

The transactional leadership behaviours, learning organization dimensions and job motivation in the schools

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ABSTRACT

The purpose of this research is to examine the relationship of the school administrator's transactional leadership behaviours and learning organization dimensions in the educational institutions with the job motivation of the teachers. In order to determine the interrelationship between the concepts, a field study was conducted in 18 schools at the elementary, secondary and high school levels in Izmir in Turkey. The questionnaire form applied to the teachers working in the determined institutions within the cross-sectional research process by a purposive sampling method on the basis of volunteering, and a total of 352 measurement tools is evaluated. The reliability and validity results are examined by applying the confirmatory factor analysis to the scales. According to the obtained findings, a relationship that is significant at enough level and in the same direction is ascertained between the transactional leadership behaviours and the job motivation ($r = .383$ $p < 0.01$) while a relationship that is significant at medium level and in the same direction is ascertained between the learning organization dimensions and the job motivation ($r = 0.696$ $p < 0.01$). It can be seen that the model can be accepted according to the obtained values of the goodness of fit, when the model test results are analysed by the structural equation modelling analysis, too.

Keywords: Transactional leadership, learning organizations and job motivation

INTRODUCTION

Nowadays, the leadership applications, learning organizations and job motivation are the terms that are known and used by almost everybody especially in the public administration and educational institutions. But it has become a matter that should be examined and argued in the present-day administrative mentality, how both administrators and employees use these terms and if they are very competent on the theoretical basis of the subject. The basic research question of this research is to examine to what extent the job motivation in the educational institutions can be changed depending on the transactional leadership behaviours of the school administrators and the learning organization dimensions in the schools. The main aim of the research is determined intended for this problem that is the basis of the theoretical framework's and research hypothesis formation. In this context, it is evaluated that there can be a meaningful relation between the teachers' perceptions intended especially the learning organization dimensions in their schools and the evaluations related the job motivation as far as the transactional leadership behaviours of the administrators served in their institutions. Therefore, the research model and the relations among the concepts are determined, while the various national and international documents related to this research and the theoretical and empirical research results are assessed.

The management is the oldest science. Throughout history, either the human beings have managed or are managed. Both sides have created and sustained various legends and slogans for each other (Bursalioğlu, 1997: 3). Some parts of these are sorted through the common sense and the some parts are sorted through the science. The remainders will be valid until the developments of both of them, too. Also, Taymaz (1995: 15) has explained the management as the reaching of any organization to its purposes specified previously, the sustenance proper to

its purposes, the supplying and effective employment of the personnel and other resources in the organization, the application of the policies determined in advance and decisions made by it, the providing of the getting things, and the planning, organizing, monitoring, controlling and development of the organization employments.

On the other hand, the administrator is identified as a person who has the responsibility about a compatible, effective, productive and collaborative management of the personnel was organized for a specific purpose to reach for intended things, as Aytürk (1990: 2) has explained. In other respects, Sürgit (1970: 16) has also defined the administrator as a person who functions the editing, organizing, directing, coordinating, planning and supervision of the sources, and is a model to achieve the goals, leads and guides.

Also, Lashway (2003) has emphasized the leader administrators and dwelled on some functions of the leader administrators in present-day schools such the coordinating management, development of the personnel, and reschedule the organization. For this reason, it is necessary that the leader administrators took charge in the schools should have some qualifications as the simplification of the shared vision, maintaining of a school culture that assists students and employees for their learning, management of the organization for a reliable, productive and effective learning environment, collaboration with the families and insiders, moving in the straightness, justice, and an ethical manner, and more affection to the political, social, economical, legal, and cultural environments.

At the present time, the alterations in the tasks of the school administrator have caused to the alterations in its role, and the leadership role of the educational administrator has gained importance with the modern sense of rule, too (Bursalıoğlu, 2000: 203-209). According to the researcher, there are two important responsibilities that are up to the educational administrator in this case. First one is the specification of the role of any member in its school, and putting the right and assignments on paper in the manner so that the member can understand. The latter is the foresightedness and the empathy of the roles of its superiors. The educational administrator is firstly the superior and head than the leader. Also, the administrators as educational administrators would work more its group-oriented compared to its superiors, and come up with its group's leadership image, if they could remember that the leadership was a group action and the header involved only the personal right and assignments as Bursalıoğlu expressed. The administrator should do an act as the leader of the group, if it wants to be indeed effective. In this case, the most assignment of the leader administrator will be the harmonisation of the organizational purposes with the group purposes. Also, Kaya (1999, see also Lipman, 1968) has argued that the administrator should come to the leader adopting the change agent role, too, while it is doing this job. The leadership in the educational administration needs firstly to the foresightedness of the problems with a realist eye, later in the possession of some abilities to solve them.

These assessments revealed that the contemporary leaders at the present time should be the leader administrators. Accordingly, it forms a basis that the leadership abilities should be all together with the administrator's skills to achieve this. The leader administrators should have some qualifications in the expertise's sufficiency as the communication, motivating, initiative, human affairs, analytical thinking, being visionary, determination, collaboration, being up-to date, creativity, and problem solving (Sidi, 1997).

The job motivation that is discussed as the dependent variable in this research, and is the variable tried to explain is interpreted as the incentive of the employees to work, and the assuring process about that they will ideally satisfy their personal needs if they work

productively in the organization (Yüksel, 2003: 130). The motivation is an extremely complicated and multilateral subject. On one hand, the fundamental physiological needs of the individual, development and self-development needs, wish to be a member of a group, the desire to be benefited are discussed, and on the other hand, the desire to reach the organization aims, their purposes, and the struggle to remain standing are in question. It will reach the satisfying results in terms of both individual and organization if an adaptation among these two purpose groups is provided. As Fındıkçı (2003: 369) has stated, the motivation will play the fundamental key role to provide the aforementioned adaptation.

At this point of view, each of these concepts among that there is the leadership, learning organizations, and so forth can be assessed as the job motivation's former. For this reason, the job motivation that is accepted as a positive factor in the organizations has been the starting point of this research, because it takes part as a dynamic concept that is still researched in the national and international literature, in spite of that a large number of its results and formers are ascertained. In this context, the job motivation had a characteristic that can determine especially the human affairs, the quality and results of the management is researched and discussed at every level organization in that the individual is the basic factor until today in many aspects.

The job motivation concept is handled in the schools that are a learning organization, and examined in the context of the organization and based on the perceptions of the teachers about the transactional leadership behaviours of their administrators. The assessments regarding the transactional leadership behaviours that are gauged at the individual level and the learning organization dimensions are determined as the independent variables of the research, on the basis of the problem, what kind of the individual variables will be the assessments related the motivation of the employees worked in the educational institutions connected with if it is handled at the individual context. The learning organizations concept that is less researched in the literature related to the job motivation is trying to evaluate from the theoretical, philosophical, and social-psychological perspectives on this research, engaging especially with the organisational learning theories, too. On the other hand, in the context of the manifestation of the teacher's perceptions about the management and administration, the importance of the leadership behaviours that is evaluated by the teachers relative to their administrators is once more emphasized, too.

The leadership applications and motivation are two important management concepts that can be extended to the organization, even international organizations, starting from two people who are mutual. Also, it will require a more special awareness in the educational institutions that are rapidly moving from the understanding of personnel management to the understanding of human resources management if this relation is revealed among the learning organizations, above all. For this reason, the problem that is handled in the research should be handled by the administrators in the organizational integrity. In this research, it is referred to a system in which the activities that are consciously done by two or more people are coordinated when the concept of organization is meant (Kaya, 1999: 111).

The Transactional Leadersip

The leader administrators in the present day have the characteristics of the having a strong vision, well knowing of the educational environment and people, having the ability of the motivation, being creative and designer, and making effective decisions as Öztürk (1998) states. Also, Anderson (2007) states with a similar approach that the contemporary leaders should have key functions as the vision creation, a realization of the school climate and culture, development of the education, the best application of the curriculum, and monitoring of the

school development. For this reason, the educational administrators responsible for the implementing of the educational policies have to be in a successful managerial action in order to make the necessary contribution so that the education process is carried out in line with the interest of the country and in accordance with the contemporary education understanding. The being able to have the successful managerial actions requires the effective use of the human and material resources in the organization as Kaya (1999: 132) points out. This is based on that the educational administrators have above all some abilities, qualifications, at least the basic knowledge about the management processes and theories, briefly the managerial competencies, too.

At the beginning of the two millennia, the leadership and leader training became also an important topic of the social science agenda. As the globalization on the one hand, and the democratization on the other hand, and the participation in the decisions of the people related to themselves and their surroundings gained importance, the big leaders period is closed in a world where the influence of the small and diverse groups on the social life is increasing, and the need of the leadership in the medium-sized organizations and small groups came out (Onur, 1998: 6).

Nowadays, the main role of the leaders has to be to create a climate that facilitates the learning at the individual, group, and organisational level, increases the motivation of the employees for the learning, and allows them to create an accurate and new information. The leaders have to be people that encourage the employees to experiment, provide the open communication and dialogue, provide the active being of the employees in the problem-solving process, and provide the putting into application of the experience results (Yazıcı, 2001: 191-192). In addition to this, the leaders have to be people that are not prejudiced, are open to the innovation, renew themselves, follow the new approaches, and forth different views.

Muenjohn and Armstrong (2008, see also Bass and Avolio, 1997) suggest three main leaderships behaviours based on a Burns' research made in 1985: The transformational leadership, the transactional leadership and the laissez faire leadership. That's why Bass and his colleagues wanted to redefine all the areas of the leadership in this context, and they stated that each leader can show the transactional and transformational attitudes, even, the laissez faire leadership behaviours according to the concepts related to the all areas of the leadership. Each leader's profile contains more or less these leadership behaviours.

Also in this research, it focuses on the new leadership approaches in the light of these general evaluations. However, the emphasis is given on the transactional leadership, since the leadership applications of Avolio and Bass (1995) constitute the theoretical basis of the research. The transactional leadership takes part under the headings of the transactional, sustainable, and interactive leadership in the literature. The concept of the transactional leadership has been used in this research in order to prevent the conceptual confusion. The transactional leadership is a management perception based on the behaviour as the performance-based rewards, the research of the deviations from the rules and operations, and the displaying the flawless actions. Also, Locke (1999: 5) expresses the transactional leadership as the leadership that maintain and sustain the status quo.

According to Erdoğan (2004: 48), the transactional leadership is based on the bureaucratic authority and organisational legitimacy. The factors as the short-term time-based orientation, the rules and directives, the vertical communication, the concrete goals, the power from the authority, and the excessive compliance take part in this approach. In the transactional leadership approach, the completion of the duties and the obedience of the occupants are

associated with a rigorous award and the penal system. The transactional leadership is a different activity than the management. The management itself is neither a moral nor low moral. The management is concerned with the rational decision-making, efficiency, productivity, regularity, and future-proofing. The management is not a destruction camp or a monastery. It requires the commitment to the management values as the being a supporter, integrity, beauty, responsibility, and commitment. Because these values are the pragmatic values that are made use of the management which is existing in the human life. As Çelik (1998: 425) also points out, the transactional leadership is concerned with the looking for the individuality of the person, and its independent purposes.

This leadership style also attaches importance to the identifying with the human values (Çelik, 2003: 150). It is referred to as “the theories of the reconciliation” at times, because its contents are often based on the mutual compromises of their leaders and their subordinates. The transactional leadership is based on the followers’ getting over themselves, and the self-sacrifice from their interests in order to ensure that the leader, team or institution keeps on going. Çelik (2003, see also Bryman, 1992) also mentions that the transactional leadership behaviours are positively related with the employees’ satisfaction, personal effort, and job performance.

The theory of the transactional leadership also has a number of the qualities that are different from the leadership theories mooted previously. The basic philosophy of previous theories is often based on the support of the leadership that is proper to subordinate’s status, its interest, or the application of the certain awards or punishments. The moral values of the transactional leadership seem as the honesty, trueness, loyalty, integrity, and responsibility. The rights and needs of the members are taking into consideration through the transactional leadership, and it concludes an agreement in a clear and open manner with the leader (Çelik, 2003: 150).

According to Karip (1998: 278), the transactional leadership model is a model developed by the social clearing approach. A clearing transaction takes place between the leader and the followers of the leader. In this process, the leaders provide the benefits that meet the basic requirements of the follower, security requirements and respectability requirements such as the reputation, and in return, the sensitivity of the followers to the leader increases, as Karip (1998, see also Hollander, 1996) states. The transactional leadership also imposes an active role that has a potential for detecting and influencing the leader to the follower in the bidirectional interaction, besides the compulsory compliance with the leader. In this bidirectional interaction, the determinants of the reciprocal effectiveness are the relative power ratios of the leader and followers. The leader ensures that the work is done by meeting the expectations and requirements of the subordinates. The effectiveness of the leader is synonymous with the effectiveness of the clearing. For those with the better performance, the leader meets the requirements as the higher payment, prestige and advance. Those with the lowest performance are punished. The fact that this clearing is effective depends on the ability of the leader to control the rewards and punishments, as well as the fact how much the subordinates desire the rewards, and that they are afraid of the penalties as Karip (1998, see also Bass, 1990) expresses.

In addition to this, the researchers that are studying the normal leadership behaviours and the transactional leadership behaviours have found that the transactional leadership behaviours produce higher performance and job satisfaction than the other leadership behaviours (Kotter, 1999: 19). According to the citations of Bass, Avolio, Jung and Berson (2003: 208), the previous researches also show that the transactional leaders are positively associated with the responsibilities, satisfaction and performance of their followers. For this reason, these

leadership theories have recently been called “ the excellence theories”, too. As Kotter expresses, the Greek commander Xenophon (430-355 BC) emphasized the essence of the transactional leadership, saying “willing obedience is always more effective than the forcing obedience.”

In addition, the transactional leaders set the strategic goals by resolving the way and direction of the organization’s need for the change. In this context, the functions of the transactional leaders are the sorting of the existing problems according to their priorities and developing the appropriate solution proposals, the creating a new structure and institutionalization the change, and the using the organisational resources according to the objectives by planning the close and remoting future (Aydın, 1997: 23).

At the same time, the activity that is made by the transactional leader is an essentially change of the organization. These types of the leaders provide that the employees participate in decision that affect their lives and adopt them. The leader will guide for the change when the power is used correctly by them. The subordinates are not only required to do what is said to them, but also they are required to be common to the decisions related to the organization’s guidance. In other word, it can be called that the subordinates are required to own the jobs made by them (Koçer, 2003).

It is understood from here, that the leaders who reward the subordinates if they do the job wanted by the leader, and the leaders who implement the measures up to the punishment when the job is not done show the transactional leadership (Gümüş, 2005:3-11). The administrators exhibiting the behaviour in the form of the transactional leadership use their authorities and the reward of their employees in the form of the giving money and status in order that they make more efforts. For this reason, the transactional leaders are choosing the way of doing or leading to do by making of the employees’ activities that are ongoing from the past more efficient and productive, or by regenerating it (Eren, 2001: 467). These kinds of the leaders have prevented their subordinates from taking risks and promoting to the development, while they ensure that the subordinates achieve only short-term success. In addition, as Eren states, the transactional leaders also serve very useful in maintaining the positive and useful traditions of the past, and leaving these to the future generations. As reported by Karip (1998: 279, see also Bass, 1990), Heinitz (2006: 31), and Luksic (2004: 44), Bass and Avolio examine the transactional leadership in the sub-dimensions such as the contingent rewards and the management-by-exception in 1994.

1. The contingent rewards: It occurs in the way of the clearing of the positive reinforcements between the leader and subordinate. The leader sets the goals and explains how the subordinates that achieved these goals receive a reward against this. The leader provides the appropriate awards as the response that is pre-determined and realizes the agreed upon purposes to the subordinate. The providing the support that is demanded by the subordinates as a countervailing of their made efforts to them, the elaborating particularly who is responsible for performing which performance goals, the expressing what they need to do to be rewarded, and the meeting the individual needs of the subordinates in exchange of their performance constitute the examples of the leader’s contingent rewards behaviours. The leaders recognize the accomplishments and open their expectations. It is the behaviour of the leader that guide the employees how to reach the things which are wanted by them to do, promise the awards to them in exchange of their performance, and reward the success.
2. The management-by-exception: The leader intervenes only when the errors and problems arise. “Do not touch, if it is not broken” understanding is dominant. The primary purpose of the leader is to identify the areas where it is unusual or exceptional

fallen below normal performance, and the mistakes are made and the problems exist, and to correct them. The fire is exceptional and unusual, and the purpose of the leader is to see the fire and extinguish it. The performances of the subordinates are monitored in order to intervene and correct the errors and problems. The intervention is often seen as a criticism of the mistake and providing a negative feedback. This approach is never aimed at the better or the best. It is enough for the leader that the works are ordinary. The management -by-exception can be categorized as active and passive.

The leader in the management-by-active applies the rules to prevent the errors, keeps the records of the errors, and concentrates on the deviations from the standards. He moves quickly to solve the problems, and emphasizes the mistakes. It is the behaviour of the leader that informs the employees only to know what they need to know when they are performing their tasks, do not want as much effort as possible from their employees, and follow the efforts and success of the employees, but that encourages them to be more successful. The leader in the management-by-passive does not intervene until the problems become chronic, and applies the principle of "Do not repair and touch if it is not corrupted" strictly, and does not act without the error.

Learning Concept

The learning as the concept is the acquisition of the new information that leads to changes in the behaviours of the individual, and an extensive process of the viewpoint (Yazıcı, 2001: 63). It is necessary for the individual not only to receive the information, but also to apply in its daily life or business life, in order the learning can be completely taken place. It can not be accepted that the learning is occurring in the event of a difference in the performance and viewpoint of the individual.

On the other hand, Özden (1998: 21) has thought about the learning that it can be described as a permanent change that is formed in the people, and the interaction of the person with its environment is its continuous exchange from its environment, and stated that the learning is a dynamic process as it is, and the people learn something constantly for as long as they live. Also, the definition of the learning is made according to the different educations. For instance, Senge (2003: 22) has stated that the real learning apprehends heartily the meaning of the being human, and we can create ourselves with the learning, and has remarked that we can make something which we cannot make ever before with it, and we can again perceive the world with it, and we can again set our positioning. Furthermore, he has reached to the result that there is a deep hunger within each of us against this kind of the learning by evaluating that we have expanded our capacity about the creation with it, and the being part of the life's product process.

The learning in the organizations as a living system takes place as a process, too, how the learning in the human life takes place as a process. Yazıcı (2001, see also Dixon, 1998) has gathered these basic features that constitute the learning process in four stages which are cyclic in the form of the creation of the information, the integrating of the information on the basis of the organization, the interpreting and the internalization of the information, and the using of the internalized information.

The Accrual Ways of the Learning in the Organization

The learning in the learning organizations is a tool of the struggle for the self-realization. Bozkurt (2003, see also Marsick and Watkins, 1996) has explained that, it is felt on three types of the learning in the form of the learning at the personal level, learning at the group level, and learning at the organisational level, in the learning organizations.

The organizations learn differently from each other. In fact, the contribution of all organization's shareholders becomes while the organisational learning realizes. According to the evaluation of Yazıcı (2001: 118), it is possible to gather these factors that contribute to the organisational learning process and can be used by the institution to obtain the leadership in the market in four groups as the learning styles of the organizations:

1. The learning from the past and the mistakes,
2. The learning from the customers,
3. The learning from others,
4. The learning to learn together.

It is necessary to examine firstly the individual learning, later the learning that is formed by the individuals by coming together, and realized by them by creating the characteristics of the group dynamic, last but not least, the learning on the basis of the organization that is created by combining of the groups. For this purpose, the learning levels are examined under the headings as the individual learning, the group dynamics and learning as a team, and the organisational learning.

The Organisational Learning and Learning Organizations

This concept is coming out in the mid-1970s in the business world and is defined firstly as the catching and correcting of the mistakes. It was assumed in those years that the learning activities of the companies were carried out through the people that are charged for them. The role of the companies in this learning activity was to facilitate or make difficult the learning activities of the people by way of an environmental factor system called the organisational learning system contained in the company.

The concept that was used first time in the book called "The Fifth Discipline" by Peter Senge in the management science in 1990 has become one of the most frequently repeated terms in the today's human resources literature in a short time. According to the definitions specified in the book, the learning organization is meant shortly the knowing, understanding and thinking organizations. The concept of the learning organization is meant that a company can consistently conclude from its lived events, in the same time, can adapt these in a system in that the employees can be improved regard the changing environmental conditions, and as a result of all these, can be a dynamic company that is constantly changing, evolving and renewing itself.

On the other hand, according to Töremen (2001, see also Hofstede, 1989), the organizational learning is the learning process in that the organization members learn the purposes, norms, value systems, behaviour patterns, and shortly culture of the organization. Nowadays, the learning organization concept is increasing among the organization that have more tendency to change. The learning is a dynamic concept and in this context, the consistently change of the organization's structure is emphasized. The goal is the providing of the transition from the individual learning to the organisational learning in an increasing tempo. Also, the learning is evenly essential for the development of the organizations, how the learning is essential for the development of the individuals, as Töremen (2001, see also Fiol and Lyles, 1985) states. Here, as Yıldırımışık (2001, see also Martha and Victoria, 1996) express, the main purpose of the organisational learning is the easily adaptation's ensuring of the organization as a whole for this change and if possible, the leading's ensuring to this change, despite the changes in the business environment.

To sum up the explanations made so far, as Yazıcı (2001: 86, see also Dixon, 1994) specifies, the change that should be shown by an organization to be able to sustain its life should be the

least equal or greater than the changes in its environment. Also, the organizations need to implement a change to sustain their existence as far as the change that takes place at the least in their environment, because one each of them are a social organism or social systems. The organizations can implement this change at the minimum level that should be implemented by them only through the organisational learning. The learning at the organisational level will be implemented if the individuals and teams share their feelings, information and intellectual models, and the organization develops the process about the acquiring, using and disseminating of the information.

The organisational learning concept creates a proper model for the change of the schools at the present time, too, because the schools have the resources and the professional skills of the teachers that can be utilized rather than adhering to the change models outside of them. Also, as Çelik (1999) dwells on, the schools can adapt to the change process by developing of their own personal's ability. The organisational learning requires the use of the sources' wide variety in the school to increase the capacity of the teachers in the classroom. The target group in the organisational learning activities in the schools is the teachers, however, the individual development of the teachers is not enough. The learning at the group level of the teachers should also be provided in the framework of the personal developing policy to be followed at the schools.

The organisational learning theory may also be an optimal model for the educational institutions, because the main mission of the school organizations is to provide of a more effective education and training service. The school is an organization that is in the direct learning process. However, the main problem is the balance of the school's learning and training mission. Today, the school seems to be an organization that teaches more. On the other hand, the school has to become a learning organization as much as it is an organization that teaches at the same time. The transformation of the school into a learning school requires a radical paradigmatic change in the school culture and its philosophy (Çelik, 1999: 117).

As it is emphasized at the beginning, the learning organization concept is a concept that is shaped in the last 10-15 years, and its principal relies on the system thought, too. The stages required for an institution to become a learning organization are described by Yıldırımışık (2001, see also Pedler and at al., 1998) with a fishbone approach. With this approach, the realization of the organisational learning begins with four different ways as the strategy, internal development, learning opportunities and outsourced developments, and all of these help to the fifth and most important point to create and strengthen a flexible organisational structure. The organisational learning will be achieved if this success is achieved and if the learned lessons are adhered to the organizational culture.

Being a learning organization requires to have got some qualifications beyond the organisational learning. Some factors in the learning organizations need to come together. One each of these factors has a particular importance, and each factor has to be developed both separately and in the combination, in order to become a learning organization. As Senge (2003: 15) emphasizes, these factors will provide a vital dimension for the establishment of the truly learned organizations.

The learning organization model developed by Watkins and Marsick (1997) is used to measure whether there are these factors in the examined educational institutions. According to this model, the characteristics of being a learning organization are gathered in seven main topics.

1. The creating of an opportunity for the continuous learning: The learning is placed in the made work, the people learn while they work, and the opportunities are provided by the continuing education and growth.
2. The supporting the dialogue and questioning: The organization culture becomes supportive to ask questions, and to support the feedback and experimentation, and the people develop skills for the researching of the reasons, expressing their opinions, and listening and asking of the others opinions.
3. The supporting of the helping each other and the learning at the team level: The work is shaped according to the teams to capture the different thought's forms, it is expected that the groups learn together and work together, and the cooperation is valued and rewarded.
4. The building of the sharing systems by capturing the learning: The technological systems are established, integrated into the work, and it provides access and is protected to share the learning.
5. The strengthening of the people for a common vision: The persons play role in the building of a common vision, taking ownership and implementing phases, and the decision-making and responsibility are equally distributed in order to motivate the people to learn their responsibilities.
6. The linking between the organization and its environment: They are helped to the persons in order that they see the effect of the work that they do on the whole institution, the persons can change the information that they have received by looking at the environment and the applications in their work, and the organization has a link with the society.
7. The setting a model by the leader and the supporting of the learning with them: The leaders a learning model, support the learning and use the learning to identify the work-related strategies.

The Motivation

The Motivation is an extremely complex and multi-faceted issue. On the one hand, one's basic physiological needs, the development and self-development-needs, the desire to be a member of a group and to be beneficial, on the other hand, the desire to achieve the goals of the organization, its goals and the survival struggle. The achieving harmony between these two purpose groups gives the satisfactory results both in terms of the person and the organization. The motivation also plays a key role in achieving the harmony that is mentioned as stated by Fındıkçı (2003: 369).

The Motivation Theories

Today, it can be mentioned about many theories and approaches related the motivation. But Maslow's hierarchy of the needs, Herzberg's dual-agent approach and McClelland's success motive which are directly related to the human resource management practices are the subjects that should be dwelled on, according to Fındıkçı (2003: 379). Yüksel (2003: 133) also became intense rather on the explanatory theories (the scientific management and human relations), the content theories (The needs theories, Maslow's hierarchy of the needs, Herzberg' dual factor theory, Alderfer's VIG needs), the process theories (the expectation/reinforcement theories, Vroom's expectation theory, Porter-Lawler's success-satisfaction expectation and reinforcement theory), and the contemporary theories (the equality theories, the purpose theories), while he summarizes the motivation theories.

Hughes, Ginnett and Curphy (1995: 328) also consider the motivation theories as the theory of the needs (Maslow's needs hierarchy, Alderfer's ERG theory), the conceptual theories (the equality theory, the expectation theory), the situational approaches (Herzberg's two factor theory, the work specification model), and the current approaches. Robbins (1991) defines the

motivation theories as general as the initial motivation theories (the needs hierarchy theory, the X and Y theory and the motivation-hygiene theory), and the contemporary theories (the three-need theory, the goal setting theory, the reinforcement theory, the equality theory and the expectation theory), too.

It will be focused on Herzberg's dual agent approach in this research. The dual agent approach submitted by Herzberg is one of the most well-known motivational theories and at the same time, it is accepted as one of the most important theories that are developed to relate to the job satisfaction (Can, Akgün and Kavuncubaşı, 2001: 310). According to the theory of Robbins (1986: 125) put forward, the relationship of the individual is fundamentally related to his/her work, and his/her behaviour against his/her work should be very well able to determine the success or failure of the individual. As Eren (2001: 505) states, Herzberg calls the factors which encourage the employees that work in the organisational environment, and achieve the satisfaction by more connecting them to the institution where they work as the motivating factors because they are the factors relating to the intrinsic aspect of the work, on the other hand, calls the factors relating to the extrinsic aspects as the hygiene factors. Yüksel (2003: 139) also argues that two types of the factor in the workplace affect the motivation of the employees. In this context, Fındıkcı (2003: 382) evaluates that the hygiene factors are more concerned with the concrete situation in the workplace and the hygiene needs are the basic needs in a sense. The responsibility, autonomy, self-esteem and self-prospecting opportunities which are the intrinsic factors in the content of the job are the motivating factors. On the other hand, the extrinsic factors are the factors that prevent the characteristics which meet the physiological, safety and social needs of the work, and the dissatisfaction which meet the lower level needs as physical working conditions, wages and other payments, company policies and practices. according to Yüksel.

Types of the Motivation

The motives are formed by the needs of the individual that have arisen in the various forms. These motives influence the behaviour of the person, their form, the violence and their direction depending on the size of the individual's needs. The motivation can be separated into two as the intrinsic motivation and the extrinsic motivation (Ryan and Deci, 2000; Dündar, Özutku and Taşpınar, 2007; Ertan, 2008; Mottaz, 1985). While Lawler (1969) mentions the intrinsic motivation, he describes a subjective reward or positive emotions that are expected by the employees to achieve as a result of that he/she has well done his/her job as a measure of how motivated a person is to do his/her job. According to Eren (2001: 531), the intrinsic motivation also is the achievement due to the fact that the individual has done a job and the personal satisfaction that is given him/her through this achievement. In that case, the person perceives his/her success level here in himself/herself, assigns a value to it and obtains a satisfaction from this. It can be shortly said for this "the satisfaction that is given by the feeling of the success", too.

Dündar et al. (2007: 108) also support this expression by determining that the employees are motivated by the work itself and there is not an extrinsic control to regulate the behaviour of the person, from an intrinsic motivational viewpoint. Mahaney and Lederer (2006: 43) believe that the intrinsic rewards encourage the project goals and the team member to focus on to achieve the job. Because these rewards provide the job satisfaction. The rewards are correlated with the basic human character, the ability to achieve, and the psychological development experience through the success. In other words, the opportunities for the responsibility, challenge, recognition for the success, pride and development provide the job satisfaction.

The intrinsic motivation is a natural driving force that prompts the human to the activity, dynamises him/her till he/she get what he/she wants, and rinses when it satisfied (Başaran, 2000: 119). The intrinsic motivation is that an individual wants to do a job without any compelling situation. For this reason, the administrators have to measure the intrinsic motivation of the organization where they are in. The administrator at the head of the organization should do this in a healthy way and about the continuation of the employees' commitment to the organization. Also, the administrator has to pay attention to the certain criteria while he/she is doing this. For example, there are four factors that can be used to direct the employees to the intrinsic motivation. These are;

1. The giving a right to choose a job that will be done better for the employee,
2. The directing of the employee to a job where he/she can use his/her abilities, or the giving a task in accord with his/her abilities,
3. The doing a meaningful job for the individual by himself/herself,
4. The giving a feedback related to the result to the individual himself/herself when he/she has achieved the task.

With regard to the extrinsic motivation, Dündar et al. (2007) indicate that the extrinsic motivation tools have two dimensions, namely the social motivation tools and the organisational tools. The extrinsic motivation is given by his/her environment, the organization where he/she works for and often by his/her superiors to the individuals (Eren, 2001: 531). An internally supervised employee wants to be intrinsically motivated, but an externally supervised employee looks for the extrinsic motivation. For this reason, the administrators should set up the motivational conditions and apply the motivational methods for the employees looking for the extrinsic motivation. There are three objectives through that the administrator tries to reach the employee with the extrinsic motivation (Başaran, 2000: 78). These are;

1. The ensuring that the employee achieves a measured level of the performance in its job,
2. The increasing of the employee satisfaction,
3. The contributing to the efficiency of the organization by helping the employee to reduce the power loss the most during the production process.

According Herzberg' dual factor theory which evaluates the influence of the intrinsic and extrinsic motivational tools on the employee motivation together, the extrinsic tools are associated to remove the job dissatisfaction, while the intrinsic motivational tools related to the job content motivate the employee (Dündar et al., 2007: 109). According this theory, only the intrinsic factors can provide a high level of the motivation. In addition, as Brislin, MacNab, Worthley, Kabigting and Zukis (2005: 89), and Mahaney and Lederer (2006: 42) state, it is considered that the extrinsic motivational tools do not motivate the employees but provide the appropriate conditions for being motivated of the employees.

The hygiene factors identified by Herzberg are the factors that related to the environment and are out of the work, as Eren (2001: 505), and Yüksel (2003: 139) also stated. These are called as the business policy and management, the working conditions, the wage and salary level, the happiness in the private life, the subordinate relationships in the organization, the reputation, and so on (Can et al., 2001: 310). When the hygiene factors are present, the job satisfaction does not increase, but the employees can be motivated to work. If not, the job dissatisfaction occurs. Also, the motivating factors identified by Herzberg are the components that provide the being happy of the individuals, connect them to the workplace, encourage them to work, and provide their satisfaction. The motivating factors are the ability to achieve success, recognition, appreciation, the nature of the work done, the possession of the authority and responsibility, and the possibilities (Yüksel, 2003: 139; Eren, 2001:505; Can et al., 2001: 311). These factors

also are the factors that occur during the work and provide directly the job satisfaction. The providing of these possibilities to the individual increases the satisfaction and motivates the employee. So, once the hygiene factors are provided, any increment in the incentives and satisfactory factors will play a motivating role in the employee.

The Motivation Tools

Bingöl (1990: 264) has classified the motivational tools as the economic instruments, the social tools, and the organisational and managerial tools in his research. It's part relevant to this research is the organisational and administrative tools. In this context, the researcher also focuses on the unity, the authority and responsibility balance, the participation in the decision, the training and promotion, the expansion of the business, and the job enrichment. According to Herzberg's research, the hygiene (extrinsic) and motivational incentive (intrinsic) tools are defined as the successes achieved in the workplace, the recognition in the workplace, the value of the work according to the employee, the responsibility provided for the work, the promotion opportunity in the work, the occupational development, the business policy and management, the type of the supervision, the relations with the supervisor, the workplace conditions, the wage, the horizontal relations and coordination, the respect to the private life, the relations with the subordinates, the social status, and the security of the work (Eren, 2001: 506). On the other hand, Önen and Tüzün (2005, p. 83) deal with this issue from a different perspective and talk about the motivating factors in the workplace, such as the education, the being of the administrators among the employees, the listening to the employee suggestions, being efficiency of the employees in making decisions, the being of the employees in an organization where they are regarded.

The Purpose of the Research

Under the light of the literature survey that is made by looking at the need of the awareness of the administrators taking place today in the different educational institutions about the leadership applications in the learning organizations, while they work with the teachers in the different fields and the research results in the field of the educational administration that evaluate the transactional leadership behaviours, the learning organizations and the job motivation of the employees. It was aimed in this research to determine the presented transactional leadership behaviours of the administrators who take part in the educational institutions which are a learning organization on the job motivation of the teachers.

In this context, it is possible to summarize the purpose of the research as the determination of the transactional leadership behaviours of the administrators and the role of the perceptions of the teachers about the learning organization dimensions in the educational institutions in the evaluations related their job motivation. For this purpose, it has been deemed necessary to evaluate the mentioned concepts within the scope of the educational institutions. In these predictions and in the schools that are one each of the educational institutions, this research has been carried out in the primary, secondary and high school level institutions because of the lack of the research on the teachers in terms of the transactional leadership, learning organizations and the job motivation concept. In this research, the perceptions and evaluations of the teachers are examined in the context of the educational institutions and the findings obtained with the developed hypotheses are specific to the educational institutions.

It is known that the leadership behaviours play an important role in the motivation of the employees in the learning organizations. It is also considered that the employee motivation is a critical factor in achieving the productivity. Today, there are many factors that affect the motivation such as the wages, career opportunities, and positive relationship with other employees. But, apart from these, there is another factor that is becoming increasingly

important: The leadership. For this reason, the administrators in the learning organizations, in particular, need to understand the role of the leadership behaviours in motivating the employees, because in some cases the mistakes associated with the most basic leadership behaviour can lead to the dissatisfactions of the employees. In this context, the ensuring of the effective leadership in the learning organizations will contribute to increasing the motivation of the employees in many ways.

One of the ways to motivate the employees through the leadership applications is to have a continuous goal and to set new goals. But it is also necessary that these goals and objectives are achievable and realistic. This requirement is also an indispensable requirement because it is an environment in which the employees can show their knowledge and skills. In this way, the employees will be encouraged not only to achieve the goals of their institutions but also to be able to reach their own goals. In this context the working environment that will be created within the business association and in harmony will be one of the best incentives for the employees to motivate themselves and colleagues. Here, the motivation and being motivated of the employees play a very important role.

It should not be considered that the desired motivation can always be achieved through extrinsic means. This motivation can also be achieved from the intrinsic side if the appropriate leadership behaviours can be demonstrated in the learning organizations. In a school that is considered as a learning organization, it is thought that the intrinsic motivation will already take place as long as the administrators do not engage in the aggressive criticisms and rude behaviours, make maximum use of the face-to-face communication, and do not promise which they can not. In addition, if the administrators can demonstrate the leadership behaviours that are consistent with the interests and needs of the teachers, these activities will lead to increase the motivation of the teachers.

This argument is also supported by the done research results. For example, Ishaq and Segoro (2015) brought the leadership to the forefront when they said that the leadership style and job motivation are effective in the employee performance. Likewise, Önen and Kanayran (2015) also examined the concepts of the leadership and motivation in the organization from a theoretical point of view and indicated that these two concepts are highly related to each other by examining the relationship between these two concepts. Thoonen, Slegers, Oort, Peetsma and Geijsel (2011) found in their research that the motivational factors were mediating the effects of the school organizational conditions and leadership practices on the teacher learning and teaching practices. Additionally, Bulut and Çavuş (2015) found that the leadership has a statistically significant effect on the motivation and reward and the rewarding has also on the motivation. As a result of their research, it has been concluded that the factors that influence the establishment of the concept of leadership have an important place in the relation to the leader-motivation.

Consequently, as Cutlip, Center and Broom (2005) state, the teacher's motivation will be provided with some simple activities such as providing information by the administrator to the teachers about the job and personal welfare, acquiring trust of the teachers, making the teachers feel that they have an important role in the existence and development of the institution, establishing a loyal and responsible working group, giving information about the career opportunities, preventing burnout of the teachers, meeting the desires and needs of the teachers, providing more information on the institutional intentions, the change in the leadership, and the management activities. In line with the information obtained from the theoretical background and literature researches discussed above, the first and second problematic, which constitutes the research basis of this research and the first hypothesis

which constitutes the basis for the analysis of this problem is suggested as follows by asserting that there may be a meaningful relationship between the concept of the transactional leadership and job motivation.

Research Question 1: What is the level of the job motivation that is perceived by the teachers against the educational institution where the teachers serve?

Research Question 2: Is there a relationship between the transactional leadership behaviours related to their administrators in the educational institutions where the teachers serve and their perceived job motivation levels?

Hypothesis 1: There is a meaningful relationship between the transactional leadership behaviours related to the administrators of the teachers and their perceived job motivation.

Hypothesis 1a: There is a meaningful relationship between the contingent reward behaviours related to the administrators of the teachers and their perceived job motivation.

Hypothesis 1b: There is a meaningful relationship between the management-by-exception (active) behaviours related to the administrators of the teachers and their perceived job motivation.

Hypothesis 1c: There is a meaningful relationship between the management-by-exception (passive) behaviours related to the administrators of the teachers and their perceived job motivation.

In addition, in line with the information mentioned above, it can be expected that the intrinsic and extrinsic motivation fact can be shaped according to the contingent reward, management-by-exception (active) and management-by-exception (passive) behaviours related to the administrators dominated by the teachers, and the perception of the learning organization related to their institutions. Joyce (2005) has also aimed to reveal how the managers' leadership styles influence the individual learning motivation in the organizational learning. In this context, he investigated the motivation, leadership styles and organizational learning by conducting the necessary research on the organizational learning and learning organizations. He explains firstly the relationship between the learning at the individual level and motivation, the role of the leadership in the learning motivation in a learning organization, and the effect of leadership styles by literature scan.

Also, Naqvi, Khan and Butt (2015) found a strong relationship between the motivational factors and the organizational learning in their research. On the other hand, Khorasani and Zamanimanesh (2017) investigated the role of the job motivation about the empowerment of the staffs and organizational learning in order to increase the economic performance of the municipal employees. The research result revealed that the job motivation is related to the organizational learning and they stated that the job motivation has the ability to predict the changes in the organizational learning and psychological empowerment. For this reason, they explained that the job motivation has a significant effect on the organizational learning and psychological empowerment of the municipal employees.

Mohamed (2015) also aimed to reveal the relationship between the learning organization and employee motivation in his research. While explaining the factors that affect the motivation of employees, he also emphasized the leadership and rewards. For this reason, the third problem, which is expected to be answered in this research that is achieved towards the evaluation of

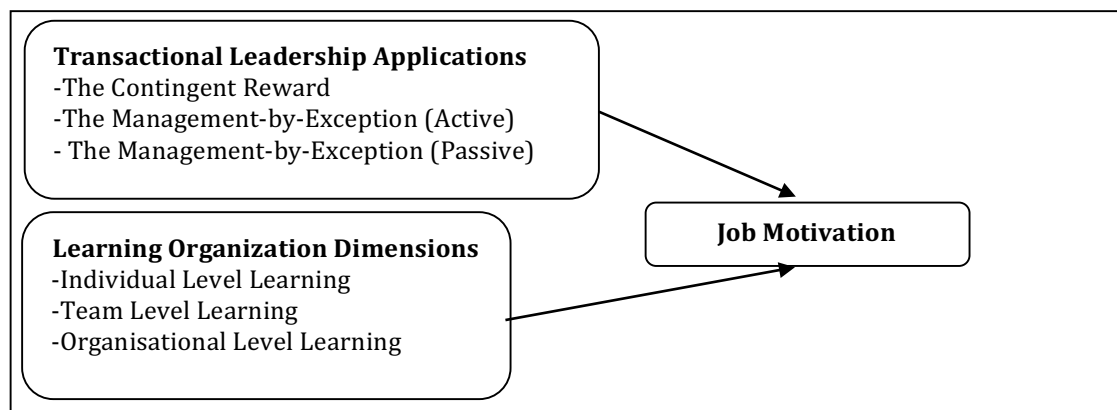
the relationships among the mentioned variables in the context of the educational institutions, and the second hypothesis that prepares the basis for the analysis of this problem can be suggested as follows.

Research Question 3: Is there a relationship between the perception levels of the teachers related to the learning organizations and their perceived job motivation levels?

Hypothesis 2: There is a meaningful relationship between the perception levels of the teachers related to the learning organizations and their perceived job motivations.

The theoretical research model (Figure 1) that is proposed based on the made literature study and the previous findings related to the subject is presented below. The method of the research that is carried out intended for the above mentioned research questions and the testing of the proposed hypotheses, and the obtained findings are presented in the progressive part of the research.

Figure 1. The theoretical model of the research



METHOD

A research model is developed to determine the relationship between the transactional leadership applications related to the administrators in the educational institutions, the perceptions of the teachers about the learning organization dimensions and their assessments related to the themselves-oriented job motivation, and to analyse the determining potential the job motivation of the transactional leadership and learning organization dimensions. For this, two main and three sub-hypotheses have been tested towards the being researched of the issues that make up the framework of the model. According to this, the analysis of the answers given to the questionnaires is made intended to reveal the level of the transactional leadership behaviours related to the administrators of the teachers serving with and their perceived learning organization dimensions, and their own job motivation levels.

Design

The researches that are aiming to describe the present situation as it exists in the past or as it is, are defined as as the researches arranged according to the screening model (Karasar, 2003). Also, in this research an attempt has been made to establish an existing situation since the teacher's opinions on the subject of the transactional leadership, the learning organizations and the job motivation, and has been trying to be determined. In this respect, this research is a research that is designed, in the screening model, descriptive and cross-sectional.

Context

It is important the necessity of this research due to lack of the researches done so far on the subject of the transactional leadership applications, the learning organizations and job motivation, especially in the field of the educational administration in the literature in Turkey. For this reason, it is considered that the important findings can be achieved as the consequence of the revealing a method trying to explain which areas of the job motivation are more affected by the transactional leadership applications in the school environment that is a learning organization related to the administrators of the teachers, and the analysing of the data which are collected in this scope at the analysis stage.

The Research Group

In the selection of the teachers participating in the research, an sampling method in that the researcher could reach at the moment to able to conduct his research and included the participants in his research on the basis of the volunteerism, was used (Cohen, Manion and Morrison, 2007; Wallen and Fraenkel, 2001). The sampling method used in this research is a purposive sampling method because each teacher who wants, according to the volunteers' principle is included in the sample until reaching the sample volume (Ural and Kılıç, 2005: 39).

The research conducted by this method was carried out in the educational institutions located in the districts of Gaziemir and Menderes in Izmir in Turkey. In the literature survey, although it was seen that the concepts of the transactional leadership, learning organization and job motivation, were partially researched in the educational institutions, it could not meet the researches in that it is ascertained how the transactional leadership and learning organization dimensions explain the job motivation by tackling these concepts together. In terms of the educational institutions, in the researches either on the transactional leadership and the job motivation or on the learning organizations dimensions and the job motivation concepts, there are national and international researches which reveal that particularly personal management and learning at the team level moderate the effect of the leadership on the motivation to learn by stating that the leadership influences positively the motivation in order to learn and the moderating effect related the level of the learning organization grounding is confirmed (Park and Lee, 2016), determine that the learning organization dimensions have a positive effect on the motivation (Mohamed, 2015), and evaluate that there is a significant relationship between the leadership and the motivation and determine that the leadership affects the motivation (Bulut and Çavuş, 2015; Önen and Kanayran, 2015; Gilley, Gilley and McMillan, 2009; Fisher, 2009; Tracy, 2013; Erener, 2014)

In particular, despite the fact that the learning organization dimensions have been conceptually studied in many researches, it has not been adequately addressed in the literature of the educational administration and organisational behaviour. As a whole, it has not yet been determined adequately the extent to which and in what direction the perception related the transactional leadership behaviours and learning organizations can affect the assessments related to the level of the job motivation in the educational institutions. For this reason, the primary school, the secondary school and the high schools were included in the scope of the research with the assumption that the concepts in the research will be meaningful in terms of the individuals serving as the teacher in the educational institutions and educational institutions. The research group is composed of the teachers who are serving in the educational institutions in the districts of Gaziemir and Menderes in Izmir in Turkey, in 2018. The sample of the research consists of 410 teachers that are charged in 6 primary schools, 6 secondary schools and 6 high schools and selected by a purposive sampling method. For the purpose of the sampling determination, the list of the school names was obtained from the Provincial Directorate of National Education and the schools to be sampled was selected from

the list, including at least three schools in each district. As the sample size was calculated, the universe standard deviation was estimated to be $s=1$, and a 95% confidence level and the 0.1 error margin were considered from the previous researches made before, because it is unknown (Ekinci, 2008; Ekinci, 2012). In this case, it was decided that the sufficient sample size was reached. 352 measurement tools were taken into consideration by removing the deficiently or wrongly filled data collection tools turned back from the participants. Since the structural equality models are based on the tests that are sensitive to the significance of differences in the covariance matrix and the number of the participants, it is stated that the number of the participants should be greater than 200 when such models are established (Kline, 2011: 46-73). As the number of the participants in the research is 352 people, it is seen that this number is suitable for the purpose of the research and statistical analysis. According to the school type where they serve, 28.4% of the participants are in "the primary school", 16.2% are in "the secondary school" and 55.4% are in "the high school". 78.7% of the teachers are "undergraduate" and 21.3% are "graduate". In terms of the duration of the service, 10.5% of the participants have "5 years or less" study period, 9.4% are "6-10 years", 10.5% are "11-15 years", 28.7% are "16-20 years" and 40.9% of them have "21 years and over" serving time. The teachers participating in the research consist of 58.8% female and 41.2% male teachers.

Measures and Instrumentation

In this research, a survey study was conducted in order to collect the necessary information. In the preparation of the questionnaires, the Personal Information Form, the Transactional Leadership Scale and the Learning Organisation Dimension Questionnaire were used to measure the independent variables of the research. The Job Motivation Scale was also used to measure the dependent variable of the research. The information on the scales is provided below.

The transactional leadership questionnaire (TLQ): The transactional leadership scale (TLQ) used in this research is compiled from the "Multifactor Leadership Questionnaire-MLQ Version 5x" developed by Avolio and Bass (1995). There are 12 items in the scale that are created to measure the dimensions of the contingent reward, the management-by-exception (active) and the management-by-exception (passive). The validity and reliability analysis of the original scale is conducted by Avolio and Bass, the internal consistency coefficient α ranges between 0.74 and 0.94 and used in the researches conducted in the different sectors in Turkey. The contingent reward with 4 items, the management-by-exception (active) with 4 items and the management-by-exception (passive) dimension with 4 items can be explained. It is reported that the results of the confirmatory factor analysis regarding the mentioned scale are acceptable by using by Akdoğan (2002) in a research conducted in the field of higher education. However, it is also used in the research conducted by Nir and Kranot (2006) and Rowold (2007) in the educational institutions and according to the confirmatory factor analysis results related to the scale, it is found that the compliance values are acceptable.

The Likert-type scale prepared at 5s in the previous researches in Turkey also is used in this research as 5s with the Likert-type scale. The expressions in the rating are "1=Never", "2=Rarely", "3=Sometimes", "4=Frequently" and "5=Always". The participants are asked to respond the items by thinking the educational institution where they are serving and by marking the most appropriate option to them. The content validity of the scale items is examined by the researcher and a lecturer with the expertise in the field of the educational administration and the adaptations and arrangements are made on the required items.

The dimensions of the learning organization questionnaire (DLOQ): The Dimensions of the Learning Organization Questionnaire (DLOQ) used in this research are compiled from the

adaptation that is made by Yang, Watkins and Marsick (2004) of the “Dimensions of the Learning Organization Questionnaire (DLOQ)” which is used in the researches of Marsick and Watkins (2003) and Yang (2004). There are 21 items in the scale that are created to measure the dimensions of the learning at the individual level, the learning at the team level and the learning at the organisational level. The validity and reliability analysis of the original scale is conducted by Marsick and Watkins (1997), the internal consistency coefficient α ranges between 0.83 and 0.91 and used in the researches conducted in the different sectors in Turkey. The learning at the individual level with 6 items, the learning at the team level with 3 items, and the learning at the organisational level dimension with 12 items can be explained. It is reported that the results of the confirmatory factor analysis regarding the mentioned scale are acceptable by using by Song, Joo and Chermack (2009) in a research conducted in Korea ($\alpha=0.95$). However, it is also used in the research conducted by Avcı and Küçükusta (2009) in the tourism sector ($\alpha = 0.934$) and according to the confirmatory factor analysis results related to the scale, it is found that the compliance values are acceptable. In addition, Basım, Şeşen and Korkmazıyürek (2007) have determined that the reliability values (α) of the scale dimensions are between 0.84 and 0.92.

The Likert-type scale prepared at 5s in the previous researches in Turkey also is used in this research as 5s with the Likert-type scale. The expressions in the rating are “1=Absolutely disagree”, “2=I do not agree”, “3=I am undecided”, “4=I agree” and “5=I fully agree”. The participants are asked to respond the items by thinking the educational institution where they are serving and by marking the most appropriate option to them. The content validity of the scale items is examined by the researcher and a lecturer with the expertise in the field of the educational administration and the adaptations and arrangements are made on the required items.

The job motivation questionnaire (JMQ): The Job Motivation Questionnaire (JMQ) used in this research is compiled from the scale that is used in the researches of Mottaz (1985), Brislin et al. (2005) and Mahaney and Lederer (2006). There are 24 items in the scale that are created to measure the dimensions of the intrinsic motivation and the extrinsic motivation. The internal consistency coefficient of the intrinsic motivation regarding the scale belonging to Dündar et al. (2007) is $\alpha=0.830$ and the internal consistency coefficient of the extrinsic motivation is $\alpha=0.840$. The scale is used abroad for the researches conducted in the different sectors, too. For example, in the service sector (Brislin et al., 2005; Mottaz, 1985) and in the information systems (Mahaney and Lederer, 2006). The intrinsic motivation with 9 items and the extrinsic motivation with 15 items can be explained.

Also, it is reported that the results of the confirmatory factor analysis regarding the mentioned scale are acceptable by using by Khorasani and Zanimanesh (2017) in a research in Iran themed “the role of job motivation on organizational learning and empowerment of municipal staffs to increase economic performance of municipal employees”. In addition, the validity and reliability analysis of the scale is also confirmed and the internal consistency coefficient α is found as 0.845.

The Likert-type scale prepared at 5s in the previous researches in Turkey also is used in this research as 5s with the Likert-type scale. The expressions in the rating are “1=Absolutely disagree”, “2=I do not agree”, “3=I am undecided”, “4=I agree” and “5=I fully agree”. The participants are asked to respond the items by thinking the educational institution where they are serving and by marking the most appropriate option to them. The content validity of the scale items is examined by the researcher and a lecturer with the expertise in the field of the

educational administration and the adaptations and arrangements are made on the required items.

The Validity and Reliability of the Scales

In the context of the research, as the internal consistency coefficient, $\alpha = 0.739$ was calculated for the evaluation related to the transactional leadership. As a result of the reliability analysis, the internal consistency coefficient of the first factor (the contingent reward) was $\alpha = 0.902$. The internal consistency coefficient of the second factor (the management-by-exception (active)) was $\alpha = 0.831$. The internal consistency coefficient of the third factor (the management-by-exception (passive)) was $\alpha = 0.811$. After these evaluations, it is decided to use this scale in the research process.

On the other hand, as the internal consistency coefficient, $\alpha = 0.944$ was calculated for the evaluation related to the learning organization dimensions. As a result of the reliability analysis, the internal consistency coefficient of the first factor (the learning at the individual level) was $\alpha = 0.861$. The internal consistency coefficient of the second factor (the learning at the team level) was $\alpha = 0.840$. The internal consistency coefficient of the third factor (the learning at the organisational level) was $\alpha = 0.946$. After these evaluations, it is decided to use the scale in the research process.

Also, as the internal consistency coefficient, $\alpha = 0.892$ was calculated for the evaluation related to the job motivation. As a result of the reliability analysis, the internal consistency coefficient of the first factor (the intrinsic motivation) was $\alpha = 0.861$. The internal consistency coefficient of the second factor (the extrinsic motivation) was $\alpha = 0.881$. After these evaluations, it is also decided to use this scale in the research process.

In the study, the confirmatory factor analysis (CFA) was also conducted both to test the theoretical constructs and to examine the derived values, and the internal consistency coefficients were evaluated. According to the results of the CFA, the factors that have no predictive power were extracted from the scales in the analysis of whether the factor loadings of the transactional leadership applications, learning organization dimensions, and job motivation scales and whether these factor loadings were statistically significant.

In this context, as Tüzün (2006) and Duru and Balkıs (2005) have explained, when it was looking at the literature, it is seen that a number of criteria have been determined in order to say that the tested model is in harmony with the actual data. The chi-square value calculated in the large sample applications can often give a value at the meaningful level (Duru and Balkıs, 2005; see also Marsh and Hocevar, 1985). For this reason, it is stated that one of the basic conditions should be the value obtained as the result of χ^2/DF operation for the conformity of the tested model to the actual data.

Also, Hu and Bentler (1999) have expressed in their research that SRMR (Standardized Root Mean Square Residual) with based ML (maximum likelihood) for the undetermined factor covariance or the hidden structured models; the values of TLI (Tucker-Lewis Index), BL89, RNI (Relative Non-Centrality Index), CFI (Comparative Fit Index), Gamma Hat, Mc and RMSEA (Root Mean Square Error of Approx.) for the undetermined factor loaded models are the most sensitive indices in their evaluations related the modal harmony made with the LISREL program. Hu and Bentler also demonstrated that the values of GFI (Goodness of Fit Index) and AGFI (Adjusted Goodness of Fit Index) did not give good results in the present simulation studies by indicating that the value of GFI (Goodness of Fit Index) proved to be more problematic. In addition, they concluded that these values are very sensitive to the sample size

and therefore they can produce many errors (Type-I error) and they cannot be paid attention when the adaptation of a model was being evaluated. As a result of these evaluations, the values of χ^2/DF , RMSEA (Root Mean Square Error of Approx.), S-RMR (Standardized Root Mean Square Residual), NNFI (Non-Normed Fit Index) and CFI (Comparative Fit Index) are accepted as a criterion in this research by commenting the fit indices, too.

Duru and Balkis (2005, see also Marsh and Hocevar, 1985) emphasize that the first of the essential conditions for the true fit of the tested model with the actual data was that the value derived in the result of the χ^2/DF operation should be between 2 and 5. Hu and Bentler (1999) also point out that it will be enough that the value of RMSEA is ≤ 0.05 , but it is reasonable that it is between 0.05 and 0.10.

The value of RMSEA will be considered as very weak if it is above 0.10. Likewise, the SRMR value will be considered as adequate if it is under 0.10. Riggle (2007) states that the value of NNFI (Non-Normed Fit Index) should be greater than 0.90 for a good fit, and Hu and Bentler (1999) suggest that this value should be raised to 0.95 to avoid a Type I error that could be formed. According to Riggle (2007, see also Gerbing and Anderson, 1992), a good fit will be indicated, if the values of NNFI and CFI are greater than 0.95, while an acceptable fit will be indicated if the values are greater than 0.90.

Duru and Balkis (2005, see also Bentler, 1990) suggests that it will be regarded as the evidence towards the compatibility of the tested model with the actual data if the value of CFI is close to 1. Also, Hu and Bentler (1999) have also interpreted in their research a value close to 0.95 which is to be obtained in the studies as the needed values before they have reached the result that there was a quite good compliance between the hypothetical model and observed data.

Riggle (2007, see also Byerne, 1998) also points out in his research that a model will be completely compatible, if the value of RMSEA is 0.08 or above, the value of CFI is 0.90 or above and the value of the NFI is 0.90 or above when evaluating the decision criteria for these statistics. Hair, Black, Babin and Anderson (2010: 721) expressed that the model will be a good model, if χ^2/DF expressed as the normalized chi-square is less than 2, and it will be sufficient to accept the model, if it is below 5; and the model will be accepted, if the value of RMSEA is below 0.10 at the 0,95% confidence level.

As a result of these evaluations, the criterion index values and the obtained values for CFA used in the research are presented in Table 1. The confirmatory factor analysis of the research model was confirmed by the structural equation model, and the values obtained by the path analysis were also confirmed by the basic requirements of T values. In path analysis, it is tried by the researcher to determine the relationship between the transactional leadership behaviours, learning organization dimensions and job motivation, and it is examined whether the basic requirements T values and the paths of the relationship sought are meaningful. In the evaluation of the scales, it was found that the obtained values of the goodness of fit were "acceptable compliance" according to the results of the CFA ($\chi^2/DF=5$; Sd=553; RMSEA=0.10; SRMR=0.10; NNFI=0.90; CFI=0.90). It is possible to state that the values of the goodness of fit of the model (measurement instruments) that used in the research and took part in Table 1 are among the acceptable values according to Hair et al. (2010: 721), and Kline (2011: 134).

Table 1. The Compliance Index Values of the Relation under the Research

Sign/Index	GFIV	AFIV	Value	Compliance Status
χ^2/DF	$0 < \chi^2/DF < 2$	$3 < \chi^2/DF < 5$	5	Acceptable Compliance
RMSEA	$0.00 < RMSEA < 0.05$	$0.05 < RMSEA < 0.10$	0.10	Acceptable Compliance
SRMR	$0.00 < RMR < 0.05$	$0.05 < RMR < 0.10$	0.10	Acceptable Compliance
NNFI (TLI)	$0.95 < NNFI < 1.00$	$0.90 < NNFI < 0.95$	0.90	Acceptable Compliance
CFI	$0.95 < NNFI < 1.00$	$0.90 < NNFI < 0.95$	0.90	Acceptable Compliance

Note: GFIV (Good fit index values), AFIV (Acceptable fit index values), χ^2/DF (Normalized χ^2), RMSEA (Root Mean Square Error of Approx.), SRMR (Standardize Root Mean Square Residual), NNFI (TLI) (Non-Normed Fit Index) (Tucher-Lewis Index), CFI (Comparative Fit Index)

The mean and reliability values of the variables in the study are presented in Table 2.

Table 2. The Means and Reliability Values of the Variables

	M	df	Cronbach Alpha
LOD	52.03	11.22	0.944
ILL	14.52	3.17	0.861
TLL	7.12	1.68	0.840
OLL	30.38	7.84	0.946
TLA	35.51	6.42	0.739
CR	14.99	3.53	0.902
MEA	9.13	2.96	0.831
MEP	11.39	3.78	0.811
JM	45.27	8.52	0.892
IM	21.10	3.17	0.861
EM	24.18	6.42	0.881

Note: LOD (Learning Organization Dimensions), ILL (Individual Level Learning), TLL (Team Level Learning), OLL (Organisational Level Learning), TLA (Transactional Leadership Applications), CR (Contingent Reward), MEA (Management by Exception-Active), MEP (Management by Exception-Passive), JM (Job Motivation), IM (Intrinsic Motivation), EM (Extrinsic Motivation).

As seen in Table 2, the mean, standard deviation and reliability values for the variables in the study were $M = 52.03$, $d.f. = 11.22$, $\alpha = 0.944$ for "learning organization dimensions"; $M = 35.51$, $d.f. = 6.42$, $\alpha = 0.739$ for "Transactional leadership applications" and $M = 45.27$, $d.f. = 8.552$, $\alpha = 0.892$ for "job motivation". As can be seen from the Table, it is possible to state that the mean, standard deviation and reliability values of the variables included in the study are also among the acceptable values.

RESULTS AND DISCUSSION

The Findings Towards the Research Hypotheses

In the study, all three measuring instruments were scored by giving 5, 4, 3, 2, 1 values from positively to negatively with a Likert type 5 rating and the high score showed that the perception levels intended to the variables are higher. SPSS package program and Structural Equation Modelling technique were used in the analysis of the research data. Thus, the findings about the relationships between the level of the job motivation among the participants in the research group, the perceived transactional leadership behaviours and learning organization dimensions, and the effects of the perception level relating to the transactional leadership behaviours and learning organization dimensions on the job motivation level took part in this section. For this purpose, the job motivation evaluations in their schools, according to the opinions of the participants, and the correlations relating to the perceived transactional

leadership behaviours and learning organisation dimensions are given firstly and then the findings relating to the regression level of the sub-dimensions of the transactional leadership and learning organizations are evaluated for the job motivation.

When the correlation coefficients between the job motivation and the sub-scales of the transactional leadership and learning organization dimensions are examined in Table 3, a positive and meaningful correlation is found between the perception of the job motivation and the sub-dimensions of the transactional leadership as “contingent reward” and “management by exception-active”, and the all sub-dimensions of the learning organisation dimensions. When the correlation coefficients were examined, it was seen that the highest correlation was realized between the "organizational level learning" sub-dimension of the learning organisation dimensions' perception and the job motivation. These results show that the job motivation in the educational institutions is more related to the "learning organization dimensions".

As seen in Table 3, when the relationship values of the variables were examined, there was a meaningful and at the “adequate level” relationship between the transactional leadership applications ($r = 0.383$ $p < 0.01$) and the job motivation, and there was a meaningful and at the “medium level” relationship between the learning organization dimensions ($r = 0.696$ $p < 0.01$) and the job motivation. When the findings related to the sub-dimensions of the independent variables were examined, it was seen that there were the meaningful and positive relationships between the contingent reward ($r=0.503$ $p<0.01$), management by exception-active ($r=0.173$ $p<0.01$), individual level learning ($r=0.453$ $p<0.01$), team level learning ($r=0.419$ $p<0.01$), organisational level learning ($r=0.717$ $p<0.01$) and the perceived job motivation.

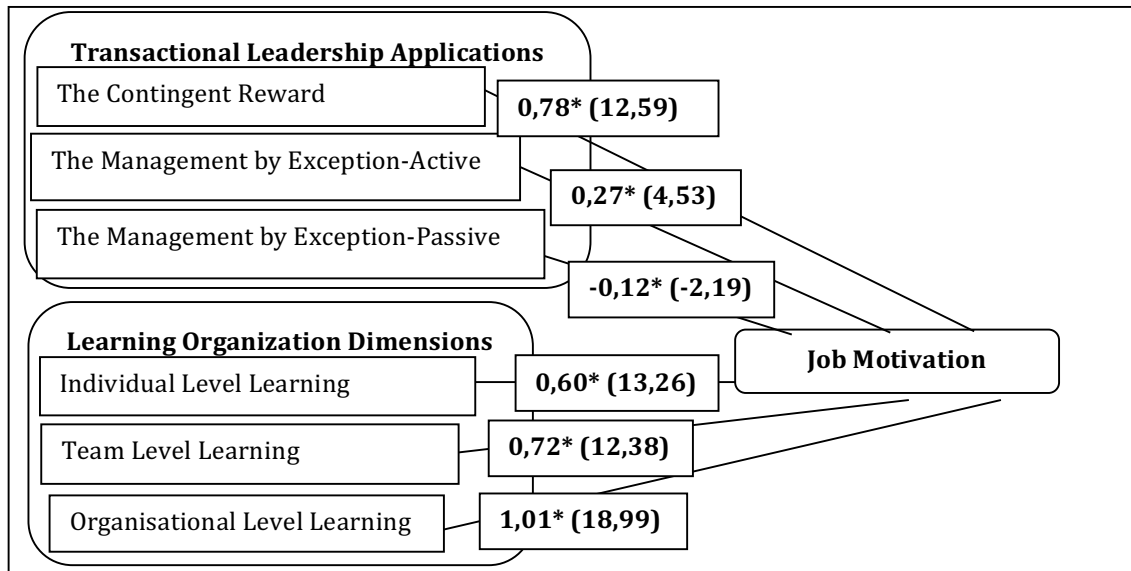
Table 3. Correlation Values (Pearson Correlation Test)

Variable	JM	p	Result
TLA	0.383**	0.000	Adequate level
CR	0.503**	0.000	Medium level
MEA	0.176**	0.001	Very weak level
MEP	0.043	0.421	No correlation
LOD	0.696**	0.000	Medium level
ILL	0.453**	0.000	Adequate level
TLL	0.419**	0.000	Adequate level
OLL	0.717**	0.000	Strong level

Note: ** $p < 0,01$, $n=352$

Figure 2 shows the standardized beta values and t values of the research model.

Figure 2. The effects of the independent variables on the dependent variable

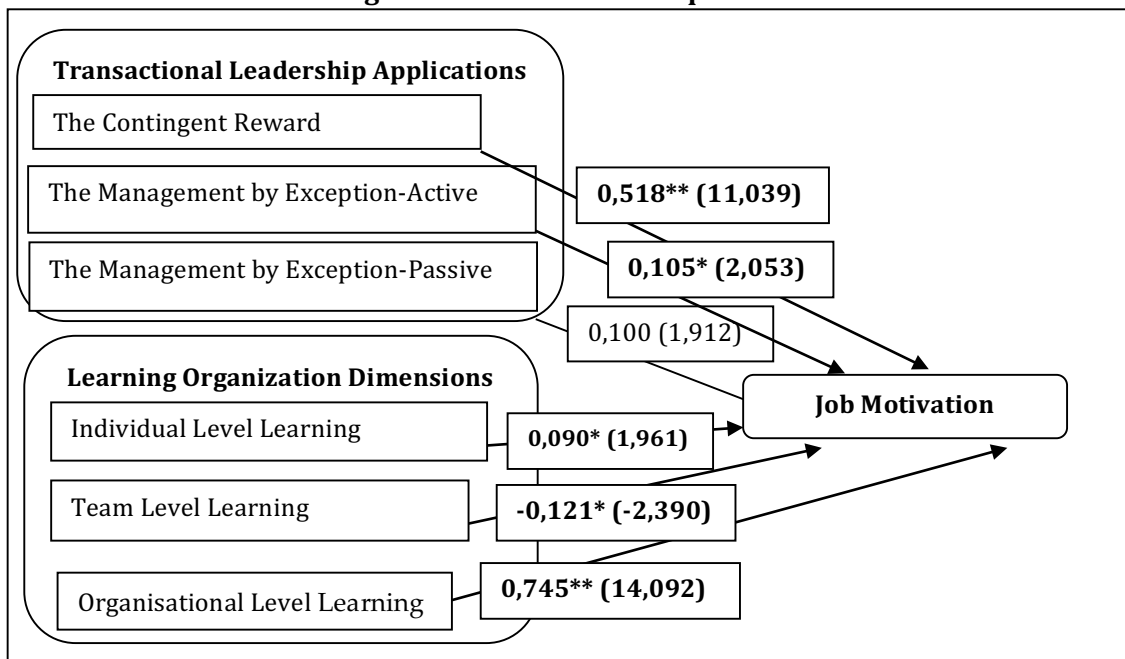


Note: * $p < 0,05$ (The values in the parenthesis are t-values of the variables.)

According to the obtained findings, a positive effect of the sub-dimensions as the contingent reward ($\beta=0.78$; $p < 0.05$), the management by exception-active ($\beta=0.27$; $p < 0.05$) related to the transactional leadership applications, and as the individual level learning ($\beta=-0.60$; $p < 0.05$), the team level learning ($\beta=-0.72$; $p < 0.05$), the organisational level learning ($\beta=1.01$; $p < 0.05$) related to the learning organisation dimensions is found on the job motivation. However, an exceptionally weak effect is observed between the management by exception-passive ($\beta = -0.12$; $p < 0.05$) and the job motivation. It is seen that these positive effects supported the research hypotheses in general.

Additionally, the structural equation analysis and the model test results were also evaluated. The presence of the effects of the independent variables on the job motivation is tested on a single model by including of the contingent rewards, management by exception-active and management by exception-passive which are the sub-dimensions of the transactional leadership, and the individual level learning, team level learning and organisational level learning which are the sub-dimensions of the learning organisation dimensions as the independent variables, and the job motivation as the dependent variable to the analysis. It is considered that the model is generally appropriate according to the obtained values as a result of the testing the model shown in Figure 3, it is considered that the model is generally appropriate for the values obtained, too. However, it is seen here that the significance value of the management by exception-passive variable ($p = 0.057$) is above the desired standards. The effects of the independent variables in the model on the job motivation were statistically significant at the level of 5% significance.

Figure 3. The structural equation model



Note: The values in the parenthesis are t-values of the variables. The arrowed lines indicate the significant relationships.

Table 4 shows the standardized beta and p values for the paths specified in the model.

Table 4. The Path Coefficients of the Model

Path	Standardized β	p
Contingent Reward \longrightarrow Job Motivation	0.518	0.000**
Management by Exception-Active \longrightarrow Job Motivation	0.105	0.041*
Management by Exception-Passive \longrightarrow Job Motivation	0.100	0.057
Individual Level Learning \longrightarrow Job Motivation	0.090	0.050*
Team Level Learning \longrightarrow Job Motivation	-0.121	0.017*
Organisational Level Learning \longrightarrow Job Motivation	0.745	0.000**

According to the obtained research findings, the hypotheses proposed within the research and the structural equality model test results related to these hypotheses are presented in Table 5, too.

Table 5. The Hypothesis Test Results of the Structural Equation Model

Hypotheses	Result
H1: The meaningful relationship between the transactional leadership behaviors and the job motivation.	Accepting
H 1a: The meaningful relationship between the contingent reward behaviors and the job motivation.	Accepting
H 1b: The meaningful relationship between the management by exception-active behaviors and the job motivation.	Accepting
H 1c: The meaningful relationship between the management by exception-passive behaviors and the job motivation.	Rejection
H 2: The meaningful relationship between the learning organisation dimensions and the job motivation.	Accepting

Note: In this study, the hypotheses about the sub-dimensions related to the learning organization dimensions have not been established, but three sub-components which explain the total variance of the concept have been determined as a result of the statistical evaluation of the composed learning organization dimensions' measurement tool. Thus, it is discovered that all three sub-dimensions correlate meaningfully with the job motivation in the direction predicted in the H2 main-hypothesis by analysing of the obtained sub-dimensions in the hypothesis tests.

When the obtained findings are examined, it is seen that the transactional leadership applications generally have a positive effect the on job motivation. These results supported the hypotheses H1, H1a and H1b. All the sub-dimensions of the learning organization dimensions (individual level learning, team level learning and organizational learning level) have a positive effect on the job motivation, too. It is seen that these results also support the H2 hypothesis. These obtained results showed that the generated model was generally meaningful.

As a result, it is seen that there is a meaningful relationship between the transactional leadership, contingent reward and management by exception-active applications, individual level learning, team level learning and organisational level learning and the job motivation. However, there was no significant relationship between the management by exception-passive applications and the job motivation. It is determined, that the perceptions related to the job motivation increased positively as the level of perception of the transactional leadership, contingent reward and management by exception-active applications which are applied, and the learning organization dimensions increased. In addition, it was aimed in the revealed relationship to explain the job motivation, the transactional leadership applications which are determined to have an effect on it, and the learning organisation dimensions with the structural equality model. In the evaluation, the relationship between the job motivation and the other variables of the research was found to be meaningful as a model, too. Besides, there is also a positive relationship between the variables. Moreover, it can be said that the teachers' learning at the organizational level affects more than the other variables the job motivation according to the determined models.

CONCLUSSION AND SUGGESTIONS

Based on the results obtained in the research, it is possible to make evaluations on the theoretical and practical implications towards the concepts taken part in the scope of this research and the relationships between the concepts. In this section, the results of the research will be discussed with the emphasis on the previous conceptual and theoretical explanations and the empirical research results, and it will be discussed what kind of theoretical and practical implications are achieved.

The Implications Towards the Theory

Also, it has been identified in the previous researches made by Ishaq and Segoro (2015), Önen and Kanayran (2015), Thoonen et al. (2011), and Bulut and Çavuş (2015) that the leadership applications have affected the employees' motivations. The teachers' motivation can be achieved through a few simple actions, such as an exchange in the leadership and management activities, as Cutlip et al. (2005) have stated. Also, Joyce (2005) has explained in his research firstly the relationship between the learning at the individual level and the motivation, the role of the leadership on the learning motivation in a learning organization, and the impact of the leadership styles in a literature review. Naqvi, Khan and Butt (2015) have also found a strong relationship between the motivational factors and the organizational learning in their research. Khorasani and Zamanianesh (2017) have investigated the role of the job motivation in the empowerment of the staff and the organizational learning in order to increase the economic performance of the municipal employees, and have found that the job motivation is related to the organizational learning. Mohamed (2015) has also focused on the leadership and the awards, while he has explored the factors that affected the motivation of the employees in his research.

Thus, as stated in the researches conducted, it is evaluated that an organization exhibiting the appropriate leadership behaviours will have a more positive and higher job motivation than those organizations where such practices are weak. In this research made in the educational institutes, it was also determined that the perceptions of the learning organization had a meaningful effect on the teachers' evaluations relating to job motivation. This effect is similar to the previous research results, and in parallel with this, it is possible to say that the level of the job motivation of the organization can be positively affected by more increase of the teachers' learning organization perceptions and the learning at the organizational level especially in the interpersonal relations.

On the other hand, it has been revealed through the made researches that the concepts such as the leadership applications and the learning organization dimensions which are among the decisive factors of the job motivation affect many positive organizational and individual results. The leadership applications are explained in the researches related to the subject by the factors such as the transformational leadership, individual freedoms, transactional leadership, and the laissez faire leadership. The researches on the learning organizations and the organizational learning have emerged as a concept that has been frequently discussed recently, especially in the field of the management. In these researches, it has been suggested that the perception about the learning measured at the individual and organizational level can affect on many organizational outcomes, including the job motivation and human capital by positively or negatively affecting a number of perceptions, attitudes and behaviours at the individual level.

At this point, it is determined in this research, that the evaluations of the individuals about the job motivation will also increase in the same direction, if they have the perception of the learning organization in the education organizations. Thus, it is possible to say that the job motivation may also be at a higher level in the organizations where the individuals who believe in the existence of the organizational learning in the involved educational institution, are situated.

Although the empirical findings that have identified the link between the transactional leadership applications, learning organization dimensions and job motivation have not been adequately addressed, it has been suggested based on the literature of the job motivation that the administrators who have presented an appropriate leadership application against the

teachers have contributed to build more positive social relations with each other by all individuals (managers and teachers) who are part of the learning organization system, the job dissatisfaction and the exhaustion showed a tendency to decrease in these organizations, and the social structure of the organization became stronger. Thus, it can be said that the results which obtained in this research are in accord with the previous researches and literature behind the concepts.

On the other hand, it is seen that the job motivation concept which was one of the main concepts of this research is not adequately addressed together with the subjects that are included in the scope of the management-organization and educational sciences, although it was a concept dwelled on extremely with point of theoretical, philosophical, sociological and economic perspectives in Turkey and in the international literature. From this point of view, it is thought that this research will be an important contribution to the better understanding of the aforesaid concept and the understanding of its interaction with the organizational outcomes within the context of the management and the organizational behaviour. Nevertheless, as noted in the methodology of the research, there has not been enough research that has provided the operational definition and the measurement tool of the transactional leadership, the learning organizations and the job motivation. In this research, it was seen that the reliability and validity values of the obtained scale dimensions were acceptable as a result of the examination and, it was observed that they were in the conformity with the dimensions suggested by the researchers who developed scale.

As mentioned earlier, three elements of the transactional leadership were conceptualized as the contingent reward, the management by exceptions-active and the management by exceptions-passive and the three components of the learning organization dimensions were conceptualized as the individual level learning, the team level learning and the organizational level learning. According to the researchers who have developed the scales, it is possible to define either the transactional leadership or the organizational learning as a situation in which these each three elements are balanced. At this point, it is discussed that the components (the dependent and independent variables) obtained in this research revealed the job motivation, and that these components were compatible with the components proposed in the research conducted by other researchers. On the other hand, it can be said that the measurement tool used in this research may contribute to the next similar academic researches due a generally accepted measurement tool that allows the computation of the job motivation on the individuals who study in the learning organisation in the literature about the educational management and organizational behaviour in Turkey is quite difficult to find.

The Implications Towards the Practice

It has been determined in this evaluation applied in a research group consisting of the teachers working in the educational institutions at the level of primary, secondary and high school located in the districts of Gaziemir and Menderes in İzmir in Turkey, that the transactional leadership behaviours and the learning organization dimensions affect positively the evaluation of the teachers related to the job motivation with respect to their institutions. Depending on this effect, it is possible to say that it will be useful if the administrators in the educational institutions give importance to the developing efforts of the appropriate leadership behaviours in order to improve the potential about the enhancement of the job motivation of the teachers who take part in this structure and their schools, the subjects such as the individual level learning, team level learning and organizational level learning which are the organizational learning dimensions, and all structural and relational factors that compose the job motivation.

Especially if the school administrators and all institutions and decision mechanisms involved in the education organization in Turkey regulate better the issues related to the job motivation, and make an effort for the increasing of the appropriate leadership applications in their institutions and the basing of the teacher-institution and teacher-administrator's relationships on a more positive leadership basis, it will be also contributed to the increasing of the job motivation potential of the teachers and educational institutions. It can also be argued that the administrators in the educational institutions can develop the leadership behaviours by promoting the fair and consistent behaviour in the promotion, rewarding, punishment and interpersonal relations on one hand, and by improving the learning organization dimensions in their schools on the other hand.

The Suggestions For the Subsequent Researches

Nevertheless, it is recommended that these concepts should be investigated by means that may allow the cross-cultural comparison, considering that the research concepts are closely related to the cultural psychology and social culture. It is thought that an intercultural research that can be applied in the subsequent researches can contribute much more with the assumption that the concepts such as the transactional leadership and the organizational learning can be differentiated from the culture to the culture, and that the job motivation can be affected by the cultural space.

The Limitations

This research has also the certain limitations, even though it contains some contributions on the subject of the administrators' transactional leadership applications of the teachers working in the educational institutions at the level of primary, secondary and high school, the learning organisation dimensions in their schools and their own job motivation directed to the literature and practice. First of all, this research was carried out only in the educational institutions in the districts of Gaziemir and Menderes in Izmir in Turkey and although the data collection process lasted for approximately eight months (June 2018-January 2019), the sufficient sample size to represent the universe was not reached.

In addition, the preferred purposive sampling method is another limitation of the research. However, the research is a cross-sectional and relational study. For this reason, the statistical relations between the variables cannot be evaluated in the context of the cause and result. This is seen as a limitation of the research, too. In view of the size of the research's data collection technique and the size of the research group, it is not possible to determine completely the relationship of the causality between the variables included in the research model, too. Also, it is recommended in the further researches that the quota sampling should be used and the studies should be carried out in the wider research areas, including different provinces.

Another limitation is that this research has been done within the context of the teachers in the state schools affiliated to the Ministry of National Education in districts of Gaziemir and Menderes. It is also possible that the different results can be obtained in the researches in the sampling of the educational institutions that have the different characteristics by taking the private schools into the scope of the research in terms of the location, size, educational management and management style. For this reason, it is thought that it will be contributed both to the literature and to the practice, if the inter-conceptual relations proposed within the scope of this research are searched through the public and/or the private organizations located in the different educational institutions and in the different sectors (Universities, Health Institutions, Municipalities, Tourism and Hotel Establishments, Industrial Organizations, Multinational Corporations, etc.).

On the other hand, all variables were measured from a single source formed by the teachers' personal statements in this research, and the effect on the results of the common method variance cannot be statistically controlled. Since the effect of the common method variance cannot be controlled, this constitutes the other limitation of the research (Podsakoff, MacKenzie, Lee and Podsakoff, 2003: 881).

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