Evaluation Of The Correlation Between Organizational Citizenship, And Organizational Stress And Exhaustion Levels Of The Physical Education Teachers

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Abstract: The aim of the present study was to determine the correlations between organizational citizenship, and organizational stress and exhaustion levels of the physical education teachers. For the study which was conducted using relational screening model; questionnaire forms were administered to the 311 physical education teachers who worked in Hatay Province. The data were analyzed using SPSS 18 package program. For the data analyses; correlation and regression models were investigated. When the data obtained were examined, it was found out that there was a positive correlation between physical education teachers' organizational citizenship behaviors and work-load (r: 0.528), skill-utilization (r: 0.510), participation in decision-making (r: 0.535) and social support (r: 0.620) subscales of Organizational Stress Inventory. On the other hand, it was noted that there was a positive correlation between physical education teachers' organizational citizenship behaviors and personal accomplishment/failure (r: 0.621) subscales of Burnout Inventory whereas a negative correlation existed between physical education teachers' organizational citizenship behaviors and emotional burnout and depersonalization (r: -0.351) subscales of Burnout Inventory. It was understood that Organizational Stress Inventory and Burnout Inventory accounted for 48% of altruism, 43% of conscientiousness, 45% of courtesy, 32% of sportsmanship, 41% of civic virtue of the organizational citizenship behavior subscales and 59% of general organizational citizenship behaviors. It was seen that social support and workload subscales of Organizational Stress Inventory, and depersonalization and personal accomplishment/failure subscales of Burnout Inventory were predictive of general organizational behaviors of physical education teacher.

Key Words: Organizational Stress, Burnout, Physical Education Teachers.

1. Introduction

The success of an educational system is made possible through the qualified teachers who make important contributions to his institution by showing organizational behaviors rather than doing what is required by the teaching profession (Bolat and Bolat, 2008; Enochs and Riggs, 1990; Yücel et al., 2009).

Organizational Citizenship Behavior (OCB) is individual behaviors which are not directly or indirectly noticed, are not compelling but make the organization move actively as a whole and are based on voluntariness. The individual who shows OCB performs more than what is wanted and expected by going beyond the compulsory tasks identified formally by the organization. OCBs – based on -in a way- voluntariness principle- are those behaviors that occur due to the personal choice of the individual rather than those behaviors identified and required by formal job descriptions or formal job role descriptions (Altınbaş; 2008: 21; Bateman and Organ, 1983; Organ, 1988:4). When the literature regarding organizational citizenship behavior was analyzed; it was seen that organizational citizenship behavior referred to five subscales determined by Organ (1988): altruism, conscientiousness, courtesy,

sportsmanship and civic virtue (Allison vd., 2001; Özdevecioglu, 2003).

Altruism (thinking of others, selflessness, helpfulness) is a voluntary behavior that includes a direct and volunteer help for the other worker in the face of a problem or task of the organization. Behaviors that listen to others' problems more and help and consider other workers more –compared to other workers- are included in altruism. These behaviors are performed voluntarily and for love (Allison vd., 2001; Organ and Ryan, 1995; Podsakoff and., 2000).

Conscientiousness means workers' voluntary contribution to the function of the organization going beyond responsibilities related to work and roles identified and taken. Conscientiousness includes such behaviors as going work early, leaving work late, effective use of time, punctuality. Altruism is sometimes mistaken with conscientiousness. The clearest different between altruism and conscientiousness is that individual acts in order to help somebody in altruism while in conscientiousness, individual -in the general sense- performs in accordance with the helpful behaviors for the organization rather than performing behaviors that

directly affect others (Allison et al., 2001; Organ and Ryan, 1995; Özdevecioğlu, 2003).

Courtesy includes a worker's preventive behaviors -such as giving advice for solutions, helping or preventing the problems from occurring- by determining possible points of problems for his workmates. Courtesy means positive communication among workers who are tied to each other as a result of division of work (Organ and Ryan, 1995; Podsakoff et al. 2000; Özdevecioğlu, 2003).

Sportsmanship means workers' avoidance from the behaviors that may cause possible tensions in the organization. Sportsmanship is keeping positive position in the face of an annoying event or events, not complaining and being tolerant. Those who do not exaggerate negative issues in the organization, complain less and behave in a tolerant way possess the quality of sportsmanship (Organ and Ryan, 1995; Özdevecioğlu, 2003

Civic virtue includes supporting organizational development, seeking information about what is going on, new developments, new work methods in the organization and about company policy and making efforts in order to improve oneself in this sense (Organ and Ryan, 1995; Podsakoff et al. 2000).

When the literature is examined, it is understood that organizational citizenship behaviors may be influenced by such factors as organizational commitment, personal characteristics, psychological status of the individual, attitudes towards work and work satisfaction, organizational justice, needs, characteristics of the job, leadership, seniority, organizational vision, participation in decision-making and burnout (Altaş and Çekmecelioğlu, 2007; Aslan, 2008; Lepine et al., 2002). In this study, the correlation between organizational citizenship behaviors and organizational stress and burnout will be dealt with.

Stress is a bodily reaction to the cases and events that put physical and psychological loads over body and cause reaction. Stress, called as a reaction made by the organism in the face of all kinds of change, is not a disease or a syndrome. It is inseparable part of our life. An event that is enjoyable and exciting in a period of life may lead to a severe stress in another period of life (Baltaş and Baltaş, 1999; Losyk, 2006).

It is important to consider the fact that stress is born out of the interaction of two basic factors in order to understand the picture of stress exactly. These two factors are personal characteristics and work-related-factors. Individual characteristics are correlated with the variables seen genetic characteristics such as impatience, discomfort, offensiveness, rivalry, feeling time-pressure hard, age and sex. Work-related-factors are connected with such variables as working-conditions and difficulty of work, deteriorated work organization, deteriorated distribution of roles and tasks in the organizational structure, inability to participate in decision-making, poor payment and distance of the workplace (Eren, 2000).

Stress has both positive and negative effects upon work-productivity. In other words, productivity is low where stress is low. Therefore, it is good to increase stress level and stress intensity in order to increase productivity. However, never should the intensity of stress be at a moderate level or below or above optimum level. Otherwise, the individual may experience burnout as stress intensity and stress level extremely rises and therefore productivity may face fast decline (Eren, 2000).

Stress is a case with psychological and physiological outcomes. Stress, which is a reality of social and organizational life, wears out workers in terms of performance; organizations in terms of structure and function and life in terms of quality and thus causes burnout. Burnout is described as an unsuccess, a slow wearing out or tiredness due to excessive demands on energy, power and resources (Aslan, 2002; Tarhan, 2006). According to Maslach (1982); burnout is a three-dimensional syndrome with emotional exhaustion, depersonalization and feeling of reduced personal accomplishment.

Burnout may emerge from many and complicated reasons. We may deal with the factors of burnout under two groups: The first group covers demographic characteristics and includes a personality that works hard, performs more than what is needed and knows no limits in order to get an outstanding success. The second group characteristics contain interpersonal relations and typical stressors such as role conflict, role ambiguity and excessive work load seen in organizational stress literature (Baltaş and Baltaş, 1999; Eren, 2000).

Burnout causes negative outcomes to emerge in individual and organizational sense. Individual outcomes of burnout may be listed as follows: experience of chronic health problems, fatigue, exhaustion, sleep disorders, excessive weight gain or weight loss, excessive consumption of caffeine, alcohol and sedatives and increasing problems in social relations. Also; negative burnout outcomes in organizational sense are decreased work performance, increased work absenteeism, conflicts and decreased job satisfaction (Çetin et al. 2011; Maslach, 2003).

When the literature is examined, it is emphasized that stress has both positive and negative effects upon work-productivity, productivity is low where stress is low, burnout occurs among the individuals when stress intensity is excessively high and therefore work-productivity will decrease and

stress intensity should not be below or above optimum level for organizational productivity (Eren, 2000); which makes us conclude that organizational stress and burnout are correlated with organizational citizenship behaviors. Hence; when individuals' burnout levels and their citizenship behaviors demonstrated are analyzed in the studies made, it is seen that individuals may undergo physical and psychological problems due to burnout and show a tendency not to demonstrate organizational citizenship behaviors by performing undesired behaviors in the organization (Basım and Şeşen, 2005; Maslach, 1982; Meydan et al., 2011; Schepman and Zarate, 2008).

In the education sector where qualified human power is trained, the workers should show a higher performance and organizational citizenship behaviors are important in providing an education of high quality. That teachers should burn the candle at both ends voluntarily –going beyond the behaviors required by formal job descriptions or job roles- will integrate individual objectives and organizational objectives and will eventually increase productivity (Altınbaş; 2008: 21; Bolat and Bolat, 2008). However; there are numerous positive and negative factors that play key roles in organizational citizenship behavior of teachers. It is thought that organizational stress and burnout are among important factors that affect organizational citizenship behaviors of teachers. Therefore; the present study aimed at examination of the correlations between organizational citizenship, and organizational stress and exhaustion levels of the physical education teachers.

2. Material and Methods

The study was conducted using cross-sectional and relational screening model. The population of the study was also sample group. The sample was consisted of 311 physical education teachers who worked in Hatay Province (female teachers n= 81 and male teachers n=230).

In order to measure stress level; Organizational Stress Inventory which was developed by Theorell et al. (1988) was used and Turkish adaptation of the inventory was carried out by Yıldırım (2010). The inventory is made up by 14 questions and four subscales: Workload (1st, 2nd and 3rd questions), Skill-Utilization (4th, 5th and 6th questions), Social Support (9th, 10th, 11th, 12th, 13th and 14th questions) and participation in decision-making (7th and 8th questions) (Alves et al.). Cronbach's Alpha internal consistency of the stress inventory was found to be α=0.88.

In order to measure burnout levels of the teachers; Maslach Burnout Inventory-MBI which was developed by Maslach and Jackson (1984) was used

and Turkish adaptation of the inventory was carried out by Ergin (1992) (Ergin, 1992; Maslach and Leiter, 1997). Maslach assesses burnout under three dimensions. The burnout inventory is consisted of "emotional burnout" (1st, 2nd, 3rd, 6th, 8th, 13th, 14th, 16th and 20th questions), "Depersonalization" (5th, 10th, 11th, 15th and 22nd) and "Personal achievement/failure" (4th, 7th, 9th, 12th, 17th, 18th, 19th and 21st questions). Cronbach's Alpha internal consistency of the burnout inventory was found to be α=0.77.

The statements of Organizational Stress Inventory and Maslach Burnout Inventory-MBI were scored as (1) never, (2) rarely, (3) sometimes, (4) mostly and (5) always

In order to measure Organizational Citizenship Behaviors; inventories which were developed by Ehrhart (2001), Evans (2001), Liao (2002) and Love (2001) were utilized and organizational citizenship behavior was assessed an inventory with 20 statements and five subscales: altruism, conscientiousness, courtesy, sportsmanship and civic virtue. Bolat and Bolat (2008) performed factor analysis for the Organizational Citizenship Behavior Inventory. Alpha coefficient (Cronbach Alpha) of the inventory was found to be α=0.95. Reliability analysis of the inventory found Alpha coefficient (Cronbach Alpha) as 0.92. Each statement was scored as 1= I absolutely disagree……………5= I absolutely agree.

The data were analyzed using SPSS 18 package program. In order to explore the correlations between organizational citizenship, and organizational stress and exhaustion levels of the physical education teachers; analysis of pearson product-moment correlation coefficient was performed. Multiple regression analysis was performed in order to determine how much organizational stress and burnout levels accounted for Organizational Citizenship Behaviors.

3. Findings

The findings obtained from the statistical analysis were shown in Tables below:

When Table 1 was investigated; it was found out that there was a positive correlation between physical education teachers' organizational citizenship behaviors and work-load (r: 0.528), skill-utilization (r: 0.510), participation in decision-making (r: 0.535) and social support (r: 0.620) subscales of Organizational Stress Inventory whereas a negative correlation existed between physical education teachers' organizational citizenship behaviors and emotional burnout and depersonalization (r: -0.351) subscales

Table 1. Average Values of the Variables and Correlation Results between Variables

	$\overline{x}$ ± SS	1	2	3	4	5	6	7	8	9	10	11	12
1.Work load	3.62±.79	1											
2.Skill Utilization	3.90±.81	.525**	1										
3.Participation in decision making	4.07±.93	.415**	.555**	1									
4.Social Support	3.97±.74	.376**	.502**	.558**	1								
5.Emotional	2.48±.74	.119*	-.065	-.162**	-.230**	1							
6.Depersonalization	2.04±.87	-.123*	-.136*	-.233**	-.316**	.669**	1						
7.Failure	3.77±.65	.381**	.468**	.508**	.495**	-.228**	-.342**	1					
8.Alturism	3.91±.85	.440**	.455**	.476**	.565**	-.168**	-.333**	.575**	1				
9.Conscientiousness	4.16±.72	.497**	.412**	.444**	.518**	-.129*	-.307**	.507**	.661**	1			
10. Courtesy	4.36±.76	.450**	.430**	.440**	.541**	-.171**	-.391**	.498**	.648**	.706**	1		
11. Sportsmanship	3.73±.64	.388**	.408**	.381**	.424**	.012	-.088	.467**	.561**	.481**	.553**	1	
12. Civic virtue	4.06±.72	.422**	.413**	.477**	.515**	-.165**	-.309**	.525**	.703**	.611**	.601**	.603**	1
13.OCB	4.04±.61	.528**	.510**	.535**	.620**	-.155**	-.351**	.621**	.873**	.834**	.846**	.754**	.845**

** significant by $p<0.01$ and * significant by $p<0.05$

Table 2. Regression Analysis between Organizational Citizenship Behavior and Organizational Stress and Burnout Subscales

Model	Non standardized Coefficients		Standardized Coefficients		
	B	Sd	Beta	t	p
Stabile	1.124	.199		5.644	.000
Work load	.172	.037	.220	4.707	.000**
Skill Utilization	.039	.038	.051	1.019	.309
Participation in decision making	.054	.033	.081	1.634	.103
Social Support	.240	.040	.289	5.944	.000**
Emotional	.060	.044	.072	1.380	.169
Depersonalization	-.109	.037	-.155	-.935	.004**
Failure	.277	.045	.293	6.202	.000**

Dependent Variable = Organizational Citizenship Behavior; R^2=.59; $\ddot{A}R^2$ =.58; F= 62.180; p=0.000

** significant by $p<0.01$

When Table 2 was investigated; it was found out that teachers' organizational stress subscales and burnout subscales accounted for 59% of the organizational citizenship behaviors (F= 62.180; p=0.000).

Table 3. Regression Analysis between Altruism and Organizational Stress and Burnout Subscales

Model	Non standardized Coefficients		Standardized Coefficients		
	B	Sd	Beta	t	p
Stabile	.322	.312		1.031	.303
Work load	.164	.057	.150	2.854	.005**
Skill Utilization	.058	.060	.055	.972	.332
Participation in decision making	.055	.052	.060	1.062	.289
Social Support	.312	.063	.270	4.926	.000**
Emotional	.059	.068	.051	.867	.387
Depersonalization	-.139	.058	-.142	-2.397	.017*
Failure	.384	.070	.292	5.488	.000**

Dependent Variable = Altruism; R^2=.48; $\ddot{A}R^2$ =.47;   F= 39.741;   p=0.000

** significant by $p<0.01$ and * significant by $p<0.05$

When Table 3 was investigated; it was found out that teachers' organizational stress subscales and burnout subscales accounted for 48% of the altruism of organizational citizenship behaviors (F= 39.741; p=0.000).

Table 4. Regression Analysis between Conscientiousness and Organizational Stress and Burnout Subscales

Model	Non standardized Coefficients		Standardized Coefficients		
	B	Sd	Beta	t	p
Stabile	1.367	.272		5.022	.000
Work load	.255	.050	.279	5.084	.000**
Skill Utilization	-.007	.052	-.008	-.129	.897
Participation in decision making	.048	.045	.062	1.067	.287
Social Support	.234	.055	.242	4.242	.000**
Emotional	.045	.060	.046	.746	.456
Depersonalization	-.114	.051	-.139	-2.252	.025*
Failure	.239	.061	.216	3.907	.000**

Dependent Variable = Conscientiousness; R^2=.43;   ÄR^2=.42;   F= 33.326;   p=0.000

** significant by p<0.01 and * significant by p<0.05

When Table 4 was investigated; it was found out that teachers' organizational stress subscales and burnout subscales accounted for 43% of the Conscientiousness of organizational citizenship behaviors (F= 33.326; p=0.000).

Table 5. Regression Analysis between Courtesy and Organizational Stress and Burnout Subscales

Model	Non standardized Coefficients		Standardized Coefficients		
	B	Sd	Beta	t	p
Stabile	1.725	.283		6.089	.000
Work load	.180	.052	.187	3.461	.001**
Skill Utilization	.057	.054	.061	1.056	.292
Participation in decision making	.037	.047	.045	.785	.433
Social Support	.271	.057	.266	4.724	.000**
Emotional	.104	.062	.101	1.672	.095
Depersonalization	-.237	.053	-.274	-4.488	.000**
Failure	.201	.064	.173	3.161	.002**

Dependent Variable = Courtesy; R^2=.45;   ÄR^2=.44;   F= 35.408;   p=0.000

** significant by p<0.01

When Table 5 was investigated; it was found out that teachers' organizational stress subscales and burnout subscales accounted for 43% of the Courtesy of organizational citizenship behaviors (F= 35.408; p=0.000).

Table 6. Regression Analysis between Sportsmanship and Organizational Stress and Burnout Subscales

Model	Non standardized Coefficients		Standardized Coefficients		
	B	Sd	Beta	t	p
Stabile	.884	.268		3.296	.001
Work load	.110	.049	.134	2.233	.026*
Skill Utilization	.074	.051	.092	1.430	.154
Participation in decision making	.030	.045	.043	.672	.502
Social Support	.170	.054	.196	3.129	.002**
Emotional	.072	.059	.083	1.228	.220
Depersonalization	.042	.050	.057	.848	.397
Failure	.290	.060	.293	4.830	.000**

Dependent Variable = Sportsmanship; R^2=.32;   ÄR^2=.30;   F= 20.534;   p=0.000

** significant by p<0.01 and * significant by p<0.05

When Table 6 was investigated; it was found out that teachers' organizational stress subscales and burnout subscales accounted for 43% of the Sportsmanship of organizational citizenship behaviors (F= 20.534; p=0.000).

Table 7. Regression Analysis between Civic-virtue and Organizational Stress and Burnout Subscales

Model	Non standardized		Standardized		

	Coefficients		Coefficients			
	B	Sd	Beta	t	p	
Stabile	1.324	.278		4.760	.000	
Work load	.153	.051	.168	2.998	.003**	
Skill Utilization	.012	.053	.014	.232	.817	
Participation in decision making	.100	.046	.129	2.170	.031*	
Social Support	.213	.056	.220	3.776	.000**	
Emotional	.022	.061	.022	.353	.725	
Depersonalization	-.096	.052	-.117	-1.863	.063	
Failure	.271	.062	.245	4.348	.000**	
Dependent Variable = Civic Virtue; R^2=.41; $\ddot{A}R^2$=.40; F= 30.405; p=0.000						

** significant by $p<0.01$ and * significant by $p<0.05$

When Table 7 was investigated; it was found out that teachers' organizational stress subscales and burnout subscales accounted for 41% of the Civic-virtue of organizational citizenship behaviors (F= 30.405; p=0.000).

4. Discussion

Today, those educational institutions that possess inquisitive, innovative, helpful, modern and qualified teachers who keep pace with the developments and innovations and work more than what is required by the profession stand out. However; there are many factors effective upon the fact that teachers are helpful, inquisitive and work more than what is required by the profession. The correlation between organizational stress and burnout -which are believed to be among those factors- and organizational citizenship behaviors were investigated in the present study.

In the study; it was found out that there was a positive correlation between physical education teachers' organizational citizenship behaviors and work-load (r: 0.528), skill-utilization (r: 0.510), participation in decision-making (r: 0.535) and social support (r: 0.620) subscales of Organizational Stress Inventory. Also, it was noted that there was a positive correlation between physical education teachers' organizational citizenship behaviors and personal accomplishment/failure (r: 0.621) subscales of Burnout Inventory whereas a negative correlation existed between physical education teachers' organizational citizenship behaviors and emotional burnout and depersonalization (r: -0.351) subscales of Burnout Inventory.

It was understood that Organizational Stress Inventory and Burnout Inventory accounted for 48% of altruism (F= 39.741; p=0.000), 43% of conscientiousness (F=33.326; p=0.000), 45% of courtesy (F= 35.408; p=0.000), 32% of sportsmanship (F= 20.534; p=0.000), 41% of civic virtue (F= 30.405; p=0.000) and 59% of general organizational citizenship behaviors (F= 62.180; p=0.000).

When previous studies on organizational citizenship behavior were examined; these results demonstrated that organizational stress of the teachers and their burnout levels were important factors to account for organizational citizenship behaviors (Bolat and Bolat, 2008; Meydan et al., 2011:59; Yücel, 2008; Yücel et al. 2009: 233). It was seen that social support and workload subscales of Organizational Stress Inventory and depersonalization and personal accomplishment/failure subscales of Burnout Inventory were predictive of general organizational behaviors of physical education teacher.

Social support subscale of Organizational Stress Inventory which is an important predictive to account for general organizational behaviors is a dimension that answers the needs that individuals are trusted, loved, respected, valued by the social environment and accepted by a group and forms a general resistance resource against the negative effects of stress (Aslan, 2002; Ballı, 2005). Individuals with high social support levels adapt easily to stress and cope with psychological problems sooner (Braham, 1998). Like social support subscale; another dimension that is an important predictive to account for general organizational behaviors is work-load. When work-load -which means a certain amount of work to be done within defined quality borders at a certain time period- exceeds optimal and ideal level, it is called as overwork-load and may cause stress. When work load is diagnosed as a stress factor, "overwork-load" generally comes to mind first. It is known that overwork-load as well as poor work-load leads to stress among the individuals; which is one of the indicators of the inconsistency between the worker and the work. Yet, work stress caused by the work load is also related to how one perceives his work and work-setting. A certain work which may be a stress factor for one worker may be simple or mean nothing for the other worker. Some works naturally produce less stress than others (Budak, 2004; Erdoğan, 1996). Besides, degree of autonomy and independence and diversity of the work has effects upon work stress. As the dependency level of one's work on others increases, it will appear as a stress

cause while higher level of autonomy of one's work has a decreasing effect upon stress. Homogenous and monotonous work prevents individuals from actively participating in work-processes and causes them to take a dislike to the work (Cooper and Davidson, 1987; Robbins, 1998). All of that information in the literature indicates that social support and work load of stress may yield negative results for the workers and their performances. The fact that organizational citizenship behavior in our study increased as social support and work load stress subscales increased may be regarded conflicting with the information in the literature but the literature emphasizes that organizational citizenship behaviors are associated with the stress intensity of the organization and that when the workers are under a moderate level of stress they perform highly and therefore a certain amount of stress is both motivative and necessary for the workers to acquire new methods and to do useful activities (Çetin, 2004: 93; Şimşek, 2002: 312); which proves that stress has both positive and negative effects upon work productivity and that working with low stress will decrease productivity of the workers. Likewise; working with high stress will also lead to decreased productivity due to lack of concentration especially in works that require mental ability, mental reasoning and decision-making (Çetin, 2004: 103). Stress intensity of the teachers should be at the optimum level and should not be below or above the optimum level (Eren, 2000). We were of the opinion that diversity and autonomy of the different sportive activities and social activities specific to the physical education teaching and positive psychological influences of the regular sports prevented negative outcomes of social support and work load of Organizational Stress Inventory; which made social support and work load remain at optimum level of stress and provided positive effects in organizational citizenship behaviors. As a result; as the stress levels of the teachers in our study were at optimum levels, their organizational citizenship behaviors increased. On the other hand, it is found out that when the stress levels of the teachers in our study exceeded the optimum levels and reached burnout levels and thus emotional burnout and depersonalization subscales increased; their organizational citizenship behaviors decreased. Those who experience emotional burnout and depersonalization due to the fact that stress levels exceed the optimum levels use "escape response" and thus reduce their relations with others only to the degree to do the work. These kinds of people categorize others, treat them with stereotyped patterns and may become bureaucrats who act on strict rules and principles. They may ignore demands and requests of others or may fail to provide the

necessary help. But, to show many negative behaviors may lead to destructive outcomes that hinder goodness and effective working capacity of the people (Maslach and Jackson, 1984; Maslach et al., 2001). These negative outcomes of burnout will lead to an escape response among the physical education teachers and cause them to retire into their own shells and to act on strict rules and principles. So it may be concluded that the physical education teachers who are in this condition escape from organizational citizenship behaviors because they work on strict rules and principles in their institutions.

On the one hand; when emotional burnout and depersonalization of burnout inventory of the teachers increased, their organizational citizenship behavior decreased; on the other hand; when personal accomplishment/failure of burnout inventory of the teachers increased, so did their organizational citizenship behavior; which contradicted the studies in the literature (Çetin, 2004: 103; Maslach and Jackson, 1984; Maslach et al., 2001). Teachers who experience personal accomplishment/failure undergo dissatisfaction, feel that they are unsuccessful and unable to accomplish the tasks assigned and feel guilty and surrender to the feelings of incompetency (Basım and Şeşen, 2005; Silah, 2001: 163; Wright and Bonett, 1997). Therefore; we are of the opinion that physical education teachers who think that they are unsuccessful in their jobs show organizational citizenship behaviors going beyond their formal professional tasks in order to get rid of this psychological effect and try to terminate negative psychology of unsuccess.

The findings obtained from the studies conducted indicate that organizational stress and burnout of the physical education teachers are important predictors of their general organizational behaviors. Qualified teachers who can show organizational citizenship behaviors going beyond the formally determined job roles are needed so that today's educational institutions can keep pace with the increasing rivalry and continue their successes.

Consequently, measures should be taken so that organizational stress and burnout which are important predictors of the teachers' general organizational behaviors will not come to a level to produce negative results. Support should be given in the stress struggle so that stress will not exceed the optimum level, work-conditions should be improved and the possibility that stress can reach to burnout levels should be prevented. Thus, teachers to work with optimum stress load will show behaviors that will not avoid helping others when needed, think of others more, come to work earlier and leave it later, use time productively, foresee the possible problems in the work-setting and try to solve them, avoid from

tensions and complaints, be tolerant, follow education related developments and contribute to the institution where they work. Thus, teachers with these qualities will make considerable contributions to the education of more qualified students and to social development

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