OCBs were examined. Model 2 is shown in Figure 3.

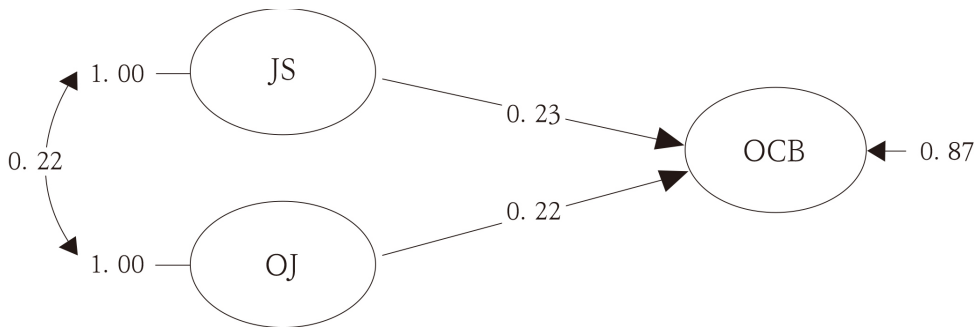


Figure 3. The effects of job satisfaction and organizational justice perception on OCB (Model 2)

When the values of Model 2 in Figure 3 were checked, it was found that the model fit ($X^2 / df = 2.27$; CFI = .95; IFI = .95; NFI = .92; NNFI = .95; SRMR = .08; RMSEA = .06) was acceptable. In addition, it was observed that teachers' job satisfaction ($\beta = .23$; $p < .01$) and organisational justice perception ($\beta = .22$; $p < .01$) had positive and significant effects on OCBs.

Model 3 was generated to determine whether the independent variables had an effect on the dependent variables. In the model, the organisational justice perception variable was taken as the mediating variable on the effect of cooperative and authoritarian management style on OCBs. Model 3 is shown in Figure 4.

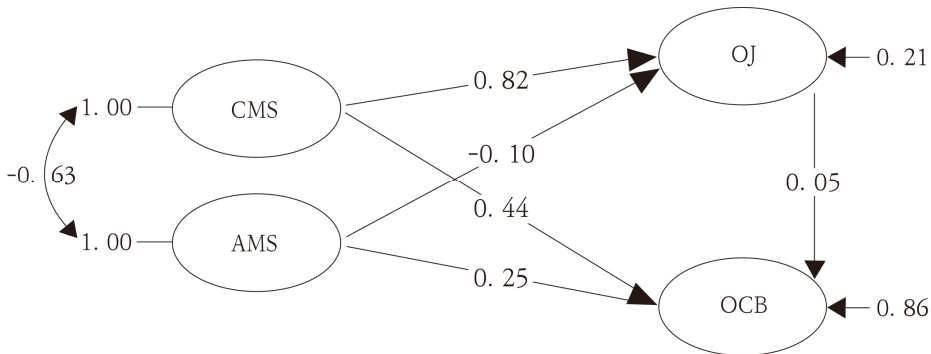


Figure 4. Mediating effect of organizational justice perception on the effect of cooperative and authoritarian management styles on OCB (Model 3)

In Figure 4, the goodness of fit indices ($\chi^2 / df = 2.08$; CFI = .97; IFI = .97; NFI = .94; NNFI = .97; SRMR = .07; RMSEA = .06) showed that the model fit was good. Model 3 findings related to the direct, indirect, and total effect coefficients of dependent and independent variables of the model are presented in Table 1.

Table 1. Structural equations, error variance, direct, indirect, and total effect coefficients

	CMS Direct Effect	AMS Direct Effect	OJ Direct Effect	CMS Indirect Effect	AMS Indirect Effect	CMS Total Effect	AMS Total Effect
OCB	0.44	0.26	0.05	0.04	0.00	0.48	0.26
Structural Equations			Error Variance		R^2		
$OCB = .44 * CMS + .26 * AMS + .22 * OJ$				.85	.15		
$OJ = .82 * CMS - .10 * AMS$				.20	.80		

When the organisational justice perception variable was taken as a mediating variable on the effect of cooperative and authoritarian management style on OCBs, it was observed that the effect of cooperative management style on OCBs decreases ($\beta = .44$; $p < .01$). This decrease was found to be significant on the Sobel test ($z = 8.86$; $p = .00$); further, it was determined that organisational justice perception was a partial mediator on the effect of cooperative management style on OCBs. However, the effect of authoritarian management style on OCBs ($\beta = .26$; $p < .01$) did not change. For this reason, it was revealed that organisational justice perception has no mediating effect on the effect of authoritarian management style on OCBs.

To determine the relationship between job satisfaction and the variables in Model 3, a job satisfaction variable was added to the model. Later, the effects of cooperative management style (CMS→JS) and the effects of job satisfaction on OCBs (JS→OCB) were tested. Model 4 is shown in Figure 5.

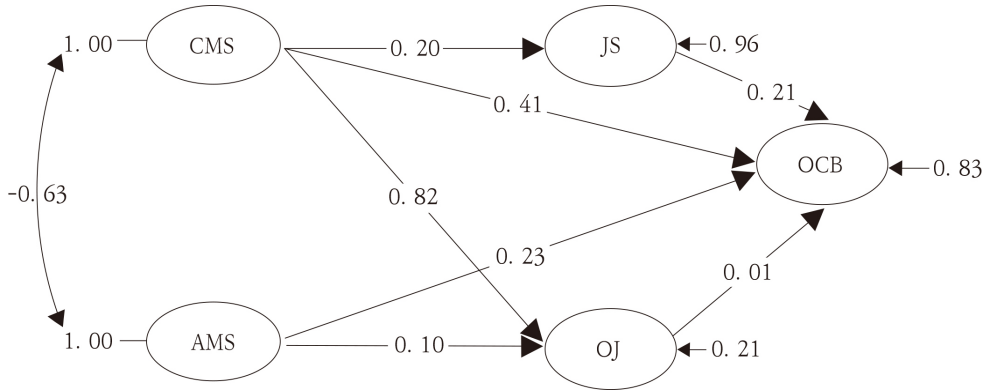


Figure 5. Mediating effect of organizational justice perception and job satisfaction on the effect of cooperative management style on OCB (Model 4)

Figure 5 showed that the goodness of fit ($\chi^2 / df = 2.07$; CFI = .97; IFI = .97; NFI = .94; NNFI = .97; SRMR = .07; RMSEA = .06) for Model 4 was good. Model 4 findings related to the direct, indirect, and total effect coefficients of dependent and independent variables of the model are presented in Table 2.

Table 2. Structural equations, error variance, direct, indirect, and total effect coefficients

	CMS Direct Effect	AMS Direct Effect	OJ Direct Effect	JS Direct Effect	CMS Indirect Effect	AMS Indirect Effect	CMS Total Effect	AMS Total Effect
OCB	0.41	0.22	0.01	0.20	0.05	0.00	0.46	0.22
Structural Equations					Error Variance		R^2	
$JS = 0.20 * CMS$					.97		.04	
$OJ = .82 * CMS - .10 * AMS$					.22		.79	
$OCB = .20 * JS + .01 * OJ + .41 * CMS + .22 * AMS$					.80		.17	

In Model 4, the effect of cooperative management style ($\beta = .44$) on OCBs decreased slightly, with the addition of job satisfaction to the model. These values were also positive and significant ($\beta = .41$; $p < .01$). The Sobel test was used to determine whether the decrease in these values was caused by job satisfaction. According to test results, it was observed that the decrease in cooperative management style ($z = 3.70$; $p = .00$) was caused by job satisfaction and that job satisfaction was a partial mediator on the effect of cooperative management style on OCBs.

Results and discussion

The current study examined the effect of cooperative and authoritarian management styles of school principals on teachers' organisational justice, job satisfaction, and OCBs. The study also aimed to provide empirical evidence with respect to the mediating effect of teachers' organisational justice perception and job satisfaction on the effect of cooperative and authoritarian management styles on the OCBs.

According to the results of the current study, the cooperative management style predicts organisational justice, job satisfaction, and OCBs positively and meaningfully. Authoritarian management style negatively predicts organisational justice, positively and significantly predicts OCBs and does not predict job satisfaction. In the literature, it is frequently seen that there is a positive relationship between school principals' cooperative management style (Alanoglu, 2019), diversity management ability (Akman, 2018; Kim & Park, 2016), leadership styles (Lau, 2010; Oguz, 2011a), leader-member exchange (Gurboyoglu, 2009), leader behaviours (Ayik et al., 2014; Caliskan, 2010; Yilmaz & Altinkurt, 2012), and perception of organisational justice. In addition, it was revealed that the school principals' authoritarian management style negatively affects teachers' perception of organisational justice (Alanoglu, 2019). It can be said that it is very important to raise teachers' perceptions of organisational justice by showing cooperative behaviours of school principals, because organisational justice increases willingness to work (Greenberg, 1990; Moorman, 1991). Further, school administrators are the most important factors which affect teachers' perception of organisational justice (Hoy & Tarter, 2004). Therefore, cooperation with teachers should not be ignored in the decision-making processes and practices in the school. It can be said that showing a democratic approach and avoiding an authoritarian management style (which minimises cooperation with the teachers) will make a positive difference in teachers' perceptions of organisational justice.

The results of the studies in the literature showed that school principals' democratic, autocratic (Batmaz, 2012) and cooperative (Alanoglu, 2019; Basaran & Guclu, 2018) management styles, perceived leadership style (Dolan, 2003; Oztabak, 2002), and leadership practices (Egriboyun, 2015; Uludag & Tepe, 2018) are related to job satisfaction. In addition, the results of the studies (Alanoglu, 2019; Basaran & Guclu, 2018) suggest there is no significant relationship between authoritarian management style and job satisfaction. These results can be interpreted as the following: while job satisfaction levels are positively affected when teachers perceive the management style of school principals positively, authoritarian manager behaviours do not have an effect on teacher job satisfaction. It can be thought that teachers' job satisfaction will positively affect the functioning of the school due to factors such as providing student development (Egriboyun, 2015) and being associated with teacher performance (Kyara, 2013; Talabi, 2016; Wolomasi et al., 2019). Therefore, it is very important that school principals exhibit a cooperative management style by avoiding authoritarian behaviours.

It was concluded that the transformational, transactional (Ali & Waqar, 2013; Oguz, 2011b) and paternalist (Caliskan, 2010) leadership styles of school principals positively affected teachers' OCBs. In addition, the results of the current study support the results of the studies that leadership has a moderate effect on OCBs (Ozturk & Ay, 2015) and that an organic management style emphasising flexibility and adaptation can increase OCBs (Williams & Anderson, 1991). Teachers working under laissez-faire leadership exhibited the least OCBs (Ali & Waqar, 2013). Organisational citizenship behaviours are defined as voluntary behaviours that a person does not have to do (Van Dyne et al., 1994); it can be thought that teachers tend to exhibit voluntary behaviours when they develop positive feelings towards school. Even if the school principal exhibits authoritarian behaviour, teachers can act voluntarily to improve the quality of education. Although it is not the only factor in the development of these positive emotions, it is a fact that the school management style is an important factor.

The current study holds that the perception of organisational justice had a partial mediating effect on the effect of cooperative management style on OCBs but had no mediator effect on the effect of authoritarian management style on OCBs. Yesiltas (2013) found that distributional justice was a mediating variable on the effect of the authoritarian dimension of paternalist leadership on OCB. In addition, Caliskan (2010) found that organisational justice perception had a mediating effect between paternalist leadership styles and OCBs. The fact that management styles are the premises of OCBs (Avci, 2015) and the relationship between the perception of organisational justice and OCBs (Iplik, 2009; Karaca & Ozmen, 2018; Organ & Konovsky, 1989) supports the results regarding the mediation effect of organisational justice perception on OCBs. This result of the study can be interpreted as the

teachers' perception of organisational justice as negatively affected by the authoritarian management style, while teachers try to exhibit OCBs to increase school effectiveness. In other words, the perception of organisational justice has no effect on teachers' desire to exhibit these behaviours. Already, OCB is the general name of formally undefined behaviour that helps the organisation achieve its objectives (Organ, 1997). It is important for teachers to display these behaviours in order to realise the goals of the school. When teachers perceive the management style positively, they can exhibit a high level of OCBs.

According to another result of the current study, job satisfaction partially mediated the effect of cooperative management style on OCBs. Considering the studies examining the effect of management style on job satisfaction (Alanoglu, 2019; Basaran & Guclu, 2018) and those examining the relationships between job satisfaction and OCB (Fathiizadeh et al., 2018; Foote & Li-Ping Tang, 2008; Ikonne, 2013), job satisfaction is expected to mediate the effect of cooperative management style on OCBs. Job satisfaction is an increasing state of emotions as a result of the development of positive feelings towards the organisation. Teachers working under the cooperative management style exhibited more OCBs due to their increased job satisfaction.

Conclusion and recommendations

In this study, firstly, the effects of cooperative and authoritarian management styles on teachers' organisational justice, job satisfaction, and OCBs were tested. Then, the mediating effects of job satisfaction and organisational justice on the relationship between principals' management style and teachers' OCBs were examined. According to the study results, the perception of organisational justice of teachers working under the cooperative management style is high and positive, while the perception of organisational justice of teachers working under the authoritarian management style is low and negative. It is important for school principals to display cooperative behaviours and to avoid those that are perceived as authoritarian, in order to raise teachers' perception of justice, because teachers' perception of organisational justice is almost entirely due to positive managerial behaviours.

While cooperative perception of school principals' behaviours positively affected teachers' job satisfaction levels, authoritarian managerial behaviours did not significantly affect teachers' job satisfaction. Cooperative and authoritarian management style positively affected the levels of OCBs of teachers. However, teachers tended to exhibit more OCBs in response to the cooperative management

style than the authoritarian management style.

The main purpose of school principals' relations with teachers and their behaviours towards teachers is to improve the performance of the latter and, as well, to increase school effectiveness. One of the most concrete indicators of school effectiveness is the high academic achievement of students. Teachers can increase their students' academic achievement by exhibiting OCBs. Therefore, cooperative managerial behaviours will increase the organisational justice and job satisfaction levels of teachers and, as a result, will enable them to exhibit OCBs. Therefore, it is possible to say that the cooperative management style will increase the quality of education in the school.

In summary, it should be kept in mind that the perceptions of teachers about their own management style are shaped by the behaviours of the managers. Therefore, school principals should exhibit participatory, democratic, and cooperative behaviours in their interactions with teachers; these should also contribute to teachers' positive perceptions of the school.

As a result, organisational justice perception and job satisfaction were insufficient to explain the effect of a collaborative and authoritarian management style on organisational citizenship behaviours of teachers. This result shows that different variables play a role in explaining the organisational citizenship behaviours of teachers. Therefore, investigating other variables that play a role in explaining organisational citizenship behaviours will contribute to the field.

Some limitations should be taken into consideration when interpreting the results of this study. For example, the sample was selected from only certain provinces of Turkey and data were collected only from secondary school teachers. To increase the generalisability of the study, it is recommended that the study can be repeated with different populations and samples. In addition, the repetition of the study in different countries is an important issue in terms of generalisability of the findings.

Another limitation is that the data were collected by scales. This makes it difficult to interpret the results. Repeating the study supported by qualitative questions will both facilitate interpretation of the data and increase the study reliability. In the current investigation, cooperative and authoritarian management styles were dealt with due to the difficulty of examining all the management styles exhibited by school principals. Studies can be conducted on other management styles of school principals that have an impact on teachers' organisational citizenship behaviours.

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