



The Effects of Destructive Leadership on Organizational Citizenship Behaviour: The Mediating Role of Psychological Capital

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Abstract

The purpose of this study was to test the impact of school principals' destructive leadership behaviour on teachers' perceptions of organizational citizenship behaviour (OCB) via psychological capital (PsyCap) within a structural equation model. The study was conducted with causal research design. In this study, destructive leadership was taken as the independent variable, OCB as the dependent variable and PsyCap as the mediator variable. The study participants consisted of 253 high school teachers working in 21 of the schools selected from various school districts in the central districts of a metropolitan using the stratified sampling method. The data were collected with Destructive Leadership Questionnaire, PsyCap Questionnaire and OCB Questionnaire. Path analysis was conducted to enable associating measurement errors in both latent and observed variables. The research findings demonstrated that destructive leadership had negative impact on PsyCap and OCB while PsyCap had positive impact on organizational citizenship behavior. It was concluded that the mediator impact of PsyCap regarding the impact of destructive leadership on OCB was negative. Based on the negative impacts of destructive behaviours on teachers, defining and involving specific characteristics of destructive leaders and their consequences for schools and teachers into educational practices and policies would be helpful to prevent tendencies toward destructive behaviours. In this regard, applying systematic and effective selection process, using effective feedback mechanism and teacher participation in the management process may help eliminate destructive leadership.

Keywords

Destructive leadership
Psychological capital
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Introduction

Leadership as one of the most fundamental concepts has always attracted the attention of researchers. Furthermore, the history of leadership literature has been dominated considerably by an attempt to figure out “good” and “effective” leadership (Shaw, Erickson, & Harvey, 2011). However, *destructive leadership* has recently been popular in today’s discussions and leadership theories since many individuals probably encounter destructive behaviours in their working environments. Aasland, Skogstad, Notelaers, Nielsen, and Einarsen (2010) examining destructive leadership behaviour emphasize that the prevalence of destructive leadership behaviour ranged from 33.5% to 61%, indicating that destructive leadership is not rare. As the occurrence of destructive leadership would seem to be an important issue, studies on destructive leadership have focused on identifying its existence and consequences for organizations and individuals. These researchers have highlighted the idea that the dark side of a leader can be destructive for employees and organizations (e.g. Schaubroeck, Walumbwa, Ganster, & Kepes, 2007; Tepper, 2000; Thoroughgood, Padilla, Hunter, & Tate, 2012; Thoroughgood, Sawyer, Padilla, & Lunsford, 2018). Destructive leadership can weaken the job and life satisfaction, commitment (Hauge, Skogstad, & Einarsen, 2007; Tepper, 2000), performance (Burriss, Detert, & Chiaburu, 2008), as a result increase turnover rate of employees (Hong & Wang, 2012). On this base, destructive behaviours might be stronger than constructive behaviours and influence individuals more (Baumeister, Bratslavsky, Finkenauer, & Vohs, 2001; Schyns & Schilling, 2013). Therefore, understanding and preventing *destructive leadership* is considered to be equally important as understanding and increasing the constructive aspects of leadership (Einarsen, Aasland, & Skogstad, 2007).

Although there is an increase in the idea that destructive leadership creates serious problems for subordinates, institutions and society, researches on the consequences of destructive leadership are still lacking particularly in educational settings. This number is much less in Turkish literature. Contemporary literature on destructive leadership in Turkey focus principally on toxic leadership as a type of destructive leadership and its relation with organizational commitment (Kahveci, Bahadır, & Kandemir, 2019), burnout (Akman, 2016; Çetinkaya & Ordu, 2018; Güldü & Aksu, 2016), and psychological capital (PsyCap) of teachers (Bahadır, 2018). Destructive behaviours of school principals could cause psychological problems on teachers such as chronic fear, anxiety, anger, loneliness, depression and stress (Başar, Sıgır, & Basım, 2016; Blase & Blase, 2002) with long term damage to school health. Individuals who feel that they are valued in an organization where there are constructive leader-member relationships, develop more positive attitudes towards themselves and their job, and they start voluntarily doing non-compulsory things in the organization though nobody forces them to do so (Zhang & Chen, 2013). On the other hand, individuals who encounter with negative or destructive leadership display compulsory citizenship behavior as a negative reply, and be reluctant to take part (Wu, Peng, & Estay, 2018). In this regard, positive PsyCap will be a crucial tool to give individuals the confidence in coping with challenging tasks, and searching for new ways to be successful when they encounter with problems now and future, while OCB which enables individuals to go beyond duties. Developing PsyCap and OCB would thus help schools make adaptations and innovations in order to survive and grow (DiPaola & Tschannen-Moran, 2001; Somech & Ron, 2007).

Although the existing literature have displayed that there is a negative relationship between destructive behaviours and PsyCap (Bahadır, 2018; Calheiros, 2018), destructive leadership and OCB (Wu & Lee, 2016), while there is a positive relationship between PsyCap and OCB (Avey, Luthans, & Youssef, 2008; Beal 2011), there is a scarcity of studies that examine these three concepts concurrently in educational settings. Because there are notably few studies on destructive leadership in schools and its damaging effects on teachers, the current study aims to reveal a comprehensive model if there is a relationship between destructive leadership of school principals, PsyCap and OCB of teachers in school settings. This article focuses on behaviours of school principals since they play a key role in shaping schools and sustaining it by creating warm and secure learning environment. Today’s dynamic and competitive working environment require school principals to be effective leaders who motivates teacher, fosters a healthy school environment, and have the competence to cope with the challenges.

The main reason for selecting Turkish school principals in this study is that there is almost no coherent, systematic and formal training and support for school principals in Turkey to be effective leaders. Based on the fact that destructive leadership behaviour undermines teachers' effective teaching and learning opportunities of students in educational organizations (Woestman & Wasonga, 2015), it will become crucial to explore what school principals must do and must not do in schools. The current article seeks to detect the destructive behaviors of school principals, and provide an understanding about the damaging effects on PsyCap and OCB of teachers since both of these concepts are crucial in increasing performance, efficacy and sustainability. Providing an more holistic understanding about the damaging effects of destructive leadership would be helpful in identifying destructive persons in schools, and giving opportunities to policy makers to define, classify and eliminate these behaviours through the steps in improving the educational practices.

Destructive Leadership

Destructive leadership is defined as a process which includes the interpersonal relationships, experiences and actions perceived to be hostile or obstructive over a certain period of time (Schyns & Schilling, 2013). Destructive leadership with verbal, direct and indirect volunteering behaviours could be harmful and deviant for followers and organizations (Thoroughgood, Tate, Sawyer, & Jacobs, 2012). In this regard, Einarsen et al. (2007) emphasize that destructive leadership as a systematic and recurring behaviour undermines the organization's goals, resources and effectiveness or the motivation, well-being and job satisfaction of subordinates. As an emerging field, research into destructive leadership has tried to define what it meant, to determine the types of destructive leadership, and to identify consequences for individuals and organizations. The studies trying to define types of destructive behaviour mostly focus on bullying (Cemaloğlu, 2011), abusive supervision (Tepper, 2000), bad leadership (Erickson, Shaw, & Agabe, 2007), narcissistic leadership (Paunonen, Lönnqvist, Verkasalo, Leikas, & Nissinen, 2006) and toxic leadership (Akman, 2016; Çetinkaya & Ordu, 2018; Güldü & Aksu, 2016; Kahveci et al., 2019).

The possibility of many people encountering destructive behavior in their working environment has recently made *destructive leadership* the focus of today's debates and leadership theories. With the increase in studies on destructive behavior in organizations, it has been seen that destructive leadership has been studied recently. Thus, there is growing literature in order to classify and explain destructive leadership. These studies have revealed that destructive leadership has a negative relationship with psychological well-being of followers (Sankowsky, 1995; Schyns & Schilling, 2013), job and life satisfaction (Hauge et al., 2007; Schyns & Schilling, 2013; Tepper, 2000); and performance (Burris et al., 2008). On the other hand, it is positively related to depression and stress (Schyns & Schilling, 2013); employees' turnover intention (Burris et al., 2008; Hong & Wang, 2012); and psychological strain (Schaubroeck et al., 2007). In addition to subordinates' performance and psychological well-being, destructive leaders can also have a large impact on organizations. The presence of destructive leaders within an organization could negatively affect the organization's ability to attract and recruit highly potential employees, and contribute to economic, social and human resource losses (Erickson, Shaw, Murray, & Branch, 2015; Thoroughgood, Tate et al., 2012).

Based on the notion that bad is stronger than good, it is concluded that bad events and relationships are lasting more destructive than good ones (Baumeister et al., 2001). In this context, Schyns and Schilling (2013), drawing a clearer conceptual framework, emphasized four different outcomes of destructive leadership: (i) Leader-related concepts, (ii) job-related concepts, (iii) organization-related concepts and (iv) follower-related concepts. *Leader-related concepts* generally include followers' attitudes and resistance to the leader, job satisfaction; *organization-related concepts* include counterproductive work behaviour, justice and commitment; *follower-related concepts* include organizational citizenship behaviour, performance and job-oriented efforts (Schyns & Schilling, 2013). On the other hand, Krasikova (2011) examined the consequences of destructive leadership in two dimensions on which this study also based, as follows:

- *Destructive goals*: Destructive goals reflect leader's pursuit of personal goals at the expense of organizational interests.

- *Destructive actions*: Destructive actions refer to various harmful actions that leaders may use to influence followers to achieve their personal or organizationally relevant goals.

Although it is obvious that destructive leadership has negative consequences for organizations and individuals, there are few studies examining this kind of leadership and its effects on schools and teachers. These studies have confirmed the existence of destructive leadership in schools and its consequences for organizational commitment (Kahveci et al., 2019), burnout (Çetinkaya & Ordu, 2018; Güldü & Aksu, 2016), psychological well-being (Bahadır, 2008; Blase & Blase, 2002). Akman (2016) has indicated that school principals' negative behaviours are group as overly authoritarian, incompetence for leadership and favoritism which have increased teachers' job burnout. Teachers encounter with destructive leaders in their schools frequently display low job and life satisfaction (Sivanathan, Arnold, & Barling, 2004; Tepper, 2000), and high job stress and turnover intention (Woestman & Wasonga, 2015). Blase and Blase (2002) is one of the first one who have highlighted the damaging impact of abusive treatment by principals on teachers. According to findings of this study, school principals' abusive treatment has resulted in psychological problems of teachers such as loneliness, fear, anxiety, anger and depression.

Absence of constructive behavior could make individuals psychologically aversive to fulfill individual and organizational needs. Thus, in order to protect individuals and organizations from the negative consequences, it would be helpful to provide mechanism to sustain their well-being, and have the power to cope with challenges in their working environments. In this regard, PsyCap with the resources as hope, optimism, self-efficacy, and resilience can be an effective tool to prevent damaging effects of destructive leadership. There are few studies based on the negative relation between destructive leadership and PsyCap (Bahadır, 2018; Calheiros, 2018; Wu & Lee, 2016), but more studies are needed in order to clarify the connection between them. For this reason, PsyCap is the other variable that should be focused in this study.

Psychological Capital

PsyCap is defined as an individual's positive psychological state including such characteristics as (i) having confidence in coping with challenging tasks (ii) making positive attribution to become successful now and in future (iii) preserving goals and searching for new ways to be successful (iv) when beset by problems or difficulties, trying to maintain success (Luthans, Youssef, & Avolio, 2007). Based on this definition PsyCap consists of dimensions as self-efficacy, hope, resiliency and optimism as follows:

- *Self-efficacy*: Self-efficacy is an indicator of employees' confidence and belief in their own abilities to mobilize their motivation, behaviour and cognitive resources so that they can accomplish a certain task.
- *Hope*: It is defined as a positive, motivating situation based on the interactive feeling of success between goal-oriented energy and the path (planning to achieve the goals).
- *Resiliency*: Resiliency refers to an instant attempt to overcome such difficult and problematic situations as adversity, uncertainty, conflict and failure.
- *Optimism*: Optimism means having expectations that good things will happen in future.

PsyCap as a determinant of positive organizational behaviours has a key role in organizational efficiency, individual well-being and performance. The current literature strongly emphasize that PsyCap which comes from positive psychology has a strong relationship with different organizational outcomes. On this base, PsyCap impacts job satisfaction and commitment (Akçay, 2011; Avey, Avolio, & Luthans, 2011; Çınar, 2011), stress and turnover intention (Avey, Luthans, & Jensen, 2009), absenteeism (Avey, Patera ve West, 2006), performance (Luthans, Avolio, Walumbwa, & Li, 2005), and problem solving abilities of individuals (Tösten & Özgan, 2017).

Since no organization can shield its employees from all the possible risks that they might encounter in their personal and work lives, the development of positive PsyCap of leaders and employees can equip them to deal with the problems (Luthans & Youssef, 2004). In today's competitive working environment, improving PsyCap as a human resource is increasingly getting important for leaders. Leaders can play an active role in developing PsyCap of followers (Luthans & Avolio, 2003). The existing literature on the relationship between leadership and PsyCap have revealed that PsyCap is positively related with transformational (Anik & Tösten, 2019; Gooty, Gavin, Johnson, Frazier, & Snoe, 2009), authentic (Adil & Kamal, 2016; Anik & Tösten, 2019; Caza, Bagozzi, Wooley, Levy, & Caza, 2010; Jensen & Luthans, 2006; Zamahani, Ghorbani, & Rezaei, 2011), and developmental leadership (Zhang & Chen, 2013). It is clear that positive or good behaviours of leaders play a key role in developing positive PsyCap of teachers. On the other hand, Çimen and Özgan (2018) indicates that a strict bureaucratic focus and ongoing inference by school principals are one of the main factors damaging to PsyCap of teachers. Similarly, Karakitapoğlu-Aygün, Gumusluoglu, and Scandura (2020), have examined how paternalistic leadership facilitate the innovative performance, and concluded that authoritarian leadership has negative effects on PsyCap as a mechanism through which leaders influence performance. PsyCap is thus considered to be related to work outcomes such as performance and extra role behaviors (Avey, Wernsing ve Luthans, 2008; Gooty et al., 2009; Luthans, 2002; Wright, 2003). Luthans, Norman, Avolio, and Avey (2008) have indicated in their study conducted on university students and employees that PsyCap is positively related to performance, satisfaction and commitment. In this context, examining the PsyCap of teachers is thought to reveal teachers' perceptions about their psychological well-being, and its effect on individual and school performance.

As Avey, Wernsing, and Luthans (2008) conclude that employees with a high level of PsyCap have more positive feelings about their organizations, teachers with high level of PsyCap will probably show positive attitudes towards their schools, be more motivated and confident while solving problems that they encounter. As a consequence, PsyCap seems to create a positive organizational climate and contributes to the performance management and human resource development (Luthans et al., 2008; Luthans, Avey, Avolio, & Peterson, 2010). Therefore, PsyCap as a positive predictor of OCB (Norman, Avey, Nimnicht, & Pigeon, 2010) creates a positive and caring environment for employees to foster better performance and go beyond the call of duty. The success of schools mostly depends on teachers who go beyond the call of duty (Belogolovsky & Somech, 2010). In this context, the last variable that should be examined with destructive leadership and PsyCap is organizational citizenship behavior.

Organizational Citizenship Behaviour

OCB, one of the important concepts in the field of management, was first introduced and defined as optional individual behaviour which was not directly or apparently observable in the official reward system of the organization but which helped the organization work productively (Organ, 1988). Organ (1988) classified this concept under five factors as (i) altruism, (ii) conscientiousness, (iii) sportsmanship, (iv) courtesy and (v) civic virtue. In this study organizational citizenship behavior of teachers were taken under five factors as follows:

- *Altruism*: Altruism includes voluntary behaviour and aims at helping certain people regarding a task or a problem.
- *Conscientiousness*: It means that employees in an organization voluntarily do the assigned tasks better than expected.
- *Sportsmanship*: It means that the person prevents himself from complaining about trivial problems experienced in the organization.
- *Courtesy*: Courtesy includes preventive behaviour and requires employees in an organization to consult others before taking action, making suggestions and sharing information.
- *Civic virtue*: This sub-dimension is an indicator of behavior that occurs when employees take active part in the political life of organization.

The concept of OCB has received a great deal of attention in organizational and educational researches. Apart from the classification belonged to Organ (1998), Somech and Drach-Zahavy (2000) have examined organizational citizenship behavior in educational settings under three dimensions: (i) Extra-role behavior toward the students (e.g., staying in class during breaks in order to listen to students); (ii) extra-role behavior toward the team (e.g., sharing and cooperative behaviors); (iii) extra-role behavior toward the school as a unit (e.g., organizing social activities for the school). They have also concluded that teachers' job satisfaction and efficacy are positively related to these extra role behaviors. OCB is not only related to job satisfaction and self-efficacy of teachers, it is also significantly related to teachers' level of empowerment. Bogler and Somech (2004) have indicated that teachers' empowerment is significantly related to OCB in their study conducted on middle and high school teachers.

OCB is also important for the sustainability, because it helps schools make adaptations and innovations in order to survive and grow (DiPaola & Tschannen-Moran, 2001). Therefore, schools' success and survival are dependent on teachers' willingness to go beyond the duty in order to maintain their schools' goals (Belogolovsky & Somech, 2010; Somech & Ron, 2007; Vigoda-Gadot, Beerli, Birman-Shemesh, & Somech, 2007). As OCB focuses on behaviors that go beyond expectations or duty, it is necessary for maintenance of organizations (Somech & Ron, 2007), OCB is also considered to be important for teachers and schools in order to meet new demands of education and society. OCB creates an educational context in which teachers work productively with their colleagues, and give high priority to professional activities (DiPaola & Hoy, 2005). Teachers' extra role behavior has been given importance in recent studies on educational institutions since teachers' extra role behavior may enable them to improve student learning, enhance school effectiveness and success (Belogolovsky & Somech, 2010; Elstad, Christophersen, & Turmo, 2012; Podsakoff, Whiting, Podsakoff, & Blume, 2009; Srivastava & Dhar, 2019; Vigoda-Gadot et al., 2007). There is a growing literature on key the role of OCB in schools and its relation to organizational processes such as optimism and trust (Schwabsky, 2014), decision making and new roles (Bogler & Somech, 2005), job satisfaction and sense of efficacy (Somech & Drach-Zahavy, 2000), organizational and professional commitment (Bogler & Somech, 2004), psychological empowerment and withdrawal behaviors (Shapira-Lishchinsky & Tsemach, 2014) of teachers, organizational justice (Yılmaz & Taşdan, 2009), and school climate (DiPaola & Tschannen-Moran, 2001; Jurewicz, 2004).

In today's challenging and dynamic working environment one of main indicative to increase the intention of going beyond the duties is the leader's behavior. Individuals who encounters constructive leadership behaviors display high level of OCB (Arslantaş & Pekdemir, 2007; Gardner, Coglisier, Davis, & Dickens, 2011; Gooty et al., 2009; Lavelle, Rupp, & Brockner, 2007; Srivastava & Dhar, 2019), or when they are exposed to destructive behaviors, they show lower level of OCB (Podsakoff, Bommer, Podsakoff, & MacKenzie, 2006; Thau, Aquino, & Bommer, 2008; Zellars, Tepper, & Duffy, 2002). In this regard, employees who feel that they are valued in an organization where there are constructive leader-member relationships, develop more positive attitudes towards themselves and their job, and they start voluntarily doing non-compulsory things in the organization though nobody forces them to do so (Zhang & Chen, 2013). Accordingly, it is also necessary to reveal how teachers react when they encounter with destructive leadership behaviors in regards to OCB in school settings. There is a need to open the dark side of the box since if destructive behaviours are not counteracted of a competitive working environment, they may harm individuals and organizations in various ways. Thus, organizations should actively seek to reduce destructive leadership by minimizing the conditions that promote such leadership and/or minimizing its negative impact (Krasikova, Green, & LeBreton, 2013).

Researchers are increasingly paying attention to the destructive forms of leadership but there is paucity of such studies particularly in education. For these reasons, the current study will try to set a theoretical framework based on the relationship between destructive leadership, PsyCap and OCB. Up to know, it is concluded that there is a positive relationship between PsyCap and OCB, as well as PsyCap

is regarded as a predictor of OCB (Avey, Luthans, & Youssef, 2008; Beal, 2011; Gooty et al., 2009; Luthans et al., 2007; Norman et al., 2010; Rastogi & Garg, 2011). In addition, both PsyCap and OCB of individuals are directly related to the constructive or good leadership (e.g. Arslantaş & Pekdemir, 2007; Caza et al., 2010; Jensen & Luthans, 2006; Walumbwa, Luthans, Avey, & Oke, 2011; Zhang & Chen, 2013). When related studies in the field are taken into account, it is seen that organizational citizenship and psychological capital are generally examined together with constructive leadership types. Thus, there is a need to integrate the consequences of destructive leadership in the PsyCap and OCB literature especially within school settings.

Forming the theoretical model

The theoretical model (see Figure 1) included four main parts as: Three measurement components and a structural equation component (SEM). Measurement components constituted (a) destructive leadership as an independent/exogenous variable of the model, including two factors (destructive goals and destructive behaviour); (b) OCB as the dependent/endogenous variable of the model, including five factors (altruism, conscientiousness, courtesy, sportsmanship, civic virtue) and (c) PsyCap, the mediator variable of the model, including four factors (self-efficacy, hope, resiliency, optimism). In the structural equation component, the relationships between the latent variables were theoretically formulated: Destructive leadership was assumed to have direct impact on OCB and indirect impact on psychological capital. In this model, while the observed variables were demonstrated with rectangles, the latent variables were demonstrated with oval boxes. In addition, the factor loadings of observed variables on latent variables and the effect of independent variables on dependent ones were shown with one-way lines. Lastly, every observed variable also included an error (Karadağ, Kılıçoğlu, & Yılmaz, 2014).

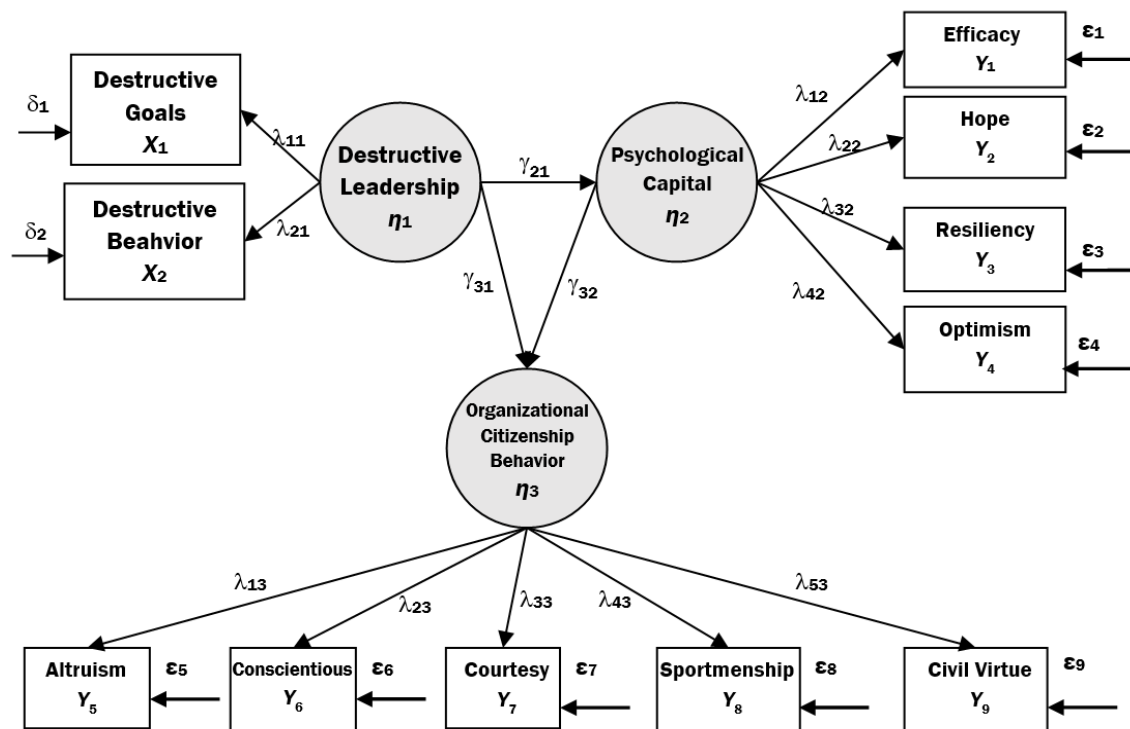


Figure 1. SEM of Destructive Leadership, PsyCap and OCB

Depending on the theoretical framework related to these concepts, a positive relationship between psychological capital and organizational citizenship behavior and a negative relationship between these two concepts and destructive leadership are expected. On this base, school principals' destructive leadership behavior is thought to cause a negative impact on OCB and PsyCap of teachers,

while PsyCap of teachers cause a positive impact on their OCB in this study. Within the aim of this study, the hypotheses were as follows;

H₁ *Destructive leadership has negative impact on PsyCap.*

H₂ *Destructive leadership has negative impact on OCB.*

H₃ *PsyCap has positive impact on OCB.*

H₄ *PsyCap is a mediator variable in the relationship between destructive leadership and OCB.*

Method

Design

This study was designed with the *causal research design* method to examine the extent to which school principals' destructive leadership behaviour influences teachers' perceptions of OCB directly and via psychological capital. Causal research design investigates the cause-effect relationships existing between variables (Karadağ, 2009). In the study, destructive leadership was the independent variable; OCB was the dependent variable; and PsyCap was the mediator variable.

Participants

The population of this study included a total of 2447 school teachers from 118 schools in the central districts of a metropolitan. Firstly, in order to determine the research sample, the schools found in the research universe were grouped in terms of socio-economic structures of the region (top-middle-bottom). The data obtained from the Turkish Statistical Institute were taken into consideration in order to determine the socio-economic structures of the regions. Secondly, 253 teachers included in the study, chosen from 21 schools that were determined randomly from each socio-economic region. While calculating the representation power of the sample, confidence interval was accepted as .01, and error margin was taken as .05. As a result of the computations, considering 95% confidence interval and 5% error margin, the minimum sample size that represent the universe of 2447 units was found to be 244 (Hamburg, 1985). Table 1 presents the demographic backgrounds of the teachers constituting the research sample.

Table 1. Distributions of the Participants with Respect to Their Demographic Backgrounds

Variable								Total
Gender	<i>n</i>	Male	Female					235
	%	90	145					92.9
Seniority	<i>n</i>	1-5	6-10	11-15	16-20	21-25	25+	247
	%	59	51	44	55	21	17	97.6
Age	<i>n</i>	21-30	31-40	41-50	51-60			247
	%	79	95	64	9			97.6
Teacher Participation	<i>n</i>	Language Teaching	Class teacher	Computer & Design	Science	Social studies	Pre-school	Maths
	%	51	50	51	18	17	13	11
Teacher Participation	<i>n</i>	Religion Culture	Physical and Sports	Guidance	Vocational Courses	Fine Arts	Special Education	
	%	7	6	6	6	3	3	212
	%	3.3	2.8	2.8	2.8	1.4	1.4	100

Data Collection Tools

The data were collected through three different questionnaires in this study. One of them was Destructive Leadership Questionnaire (Krasikova, 2011), which aimed at determining teachers' perceptions of destructive leadership behaviour of school principals. The other two questionnaires were OCB Questionnaire (Bolat, Bolat, & Seymen, 2009) and PsyCap Questionnaire (Luthans et al., 2007), which were used to determine PsyCap and OCB in regards to teachers' opinions.

Destructive Leadership Questionnaire. This questionnaire was developed by Krasikova (2011) to determine teachers' perceptions about the destructive leadership behaviour of school principals. The questionnaire was made up of 21 items with six-point Likert scale and two factors. Destructive Leadership Questionnaire was translated and adapted into Turkish within this study. Confirmatory factor analysis was used with the maximum likelihood technique in order to measure the construct validity of questionnaire adapted into Turkish. For confirmatory factor analysis of Turkish version, the chi-square value (χ^2) and the statistical significance levels were measured as [$\chi^2= 642.95$, $df= 188$], and depending on the degree of freedom, the low chi-square value (χ^2) was measured as [$\chi^2/df = 3.41$]. In addition, other goodness of fit indices regarding the models [RMSEA=.07, CFI=.93, SRMR=.06, AGFI=.86, GFI=.92] demonstrated that the suggested model was appropriate (Cole, 1987). Also, the standardized coefficients obtained from confirmatory factor analysis, indicating the relationship between factors and items were found to range between .64 and .88. Consequently, the questionnaire includes 21 six-point Likert-type items and two factors as (i) destructive goals and (ii) destructive behavior were determined through confirmatory factor analysis. These factors were stated below:

- i) *Destructive goals:* It indicates that even if his/her personal goals contradict with the benefits of the organization, leader runs after his/her own personal goals. Sample Items:
 - Asked you to do things that the organization might not approve of.
 - Approved of you circumventing some of the organization's rules so he/she could achieve his/her personal goals.
- ii) *Destructive behaviour:* The leader demonstrates harmful behaviour for employees so that s/he can achieve the organizational goals as well as those of his/her own. Sample Items:
 - Put you down in front of others if you did not do what he/she expected from you.
 - Criticized you for your mistakes and failures instead of coaching you as to how to do your job better.

In order to determine the reliability of Destructive Leadership Questionnaire, Cronbach Alpha coefficients were calculated. The Cronbach Alpha values of destructive leadership were .96 and .93 for the factors as destructive goals and destructive behaviour respectively, which confirmed the reliability.

PsyCap Questionnaire. The questionnaire was developed by Luthans et al. (2007) to determine teachers' perceptions of psychological capital. The questionnaire was made up of 24 items with six-point Likert scale and four factors. For confirmatory factor analysis, the chi-square value (χ^2) and statistical significance levels were calculated as [$\chi^2=, 670.53$, $df= 246$], and depending on the degree of freedom, the low chi-square value (χ^2) was calculated as [$\chi^2/df = 2.72$]. In addition, other goodness of fit indices belong to the models [RMSEA=.06, CFI=.92, SRMR=.07, AGFI=.87, GFI=.90] demonstrated that the suggested model was appropriate (Anderson & Gerbing, 1984). Also, the standardized coefficients obtained from confirmatory factor analysis, indicating the relationship between factors and items were found to range between .49 and .78. Consequently, the questionnaire includes 24 six-point Likert-type items and four factors as (i) hope, (ii) optimism, (iii) self-efficacy and (iv) resiliency were determined with the confirmatory factor analysis. These factors were as follows:

- i) *Self-efficacy:* This is an indicator of employees' confidence and belief in their own abilities to mobilize their motivation, behaviour and cognitive resources so that they can accomplish a certain task. Sample items:

- I feel confident analyzing a long-term problem to find a solution.
 - I feel confident contacting people outside the organization (e.g., suppliers, customers) to discuss problems.
- ii) *Hope*: The concept of hope is defined as a positive, motivating situation based on the interactive feeling of success between the subject (goal-oriented energy) and the path (planning to achieve the goals). Sample items:
- If I should find myself in a jam at work, I could think of many ways to get out of it.
 - At the present time, I am energetically pursuing my work goals.
- iii) *Resiliency*: Resiliency refers to an instant attempt to overcome such difficult and problematic situations as adversity, uncertainty, conflict, failure and even positive change, progress and increased responsibility. Sample items:
- When I have a setback at work, I have trouble recovering from it, moving on.
 - I can overcome the difficulties regarding my job in one way or another.
- iv) *Optimism*: Optimism means having expectations that good things will happen in future. Sample items:
- When things are uncertain for me at work, I usually expect the best.
 - I always look on the bright side of things regarding my job.

In order to determine the reliability of PsyCap Questionnaire, Cronbach Alpha coefficients were calculated. The reliability coefficients of the PsyCap were .86, .79, .77 and .72 for self-efficacy, hope, resiliency and optimism respectively, indicating a reliable level.

OCB Questionnaire. OCB questionnaire was developed by Bolat et al. (2009) to measure the OCB of employees in an organization. The questionnaire included 20 items with five-point Likert scale and five factors. In order to ensure the construct validity of questionnaire, confirmatory factor analysis was used with the maximum likelihood technique. For confirmatory factor analysis, the Chi-square value (χ^2) and the statistical significance levels were measured as [$\chi^2= 402.75$, $df= 160$], and depending on the degree of freedom, the low chi-square value (χ^2) was measured as [$\chi^2/df= 2.51$]. In addition, other goodness of fit indices [RMSEA=.07, CFI=.90, SRMR=.07, AGFI=.88, GFI=.89] demonstrated that the suggested model was appropriate (Marsh, Balla, & McDonald, 1988). Also, the standardized coefficients obtained from confirmatory factor analysis, indicating the relationship between factors and items were found to range between .52 and .80. Consequently, the questionnaire includes 20 items with five-point Likert-type and five factors as (i) altruism, (ii) conscientiousness, (iii) sportsmanship, (iv) courtesy and (v) civic virtue were determined with the confirmatory factor analysis. These factors were as follows:

- i) *Altruism*: This sub-dimension includes voluntary behaviour and aims at helping certain people regarding a task or a problem. Sample items:
- I help newly-employed people at school to adapt the work place.
 - I help my colleagues overcome the problems regarding their job.
- ii) *Conscientiousness*: According to this sub-dimension, employees in an organization voluntarily do the assigned tasks better than expected. Sample Items:
- I never object to the tasks assigned even when they are difficult.
 - I come to school in time.

iii) *Courtesy*: This sub-dimension includes preventive behaviour and requires employees in an organization to consult others before taking action, making suggestions and sharing information. Sample items:

- I avoid demonstrating behaviour that is likely to damage my colleagues.
- I try not to cause any problem for my colleagues.

iv) *Sportsmanship*: According to this sub-dimension, the person prevents himself from complaining about trivial problems experienced in the organization. Sample items:

- I don't exaggerate trivial problems experienced at school.
- I generally try to see the positive aspects of events.

v) *Civic virtue*: This sub-dimension is an indicator of behaviour that occurs when employees take active part in the political life of the organization. Sample items:

- I follow the developments related to my school.
- I put forward constructive suggestions for the development of my school.

In order to determine the reliability of OCB Questionnaire, Cronbach Alpha coefficients were calculated. The Cronbach Alpha values of OCB were .72, .71, .84, .57, and .78 for the factors as altruism, conscientiousness, courtesy, sportsmanship and civic virtue, which confirmed the reliability.

Multiple Correlation and Consistency Coefficients for Measurement Models

Multiple correlation coefficients for measurement models are interpreted as the reliability of observed variables for the measurement of latent variables (Danışman, Çiftçi, Tosuntaş, & Karadağ, 2016). Multiple correlation coefficients in SEM indicates the variance ratio of exogenous variables on the endogenous variable (Pang, 1996). Accordingly, the multiple correlation coefficients among the components of theoretical model obtained in this study were determined between .62 and .94. Any observed variable in the theoretical model was not a latent variable since multiple correlation coefficients obtained from the observed variables were generally above mean. Also, the consistency coefficients of the measurement component which indicates the adequacy of observed variables in measuring the theoretical model together were found reliable at the level of .85 and .94.

The first measurement model of this study was *destructive leadership*. The multiple correlation coefficients of the observed variables were .90 and .93 for the factors as destructive goals and destructive behaviour, respectively. Between these two observed variables, destructive behaviour was the most reliable and important variable in determining destructive leadership. Additionally, consistency total coefficient for the theoretical model was calculated .94, indicating a reliable level.

The second measurement model was *psychological capital*. The multiple correlation coefficients of the observed variables were .79, .82, .94 and .70 for self-efficacy, hope, resiliency and optimism, respectively. Between these four observed variables, resiliency was found to be the most reliable and important one to determine psychological capital. Additionally, consistency total coefficient for the theoretical model was calculated .88, indicating a reliable level.

The third measurement model was *organizational citizenship*. The multiple correlation coefficients were .84, .82, .83, .62 and .78 for the factors as altruism, conscientiousness, courtesy, sportsmanship and civic virtue, respectively. Between these five observed variables, altruism was the most reliable and important variable in determining organizational citizenship behavior. Also, consistency total coefficient for the theoretical model was .85, indicating a reliable level.

Procedure

The purpose of this study is to test the hypotheses that school principals' destructive leadership behaviour has an impact on teachers' perceptions of PsyCap and their OCB and the theoretical model. SEM was chosen in this study since the model was constructed with theoretical variables and structures that can not be directly observed or measured. In other words, SEM clarifies the theoretical variables with certain indicators, reveals and formulizes the relations that derive from social interactions or behavioural patterns, and are thought to be random, and functioning between latent variables (Jöreskog & Sörbom, 2001). The SEM was used to reveal cause-effect relationships between destructive leadership, PsyCap and OCB within this study. Every equality in this model indicates the random connection between latent variables rather than a simple togetherness. In this way, SEM enables researcher to test whether the data obtained from an independent theoretical model are appropriate or not (Karadağ, 2009). In this stage, models which defined the relationships between destructive leadership, PsyCap and OCB were acceptable with respect to statistical fitness formed in independent conditions. The goodness of fit indices were measured in the first step. GFI, AGFI, RMSEA, χ^2 , df , χ^2/df and t coefficient were taken as goodness of fit indices. The standard goodness of fit measurement values for these indices were: the coefficient of GFI and AGFI ranged between 0 and 1. In literature, although there is no consensus at all, a coefficient higher than .85 (Cole, 1987) or .90 (Kline, 2005) is considered to be good fit. The values obtained from RMSEA ranged between 0 and 1. Unlike GFI, AGFI, a value closer to 0 is required for goodness of fit in RMSEA demonstrating the margin of error between the observed and produced matrix. .05 and lower values obtained from RMSEA are acceptable for goodness of fit. A ratio of χ^2/df ranging between 2 and 5 refers to goodness of fit, and if it is lower than 2, it shows excellent fitness (Jöreskog & Sörbom, 2001).

Results

To reveal the relationship between destructive leadership, PsyCap and OCB, a theoretical model was developed through SEM: Theoretical model includes the direct impact of destructive leadership on OCB and its indirect impact on OCB via psychological capital. Before testing the theoretical model, correlation analysis was conducted to reveal the relationships between the variables. In addition, the consistencies of models and the impact of variables were determined by calculating goodness of fit indices.

Findings for Correlation Analysis of Theoretical Model

Mean scores and standard deviations of variables and the correlation coefficients between these variables were included in Table 2. Examining the teachers' perceptions about destructive leadership it was concluded that the highest mean score belonged to the factor of *destructive goals* [$M = 1.45$, $SD = .86$] and the lowest score belonged to the factor of *destructive behaviour* [$M = 1.33$, $SD = .85$]. When the mean scores regarding PsyCap were examined, it was found that the highest mean score belonged to *hope* [$M = 5.06$, $SD = .67$] and the lowest to *optimism* [$M = 4.21$, $SD = .67$]. Examination of the mean scores regarding OCB revealed that the highest mean score was *courtesy* [$M = 4.67$, $SD = .57$] and the lowest was *conscientiousness* [$M = 4.31$, $SD = .61$]. When the correlation coefficients were examined, it was concluded that there was a negative relationship between destructive leadership and PsyCap [between $r = -.11$ and $-.20$], a negative relationship between destructive leadership and OCB [$r = -.10$ and $-.59$] and a positive relationship between PsyCap and OCB [$r = .23$ and $.95$]. As a part of SEM results, when the correlation coefficients between latent variables were examined, it was revealed that destructive leadership had a negative relationship with both PsyCap [$r = -.21$] and OCB [$r = -.24$]; psychological capital was found to be positively correlated with organizational citizenship behavior [$r = .69$].

Table 2. Correlation Matrix Between Destructive Leadership, PsyCap and OCB

Variables	M	SD	1	2	3	4	5	6	7	8	9	10	11
Destructive Leadership Questionnaire													
1-Destructive goals	1.45	0.86	-										
2-Destructive behaviour	1.33	0.85	.78*	-									
PsyCap Questionnaire													
3-Self-efficacy	5.05	0.76	-.17*	-.18*	-								
4-Hope	5.06	0.67	-.16*	-.20*	.73*	-							
5-Resiliency	4.72	0.76	-.13*	-.14*	.61*	.65*	-						
6-Optimism	4.21	0.67	-.11*	-.18*	.35*	.42*	.48*	-					
OCB Questionnaire													
7-Altuism	4.46	0.55	-.21*	-.25*	.43*	.47*	.31*	.33*	-				
8-Conscientiousness	4.31	0.61	-.16*	-.16*	.33*	.34*	.23*	.29*	.57*	-			
9-Courtesy	4.67	0.57	-.15*	-.13*	.24*	.27*	.25*	.16*	.47*	.46*	-		
10-Sportsmanship	4.67	0.80	-.18*	-.16	.54*	.59*	.95*	.44*	.18*	.25*	.27*	-	
11-Civic virtue	4.41	0.62	-.59*	-.10*	.39*	.36*	.34*	.28*	.41*	.43*	.41*	.30*	-

n=253, * p<.01

Parameter Predictions and Goodness of Fit Indices

The acceptable and independent SEM's indicating the relationship between destructive leadership, PsyCap and OCB were presented in Figure 2. Figure 2 also included the parameter predictions for the final model. The goodness of fit for theoretical model was measured with RMSEA, χ^2 and χ^2/df , GFI, AGFI. The model fit indicates a "good" model-data fit: $\chi^2/df = 1.8$; RMSEA = .05.; GFI = .93 and AGFI = .91

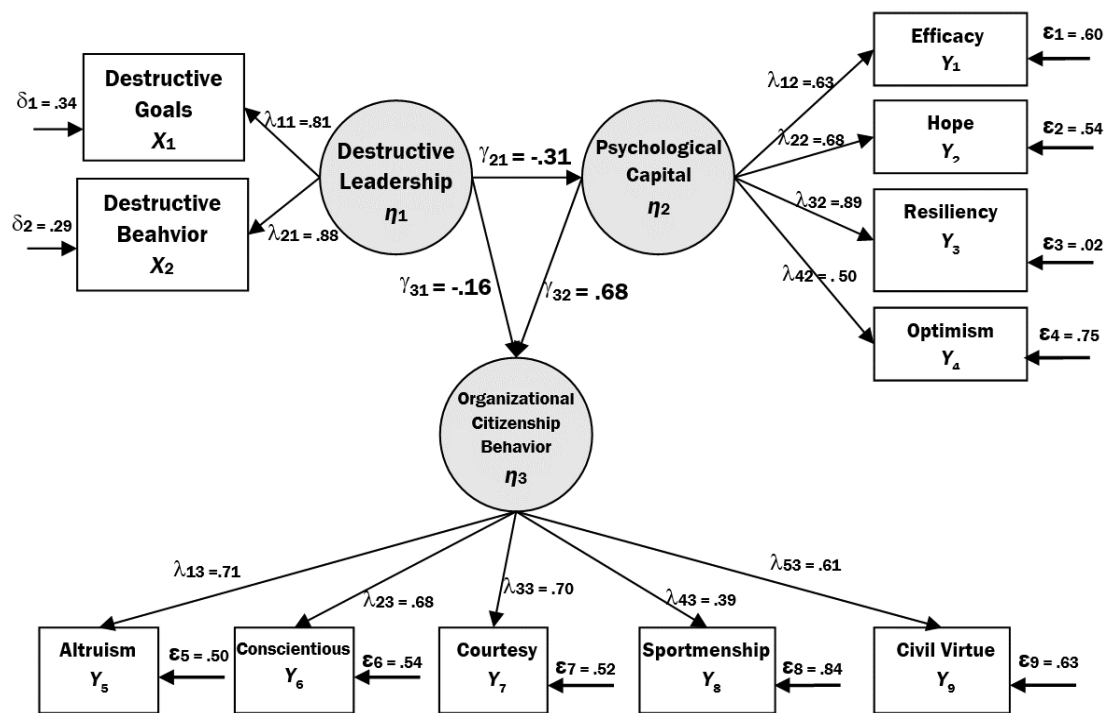


Figure 2. Results of the SEM for Destructive Leadership, PsyCap and OCB

Figure 2 indicates that destructive leadership of school principals has a negative direct effect on PsyCap of teachers ($\gamma = -.31$, $p < .05$), confirming Hypotheses 1. As for the fourth part of the SEM developed to reveal the impact of destructive leadership on PsyCap and OCB, destructive leadership

has a moderate and statistically significant negative direct impact on PsyCap ($\gamma_{21} = -.31$) and has a small and statistically significant negative direct impact on OCB ($\gamma_{31} = .16$), confirming Hypotheses 2. PsyCap has also positive impact on OCB ($\gamma_{32} = .68$), confirming Hypotheses 3. Similarly, the mediator impact (Sobel test statistic = -4.19, Std. Error = .015, $p = .0000268$) of PsyCap regarding the impact of destructive leadership on OCB was negative ($\gamma_{21} = -.31$) * ($\gamma_{32} = .68$) = -.21], confirming Hypotheses 4.

Discussion

Rapid changes have made schools more complex and added different structures to the goals and functions of school leaders. In this vein, effective school management has become a priority for education systems that intend to improve performance (Harris & Jones, 2017). Since bad is stronger than good, bad events and relationships may be lasting more destructive than good ones (Baumeister et al., 2001), the dark side of a leader should also be taken into consideration for performance and well-being at organizational and individual level besides the constructive behaviours. In this respect, destructive leadership and its consequences for organizations and individuals has been at the center of today's discussions and leadership theories (e.g Blase & Blase, 2002; Çetinkaya & Ordu, 2018; Einarsen et al., 2007; Tepper, 2000). In this study, the hypotheses that destructive leadership had negative impact on (i) PsyCap and (ii) OCB; (iii) PsyCap had positive impact on OCB; and (iv) PsyCap was a mediator variable for the relationship between destructive leadership and OCB were tested. The findings for structural equation component were as stated below:

With the acceptance of H₁ and H₂, it was found that destructive leadership had a negative impact on both PsyCap and OCB. Although there is no research simultaneously examining the three variables of the present study, there are several studies supporting the fact that individuals exposed to destructive behaviour demonstrate a lower level of OCB (Podsakoff et al., 2006; Thau et al., 2008; Zellars et al., 2002) and a higher level of OCB when they encounter with constructive behaviours (Arslantaş & Pekdemir, 2007; Gooty et al., 2009; Lavelle et al., 2007; Zhang & Chen, 2013). The positive working environment created by these constructive leaders causes individuals have positive feelings towards themselves, their jobs and do no-compulsory tasks eagerly for the sake of their organizations. Individuals' positive feelings such as psychological capital can be influenced by leaders' positive behaviors (Avey et al., 2011).

When individuals meet with transformational, authentic and positive leadership that emphasize the constructive part of a leader, they have high positive PsyCap (Abdullah, 2009; Adil & Kamal, 2016; Caza et al., 2010; Gooty et al., 2009; Jensen & Luthans, 2006; Kouzes & Posner, 2002; Walumbwa et al., 2011; Zamahani et al., 2011). On the other hand, Karakitapoğlu-Aygün et al. (2020), have examined how paternalistic leadership in Turkey facilitate the innovative performance, and concluded that authoritarian leadership had negative effects on PsyCap. Consequently, positive, flexible and organized leaders can build a resilient organization for individuals' growth and development (Abdullah, 2009), while destructive leaders negatively affect the organizations' ability to attract highly potential employees which leads to economic, social and human resources losses (Erickson et al., 2015; Thoroughgood, Tate et al., 2012).

As Avey, Wernsing, and Luthans (2008) indicates that employees with a high level of PsyCap have more positive feelings about their organizations. Based on the findings of this study, it can be concluded that teachers having high level of PsyCap will probably show positive attitudes towards their schools, be more motivated and confident while solving problems they encounter. As a consequence, PsyCap is seen to create positive climate and contribute to the performance and human resource development (Luthans et al., 2008, 2010; Luthans & Avolio, 2003). Moreover, human resource development may help leaders and their subordinates to be more resilient to increasing adversity, more

optimistic about the future, and more hopeful in finding alternative ways to reach the goals. (Luthans et al., 2010). In this respect, teachers who encounters destructive leaders in the school may not have the psychological resources as self-efficacy, hope, resiliency and optimism (PsyCap) to cope with the challenges. Also, they may not show the intention to go beyond the call of duty (OCB) which are essential for adaptation, well-being and efficacy of schools and teachers.

Findings supported H₃, indicating PsyCap had positive impact on OCB. The positive relationship between PsyCap and OCB was supported with many previous studies (e.g. Avey, Wernsing, & Luthans, 2008; Avey et al., 2009; Beal, 2011; Gooty et al., 2009; Luthans et al., 2007; Norman et al., 2010). Similarly, Fredrickson (2001) suggested that individuals who had high levels of PsyCap would exhibit more organizational citizenship behaviors than individuals who had negative feelings. These studies have also indicated that PsyCap is a positive predictor of OCB. In this regard, PsyCap can create a positive and well-being environment for teachers to foster their performance and display the desire to go beyond the call of duty.

In this study, H₄ was supported and the mediating impact of PsyCap regarding the impact of destructive leadership on organizational citizenship was found negative. As for the fourth part of the SEM developed in order to reveal the impact of destructive leadership on PsyCap and OCB, destructive leadership had negative impact both on PsyCap ($\gamma_{21} = -.31$) and on OCB ($\gamma_{31} = -.16$), and PsyCap had positive impact on OCB ($\gamma_{32} = .68$). On the other hand, the mediator impact of PsyCap regarding the impact of destructive leadership on OCB was negative ($\gamma = -.21$). Therefore, it is concluded that PsyCap of teachers mediates the relationship between destructive leadership behavior of school principals and OCB of teachers. In this context, it is implied that while PsyCap has a positive impact of OCB of teachers, the negative feelings and climate that are created by destructive leaders cause negative mediator impact of PsyCap on OCB of teachers. The medating role of PsyCap is mostly taken with positive organizational variables and constructive leadership types. For example, Gooty et al. (2009) have concluded that PsyCap fully mediates the relationship between followers' perceptions of transformational leadership and work behaviors. In line with Gooty et al. (2009), Luthans et al. (2008) have found that PsyCap fully mediates the relationship between supportive organizational climate and performance.

Today's complex and challenging school environment expects school principals to cope with the change, to take initiative, and to be able to respond opportunities and difficulties (Oplatka, 2004). School leaders take on new responsibilities such as increasing organizational commitment, performance and motivation of teachers besides management. Schools' success and survival are also mostly dependent on teachers' willingness to go beyond the duty in order to accomplish their schools' goals (Belogolovsky & Somech, 2010; Somech & Ron, 2007; Vigoda-Gadot et al., 2007). It is not always easy for teachers to have the power and aspiration to go beyond in competitive and tiring working environment. They need to be in a positive psychological state including characteristics as (i) having confidence in coping with challenging tasks (ii) making positive attribution to become successful now and in future (iii) preserving goals and searching for new ways to be successful (iv) when beset by problems or difficulties, trying to maintain success (Luthans et al., 2007). PsyCap with these dimensions as self-efficacy, hope, resiliency and optimism respectively is perceived as an antecedent of OCB (Avey et al., 2011). Employees' losing hope and self-confidence, leads to undesired organizational outcomes such as decreases in performance, morale and psychological capital (Luthans et al., 2007). Therefore, developing PsyCap and OCB of teachers is thus crucial since they are positively related to commitment, job satisfaction and performance of individuals in the organization (Akçay, 2011; Çınar, 2011; Luthans et al., 2005; Somech & Ron, 2007).

It has been revealed that PsyCap and OCB literatures have mostly focused on positive leadership (i.e. transformational, authentic, developmental, etc.). In this regard, how destructive behaviours of school principals affect the teachers in regards to PsyCap and OCB is a crucial question that needs an answer. This study is thought to make an important contribution to the literature as one of the first attempts to test the impact of school principals' destructive leadership behavior on teachers' perceptions of OCB and PsyCap within the scope of a SEM. Findings obtained from this study showed that destructive leadership behavior of school principals negatively effect both PsyCap and OCB of teachers. In this respect, avoidance of destructive behavior demonstrated by school principals is thought to have positive impact on teachers' psychological capitals, which will then cause an increase in these teachers' organizational citizenship behavior.

Destructive leadership is perceived hostile, use punishment, impair psychological strength and performance with threatening and negative school environment. Psychological well-being of followers (Sankowsky, 1995; Schyns & Schilling, 2013); job satisfaction, life satisfaction, commitment (Hauge et al., 2007; Tepper, 2000); performance (Burris et al., 2008), organizational cohesion (Li & Zhu, 2016), and are negatively affected by destructive behaviors. Due to negative atmosphere, they are intended to leave their job (Burris et al., 2008; Hong & Wang, 2012). Thus, it would be helpful to define destructive behaviours and its effects on schools, provide teachers with necessary psychological resources to handle the damaging effects of destructive leaders which may decrease their absenteeism or and increase turnover intention.

Conclusion

In this study, it is concluded that the destructive leadership behaviors of school principals have negative impact on PsyCap and OCB of teachers. Considering PsyCap and OCB are directly related to performance, it is important to reveal the negative consequences of destructive leaders on schools, teachers and students for creating positive school and learning climate and making schools and teachers more effective by increasing performance. This study is considered to be one of the first studies to focus on the theoretical framework between destructive leadership, PsyCap and OCB in schools. Another contribution of this study is that it provides empirical support for the negative impact of school principals' destructive behaviors on teachers' psychological well-being and organizational citizenship behavior. If destructive behaviors are not counteracted immediately, they may harm individuals and organizations in many different ways. Organizations should actively seek to reduce destructive leadership by minimizing the conditions that promote such leadership and/or minimizing its negative impact (Krasikova et al., 2013). Therefore, it is implied that eliminating destructive leadership behaviors in schools has positive effect on increasing teachers' PsyCap and OCB. Moreover, a lot of study prove that PsyCap and OCB are positively related to performance and job satisfaction (Avey et al., 2011; Luthans et al., 2010). Therefore, it might suggest for the future researchers to focus on the destructive leadership, PsyCap and OCB within performance and effectivity of schools and teachers. Future studies could also re-test the theoretical model designed within the scope of the present study by using a larger research sample.

The findings of the study should also suggest policy makers outside the school to prepare seminars and programs emphasizing the impact of destructive leadership behaviors in Turkey since there is no coherent, systematic and formal training for school principals to be effective leaders. Until now, there have been many changes in the appointment of school principals in Turkey. Within Turkey's Education Vision 2023 report published in 2018, it was emphasized that important steps would be taken in order to improve training system of school administrators such as making school administration a professional field of specialization, structuring graduate vocational development programs for school

administrators and improving the employment rights of school administrators. Due to the notion that teaching is the main one in the profession, school principals in Turkey are appointed without any formal leadership training, and they learn many things through their own efforts. On this base, school principals may display destructive behaviours consciously or unconsciously towards teachers. Based on the negative impacts of destructive behaviours on teachers, defining and involving specific characteristics of destructive leaders and their consequences for schools and teachers into educational practices and policies would be helpful to prevent tendencies toward destructive behaviours. In this regard, applying systematic and effective selection process, using effective feedback mechanism and teacher participation in the management process may help eliminate destructive leaders. This study is thought to make contribution to defining the destructive behaviours and their effects in schools, and to emphasize the need for effective leaders.

This study suggests school principals to show constructive leadership that create an educational environment in which teachers work productively, have positive feeling towards themselves and schools, and are more willing to go beyond the call of duty. In such supportive environment, teachers and students may have better opportunities to show innovative and creative behaviors which contribute to school effectiveness, and quality of teaching. Indeed, it is seen that the factor score of optimism-having expectations that good thing will happen in the future- and the factor score of sportsmanship-preventing himself from complaining about trivial problems experienced in the organization- in PsyCap and OCB scales respectively are low. It could be concluded that teachers in schools are not optimistic about their future and do not put extra effort to solve their trivial problems. To improve optimism, school principals should motivate teachers to participate positive events and provide opportunities to reduce their stress and negative feelings. When it comes to sportsmanship, teachers need supportive and safe school environment to overcome obstacles, and trust each other. School principals can promote opportunities for teachers' voice behavior which encourages them to participate in management.

Limitations

Although this study provides contributions to the literature, it has also some limitations. Considering the standardized coefficients that represented the relations between factors, were between .16 and .68, and the data were collected from one city in Turkey, there might be a limitation on the generalizability of the results. In addition, the data in this study were collected via self-report, which may have caused problems such as biases or subjectivity in the relations among variables. Common method bias was the most important methodological limitation of this study. This limitation occurred since data were collected from one source (teachers), which might cause artificial increases in the observed correlations. To generalize the findings of this study, more research is required in different contexts with different samples. Students' perspective on the proposed model in this study should be taken into consideration in future studies. However, it was impossible to completely eliminate the all limitations of this study, but we tried to minimize them. For this reason, the necessary measures were taken, while collecting data. Firstly, the validity and reliability of the scale used in this study were tested. Secondly, before collecting data, during the face-to-face interviews, we strongly emphasized that the responses would be totally safe and not shared with anybody in any way. Thirdly, intra-class coefficients did not use in order to examine aggregation for variables at the school level.

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