

## THE ROLE OF LEADER-MEMBER EXCHANGE ON THE RELATIONSHIP BETWEEN PROSOCIAL BEHAVIORS AND POSITIVE VOICE BEHAVIORS<sup>1</sup>

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### Abstract

The aim of this study is to determine whether there is a relationship between prosocial behaviors and positive voice behavior and there is a moderating effect of leader-member exchange on the relationship between prosocial behavior and positive voice behavior. In this way, it will be determined whether leader-member exchange has an effect on teachers' prosocial and positive voice behavior. The data of the research was collected from 720 teachers in 2019-2020 educational year from various primary, secondary, and high schools in Buca, İzmir. In this study, structural equation modelling (SEM) was used to test the moderating effect of leader-member exchange on the relationship between prosocial behaviors and positive voice behavior. The data were obtained through "Personal Information Form", "Leader-member Exchange Scale", "Prosocial Behaviors Scale", "Positive Voice Behavior Scale". This research has shown the moderating effect of leader-member exchange on the relationship between prosocial behaviors and positive voice behavior.

**Key Words:** Leader-member exchange, positive voice behavior, prosocial behaviors, moderating role.

### INTRODUCTION

Viewpoints on management has been comprised of paradigm which is dominant in a period. At the beginning of the nineteenth century, classical management approach, in which people were seen like a machine or a robot and performance has had importance, came to the forefront. After World War II, researches on neoclassical theory in management increased and it began to have wide coverage in literature. With this approach, employee's attitude, beliefs, feelings, and shared values in the organizations became significant to reach organizational aims. Leader-Member Exchange is one of the approaches which is based on human relationships. This theory researched bilateral relationships between leaders and their members (Schriesheim, Castro & Cogliser, 1999). In recent years, many organizations searched leader-member exchange theory. This theory revealed different relationships according to differentiating perceptions of each member in an organization. Leader-member exchange is related to communication processes. Lee (1997) stated that cooperative communication was a higher quality communication form for leader-member exchange. The quality of the relationship between the leader and his/her members was associated with such issues as performance evaluation. This theory is based on the situational leadership approach and relationship/human-directed leadership (Graen and Uhl-Bien, 1995: 225).

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When leader-member exchange differentiated, members of organizations which is managed emotionally such as educational organizations exhibited different behaviors. Like many organizations, members' behaviors differentiated from their relationship with their leaders. One of those behaviors, prosocial behaviors developed into social progress process. Behaviors which displayed terminally without being in any expectations were stated as prosocial (positive social) behaviors. Such volunteer behaviors as being participative, helping, and consoling formed the basis of prosocial behaviors. Similar to prosocial behaviors, positive voice behaviors were investigated as one of the behaviors differentiating from leaders' communication style, leaders' approach, member's position in his/her organization, commitment to the organization, and motivation. Researches which started in management area, was increasingly located in educational area. Voice behavior was seen as a change-oriented communication type which aimed at making current situation better (Nikolaou etc., 2008: 667). For this reason, positive voice behavior should be relevant to organization, clearly comprehensible, for work environment, and be conveyed to someone in the organization (Maynes and Podsakoff, 2014).

Leader-member exchange theory substantially developed in scientific research and in organizational science, this theory drew significant attention to itself. This theory broke new ground on two issues. The first one was that leader-member exchange focused on various bilateral relations between a leader and each member. The second one was that this theory stated that the relationship between a leader and his/her members was at a different level (Dulebohn, Bommer, Liden, Brouer & Ferris, 2012: 1716). Leader-member exchange theory asserted that a leader didn't have an equal interaction with each member. While leaders sometimes had a high-quality positive relationship based on love, trust and mutual respect between some members, some people had a low-quality and negative relationship with each of the other. Prosocial behaviors were a situation which is voluntarily happening without any press and conditioning for the sake of others (Eisenberg & Miller, 1990: 3-4). The members of an organization made an extra effort to provide peace and comfort for the organization or members who are together. When members of the organization carried out organizational role, they took charge. That's why, extra-role behaviors were included in positive social behaviors by being out of formal role behaviors (Özdevecioğlu, 2009: 49).

The term "prosocial behaviors" was first used by Auguste Comte, and he referred this term as "the interest shown to the opponent". Prosocial behaviors are referred as "intention to purpose whether reward expectancy or not". A person thought that relief from peace and altruism was more important than his/her expectations for conducting this behavior (Rosenhan, 1978: 103). On the other side, the term "prosocial behaviors" was the volunteer and favorable behaviors and merely in a helpful motive without expecting any benefits. In the occurrence of these behaviors, there was a conscious of being beneficial with no thought of personal gain (Miller vd., 1997: 54). Cooperation, sharing, helping, forgiveness and being a volunteer were types of prosocial behaviors. Those were positive social actions. "Positive voice behavior" defined such behavior that employee supported valued politics about their jobs, programs, targets, and processes or defended those values against tortious criticism. In this behavior, constructive suggestions were made for making the works and organization's progress more effective and fertile, and this was voluntarily made by workmates and managers via various communication channels.

Voice behavior defined the best and the newest way of something and it directed the management's attention for critical issues. Van Dyne & LePine (1998) explained voice as the definition of constructive challenge intended to develop how things are done (Van Dyne & LePine, 1998) and explained change-directed recommendations for developments as examples of voice. Besides, it stopped the problems about procedures and current working technics. Therefore, voice behavior had a positive effect on organizational process. Maynes and Podsakoff (2014) revealed four dimensions of voice behavior; supportive, constructive, defensive and destructive voice, and they developed a scale of voice behavior. In those dimensions, supportive and constructive voice behavior belonged to positive voice behavior. On that basis, this research aimed to explain the leader-member exchange, prosocial behavior, and positive voice behavior and tested the mediating role of leader-member-exchange on the relations between prosocial behaviors and positive voice behavior. To this end, the research seeks to find answers to the following sub-:

- 1- How are the perceptions of teachers on prosocial behaviors, positive voice behavior, and leader-member exchange?

- 2- Do the teachers' levels of leader-member exchange differ according to personality traits in all the scales and their sub-dimensions?
- 3- Do the teachers' levels of prosocial behaviors differ according to personality traits in all the scales and their sub-dimensions?
- 4- Do the teachers' levels of positive voice behavior differ according to personality traits in all the scales and their sub-dimensions?
- 5- Is there any mediating role of leader-member exchange on the relationship between positive voice and prosocial behaviors?

## METHOD

In this research, explanatory sequential design was used in the mixed model. In quantitative design, Structural Equation Modelling (SEM) was used to test the moderating effect of leader-member exchange on the relationship between prosocial behaviors and positive voice behavior. In addition, t-test and one-way ANOVA analysis were used to determine the effect of demographic factors on the variables.

### Population and Sample

The research was conducted in public schools of Buca district in İzmir Province in 2019-2020 Academic Year. The population of this research involved 1200 primary school teachers, 1511 secondary school teachers, and 1082 high school teachers. Using the sample size table, 750 teachers have been accepted to represent the target population, which involved 3829 teachers in % 5 tolerance and  $\alpha = .05$  significance level. The participants of the research were as follows; 60.1 % were female (n=433), 39.9 % were male (n=287); 74.2% were married, (n=534); 25.8 % were single (n=186); 26.0 % were 35 years old and below (n=187); 21.3 % were between 36-40 years old (n=154), 37.1 % were between 41-50 years old (n=267), %15,6 were 51 years and above (n=112); 22,5 % had 10 years of seniority and below (n= 162), 17,9 % had 11-15 years of seniority (n=129), 20,8 % had 16-20 years of seniority (n=150), 20,7 % had 21-25 years of seniority (n=149), 18.1 % had 26 years of seniority and above (n=130).

### Data Collection Tools

In collecting data, "Prosocial Behaviors Scale", "Positive Voice Behavior Scale" "Personal Information Form", and "Leader-Member Exchange Scale" have been used. In the Personal Information Form which was prepared by the researchers, there are six questions about the participants' gender, age, marital status, seniority, school degree, and school size. The information about the scales have been given below:

*Prosocial Behaviors Scale (PBS):* The Prosocial Behavior Scale is a 5-point Likert-type scale [I totally disagree (1) - I totally agree (5)]. It consists of three sub-scales: extra-role prosocial behavior, in-role prosocial behavior, and co-operation. In-role prosocial behavior has 7 items (1-7), extra-role prosocial behavior has 3 items (8-10) and cooperation has 7 items (11-17). The scale was adapted to Turkish by Yeşiltaş, Kanten, and Solmaz (2013), and it was found to be reliable and valid. The scale has been used in many researches on various fields such as education, tourism, health, etc. However, in this research, construct validity of the scale was made again since Structural Equation Model was conducted and we wanted to be sure of the scale. In this research, the Cronbach's Alpha values for three dimensions were found to be between .70-.82.

*Positive Voice Behavior Scale (PVBS):* The Positive Behavior Scale is a 5-point Likert-type scale [I totally disagree (1) - I totally agree (5)]. This scale was developed by Maynes and Podsakoff (2014) and was translated into Turkish by Çankır (2016). It consists of two sub-scales: Supportive voice and constructive voice. Supportive voice has 5 items (1-5), and constructive has 5 items (6-10). In this research, the Cronbach's Alpha value for supportive voice was .71 and for constructive voice was found .84.

*Leader-Member Exchange Scale (LMX-5):* The Leader-Member-Exchange Scale is a 5-point Likert-type scale [I totally disagree (1) - I totally agree (5)]. It consists of four sub-scales: contribution, loyalty, affect, and professional respect. This scale was developed by Liden and Maslyn (1998) and was translated into Turkish by Baş, Keskin, and Mert (2010). It consists of four sub-scales, and each of them has three sub-scales. In this research, the Cronbach's Alpha values for four dimensions were found to be between .70-.92.

### Data Analysis

The data of the study were analyzed with SPSS and AMOS programs. The relationship between the variables involved in this study was determined by performing Pearson correlation analysis. Structural equation model

(SEM) analysis was conducted to test the role of leader-member exchange on the relationship between prosocial behavior and positive voice behavior. A two-stage path was followed for SEM analyses. In the first stage, the measurement model was tested to evaluate the validity of the relationships between implicit variables. In the second stage, structural model analysis was performed to test the validity of the hypothetical model suggested. The significance level was taken as 0.05 in the study, and other significance levels (0.01 and 0.001) were also shown.

## RESULTS

In this section, the findings on the data of the teachers in the school in which the research was based on the mediating role of leader-member exchange on the relationship between prosocial behaviors and positive voice behavior are presented. The findings are considered separately as sub-problems.

### Findings Regarding the First Sub-Problem

The first sub-problem of the research was “How are the perceptions of teachers on prosocial behaviors, positive voice behavior, and leader-member exchange? “. The findings are given in Table 1.

Table 1: Teachers’ Perceptions of Prosocial Behaviors, Positive Voice Behavior, and Leader-Member Exchange

	Variables	Skewness	Kurtosis	Mean	Sd
Leader-Member Ex.	Affect	-.435	-.468	3.77	.91
	Contribution	-.246	-.420	3.60	.86
	Loyalty	-.199	-.749	3.45	.99
	Professional Respect	-.561	-.350	3.83	.88
Prosocial Behavior	In-role	-.254	-.457	4.22	.37
	Extra role	-.221	-.271	4.11	.55
	Cooperation	-.401	-.540	4.33	.48
Positive Voice B.	Supportive Voice	-.030	-.509	3.68	.57
	Constructive Voice	-.225	-.513	3.89	.63

When Table 1 is examined, it can be seen that teachers have shown professional respect as the highest level and respectively affect, contribution, and loyalty in leader-member exchange. Also, teachers have shown cooperation as the highest level and respectively in-role and extra-role behavior in prosocial behaviors. Besides, constructive voice is at higher level than supportive voice behavior.

### Findings Regarding the Second Sub-Problem

The second sub-problem of the research was “Do the teachers’ levels of leader-member exchange differ according to personality traits in all the scales and their sub-dimensions? “. The findings are given below.

It has been found that teachers’ gender, age, and marital status does not differ significantly, whereas working time, school size, and school type differ. Professional respect [ $F_{(4,715)} = 2.914; p < .05$ ] and general scale [ $F_{(4,715)} = 2.837; p < .05$ ] show a significant difference according to working time; while there is not a significant difference according to working time variable in effect ( $F = 2.318, p > .05$ ), contribution ( $F = 1.435, p > .05$ ) and loyalty ( $F = 2.053, p > .05$ ). According to the data, the perceptions of teachers working 11-15 years is higher than teachers working 16-20 years, 21-25 years and 26 and above on leader-member exchange in working time variable.

According to the findings, “affect” ( $F = 7.422, p < .05$ ), contribution ( $F = 6.860, p < .05$ ), loyalty ( $F = 4.722, p < .05$ ) and “professional respect” ( $F = 4.856, p < .05$ ) and “general scale” show a significant difference. According to the findings, the perception of secondary school teachers is higher than primary school teachers and high school teachers in “affect”, “contribution”, “loyalty” and general scale in school type variable. Besides, in “professional respect” sub-dimension, the perceptions of primary school teachers and secondary school teachers are higher than high school teachers on leader-member exchange. According to the findings, “affect” ( $F = 2.318, p > .05$ ), “contribution” ( $F = 1.435, p > .05$ ) and “professional respect” ( $F = 2.914, p < .05$ ) and general scale ( $F = 2.837, p < .05$ ) show a significant difference while “loyalty” has no significant difference.

#### Findings Regarding the Third Sub-Problem

The third sub-problem of the research was “Do the teachers’ levels of prosocial behaviors differ according to personality traits in all the scales and their sub-dimensions?”. The findings are given below. It has been found that teachers’ gender, age, marital status, working time, and school size differ significantly, whereas school type does not differ. According to the findings, “in role prosocial behaviors” ( $t= 2.53, p<.05$ ), “extra role prosocial behaviors” ( $t= 2.03, p<.05$ ), “cooperation” ( $t= .74, p<.05$ ) and general scale ( $t= .90, p<.05$ ) show a significant difference in gender variable. The perception of female teachers is higher than male teachers.

According to the findings, “cooperation” ( $t= 2.63, p<.05$ ) and general scale ( $t= 2.47, p<.05$ ) show a significant difference in marital status variable. The perception of married teachers is higher than single teachers. According to the findings, “cooperation” ( $F= 4.440, p<.05$ ) and general scale ( $F= 3.369, p<.05$ ) has shown a significant difference in age variable. The perception of teachers aged 36-40, 41-50, and 15 and above has significantly higher point than the perception of teachers aged 35 and below in “cooperation” and general scale.

According to the data, “in-role prosocial behaviors” ( $F= 3.442, p<.05$ ), “cooperation” ( $F= 4.061, p<.05$ ), and general scale ( $F= 4.012, p<.05$ ) has shown a significant difference in working time variable. The number of teachers working at 21-25 years has significantly higher point than the number of teachers working at 1-10, 16-20, and 26 and above in “in-role prosocial behaviors” sub-dimensions in working time. Besides, the number of teachers working at 11-15, 21-25, and 26 and above has significantly higher point than the number of teachers working at 1-10 years in “cooperation” and general scale in working time variable. According to the findings, “in-role prosocial behaviors” ( $F= 9.175, p<.05$ ), “cooperation” ( $F= 3.207, p<.05$ ), and general scale ( $F= 7.050, p<.05$ ) has shown a significant difference in school size. The number of teachers in large scaled schools and the medium scaled schools has significantly higher points than the number of teachers in small-scaled schools “in-role prosocial behaviors”. Moreover, the number of teachers in medium scaled schools has significantly higher point than the number of teachers in small-scaled teachers in “cooperation” and general scale in school size variable.

#### Findings Regarding the Fourth Sub-Problem

The fourth sub-problem of the research was “Do the teachers’ levels of positive voice behavior differentiate according to personality traits in all the scales and their sub-dimensions?”. The findings are given below.

It has been found that teachers’ gender, age, working time, and school size differ significantly, whereas school type and marital status do not differ. According to the findings, there is a significant difference in general scale ( $t=-2.04, p<.05$ ) in gender variable. When analyzing the point, male teachers have higher points than female teachers in general scale in gender variable. According to the data, there is a significant difference in “supportive” ( $F= 5.640, p<.05$ ) and “constructive” ( $F= 5.807, p<.05$ ) dimensions and general scale ( $F= 7.344, p<.05$ ) in age variable. the number of teachers aged 15 and above has significantly higher points than teachers aged 35 and below, 36-40 and 41-50 in two dimensions and general scale in age variable. According to the findings, there is a significant difference in “supportive voice behaviors” ( $F= 2.405, p<.05$ ) and general scale ( $F= 2.587, p<.05$ ) in working time variable. The number of teachers working at 21-25 and 26 and above has significantly higher point than the number of teachers working at 11-15 and 1-10 years in “supportive voice behaviors” dimension. Moreover, the number of teachers working at 21-25 and 26 and above has significantly higher point than the number of teachers working at 1-10 years in general scale. According to the data, there is a significant difference in school size in “supportive” ( $F= 5.054, p<.05$ ), “constructive” ( $F= 4.475, p<.05$ ), and general scale ( $F= 6.108, p<.05$ ). The number of teachers working in large scaled schools and medium scaled schools has significantly higher point than the number of teachers in small-scaled schools.

#### Findings Regarding the Fifth Sub-Problem

The fifth sub-problem of the research was “Is there any mediating role of leader-member exchange on the relationship between positive voice and prosocial behaviors?”. The findings are given below.

In Figure 1, there has been structural model of this research. As seen, the regression coefficient in all ways in the whole model is found significant. According to the results, prosocial behaviors ( $\beta=.16; p<.01$ ) and leader-member exchange ( $\beta=.12; p<.01$ ) have positively predicted positive voice behavior. In such a model, whether there is a moderating role or not has been decided by looking transactional term (Zdūzenleyicilik) on the result variable

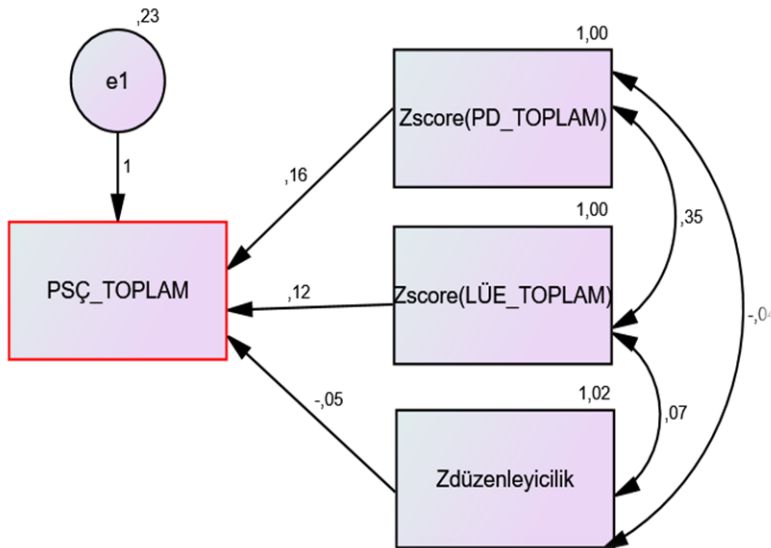
(PŞÇ\_TOPLAM). According to this, because transactional term has a significant effect on positive voice behavior, it has been stated that leader-member exchange has a moderating role. (Figure 1).

Figure 1.  
Structural Model Values



After those processes, it has been required to understand slope analysis in detail in terms of how the moderating effect has occurred. In other words, slope analysis should be made related to whether the effects of prosocial behaviors on positive voice behavior are significant in various situations of leader-member exchange – moderating role – (low-high) or not. Because there is no tool that enables slope analysis in AMOS program, Developed Excel made for this purpose has been used for slope analysis. In slope test table, there has been t values, beta coefficients (b), and significance values (p), corresponding to t values in low or high conditions of moderating variables (W). (Figure 2).

Figure 2.  
The Drawing of Moderating Model



When leader-member exchange is low, beta coefficient is significant ( $\beta=.17$ ;  $p=.002$ ) and when leader-member exchange is high, beta coefficient is significant ( $\beta=.15$ ;  $p=.004$ ). In other words; when leader-member exchange is low, prosocial behaviors have had a significant effect on positive voice behaviors. Also, there has been a significant effect of prosocial behaviors on positive voice behaviors. As a consequence of these findings, this founded model has been supported. As a result, this has meant that the relationship between prosocial behaviors and positive voice behaviors has been moderated by leader-member exchange.

## DISCUSSIONS AND CONCLUSIONS

### The Findings Regarding the First Sub-problem

In the light of findings, in prosocial behaviors, teachers have behaved in cooperation prosocial behavior and in turn in-role prosocial behaviors and extra-role prosocial behaviors. In general scale, it has been seen that teachers' prosocial behaviors have been higher than in-role behaviors and extra-role behaviors. Such researchers

as Çekin (2013), Özdemir (2019), Hadley (2015), Boardley and Kavussanu (2009), Alemdağ (2018), Sarnıç (2017), Taştan, Güçel and İşçi (2017), Serttaş (2019), Esmer and Özdaşlı (2018) have supported this research's findings.

When discussing the findings, teachers have exhibited constructive voice behaviors more than supportive voice behaviors. In general scale, positive voice behaviors have been higher than supportive voice behavior. In other words, teachers have been eager to giving supportive and constructive feedback to their colleagues and administrators. Such researchers as Botero and Dyne (2009), Chen and Hou (2016), Cheng, Lou, Chang and Johnstone (2013), Öztürk (2014), Demir (2017), Ergül, Kartal and Gökdeniz (2017), Erkubilay (2019), Fuller, Barnett, Hester, Relyea and Len Frey (2007) and Güven (2017), Erdoğan Aracı (2019) has supported this research's findings.

In the light of findings, in leader-member exchange, it has been found that professional respect has been higher and in turn affect, contribution, and loyalty. In this situation, it can be said that teachers have given more importance to professional respect in turn effect, contribution, and loyalty in teachers' perceptions of leader-member exchange. Such researchers as Aslan and Özata (2009), Çelik, Turunç and Bilgin (2014), Dal and Çorbacioğlu (2014), Atılmış (2016), Eryılmaz, Dirik and Altın Gülova (2017), Özdemir (2019), Gül (2019), Atakay (2019), Uzun (2019), Düğür (2020), Köse (2020) and Alev (2020) have supported this research's findings.

#### **The Findings Regarding the Second Sub-problem**

In leader-member exchange, it has been found that teachers' gender, age, marital status do not differ significantly, whereas working time, school size, and school type differ. In gender variable, it can be said that there is no significant difference between women and men. The research of Kaşlı (2009), Bulut (2012), Kuzucu (2013), Ordun and Aktaş (2014), Ülker (2015), Ürek (2015), Besen (2017), Eryılmaz (2017), Altay (2018), Karaman (2018), Şirin (2018), Hündür (2019), Özdemir (2019), Kurt (2019), Aslaner (2020), Ulukök (2020), Haydaroğlu (2020) ve Büyükkaymakçı (2020) has supported this research. In marital status variable, there has been no significant difference between married and single teachers. The research of Ulukök (2020), Haydaroğlu (2020), Köse (2020), Özdemir (2019), and Kurt (2019) has supported this research's findings. In age variable, teachers' age hasn't affected on their leader-member exchange. Ordun and Aktaş (2014), Altay (2018), Karaman (2018), Şirin-Alpugan, (2018), Duman (2018), Gürlü (2018), Hündür (2019), Özdemir (2019), Ulukök (2020), Köse (2020) and Aslaner (2020) has supported this research's findings. In working time variable, there have been significant differences between teachers. In this situation, it can be said that teachers' relationships which are with their leaders in their first years are higher and as time goes on, teachers feel free. These findings have been supported by the research of Kuzucu (2013), Göksel and Aydintan (2012), Ülker (2015), Ulukök (2020), and Köse (2020). In school type, there has been a significant difference between teachers of primary school, secondary school, and high school. Teachers have had different relationships in school type. It can be said that their school type has affected on their communication with school administration. In school size variable, there has been a significant difference between small-sized, medium-sized or large-sized school. According to school size, the relationship between teachers and their leaders has differentiated. For instance; in small-sized schools, teacher-manager relationship has become more tense, whereas in large-sized school, saluting has become after a few weeks.

#### **The Findings Regarding the Third Sub-problem**

In this sub-problem, this research has discussed the significant differences of prosocial behaviors in some variables. In prosocial behaviors, it has been found that teachers' perceptions differ significantly in gender variable. The perceptions of teachers have been for the sake of women teachers. It has revealed that women teachers have exhibited more prosocial behaviors. The research of Uzmen and Mağden (2002), Zimmer-Gembeck, Tasha, Gieger and Crick (2005), Aktaş and Güvenç (2006), Altay and Güre (2012), Espinosa and Kovarik (2015), Bağcı (2015), Zhu, Guan and Li (2015), Nielson, Padilla- Walker and Holmes (2017), Sarıcutluk (2017), Ekin (2019), Çelik-Kahraman (2019), Gündük and Yılmaz (2019) have supported this finding. Also, it has been found that there has been a significant difference in marital status variables. In comparison with single teachers, married teachers have performed more prosocial behaviors. It has been said that for married teachers, being synchronous and cooperative has been more natural and easier. Sarnıç (2017), Esmer and Özdaşlı (2018) and Yıldız (2019) has found similar findings. According to the findings, teachers whose age are below 35 has performed lower prosocial behaviors than the others. There has been such similar research as Zahn-Waxler, Radke- Yarrow, Wagner & Chapman (1992), Diener & Kim (2004), Carlo, Hausmann, Christiansen & Randall (2003), Türkay (2019) and Aktaş & Güvenç (2006). In working time variable, there has been a significant difference and teachers who have worked

for 1-10 years has performed less prosocial behaviors than the others. It has been thought that teachers who work 1-10 years are charier and timider in performing prosocial behaviors. Finally, in school size variable, there has been a significant difference between middle-sized schools and small-sized schools. Teachers in middle-sized schools have performed more prosocial behaviors compared to in small-sized schools. This finding has not been expected because it has been expected the exact opposite results.

#### **The Finding Regarding the Fourth Sub-problem**

In this sub-problem, this research has discussed the significant differences of positive voice behaviors in some variables. In positive voice behaviors, it has been found that teachers' perceptions differ significantly in gender variable. The perceptions of teachers have been for the sake of male teachers. It has revealed that women teachers have kept in silent because of the social doctrine. Çelik (2008), Li, Kwan and Mao (2012), Janssen and Gao (2015), Li and Sun (2015), Weiss and Morrison (2017), Ergin (2019), Erkubilay (2019), Girgin (2020) has had an opposite result for this variable. In marital status variable, there has been no significant difference. Similar to this research, Hsiung (2012), Hung, Yeh and Shiha (2012) and Erkubilay (2019) has found significant difference in marital status variable in their research. According to age variable, there has been significant difference in this research. In this situation, it has been said that teachers' age has a significant difference both in supportive feedback and in constructive feedback of teachers to their leaders. When analyzing the source of significance, teachers 51 years and below are eager and active to exhibit supportive and constructive positive voice behaviors compared to other age groups. Hsiung (2012), Ergin (2019) and Girgin (2020) has similar results in age variable. According to working time, teachers' positive voice behaviors have significant differences in this study. In this situation, teachers' working time has resulted in significant differences in teachers' using supportive language and giving positive feedback. The perception of teachers working 26 and above and 21-25 years has been higher than the perception of teachers working 1-10 years. Therefore, teachers working more years have exhibited more positive voice behaviors. the more teachers have worked, the more they have given supportive feedback because of relying on both themselves and their occupations. According to findings, there has been found no significance in school type whereas there has been a significant difference in school size. Thus, the perception of teachers in middle-sized and large-sized schools has been found higher than the perception of teachers in small-sized schools. When considering this finding, teachers who have worked in crowded and large schools are less eager and sociable in implementation and making decisions, giving positive feedback in current statements or some other events in schools. In small-sized or medium-sized schools, teachers have had closer relationships and therefore they have had difficulty in exhibiting positive voice behaviors in order to keep clear of relationship breakdown between each other.

#### **The Findings Regarding the Fifth Sub-problem**

When analyzed the findings of this research, leader-member exchange has had a mediating role in the relationship between prosocial behaviors and positive voice behaviors. Slope analysis has made on whether leader-member exchange has had a mediating role on the relationship between prosocial behaviors and positive voice behaviors. In the result of slope analysis, the relationship between prosocial behaviors and positive voice behaviors are found significant not only when leader-member exchange is low but also when this exchange is high. In other words; leader-member exchange has had a mediating role on the relationship between prosocial behaviors and positive voice behaviors in all conditions. Leader-member exchange has mediated the relationship between two variables. When leader-member exchange has changed, prosocial behaviors and positive voice behaviors have changed at the same time. As an example, if the quality of leader-member exchange has increased, positive voice and prosocial behaviors will similarly increase. If the quality of leader-member exchange has decreased, positive voice and prosocial behaviors will similarly decrease. On the other hand, there is no directionality between positive voice behaviors and prosocial behaviors. Both variables have affected each other and both variables have had directionality depending on leader member exchange. Both variables have moved to the direction of leader member exchange.

### **SUGGESTIONS**

For researchers; it can be said that these variables have been studied just a little in the field of education. In literature, there have not been enough studies in educational sciences. Besides, these variables have been studied in mixed method, but other researchers can conduct a research using different data collection tools and different methods. They also make their search in such different institutions as provincial directorates for



national education, adult education centers, youth center, or in such different samples as security staffs, cleaning staffs, or officers in schools. They have also thought that different variables have resulted in different findings and conclusions. They can comment on the results in their search more detailed, subjective and factual using qualitative research designs.

For school managers; it has been said that their approaches to their teachers have affected teachers' performance so they have paid attention to their communication skills and interactions with teachers. Also, in secondary schools and high schools, the interaction between teachers and managers are getting lower than primary schools. Thus, school managers can organize different social activities with teachers to enhance the relationship between them.

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<b>Önerilen Atıf</b>	Durdu, İ. & Sarpkaya, R. (2022). The role of leader-member Exchange on the relationship between prosocial behaviors and positive voice behaviors. <i>Journal of Research in Education and Teaching</i> . 11 (4), pp. 123-135.		