

YAŞAR UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
BUSINESS ADMINISTRATION DEPARTMENT

PHD THESIS

**A CULTURAL AND RELATIONAL APPROACH
TO ILLEGITIMATE TASKS: A STUDY FROM
EDUCATION SECTOR**

SERVER SEVİL AKYÜREK

THESIS ADVISOR: ASST. PROF. DR. ÖZGE CAN

İZMİR- 2020

PhD THESIS JURY APPROVAL FORM

I certify that I have read this thesis and that in my opinion it is fully adequate, in scope and in quality, as a thesis for the degree of PhD.



Thesis Supervisor: Asst. Prof. Dr. Özge CAN
Yasar University

I certify that I have read this thesis and that in my opinion it is fully adequate, in scope and in quality, as a thesis for the degree of PhD.



Jury Member: Asst. Prof. Dr. Yıldırım Osman ÇETMELİ
Yasar University

I certify that I have read this thesis and that in my opinion it is fully adequate, in scope and in quality, as a thesis for the degree of PhD.

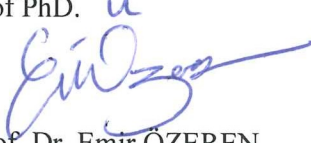


Jury Member: Asst. Prof. Dr. Deniz Zaptcıoğlu ÇELİKDEMİR
Yasar University

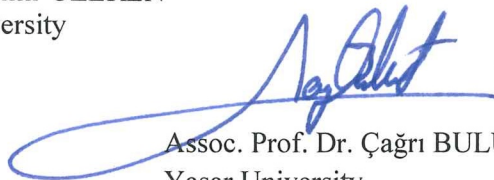
I certify that I have read this thesis and that in my opinion it is fully adequate, in scope and in quality, as a thesis for the degree of PhD.

Jury Member: Assoc. Prof. Dr. Nesrin ADA
Ege University

I certify that I have read this thesis and that in my opinion it is fully adequate, in scope and in quality, as a thesis for the degree of PhD.



Jury Member: Assoc. Prof. Dr. Emir ÖZEREN
Dokuz Eylul University



Assoc. Prof. Dr. Çağrı BULUT
Yasar University
Director of The Graduate School of
Social Sciences

ABSTRACT

A CULTURAL AND RELATIONAL APPROACH TO ILLEGITIMATE TASKS: A STUDY FROM EDUCATION SECTOR

Server Sevil Akyürek

PhD in Business Administration

Advisor: Asst. Prof. Dr. Özge CAN

2020

This study focuses on illegitimate tasks and its two dimensions, unreasonable and unnecessary tasks, which have been studied and discussed without considering the impact of relational context and cultural values on work processes. The main objective of this multi-method study is to explore how employee illegitimate task experiences have essential work and occupation-related consequences under the influence of vertical collectivist values and the nature of the supervisor-employee relationship. In the qualitative phase, data were collected from 28 teachers through semi-structured interviews, and in the quantitative phase, a survey was applied to 521 teachers. Thematic analysis was utilized to evaluate interview data whereas structural equation modeling was used for analyzing the quantitative data.

The findings suggest that unnecessary tasks significantly decrease employee's professional identification and perceived occupational prestige while unreasonable tasks reduce employee's work wellbeing. However, no mediation of role dimensions, role conflict, and role ambiguity, was found between illegitimate tasks and these employee outcomes. Moreover, the moderation effects of cultural values and supervisor interaction were partially supported. That is, results show that employees with high vertical collectivist values feel a less negative effect of unreasonable tasks on their workplace wellbeing and occupational prestige. Similarly, if the supervisor-employee exchange is stronger, the adverse impact of unreasonable tasks on work wellbeing is alleviated. This study indicates that consideration of social relationships and cultural values at the workplace can bring significant theoretical contributions to illegitimate task research and the general work stress literature.

Keywords: illegitimate tasks, role attributes, professional identification, occupational prestige, workplace wellbeing, cultural values, supervisor-employee interaction

ÖZ

MEŞRU OLMAYAN GÖREVLERE KÜLTÜREL VE İLİŞKİSEL BİR YAKLAŞIM: EĞİTİM SEKTÖRÜNDEN BİR ÇALIŞMA

Server Sevil Akyürek

Doktora Tezi, İşletme Doktora Programı

Danışman: Dr. Öğr. Üyesi Özge Can

2020

Bu çalışma, günümüze dek kültürün ve sosyal ilişkilerin iş süreçlerindeki belirleyici etkisi gözönünde bulundurulmadan tartışılan meşru olmayan görevleri ve iki alt boyutunu (mantıksız ve gereksiz görevler) araştırmaktadır. Temel amaç, dikey toplulukçu kültürel değerler ve amirle ilişkilerin doğası kapsamında meşru olmayan görevlerin, çalışanın iş ve mesleki tutumlarını nasıl şekillendirdiğini keşfetmektir. Çoklu-yöntem kullanılan araştırmanın nitel aşamasında 28 öğretmenle yarı-yapılandırılmış mülakatla veri toplanırken, nicel aşamada toplam 521 öğretmene anket çalışması uygulanmıştır. Mülakat verileri tematik inceleme ile, anket verileri ise yapısal eşitlik modeli ile analiz edilmiştir.

Araştırma sonuçları, gereksiz görevlerin çalışanın mesleki aidiyetini ve mesleki prestij algısını azalttığını, mantıksız görevlerin ise çalışanın işteki iyi halini olumsuz etkilediğini göstermektedir. Ancak, öngörülenin aksine rol boyutlarının (rol belirsizliği ve rol çatışması) anlamlı bir aracı etkisi bulunamamıştır. Öte yandan, kültürel değerlerin ve amirle etkileşimin bu süreçler üzerindeki etkileri anlamlı bulunmuştur. Sonuçlar, dikey toplulukçu değerleri yüksek çalışanların mantıksız görevlerin işteki iyi hal ve mesleki prestij üzerindeki olumsuz etkilerini daha az hissettiklerini göstermektedir. Benzer biçime, amirleriyle ilişkileri daha güçlü olan çalışanlar için mantıksız görevlerin işteki iyi hale verdiği zarar hafiflemektedir. Bu çalışma, örgütlerdeki ilişki ortamı ve kültürel değerleri göz önünde bulundurmanın meşru olmayan görevler ve iş stresi yazınına önemli kuramsal katkılar sağlayacağını göstermektedir.

Anahtar Sözcükler: meşru olmayan görevler, rol özellikleri, işyeri iyilik hali, mesleki özdeşleşme, mesleki itibar algısı, kültürel değerler, amir-çalışan etkileşimi

ACKNOWLEDGEMENTS

First of all, I am thankful to my advisor Assist. Prof. Dr. Özge Can. She guided me rigorously on this dissertation and in my PhD education with her precious scientific knowledge and skill. I've inspired from her how to be a scientific researcher also to prefer the field of management and organization. It has been a great honor to be a student under her unique guidance as a full of knowledge teacher and as a humble personality, indeed, full of virtues. I am thankful that her to have shaped me as an academician and gave me a strict perspective for future. Even by observing her tacit knowledge I've learned some methods about how to learn, teach and manage the things and so on. I'm thankful to her for the quality of this study by the best guidance of Assist. Prof. Dr. Özge Can. Also, thanks to all of the Jury members, Mrs. Assist. Prof. Dr. Deniz Zaptçioğlu Çelikdemir, Mr. Assoc. Prof. Dr. Emir Özeren, they also guided me during the study of this dissertation and shared their valuable opinions based on scientific knowledge.

Thanks to my father Rahmi Akyürek and my mother Nesrin Akyürek, they continuously supported me in every aspect of my education life. Moreover, I'm thankful to my fellows Mrs. Berat İyik and Miss Dr. Sobia Nasir, they sincerely kept me in my education path to see the proud results with their pure hearth. I am also thankful to my children Irmak and Deniz, who are treasures of my life. By means of keeping their deep love in my heart constantly, I was able to overcome obstacles more easily even in my hardest times.

So, I dedicate this study, which has emerged as a result of all the works so far, to the beautiful and unique people mentioned here.

Server Sevil Akyürek

İzmir, 2020



TEXT OF OATH

I declare and honestly confirm that my study, titled “A Cultural and Relational Approach to Illegitimate Tasks: A Study from Education Sector” has been written by myself and not including any inconsistency with scientific ethics and traditions. I also declare that all of the external resources I've utilized when writing the doctoral thesis are shown in the text and also in the "References" section of this doctoral thesis.

Server Sevil Akyürek



İzmir, 2020

TABLE OF CONTENTS

ABSTRACT.....	iv
ÖZ.....	v
ACKNOWLEDGEMENTS.....	vi
TEXT OF OATH.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
LIST OF ABBREVIATIONS.....	xiii
INTRODUCTION.....	1
CHAPTER 1. THEORETICAL BACKGROUND.....	10
1.1. Tasks and Tasks Classifications.....	10
1.1.1. Job Design Classifications: Job Demand-Resource Model.....	13
1.1.2. Recent Studies on Job Design.....	17
1.2. Illegitimate Tasks.....	18
Dimensions of Illegitimate Tasks.....	20
1.3. Theoretical Perspectives to Illegitimate Tasks.....	22
1.3.1. Stress as Offence to Self (SOS) Theory.....	22
1.3.2. Conservation of Resources (COR) Theory.....	23
1.3.3. Role Theory.....	25
1.4. Consequences of Illegitimate Tasks.....	27
1.5. Mechanisms and Conditions of Illegitimate Tasks.....	30
1.5.1. Mediating Mechanisms.....	30
1.5.2. Moderating Factors.....	33
1.6. Overall Assessment of Illegitimate Tasks Research.....	37
CHAPTER 2. CURRENT STUDY.....	46
2.1. Illegitimate Tasks and Workplace Well-Being.....	53
2.2. Illegitimate Tasks and Professional Identification.....	55
2.3. Illegitimate Tasks and Perceived Occupational Prestige.....	57
2.4. Mediation of Role Ambiguity and Role Conflict.....	59
2.5. Illegitimate Tasks and Cultural Values.....	62
2.5.1. Individualism and Collectivism.....	65

2.5.2. Power Distance	66
2.5.3. Vertical Collectivism as an Individual Cultural Value.....	67
2.6. Illegitimate Tasks and Supervisor-Employee Relationship.....	69
2.7. Research Model.....	73
CHAPTER 3. METHODOLOGY.....	74
3.1. Empirical Setting.....	74
3.2. Multi-Method Research Design.....	76
3.2.1. Sampling for Interviews.....	77
3.2.2. Interview Procedure.....	79
3.2.3. Sampling for Survey Research.....	80
3.2.4. Survey Data Collection.....	82
3.3. Measures.....	83
3.3.1. Independent Variable: Illegitimate Tasks.....	83
3.3.2. Mediating Variables.....	84
3.3.3. Dependent Variables.....	84
3.3.4. Moderating Variables.....	85
3.3.5. Demographic Variables.....	87
3.4. Data Analysis Strategy.....	87
3.4.1. Qualitative Strategy.....	87
3.4.2. Quantitative Strategy.....	87
CHAPTER 4. FINDINGS	93
4.1. Interview Findings.....	93
4.2. Findings of Survey Research.....	99
4.2.1. Assumption Checks	99
4.2.2. Validity of Measures: CFA Results.....	101
4.2.3. Descriptive Statistics.....	105
4.2.4. Hypothesis Testing: SEM Results.....	107
CHAPTER 5. DISCUSSION	119
5.1. Summary and Interpretation of Main Findings.....	119
5.2. Theoretical Implications.....	132
5.3. Practical Implications.....	139
5.4. Limitations and Future Research Directions.....	141
5.4.1. Methodological Limitations.....	141
5.4.2. Theoretical Limitations.....	142

5.4.3. Future Research Suggestions.....	143
CONCLUSION.....	145
REFERENCES.....	147
APPENDICES.....	168
1. Appendix A: Interview Form.....	168
2. Appendix B: Questionnaire Form.....	170
3. Appendix C: CFA Diagram for Full Model.....	175
4. Appendix D: Model Fit Criteria.....	176
CV.....	177



LIST OF TABLES

Table 1.1. Illegitimate Tasks Examples.....	21
Table 1.2. Systematic Literature Review of Illegitimate Tasks.....	42
Table 3.1. Profile of Survey Respondents.....	81
Table 4.1. Interview Findings.....	97
Table 4.2. Fit Indices for Alternative Factorial Models.....	101
Table 4.3. Factor Loadings of Measurement Items.....	104
Table 4.4. Descriptives Statistics.....	106
Table 4.5. Reliability of Study Measures.....	107
Table 4.6. Model without Mediation: VC as Moderator.....	109
Table 4.7. Model without Mediation: LMC as Moderator.....	109
Table 4.8. Mediated Moderation Model with VC: Direct Effects.....	111
Table 4.9. Mediated Moderation Model with VC: Indirect Effects.....	112
Table 4.10. Mediated Moderation Model with LMC: Direct Effects.....	114
Table 4.11. Mediated Moderation Model with LMC: Indirect Effects.....	115
Table 4.12. Summary of Hypotheses.....	118

LIST OF FIGURES

Figure 2.1. Research Model.....	73
Figure 4.1. Mediated Moderation Model (VC as Moderator).....	112
Figure 4.2. Mediated Moderation Model (LMC as Moderator).....	115



LIST OF ABBREVIATIONS

AVE	Average Variance Extracted
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
COR	Conservation of Resources
GFI	Goodness of Fit Index
GOF	Goodness of Fit
ILT	Illegitimate Tasks
ILUN	Unnecessary Tasks
ILUR	Unreasonable Tasks
INDCOL	Individualism-Collectivism Values Measurement Scale
JC	Job Characteristics
JDC	Job Demand Control
JDC-S	Job Demand Control-Support
JDR	Job Demand Resource
LMC	Leader-Member Exchange Contribution
LMX	Leader Member Exchange
NEM	National Education Ministry
PI	Professional Identification
POP	Perceived Occupational Prestige
RA	Role Ambiguity
RC	Role Conflict
RMSEA	Root Mean Square Error of Approximation
SEM	Structural Equation Modeling
SOS	Stress as Offense to Self
SRMR	Standardized Root Mean Squared Residual
TLI	Tucker Lewis Index
VIF	Variance Inflation Factor
WWB	Workplace Wellbeing

INTRODUCTION

In the contemporary age, organizations have inevitably surrounded our lives in many ways. Considering the wellbeing of humankind as a priority which is strongly connected to work-life and work processes, examining organization-task-employee relationships is a pivotal research topic in the organization and management field.

Tasks and the environment surrounding these tasks may vary from one organization to another. Characteristics of the work being performed, the context of work to which the employee is exposed, and the differences in the work outcomes based on these factors are some of the most prominent dynamics in the organizational framework. When performing the tasks nature, and characteristics of the tasks themselves, the task processes and a set of other relevant elements determine the work outcomes. Among these relationships, one of the most essential elements affecting the employee outcomes is the stress factor. In occupational role perceptions, the tasks that are demanded beyond reasonable job expectations may create a lot of stress on employees, leading to role ambiguity (Netemeyer et al., 1995) and role conflict (Katz and Khan, 1978). Yet, the meaning and outcomes of tasks that are out of norms might significantly vary across different contexts. Taking all these into account, it is worthy to examine *illegitimate tasks*, a relatively new concept in the organizational behavior research, for exploring the mechanisms underlying the employee-task-organization relationship based on unique task classifications and different role perceptions.

In the literature, illegitimate tasks (ILT) are defined as tasks that employees are not expected to fulfill within their professional role boundaries yet they are demanded or pressured to do so (Semmer et al., 2007; 2015). Accordingly, it has been considered as a specific stress factor emerging from the vagueness of task boundaries in the eyes of the employee who compare them to the set norms. Basically, illegitimate task concept developed from the idea of “evaluating the self as positive” (Alicke and Sedikides, 2009) and driven by *stress as offense to self* (SOS) theory (Semmer et al., 2007; 2015). SOS refers to how out-of-norm demands threaten one’s self as the individual continuously tries to create or maintain a positive self-image against these demands. Therefore, ILT is a stress factor for employees because of tasks that are not in compliance with accepted standards.

Illegitimate tasks have two dimensions; *unnecessary tasks* and *unreasonable tasks*. Unnecessary tasks refer to the tasks that would need no energy from the employee or need only a little effort to be accomplished if they are organized in the right manner. Unreasonable tasks are the tasks that are out of the employee's responsibility since they do not exist within the professional norms (Semmer et al., 2010). The perception and experience of unreasonable tasks damage the professional identity of employees through the violation of professional boundaries and principles (Semmer et al., 2007). In this sense, ILT represents an important element in the employee's experience of a given task and closely affects various work processes and outcomes such as motivation, job satisfaction, and organizational commitment (Eatough et al., 2016).

Until now, there exist only some pieces of research on ILT concept investigating different issues such as its intrinsic, behavioral, and health-based outcomes. The impact of illegitimate tasks on employee health (Periera et al., 2014; Madsen et al., 2014), work-related attitudes (van Schie et al., 2014; Ma and Peng, 2019), intrinsic psychological states (Semmer et al., 2015; Omansky et al., 2016), and outside of workplace boundaries (Ahmed et al., 2018) are among the investigated relations. The notion of ILT has been mostly studied in Western countries (e.g. the USA, Switzerland, Denmark, and Germany), most of which can be regarded as cultural contexts with high individualism and low power distance.

The possible impact of illegitimate tasks on workplace wellbeing, professional identification and perceived professional prestige have hardly been theorized and empirically investigated. First, as wellbeing comprises employees' cognitive and emotional welfare with respect to tasks and work relations, its workplace dimension as opposed to general or personal wellbeing should be critically discussed and examined. Workplace wellbeing consists of two dimensions as job satisfaction and work-related affect (Zheng et al., 2015). Since ILT is a task-based stressor, it may primarily affect the wellbeing of the employee concerning job satisfaction and work-related emotions.

Second, the relationship between illegitimate tasks and professional identification also needs to be explored. By inspiring meaningfulness and aim (Thoits, 1991) professional role is an important part of the identity of a person. Based on this identity, professional identification is defined as the degree to which the individual perceives him/herself in unity with his/her profession and the typical

features of the profession are adopted by the members of the profession (Pratt, 1998; Vough, 2012). As professional norms are concrete and accepted in the boundaries of the profession, individuals behave according to them. It may be difficult to break out of this defined framework for an employee because the profession is a meaningful part of his/her global identity (Meyer et al., 2006). In the same vein, unexpected tasks (as being out of norms and accepted values) might distort employees' identification to their profession. Therefore, investigating the relationship between illegitimate tasks and professional identification will answer the essential question of how task perceptions, particularly those around the logic and legitimacy of tasks, affect professions and professional work-life.

Through role ambiguity and/or role conflict, ILT may threaten professional identity because of expectations embedded in professional norms. This may cause to decrease in intrinsic motivation and behavioral change of employees. In this way, the degree of professional identification might be lessened due to it is a sense of oneness in which a person describes him/herself as a member of a given professional group (Ashforth and Mael, 1989). Also, expectations conflicting with common norms will lead to a high degree of role conflict and uncertainty that will threaten the employee's positive sense of the self (Thoits, 1991). When the identity of the employee is shaken and threatened, it will become an important source of stress and will affect many different individual and organizational outputs. Especially unreasonable tasks as being out of convenient role descriptions and perceptions might be a key factor threatening employees' professional identity and identification. However, these connections have not been conceptualized or empirically studied until today.

Third, illegitimacy of tasks may create a difference in the occupational prestige perception of an employee. Occupational prestige can be defined as group members' belief in outsiders' perceptions about their profession (Dutton et al., 1994); more specifically, the evaluation of the societal value of the membership to a professional group (Dutton et al., 1994). Since self-development and reducing uncertainty are basic needs for any individual (Ashforth et al., 2008; Hogg, 2000), evaluation of those in the same profession from the external environment or the comparison of their profession with those of other people might have an impact on to what extent employees perceive their occupation as high status and respected. Experiencing task illegitimacy may lead to a decrease in perceived occupational prestige by creating ambiguous and conflictual work processes. Thus, studying the

relationship between illegitimate tasks and occupational prestige may explain the unknown mechanism and answer in what way ILT affects the perception of occupation as inspiring admiration and respect. Studying these factors in depth can reveal how ILTs are effective on such work-related outcomes.

One can suggest that the mechanisms underlying the aforementioned relationships are equally important. When tasks are not properly designed, they may cause negative reactions and work-related outcomes that directly affect employee performance (Rizzo et al., 1970). So far, a number of researchers have theorized how the perception of illegitimate tasks may lead to role conflict (RC) and role ambiguity (RA), which in turn might pave the way to negative work attitudes and behaviors. Role ambiguity and role conflict (Khan et al., 1964) are two pivotal factors affecting work processes and related outcomes by creating unclear and contradictory expectations. Unnecessary tasks and unreasonable tasks are claimed to be strongly linked with such ambiguous and conflictual role expectations in terms of having “out of professional norms” character. While role ambiguity can be exemplified with unnecessary tasks such as installing the equipment no one will use, role conflict can be exemplified with unreasonable tasks such as dealing with the self-care of a patient at a hospital by a nurse instead of the caregiver.

Despite these conceptualizations, however, there has been very limited research actually measuring the relationship between ILT and role conflict (Munir et al., 2017; Thun et al., 2018) and no study at all examining the impact of ILT on role ambiguity. Hence, the core mechanisms of the impact of ILT on employee outcomes and the factors that determine the strength and direction of this impact are not yet known. Therefore, the relationships between ILT (both unnecessary and unreasonable tasks) and the role dimensions are needed to be carefully explored and properly tested against previous theoretical claims.

Covering all the relationships mentioned above, tasks and task perceptions should also be examined through relational and cultural lenses (Erez, 2010; Grant, 2007). Fundamental social relationships and cultural differences are expected to strongly influence the task processes in the workplace. For example, in cultural contexts with high individualistic values, personal performance and motivational dimensions might be more prominent as work-related consequences of ILT whereas the strength and direction of the influence of ILT might significantly differ in collectivist cultures, bringing group-based dimensions to the forefront. Due to how

studies from North European and American contexts dominate ILT research, the possible effects of the cultural and relational context shaping the link between illegitimate task perceptions and work-related outcomes need to be studied urgently. Especially, it is necessary to carry out a comprehensive study of employee's task perception and to what extent they evaluate these tasks in different cultural contexts such as Turkish culture characterized by high power distance and high collectivist values. Such a study can help the development of concrete assumptions regarding how cultural values play a role in illegitimate task perceptions and relations. It can be predicted that the outcomes of illegitimate tasks may most probably differ in various cultural contexts and in some cultures the perception of illegitimate tasks might be mitigated. One recent attempt in this direction by Ahmed and his colleagues (2018) is relevant and worth mentioning in this respect. Yet, we still know very little about the role of cultural values on task-based mechanisms in the workplace, especially when and how these tasks become real stressors for the employee under a specific cultural and relational context. Therefore, examining how the mechanisms of illegitimate tasks and their impacts on employees' outcomes are fundamentally shaped by certain cultural values may significantly contribute to our theoretical knowledge on the phenomenon.

Perhaps, more discussion should also be made on the relational side of ILT. Illegitimate tasks are a type of work stressors and strongly related to the quality of leader-member exchange (LMX). Task-based LMX quality depends on the perceptions of the dyad concerning the quality of the task performed. This is both aimed at the goals between the supervisor and the member and is based on the perception of the quality of the tasks and activities (Dienisch and Liden, 1986). Since managers or supervisors are the ones giving certain tasks to employees and controlling their implementation, supervisor-employee relationships as a manifestation of underlying cultural norms and structures may also impose an important effect on how ILTs are perceived and experienced. That is, how employee responses to ILT are shaped by the nature and quality of the supervisor-employee relationship is an important question to answer.

It is particularly a curious question of how these mechanisms are manifested in collectivistic cultures such as Turkish culture, where hierarchical status, deference to authority, and group membership are prominent features. As vertical collectivist cultural values prioritize the importance of tasks based on strong hierarchical

emphasis more than horizontal individualistic cultural values, task-based relational quality might be more effective on organizational frames in these cultures. All these arguments signify how relational factors especially those based on task-related perceptions are central topics to be concerned about.

Besides these theoretical discussions, another big weakness of the current literature on illegitimate tasks is the fact that almost all empirical studies have been limited to survey-based quantitative investigations, most of which use the same single scale for measuring ILT. Although such research designs and measurements could be considered useful for testing certain causal relationships, they do not allow the examination of the ILT concept regarding subjective understandings, meanings and underlying mechanisms at all. Thus, it is necessary to conduct single qualitative studies or that in combination with quantitative ones so that the subject can be comprehended in-depth and multiple diverse aspects of it can be revealed. Another reason why qualitative studies are dearly needed is that ILT is a relatively new concept. Its unique dimensions, and the factors such as cultural and relational differences that affect how it shapes employees' work lives need to be understood. As illegitimate tasks are defined and described around employees' perceptions and experiences, qualitative methods such as interviews can be used as a primary tool to reveal and understand how these perceptions and experiences are being formed under specific conditions.

Altogether, the fundamental purpose of this study is to examine how illegitimate tasks as an essential and unique task stressor shape employees' work and occupational outcomes through role perceptions and to scrutinize the pivotal effects of cultural values and relational factors on employee responses to task illegitimacy. On this axis, the research questions of the study can be identified as follows:

- 1. What are the effects of the illegitimate task perceptions on the employee outcomes of occupational identification (sense of belongingness), work well-being and perceived occupational prestige?*
- 2. What are the functions of role ambiguity and role conflict in the relationship between ILT and the above employee outcomes?*
- 3. How tasks are perceived as illegitimate on the basis of different cultural values at the individual level, especially regarding collectivism and power distance dimensions?*

4. *In what way(s) relational context, particularly the supervisor-employee relationship, is influential on the employees' responses to illegitimate tasks?*

In order to answer these above questions, this study has been designed as multi-method research which includes: a) an exploratory qualitative study for understanding the subjective illegitimate task perceptions and experiences of the employees, b) a quantitative survey to test the hypothesized relationships. The strongest motivation to conduct a multi-method study is the sheer lack of qualitative understanding of the phenomenon in the relevant literature (please see Faupel et al., 2016 and Pindek et al., 2019 as the only exceptions), which is also quite surprising considering the fact that ILT is a relatively new concept in need of further clarification, theorization, and investigation regarding its multiple diverse manifestations in workplace relationships. It is also necessary to understand how the intrinsic mechanisms of illegitimacy perceptions change based on unique cultural and relational conditions. Given that we need to comprehend the task design and boundaries from the very perception of employees (Kaplan and Maxwell, 1994), a qualitative study is the right way to achieve it. Besides, utilizing a multi-method study will enhance the accuracy and trustworthiness of the findings, providing both unbiased inferences and a more comprehensive and richer perspective on ILTs.

Accordingly, this study will make a contribution to the literature in several ways. To the best of my knowledge, this is the first study in the literature investigating illegitimate tasks through both qualitative and quantitative data collection for the purpose of revealing the underlying role processes and cultural boundary conditions regarding how ILT leads to significant work and occupational outcomes. To be more specific, this will be the first attempt to explore the effect of cultural values (vertical collectivism) as a moderator of ILT and measuring it at the individual level instead of assuming the cultural impact at the national level without direct measurement. Since cultural values make huge differences in perceptions, attitudes, and behaviors, I expect that it will also make a difference concerning possible outcomes and mediation mechanisms of ILT.

Although so far two studies have measured role conflict as a direct result of illegitimate tasks (Munir et al., 2017; Thun et al., 2017), no study has measured the impact of ILT on both role conflict and role ambiguity as the two main attributes explaining what employees think and feel when they are put into a very difficult or

even impossible task situation. Moreover, through different experiences of role ambiguity and role conflict, the impact of illegitimate tasks on workplace outcomes is also expected to differ significantly. Until today, only one study has tested the mediating effect of role conflict between unreasonable tasks and burnout and resentment as outcome variables (Munir et al., 2017) which suggest that we still have very limited knowledge of the mechanisms from two types of ILTs to various important employee outcomes.

Another theoretical contribution of this study is the investigation of workplace wellbeing (instead of general psychological or physiological wellbeing), professional identification and perceived occupational prestige in relation with illegitimate tasks for the first time. So far, there have been no attempts to examine how employees' perception of the assigned tasks as fair, acceptable or logical can have a significant impact on what extent they identify with their profession and to what extent they perceive their profession as prestigious. By filling this important gap, it can be explored that how the mechanism of illegitimate task perception is effective on the identity of employees. Several theoretical and practical implications are possible based on the exploration of such mechanisms.

Finally, the discussion on how certain conditions may shape the aforementioned processes and the effects of ILT has not been sufficiently developed, especially concerning cultural and relational dimensions. Besides a couple of studies on the relationship side examining the effect of supervisor support (Faupel et al., 2016) and relational transparency (Muntz et al., 2019), and one single cross-cultural study comparing ILT experiences between the US and India, this research is the only study which taps the opportunity to understand how task experiences are shaped through certain socio-cultural conditions.

The main objective of this multi-method study is to explore how employee illegitimate task experiences have essential work and occupation-related consequences under the influence of vertical collectivist values and the nature of the supervisor-employee relationship. In the qualitative phase, data were collected from 28 teachers through semi-structured interviews, and in the quantitative phase, a survey was applied to 521 teachers. Thematic analysis was utilized to evaluate interview data whereas structural equation modeling was used for analyzing the quantitative data. The findings suggest that unnecessary tasks significantly decrease the employee's professional identification and perceive occupational prestige while

unreasonable tasks reduce employee's work wellbeing. However, no mediation of role dimensions, role conflict, and role ambiguity, was found between illegitimate tasks and the aforementioned employee outcomes. Moreover, the moderation effects of cultural values and supervisor interaction were partially supported. That is, results show that employees with high vertical collectivist values feel the negative effects of unreasonable tasks on their workplace wellbeing and occupational prestige much weaker. Similarly, if the supervisor-employee exchange is stronger, the adverse impact of unreasonable tasks on work wellbeing is alleviated.

This dissertation consists of five chapters. After this Introduction section, in Chapter 1, the theoretical background of the core concepts and relationships among them will be explained. Chapter 2 describes the research questions and research model of the current study that includes the hypothesized relationship of ILT with mediating and moderating factors and outcome variables to be tested. In Chapter 3, the research methodology has been explained where the multi-method design, sampling, data collection process, analytical methods, and study measures are described in detail. Afterwards, Chapter 4 presents the study findings separately from qualitative and quantitative data analysis. Finally, Chapter 5 discusses these findings with respect to theoretical and practical implications, study limitations, future research suggestions, and an overall conclusion.

CHAPTER 1

THEORETICAL BACKGROUND

In order to understand the right place of illegitimate tasks concept, initially mentioning the job design and general task concept in the literature may bring clarity to why and how a task might be perceived as illegitimate during the work processes. With the development of modern organizations, especially in the age of industrial revolution, the importance of different aspects of tasks such as task performance, task classifications, task design, etc. attracted the attention in the field as practically and theoretically. *Scientific management* based on “time and motion” studies, was one of the first approaches by Frederic Taylor in management; it is indeed a search of how the performance of tasks would be more efficient. Later, Henry Fayol revealed the 14 principles of management such as division of works, order, centralization, equity, the stability of tenure of personnel and so on. The first rule of Henry Fayol’s “division of works” is indeed the explanation of specialization as the necessity for the better performance of employees in their assigned tasks would be in their acquired specialties (Rahman, 2012). In Weber’s *bureaucracy*, the division of labour has been regarded as the need of dividing complex tasks into small pieces that are a different view of the task specificity (Udy, 1959). In the progressing time of the twentieth century, the importance of human factor has been understood by some theorists such as E. Mayo, M. P. Follet and C. Barnard regarding the effects of groups, coordination, involving in the decision-making process, etc.

The conceptualization of tasks and the most significant approaches to task design will be discussed in the following sections.

1.1. Tasks and Task Classifications

The concept of “task” has a unique importance in organizational behaviour as a key determinant of employee performance. The design of tasks has an impact on performance and other work-related outcomes in different levels such as motivation, wellbeing, work engagement, job satisfaction and so on. Task analysis, by which appropriate work outcomes are aimed to be achieved for the consistency of organizational goals (McKenna, 2012) is another important issue in the OB field. Thus before explaining ILTs, it will be helpful to explain the importance of job

design, task classifications, task characteristics and the relationships among these concepts. This is particularly needed since illegitimate tasks are associated with such task characteristics, and stressors to a large extent, despite no attempt have been made to clarify these associations and interactions so far.

In order to increase the performance of employees and achieve organizational goals, in other words, for obtaining better effectiveness and efficiency, developing proper job designs is necessary for organizations. Job design can be defined as “efficiently satisfying employee's different necessities by identifying the contents or methods of a job and it may comprise societal, personal and technological requirements in the organization” (Buchanan, 1979: 21). In terms of perceptions, attitudes, and behaviors of employees, proper design of a job motivates them towards task performance. This motivation increases both their productivity and loyalty to the organization (Zareen et al., 2013).

Basically, "task" refers to the effort of an employee to perform an organizational demand. As one of the task classifications, Steiner (1966; 1972) introduced task classifications as unitary tasks that cannot be divided into parts; disjunctive tasks that can be completed by adaptation of a single solution in the group; conjunctive tasks can be finished effectively when each member belonging to the group completes his/her part of the task. These task types are explained based on their whole or partial inclusion of group member's efforts on task. In this approach, the relational dimension of the tasks has been examined in the foreground and the task distribution has been taken into consideration in the more meaningful completion of the tasks.

In their influential study, Hackman and Oldham (1976) divided tasks into three major categories. As the first task type, *production* refers to tasks asking the group to generate ideas on something. The second task type in their classification is *discussion*. They called the third task type *problem-solving* and it refers to tasks asking the group to describe how to carry out some plan of action. These three task types are based on the behavior requirements of the task, or what performance processes are needed to carry out the task. In this classification, the tasks are examined in terms of processes and the importance of decision making, and autonomy in these processes based on relational dynamics.

As another important categorization, McGrath (1984) classified tasks into four distinct quadrants as a circumplex in which there are eight different task types.

In the first quadrant, *generative tasks* which are divided into two different categories as creativity and planning tasks and in the second quadrant *choose type tasks* category is included as *intellective tasks* and *decision-making tasks*. Intellective tasks mean that solving problems to find the correct answer and decision making tasks refers to deciding issues having no right answer. In the third quadrant *negotiate tasks* are categorized as *cognitive conflict tasks* and *mixed-motive tasks*. In the fourth quadrant, *execute tasks* are divided into two different sub-types: *performance-psycho-motor tasks* and *competitive/battles/contests tasks*. On the basis of this task classification, McGrath (1984) considers the interaction process, relational patterns and environment during the tasks are performed by employees.

It can be said that in all these task classifications, task interdependence, task flexibility, task specificity, and task ambiguity can be regarded as common characteristics that are especially important to understand how tasks and task structures may influence the employee stress factors, their role identities, and related essential outcomes. These common task characteristics such as the extent of flexibility, ambiguity, and interdependence may influence employees' perception, and accordingly, their task performance

The *interdependence of task* is defined as “to what extent group members have interaction and cooperation between each other. High interdependence occurs when cooperation during work procedures for different reasons such as information and reciprocity” (Stewart and Barrick, 2000: 137).

Similarly, *task flexibility* can be delineated as the ability to perform different tasks by employees in various work processes, in general terms. Employees are able to perform different tasks flexibly during work processes. Also, there are some types of task flexibility such as functional, numerical, temporal, locational, and financial (Reilly, 2001). Functional flexibility creates the allocation of employees out of classical work distribution. Employing numerical flexibility, the number of laborers can be differentiated such as temporary, seasonal, fixed-term workers. Variability of working hours is achieved through temporal flexibility as fixed or longer work hours. Locational flexibility indicates transferring the employees to the different locations of the organization. Financial flexibility is based on employees' salary rise and falls along with the organization's performance (Reilly, 2001). All of these categories of flexibility are operationalized in order to achieve maximum outputs by increasing the effectiveness and efficiency of the organization. In these processes, employees are

exposed to high role ambiguity and role conflict and thus, stress factor becomes prominent.

As another essential feature influencing task performance (Shaw, 1981), *task specificity* is also a pivotal factor in organizations in terms of how to perform the tasks during work processes. Because the task specificity affects the tasks performed in the organization in terms of qualification of employees, the need for a written statement of qualifications and evaluation of employees on this basis emerges. Such characteristics of tasks are effective on various aspects of organizational processes and outputs such as role perceptions, identification to organization and profession, sense of belongingness, motivation, job engagement and job satisfaction of employees.

In the field of job design, a number of theories have been developed in understanding task structures and processes. As the key characteristics of the job have a pivotal impact on the attitude of employees, the performance of employees is mainly shaped by a proper job design in the workplace. Also, job engagement, job satisfaction, motivation, sense of belongingness, organizational identification are among the affected dimensions in the result of job design. Researchers have developed different job design theories and models in order to comprehend and clarify the effect of tasks and their structures on employee performance and organizational outputs. Most important approaches are *job characteristics theory* (Hackman and Oldham, 1976), *job demand-control model* (Karaesk, 1979), *job demand control support model* (Karaesk and Theorell, 1990; Johnson and Hall, 1988), and *job demand-resource model* (Bakker and Demerouti, 2007), all of which will summarized below.

1.1.1. Job Design Models

Among classical job design theory and models, the Job Demands-Resources Model (JD-R) might be considered the most comprehensive one integrating the characteristics of the previous models and theories in a single theoretical framework. That's why the first previous job design theory and models which emerged before the job demand-resource model will be described. Afterwards, the job demands-resources framework will be discussed.

Job Characteristics Theory

One of the first inclusive theories on job design is the Job Characteristics Theory. As typically known in the literature as the Hackman and Oldham's JC Theory (Hackman and Oldham, 1976: 255), it puts forward that "high motivation is linked with experiencing three psychological states while performing the task: meaningfulness of work, responsibility, knowledge of actual results of the work activities." In relation to the meaningfulness of work in order to be motivating of the task in it, intrinsic motivation is a basic element. This frame is called task characteristics in literature including skill variety, task identity, task significance, autonomy, and feedback. In this concept, the researchers mention that *skill variety*, *task identity*, and *task significance* are key factors to describe the degree of meaningfulness. Skill variety consists of applying the proper variety of the employee's skills and talents that might be very few or overloaded or boring. In consideration of task identity, identifying the tasks performed as more complete is pivotal in order to obtain more intrinsic satisfaction regarding the outcomes of given tasks.

Given that defining task significance, core factors contribute to something wider such as society or a group over and beyond the self. *Responsibility*, in other words, *autonomy*, means the authority given to the employee at his/her job due to sufficient freedom of actions during job performance. Lastly, *knowledge of outcomes* means *feedback* of the results of task activities that has importance for both to provide the employee knowledge on how successful their tasks and to connect the employee with the organization as a whole (Hackman and Oldham, 1976).

Job-Demands-Control Model

Job-Demands-Control Model (Karaesk, 1979) focuses on job demands as creating stress and job control as supporting personal resources. Further, demands are evaluated as beneficial in the combination of high control, whereas damaging if combined with low control. By emphasizing the workload and work-related stress, JD-C Model considers two dimensions as the height of strain (demands) and decision latitude (control). Demands indicate work rate, time pressure, effort, availability, difficulty as requirements at work, which includes competence and decision making authority and represent psychological stressors in the work environment. Control dimension, however, means that the control that employees have on their tasks and

the way of performing these tasks. Besides, this model considers these two dimensions as high or low and expresses that psychological stress is related to the combination of the strain and decision making breadth in related tasks, not only about the strain. While restriction in decision making process may lead to symptoms of stress, sufficient freedom in decision- making may cause to being more motivation in terms of the task performance (Karaesk, 1979).

According to Karaesk Job Demand-Control Model, tasks are categorized by considering the degree of strain and decision making breadth in relation to given tasks. They categorize the tasks in four different types as low-strain, high-strain, active and passive tasks. Low strain jobs are not very demanding and also adequate decision making latitude whereas high strain jobs are very demanding and/or complex and lack of sufficient decision making authority. In addition, passive jobs lead to stress at the lowest degree due to being routine, simple and not requiring decision making process. Conversely, active jobs are very demanding due to the necessity of the highest amount of decision-making authority and this process results in experiencing a high degree of stress (Karaesk and Theorell, 1992).

Job Demand Control – Support Model

Job Demand-Control model is revised by the researchers based on the buffering effect of *support* between stress factors and strain interaction (Karaesk and Theorell, 1990; Johnson and Hall, 1988). Demand dimension was viewed as weak theoretically and after detailed research, *support* was found as moderating relational factor on the association between work demands and employee wellbeing. In this model, support is considered as an exchange of positive emotional resources between supervisors and subordinates or peers (Wardsworth and Owens, 2007). In this regard, through social support, coping with stressful situations of employees becomes easier.

Because of expressing mainly the importance of relational and motivational factors in terms of stress and wellbeing of employees in the workplace, the JDC-S model has been studied by many researchers, but they obtained conflicting results based on the main theoretical approach. These can be explained as the moderating role of individual differences, self-efficacy, proactive personality, and locus of control in the job demands–control relationship (Meier et al., 2008; Salanova et al., 2002).

Job Demands –Resources Model

One of the prominent job designs is, too, Job Demands and Resources Model (JDR) (Demerotti et al., 2001; Bakker and Demerotti, 2007), which mainly emphasizes that every task may have its own causes of employee wellbeing. As an occupational stress model, the JD-R model basically classifies the factors in two categories; job demands and job resources. It expresses that strain is an outcome of the imbalanced situation between demands and resources for employees exposed to these. On the contrary to JDC-S model, social support is assumed as a kind of personal resource which reduces job demands and related costs and nourishes learning and personal development. Job demands conversely, increase exhaustion (Bakker and Demeroutti, 2007). The researchers concluded that high autonomy, feedback, and social support conditions result in not experiencing expected burnout, physical difficulties, and interference between work and home (Bakker et al., 2005).

Moreover, the JD-R model integrates some previous models such as the Job Demand-Control model (Karaesk, 1979), job characteristics theory (Hackman and Oldham, 1976), conservation of resources theory (Hobfoll, 1989), effort-reward imbalance theory (Siegrist, 1996). First, in the job demand-control model, similarly, demands are the source of stress and have negative effect on personal and work-related outcomes. Second, the control dimension is also included as positively effecting factor on employee motivation, job satisfaction, and work engagement. Third, both in the JD-R model and task characteristics theory, autonomy and feedback are taken into consideration as main task features that have positive effect on job performance and accordingly personal outcomes such as motivation, work engagement, job performance, and personal growth. Fourth, since the JD-R model emphasizes the value of resources is the main dynamic of motivation; it has a common character with the conservation of resources (COR) theory. The COR theory is, in essence, a stress theory and expresses that employees/people keep on current resources and follow up new resources through motivation (Hobfoll, 1989). Fifth, the effort-reward imbalance theory (Siegrist, 1996) also explains that the imbalanced situations create stress on employees and have negative effects on health by creating health risks. Also, an unbalanced work environment through high effort and less reward lead to decline the motivation (Siegrist, 1996) in both theoretical frameworks of effort-reward imbalance theory and JD-R job design model.

In addition, these job models have some commonalities and distinctiveness with each other. Since the JD-R model regards the job resources -not only social support- may have a moderating role between work demands and stress, it is more comprehensive than the JDC-S job design model. Also, the job demand-resource model explains in detail the effects of job demands and job resources on employees' motivational experiences such as boredom, feeling of apathy, burnout, and disengagement. Besides, in JDC-S, it is explained that job resources have a buffering effect on the relationship between job demands and strain.

1.1.3. Recent Studies on Job Design

In recent literature, the job demand- resource model is a commonly referred theoretical framework related to job designs (Lambert et al., 2012; Han et al., 2019; Thi et al., 2018). The finding of one of the current studies shows that higher self-efficacy results in higher burnout, which is the opposite of the previous research findings. The researchers have incorporated directions for top managers to prevent burnout of employees in the workplace (Thi et al., 2018). Also, Lambert and colleagues (2012) have found that both job feedback and job autonomy had negative effects on emotional exhaustion and burnout. Moreover, based on job demand resource framework, work value orientations, workers' subjective well-being (Shevchuk et al., 2018), the association between role conflict and burnout concerning teachers and exhaustion and depersonalization (Moss, 2015) are among the currently studied topics. Moreover, role conflict's effect on decreased personal achievement is also a currently researched topic (Xu, 2019). Besides, the effects of self-efficacy on the conflict between work and family and on emotional exhaustion have been studied currently (Corballo-Penela et al., 2019). The common perspective of the research is the adverse effects of task characteristics on the psychological feelings and wellbeing of employees. Among the findings of these studies, the role conflict experience of teachers positively affects burnout, emotional exhaustion and depersonalization have been found (Xu, 2019). Besides, the positive effect of intrinsic work values and the negative effect of extrinsic work values on subjective well-being have been explored (Schevuck et al., 2018). Also, role ambiguity has been currently found to have a moderating role on the negative relationship between self-efficacy and emotional exhaustion. The relationship between self-efficacy and work to family conflict has also found to be buffered through role ambiguity. Besides, the moderating effect of

role ambiguity has been explored on the positive relationship between work overload and emotional exhaustion (Corballo-Penella et al., 2019).

1.2. Illegitimate Tasks

After reviewing the key approaches to understand tasks and task design in organizations, the relationship between ILT and aforementioned concepts becomes clearer. In fact, ILT can be considered as an attribute of task identity, one of the core job characteristics in the JC framework. Illegitimate tasks appear as an unstructured task feature and as a demand factor during the work processes. In order to create appropriate and meaningful work outcomes, ILT needs to be studied due to its potential impact on negative motivational and behavioral employee outcomes. Also, as both unnecessary and unreasonable tasks represent examples of job demands in the JD-R model, these tasks may create stress, role ambiguity and role conflict. Besides, lack of job analysis and job description in the profession can be expressed as a set of factors that cause ILT.

However, the impact of ILT may change according to the specific organizational contexts. Thus, whether we can treat them as job demands may also vary on the basis of specific perceptions. Based on the JDC-S model, appropriate control on the task procedures may decrease the perception of illegitimacy but this claim should also be examined in different contextual frames. Regarding the support factor in the same model, the task perception can change according to the relational dynamics. In addition, task interdependency, flexibility and specificity as common task characteristics are often relational and create role ambiguity (Shaw, 1981; Reilly, 2001), illegitimate tasks also need to be included and studied to shed light to the job design literature.

The concept of illegitimate tasks has basically emerged by the thought of “evaluating the individual own self as positive” (Alicke and Sedikides, 2009) and driven by SOS (stress as offense to self) theory (Semmer et al., 2007; 2015). The SOS basically explains that threat to the self is the core of stress. Accordingly, ILT is a stress factor that damages the self by affecting the wellbeing of the employee. In related literature, “illegitimate tasks” concept is considered as a stress factor associated with employee health and expressed as tasks which have not been expected to fulfill by the employee within their role boundaries (Semmer et al., 2007;

2015). Illegitimate tasks arising out of the exceeding obligation to fulfill the existing task principles and norms can be considered as high-density unstructured tasks.

By definition, illegitimate tasks indicate that the tasks that ought not to be expected to be performed within the boundaries of the employee's work, and is considered as a stress effect closely related to the employee's health and behavior (Semmer et al., 2010; 2015)

With two dimensions, unnecessary and unreasonable tasks, ILT is a direct part of the work stress literature. In the literature, two types of task-related stressors can be proposed based on whether they are manageable (controllable) or unmanageable (uncontrollable) (Folkman and Lazarus, 1985): (a) Task demands that include learning, development, and performance for the person, even if they create potential stress. (Challenge stressors), (b) Hindrance stressors expressing demands that impede a person's success and attaining the objective development process (Podsakoff et al., 2007). While stress factors such as time pressure, high level of responsibility, the pressure to learn a job are positive stress factors, stimuli such as misunderstandings, disagreements, excessive bureaucracy, RC and RA are among the hindrance stress factors (Wallace et al., 2009). Hindrance stressors may also be associated with the effect of cognition and behavior on motivation defined in the expectation theory (Vroom, 1964). The reason is that the employee expects that the existing norms and rules within the pre-determined occupational and behavioral standards will be applied during the task processes (Lepine et al., 2005). Besides, due to the need for retraining personal growth and work-related achievement, hindrance stressors may affect negatively job satisfaction and organizational identification (Podsakoff et al., 2007), and accordingly identification to the profession.

Moreover, illegitimate tasks are a typical hindrance stressor because of its content includes offense to self by threatening the person through out of normed task characteristics. Apart from this main classification, what distinguishes ILTs from classic task stress factors is that the employee does not regard these tasks as appropriate and valid, and in a sense, questions in essence. Moreover, a different task in a particular context for a given person may be illegitimate. Or, while a task performed in a particular profession is legitimate, the same task may not be considered legitimate in another profession (Semmer et al., 2010). In summary, the concept of ILT does not reflect concrete and objective task characteristics but reflects the task assessment that occurs with one's perception.

Perhaps the most important feature of illegitimate tasks is that work conditions that have tasks at the center provide critical social messages in terms of their expected role for the employee (Semmer et al., 2015). Individuals undertake certain roles generated by factors that can be defined as status, position, or occupation of the social structure in organizations, and these roles are a set of expectations that sum up the individual tasks needed (Rizzo et al., 1970; Gilbao et al., 2008). The expectancies during the task processes identify what behavioral necessities or constraints are to be attributed to the person filling in that role or to others involved in that role (Örtqvist and Wincent, 2006). More explicitly, according to classical role theory, the role within the organization also shows unexpected behaviors as well as expected behaviors from the employee (Khan et al., 1964). At this point, illegitimate tasks, through exceeding the role boundaries that an employee thinks that the work is not congruent with the role boundaries, have serious elements that can be perceived as a threat to professional identity (Semmer et al., 2010).

Moreover, considering justice theories, illegitimate tasks are also viewed as a distinctive form of unfairness (Semmer et al., 2010) due to being out of the norms of the occupation which is unique construct focusing on task assignments. Also, ILT is not the concern of justice classifications such as distributive, procedural, and interactional (Zhou et al., 2018). Perceiving as injustice/unfair of a given assignment is inherent in the task, which is referred to as task-based unfairness (Semmer et al., 2010).

Dimensions of Illegitimate Tasks

Since being unnecessary and out of norms and rules, tasks are evaluated as illegitimate through internal inquiries by employees. In this regard, ILT consists of two dimensions; unnecessary tasks and unreasonable tasks (Semmer et al., 2007). The reason behind this dimensionalization is that they comprise distinctive characteristics. In a work environment, the existence of different objective and relational factors such as tools and pieces of equipment, and supervisor-subordinate relationships create differences during the achievement of a given task. Some inefficiencies or/and relational factors in these kinds of factors may change the degree of endeavor by the employee to perform the given task. In this regard, *unnecessary tasks* are tasks that can be completed with less effort or no need to be done if they are organized in an effective way. This task type indicates organizational

inefficiencies or relational factors. These tasks should not have to be performed or that could have been refrained (Semmer et al., 2010). Moreover, performing the task due to supervisor prefers only “his/her way” is categorized as an unnecessary task type (Semmer et al., 2015). *Unreasonable tasks* are tasks that are not compatible with the professional position and status of that employee, which should not be expected from the employee because these tasks are outside of the profession’s acceptable limits (Semmer et al., 2010; 2015). Since each profession has its own sets of norms and rules, the employee expects task practices that are within the framework of these norms and rules in terms of occupation and behavior. As an example of this type, it can be stated that a servant helps to chefs in the restaurant by cooking. Also, inappropriately constraint tasks are viewed as unreasonable (Pindek et al., 2019). Asking a teacher to keep watch in an unspecified location can be given as an example of this type of task. In this sense, unnecessary tasks refer to a general work violation, while unreasonable tasks reflect the situation and violation of specific occupational roles specific to the person.

For a clear comprehension of the two dimensions of illegitimate tasks, which are unnecessary and unreasonable, to build and examine a summary table will be beneficial. As shown in Table 1.1, it is possible to encounter ILT in a wide range of fields and many occupations. A routine task or an executive task or a highly structured occupation might be illegitimate in different contexts. But, the common characteristics of these tasks being illegitimate are becoming outside of the boundaries of occupational norms and rules and also having unnecessary work procedures due to the inefficient organization of the tasks.

Table 1.1. Illegitimate Task Examples

Unnecessary Task Examples	Unreasonable Task Examples
Filling out paperwork that no one ever sees or uses (Eatough et al., 2016)	To ask for caring for a manager's child from an assistant in the workplace. (Eatough et al., 2016)
Organizing the magazines in alphabetic order every day (Pindek et al., 2019)	Asking from a servant to help chefs in the restaurant by cooking. (Pindek et al., 2019)
To install a piece of unnecessary equipment (Pindek et al., 2019)	Receptionist waiting to be standing in the hotel although not a guest (Pindek et al., 2019)
Rewrite the same information from one computer to another because there is no	To deal with the self-care of a patient at a hospital by a nurse instead of the caregiver.

mismatch between systems (Semmer et al., 2007)	(Semmer et al., 2010)
Asking a secretary to file the documents that are out of date and not beneficial. (Zhou et al., 2018)	Keeping vigil alone in a hospital by a physician who has just started to work without an experienced doctor. (Semmer et al., 2007)
Reissue the paperwork due to the loss of the paperwork by the recipient. (Zhou et al., 2018)	To ask the assistant to perform the task belongs to the registered nurse.
Maintaining the policies that are out of date. (Björk et al., 2013)	An experienced employee expects a series of tasks to be performed by beginners. (Semmer et al., 2007)
Establishing a system that requires re-training of employees even though the software that works properly. (Pindek et al., 2019)	Carrying out the dry cleaning belonging to the boss by an employee (Pindek et al., 2019)

1.3. Theoretical Perspectives on Illegitimate Tasks

The illegitimate tasks concept has emerged with a positive self-evaluation approach (Alicke and Sedikides, 2009). Accordingly, ILT is a stress factor that damages the self, affecting the general well-being of the employee. In this section, the theories are linked with illegitimate tasks concept will be explained. Stress as offense to self (S.O.S) theory (Semmer et al., 2007), conservation of resources (COR) theory (Hobfoll, 2001), and role theory (Semmer et al., 2010) are the pivotal theories behind this concept. Succinctly, by emphasizing the self-worth of a person, SOS theory is related to illegitimate tasks. Besides, by explaining personal resource gain and resource loss with the perception of sociocultural background, COR theory is linked with ILT. In addition to that, through dealing with social positions and expectations of a given role, role theory is also connected to the concept of the illegitimate tasks.

1.3.1. Stress as Offense to Self Theory

As a broader theoretical framework, SOS theory rooted the assumption of stress has to bear to a threat to crucial goals (Lazarus and Folkman, 1984). S.o.s is an approach rather than a theory and elaborates on the new concept of illegitimate tasks based on a threat to self (Semmer et al., 2007). This approach includes three fundamental factors: First, self-esteem is the core resource of a person and needs to be protected due to the necessity of regard or respect received from others (Semmer et al., 2007).

Second, lack of fairness is a crucial element due to creating a threat to self-esteem. Third, the absence of reciprocity during task performance is an important determinant for the same reason (Semmer et al., 2010). Since protecting one's self-worth is a basic goal, these three factors determine the self-evaluation and may lead to low self-esteem (Semmer et al., 2010). Further, the threat to self can be seen as threat to personal self-esteem (evaluation of the self by the individual) and/or social-esteem (evaluation of the self by other people) (Semmer et al., 2007). As a stressor, the unique character of illegitimate tasks is a social stressor and prone to threaten the social-esteem (Semmer et al., 2007). Experiencing failure through stress and experiencing success positive emotions and behaviors may be considered as two ends of the stick. In this study, given that the subject is connected to stress and its resources, it is important to mention about experiencing failure. In this way, "description of the self ideally or actually" (Tracy and Robins, 2004) might be thwarted by creating threat to self. In related literature, this is called *stress through insufficiency* (Semmer et al., 2007). "Belonging to a group to be accepted and respected by others" is a widely studied concept in social identity theory (Tajfel and Turner, 1979) and literature. Accordingly, behaviours including lack of respect and appreciation from others may lead to threat to social self-esteem. It is called as *stress as disrespect* when discussing the concept of the illegitimate tasks in the literature (Semmer et al., 2007). As a stressor, the unique character of ILT is a social stressor, and also ILT is inclined to threaten the social-esteem (Semmer et al., 2007). During the process of unnecessary tasks, as is not meaningful, stress will occur through insufficiency. On the other hand, threatening the identity of the employee may create stress in terms of disrespect due to unreasonable tasks are out of the perception of professional norms (Eatough et al., 2016).

1.3.2. Conservation of Resources Theory

COR theory explains how evaluations of individuals are embedded in the social context, and social and cultural processes are primary rather than biological and automatic secondary processes (Hobfoll, 2001). This theory is mainly based on resource gains or resource losses. People show effort to obtain and protect what they value, and these valuable assets are resources. Resources can be classified as things, circumstances, personal features, and energy sources. Resource loss is the main constituent of the development of stress. Resource gains are more pivotal in the loss

process of resources. Besides, gained resources are utilized to impede the loss based on resources, so as not to be vulnerable to the ever-increasing stress cycle during the stages of the stress process.

Fundamentally, COR theory has characteristics that are different from other stress theories. In particular, it is considered to be an alternative of other stress theories based on appraisal. Because it takes into account the environmental and cultural effects when determining the stress process rather than personal subjective features (Hobfoll, 1998). COR theory has been efficiently utilized to predict various stress outcomes in the organizational processes, in health processes, and daily stressors. The presence of biological, cognitive, and social foundations in response to stress clarifies the importance of COR theory. Also, the theory basically emphasizes that the stress process is foreseen in a collectivist framework. In addition, the estimation of stress results of both resource loss and gains is one of the essentials of COR theory (Hobfoll, 1989). It claims that resources are shaped as a result of cultural relations, but not individually (Hobfoll, 2001). Also, according to COR, stress mainly will occur in three ways: First, (1) threatening the resources for losing. Second, (2) in the condition the resources are really lost, (3) when individuals cannot achieve to obtain adequate resources for crucial resource gains (Hobfoll, 2001:347). In the same way, considering the perception of the illegitimacy of a given task may threaten the identity through stressful situations during the work processes. Environmental conditions often threat or lead to a decrease in resources such as self-esteem, status, occupation, seniority, and economic status that the individual values (Hobfoll, 1989). This threat is important in two dimensions; the instrumental value of resources for individuals and symbolic value as a symbol of their identity.

The instrumental values of resources fundamentally are important in order to preserve the obtained resources and to gain the following resources. The symbolic values of resources are important for the protection of personal characteristics such as self-esteem, identity, and sense of belonging (Hobfoll, 1989; 2001). At this point, ILT poses a threat to professional identity through out of norms and rules tasks by creating negative impact on the employee's resources in both two dimensions. The main source of stress is the occurrence of threat to these personal resources.

COR theory structurally argues that, individual and social resources such as economic and environmental determine to preserve the worthy resources (Hobfoll, 1988; Diener and Fujita, 1999). Resources are defined as things valued according to

personal features, circumstances or rights or valued as a channel for the acquisition or preserving of worthy resources (Hobfoll, 1988). Accordingly, resources that are valuable to individuals are classified into four groups: materials, circumstances, personal features, and energy. Material resources are valuable because of their own characteristics or indirectly to the individual (Hobfoll, 1989; Hobfoll and Lilly, 1993; Hobfoll, 2001). In terms of threatening material resources, the individual's profession and the work conditions also may reveal stress the employee is exposed to. Energy, which is another of these sources, includes resources such as time, money and information, and is a valuable resource because it is the mean to obtain other resources (Hobfoll, 1989; Hobfoll and Lilly, 1993; Hobfoll, 2001). Thus, in this respect, ILT, which is a hindrance stressor, is also an inhibitory factor in the creation of energy resources.

Moreover, it is regarded that the ranking of importance of the resources is based on cultural values (Hobfoll, 2001). In consideration of cultural differences, the perception of illegitimacy on tasks and task procedures may also have a diverse character from culture to culture.

In COR theory, resource loss has an antecedent role and it is disproportionately more important than resource gain. Hence, preserving gained resources and obtaining new resources are pivotal for preventing resource loss (Hobfoll, 2001). Resource loss was found to be highly related to emotional stress, and gains were not (Hobfoll and Lilly, 1993). However, resource gains were associated with psychological stress when resource loss was controlled. This indicates the high importance of resource gains, as predicted by COR theory. Also, resource losses and gains are needed to be evaluated interactively. In this respect, ILT may create resource loss by preventing the utilization of core elements of the profession. Also, ILT by including the threat to professional identity and task processes is an explicit factor that prevents new resource gains both in task processes and personal growth. Given the interaction between resource loss and resource gain, it can be considered that ILT inclined to create the context that may lead to the loss spiral, as it prevents the formation of new resources.

1.3.3. Role Theory

Role theory is related to the characteristics of roles and behavior patterns which are pivotal in social life. It explains that people have expectations and social

status based on roles. These are expected for the self and also others (Biddle, 1986). Besides, occupational roles are a considerable part of social identity (Haslam and Ellemers, 2005). Job or occupational roles are embedded in the identity of the employee because they create a sense of purpose and meaning (Thoits et al., 1991). These professional role(s) are part of employees' global identity (Stryker and Burke, 2000). An individual's occupational role contributes to self-view development (Siegrist et al., 1996; Semmer et al., 2007). Resulting from this, professional role(s) are also part of the self (Sluss and Ashforth, 2007). Role theory approaches the roles in organizational settings as the building blocks of the system and the requirement of employees in terms of social entity. Role expectations are fulfilled by role episodes during the work processes by employees considering structural work sets. Diversifying complications can be regarded in terms of accomplishing the role processes (Katz and Khan, 1978). Given this complexity of role processes, during the task performance and relationships on the processes, role conflict may occur due to some disagreement between the role expectations and the employee personally.

Basically, role conflict is categorized into four different types (Katz and Khan, 1978). "(1) Intra-sender conflict: a member's expectations that do not match the role. (2) inter-sender conflict: incompatible expectations held by two or more members. (3) inter-role conflict: unmatching expectations of member between the different roles. (4) person-role conflict: unmatch between the personal needs or values and role necessities" (Katz and Khan, 1978: 10).

In this regard, illegitimate tasks can be regarded as inter-sender conflict (as relational incompatibility on task requirements) and person-role conflict (as task requirements are out of occupational norms) in terms of the expectations of tasks during the work processes due to expectations exceed the occupational norm boundaries. A task is as legitimate as it congruent with the norms and fairly can be expected from a particular person, and also is not legitimate to the degree that it exceeds those norms. People play roles in organizations that can be defined by position and profession. Roles are based on legal expectations from employees fulfilling the roles (Katz and Kahn, 1978). Therefore, a manager can be expected to direct activities to a group; a nurse can be waited for supporting the patient's treatment, and so on. However, roles also mean unexpected actions, at least under normal circumstances (Katz and Khan, 1978).

It is thought that asking a nurse to wash the toilets is illegitimate and therefore offending (Semmer et al., 2010). These roles may also determine what cannot be expected if they do not take too much into consideration, but this can have wide-ranging consequences. It is possible for the employee to move away from his or her role (Semmer and Schallberger, 1996), although, in general, employees have a positive sense of belonging and give value to their professional Roles (Meyer et al, 2006). In the range of illegitimacy, when a person is assigned to a task which is incompatible with whose professional role, it constitutes identity-threatening stressors (Thoits, 1991). Thus, the assignment of this task to an unexpected role can be viewed as a threat to the integrity of the self (Semmer et al., 2007). Besides, roles have more meaning than expectations because occupational roles are important content of people's social identity (Warr, 2007).

Professional identities belong to one's self because they are under the umbrella of global identity (Stryker and Burke, 2000). The fact that roles both depend on expectations and identity cause to that approach: the appointment of people to tasks unmatching with their professional roles comprises the stressors that are identity threatening (Thoits, 1991). Thus, they can be considered as an offensive factor to the self (Semmer et al., 2007).

1.4. Consequences of Illegitimate Tasks

In literature, the empirical findings of the effects of ILT can be classified into three main categories: (a) physical health, (b) psychological state and affect, (c) work-related attitudes and behaviors. Table 1.2 summarizes all of the findings related to these three categories.

As it is seen in Table 1.2 associated with physical health, researchers found that illegitimate tasks lead to decreased sleep quality, highly fragmented sleep, falling asleep in a longer time as physiological indicators of stress. It has been also found that illegitimate tasks are not related to sleep duration and efficiency (Pereira et al., 2014). Also, (Kottwitz et al., 2013) revealed that cortisol level as a response to stress through exposing to illegitimate tasks; the employee has poor health having a higher level of cortisol level. Besides, deterioration of general body health and deterioration of mental health have been discovered. Decreased level of mental health, especially, is more intense for employees who have weak mental health and/or older by being exposed to unnecessary tasks (Madsen et al., 2014). In another

study of illegitimate tasks which are considered as inadequate task assignment and by experiencing this type of tasks, low fluid intake in the presence of work stressors and it indicates that impaired wellbeing and health (Kotwittz et al., 2017). In addition to that, Thun and his colleagues (2018) studied sickness presenteeism as a dependent variable. Researchers found that physicians' workload consists of the high amount of unreasonable tasks which contribute to sickness presenteeism.

As an indicator of the effects in the second cluster, it has been shown that illegitimate tasks lead to a set of feelings such as resentment and indignation, decreased self-esteem, burnout syndrome, and depression. Illegitimate tasks lead to low self-esteem, resentment to organization and burnout when social stressors and role conflict are controlled (Semmer et al., 2015). In another study, state self-esteem and trait self-esteem has been categorized and the relationship of illegitimate tasks has been examined empirically. As a result of the study, illegitimate tasks were related with low state self-esteem but not with trait self-esteem which is not a pervasive shield; for this reason, state self-esteem confines it (Eatough et al., 2016). These findings indicate the existence of significant association between illegitimate tasks and motivational and identity-related dimensions such as self-esteem, resentment, and burnout. The negative effect of ILT on these factors may also lessen occupational identification and job performance of employees via motivational distortion during work processes. There are also some other pieces of research support these findings. The positive effect of illegitimate tasks on anxiety and also emotional exhaustion has been revealed (Fila and Eatough, 2017). One dimension of illegitimate tasks, unnecessary tasks' effect on self-esteem also has been examined and it was found that unnecessary tasks led to negative affect in great amount and state self-esteem at a low level that causes low psychological detachment from work (Sonentag et al., 2018). One another study has been revealed that particularly unreasonable tasks have positive effect on negative emotions by moderation effect of hostile attribution, but in general illegitimate tasks are effective on negative emotions with changing degrees in different contexts (Pindek et al., 2019). The study researching the association between task illegitimacy and intrinsic motivation through the mediating role of ERI found that task illegitimacy was associated with intrinsic motivation and also job satisfaction via perceiving effort-reward imbalance (Omansky et al., 2016).

In addition to that, the study investigating the dimensions of illegitimate tasks explored that unreasonable tasks have a higher possible risk to the self-worth of employees than unnecessary tasks (Pindek et al., 2019). When considering the threat to professional identity, unreasonable tasks have more impact than unnecessary tasks, also (Semmer et al., 2015). The findings of the research including two different dimensions of ILT are consistent with the motivational and identity-related effects of unreasonable tasks that are more significant as compared to unnecessary tasks.

In the third category of work-related behavior, especially, counterproductive work behavior (CWB) has been studied with different aspects (Semmer et al., 2010) and found that illegitimate tasks are positively linked with CWB in by controlling for effort-reward imbalance and also personality characteristics (which are conscientiousness and agreeableness) and organizational justice. Moreover, Zhou and colleagues (2018) have studied anger at the end of the daily work and CWB during the next day in relation to illegitimate tasks and found that illegitimate tasks associated positively with the next day CWB. The result of another study shows that the impacts of ILT on both self-esteem and CWB are higher for employees having more prone to injustice perception (Schulte-Braucks et al., 2019). These behavioral findings support the theoretical framework that occurrence of role conflict via illegitimate tasks through injustice perception (Semmer et al., 2015).

As a converse topic with CWB, the association between ILT and proactive work behavior was also studied via job identity as a behavioral context (Ma and Peng, 2019). The negative effects of ILT on proactive work behavior and task performance through job identity are only significant in low flexible oriented work design. Thus, expectations in terms of role boundaries may play a significant role in the perception of the illegitimacy of tasks.

In order to understand and extend the knowledge of differentiation of the dimensions of illegitimate tasks- unnecessary tasks and unreasonable tasks- there are some pieces of research, too. According to the research of (Schie et al., 2014) unreasonable tasks directly decrease the volunteer employees' intention to remain and unnecessary tasks, on the contrary, have a weaker effect and in this way, they reduce the motivation of volunteers. This study is also can be shown as an example of intrinsic motivation and work-related behaviors.

As related to managerial work and subordinate, Björk and colleagues (2013) found that the number of subordinates and organizational deficits are positively

associated with illegitimate tasks. Lastly, as having a different dependent variable concept, the effects of illegitimate tasks outside the workplace boundaries have also been examined; its relation with distinctions in work-to-family (WIF) conflict and also enrichment (WFE) has been investigated. It has been shown that it may disrupt the balance between work and family (Ahmed et al., 2018). In this study, researchers found that WIF outcomes vary by nation and illegitimate tasks are related to differences in WIF and WFE (work-family enrichment) via changes in interactional justice. In addition to the supervisor-subordinate relationship, ILT has also an adverse effect on the bounds of work and family when the results of these findings are evaluated. It might be concluded that ILT has a pervasive feature in terms of diverse effects on different relational levels such as work-family and supervisor-subordinates.

As seen in Table 1.2, mostly health-related outcomes such as sleep fragmentation and quality, change in the cortisol level, mental health, sickness wellbeing, and psychological states and affects such as self-esteem, feeling of resentment, anger, burnout, emotional exhaustion are among the mostly studied topics. Studies examining the outcomes related to work concerning job satisfaction and dissatisfaction, intrinsic motivation, work engagement, role conflict are prominent. What's more, as a pivotal outcome of unreasonable tasks through identity threat, the change in the professional identity and professional identification are concepts that almost have not been studied empirically in literature. Accordingly, regarding occupational prestige perception and the link between illegitimate tasks and related outcomes also deserve to investigate. Researching employees' occupational identification and/or occupational prestige perception in different cultural contexts or individual level may also extend the contribution.

1.5. Mechanisms and Conditions of Illegitimate Tasks

1.5.1. Mediating Mechanisms

There are various studies investigating the impact mechanisms of illegitimate tasks with different outcomes through some variables as mediating and moderating factors. Regarding the factors mediating between illegitimate tasks and different work-related outcomes and psychological states such as appreciation, anger, role conflict, social stressors, and interactional justice are among the major variables. Because appreciation heightens self-esteem and is considered as a notable reason of

wellbeing and also a strong resource in stress framework (Semmer et al., 2007), has been studied as a mediating factor between illegitimate tasks and job satisfaction as an intrinsic work-related outcome and feeling of resentment as a psychological state. Researchers found that appreciation correlates with both two relationships of ILT with job satisfaction positively and with the feeling of resentment negatively (Stocker et al., 2010). As a work-related outcome, job satisfaction has also been studied in another research with the mediation effect of perception of effort-reward imbalance ERI (Omansky et al., 2016). The research also concluded the mediating effect of ERI perception between ILT and intrinsic motivation. Also, job satisfaction is a prominent subject in literature because of its significance for employees' personal and organizational health and wellbeing (Spector, 1997). Considering that expectations on roles are antecedent of intrinsic motivation, ILT means conflict between employee's expectations of role and task's external qualities (Semmer et al., 2015). ERI model points out that work is featured through heightened effort and lowered reward. This creates unbalanced perception which leads to stress reactions of the employee and distorted wellbeing (Siegrist, 2002). ILT may be perceived as the presence of imbalanced effort-reward due to provoking unfairness and resentment feelings (Semmer et al., 2007) through insufficient reward. And also, role conflict has been studied as a mediating factor between ILT and burnout and the significant relationship has been concluded for this mediating mechanism. Merely one research (Munir et al., 2017) has focused on the mechanisms by which negative consequences of illegitimate tasks have been addressed with the role conflict (Munir et al., 2017) in relation to burnout.

In addition, anger, as a psychological state, has been studied and found that mediates as a daily end-of-work psychological state in the association between ILT during the day and CWB during the next day (Zhou et al., 2018). Anger was also researched as mediating factor between ILT and burnout and between ILT and resentment (Munir et al., 2017). "Negative emotions" is a canopy embracing many diverse emotions and have been found mediating factor on the association between stressors during the day and CWB (Matta et al., 2014). Due to anger soars during the person is exposed to threats to self-esteem (Meier et al., 2013), especially, anger has been concluded as a mediating factor in work-related relational processes. In previous literature, anger has been mentioned as follows: Anger, as a mediator in

these mechanisms, results in workplace aggression, which is a consequence of work-related stress in the workplace through interpersonal conflict (Fox et al., 2001).

Besides, the mediating role of social stressors also has been examined and the positive mediation effect between ILT and resentment (for the presence of social stressors) has been supported empirically (Munir et al., 2017).

Similarly, interactional justice's and negative emotions' roles of mediation have been investigated in the association between ILT and WFI, and between ILT and WFE (work-family-enrichment). It has been found that interactional justice positively mediates on the negative relationship between ILT and WIF, and between ILT and WFE (Ahmed et al., 2018). A serial mediation mechanism has been explored as decreasing the perception of interactional justice through ILT and increasing the negative emotions of employees that are linked with work-to-family outcomes. In this mechanism, interactional justice mediates between ILT and negative emotions and negative emotions mediate between ILT and WIF and WFE (Ahmed et al., 2018). The conclusion of the research is also congruent with the theoretical frames which explain that negative emotions stem from the workplace can spill over to family life (Greenhaus et al., 1985) and spillover through negative emotions may decrease the capacity to balance the roles of work and family (Clark et al., 2014). Besides, the findings strengthen the conception which expresses that emotions develop as a direct reaction in situations that are thought to be an injustice (Lovallo, 1997).

In terms of relational factors, social stressors also have been studied as a mediating factor in the relationship with illegitimate tasks and resentment as psychological strain (Munir et al., 2017). Social stressors can be exemplified as lack of appreciation or a sign of disrespect (Kotwittz et al., 2013) on the basis of the illegitimacy of tasks and because of having proneness to threat to employee's social esteem (Semmer et al., 2007).

In addition, job identity, which is the degree of the requirements of job fulfillment of complete and considerable piece of work with a visible outcome (Hackman and Oldham, 1976), is among the studied mediation factors related to illegitimate tasks. It has been found that job identity's mediating effect on the relationship between ILT and task performance and between ILT and proactive work behaviour in low flexible role oriented task design condition (Ma and Peng, 2019).

The findings indicate the pivotal effect of job design on work processes and related outcomes in terms of both work-related and behavioral.

1.5.2. Moderating Factors

Moderating factors studied in ILT literature can be classified into four different groups as demographic factors, psychological and behavioral traits, relational factors and job-related organizational factors. There are a set of conditions and factors that have been found that can boost or reduce the negative effects of illegitimate tasks such as appreciation, gender, time pressure, motivation, effort-reward imbalance, instructor support, acknowledgment, and explanation by supervisor, hostile attribution bias, and flexible role orientation. (e.g. Semmer et al., 2010; Zhou et al., 2018; Minei et al., 2018; Ma and Peg, 2019).

In the first category, gender and age were examined as demographic factors. The moderating role of gender has been found effective in the relationship between ILT and intrinsic motivation (a) and job satisfaction (b) as males are more prone to decreased job satisfaction and intrinsic motivation via the high perception of ERI. In the presence of ERI perception, males are explained as more reactive than females to illegitimate tasks (Omansky et al., 2016). They offer gender as a moderating factor because of the diverse perceptions of males and females in consideration of gender role theory. Gender role theory expresses the social role norm content of women as sharing, bestowing, and less influential (Eagly, 1987). Thus, females may expect ILT and accustomed to completing illegitimate tasks more than males. Besides, age has been concluded that it has a moderating effect on the relationship between unnecessary tasks and decreased level of mental health. Deprivation of mental health by the impact of unnecessary tasks is stronger for employees who are older and/or previously having poor health (Madsen et al., 2014).

In the second category, justice sensitivity as a psychological state and CWB as a behavioral variable have been studied. The researchers have found the moderating role of justice sensitivity between ILT and self-esteem and between ILT and CWB (Schulte-Braucks et al., 2019). They also found that CWB has a moderating role between ILT and self-esteem. Much as justice sensitivity is a character trait, it can also be discussed in terms of relational factors in that it can be observed in relationships in work processes. After explaining the relational factors in the third category, this feature will be discussed within the scope of justice theory.

Counterproductive work behavior as a task stressor is a result of organizational injustice perception (Fox et al., 2001). Therefore, CWB can also be evaluated in the justice theory frame.

In the third category, relational factors are of utmost studied variables as moderating factors between illegitimate tasks and related outcomes such as job satisfaction, anger, anxiety and emotional exhaustion, job dissatisfaction, turnover intention, and time pressure. Appreciation, in terms of being a relational dimension, has been researched as a moderating factor considering the association between ILT and turnover intention (Apostel et al., 2017). The researchers reasoned that the supervisor needs to avoid the illegitimate task assignment, but in a rare and necessary condition of illegitimate tasks, an open conversation allows better understanding of each other (Apostel et al., 2017).

Recent research (Muntz et al., 2019) on the subject of moderating effect of relational transparency has been found that affecting the association between task illegitimacy and job dissatisfaction. According to the findings of the research, high relational transparency had moderation impact on the relationship between unnecessary tasks and job dissatisfaction whereas at low transparency condition unnecessary tasks has a strong positive effect on job dissatisfaction (Muntz et al., 2019). In the study of Fila and Eatough (2017), instructor support moderated the negative effects of ILT on anxiety and emotional exhaustion. The reason being held the instructor support is support leads caring, concern, and consideration (Edwards and van Harrison, 1993), which straightly conflict with signs of disrespect, inconsideration, and thoughtlessness in the existence of illegitimate tasks (Semmer et al., 2015). Also, unreasonable tasks are seen overstraining with the lack of supervisor support and falling outside of responsibility. Acknowledgment and explanation as another moderating variable alleviate the anger and perceived illegitimacy (Minei et al., 2018); acknowledgments alleviate illegitimacy perception while explanations alleviate anger. As acknowledgment and explanation indicate the values of other people (Domenici et al., 2006), they may mitigate the demoting nature of illegitimate tasks (Semmer et al., 2007) as a preventive strategy based on conversation (Minei and Eatough, 2018).

These empirical findings are also consistent with the theoretical framework based on justice theory which is defined as the perception and reactions of an employee or a group on the fairness of treatments in the organization (Mccardle,

2007). However, justice theory doesn't include the task-based characteristics and it is based on the allocation of resources, procedures, and behaviours. For this reason, task illegitimacy has a distinct feature concerning classical justice theories (Semmer et al., 2010). Dimensions of justice are distributive (Adams, 1963), procedural (Leventhal et al., 1980) and interactional justice (Bies and Moag, 1986) have been revealed in literature. Distributive justice perception by an employee results from having the evaluation and judgment of unfair outcome distributions such as payment or some opportunities in the organization (Adams, 1963). Procedural justice refers to the equity of formalized processes in the organization (Leventhal et al., 1980). Much as task illegitimacy is distinct from justice theory dimensions since the professional norms and rules are passed beyond the limit via illegitimate tasks, the perception of procedural justice might be distorted. Interactional justice indicates the quality of interpersonal treatment during work processes. In this third classification, two sub-dimensions also have been revealed as interpersonal justice and informational justice (Grenberg, 1990). Interpersonal justice has a social character on the basis of providing relational values such as politeness, respect as social sensitivity through authorities. Because task illegitimacy contains relational character, ILT may represent interpersonal injustice features due to relational conflict situations on the basis of the task.

Informational justice has structural character due to including sufficient explanation and acknowledgment by decision-makers (Grenberg, 1990). The findings of the study as "both explanation and acknowledgment have a strong reducing effect on the ILT and anger" are explicit support of this categorization with its empirical findings (Minei et al., 2018).

The findings of these pieces of research (e.g. Faupel et al., 2016; Fila and Eatough, 2017; Apostel et al., 2017; Muntz et al., 2019) are also related to the sub-dimensions of interactional justice since which are both related with relational and structural factors. These examples are the common features between task illegitimacy and justice theory, but illegitimate tasks are distinct from the justice theory framework as only they have task-based injustice dimensions. As mentioned above the moderating effect of justice sensitivity, which is one of the personality traits, this trait might be considered as a part of the issue of interactional justice since it occurs in relational situations involving the perception of justice/injustice.

Contrary to supervisor support, hostile attribution bias shows the positive moderating impact on the leading positive effect of task illegitimacy to negative emotions, especially, in the presence of unreasonable tasks (Pindek et al., 2019). Hostile attribution bias (HAB) is delineated as proneness of people to explicate unwanted situations due to others' intentional behaviors that are aimed to create damage (Spector, 2011). Therefore, employees high on hostile attribution bias are more probable to perceive a task as illegitimate (Pindek et al., 2019). The findings obtained with these moderating factors taken into consideration in the research, in general, show the importance of relational factors between perceived illegitimacy and behavioral outcomes. Moreover, when unnecessary and unreasonable tasks are compared, it is seen that the relational dimension is more effective in the perception of unreasonable tasks. As conclusion, through clear communication and interaction between the supervisor and subordinates, the perception of a task as unreasonable may decrease and therefore, the behavioral outcomes may also be soothed.

In the fourth category, work-related organizational factors, daily time pressure, flexible role orientation and span of control have been researched in several studies. When the daily time pressure is high, it is a moderating factor on the relationship between ILT and anger at the end of daily works (Zhou et al., 2018). During insufficiency to complete a task, time pressure is experienced (Kinicki et al., 1994), and under high time pressure illegitimate tasks will not only be perceived as disrespectful but also more task conflict perception occurs between completion of the task and illegitimate task (Zhou et al., 2018), which leads to moderation role of time pressure. Besides, employee flexible orientation has been studied as a moderating variable on the relationship threatening the identity through illegitimate tasks (Ma and Peng, 2019).

As another finding of the indirect effect of ILT on proactive work behavior and task performance through job identity is significant for having low flexible orientation employees. Low flexible role orientation by lessening the sensitivity of the employee in terms of identity-threatening signs of illegitimate tasks has negative moderating role on the impact of ILT to create identity threat (Ma and Peng, 2019). These findings mean that employee low flexible orientation decreases identity threat in the perception of ILT. As a result, when flexible orientation exists on task structures, employees' different roles during the task processes may increase

occupational identity threat. Therefore, expectations in terms of role boundaries may have a pivotal function on experiencing ILT.

All of these findings indicate the pervasive effect of illegitimate tasks on organizational work processes, psychological traits, personal and behavioral states in different dimensions.

1.6. Overall Assessment of ILT Research

In this section, a general evaluation of the ILT research will be achieved. It is important to evaluate and compare the pieces of the research carried out so far in order to see what is at the forefront of illegitimate task literature and which concepts are associated with illegitimate tasks more fully. In the following table (Table.1.2) the details of the studies are also included. First of all, if we look at the context of the research, we see the distribution based on countries: ILT has been studied majorly European countries such as Switzerland (8), Germany (7), Denmark (3), Norway (1) and the USA (7). These countries basically, have individualist culture and also are among the developed countries in the world. Only few studies exist having collectivist cultures such as India (1), Pakistan (1) and China (1).

When examining industrial diversity in the studies, financial insurance industry, army forces, social care and health industry, public, and private universities, technical industry, Red Cross (NPO), government departments, medium-sized IT companies, public and private energy sectors, government management, factory, and logistics organizations belong to public, human service, retail sale sector, medical sector, beauty care sector are among the most included sectors in the studies regarding European countries and the USA. The education sector, technical industry, and health industry are prominent among the studies in these countries. The other three research settings include mainly the technical industry, professional industry, the manufacturing industry in India, primary schools in Pakistan and architectural-design and consulting firms in China. Of all the studies, in four of them, it is seen that data is collected from employees in various sectors including the education sector. The sectors in other studies show a wide range distribution.

In the research, the employees that were sampled also include wide range of occupations; health service workers, custom officer, accountant, engineer, teacher, industrial clerk, physician, optician, electrician, education and research staff,

secretary, university teaching staff, undergraduate student, motor mechanics, nurse, physical therapist, and customer contact in service sector, saleswoman, medical assistant, beautician, hairdresser, florist, energy, finance, and assurance staff.

In two-third of studies, ILT has been studied empirically only as one dimension without separating the two dimensions unnecessary and unreasonable tasks. Remaining one-third of the research pieces include both unnecessary tasks and unreasonable tasks as two different variables. Both unnecessary and unreasonable tasks have been included in these pieces of research, but their effects on the outcome variables are different. For instance, it has been found that while unreasonable tasks have a direct negative effect on the volunteer employees' intention to remain in the organization, unnecessary tasks have a subtle effect (Schie et al., 2014) and unnecessary tasks lead to decreased mental health (Madsen et al., 2014). The two task dimensions have been studied and only unreasonable tasks have been found negatively effective on the motivating impact of time pressure (Schmitt et al., 2015). The first qualitative-method research in the literature concludes that unnecessary tasks can be grouped as sub-challenging, and inefficient tasks. Unreasonable tasks have been characterized as overextending, outside of the responsibility, and lack of supervisory support (Faupel et al., 2016). Moreover, role conflict is positively associated with only unreasonable tasks (Thun et al., 2018). In other research, the features of unreasonable and unnecessary tasks are discussed in detailed and the study resulted from both the qualitative and quantitative parts their differential negative effects on employees' emotions. Thus, it is initially seen that illegitimate tasks were studied in literature majorly without being separated into dimensions. Secondly, it is seen that unreasonable tasks show more effective results than unnecessary tasks. In addition, on the basis of these results in the literature, it is seen that unreasonable tasks have negative effect, especially, on relational and emotional variables.

In pieces of the research, evaluating the data collection methods, more than 50% quantitative method majorly used and with 15% second mostly utilized method is the daily diary method. Except for these numbers, two different research have been included both daily diary and survey method in their data collection methods. One study includes mixed methodology as both a qualitative semi-structured interview and a quantitative survey method. Two pieces of research have included experimental design as a data collection method. Experimental design among data

collection methods is mainly used for purposively to understand different facets of the issue. Minei and colleagues (2018) utilized this method in order to find out strategies such as acknowledgment and explanation in different circumstances by controlling the effect of typical variables in different vignettes. Mugayar-Baldocchi and colleagues (2019) have found that MTurk workers have strong professional role identity and experimental manipulation can lead to greater ILT experience than control conditions.

The reasoning of utilizing the daily diary method is mainly including individuals' self-reports about daily experiences, behavior, and circumstances in natural settings in repeated time of day in order to comprehend how and in what ways the intrinsic qualities change. Data collection in the daily diary may consist of a wide range from 5 days to one month (Hektner et al., 2007). However, this method has some constraints due to being only self-reported, it can be supported with some different data collection methods such as non-self-reported aspects of everyday experience; psychophysiological status, physical activity and auditory environment (Mehl and Conner, 2012). In consideration of ILT studies, the main reason for utilizing the daily diary method is to reveal the inner mechanisms of employees during the day while exposing illegitimate tasks. Two studies (Periera et al., 2014; Sonentag et al., 2018) also utilized the survey method to support the findings of the daily diary method in the research.

Under the canopy of qualitative research methods, except for daily diary, the semi-structured interview method has been utilized (Faupel et al., 2016) to find out the perceptions and experiences of the participants. Employing in-depth questions, the reasons for different perceptions and the consequences may be understood in terms of having rich explanations of the interviewees. This method is also supportive of the quantitative survey method which enables of reach a big sample size to collect data and make statistical measurements of the related variables how they are interacting with each other. However, the semi-structured interview method has been used as supporting/completing the quantitative research only in one study which is Pindek and colleagues (2019). Besides, as it is seen in Table 1.2, there is a need for more qualitative research to reveal inner mechanisms of employees in different contexts -especially the contexts including cultural and relational values- based on illegitimate tasks (as unnecessary and unreasonable tasks).

The consequences associated with exposing to ILT have mostly studied subjects on physical health, motivational and relational dimensions. Besides, ILT as a kind of social stressors has been studied mostly in the workplace and out of the workplace. However, when discussing these features and the results of ILT, only one study included the impact of culture in a limited way and what kind of changes may occur in these mechanisms. Again, while taking into consideration the dimensions of the relational factors and the results, the lack of studies in which social and cultural characteristics are evaluated considering the changing values and the priorities in work-related processes is striking. Although personal factors are generally examined more, job identity is included in only few studies. Besides, the need for conducting the research including professional values or identification is a pivotal gap in order to understand specific conditions on the basis of ILT. In fact, ILT may create different meanings within the diversity of professions and conditions in that each profession has different norms and rules. Therefore, the effects of different occupations and social and cultural values on the perception of task illegitimacy should be regarded as research topics such as professional identification and perceived professional prestige.

In more than half of the studies as 58%, mediating and moderating effects of various factors were examined. In the remaining studies 42%, the direct effects of ILT on outcome variables were examined. Mediating factors include appreciation, perception of ERI, anger, role conflict, interactional justice, and job identity. Moderating factors in these studies are the consistency of appreciation, gender, time pressure, instructor support, acknowledgment, explanation, hostile attribution bias, the span of control and flexible role orientation. Among the pieces of research, appreciation, which is the most studied variable, has been studied as a moderating factor in two pieces of research and as a mediating factor in one study. In one of the research, unnecessary and unreasonable tasks are included as mediating factors. As the negative effect of task illegitimacy occurs mainly via role conflict, there need to be more studies researching the mediating effect of role conflict between ILT and its dimensions with different motivational and personal outcomes. Moreover, how role conflict acts as a mediating factor in different specific occupational and relational conditions needs to be understood. Besides, role ambiguity also may have mediating impact on the relationship between ILT and work-related outcomes due to creating a difference in role perception of employees. However, role ambiguity wasn't

considered in any research until now. Therefore, firstly role conflict and secondly role ambiguity are needed to be studied essentially as mediating factors.

Although there is only one research studying culture and work-family conflict, there isn't any research including the effects of RC and RA on the basis of task illegitimacy in specific contexts such as occupational perceptions and cultural values. Thus, the need for understanding how and in what way role conflict and role ambiguity effect the experiences of these two task types are immediate. What's more, unnecessary and unreasonable task experiences should be studied concerning cultural contexts to explore how relational aspects change in different cultural values.

Earlier studies have mostly focused on the health and psychological and personal traits in literature such as cortisol level, mental health, self-esteem, negative emotions, and justice sensitivity. Later, different research in the foreground has considered relational factors such as supervisor support, acknowledgment and explanation, relational transparency, work-family interference. Secondly most studied concepts are behavioral; CWB, anger, proactive work behavior. Also, regarding extrinsic work features, time pressure has been studied in two different pieces of research. Only one study includes job identity and another one consists of two different cultural diversities. In future studies, it can be focused on how illegitimate task experiences develop in different cultural contexts. In addition, how illegitimate task experiences occur in specific occupations can be suggested for future research topics. Because of the need for a deep discussion of the negative impact of ILT on professional identity perceptions in the literature, it is expected that more studies on how professional identity is affected through ILT and what kind of coping strategies employees may use.

Table 1.2. Systematic Literature Review of Illegitimate Tasks

Article	Research Question	Data Collection & Sample	Industry	Dependent Variable	Key Findings
Semmer et al., 2010	Illegitimate tasks are positively related with CWB	199+205 participant (71% workers as white-collar and 26% workers as blue-collar) (survey)	Administration, Financial insurance industry in Switzerland and Germany	CWB, ERI, conscientiousness, agreeableness, organizational justice	Illegitimate tasks related to CWB, (controlling for ERI, justice in organization and personality as agreeableness and conscientiousness
Stocker et al., 2010	The effect of appreciation at the workplace among military employees	228 career officers and noncommissioned career officers as male (survey)	Army Forces in Sweden	Job Satisfaction, Feeling of resentment	Appreciation had moderation impact on the relationship b/w long working hours and job satisfaction. Besides, appreciation had mediating role on the effect of ILT to both job satisfaction and resentment
Björk et al., 2013	Except from personal change, there will be organizational change within ILT.	338 managers as first degree and 102 second degree managers; 69% female and 31% male. (survey)	Technical, social care health and education sectors in Switzerland	*Stress, job satisfaction, *resource deficits,*organizational control	The proportion of employees in number and control insufficiencies of the organization positively related to ILT in managerial work.
Kottwitz et al., 2013	The impact of ILT on salivary cortisol	176 employee: Administration, production, logistic jobs (survey)	Government management, factory, and logistics organization belong to public in Denmark	Cortisol level (as a stress-response)	Employee (has poor health) has higher level of cortisol as a response to ILT.
Periera et al., 2014	The effect of illegitimate tasks on sleep quality as short term.	76 employees, 75% woman and ranged from 19-63 years various occupation (daily diary method and survey)	Various sectors in Switzerland	Sleep quality, sleep fragmentation	More sleep fragmentation and longer falling asleep-latency is caused by ILT. ILTs are not related to sleep duration and efficiency.
Schie et al., 2014	The mediating impact of self-determined motivation on the adverse relationship b/w ILT and intention to stay.	360 volunteers (working in various works for disabled, palliative care, or youth services) (survey)	Red Cross(NPO) in Switzerland	Work engagement, intention to stay.	*ILUR negatively affected the volunteer employees' intention to stay in the organization. *ILUN had weaker effect on decreased motivation of volunteers.
Madsen et al., 2014	The probable relationship b/w. unnecessary tasks and mental health.	1351 participant (service workers), (Survey)	Human Service Workers (Denmark)	Mental health	Declined level of mental health is more probable for employees who have weak mental health and older people are being exposed to unnecessary tasks.
Semmer et al., 2015	ILT is possible to be related adversely with self-esteem and positively with burnout and resentment.	395 participants (92% white-collar, 7.4% blue-collar)(survey)	Swiss Government Departments	Self-esteem, burnout, the feeling of resentment	ILT negatively affected low self-esteem, the feeling of resentment to organization and burnout.
Eatough et	ILT is negatively related	57+60 participants; managers and	University and health sector in	State self-esteem(study1&2)	ILT is related to decreased state self-esteem, job

al., 2016	with job satisfaction and state self-esteem.	subordinates at university. (Daily diary method)	Switzerland and the USA		satisfaction, anger and depressive mood not until the following morning. Trait self-esteem is not a pervasive shield; state self-esteem confines it.
Schmitt et al., 2015	The curvilinear relation merely when time pressure is not affected by unnecessary or unreasonable tasks.	191 employee (nurse, electrician, accountant, optician, teacher, physical therapist, computer engineer, industrial clerk, customs officer, motor mechanics, carpenter, secretary) (survey)	Various sectors in Germany	Time pressure (independent v.) *Work engagement (negative relationship with ILT) *ILUN and ILUR (moderating factors)	Inverted U-shape relationship b/w time pressure and work engagement. The motivating impact of a middle degree time pressure is merely in the condition employees have low ILUR.
Faupel et al., 2016	Whether a professional role identity is prone to threat to ILT during teacher training or not? What are the ILT during teacher training?	24 teaching trainee (Qualitative method; semi-structured interview)	Education sector in Germany	Health and wellbeing	ILUN can be depicted as less challenging than Unreasonable tasks and show inefficiency and lack of organization. Unreasonable tasks are out of responsibility, and due to the absence of supervisory support.
Omansky et al., 2016	ILT leads to job satisfaction and intrinsic motivation. ERI perception has a mediating role	213 part & fulltime employees (various occupations). (survey)	Various sectors in the USA	Job satisfaction, intrinsic motivation	ILT is associated with job satisfaction and intrinsic motivation and perceptions of ERI have shown mediating effect. Gender has shown moderated-mediation effect.
Zhou et al., 2018	The within-person relationship between daily ILT and next day CWB	114 full-time employee (various occupation) (daily diary method)	Various sectors in the USA	CWB	Daily ILT positively affected next-day CWB and mediation role of anger at end of daily work has been found. Time pressure is a moderating factor on the daily ILT and anger at the end of the work day. This association is higher if time pressure is more during the day.
Kottwitz et al., 2017	Interruptions during the day to detach from felt thirst and resulting in the decreased daily fluid drink.	29 female participant; medical personnel, florist, beautician, customer contact personnel, teacher (diary study)	Service sector with customer contact, sale, medical sector, education, beauty care in Denmark	Work interruptions	Low fluid drink in reaction to work stressors is more probable when employees exposed to inefficient task demands. It shows degraded health and wellbeing.
Fila & Eatough, 2017	ILT adversely affects the psychological wellbeing of undergraduate students.	473 bachelor students (survey)	Universities (private and public) in the USA	Anxiety, emotional exhaustion, student satisfaction	Instructor support has a moderating effect on the negative relationship b/w ILT with anxiety and emotional exhaustion.
Apostel et al., 2017	The relationship b/w ILT and turnover intention and the moderating impact of appreciative leadership in the organization	235 participants (it company workers in different level) (survey)	Medium-sized IT companies in Germany	Turnover intention	Appreciation from supervisor has a moderating effect on the positive relationship b/w ILT and turnover intention.
Munir et al., 2017	The relationship b/w illegitimate tasks and the strains it causes. Mediating role of social stressor, lack of	450 participant (teaching staff) (survey)	private schools- primary level in Pakistan	Resentment, burnout	Role conflict mediates b/w ILT and burnout. Social stressor shows mediation effect between illegitimate task and resentment. But the new mediator which is introduced (anger) shows mediating role b/w ILT and

	organizational justice, role conflict and anger				the strains; burnout and resentment.
Minei et al., 2018	Existence of explanation and acknowledgment during ILT demands alleviate anger and ILT perception.	253 participants (full-time employees). (experimental design)	10 vignette (experimental design) in the USA	Anger, resentment, revenge-seeking behaviour	Acknowledgments alleviate ILT perception whereas explanations alleviate anger. Both of acknowledgement and explanation have the strongest impacts on lessening illegitimacy perception and anger.
Thun et al., 2018	The predominance of ILUR, their relationship with work-related variables and the impact of unreasonable tasks on health.	545 Norwegian physicians	Online questionnaire	Sickness presenteeism	Physicians' works include a huge range of ILUR and this can increase the sickness presenteeism. Role conflict is positively related to ILUR.
Pindek et al., 2018	To search ILUN and ILUR and the effects on negative emotions at the event level and the person level	432 engineers in Florida	Qualitative and quantitative (mixed methodology) *(Open-ended questions in qual. and survey in quantitative.)	Self-worth, negative emotions (wellbeing)	Distinctive negative effects of unreasonable and unnecessary tasks on employees' emotions. Besides, hostile attribution bias has moderation impact on the relationship b/w ILT and negative emotions, stronger with unreasonable tasks.
Meier & Semmer, 2018	Subordinate' self-explanations of ILT and its effect on three kinds of strain; psychological exhaustion, behavioral stress as a discourtesy, and family stress	147 partner surveys from several organizations in Swiss	Survey	Emotional exhaustion(psychological strain), Incivility against supervisor(behavioral strain), Work-family conflict(family strain)	Convergence between supervisor and subordinates' explanations of ILT is low; it is higher in the condition supervisor has a restricted amount of control. ILT is related to all types of strain for the supervisor and subordinate explanations of ILT.
Ahmed et al., 2018	How ILT makes differences on WFI and WFE.	321 participant (145 from USA + 176 from India) various occupation. (survey)	*Technical industry, education, retail/service, various (the USA) . *technical industry, professional industry, manufacturing industry (India)	*WFI(work-family interface), *WFE(work-family enrichment)	*The links b/w ILT and WIF results change by nation. *ILT makes differences on WIF and WFE via changing interactional justice experiences.
Sonntag, 2018	Experiencing ILT during the day leads to high negative affect and low self-esteem at the end of the daily works. After work hours, high psychological detachment to work issues until bedtime.	139 participant; administrative jobs *(general survey & short daily survey)	Public sector and private energy sector in Germany	Low self-esteem, negative affect, psychological detachment	ILUN causes heightened levels of negative affect and lowered state self-esteem after daily work hours. Low self-esteem leads to lowered psychological detachment from work. *ILUR associated with high negative affect and low self-esteem. Negative affect causes psychological detachment from work.

Ma and Peg, 2019	ILT is adversely associated with employee task performance and proactive work behaviors through employee job identity.	130 employee in China *Time-lagged (15 days) research design.	Architecture consulting companies China	Task performance, proactive work behaviour	Flexible role orientation has a moderating impact on the negative association b/w ILT and job identity. (Significant merely when flexible role orientation is lower.) ILT is effective on task performance and proactive work behavior through job identity when merely with low flexible role orientation. Employee flexible role orientation mitigates the negative impact of LIT to identity threat.
Schulte-Braucks et al., 2019	ILT's effects on self-esteem and CWB are increased between employees having higher justice sensitivity. CWB has a moderating impact on the negative effects of ILT on self-esteem.	241 participant; staffs from mechanical engineering, health, services, education and research, energy or finance and assurance) (daily diary for 5 days)	Engineering Companies in Germany	self-esteem, CWB	*justice sensitivity is moderating factor b/w ILT & self-esteem. *Justice sensitivity is moderating factor b/w ILT & CWB. *CWB is moderating factor b/w ILT & self-esteem.
Muntz et al., 2019	Transparent leadership has moderation impact on negative effects of ILT and reciprocal effects between ILT and job dissatisfaction	463 employees from seven German companies	4 weeks online questionnaire, each week questions identical	Supervisor's relational transparency(moderating factor), job dissatisfaction(dependent variable)	Transparent leadership has moderation impact on the relationship b/w ILUN and job dissatisfaction. Job dissatisfaction more effectively led to ILUN than a contrariwise relationship when high transparency exists.
Mugayar-Baldocchi et al., 2019	MTurk workers have professional identity with their MTurk role. Experimental protocol can induce ILT. ILT manipulation cause a role violation.	Mturk workers. Study 1: 52 worker, Study 2: 139 worker Experimental Design	Internet marketing website Caucasians (60%)	Professional identity	MTurk workers have a strong professional identity. Experimental manipulations led to a greater experience of illegitimacy than control conditions.

CHAPTER 2

CURRENT STUDY

In this study, I examine how unnecessary and unreasonable tasks as two ILT dimensions are associated with employee workplace wellbeing (WWB), professional identification (PI) and perceived occupational prestige (POP) through the mediation of role ambiguity (RA) and role conflict (RC), and how all these links are moderated by vertical collectivist cultural values and relationship with the supervisor. As such, this research is designed to complete the gap in the literature by considering a number key mediation and moderation mechanisms which are claimed to bring as important difference to the perception and experience of ILT in workplace.

Although earlier studies examined personal traits and wellbeing, especially in terms of psychological and physiological health, in association to ILT, neither work-related wellbeing nor occupational outcomes in the form of professional identification and occupational prestige have not been discussed or empirically investigated before. ILT being a task-based stressor, it is particularly important to comprehend how employee responses to task illegitimacy change on the basis of occupational dynamics. The need for measuring the mediating effects of role conflict and role ambiguity is also necessary to reveal the real impact of work-related outcomes as task illegitimacy perception occurs through the violation of occupational norms and role expectations. Since ILT is mainly experienced through work roles, the impacts of RC and RA deserve an attempt to measure and explore with different aspects of work and occupation-related outcomes.

Until now, most of the ILT studies have come from Western countries such as Sweden, Germany, Denmark, Swiss, the U.S., most of which emphasize high individualism and low power distance cultural contexts (Hofstede, 2003). There has been only a few studies from other countries such as Pakistan, India, and China which have cultural values largely different than those mentioned above. Only in one ILT study India and the US were compared as collectivist and individualistic cultures (Ahmed et al., 2018). Under these circumstances, it is crucial to understand how the level and direction of task-based relationships and outcomes might change under the influence of cultural values. There is a need for consideration of the underlying cultural context and measuring the effect of cultural values on the relationship between illegitimate tasks and work-related outcomes. Especially, the measurement

of culture at the individual level is necessary. In fact, there are ongoing discussions in the literature regarding how tasks at work should be examined not only objectively but also through their relational and cultural elements (Erez, 2010; Grant, 2007; Ahmed et al., 2018). Without considering such differences, it is not possible to understand how ILT experiences are influenced by cultural values and in what way they change on the basis of relational factors.

Diversity of individual values leads to changing individual perceptions due to their intrinsic characteristic for a given person. Especially the value of collectivism, representing the degree of loyalty and attachment to the group as opposed to the emphasis of self (individualism) is one of the key cultural dimensions to consider. On the other hand, hierarchy is an indicator of the difference between horizontal and vertical collectivism (Hofstede, 2001; Triandis et al., 1995). In a vertical collectivist culture, acceptance and rewarding of inequalities and power distance among people are dominant. Conversely, in a horizontal collective culture, an individual perceives him/herself as part of the whole, but considers all members are equal (Triandis et al., 1995). As available ILT studies have been predominantly conducted in horizontal individualistic cultures, it is necessary to consider the role of both vertical and collectivist values on the relationship between illegitimate tasks and work-related outcomes. Moreover, the lack of individual level measurement of culture level leaves many things unclear and unexplained as such values change from one person to another even in the same culture (Triandis et al., 1995). Thus, examination of the impact of vertical collectivist values as a moderating factor will be a noteworthy contribution to the ILT literature.

In addition to the above, the question of how possible processes and conditions may shape the effects of ILT cannot be sufficiently answered without having any concern to relational dynamics of the work. Up until today, only three relational aspects have been discussed in association to ILT; supervisor support, relational transparency and communication quality. Supervisor support (Faupel et al., 2016; Fila and Eatough, 2017) has been examined in two ways: First, lack of supervisor support is considered in terms of the results of unreasonable tasks (Faupel et al., 2016). Second, the moderating impact of supervisor support was explored on the relationship between ILT and anxiety and emotional exhaustion (Fila and Eatough, 2017). More recently, relational transparency has been founded as buffering the negative effect of unnecessary tasks on job dissatisfaction (Muntz et al., 2019).

As a communication attribute, acknowledgment of the illegitimate task request was found as significantly moderating the impact of ILT perception on anger (Apostel et al., 2017).

Even though the above mentioned relational factors provide meaningful contributions, none of them explain the actual interaction between the supervisor who assign the tasks and the employee who is given the task and supposed to perform this task. It is known that the person who gives the tasks and makes them illegitimate task demands is often the supervisor (Pindek et al., 2019) and supervisor-employee relationships can be studied with different conceptualizations, especially, on the basis of leader-member exchange (LMX). LMX quality is one of the core features that determine task performance (Campbell, 1990; Liden and Maslyn, 1998; Joo, 2012).

Until today no study has been conducted directly measuring the relational aspect of employee task perceptions, and thus, a new research attempt is necessary to explore the relationship between ILT and task-based supervisor relationship quality. By means of understanding how this pivotal relationship affects the task-based interactions regarding illegitimacy experience, the real impact of ILT on different employee outcomes might be evaluated. In order to explore this mechanism, the underlying supervisor-employee relationship should be investigated concerning the task-based relational quality and the degree of illegitimacy perception. By such a comprehension, it will be possible to explore the mechanisms of illegitimate tasks based on social relationships in the workplace.

Leader-member exchange has been categorized into four dimensions as affect, contribution, loyalty, and professional respect. The researchers also developed a scale in terms of these qualities. The *contribution* dimension is depicted as the “perception of members’ contribution to overall objectives as quality and quantity of tasks between supervisor and subordinates” (Dienisch and Liden, 1986: 624). Also, on the improvement of LMX quality, the impact of a subordinate's work-related behaviors are important (Graen, 1976). Because the leader evaluates the subordinate's task performance, the higher quality of performing the delegated tasks by employee indicates that more exchange of resources such as materials and supports between leader and member. As compared to members having lower task performance, through higher task performance of an employee, the quality of LMX also will be higher, too (Graen and Cashman, 1975). How the perception of

illegitimacy on the tasks will be affected by an increasing or decreasing quality of LMX on the basis of the *contribution* dimension is an important question to reply to. Thus, the *contribution* dimension of LMX quality deserves to examine how it acts on the task illegitimacy experiences.

In light of the discussions and the identified gaps in the literature, this study aims to find answers to the following questions:

1. *What are the effects of ILT (unnecessary and unreasonable tasks) on role workplace wellbeing, professional identification, and occupational prestige perception?*
2. *What are the mediating impacts of RC and RA on these relationships?*
3. *In what way the cultural context, especially vertical collectivist values moderate on the relationship between perceived illegitimate tasks and outcome variables WWB, PI, and POP?*
4. *What are the moderating roles of supervisor-subordinate relationship quality on the mechanism of ILT and outcome variables?*

In order to examine these questions, six hypotheses were developed. Three hypotheses include the relationships between illegitimate tasks with workplace wellbeing, perceived occupational prestige, and professional identification. Fourth hypothesis covers the mediating impacts of role ambiguity and role conflict. The last two hypotheses present the moderating role of cultural values and supervisor-employee relationship quality on the relationship between illegitimate tasks and the three aforementioned outcome variables.

In consideration of the previous literature and the gaps which are posed at the beginning of the study, it is now possible to identify and state the theoretical contributions of this research. The first and original contribution lies in assessing the moderating effect of vertical collectivist values regarding the influence of ILT on role perceptions. This is because employees' relational and task-based priorities and perceptions change significantly depending on their cultural values. These values may similarly affect the task illegitimacy experiences during work processes. Without examining the possible effect of culture, it might not be possible to comprehend in what ways illegitimate tasks lead to personal and work-related outcomes via role perceptions. Yet, so far, the existing literature has not given any clue about it, except one weak attempt to comparing the two national contexts based on ILT and certain outcomes that did not measure culture directly.

Secondly, investigating the effects of ILT on workplace wellbeing on the basis of cultural values and relational aspects at the individual level is another contribution to the literature. This might reveal a new understanding of employee wellbeing concerning relational and cultural differences. Especially, it can answer the question in what way wellbeing is affected by illegitimate tasks via the quality of the employees' relationships with their supervisor and to what extent they hold vertical collectivist values. It is particularly important to reveal these connections in contexts where group membership, loyalty, and respect to authority play a significant role in employees' work-lives.

The third contribution is exploring the effects of ILT (both unnecessary and unreasonable tasks) on employees' professional identification, which is the first attempt in illegitimate tasks research. Illegitimate tasks mainly influence the identity perceptions of the employees based on the core elements that shape their occupations and professional careers. Professional identity is also an important part of the global identity that may affect the personal and psychological elements deeply. Therefore, the degree to which they feel belongingness to their profession might be significantly affected by the presence of unnecessary or/and unreasonable job demands. Until today, there is no attempt to examine this key relationship in illegitimate tasks literature. This study will help to understand whether illegitimate tasks do indeed inflict a wound on the occupational attachment of employees.

Closely related to the arguments above, this study will also contribute to the existing theoretical knowledge by exploring what are the effects of illegitimate tasks on employees' occupational prestige perception. To understand what are the possible dynamics of the occupational prestige perception via vertical collectivist values may support to reveal the theoretical cues related to the occupational identity perceptions of employees. Because uncertainty reduction and self-enhancement are basic needs for individuals, a decrease in occupational prestige via experiencing task illegitimacy might be perceived. Illegitimate tasks have several meanings for employee apart from the professional norms such as the threat to evaluating the self as positive, and decline in recognition and respect in the social environment.

As the fifth theoretical contribution, explaining the mediating impacts of role ambiguity and role conflict may expand the knowledge on the degree to which these two role perceptions might be the key mechanism through which ILT poses a threat to employees' positive attitudes and outcomes. Also, this may add to the knowledge

by revealing in what way role ambiguity and role conflict may mediate between ILT (unnecessary and unreasonable tasks) and WWB, POP and PI. Role ambiguity has not been measured yet in any research up to now and role conflict has been measured in a limited way only in two studies (Munir et al., 2017; Thun et al., 2018). Therefore measuring the mediating effect of role ambiguity for the first time and measuring the mediating effect of role conflict between the new outcome-variables on the basis of ILT are among the original contributions of the current research.

The final contribution is that this study provides a multi-method research including both qualitative and quantitative data collection which was available in only one study in ILT literature until today. So, the current study may contribute to the previous knowledge based on its methodology by obtaining in-depth and enriched data by means of both qualitative and quantitative research. Above and beyond typical survey measurements, unnecessary and unreasonable tasks can be measured and evaluated at specific situations and contexts by means of semi-structured interviews.

Hence, utilizing both methods is beneficial in two ways: a) Unnecessary and unreasonable tasks experiences can be clearly described and understood by means of in-depth interviews, exploring the specific meanings, situations, challenges in terms of task illegitimacy; b) bases on these qualitative findings, a more appropriate theoretical model of ILT can be developed and the hypothesized causal relationships based on this model can be tested with greater confidence. Overall, this is the second study in ILT literature that uses qualitative and quantitative data in a complementary and supportive way, revealing different aspects of the same underlying relationships and phenomena, thus expanding and enriching our view on this interesting topic in the field of organizational behavior.

The logic and reasoning of the six hypotheses will be explained below. To do that, first the relationships between ILT and three employee outcomes, workplace wellbeing, professional identification and perceived occupational prestige, will be discussed. Later, mediation effects of RC and RA will be explained. After that, vertical collectivist values and supervisor-employee relationship quality will be discussed as the two proposed moderating variables. Finally, complete research model will be presented at the end of the Chapter.

2.1. Illegitimate Tasks and Workplace Well-Being

Well-being is a concept that seems easy to understand what it means for everyone but making a certain definition is not so easy (Lyubomirsk, 2001) and also it is known that wellbeing is a multidimensional concept (Vella et al., 2009). There exist two main philosophical approaches considering well-being: Wellbeing, as focused on happiness, is defined as personal happiness based on life experiences. The other approach to wellbeing realizes human potential power (i.e. eudemonism) and considers wellbeing as the consequence of personal attainment, self-positioning, self-realization (Ryan and Deci, 2001). Besides, in a broad definition of employee wellbeing, it consists of three dimensions subjective wellbeing (SWB), psychological wellbeing (PWB) and workplace well-being (WWB) (Zheng et al., 2015). In these three separate dimensions, also sub-dimensions are included: SWB involves three pivotal components: positive emotions at a high level, negative emotions at a low level, and life satisfaction (Bussner et al., 2007). PWB comprises self-acceptance, personal growth, purpose in life, positive relations with others, environmental mastery, and autonomy (Ryff, 1989). Nonetheless, some distinctiveness considering the content of PWB may exist between Eastern and Western countries. For example, Western culture stresses “autonomy” and “environment mastery” as sub-dimensions of PWB (Zheng et al., 2015) while the collectivistic culture concentrates on a congruous and social-orientated or mutual self (Markus and Kitayama, 1998). Further, the sub-dimensions of workplace wellbeing are defined as job satisfaction and work-related affect comprise workplace well-being of employee (WWB) (Zheng et al., 2015). Given that cultural and personal distinctiveness, the definition of well-being concept may vary in different contexts. Also, it's argued in the literature that well-being definition is culture bounded since a value-free assessment of well-being cannot be claimed (Christopher, 1999). Moreover, in the relationship between ILT as a work stressor and workplace wellbeing, it is also necessary to consider the cultural values' differences.

ILT experiences can be regarded as a stressor that might have significant results in the self-perception and wellbeing of employees. In the studies regarding this relationship, different outcomes have been reached such as increased cortisol levels, physiological indicators of stress, decreased sleep quality (Pereira et al., 2014), and deterioration of general body health (Madsen et al., 2014). As the psychological effects of illegitimate tasks to wellbeing, feelings of resentment,

indignation, decreased self-confidence, burnout syndrome, and depression (Semmer et al., 2015) have been found by researchers. Also, how job satisfaction and self-esteem are affected through illegitimate tasks have been studied (Eatough et al., 2016) in one research. They have found that ILT lowered the state self-esteem and job satisfaction and increased the anger and depressive mood, but the effect of ILT on job satisfaction, anger and depressive mood were not until the following morning. Although job satisfaction and depressive mood were studied in one research, it is necessary to explore the effects of ILUN and ILUR separately on job satisfaction and work-related affect which comprise workplace wellbeing.

In this study, Workplace Wellbeing Scale (Zheng et al., 2015) has been utilized in this research for two reasons. First, due to this scale has been established in China which has vertical collectivist cultural characteristics and to measure workplace wellbeing more accurately in the presence of vertical collectivist cultural values. Because Turkey is a country with similar cultural values, the use of this measure is particularly important. However, the measurement of wellbeing on the basis of ILT and vertical collectivist cultural values has not been achieved yet in previous studies. Second, in order to comprise the two work-related dimensions of wellbeing, which are job satisfaction and work-related affect, in the same measurement tool, this workplace wellbeing scale is appropriate which includes both job satisfaction and work-related affect.

It is thought that workplace wellbeing of the employee will be negatively affected as ILT (unnecessary and unreasonable tasks) causes stress by negatively affecting the work processes. As unnecessary tasks are the tasks actually no need to be performed or performed with a little effort when they are well organized, unnecessary tasks may negatively affect wellbeing physically and psychologically as a meaningless workload. Unreasonable tasks, on the other hand, represent roles that go beyond expectations in the professional sense, and may lead to more intense role-based conflicts as compared to unnecessary tasks, unreasonable tasks may negatively affect wellbeing, professional identification, and prestige. Therefore, I purpose that:

***Hypothesis 1a.** Unnecessary tasks negatively affect employees' workplace well-being.*

***Hypothesis 1b.** Unreasonable tasks negatively affect employees' workplace well-being.*

2.2. Illegitimate Tasks and Professional Identification

For most of the people, work or occupational roles are an important part of their overall identity (Ashforth et al., 2008; Mitchell et al., 2015), giving them a sense of purposefulness and expressiveness (Thoits, 1991; Walsh and Gordon, 2008). In this respect, illegitimate tasks have the potency to threaten the identity of the employees through conflict and uncertainty because they have a set of expectations on the basis of roles and behaviours. It is not easy for a person to move away from his/her roles defined in the framework of his/her profession and expertise which complements him/herself (Meyer et al., 2006). By definition, professional identification is the degree to that an employee senses unity with their occupation and with the specific features attributed to employees in the profession (Pratt, 1998; Vough, 2012).

In line with professional identity, the value of one's identification to the profession may also be shaken off its foundation given that the fact occurrence of occupational identification indicates that the degree of belongingness to the profession (Mael and Ashforth, 1992: 106).

Perhaps the most important feature of illegitimate tasks is that job conditions with centralized job characteristics contain critical social messages in terms of the roles expected for the employee (Semmer et al., 2015). Individuals undertake certain roles created by elements that can be defined as status, position or occupation of social structure in organizations, and these roles are a set of expectations that summarize the tasks requested from the individual (Rizzo et al., 1970; Gilbao et al., 2008). These expectations identify which behavioral requirements or constraints are to be attributed by the person completing that role and others related to that role (Örtqvist and Wincent, 2006).

However, it can also be stated that people tend to defend their professional roles even against the most evident negative evaluations (Ashforth et al., 2008; Walsh and Gordon, 2008). As a result of this close connection between role and identity, tasks, actions, or situations shape the foundation of a person's professional identity. In this way, professional identity promotes pride and self-esteem. Expectations and aspirations that contradict common norms will lead to a high degree of role conflict and uncertainty, which will ultimately threaten the employee's positive sense of the self (Thoits, 1991). The ambiguity and conflict at work will

occur, especially when it is unreasonable, and unacceptable as compared to previously agreed expectations on assigned tasks; because it does not conform to existing interpretative frameworks. That is when the assigned tasks are illegitimate can create significant damage particularly, professional identity. When the identity of the employee is shaken and threatened, it will become an important source of stress and affect many different personal and organizational outputs as discussed in the literature.

In more explicit terms, roles within the organization, according to classical role theory, show unexpected behaviors as well as expected behavior, although less emphasized in the literature (Khan et al., 1964). At this point, illegitimate tasks, as a derogation of the boundary in which the employee thinks whether the work in the limits of his or her role contains serious elements that might be viewed as threats to occupational identity (Semmer et al., 2010).

In accordance with the professional identification, social identity theory (Tajfel and Turner, 1986) indicates that an employee has not merely oneself in his/her personality but multiple selves that congruous to greater circles of membership to a group. In this theoretical frame, one of the groups can be regarded as one's profession in the organization. While organizational identification is an indicator of the sense of oneness of an employee with the organization, professional identification is a sign of feeling oneness with the profession. Since the norms and task processes are the core elements for a profession, the task-related norms will be in the foreground for employees based on professional identification. In high identification conditions, the employee strongly attached to the cultural values of the organization (Ashforth and Mael, 1989), whereas identification to profession leads to more conformity to occupational norms and rules. Accordingly, a person who has a certain professional identity would adopt values, norms, attributions and role specifications for his/her profession. The correspondence level of work role in the organization with the considered professional identity characteristics may make a sense as occupational identification. In this study, the reason for considering professional identification, but not organizational identification, is mainly due to ILT is an occupational task stressor through creating stress by means of threatening occupational norms and rules. Although the relationship between ILT and professional identification has high importance concerning work-related outcomes, it has not been studied until in any research.

More importantly, because the profession is more prevailing comparing to the organization, professional identity can include the organization within itself (Pratt et al., 2006). What's more, Ashforth and colleagues (2008) argued that an employee keeps the occupational affiliation in the case of leaving the organization; therefore, occupational identification precedes any given organization. In practical terms, professional identification may appear when employees define themselves related to their occupational group in line with typical roles and mastery (Ashforth et al., 2001; Liao et al. 2015).

Therefore, the identity is threatened with unexpected role assignments by violating the norms and values embedded in professions' frame through some job demands such as illegitimate tasks as a special kind of work stressors. Accordingly, the extent of professional identification may also decrease through distorted professional identity with the norm-violation process.

Therefore, It can be suggested that:

Hypothesis2a. *Unnecessary tasks negatively affect an employee's professional identification.*

Hypothesis2b. *Unreasonable tasks negatively affect an employee's professional identification.*

2.3. Illegitimate Tasks and Perceived Occupational Prestige

By considering a profession is a kind of social group in a broad term, occupational prestige can be defined as the group member's belief about outsider's perceptions of the group in that employee belonged to (Dutton et al., 1994). Besides, occupational prestige results from a set of sources of communication such as the referral groups' points of view (Smidts et al., 2001: 105). Also, prestige perception is utilized to the interpretation of the societal value of group belongingness (Dutton et al., 1994).

There are two pivotal motives, which are not dependent on each other, for evaluating the person him/herself as belonging to the group (Hogg and Terry, 2000). The first motive is that a person's necessity for self-development with regard to perceiving the self as positive (Ashforth et al., 2008). The second motive is the necessity of decreasing the uncertainty because people need to have felt certain about the points of view, attitudes, and behaviours (Hogg, 2000). Given the fact that self-development and lessening uncertainty are two basic needs for people, they

may be prone to the societal environment, which provides these two motives. Accordingly, the social group identification might be enhanced (Liu et al., 2014). From a similar perspective, these two motives, self-development and lessening the uncertainty, the lack of these components also might have negative impact on the perceived occupational prestige formation as they are fundamental need. Because this may distort the professional prestige perceptions of an individual, accordingly it may cause a decrease of occupational prestige. This perspective is, indeed, the expression of the internal mechanism of an individual exposed to that situation.

In consideration of the general definition of the occupational prestige, mentioned above, it is also necessary to ponder the feature of this change regarding the external environment of an individual. In this case, due to the belief of the person is effective on the perceived occupational prestige (POP), whether it is right or wrong, the perceptions and opinions of the evaluation of others from external environment or the comparison process of their profession with other professions might be effective on the perceived occupational prestige of the self.

By means of comparing occupations in terms of social aspects and status, perception of occupational prestige may change from one profession to another. Also, in each category, prestige perception might vary based on the extent of how much the occupation has been established and has the degree of status because occupational prestige is an indicator of societal perceptions and evaluations of works. Besides, through POP, societal hierarchical location is determined for a given occupation (Ashforth and Kreiner, 1999). In addition, occupational prestige is related to objective attributes of profession such as requisite qualifications, work tasks and work environment due to it indicates symbolic significance based on hierarchy (superiority- inferiority) associated with interactional social outcomes (Goldthorpe and Keith, 2014).

Also, it is possible to predict a decrease in perceived occupational prestige via role conflict and/or role ambiguity which is caused by illegitimate tasks. ILT might be considered as a resource loss based on c.o.r theory. Conservation of resources theory explains that stress is response to situations that contain threat to resource loss and actual loss of the resources due to people constantly pursue to consolidate, preserve and raise resources. Besides, the lack of expected gain is a kind of resource loss because of the necessity of following resource investment (Hobfoll, 1989). Given that illegitimate tasks might be considered as resource loss, ILT may create a

lack of self-enhancement in the occupational status and also may prevent uncertainty reduction by increasing ambiguity and conflict during the work processes. Thus, it might be proposed that negative work experiences in terms of illegitimate tasks may negatively affect occupational prestige perception. More importantly, unreasonable tasks have a demoting character through disrespectful and conflictual situations during the task processes and threatens the occupational identity of the employee through out of normed tasks, unreasonable tasks may have a more negative impact than unnecessary tasks on perceived occupational prestige.

Thus, I propose that:

***Hypothesis 3a.** Unnecessary tasks negatively affect an employee's perceived occupational prestige.*

***Hypothesis 3b.** Unreasonable tasks negatively affect an employee's perceived occupational prestige.*

2.4. Mediation of Role Ambiguity and Role Conflict

Although there are interpretations associated with role and identity features of illegitimate tasks in the literature, they remain rather limited and also no systematic discussion and examination have been made until now. However, such an out-of-norm is a fairly recent and an essential question to focus on as to how job conditions that are shaped by appropriate and illegitimate tasks in the employee's work will affect individual and organizational work outputs through roles which represent the job identity. In the role-stress models, conceptualizations of role theory inevitably support these connections. That is, role-based stress models typically claim that one's role qualities will have a role stress, with increasing role conflict, role ambiguity and over-acting, or in other words, as behavioral expectations become more complex, obscure, and overloaded (Netemeyer et al., 1995). Surveys reveal that job satisfaction and organizational commitment are weaker when the employee's level of stress increases, while adverse outcomes such as the tendency to leave work and quitting the job are strengthened (Gilbao et al., 2008; Eatough et al., 2016). Researchers are particularly concerned about RC and RA among these three dimensions, and if the job role is not properly designed it will lead to many negative reactions that directly affect employee performance if not well defined and uncertain (Rizzo et al., 1970). Role ambiguity is defined as the absence of explicit information required for a specific organizational role or position in its original form (Kahn et al., 1964). It is a

basic indicator of the uncertainty created by ambiguous conditions framing an employee's day-to-day work (Netemeyer et al., 1995), and expresses unclear, vague role expectations (Eatough et al., 2016). Role conflict is defined as the simultaneous expectations of incongruent task roles and restricting the employee in a difficult situation when performing these conflicting tasks (Katz and Kahn, 1978); A single role had multiple incompatible expectations (Örtqvist and Wincent, 2006).

After understanding the task concept in a broad meaning and explaining the task level mediating relationship, it can be mentioned about the individual level relationships between illegitimate tasks and RC and RA. Besides, ILT damages certain work-related outcomes such as workplace well-being, professional identification, and perceived occupational prestige through negatively affecting the roles in the workplace. Because the professional identity is stable in terms of attributes, values, and involvements and defining the individual him/herself in the professional role is prominent (Ibarra, 1999), the identity shaped based on role expectations. Although there is a considerable interrelation between role conflict, role ambiguity and occupational identification (Liu et al., 2014), there is no attempt to investigate the mediating effect of role conflict and role ambiguity on the relationship between ILT (ILUN and ILUR) and professional identity. Through role conflict and role ambiguity, as a result of impaired role expectations, professional identity might be damaged. Accordingly, professional identification may decrease via harmed roles. In other words, professional identification may decrease through role conflict and/or role ambiguity perceptions based on ILT. Therefore, RC and RA may have mediating effects on the relationship between ILT and professional identification.

Also, perceived occupational perception (POP) may be negatively affected by means of role conflict and role ambiguity because of harmed role perceptions through out of normed tasks. The meaning, value, and consistency of occupational tasks may have a loss perception through conflicting and uncertain role perceptions and this may create decreased social status and lessened social hierarchical perception for the employee. Nevertheless, in illegitimate tasks literature, these mediating effects of RC and RA have not been revealed empirically regarding the relationship between illegitimate tasks and occupational prestige.

These role perceptions with regard to conflict and/or uncertainty may adversely affect the perceived occupational prestige because of being social stressors

and creating inconsistency of status (Stryker, 1978). By means of ambiguous and conflicting work-related issues, perception of occupational prestige might be weakened because of occurring reassessment of existing occupational role expectations. So, the mediating impacts of role conflict and role ambiguity might be observed on the association between ILT and perceived occupational prestige.

In addition, negative role perceptions and experiences in the workplace have an adverse effect on workplace wellbeing of employee. Employees having high level of task conflicts and relational conflicts at the workplace explained weaker workplace wellbeing than employees exposed to a low level of these kinds of conflict (Sonentag et al., 2013). Due to RC and RA are important stressors in the workplace (Rizzo et al, 1970), they also may harm workplace wellbeing of employees at different levels such as psychological and physiological. RC and RA concerning the unity of commands are also typical role stressors (Rizzo et al, 1970) and they both may negatively affect workplace wellbeing of employees by creating stress. In the literature, the impacts of both RC and RA on job satisfaction and physical health (Kemmerly et al., 1987) and exhaustion (Jackson et al., 1987) have been concluded. However, in illegitimate tasks literature, these mediating effects of RC and RA have not been explored empirically regarding the relationship between illegitimate tasks and its dimensions (unnecessary and unreasonable tasks) separately although occupational stress and employee wellbeing tightly correlated (Marzuki and Ishak, 2011). RC and RA may affect negatively workplace wellbeing of employees due to being they are the main sources of stress at workplace and specifically ILT as a resource of task-based stress in the workplace. Thus, role conflict and role ambiguity may act as mediating factors on the relationship between ILT (unnecessary and unreasonable tasks) and workplace wellbeing.

Therefore, I suggest that:

***Hypothesis 4a:** Role ambiguity mediates the relationships between illegitimate task dimensions and employees' workplace well-being, professional identification and perceived occupational prestige.*

***Hypothesis 4b:** Role conflict mediates the relationships between illegitimate task dimensions and employees' workplace well-being, professional identification and perceived occupational prestige.*

2.5. Illegitimate Tasks and Cultural Values

In consideration with contextual constituents, discussing the relational and cultural dimensions is pivotal for the perception of illegitimate tasks concept. Because, along with the changing cultural values in different cultural dimensions, in a similar way, the meanings attributed by the employees to the work experiences and the perceptions formed in the work processes may also change. By means of different cultural values, the meaning of the relational factors may also differ. For instance, tasks prevail over relationships based on hierarchical emphasis in collectivist cultures whereas personal rights and freedom is prominent in individualist cultures (Hofstede, 2001). It is important to understand the relationships at the workplace in which possible diversities on the perception of task and role issues may create different outcomes.

In the literature of illegitimate tasks, only one research has so far focused on culture. In their recent study, Ahmed and colleagues (2018) explained that different national cultural contexts differently shape the relationships between ILT and family and work interactions such as work-family-interference and work-family-enrichment through the perception of injustice and negative emotions. Comparing the two nations, one-the USA- has individualist culture and the other-India-has collectivist culture, the findings of the study supported the theoretical framework for the USA sampling, but not for India. In the current research, the suggestion for cultural differences is that the moderating impacts of different dimensions of culture as individualist –collectivist may vary on the relationships between ILT (ILUN and ILUR) and outcome variables such as workplace wellbeing, professional identification, and perceived occupational prestige. The need for investigating this relationship is immediate because of first, most of the research until now has been studied in European countries which have individualistic and low power distance cultural values. Second, it is not possible to generalize these existing pieces of research results for all of the cultural contexts. This gap needs to fulfill by exploring the matter of how and why the mechanism changes via cultural differences.

In order to comprehend deeply the association between culture and the role perceptions and how and why changes occur based on cultural values differences, it is necessary to recall the cultural classifications in literature so far. Culture simply can be defined as a sum of knowledge, belief, art, morality, law, traditions and comprises the skills and habits obtained by the individual as a part of societal life

(Tylor, 1871). In another definition of culture, Hofstede defines the culture as the total programming of the mind by differentiating a social group from others. The different characters of cultures have been investigated and measured by Hofstede and his research team. They explored that culture has dimensions and one culture can be measured with respect to the relativity of other cultures.

Because cultural values are embedded in job designs and national-level, cultural values are internalized via socialization and are the instruments of evaluating the self-worth and wellbeing (Erez and Earley, 1993). Also, the content, structure, and processes of tasks and roles are the direct representation of the work environment (Ohly and Fritz, 2010). Therefore, the meaning of tasks and roles may change via cultural values due to having different cultural values and perceptions; accordingly, personal and work-related outcomes may also change.

In light of these diverse cultural values and dimensions, role perceptions through the violation of professional norms may be questioned differently and it is possible to expect that workplace wellbeing, professional identification and occupational prestige as work-related outputs may differ in different contextual frames, especially, considering the cultural values. In related literature, many researches have been conducted especially in western cultures (e.g. Kottwitz et al., 2013; Periera et al., 2014; Schie et al., 2014; Semmer et al., 2015; Schulte-Braucks et al., 2019) on wellbeing, some health-related subjects, personal traits have been studied until now except from few studies viewing (Ahmed et al., 2018; Munir et al., 2017; Ma and Peng, 2019) collectivist culture. Therefore, the need for the cultural studies is immediate in this literature in order to comprehend how task perceptions and related outcomes make different sense in terms of different cultural and relational contexts such as vertical collectivist cultural values and supervisor-subordinate exchange qualities in organizational contexts. Moreover, through creating stress and changing people's role perceptions, on the basis of occupational norm violation, illegitimate tasks may lead to a loss in the degree of workplace wellbeing. Accordingly, ILT may distort the perception of professional identification and occupational prestige. For this reason, the current study may bring clarity to understand how changing cultural values affect the occurrence and level of stress for an individual. Lazarus and Folkman (1984) define stress as the primary outcome of the personal appraisal. Accordingly, COR theory (conservation of resources) explains that how evaluations are within the societal context based on resource loss

and gains and basically claims that individuals endeavor to obtain, maintain, preserve and raise the things they value (Hobfoll, 1988). Since illegitimate tasks are also work demands, which lead to resource loss and threat to resource loss, they might be evaluated in distinct ways via differing cultural values and expectations based on obtaining and protecting self-worth and wellbeing. By considering the need for resource gain is a pivotal factor for a person, COR theory also includes the individual needs to evaluate him/herself positive in his/her assets (values) such as self-esteem, attitude, and behaviour as in the perspective of stress as offense to self theory. Besides, according to COR theory, stress will occur (1) if resources are exposed to threaten to be lost, (2) when resources are really lost, (3) when people are not successful to obtain adequate amount resources to gain new pivotal resource investments. In the same way, considering the perception of the illegitimacy of a given task may threaten the identity through work-related stressors. Here, the resource loss corresponds to threatened professional identity. When the meanings of resource loss and resource gain differ via cultural values' differences, perception of illegitimacy on task processes may have changing meaning by the employee. Also, it is regarded that the ranking of an individual's resources is prioritized by means of culture (Hobfoll, 2001). Therefore, considering an organizational context, it can be expressed that illegitimate tasks create resource loss at the individual level through threatening the professional identity or creating conflict and ambiguity in the role expectancy. Besides, due to individual nested to groups (such as family, organization) and these groups are shaped in the social context, perception of illegitimate tasks is highly linked with cultural context. In order to explicate these issues, studying the effect of cultural context on illegitimate task perception and measure at the individual level might be an essential contribution to the literature.

More importantly, why vertical collectivist cultural values and power distance culture are included can be explained in various ways. First of all, because hierarchical values and inequality are accepted in the relationships in vertical collectivist cultural values (Triandis et al., 1995), this may positively affect the experiences and perceptions of the employee based on task illegitimacy. Due to people don't perceive each other as the same in vertical collectivist cultural values; relational aspects may also have a distinct character as compared to individualistic cultural values. Besides, due to helping and renouncing for the group benefit is another striking feature of vertical collectivist culture (Triandis et al., 1995),

conflictual perceptions in the workplace may also lessen. In accordance with, in high power distance culture, employees are submissive, loyal, and obedient to their leaders and give importance to status, power, and prestige (Schwartz, 1999). Therefore, the extent of task illegitimacy experiences may decrease via vertical collectivist and high power distance values.

2.5.1. Individualism and Collectivism

As explained above due to being differences between individualist and collectivist cultures concerning task and role perceptions, one of the questions of this study is how and in what way these differences affect and change the role perceptions and the outcomes in organizational contexts regarding illegitimate tasks. Therefore, the different aspects of individualistic and collectivistic cultures are needed to be explored in detail. Individualism expresses the priority of personal right and goals and motivation of a person are achieved by his/her own perception about the extent of the needs and rights obtained and utilized personally in society. Nevertheless, in a collectivistic culture, group norms are prioritized over personal rights and cohesiveness among individuals in a group or society are dominant characteristics (Triandis et al., 1990). In addition, because of having a feature of self-construal, individualism implies more commitment to wellbeing and personal accomplishment concepts (Markus and Kitayama, 1991). Conversely, the psychological need for affiliation, security, and stability are priorities for people in collectivist culture and maintenance of group harmony, respect for community norms, and loyalty are also among the main characteristics in this culture (Fischer et al., 2009). However, these two distinct cultural dimensions are separate from each other. In other words, they are not dichotomous, and rather the most important feature of individualism and collectivism are being polythetic constructs (Triandis and Gelfand, 1998). Besides, there are different individualism and collectivism types such as Sweden Individualism, American individualism Korean collectivism and Israeli kibbutz collectivism (Triandis, 1990; 1995).

Through cultural values, the meanings attributed to the relationships, the formation of the psychological state of the employee and its reflection on internal motivations, the attitudes, and behaviours formed in work processes may change.

Therefore, different cultural values may lead to different perceptions, attitudes, and behaviors. Since ILT literature has been conducted in countries

reflecting individualistic cultural values so far, it is aimed to investigate the differences in vertical collectivist values in the processes described above. Especially in vertical collectivist cultural values, since the acceptance of hierarchy and inequality in relationships and work processes make difference, differences in task illegitimacy experiences may also occur. Therefore, vertical collectivist values are thought to moderate work outcomes based on ILT as compared to individualistic culture.

In the following section, power distance cultural values will be discussed on the basis of organizational processes and outcomes particularly and related to experiencing task illegitimacy.

2.5.2. Power Distance

Since based on the acceptance of hierarchical differences, power distance (PD) as a cultural dimension has importance in organizational research. The cultural values embedded in PD have a profound impact on organizational processes and work-related outcomes (Kelltner et al., 2003). Also, PD is the second most studied cultural dimension after individualism-collectivism (Erez, 2011) and is defined as the perception of less powerful members in a society or group perceive the unequal distribution of power and this shows the difference as high or low from culture to culture (Hofstede, 1991). Power distance is also considered as a value that the extent to which inequalities are accepted in groups, organizations, and nations by individual and this acceptance - such as status, wealth and power- is either unavoidable or functional (Hofstede, 1980). Power distance is categorized into two dimensions; high power distance culture mainly has the characteristics of obedience and deference to authority. Due to individuals having power are accepted as inaccessible and superior, individuals having low power obey their hierarchy and respect their judgments (Kirkman et al., 2009). High PD cultures are also more task-oriented because of hierarchical distant feature, in accordance with, less people-oriented as the same logic (Bochner and Hesketh, 1994). In general, employees are deferent, unassertive and agreeable to their leaders and give importance to status, power, and prestige (Schwartz, 1999), but in low power distance culture, people have more autonomy and more relational-oriented.

In addition, high and low power distance cultures have distinct attributes; extrinsic work characteristics such as salary and pay are more effective on job

satisfaction than intrinsic work characteristics such as autonomy in high power distance culture, but these relationships are vice versa for low power distance culture (Huang and Van de Vliert, 2003). This feature of high power distance cultural values may affect workplace wellbeing (job satisfaction and affect) in a different way. Also, job satisfaction and satisfaction with leader/supervisor are higher in high PD as compared to low PD (Taras et al., 2010). Besides, expressing emotions has also a distinct character by taking consideration of individuals in PD cultures. In high PD culture, suppression of emotions such as anger is more requisite in relation to high hierarchical status people than in low PD culture (Grandey et al., 2010). At the individual level, in high PD culture, employees having low hierarchical status more frequently need to express unsensed positive emotions (Hecht and La France, 1998).

Moreover, in high power distance cultures employees are more likely to defer to authority due to age and tenure without considering the competence level (Ghosh, 2011). Besides, comparing high and low PD cultures with regard to justice perception and work-related outcomes, the moderating effect of high PD cultural values has been found weaker (Shao et al., 2013). Besides, inconsistent findings also exist in the literature (Daniels and Greguras, 2014) in terms of the rating of whole workplace wellbeing (job satisfaction and negative affect) with the relationship of PD cultural values. However, in the current research, it is theoretically expected that workplace wellbeing is negatively affected in this relationship through high PD values due to the need for maintaining the status quo at the national level and the suppression of emotions at the individual level. Therefore, more empirical investigations are necessary to explore the relationship between workplace wellbeing and high PD cultural values.

2.5.3. Vertical Collectivism as an Individual-Level Cultural Value

The two cultural dimensions –individualism and collectivism can also be categorized as horizontal and vertical. Horizontal dimension defines the equality among people in a group or society, whereas vertical dimension indicates strong hierarchical patterns and differences across groups (Triandis and Gelfand, 1998). Since not all individuals living in a society have the same cultural values, measuring culture at national level is not appropriate or sufficient for meaningful interpretation of attitudes and behaviors. Therefore, it is important to measure cultural values at individual level (Triandis et al., 1995; Wasti and Erdil, 2007). As such, beyond existing measures (Hofstede, 1980), Triandis and colleagues (1995)

developed a multi-scale measure the extent of individualistic and collectivistic values along with vertical and horizontal aspects in a given group or society. Horizontal collectivist (HC) values have the characteristics as collectivism adopting equality in societal relationships and vertical collectivist (VC) values prioritize the hierarchical relationships such as supervisor-subordinate relationship (Fiske, 1992; Hofstede, 1980; Triandis, 1990). Specifically, VC emphasizes group congruency, the wholeness of family, and sharing life's adverse and positive aspects with others (Triandis and Gelfand, 1998). It also expresses unassertiveness, renouncement to family or group, as well as high respect to authority (Lukes, 1973; Triandis and Gelfand, 1998). Emphasizing the wholeness of the group and motivation to abandoning their personal aims for the higher good of the group is prominent under VC values (Triandis and Gelfand, 1998).

Culture has huge impact on the communication, behaviour, and attitudes among the members of a group. It may also affect the experiences and perceptions of the employee at the workplace. VC as a unique cultural dimension emphasizing the importance of hierarchy in relationships. Because vertical collectivist values are relatively more prominent in some countries including Turkey, it is important to investigate to what extent it explains the behaviors of Turkish employees. At this point, the influence of both hierarchical relationships and collectivist cultural values are seen as dominant in the work-life in Turkey. Besides, extrinsic work characteristics such as salary and pay are prioritized more than intrinsic work characteristics in Turkey, too.

It can be predicted that the employees having VC cultural values will most likely affect the possible consequences of ILT for many reasons. For example, in vertical collectivist cultural values, in case of the high cohesiveness among the group members, accordingly, more sentiment and interaction might be observed (Homans, 1958). Also, the more cohesiveness, the larger the number of group members that conform to its norms (Festinger et al., 1950). Thus, it is possible to expect that employees having high vertical collectivist cultural values may more easily accept relational and identity-related conflictual issues than people having other types of cultural values such as vertical or horizontal individualistic or horizontal collectivist. Thus, vertical collectivist values may positively affect the negative impact of illegitimate tasks on personal and work-related outcomes.

Moreover, the way how employees construe their formal roles (Graen and Uhl-Bien, 1995) is a pivotal question in terms of work-processes and related outcomes. This perception may change in different contexts due to values and beliefs are the basic factors underlying these perceptions. Attitudes and behaviors will also change through the formation of perceptions. So, when the cultural values differ, relational perceptions also may differ. Such as in high vertical collectivist culture, perceptions at the relational level may incline to perceive as less conflictual or ambiguous, mainly due to acceptance of inequalities between the dyads or among the peers and obligations based on roles (Dickson et al., 2003).

Although people have conflicts with their personal goals in their work processes and relations, they are more concerned with adapting to collective interests (Triandis, 1995). Especially, due to serving and sacrificing for the group benefit (Triandis et al., 1995), perceptions of illegitimate tasks may lead to different job and professional outcomes under vertical cultural values compared to other dimensions. It is expected that the degrees of vertical collectivism values may moderate the relationships between illegitimate tasks and work-related outcomes. Therefore, the negative impact of illegitimate tasks may decline through the positive moderating effect of VC values on the relationship between ILT (unnecessary and unreasonable tasks) and work outcomes such as workplace wellbeing, professional identification and perceived occupational prestige. Therefore, I propose that:

Hypothesis 5a: Vertical collectivism has positive moderation effect between the relationship unnecessary tasks and role stressors, WWB, POP, and PI.

Hypothesis 5b: Vertical collectivism has positive moderation effect between the relationship unreasonable tasks and WWB, POP, and PI.

2.6. Illegitimate Tasks and Supervisor-Employee Relationship

In the organizational level, supervisor-subordinate relationship or by putting with different words; leader-member exchange quality can be discussed in terms of the illegitimacy of a given task. Leader-member exchange theory states that leaders don't adopt the same manner when interacting with all of the subordinates; on the contrary, they have a distinctive kind of relationship or interchange with each subordinate (Liden and Maslyn, 1998: 43). According to the role theory (Graen, 1976), supervisors evaluate subordinates based on work assignments and task roles. The degree of LMX quality and trust between supervisor and subordinate are

determined concerning the extent of subordinates comply with task demands. That's why ILT as a kind of work stress factor has a relationship with the quality of LMX due to being related to the task-based evaluation of leader to member. Also, during the illegitimate task experiences, some relational and motivational work-related issues may emerge between supervisor and subordinate.

Besides, it has been known that LMX quality is adversely related to the perception of the stressors based on roles (Tordera et al., 2008). These significant stressors are also related to job roles, role overloading, conflict and ambiguity (Khan et al., 1964). LMX relationship is related with role stressors (Jian and Dalisay, 2015) as leaders have a pivotal impact in forming the job roles of employees (Graen et al., 1995). Social exchange theory explains that social approval and interaction are the two different ways of reinforcing activity. "Agreement with the group", and "maintenance of one's personal integrity" are also two possible distinct forms of reinforcement. Each case may occur in different contexts depending on high or low attraction and agreeableness of the situation (Homans, 1961). Also, conservation of resources theory explains that resource gain is an important goal and stress is created in the condition of resources are threatened to lose or really lost (Hobfoll, 1989).

In light of these theories, the quality of LMX may affect the role perception of an employee. Accordingly, it can be inferred that experiencing illegitimacy of a given task will be antecedent of these adverse role perceptions. In this framework, LMX quality may change positively or negatively the relationships between the ILT experiences and work-related outcomes such as workplace wellbeing, professional identification, and occupational prestige perception. The studies in the literature express that high quality LMX is adversely associated with job stressors (Tordera et al., 2008). This approach indicates the relational aspects of illegitimate tasks as the social interaction between supervisor and subordinate may reveal changing quality due to illegitimacy exist at the task level (Meier and Semmer, 2018).

Fundamentally, LMX theory centers on the relational attributes in the job unit, workgroup, department or organization based on the interaction between supervisor and subordinate (Graen et al., 1982). Comprehending the quality of LMX may lead to explicate how and in what way the moderating effect of LMX quality on the relationship between ILT and outcome variables will act. Essential outcome variables can be considered as workplace wellbeing, professional identification, and occupational prestige perception in relation to ILT. Especially, LMX quality has

importance for countries having VC cultural values such as Turkey because the acceptance of hierarchical relations at work processes is dominant, which might be a predictive factor based on psychological states and work-related behaviour and attitudes. The bibliometric research, conducted based on LMX quality in Turkey, has found that positive relationship is based on trust between leader and members. According to these findings, the good/positive relationship between supervisor and employee and other efforts to improve work-related behaviors and attitudes indicated that having a pivotal effect on transforming positive work-related outcomes (Alparslan and Oktar, 2015). Through good/positive quality relationships between the dyads under the influence of VC cultural values, the weaker negative effect of ILT on work-related outcomes might be observed. Besides, the effect of illegitimate tasks may be lower as compared to any other cultural values because “deference to authority figures” is prominent. So, the negative effect of ILT on workplace wellbeing, professional identification, and occupational prestige may decrease.

Regarding the quality of leader-member exchange multidimensionality, four different dimensions have been explored as *contribution*, *loyalty*, *affect*, and *professional respect* (Liden and Maslyn, 1998). They also argued that there might be a change in consideration and importance of each dimension via leader and member. In the understanding of development and maintenance of the leader-member exchange quality, this multidimensionality may bring clarity. The degree of quality also might be detailed in various ways by multidimensionality.

A leader is regarded to assess each subordinate's task fulfillment on designated assignments. The member having effective task performance may develop an exchange with the leader rather than another member having a low performance (Liden and Maslyn, 1998). Between leader and member, higher quality leads to a greater interchange of significant resources such as support, budgetary, materials (Bass, 1990). Besides, *affect* dimension of LMX quality expresses that the common affection of leader and member between each other and its feature is based on interpersonal attraction such as friendship. The dimension of loyalty, contrarily, means that the indication of the reinforcement of the public for the professional goals, the other members' personal features, and faithfulness of people to the goals and each other. As the last dimension, professional respect explains the respect between supervisor and subordinate based on the professional reputation within and out of the organization (Liden and Maslyn, 1998).

Among these four dimensions, the most relevant dimension to ILT and the consequences of ILT is the "*contribution*" dimension. Because the "*contribution*" dimension is directly based on the degree of the contribution that occurs in the work process related to tasks and task performance. For these reasons, the moderating effect of the "*contribution*" dimension of LMX quality has been considered as an important factor in this study.

Cultural context may play a role on the *contribution* dimension of LMX quality in various ways. While low power distance (PD) cultures create more freedom to speak up during conflictual situations in terms of the strong quality of LMX, high power distance culture leads to more obedient behaviour and attitudes, accordingly less voice because of deferring to the leaders (Madzar, 2005). Employees in high quality LMX are more inclined to be governed and not to be assertive to the status quo in high PD cultural circumstances in contrast to low PD culture (Kirkman et al., 2009). Similarly, because persons with vertical collectivist values have strong tendency to consider themselves more interdependent with others and have greater respect for authority (Triandis et al., 1995), high-quality LMX may arise through resulting less conflict and ambiguity during the work processes.

In as much as the *contribution* dimension of LMX quality is tightly related to task-based and may result in differentiating outcomes via cultural differences, it may have a moderation impact on the relationships between ILT with workplace wellbeing, professional identification, and occupational prestige perception. That is, LMX *contribution* will decrease the negative effects of ILUN and ILUR on employee outcomes. In general, when the supervisor and the employee mutually contribute to each other concerning assigned tasks and appreciate this contribution, the illegitimacy of the tasks will have a weaker effect on the essential outcomes such as workplace wellbeing, professional identification, and occupational prestige perception. Therefore, LMX *contribution* may have positive impact on the relationship between ILT with workplace wellbeing, professional identification, and occupational prestige perception.

Thus, I propose that:

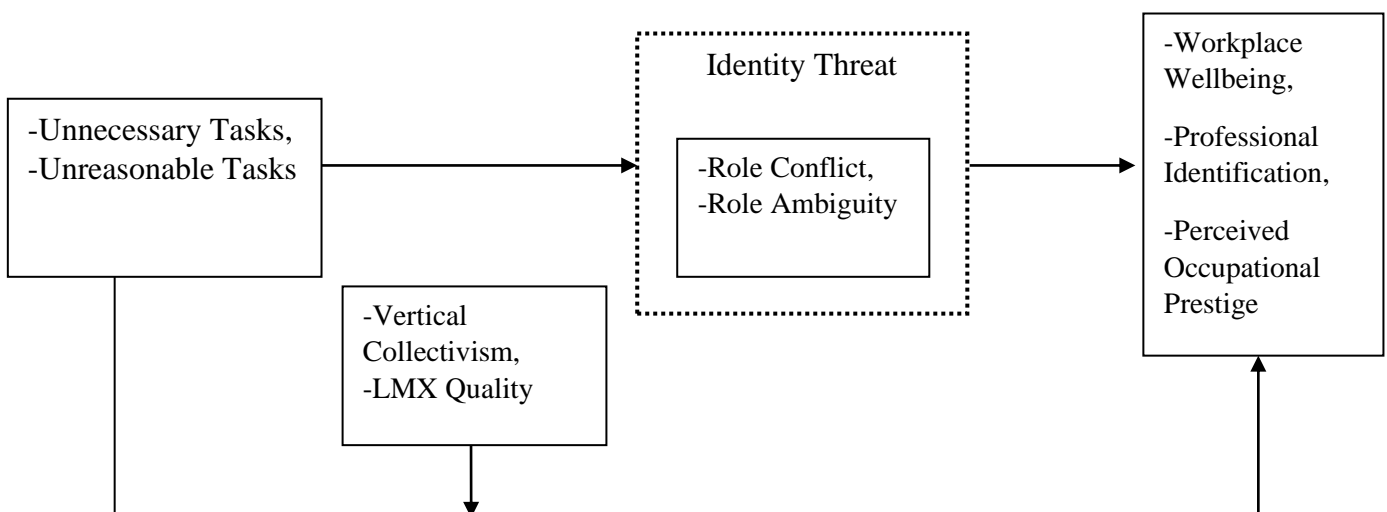
Hypothesis 6a. *The quality of the supervisor-subordinate relationship (LMX) has positive moderating effect on the relationship between unnecessary tasks and WWB, POP, and PI.*

Hypothesis 6b. *The quality of the supervisor-subordinate relationship (LMX) positively moderates on the relationship between unreasonable tasks and WWB, POP, and PI.*

2.7. Research Model

Below, Figure 2.1 shows all the study hypotheses as an integrated theoretical model. As can be seen, two dimensions of ILT, which are ILUN and ILUR, are the two independent variables in this model. RC and RA have been considered as mediating factors between unnecessary tasks, unreasonable tasks and outcome variables wellbeing, professional identification, and perceived occupational prestige. Besides, vertical collectivism as a cultural variable and *contribution* dimension of leader-member exchange quality as a relational variable have been regarded as a moderating factor on the relationship between the two dimensions of illegitimate tasks with study outcome variables.

Figure 2.1. Research Model



CHAPTER 3

METHODOLOGY

4.1. Empirical Setting

In this study, the field of education is selected as the empirical settings where data is collected from teachers working in Turkish public schools. Until now, there has been only two studies in ILT research (Faupel et al., 2016; Munir et al., 2017) which have taken certain occupations into account. Although these two studies have selected teachers as participants, their discussions around illegitimate tasks were in a limited scope. All of these signify that there is a lack of research on to what extent tasks perceived as, out-of-norms, unreasonable or illogical within particular professions. Although the teaching profession has strong and established norms, the extent to which tasks are carried out through these norms is an important question. Since the teaching profession is a profession that contributes to society and individuals apart from education, it also has important meanings for both the teacher and the society. As teachers' responsibilities and task performance are closely monitored and evaluated through different mechanisms, studying their task experiences and the consequences of these experiences can provide valuable insights to understand illegitimate tasks much more than other occupational groups.

The teaching profession and qualifications of teachers can be regarded as an indicator of the success of the education system. Teachers are the basic building blocks of the system. They play a pioneering impact on the improvement of society through supporting the quality of humanity, providing collective dignity in society, supporting the readiness of people to societal life, and transferring the culture and values of the society to young generations (Çelikten et al., 2005). The proper fulfillment of the professional roles and responsibilities of teachers is an important characteristic in the upbringing of the individual. Furthermore, it is assumed that the most influential factor in the learning process and success of the student are the elements of teaching and teachers (Leithwood, 2006; Hattie, 2009).

Existing studies on Turkish education system and teachers indicate several issues and challenges including inferior quality of teacher training programs, lack of planning (HU Faculty Report of Educational Sciences, 2017; Üstüner, 2004), decreasing teacher quality and efficiency (Karaca, 2008; SETA Report, 2019). In this respect, it is useful to mention the current situation and key problems experienced by

teachers in Turkey. Most important issues can be divided into two as vocational and non-vocational problems of teachers (Akyüz, 1978). Educational, legal, economic, organizational, and occupational and publication problems constitute professional problems. As non-vocational problems, personality traits, social origins, public relations, and teacher-political environment relations can be listed (Akyüz, 1978). Perhaps one of the professional problems is the lack of adequate number of teacher appointments (Uygun, 2012). Because of the big difference between the number of teachers who graduated from the education faculties of universities and the number of teachers appointed to the profession, high number of teachers become unemployed, and the numbers are increasing every year (Acar, 2001).

In addition to this, teachers face the problem of losing their employment rights as different statutes such as permanent-contracted-paid teaching categories are being enacted (Akyüz, 2008). A simple comparison of salaries paid to permanent, contracted and paid status teachers show that teachers are exposed to an economic demeaning. They earn remarkably different salaries even though performing the same job. It is also among the professional problems of the teachers that there is no job security for the teachers working under contracted and paid teacher status as opposed to those under permanent status. In general, teachers' earnings are low and they experience financial difficulty for their livelihood. As a general opinion, the “working conditions of teachers” is one of the most discussed issues (Uygun, 2012).

Besides, how government policies and political conflicts influence teaching profession distorts the meaning and role of teachers in education. Through political staffing, school principals continue to be trade union leaders and it is predominantly claimed that teachers are also subject to political pressures. Moreover, there are explanations that teachers who are members of professional unions that are not under the guidance of political authority face various sanctions such as disciplinary punishments, assignment to distant regions and dismissal from the profession.

When it is considered from a social point of view since the teaching profession is not restricted to school walls, and they are one of the primary role models in every social environment, the elements of social dignity, status and respect become crucial within the concept of the teaching profession. However, due to the many reasons explained above, teachers do not think that their identity and respectability expectations are not met. During the early decades of the Republic, the most successful students were taken into education institutes across the country to

raise qualified teachers. In the last fourth years, however, young people prefer teaching profession because of the lower admission points in the university exam and obtaining employment security when they are graduated (Özdemir et al., 2015). This situation creates a handicap about the value and understanding that teachers should give to this profession and decreases the quality of the teaching profession.

To mention the functioning of the education system within the structure of Turkish National Education, there is a primary school stage that lasts four years after one year of preschool education in kindergarten. Then middle (secondary) school and high school educations are given separately for additional four-years. The number of students and teachers at all levels in public schools is as follows: According to the data of the Ministry of National Education, in the 2018-2019 academic year, a total of 18.500 teachers work in preschools, 268.065 in primary schools, 312.761 in middle schools, and 296.662 teachers work in high schools. In the same academic period, there were 350.000 students in preschools, 5 million in primary schools, 5 million in secondary schools, and 3 million and 700 thousand students in high schools.

3.2. Multi-Method Research Design

It is known that qualitative and quantitative research findings complement each other to make a strong conclusion because it enables a better comprehension of research problems than using these approaches individually (Creswell, 2006). A mixed-method design was also utilized in the current research to obtain stronger inferences. Two different types of data were collected in the study; interviews were conducted at the qualitative part and a survey was conducted at the quantitative part. While in-depth and rich narrative data were obtained in the qualitative study, these qualitative findings were scrutinized, compared and tested in the quantitative part. Again, the hypotheses of the theoretical research model were tested by quantitative analysis.

Qualitative Research

Qualitative research enables investigate social and cultural experiences (Myers, 1997). Given that comprehending the experiences utilizing the participants' views is crucial in qualitative research (Kaplan and Maxwell, 1994), it allows getting in-depth information on a particular subject. In the initial phase, a qualitative study was conducted to provide a complete and detailed description of ILT in the

relevant context. In order to examine how the intrinsic psychological states, attitudes, and behaviors of teachers are shaped via task types, content and processes that are out of the occupational norms, I conducted a set of semi-structured interviews. Asking open-ended questions helped enrich my knowledge in multiple dimensions including the personal, relational and contextual features of illegitimate tasks. Learning teachers' points of view is necessary to understand the perception of illegitimate tasks, the effects of these tasks on the feelings, attitudes, and behaviours of the teachers, and how organizational and relational factors play role in all these relationships. Such a rich and thorough investigation can only be carried out by employing qualitative research tools.

Thus, the main goal of my qualitative study is to obtain a deep understanding of the illegitimate task concept in Turkey as a unique cultural context. As such, semi-structured interviews have been conducted which includes detailed questions on the participant teachers' illegitimate task experiences in their schools.

Quantitative Research

In quantitative research, the researcher mainly utilizes cause and effect thinking, and specific variables in hypotheses related to basic research questions. Also, these hypotheses are tested employing statistical methods after collecting the proper amount of data through survey or experiments (Creswell, 2013). Quantitative research, in other respects, concentrates more on counting and grouping of features and structuring statistical models and figures to explain the observations. In this study, the quantitative research was conducted by collecting data from 521 teachers who are currently working in diverse public schools in six different cities of Turkey in order to nourish the findings and results through testing the hypotheses. For the quantitative research, a survey that involves several questions on each of the selected study variables was conducted based on appropriate measurement scales.

3.2.1. Sampling for Interviews

Sampling can be described as “determining the correct data sources for the collection of the necessary data in accordance with the objectives of the research” (Gentles et al., 2015: 6). Purposive sampling method was utilized in this study. Purposive sampling is widely used in qualitative research as a non-probability sampling method which is most effective to examine a certain cultural domain with

knowledgeable professionals (Patton, 2002). Similarly, the current study makes easier to depict the information-rich cases by rendering the work experiences of teachers through semi-structured interview questions.

One of the important factors is to determine a sampling strategy that increases the credibility and transferability of the research (Mertens, 2014). A sample should be determined through an accurately defined universe. In the current study, the target universe is the teachers working at Turkish public schools. From this universe, the schools have been chosen from different regions of the country and also from different education levels such as preschool, primary, middle, and high schools due to reflecting each level in the whole sample. Besides, teachers were selected from different educational branches such as literature, science, mathematics, and physical education to enrich the findings.

The teachers as potential participants were reached through the researcher's personal network. First, a participation invitation sent and then, a semi-structured interview held with the teachers who accepted the invitation. The first contact has been provided through an appointment with a teacher who was known previously by the researcher. Later, the schools have been visited and the aim of the research has been explained to the school manager firstly in order to have permission to make interview with teachers at school. Then, the researcher has introduced herself to the teachers in the teacher's room and expressed the aim of research to interview with the teachers. After that, the researcher first provided an appointment at the teacher's convenient times and conducted the one-to-one interview with the teachers who voluntarily accepted to be involved.

All interviews were conducted in the presence of the interviewee and the researcher in a quiet school environment. Each interview took between one and a half hours and two hours. Additional interviews were performed until a theoretical saturation reached where discursive narratives became iterative. That is, new information isn't received from the new sampling units (Lincoln and Guba, 1985). The saturation of narrative data from semi-structured interviews has reached after nearly twenty participants. However, to increase the power of qualitative analysis, eight additional interviews were conducted. At the end, a total of 28 interviews were reached.

The trustworthiness in qualitative research depends on the richness of information obtained during the data collection process, the analytical and observational skills of the researcher, and the availability of participants (Sandelowski, 1986). In this research, credibility, dependability, confirmability, and transferability (Guba and Lincoln, 1982) of qualitative data have been considered in the following ways: The data were collected within two months and a prolonged involvement with the interviewees has been achieved during this period. Member checks were provided through summarizing and discussing how questions were understood and interpreted at the end of each interview. Triangulation by conducting interviews with teachers having different characteristics such as age, gender, experience, the field of teaching, administrative responsibilities, union memberships on the same topic has strengthened the dependability of the results. Interviews were recorded using a voice recorder. Data obtained through the researcher's observations also contributed to the confirmability of the findings. For obtaining the transferability of the findings, the characteristics of the participants, their experiences and their particular organizational environment were clearly stated. The researcher's previous experiences in the teaching profession became rather useful in reaching participants in various ways and opening deep conversations related to the research topic.

57% of the participants were female and 43% were male. The average age of the women was 46 and that of the men was 48. Of the 28 participants, 12 are working at secondary, 7 at high school, 7 at primary and 2 at preschool level. The average teaching experience of women is 23.5 years and that of men is 22.4 years. In addition to the teachers working in different branches such as Turkish, mathematics, social studies, science, art, physical education, the majority of the sample was composed of classroom teachers (29%). The average weekly course hours are 27.8, except for the teachers having administrative position.

3.2.2. Interview Procedure

In semi-structured interviews, several questions were asked based on the following topics:

- Professional values and attitudes;
- Quality of the relationship with colleagues and school managers;
- Experiences of the participant regarding illegitimate task demands;
- Effects of these tasks in terms of work-related affect, attitudes, and behaviors;

- Types of coping strategies they adopt against these illegitimate tasks.

The interview questions were composed based on the existing literature as well as through examining the teaching profession in general and its particular circumstances in Turkey. The researcher also discussed the topic and questions with an expert in the organizational behavior field. In order to understand the issues in the best way possible, additional questions were also directed to the interviewee if it is considered necessary (See Appendix A for interview questions).

During the interview process, the researcher used an audio recorder to record the conversation and later, these records were transcribed into the written format by using suitable devices via a computer. The collected data was also reviewed for its correctness by reading several times to get the sense of its content. After this transcription process, the answers were examined both by the author and another researcher separately and after that, by comparing and analyzing these two independent examinations, common evaluation of this qualitative data was achieved.

3.2.3. Sampling for Survey Research

In the quantitative study, first official permission has been obtained in a written format which is necessary to get permission from school managers and access teachers. As public schools were both large in number and widespread as region, a set of schools were initially selected through communications with some teachers who were involved in the researcher's network. After conducting the survey in these schools, additional schools were revisited. Different levels of schools were targeted in order to collect a balanced data. In this process, new schools were also referred from previous schools. During this stage, the researcher also took care to ensure that schools have different characteristics such as different social neighborhood. Teachers from diverse education levels including preschool, primary school, middle school, and high school were reached.

At the end, public school teachers in İzmir as well as five additional cities (Ankara, İstanbul, Bursa, Tokat, and Diyarbakır) have been contacted. 70% of the survey data was obtained from in Izmir while the remaining 30% has been collected from other cities in almost equal shares. The teachers' branches cover various teaching branches such as mathematics, science, social sciences, physical education, history, philosophy, Turkish literature, foreign languages and so on. In total, 521

teachers participated to the survey out of 1260 teachers at 42 different schools. Thus, a response rate of 41.3% was reached. The high schools types participant teachers work at involve Anatolian high school, science high school, vocational high school, technical high school and vocational religious high school.

Table 3.1.Profile of Survey Respondents

Attribute	Category	(%)
Gender	Female	65
	Male	35
Age	40-49 years old	44
	30-39 years old	26
	50-59 years old	22
	60 and above	3
Marital Status	Married	80
	Single	20
Total Tenure at Profession	31-45 education years	8.5
	26-30	15
	21-25	27
	16-20	15
	11-15	21
	6-10	8.5
	0-5	5
Education Level	Associate	2.5
	Undergraduate	85
	Master	11.5
	PhD	1
School Type	Preschool	4
	Primary School	31
	Middle school	25
	High School	40
Weekly Class Hour	21-30 hours	70
	11-20 hours	19
	31 and above	2
	1-10 hours	5
	0-1 hours	4

According to Table 3.1 (above), most of the study participants have significant professional experience. In fact, more than 50% of the participating teachers have 20 years and more experience. As of gender distribution, the number of female participants are higher, with 65%. As of education, most of the teachers have undergraduate degree (85%). Teachers who participated in the survey had different

subjects including science, mathematics, literature, foreign languages, and class teachers. Class teachers constitute the largest group (26.4% of respondents). The following largest groups have the specialties of physical education (9.9%), Turkish literature (9.5%), foreign languages (8.3%) and science and mathematics (8.2%), respectively. The other specialties participants holding were social sciences, vocational teaching, special education, counselors, informatics, computer, and fashion design. This diversity increases the generalizability power of the sample. In addition, the proportion of teachers having directory position at their current school is 13.3%. Due to dealing with the responsibilities of this position, the teachers are not entering the classes for giving lecture in their branches. Examining the weekly average lecture hours, 70% of the respondent teachers have weekly lecture hours between 21 and 30.

3.2.4. Survey Data Collection

Survey research aims to collect data via a questionnaire form which is designed to get data and measure a population's features via statistical methods. Survey research is conducted on people often to get information on their opinions, attitudes, motivations, and behavior (Kerlinger and Pedhazur, 1973). In this perspective, a questionnaire form was prepared in light of the proper scales previously established in the literature. Before starting the data collection process, a pilot study was conducted in order to examine whether the questions are understood clearly by respondents. At data collection stage, the aim of the research and the content of the questionnaire have been explained to the prospective participants. After receiving the approvals of each respondent, the online questionnaire was shared via an email message. All survey forms were filled electronically by respondents. Also, the researcher waited at the teacher's room for nearly two or three hours in each school in case participating teachers might want to ask questions about the survey and questions. During these periods, researcher had also the opportunity to talk with available teachers about their occupational situations, tasks and work relationships.

3.3. Measures

The questionnaire form consists of seven distinct measures and demographic questions. Each part of the form include the specific items belonging to the requisite measurements. Each of these measures are explained below.

3.3.1. Independent Variable: Illegitimate Tasks

BIT (Bern Illegitimate Tasks) Scale has been established because of the lack of systematic research on the impact of ego threats in professional stress literature (Jacobhagen, 2006). Semmer and colleagues devised the BIT Scale in this regard as illegitimate unnecessary and unreasonable job demands are ego threatening. This scale, which was created to measure ILT and was tested based on psychometric necessities and factoring structure, its relationship with distinct psychological stress and welfare indicators were studied and its cross-sectional and longitudinal validity was tested. Illegitimate tasks have been measured using the 8-items; four items developed for unnecessary tasks and four items for unreasonable tasks.

The scale is a validated and well-established one. In the literature, almost all survey studies have measured illegitimate tasks by utilizing the BIT scale. The average Cronbach's alpha value for unnecessary tasks is $\alpha=0.80$, and the value for unreasonable tasks is $\alpha=0.89$ (e.g. Semmer et al., 2010; Kottwitz et al., 2017; Zhou et al., 2018; Pindek et al., 2019).

In this research, the BIT Scale has been used in Turkish for the first time. Thus, translation from English to Turkish and back-translation from Turkish to English were achieved by three different experts who know English advanced level. Response options ranged from 1 (usually) to 5 (never) for both ILUN and ILUR dimensions. An example item for ILUN dimension is "Do you have work tasks to take care of, which keep you wondering if they wouldn't exist (or could be done with less effort) if were organized differently? Also, a sample item for ILUR dimension is "Do you have work tasks to take care of, which you believe should be done by someone else?" (Semmer et al., 2010: 79).

As a result of the examination of the interview findings, specific unreasonable and unnecessary task items peculiar to the teaching profession and context were also developed and asked to the respondents. This formative scale consists of three items for unnecessary tasks and nine items for unreasonable tasks. These items included individual task examples and were asked to the participants as an alternative measure

besides the Bern Illegitimate Tasks Scale. Detailed information about these items obtained from interviews will be given in the next chapter.

3.3.2. Mediating Variables

Role conflict and role ambiguity were measured by using Rizzo et al.'s (1970) role conflict (8 items) and role ambiguity (6 items) scales. Likert type scales included from 1 (strongly disagree) to 5 (strongly agree). As sample items are as follows: "I have to do things that should be done differently." (Rizzo et al., 1970: 156) from role conflict scale and "I have clear, planned goals and objectives for my job" (Rizzo et al., 1970: 156) from the role ambiguity scale. These two scales have been used in Turkey and the Cronbach's alpha values have been measured for Role Conflict Scale $\alpha=0.75$ and the Role Ambiguity Scale $\alpha=0.85$ (Eray, 2017).

3.3.3. Dependent Variables

Workplace Well-Being

Workplace wellbeing was measured by using Zheng et al. (2015)'s Workplace Wellbeing Scale (6 items). This scale was established in China with a goal to properly measure wellbeing particularly in contexts characterized with high power distance and high collectivism. Compared to alternative scales in the literature, this scale is unique in terms of the fact that job satisfaction and work-related affect are measured on the same scale and based on collectivist cultural values. For example, the JAWS scale (Job-related Affective Well-being Scale) was construed in an individualistic culture environment (van Ktawyk et al., 2000) and can only measure work-related affect. Job satisfaction can be measured with a single item that can only be used to measure work-related affect, and separate scales are needed to measure job satisfaction (Wanous et al., 1997).

The Cronbach's Alpha value for WWB Scale was measured as $\alpha = 0.870$ (Zheng et al., 2015). Besides, Likert type scale has been utilized from 1 (strongly disagree) to 5 (strongly agree) in the questionnaire. It consists of both job satisfaction and work-related affect within dimensions such as "In general, I feel fairly satisfied with my present job." and "Work is a meaningful experience for me" (Zheng et al., 2015: 644).

Professional Identification

Professional Identification was measured by the Organizational Identification Scale (6 items) which can be applied to professions (Mael and Ashforth, 1992). The original Cronbach's alpha value was given as $\alpha=0.87$. This scale was initially used in Turkey by Tak and Aydemir (2004), and by Tak and Çiftçioğlu (2009) and Cronbach's Alpha values have been measured respectively as $\alpha=0.88$, and $\alpha=0.83$. Similarly, 5 points Likert type respond scale has been utilized from 1 (strongly disagree) to 5 (strongly agree). "When someone criticizes my profession, it feels like a personal insult." (Mael and Ashforth, 1992: 122) item can be given as an example from the related scale.

Perceived Occupational Prestige

Perceived occupational prestige was measured by Mael and Ashforth (1992)'s Perceived Organizational Prestige Scale which includes eight items. Initially "organizational prestige" terms in the scale items have been transformed into "professional prestige" terms. In previous studies, the reliability of the scales was measured as $\alpha=0.770$ (Mael and Ashforth, 1992), $\alpha=0.86$ (Herrbach et al., 2004) and $\alpha=0.83$ (Lipponen et al., 2005). In Turkish literature, Tak and Çiftçioğlu (2009) translated into Turkish and measured the Cronbach's alpha as $\alpha=0.840$. Then, Tokmak and colleagues (2013) measured Cronbach's alpha as $\alpha=0.80$. Four of the total eight questions are reversed in the scale (Examples: "Employees of other professions in our sector look down on the profession I work for." "This workplace is considered the best in its sector.") Similar to previous validity analyzes, the scale had a single factor structure. Similarly, 5 points Likert type respond scale has been utilized from 1 (strongly disagree) to 5 (strongly agree). Sample item: "To be a teacher does not have a good reputation in my community." (Mael and Ashforth., 1992: 122)

3.3.4. Moderating Variables

Vertical Collectivism

Vertical Collectivism was measured by the IND-COL scale (Triandis et al., 1995). INDCOL is a 32-item scale developed by Singelis and colleagues in 1995 to measure cultural values at an individual level (Singelis et al., 1995; Triandis and

Gelfand, 1998). In order to purify the dimensions of individualism-collectivism in the scale, the hierarchy (power distance) concept has been added and thus, a quartette typology has been proposed as horizontal individualism, vertical individualism, horizontal collectivism and vertical collectivism (Wasti and Erdil, 2007).

The reliability values were found to be $\alpha = 0.81$ for horizontal individualism, $\alpha = 0.82$ for vertical individualism, $\alpha = 0.80$ for horizontal collectivism, and $\alpha = 0.73$ for vertical collectivism (Triandis and Gelfand, 1998) in the original study. INDCOL Scale has been adapted to Turkish literature by Wasti and Erdil (2007). In addition, in the Turkish sample of Çukur and colleagues (2014), horizontal individualism $\alpha = 0.55$; horizontal collectivism $\alpha = 0.63$; vertical collectivism $\alpha = 0.84$; vertical individualism was found to be $\alpha = 0.67$. In Wasti and Erdil's (2007) study, in the Turkish sample, Cronbach's alpha values were calculated as 0.73, 0.72 and 0.71 for horizontal collectivism, vertical collectivism, and horizontal individualism scales, respectively.

In this study, the nine items measuring the VC dimension were included in the study. In the same manner, from 1(strongly disagree) to 5(strongly agree) Likert type response range has been utilized. A sample item is as follow: "I don't like to disagree with my immediate environment" (Wasti and Erdil, 2001: 36).

Leader-Member Exchange

Multidimensional leader-member exchange quality scale (12 items) (Liden and Maslyn, 1998) was used to assess the nature of the relationship between the teachers and their supervisors. The original scale has Leader-Member Affect (LMA), leader-member contribution (LMC), leader-member loyalty (LML) and leader-member professional respect (LMR) dimensions which have three items in each dimension.

Item responses range from 1 to 5 likert-type from "strongly disagree" to "strongly agree". A sample item from the *contribution* dimension is as follows: "I do work for my supervisor that goes beyond what is specified in my job description" (Liden and Maslyn, 1998: 56). The scale's reliability and validity measure were previously achieved by studies conducted in Turkey as $\alpha = 0.92$ (Erdoğan and Liden, 2006), and as $\alpha = 0.94$ (Erdoğan et al., 2004).

3.3.5. Demographic Variables

Participants were asked to report their demographic data in the first part of the questionnaire form. These questions include age, gender, total tenure at the period of profession, tenure at the period of current school, education level of the school that teacher is currently working (preschool, primary school, middle school, high school), teaching branch, education level of teacher (associate degree, bachelor's degree, master degree, doctor of philosophy degree), weekly average lecture hour.

3.4. Analysis Strategy

3.4.1. Qualitative Strategy

In qualitative data analysis, thematic analysis was applied to understand and interpret the meaning of the collected raw data. "Employing thematic analysis, the data is described, analyzed and reported based on themes within the data. Thematic analysis method helps to identify and organize the data set in a rich and detailed way." (Braun and Clarke, 2006: 82).

Once the data were collected through semi-structured interviews, it was transcribed. Later, all of the written interviews were read several times. Open coding was achieved without using any previously-existing coding frame. Afterwards, the coded data were categorized into specific meaningful theme. Then, these themes were reviewed and interpreted in the light of relevant theories about what they could mean. These steps were carried out by two researchers independently. Later the researchers came together and reached a common understanding. The interview findings are provided in the next chapter.

3.4.2. Quantitative Strategy

Data Assumptions

In the quantitative part, first, key statistical assumptions were checked through normality distribution tests, outlier analysis, and multicollinearity test. The distribution of a dataset is expected as symmetric on the left and right sides of the central point; skewness is a measure of symmetry, in other words, the lack of symmetry. Kurtosis is, on the other hand, a measure of how the data are tailed

relative to a normal distribution (Joanes and Gill, 1998). The statistical evaluations of skewness and kurtosis values are explained by (Tabachnick and Fidell, 1996) as between the range of -1.5 and +1.5. When the skewness and kurtosis values are between these ranges, the data are assumed as normally distributed. To make sure of the accuracy of the study results, the normal distribution test has been applied.

In addition, outlier analysis has been completed. An outlier is the highly deviant observation from other cases. This may show that different mechanisms may interfere. Mahalanobis Distance (MD) method has been applied to identify the outliers. It measures the distance relative to the center that can be regarded as a general mean for multivariate data. The center is a point in a multivariate place where all of the means from all of the variables intersect. By larger the Mahalanobis distance, the data point is far away from the center. MD is mostly used to find out outliers, which shows atypical sets of two or more variables. In this method, when the probability values of Mahalanobis variables' obtained are equal or less than 0.001, they are considered as an outlier (Hadi and Simonoff, 1993).

Multicollinearity is also labeled as "non-linear dependence", which is a statistical fact when multiple variables in a multiple regression model have a great amount correlation (McKlendon and McKee, 2002). If it occurs, the standard errors of the coefficients will increase. In the case of the non-linear relationship between predictor variables, this is expressed as orthogonal (Jensen and Ramirez, 2012). The meaning of increased standard errors the coefficient for independent variables –at least one of them- may be obtained to significantly differ from 0. That is to say, multicollinearity explains some variables statistically insignificant while they need to be significant (Daoud, 2009).

A typical statistical indicator of multicollinearity is the Variance Inflation Factor (VIF). It indicates that the heightening of regression coefficients in terms of variances is because of collinearity between variables and when the increase produced over variances which means that predictors are orthogonal (non-linear) (Murray et al., 2012). Values of VIF which exceed 10 are considered as showing multicollinearity; however, the VIF values in weaker models above 2.5 might indicate the presence of multicollinearity, too (Fidel, 2009). Following the common practice in the literature, VIF was also measured to check for multicollinearity of the data in this study.

Descriptive Analysis

After the above assumption checks, descriptive analysis was conducted in order to indicate the general characteristics of the data. Breaking the huge amount of data into the simplest form, descriptive statistics provided a summary of the sample and the study measures. In the current study, descriptive statistics have been measured by the frequency of the data distribution which is mean and standard deviation due to the most informative description of the characteristics of any population. Correlations between the study's variables also included in the statistical measurements because the fluctuation of the variables between each other is needed to measure to know the extent of fluctuation and also whether positive or negative.

Measurement Validity and Reliability

Reliability is defined as “Reliability indicates the extent of how much the items are congruent with each other in a latent variable and they have interrelation between each other. That is, it shows the extent of all of the items that measure the same content.” (Hair et al., 2014: 548). In the current research, reliability measures have been achieved utilizing Cronbach's alpha, composite reliability, and AVE measurements. “AVE is the determination of the amount of variance caused by error in measurements by the construct.” (Hair et al., 2014: 619).

Construct validity has been defined by Schwab (1980: 5) as “demonstrating the congruency between a construct's conceptual definition of a variable and the operational procedure to measure. Construct validity is a significant part of construct validation, a multistep process for evaluating the sufficiency of measures.” Construct validation is a required and pivotal element in the research process (Schwab, 1980). The best method to measure construct validity is by conducting a Confirmatory Factor Analysis (CFA). CFA provides enhanced control for evaluating unidimensionality and is congruent with the whole construct validation process. That is the CFA-model structures directly one of the multistep-process of construct validation and thus explains the links of the operational indicators to the latent variables based on theoretical justification. In fact, CFA provides construct validity and has two basic dimensions; convergent validity and divergent validity. What's more, divergent validity, measuring whether concepts or measurements that are not supposed to be related are actually unrelated (Campbell, 1990), can be calculated with CFA.

Confirmatory Factor Analysis is utilized to evaluate the measurement model. To do that, it is necessary to have different construct-models to make an assessment among them. In order to estimate the difference between these models, the best way is to compare their goodness of fit (GOF) values. For this reason, three different construct models are compared in this part of the study. Model 1 indicates that all of the items are bounded to one latent variable. Model 2 shows the latent variables without separating subdimensions. Model 3 is the model including all subdimensions separately as latent variables. The aim of comparing the three models between each other is to achieve the strongest test of the proposed model that represents highly plausible, hypothesized structural relationships. Besides, in order to understand convergent and divergent validities, item factor loadings have been examined.

Hypothesis Testing: SEM

At the hypotheses testing phase, since the model of this research and all the relationships in the model were wanted to be tested, structural equation modeling (SEM) was used as a statistical analysis method. Structural equation modeling is a technique that renders for the most effective estimation of multiple regression equations simultaneously, allowing separate relationships for each of a number of dependent, mediating, and moderating variables (Hair et al., 1998). As there are multiple variables in this research and more accurate statistical measurements can be achieved simultaneously as compared to other techniques the most convenient statistical measurement method is structural equation modeling.

SEM is defined as a comprehensive statistical technique used to investigate causal relationships between observed and latent variables. It is not possible to direct observation and measurement of latent variables (structures or factors). It is determined by making inferences on variables measured by methods. Observed (measured or indicator) variables are used to identify or understand hidden variables (Schumacker and Lomax, 2004). A latent variable is defined by at least two observed variables. The covariance structure between observed variables is used to examine the structural relationships between all model variables. In social and behavioral sciences, such models are called causal models and include analysis of the covariance matrix of indicator variables derived from a structural model (Timm, 2002). Also, in the current study, latent variables are needed to be measured structurally that will explore the relationship between all variables included in the

research such as exogenous, endogenous, moderating and mediating variables. On the contrary to SEM, other statistical techniques (e.g. multiple regression, factor analysis, multivariate analysis of variance) have a common restrictive feature. Each technique can examine only one relationship. However, SEM provides the opportunity to determine direct and indirect relationships between variables simultaneously. It is a multivariate statistical approach that models interactions between theoretical structures by including measurement errors and relationships between errors in structures (Kline, 2016). Particularly, while measuring the mediating effects of the variables in this study, using SEM analysis is inevitable, because measuring the indirect effects between the variables is more easy and accurate in SEM comparing with other statistical analyses such as regression analysis. SEM analysis has been used in this study also for improving statistical estimation by calculating the measurement error in the estimation process. Therefore, another important reason for utilizing SEM in this research is that SEM has more accurate analysis results in complex causal-relationships as compared to other analysis methods such as regression.

In SEM studies, a theoretical framework should be determined before proceeding to data collection. In other words, before starting to investigate the relationships between variables, theoretically possible relationship patterns between variables should be envisaged. In this context, the purpose of SEM is to determine whether the predetermined relationship patterns are verified by the data. Thus, in this study, before the statistical analysis step, a theoretical model has been established among the study variables. Afterward, the statistical analysis of this model has been tested by means of SEM in order to explore the relationships between these variables based on existing data collected meticulously. In SEM analysis, specifically “*maximum likelihood*” and “*bootstrapping method with two-tailed*” analysis strategies have been utilized due to increasing the accuracy of findings employing the bias-correction process at this phase. Maximum likelihood was used for better estimation of the results which is nearer to the real because of the technique of this estimation method (Hair et al., 2014). Since the main purpose of the Bootstrap method is to create (generate) and resample large data sets from data, the reliability of the measurements increases (Efron and Tibshirani, 1993).

At the control variables analysis stage, *gender*, *total tenure at the profession* and *school-level* were included. The reasons for why these control variables were

chosen at the analysis stage are first because these three control variables resulted in more correlation than remaining control variables with other latent variables. The remaining control variables had no significant correlations with latent variables as much as these three control variables. Second, gender and tenure are important issues for evaluating social and contextual situations. The perceptions and experiences may change based on gender differences and duration of tenure at the profession. Third, the school-level may show different working environments for teachers and the amount and feature of task illegitimacy may differ, also. When using control variables in the analysis stage, binary coding has been used for *total tenure at the profession* and *school type* in the following way: Two symbols were used that are “0” and “1” for each control variables binary coding except *gender* because *gender* already has two categories as female and male. For instance, high school was given 1 and others (preschool, primary school, and middle school) were given “0”.

CHAPTER 4

FINDINGS

4.1. Interview Findings

Data was collected from the teachers working in different levels of public schools such as preschool, primary school, middle school, and high school through semi-structured interviews. Interviewee profiles are as follows: While 57% of participants are female, 43% is male, average age of female participants is 46; average age of male participants is 48. 12 participant is working at middle school, 7 of the total is working at high school, another 7 of the total participant is working at primary school and 2 participants of total is working at preschool education level of public school. The average total tenure of female participants is 23.5 year and this is 22.4 years for male participants. Besides, the branches as Turkish, science, mathematics, social science, art, physical education, the largest group of respondents is class teachers, which constitute 29% of the whole sample. Except for the teacher having a directory position at school, the average weekly lecture hours of all participants is 27.8.

Findings from thematic analysis which was carried out for the 28 interviews will be discussed in this section. The findings will be revealed through key inferences. As seen in Table 4.1, the findings of present research indicate that the participants have a common role definition: A vast majority of them defined their professional role as conveying scientific knowledge (the purpose is education) and also being a role model (the purpose is shaping behaviour) to the students. Most of the participants defined this profession (teacher) as an ideal profession for themselves. Further, they evaluated the colleague relationships positive based on mutual understanding, respect, personal communication skills, and necessities.

The answers about the relationships with the teachers-school managers have a broad content yet three main categories can be depicted: 1) having positive relationships with school managers and helping to management tasks such as typing the management documents and some reports related to students can be categorized into one group; 2) making an effort to have good/positive relationships with school managers; 3) having mostly negative relationships and conflicts with the school managers. While many participants mentioned that the quality of the relationships

with the school managers is shaped through fulfilling a task and general purposes of education, they also stressed that there are some destructive movements due to some political effects and non-merit based evaluations in the whole education system.

Perhaps, as one of the most important findings of this qualitative study, almost all participants uttered that they regularly exposed to illegitimate tasks, albeit varying proportions, on the basis of both unnecessary and unreasonable ones. Many participants stated that they have “often” encountered these tasks, adding that they frequently observed similar situations in their school. Only four participants rated their level of their illegitimate task experience as very rare or infrequent. The examples participants gave for the tasks they deemed unnecessary include irrelevant seminars, unnecessary detailed information, documentation and reporting requests, daily lecture plans in written format, bureaucratic paperwork and long ceremonies, school and MEB (the Ministry of National Education) meetings depending on the content, commission tasks and in-service pieces of training irrelevant to the teaching branch. The examples given here point to the tasks that would not have to be performed if they were planned in an efficient way.

Examples of unreasonable tasks given by the participants include collecting money from students/parents, organizing kermis, planning transportation routes, registering for exams not directly related to the school (e.g. “Measuring, Selection and Placement Center” applications), visiting students at home, providing financial budget plan, providing material, tools, and equipment to school, making repairment, painting, and white-washing, and cleaning work, ensuring the safety of the school, making students' health checks. The examples given in this context reflect the demands that are outside the basic norms of the profession and point to a bigger problem in terms of occupational identity.

When asked about what they feel once they received such demands, the participants listed many negative emotions such as resentment, indignation, sadness, fear, anxiety, anger, and a set of psychological states such as nervous disorder, tension, unhappiness, burnout, and frustration. In terms of their general effects, it is a common dimension that such illegitimate task situations are reflected all other professional relations through the increasing distance, disputes, conflicts, and disagreements between the two sides and adversely affect those relations. Again, a set of the participants emphasizes that the way the tasks are handed over to them is important and their attitudes differ towards those requests with a certain explanation

/courtesy and those give the task without any request and explanation/courtesy. In their explanations, the participants mentioned many negative work-related and personal consequences of encountering illegitimate tasks. Uneasiness, anxiety, insecurity and emotional problems, as well as low motivation, unwillingness to work and stress are among the most mentioned problems. Another noteworthy finding is that participants experience significant damage to their professional identity and reputation as they are exposed to illegitimate tasks.

The participants describe this situation with expressions such as feeling unworthiness, insignificance of the profession, disrespect of honor, non-appreciation, decreased respect for teachers, and alienation to the profession". It can be exemplified with the quotation from one interviewee: "...Parents are using their status. The school manager ignores the teacher in this direction...There is nothing to protect teachers' rights. There is nowhere to tell the teacher's problem. The teacher is very alone and deserted" (from interview 25). As another example: "Let me tell you, it gave parents such power. Teachers became afraid of parents. This, of course, has worn out our profession, so a parent can come and threaten the teacher quite comfortable. They can easily say: I will call Alo147 and I will complain. Of course, these kinds of events have worn out our profession. There was no frustration with my profession, but the policy of our government is following has worn out the profession of teaching" (from Interview 1).

The last point that should be considered within the scope of the interview data is how the teachers react when they face illegitimate job demands and how they deal with such situations. The findings indicate that there is a set of behaviors that include different strengths of reaction, from silence at one end to a long-term right claiming to the other. In the first category, teachers have some modest strategies such as silence, adaptation, going with the flow of circumstances, and acceptance due to fear. What these modest strategies have in common is that teachers avoid any possible conflict they are making effort to protect their professional positions and identities when they face illegitimate tasks.

Another form of reaction is expressed by strategic behavior, crisis management and solution-oriented behaviors. These approaches can be categorized as solution-based coping strategies when facing illegitimate tasks. Moreover, behaviors that include a direct objection and confrontation can be divided into more severe and lighter ones. Refusal, reproach, self-defense, reasonable objection,

verbally expressing his discomfort reflect lighter objections, while written complaints and objections, adding an annotation to decisions, filing lawsuits, seeking legal rights reflect higher tone reactions. In some negative situations, the teacher may want to be appointed to another school and may even consider resigning. This type of reactions can be labeled as defensive coping strategies of teachers that are implemented when they face severe illegitimacy.

Implications of Interview Findings

This is the first qualitative study considering the illegitimate tasks, which are important job stressors, in a way that is fully integrated with one-to-one examples in the work-life with different mechanisms of action by considering the two dimensions of illegitimate tasks and possible attitudinal and behavioral outcomes for the employee.

Findings from the interviews indicate that unreasonable job demands that are outside of the professional norms occupy an important place in the work-life of the employees. This triggers a wide range of emotions and processes for teachers and has serious consequences. Except for the direct work-related negative effects (e.g. decreased motivation, job dissatisfaction, anxiety, and insecurity), perhaps the most striking finding is the perception of the threat to professional identity (Akyürek and Can, 2017). Another important issue that arises in this regard is the question of how employees are perceived from outside (e.g. people they serve, other stakeholders, employees from different professions and society in general) and the loss of professional reputation they feel. These findings support the argument that ILT is, above all, a stress factor (stress as offense to self) that leads to questioning one's professional belonging and place.

Table 4.1. Interview Findings

Theme	Sub-themes	Interview Quotation	Interview Number
Description of the Teaching Profession	The common role definition of teachers is education and training students and being a role model to them.	"Our role includes both education and training in the sense of teaching children..."	11
		"I think I'm a guide, an example, a role model. Let me just say ... the most guiding..."	16
		"First of all, our role is about the human, the child that is growing up. I think we have a very important duty and responsibility for them..."	3
Evaluation of the Teaching Profession	The teaching profession is an ideal profession for teachers.	"Teaching is my favorite profession. You are very excited and happy to see the different children...A beautiful profession..."	10
		"Teaching is an ideal profession for me..."	4
		"...The ideal profession for me is teaching. Because I like to teach..."	6
Boundaries of the Teaching Profession	A wide range of boundaries of the teaching profession is accepted by teachers	"I'm thinking of teaching as a quite different profession. In fact, it is a profession that is too important that we are not able to move in with the logic of four walls and not with the logic of two times two is equal four. In other words, we are dealing with people..."	18
Relationship with Peers	Teachers generally have good relationships with each other.	"My personal relationship is very, very good...all my colleagues said that nobody, any foreigner should come from outside, you should be deputy director here. Then, our manager has demanded this..."	21
		"Overall good. We have good relationships. In general, there is no problem. That is to say; I don't interfere with anyone's work..."	24
Manager-Teacher Relationship	Manager- teacher relationships in general, have different features; 1) good, 2) trying to be good, 3) conflict-based.	It was very urgent; let me give the sample for my wife's surgery, that morning it was urgently I asked the manager if he permitted me. Did he permit me? Yes, he did. But another day the headmaster wants a job, "This is not your job, but I ask you, he says."	23
		For example, one day a manager hated me very much. A friend told me. She said "oh my teacher," said "manager hates you. What did you do to the manager? ", she asked... It is being treated in terms of political points of view..."	17
		Well, I've been working for twenty-four years, usually, my managers love me. I've had no problems in twenty-four years. Usually teachers think that I'm on the manager's side.	14
		"It's like giving extra watch-keeping to a teacher. What else can be done to the teacher? The fact that the political view does not enter every platform..."	25
Facing Illegitimate Tasks	The way of facing ILT is in various ways such as in a way of pedigree or directly from manager, personal relationships, pressurizing through political opinion differences, governmental policies.	They (means teacher) don't know the limits of their tasks in the profession. In other words, people, indeed, need to know which tasks whether they should do or not...we don't know what our tasks are. Or we are thinking that nothing will happen for once, so let's do it..."	21
		"Tasks are delegated to school managers by national education directorate and school managers delegate these tasks to management staff at school... we have an article, it says; "He/she (means teachers), does all the tasks the school principal gives." So the tasks are not clear..."	19
		"I've seen so in my career life. I have seen that the tasks that we should not do in the work outside of the profession are done depending on personal relationships. The manager gives these tasks to the teachers that he believes he/she (teacher) can do ..."	10
Unnecessary Task Experiences	Various examples of unnecessary tasks are experienced in the teaching profession such as unnecessary statistical information and attending to different institution's activities.	"...Plus, there are stationery jobs, I don't find it right to have the stationery done by the teacher..."	14
		"Some statistical information is wanted, for instance. Let's say, exam statistics. I'm holding the class which has twenty pupils. I'm already drawing a bell curve in this class of twenty people. They, national education, ask for exam statistics, again..."	1
		"They are always increasing (unnecessary tasks), there are already very unnecessary activities, for example, there is an activity of another institution, students are asked, teachers are asked to work on it..."	11
Unreasonable Task Experiences	Various examples of unreasonable tasks are experienced in the teaching profession such as collecting money from students and watch-keeping, doing white-wash.	"The teacher should not confront the student and the parents about the money. Certainly, the teacher's relationship with the student and the parent should be in the educational dimension ..."	26
		"Doing paint-whitewash by teachers happens in many schools. In other words, this Ministry of National Education is giving paint or something in the last years. In the past, the paints were bought always by collecting money from students and whitewash was done by the teachers ..."	22
		"I'm the manager, but I've done everything from school directory to the servant..."	27
		"For instance, family visits. I personally don't accept this as correct. This is a utopian thing for the profession, but this shouldn't be in the task definition in our society. We're being asked to act as policemen..."	20

		“Guarding (watch-keeping) is a different thing, teaching a different thing. After you are sharing forty minutes with the students in a classroom environment as a teacher...So, you have two different roles”	9
Personal Consequences of ILT	Different kinds of personal consequences of ILT can be explained such as resentment, disappointment, feel offended, tense, stressful, worthless and apply to be appointed to another school.	Such tasks make people offended to the profession. But because we love, because children are important to us, we see other children as our own children, our love of teaching, our love continued...	11
		Our enthusiasm is broken, for example, I may reflect this to the class. We see ourselves as despised. There are my colleagues that they resented to the profession by asking why they always personally experienced these tasks and situations. They are trying to leave the current school by appointed to other schools because...”	21
		“The way you express your thoughts and emotions in the same way when you are a teacher it is different. Isn't there a time when I have such disappointments? Sure I do...”	12
		“A little tenser and you can look towards the negative side than your comfortable modes... That kind of tasks given to people necessarily feel uncomfortable, we feel so this is a definite situation...”	9
		“You feel worthless...ordered to walk around the neighborhoods to identify illiterates, in a written list. This was too heavy for me. So I said to myself: “After 3:30, how can I tell my teachers; that will ring the door in the neighborhood, house to house, will ring the door.”	7
		“Of course, I was very upset then. This also affected my social life very much. So you can't say “I failed” to your family at that moment. Because your family knows you after all... Of course, you're upset...”	22
		And I said: “I'm doing the best thing I'm supposed to be assigned to.” It is always beneficial to think positively, or as I said, I would approach burnout syndrome.	2
Work-related Consequences of ILT	Failing of education and conflict-based relationships	“Anyway, we don't want these illegitimate tasks given by managers or National Education Directory so that the children don't fall behind the education. They're pulling us out of class. The children are waiting for us there.	11
		“That is when they load these statistical tasks to us instead an officer in the National Education can do, we have to sit here in front of the computer in order to do the statistics of pupils.This time children are suffering...”	6
		“It can cause conflicts and attritions with the manager. So these are not always the things that are done consciously...but if the program of the other is good or another's program is bad...It's causing controversy among teachers and managers...”	13
Reactions to ILT	Different levels of reactions to ILT can be categorized as 1) Silence and acceptance, 2) Strategic behavior, 3) Direct objection and complaining to another authority.	“Teachers tell you that these out of norm tasks are deeply offending. I'm telling them that don't accept them perseverance. If the colleagues consult, I'm guiding them. Otherwise, there is nothing to do...”	11
		“Yes, these tasks happen, but it shouldn't. I'm trying to adapt...”	9
		“We express our complaints or opinions about these tasks in different places and civil society organizations...”	19
		Eighty percent of our friends (means teachers) reproaching that why this task is given to me frequently. They say: "why am I doing these tasks?"	10
		“I cannot make my voice heard to the government, I mean, if my union is not effective, I will tell the other friends registered to another union. So, they can think that they are already at the opposition and do not like us anyway. They are suffering or suffered from the same thing...”	24
		“I do not think there is a law clause in case the teacher has to accept all the tasks when the manager gives. Actually it's in the law; the director cannot assign an illegal task. As soon as the director gives you, you can complain...”	5
		“I would never make me an injustice by others. I've always been after my rights, I know my rights. So no school principal has the ability to make me do illegitimate tasks. They (other teachers) are against and do nothing; they accept and do whatever tasks are given them. (the interviewer mentions other teachers in this sentence) This is a crime...”	12
		“Obviously I do not want to do as much as possible I'm trying to extend ... So this time, you are given a task as soon as possible you have to do this task, but you've been doing it in a longer time. Your conscience is being bothered and you feel uncomfortable...”	6
		“They said, "Go guard in that tent." I said that there is no such thing as the task of the teacher. One, the second my child is miserable and my house has become damaged... And I said I'm not going to do the task you told me. He also said that he would give me official letter and you have to do this task. I said: "Ok, you can. I've no problem with that.”	15

4.2. Survey Findings

4.2.1. Assumption Checks

In this section, the basic statistical assumptions will be checked in order to determine whether the data is fitting for statistical analysis.

Normal Distribution

Normal distribution is a probability function that depicts the way of the distribution of the values of a variable. It is asymmetric distribution in which most of the observations accumulate around the central peak and the probabilities for values far from the mean taper off equally in both directions (Chiang, 2003). It is known that the reliability and validity of the analysis results reduce significantly in the condition of violation of one or more assumptions (Kennedy and Bush,1985) and therefore, statistical inferences are not accurate when a deviation from the normal distribution (Bradley,1982). Due to being the necessity of the accuracy of the reliability and validity results of this research, too, the normal distribution test has been applied.

The Shapiro-Wilk test has been used to determine the normal distribution of data. The results of this test are non-significant for all variables such as 0.001 for POP, 0.000 for PI and 0.000 for WWB with $df=518$. Therefore, the data is normally distributed. Shapiro-Wilk test results have been preferred due to having more powerful test results than Kolmogorov-Smirnow test, which is mostly used in fewer amounts of data $p<0.005$ value indicates that the results are non-significant. Thus, the distribution of data doesn't show any difference from the normal distribution. In the Shapiro-Wilk results of the study, it has not been approached to meaningful outputs due to the number of data included in the study is in large amounts (more than 500). There is another basis of evaluation for normal distribution by considering skewness and kurtosis results. The distribution of a data set is expected as symmetric on the left and right sides of the central point; skewness is a measure of symmetry, in other words, the lack of symmetry. Kurtosis is, on the other hand, a measure of how the data are tailed relative to a normal distribution (Joanes and Gill, 1998). The statistical evaluations of skewness and kurtosis values are explained by (Tabachnick and Fidell, 1996) as between the range of -1.5 and +1.5. In the case of the skewness and kurtosis values are between these ranges, the data are assumed as normally distributed. The skewness values of the data are 0.107 for POP, 0.107 for PI and 0.107 for WWB.

The kurtosis values have been found 0.214 for POP, 0.214 for PI and 0.214 for WWB. Thus, the data set can be assumed as normally distributed because the skewness and kurtosis values of this study are in between -1.5 and +1.5.

Outliers Analysis

An outlier refers to a highly deviant observation than other observations. This deviation may be due to different mechanisms. The normality assumption of the dataset should be checked before finding outliers (Kannan and Manoj, 2015). So, in this study, it has been applied in the same way and for outliers' detection method Mahalanobis method has been utilized. The Mahalanobis distance measures the distance relative to the center that can be regarded as a total mean for the data which is multivariate. In this method, when the probability values of Mahalanobis variables' obtained in SPSS are equal or less than 0.001, these variables are considered as an outlier (Hadi and Simonoff, 1993).

In this phase, the Mahalanobis Distance method has been applied in SPSS. After finding Mahalanobis values and probability values (according to chi-square) of variables and also the box plot graphics have been obtained, the values that were not within the boundaries of box plot have been detected. Also, the probability values were compared with 0.001 and the values less than 0.001 have been detected. These two ways of detection of outliers have shown that the same 15 data were out of the boundaries. Then, 15 data have been identified as multivariate outliers based on Mahalanobis Distance Method and box plot graphics and therefore, deleted from the data set.

Multicollinearity Check

Multicollinearity can be defined as the non-linear dependence by which extreme correlations between variables (McKlendon and McKee, 2002). As an important indicator of multicollinearity in regression models, VIF (Variance Inflation Factor) has been examined. Variance Inflation Factor (VIF) refers to the estimation of regression coefficients' variances because of multicollinearity between variables. It means that variables are orthogonal (non-linear) due to exceeding variances are produced (Murray et al, 2012). VIF is always greater than or equal to 1. Values of VIF which exceed 10 are considered as showing multicollinearity; however, the VIF

values in weaker models above 2.5 might indicate the presence of multicollinearity, too (Fidel, 2009).

In the current study, VIF values between both independent and dependent variables are between 1.108 and 1.253. VIF values have been measured as 1.158; 1.108; 1.108 between ILUN and POP, PI, WWB sequentially. Also, the VIF values have been obtained between ILUR and POP, PI, WWB are 1.158; 1.108; 1.253, respectively. These results show that there is no multicollinearity problem in the data.

4.2.2. Validity of Measures: CFA Results

Confirmatory Factor Analysis (CFA) is utilized to evaluate the measurement model. It is necessary to have different construct-models to make an assessment among them. In order to find significant differences between the models, the best way is to compare their goodness of fit (GOF) values. For this reason, three different construct models were compared in this phase of the study. Also, the test of measurement model was achieved by means of these following: 1) individual item reliabilities, 2) internal consistency of the scales, 3) convergent and discriminant validity of the scales.

In order to obtain the best representation of the theoretical model, three different measurement models were generated and compared. Model 1 includes one factor and all items belonging to different theoretical constructs are tied to this single factor. Model 2 includes all factors representing different constructs separately. Model 3 comprises each sub-dimension of the theoretical constructs in the study.

Table 4.2. Fit Indices for Alternative Factorial Models

Model	X ²	Df	X ² /df	Δx ²	Δdf	GFI	CFI	TLI	SRMR	RMSEA
Model 1	10490.296**	777	13.501	–	–	0.395	0.256	0.215	0.1702	0.158
Model 2	1771.368**	675	2.624	8718.928**	102	0.837	0.913	0.905	0.0506	0.057
Model 3	1382.084**	668	2.069	389.284**	7	0.876	0.943	0.937	0.0441	0.046

Notes: (N: 517) Abbreviations are included in the “List of Abbreviations” Section of the study

In order to decide the significance of model fit value differences, It was followed the recommendations of Hair et al. (2014) for large samples ($N > 250$) with more than 30 observed variables ($m > 30$) in order to assess the fit values of the alternative models.

The Chi-square test is a statistical measurement of the fit between observed and expected (theoretical) values. Because of restrictions of the chi-square statistics, the statisticians argued that this statistic should be evaluated at least from the degree of freedom and proposed to calculate χ^2 / df (CMIN / df). The χ^2 / df result for Model 1 is equal to 13.501; for Model 2, it is equal to 2.624 and for Model 3, it is equal to 2.069. While χ^2 / df values for Model 2 and Model 3 are in the accepted range, the χ^2 / df value for Model 3 is comparatively better, having the lowest value.

The chi-square difference values across the models are also critical. The chi-square difference indicates the degree of proximity to the expected model. In this phase, $\Delta x^2 = 8718.928$ (b/w model 2 and model 1) is more than $\Delta x^2 = 389.284$ (b/w model 2 and model 3). As we move from model 1 to model 3, model improvement increases at every level and the model that best fits the data is the Model 3.

Besides, GFI, CFI, TLI, RMSEA, and SRMR as the goodness of fit index values have been included in the study. Before we compare the goodness of fit indexes of these three models, the difference between Chi-square values of model 1 and 2 is $\Delta x^2 = 8718.928$ and between model 2 and 3 is $\Delta x^2 = 389.284$. As goodness of fit values of model 1: GFI=0.395, CFI=0.256, TLI=0.215, RMSEA=0.158, SRMR=0.1702. These values for model 2 GFI= 0.837, CFI=0.913, TLI= 0.905, RMSEA=0.057, SRMR= 0.0506. When comparing these two models' values between each other, it is seen a big difference and model 2 values have better fit values comparatively. In addition, while comparing model 2 and model 3, model 3 have GFI=0.876, CFI=0.943 TLI=0.937, RMSEA=0.046 and SRMR=0.0441. Model 3 has better goodness of fit values as compared to model 2.

Traditionally, a threshold value of GFI (Goodness of Fit Index) 0.90 is recommended, but when small sample sizes and factor loads are found to be low, an evaluation can be made up to a threshold of 0.95 (Shevlin and Miles, 1998: 85-90). In this research results, the GFI value of Model 3 is equal to 0,876 and when evaluated with CFI value, which is equal to 0.943, it is at the acceptable range. The threshold value of CFI (Comparative Fit Index), which was the least affected by the sample size, was initially assumed to be 0.90 (Bentler et al, 1980; Fan et al., 1999: 56-83).

Besides, the index of average standardized residuals between observed and hypothesized covariance matrices is Standardized Root Mean Square Residual (SRMR) (Chen, 2007) and SRMR has the ideal value less than 0.08 (Kline, 2016).

In order to eliminate the effect of sample size, NNFI (non-normed fit index) or TLI (Tucker Lewis Index) statistics were proposed. The TLI statistic tends to be less sensitive to sample size when the model becomes more complex as compared to NFI. As threshold values of $TLI > 0.80$ and > 0.95 were found (Hu and Bentler, 1999, Byrne, 2011: 684). In Model 3 of this research, TLI value is equal to 0.937.

Root Mean Square Error of Approximation (RMSEA) values at the 95% confidence interval can range from 0.03 to 0.08; values above 0.08 will indicate a poor model fit (Rigdon, 1996: 369-379). In this research, the RMSEA value is equal to 0.046, and SRMR value is equal to 0.0441 for MODEL 3. All of the goodness of fit values (GFI, CFI, TLI (NNFI), RMSEA, and SRMR) are in the range of standard accepted values, and these values are the best especially, for Model 3 of this study.

Overall, Model 3 fits the data much better than the other two models. Thus, the CFA results confirm the validity of the measures that are used in the measurement model of the study.

Moreover, factor loadings, mean and standard deviation values of the items were examined. As seen in Table 4.2, the factor loadings of items for related latent variables are all above 0.7. The items which have loadings below 0.5 were excluded. These items are RA5 and RA6 from Role Ambiguity, RC1, RC2, RC3 and RC4 from Role Conflict, VC8, VC9 from Vertical Collectivism, WWB1 from Workplace Wellbeing, POP4, POP5, POP6, POP7 and POP8 from Perceived Occupational Prestige and PI2 from Professional Identification scales. No cross-loading problem was observed for any item. The factor loadings, means and standard deviations of all remaining items were given in Table 4.3.

Table 4.3.Factor Loadings of Measurement Items

Variable	Item	Factor Loading	Mean	SD
ILUN	ILUN1	0.813	3.014	0.9456
	ILUN2	0.889	3.095	0.9566
	ILUN3	0.724	3.356	1.0612
	ILUN4	0.623	3.258	1.1188
ILUR	ILUR1	0.879	2.883	1.1024
	ILUR2	0.863	0.863	1.1504
	ILUR3	0.814	2.489	1.1567
	ILUR4	0.692	2.594	1.1937
RA	RA1	0.897	4.384	0.9768
	RA2	0.906	4.163	1.0105
	RA3	0.854	4.185	1.0137
	RA4	0.718	3.992	1.0275
RC	RC5	0.660	3.111	1.3072
	RC6	0.906	3.050	1.3208
	RC7	0.680	3.091	1.1620
	RC8	0.702	2.913	1.1150
VC	VC1	0.692	4.300	0.8005
	VC2	0.831	4.459	0.7427
	VC3	0.754	4.386	0.8691
	VC4	0.765	4.342	0.7974
	VC5	0.709	4.080	0.8215
	VC6	0.503	3.350	1.1099
	VC7	0.576	3.742	1.1608
LMC	LMC1	0.828	3.487	1.1002
	LMC2	0.898	3.513	1.1074
	LMC3	0.884	3.374	1.1481
WWB	WWB2	0.769	3.948	0.9132
	WWB3	0.816	4.038	0.9386
	WWB4	0.896	4.141	0.7946
WWB	WWB5	0.908	4.217	0.7433
	WWB6	0.836	4.209	0.7973
POP	POP1	0.843	3.600	1.1899
	POP2	0.959	2.799	1.1204
	POP3	0.929	2.787	1.1381
PI	PI1	0.496	3.342	1.1407
	PI3	0.660	3.952	0.8641
	PI4	0.896	3.732	0.9948
	PI5	0.821	3.805	0.9372
	PI6	0.511	3.600	1.1209

4.2.3. Descriptive Statistics

As of pairwise correlations between study variables, Table 4.4 shows that independent variable ILUN is negatively correlated with dependent variables POP ($\beta=0.250$), and WWB ($\beta=0.160$) at $p=0.01$. ILUN has positive correlation between mediating variable RC with $\beta=0.276$ at $p=0.01$, and negative correlation between moderating variable LMC with $\beta=0.192$ at $p=0.01$. The second independent variable ILUR is positively correlated with dependent variables WWB ($\beta=0.179$), and PI ($\beta=0.141$), and negatively correlated with POP ($\beta=-0.171$) at $p=0.01$. The negative correlation between ILUR and POP, and positive correlation between ILUR and WWB were also expected relationships, but positive correlation between ILUR and PI was not expected. However, this indicates that teachers might have strongly tied to their profession even though they experience unreasonable tasks.

As might be expected, ILUR is positively correlated with role conflict ($\beta=0.320$), and negatively correlated with LMC ($\beta=0.202$) at $p=0.001$. ILUN and ILUR are also significantly correlated with each other ($\beta=0.675$ at $p=0.01$), which is rather predictable as they are the two dimensions of the same construct. ILUR is also negatively correlated with gender ($\beta=-0.161$) and with weekly lecture hours ($\beta=-0.124$) at $p=0.01$ significance level.

Moreover, there are positive correlations between PI and WWB ($\beta=0.310$), between LMC and WWB ($\beta=0.276$), and between VC and WWB ($\beta=0.200$) at $p=0.01$. VC is also correlated positively with LMC ($\beta=0.275$ at $p=0.01$), which is also foreseeable as LMC is a relational factor that could be associated with vertical collectivist values. VC has also a positive correlation with PI ($\beta=0.229$) and with RA ($\beta=0.240$) at $p=0.01$ level. As discussed in the conceptual sections collectivist cultural values indicate the group identity at a high level. Thus, these correlations are also expectable ranges. As shown in Table 4.4, LMC and POP are correlated with $\beta=0.216$ and LMC and WWB are correlated with as $\beta=0.276$ at $p=0.01$ level. These correlations are also similar to correlations VC with other variables and it indicates that relational factors are related to prestige and wellbeing in the same direction.

Among the study control variables, gender is negatively correlated with ILUN ($\beta= -0.161$ at $p=0.01$) and with RA ($\beta= -0.147$ at $p=0.01$) and with PI ($\beta= -0.108$ at $p=0.05$) and with WWB ($\beta= -0.271$ at $p=0.01$). Total tenure at the profession is also negatively correlated with LMX quality with $\beta= -0.113$ at $p=0.01$.

Table 4.4.Descriptive Statistics

	Variable	M	SD	1	2	3	4	5	6	7	8	9	10
1	ILUN	3.1809	0.8781	(0.881)									
2	ILUR	2.6750	1.0211	0.675**	(0.991)								
3	RA	4.1809	0.8921	0.276**	0.320**	(0.908)							
4	RC	3.0143	0.9768	-0.63	-0.029	0.098*	(0.805)						
5	VC	4.0940	0.6617	-0.16	0.001	0.078	0.240**	(0.849)					
6	LMC	3.4579	1.0204	-0.192**	-0.202**	-0.091*	0.050	0.275**	(0.899)				
7	POP	2.7959	1.0814	-0.250**	-0.171**	-0.063	0.114*	0.164**	0.216**	(0.935)			
8	PI	3.6863	0.7559	0.014	0.141**	0.080	0.103*	0.229**	0.204**	0.148*	(0.935)		
9	WWB	4.1105	0.7405	-0.160**	-0.179**	-0.067	0.164*	0.200**	0.276**	0.367**	0.310**	(0.797)	
10	Gender	1.644	0.4793	-0.161**	-0.097	-0.147**	0.051	-0.045	0.039	-0.019	-0.108*	0.019	1
11	Total Tenure	4.420	1.6809	0.042	0.077	0.061	0.032	0.021	-0.113**	0.062	-0.021	0.057	0.797**

Notes: N=521. M=means, SD= standard deviations. Cronbach's alpha values are on the diagonal.

Table 4.5.Reliability of Study Measures

	CR	AVE	Cronbach's Alpha
ILUN	0.871	0.634	0.881
ILUR	0.910	0.717	0.910
RA	0.910	0.718	0.908
RC	0.806	0.510	0.805
VC	0.867	0.487	0.849
LMC	0.904	0.758	0.899
WWB	0.926	0.717	0.928
PI	0.816	0.484	0.797
POP	0.936	0.831	0.935

As Table 4.5 indicates, Composite Reliability (CR) values of all variables are above 0.7; Cronbach's Alpha values are also above 0.7. In AVE (average variance extracted) values, except from two values of VC and PI variables which are acceptable due to being too close to 0.5, other remaining values are all above 0.5. Therefore the range of AVE values of VC and PI are negligible in the whole model (Hair et al., 2014).

As a result, there is no visible problem regarding the reliability of the scales used in the study. In particular, Cronbach's Alpha and CR values are as expected; all of them higher than 0.70. Although a few of the AVEs are slightly below the ideal 0.50, this does not pose a major problem considering the other measurement validity criteria. Overall, it can be claimed that the measures of the study are reliable and valid.

4.2.4. Hypothesis Testing: SEM Results

SEM was conducted to analyze the data in order to test the hypotheses of this study. The reasoning to choose this analysis type has already been explained in the analysis strategy section. In brief, SEM analysis can give more accurate results with complex datasets as compared to other analysis techniques.

In order to make the SEM findings more understandable and to see the model improvements, first the models without any mediation will be presented. Then the results of the moderated mediation model will be given.

Model without Mediation: Moderating Effect of VC

In this model, six different direct relationships have been found significant. The significant results need to be equal or less than 0.05 for p-values and critical ratio (t value) should be greater than 1.960 for 95% confidence interval (Fornell and Larcker, 1981). The results have shown that, as predicted, unnecessary tasks negatively influence perceived occupational prestige ($\beta = -0.258$, $p < .001$). Second, unnecessary tasks have also negative impact on professional identification ($\beta = -0.158$, $p < .001$). Third, unreasonable tasks positively influence professional identification ($\beta = 0.240$, $p < .001$). Fourth, unreasonable tasks have negative effect on workplace wellbeing ($\beta = -0.145$ and $p < .001$). Fifth, the moderating effect of vertical collectivism on the relationship between unreasonable tasks and perceived occupational prestige has also been found as positively significant ($\beta = 0.146$ and $p < .001$). Sixth, the moderating effect of vertical collectivism on the relationship between unreasonable tasks and workplace wellbeing has also been found as positively significant ($\beta = 0.117$ and $p < .001$). The model fit values also can be seen in Table 4.6. Statistically they have been found as $CMIN/df = 0.153$, $GFI = 1.000$, $TLI = 1.019$, $CFI = 1.000$, $RMSEA = 0.000$ and $SRMR = 0.026$.

More specifically, in this model, Hypothesis 1a was not supported because the negative effect of ILUN on WWB found to be statistically insignificant, but Hypothesis 1b was supported because the negative effect of ILUR on WWB was found significant. The negative impact of ILUN on PI was found significant, thus Hypothesis 2a was supported. However, the result has explored that the positive effect of ILUR on PI was significant; Hypothesis 2b was not supported. Hypothesis 3a was supported because the negative effect of ILUN on POP was found statistically significant. However, the negative effect of ILUR on POP was found statistically insignificant; so, Hypothesis 3b was not supported. Because the positive moderating role of VC on the relationships between ILUN and POP, PI, WWB was found statistically insignificant, Hypothesis 5a was not supported. However, the positive moderating effect of VC on the relationships between ILUR with POP and WWB was found statistically significant. Therefore, Hypothesis 5b was partially supported.

Table 4.6.Model without Mediation: VC as Moderator

	Coefficient(β)	SE	95%CI	t-value	p-value
ILUN \rightarrow POP	-0.258**	0.043	-0.352:-0.171	-5.940	0.001
ILUN \rightarrow PI	-0.158**	0.059	-0.282:-0.026	-2.682	0.013
ILUN \rightarrow WWB	-0.079	0.058	-0.199: 0.034	-1.378	0.188
ILUR \rightarrow POP	-0.023	0.059	0.146: 0.109	-0.391	0.721
ILUR \rightarrow PI	0.240**	0.059	-0.116: 0.372	4.069	0.001
ILUR \rightarrow WWB	-0.145**	0.056	-0.266:-0.018	-2.582	0.018
ILUNxVC \rightarrow POP	-0.092	0.059	-0.247: 0.025	1.564	0.129
ILUNxVC \rightarrow PI	0.091	0.060	-0.040: 0.226	-1.521	0.185
ILUNxVC \rightarrow WWB	0.000	0.000	-0.110: 0.132	-0.002	0.979
ILURxVC \rightarrow POP	0.149**	0.059	0.016: 0.278	2.341	0.014
ILURxVC \rightarrow PI	-0.020	0.064	-0.170: 0.142	-0.317	0.776
ILURxVC \rightarrow WWB	0.118**	0.064	0.003: 0.235	-1.847	0.005

Notes: Model fit: CMIN/df= 4.742, GFI=0.998, CFI=1.000, TLI=1.019, RMSEA=0.000, SRMR=0.026 (N=503). Abbreviations are included in the "List of Abbreviations" section of the study.

Model without Mediation: Moderating Effect of LMC

In this part of the findings, five different direct relationships have been found as significant. First, there is a significant negative effect of unnecessary tasks on perceived occupational prestige ($\beta = -0.243$ and $p < .001$). Second, unnecessary tasks has a significant negative influence on professional identification ($\beta = -0.151$ and $p < .001$). Third, unreasonable tasks' positive effect on professional identification has been found statistically significant ($\beta = 0.230$ and $p < .001$). Fourth, the negative effect of unreasonable tasks on workplace wellbeing has also been found statistically significant ($\beta = -0.146$ and $p < .001$). Fifth, the positive moderating effect of contribution as leader-member exchange quality (LMC) on the relationship between unreasonable tasks and WWB has also been found as positively significant ($\beta = 0.119$ and $p < .001$). In addition, the model fit values statistically have been found as CMIN/df = 0.047, GFI= 1.000, TLI= 1.021, CFI= 1.000, RMSEA= 0.000 and SRMR= 0.019 for this model.

Table 4.7.Model without Mediation: LMC as Moderator

	Coefficient (β)	SE	95%CI	t value	p value
ILUN-POP	-0.243**	0.046	-0.335:-0.153	-5.573	0.001
ILUN-PI	-0.151**	0.064	-0.280:-0.025	-2.533	0.023
ILUN-WWB	-0.077	0.060	-0.195:0.033	-1.343	0.189
ILUR-POP	0.000	0.000	0.000:0.000	0.000	0.000
ILUR-PI	0.230**	0.064	0.358:0.108	3.896	0.001
ILUR-WWB	-0.146**	0.061	-0.267:-0.029	-2.637	0.013

ILUNxLMC-POP	-0.076	0.064	-0.205:0.045	-1.335	0.215
ILUNxLMC-PI	-0.008	0.067	-0.133:0.137	-0.142	0.939
ILUNxLMC-WWB	0.000	0.000	-0.110:0.132	0.000	0.000
ILURxLMC-POP	0.048	0.070	0.016:0.278	2.341	0.522
ILURxLMC-PI	-0.020	0.064	-0.087:0.183	0.831	0.226
ILURxLMC-WWB	0.119**	0.049	0.024:0.218	3.007	0.016

Notes: Model fits: CMIN/df=0.047 GFI=1.000 CFI=1.000 TLI=1.021 RMSEA=0.000 SRMR=0.019

Abbreviations are included in the “List of Abbreviation” of the study.

Mediated Moderation Model: VC as the Moderator

a) Direct Effects

As it is indicated in Table 4.8, the negative significant effect of ILUN on POP has been found ($\beta = -0.233$ and $p < .001$). Also, the negative significant effect of ILUN on PI was found statistically significant ($\beta = -0.150$; $p < .001$). The positive impact of ILUR on RC was found as significant ($\beta = 0.238$; $p < .001$). There is no significant effect of ILUR on RA and also of ILUN on RC and RA in this statistical SEM analysis results. Similar to the other moderation direct effects, ILUR has negative significant effect on WWB ($\beta = -.0150$; $p < .001$). The positive effect of ILUR on PI was found significant ($\beta = 0.226$; $p < .001$). Besides, RA has positive effect on WWB ($\beta = 0.116$; $p < .05$). VC has significant direct effects on RA and RC; while the significance level is high with RA ($\beta = 0.248$; $p < .001$), the significant effect with RC is weak ($\beta = 0.093$; $p < .05$). It has been considered in this result section as significant due to 0.052 is very near to 0.050. In addition, a positive effect of VC on WWB was found statistically significant ($\beta = 0.191$; $p < .001$). The positive effect of VC on POP ($\beta = 0.148$; $p < .001$) on PI ($\beta = 0.234$; $p < .001$) were also significant. While there are no significant indirect effects of RC and RA in this mediated moderation model, VC has a positive moderating effect on the relationship between ILUR and WWB ($\beta = 0.116$; $p < .001$) and also on the relationship between ILUR and POP ($\beta = 0.146$; $p < .001$).

To sum up, the moderated mediation model shows that the direct effects of ILUN on POP and PI are negative and significant, thus, Hypotheses 2a and 3a were supported. Besides, both the moderating effects of VC on the relationship between ILUR & POP and between ILUR & WWB were found statistically significant. Therefore, Hypothesis 5b was partially supported. The moderating effect of VC on the relationship between ILUR and PI was not found significant in this model, but the p-value was close to acceptable level.

Table 4.8. Mediated Moderation Model with VC: Direct Effects

	Coefficient β	SE	95%CI	t value	p value
ILUN→RA	-0.079	0.061	-0.201: 0.038	-1.345	0.169
ILUN→RC	0.106	0.063	-0.023: 0.226	1.868	0.052
ILUN→WWB	-0.056	0.059	-0.176: 0.056	-0.980	0.314
ILUN→POP	-0.233**	0.065	-0.363:-0.112	-4.033	0.002
ILUN→PI	-0.150**	0.062	-0.272:-0.022	-2.597	0.020
ILUR→RA	0.023	0.064	-0.092: 0.158	0.389	0.639
ILUR→RC	0.238**	0.061	0.112: 0.356	4.154	0.001
ILUR→WWB	-0.150**	0.065	-0.280:-0.026	-2.555	0.022
ILUR→POP	-0.025	0.063	-0.145: 0.104	-0.427	0.697
ILUR→PI	0.226**	0.065	0.098: 0.356	3.828	0.001
RA→WWB	0.116*	0.049	0.032: 0.224	2.670	0.004
RA→POP	0.069	0.046	-0.022: 0.159	1.570	0.134
RA→PI	0.040	0.047	-0.046: 0.138	0.919	0.380
RC→WWB	0.047	0.044	-0.141: 0.036	-1.048	0.277
RC→POP	-0.017	0.048	-0.118: 0.076	-0.368	0.654
RC→PI	0.014	0.048	-0.089: 0.101	0.303	0.823
VC→RA	0.248**	0.061	0.133: 0.376	5.682	0.001
VC→RC	0.093*	0.047	0.000: 0.184	2.191	0.052
VC→WWB	0.191**	0.047	0.096: 0.286	4.322	0.001
VC→POP	0.148**	0.047	0.051: 0.239	3.332	0.001
VC→PI	0.234	0.052	0.136: 0.343	5.266	0.001
ILUN x VC→RA	0.096	0.081	-0.052: 0.274	1.612	0.193
ILUN x VC→RC	0.046	0.063	-0.047: 0.204	1.518	0.182
ILUN x VC→WWB	0.128	0.062	-0.088: 0.160	0.478	0.605
ILUN x VC→POP	-0.071	0.062	-0.197: 0.050	-1.220	0.251
ILUN x VC→PI	0.126	0.066	-0.004: 0.261	-2.597	0.056
ILUR x VC→RA	-0.065	0.087	-0.246: 0.096	-1.032	0.398
ILUR x VC→RC	0.013	0.064	-0.139: 0.110	-0.211	0.797
ILUR x VC→WWB	0.116*	0.059	0.002: 0.231	1.877	0.043
ILUR x VC→POP	0.146**	0.063	0.021: 0.266	2.359	0.021
ILUR x VC→PI	-0.028	0.072	-0.170: 0.116	-1.450	0.722

Notes: Model fit: CMIN/*df* = 4.742, GFI=0.998, CFI=0.997, TLI=0.846, RMSEA=0.086, SRMR=0.0120
Abbreviations are included in the “List of Abbreviations” section of the study.

b) Indirect Effects

Regarding the indirect effects of ILUN and ILUR in the moderated mediation model with VC as the moderator, no significant indirect effect of the two independent variables was found on the three employee outcomes. The results are represented in Table 4.9. Also, the whole model can be seen in Figure 4.2 with related β -coefficient and model fit values. Since the mediating effects of RA and RC have been found statistically insignificant, Hypotheses 4a and 4b were not supported.

Mediated Moderation Model: LMC as Moderator

a) Direct Effects

As it can be seen in Table 4.10, there are several significant relationships among the variables according to the model results. The negative effect of ILUN on POP was found statistically significant ($\beta = -0.212$; $p < .001$). Also, the negative impact of ILUN on PI was significant ($\beta = -0.125$; $p < .050$). Besides, ILUR has significant positive effects on RC ($\beta = 0.238$; $p < .001$) and on PI ($\beta = 0.251$; $p < .001$). There is no significant effect of ILUR on RA and also of ILUN on RC and RA in this SEM model. While statistically positive significant effects of RA on outcome variables were found, WWB ($\beta = 0.148$ and $p < .001$), POP ($\beta = 0.093$ and $p < .001$) and PI ($\beta = 0.086$ and $p < .050$), there was no significant impact of RC on any of these three variables.

Similar to RA, LMC's positive direct effect was found on all of the outcome variables. The positive effect of LMC on WWB was found statistically at $\beta = 0.226$; $p < .001$. Also, the positive significant effect of LMC on POP was found statistically at $\beta = 0.178$; $p < .001$. The last positive significant effect of LMC was found on PI ($\beta = 0.225$; $p < .001$). In this mediated moderation model (the moderation of LMC), there was no significant result indicating an interaction effect of LMC with ILUN or ILUR. The model fit values of the measurement model can be explained as $CMIN/df = 7.268$, $GFI = 0.997$, $CFI = 0.994$, $TLI = 0.741$, $RMSE = 0.112$ and $SRMR = 0.0162$.

When *gender*, *school level* (high school and others), *total tenure at profession* have been included in the model as key control variables, a number of significant relations were identified. Namely, *gender* has a statistically significant effect on WWB and POP whereas *tenure* was found to have a statistically significant impact on POP.

More importantly, the positive moderation effect of LMC on the relationship between ILUR and WWB was found statistically significant. Also, the direct effect of ILUR on PI was found positively significant also the control variables included in the model. These significant relationships will be explained in the following section.

In the mediated moderation model with the moderating effect of LMC, the mediation effects of RA and RC were not found significant. Therefore Hypotheses 4a, and 4b were not supported. Although RA has significant effects on all of the outcome variables, it has not a statistically significant relationship both with ILUN

and ILUR. Conversely, RC has statistically significant relationship with ILUR whereas it has no statistically significant effect on the outcome variables. However, Hypothesis 2a was supported as a significant negative effect of ILUN on PI was found in the analysis. Similarly, Hypothesis 3a was supported as a significant negative impact of ILUN on POP was found. The other hypotheses were not supported in this stage.

Table 4.10. Mediated Moderation Model with LMC: Direct Effects

	Coefficient (β)	SE	95%CI	t-value	p-value
ILUN→RA	-0.077	0.061	-0.203: 0.037	-1.266	0.165
ILUN→RC	0.111	0.061	-0.019: 0.230	1.919	0.098
ILUN→WWB	-0.039	0.063	-0.158: 0.079	-1.676	0.508
ILUN→POP	-0.212**	0.065	-0.343:-0.083	-3.633	0.002
ILUN→PI	-0.125**	0.066	-0.253:-0.000	-2.132	0.050
ILUR→RA	0.031	0.061	-0.078: 0.157	0.509	0.536
ILUR→RC	0.238**	0.063	0.115: 0.357	4.111	0.001
ILUR→WWB	-0.112	0.060	-0.240:-0.009	-1.916	0.078
ILUR→POP	0.016	0.066	-0.111: 0.146	0.278	0.815
ILUR→PI	0.251**	0.063	0.125: 0.387	4.231	0.001
RA→WWB	0.148**	0.047	0.065: 0.252	3.538	0.001
RA→POP	0.093*	0.042	0.013: 0.176	2.193	0.023
RA→PI	0.086*	0.044	0.002: 0.175	2.028	0.044
RC→WWB	-0.020	0.043	-0.113: 0.061	-0.451	0.574
RC→POP	-0.001	0.047	-0.096: 0.089	-0.014	0.927
RC→PI	0.043	0.047	-0.053: 0.134	0.967	0.346
LMC→RA	0.041	0.047	-0.054: 0.130	0.898	0.398
LMC→RC	-0.023	0.047	-0.117: 0.069	-0.535	0.587
LMC→WWB	0.226**	0.046	0.143: 0.321	5.209	0.001
LMC→POP	0.178**	0.045	0.091: 0.267	4.053	0.001
LMC→PI	0.225**	0.046	0.141: 0.320	5.110	0.001
ILUN x LMC→RA	-0.008	0.066	-0.116: 0.145	0.254	0.784
ILUN x LMC→RC	0.025	0.072	-0.159: 0.120	-0.343	0.788
ILUN x LMC→WWB	0.074	0.071	-0.117: 0.157	0.293	0.773
ILUN x LMC→POP	0.018	0.074	-0.217: 0.070	-1.149	0.345
ILUN x LMC→PI	0.044	0.066	-0.121: 0.147	0.009	0.947
ILUR x LMC→RA	0.016	0.061	-0.113: 0.097	-0.136	0.863
ILUR x LMC→RC	-0.021	0.063	-0.095: 0.164	0.431	0.642
ILUR x LMC→WWB	0.017	0.060	-0.074: 0.214	1.260	0.345
ILUR x LMC→POP	-0.070	0.066	-0.136: 0.156	0.309	0.862
ILUR x LMC→PI	0.001	0.072	-0.084: 0.167	0.733	0.517

Notes: Model fit: CMIN/ df = 7.268, GFI=0.997, CFI=0.994, TLI=0.741, RMSEA=0.112, SRMR=0.0162
Abbreviations are included in the “List of Abbreviations” section of the study.

b) Indirect Effects

In the indirect effects of variables of the mediated moderation statistical model with LMC as a moderating factor, any significant indirect effect has not been found between the variables at the end of the statistical analysis. The results are represented below in Table 4.11. Also, the whole figure can be seen in figure 4.3

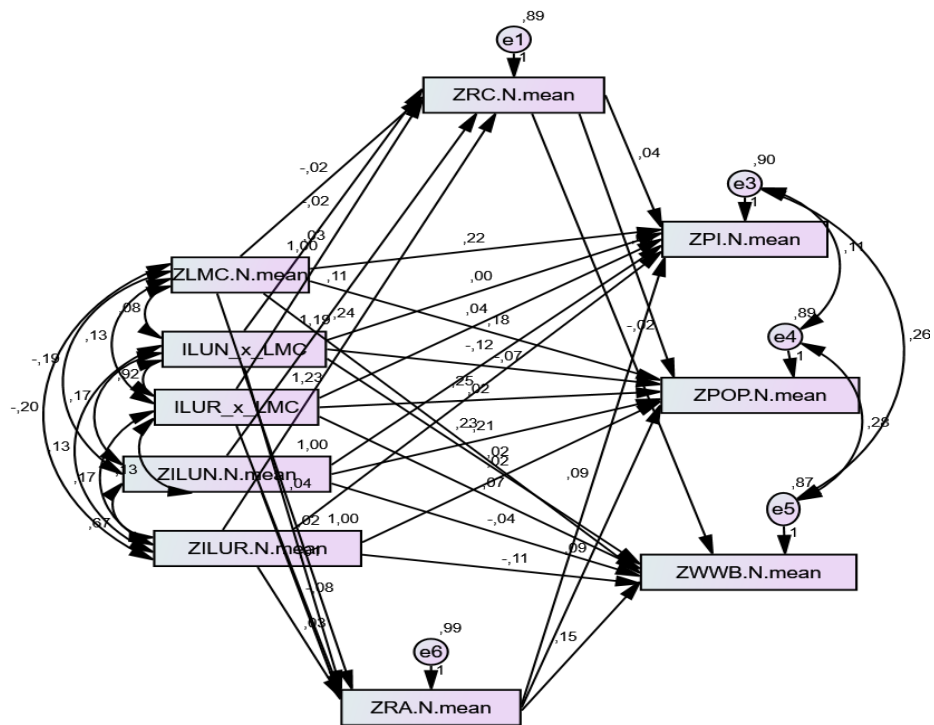
with related β coefficient and model fit values. Since mediating effects of RA and RC have been found statistically insignificant, Hypotheses 4a and 4b were not supported.

Table 4.11. Mediated Moderation Model with LMC: Indirect Effects

	Coefficient (β)	SE	95% CI	P-value
ILUN x LMC \rightarrow WWB	0.003	0.011	-0.018: 0.026	0.752
ILUN x LMC \rightarrow POP	0.002	0.008	-0.014: 0.017	0.785
ILUN x LMC \rightarrow PI	0.000	0.008	-0.018: 0.017	0.928
ILUR x LMC \rightarrow WWB	-0.002	0.009	-0.021: 0.015	0.804
ILUR x LMC \rightarrow POP	-0.001	0.006	-0.014: 0.012	0.912
ILUR x LMC \rightarrow PI	0.000	0.007	-0.012: 0.016	0.932

Notes: Model fit: CMIN/df = 7.268, GFI=0.997, CFI=0.994, TLI=0.741, RMSEA=0.112, SRMR=0.0162
Abbreviations are included in the “List of Abbreviations” section of the study.

Figure 4.2. Mediated Moderation Model: LMC as Moderator



Models with Control Variables

In this section, *gender* (female and male), *school level* (high school and others-preschool, primary school, middle school-) and *tenure-total* (total tenure at profession) have been examined in terms of their effects on the outcome variables WWB, POP and PI in two different models with moderation of VC and moderation of LMC together with exogenous variables ILUN and ILUR. Since these three control variables have the most significant correlations with the variables analyzed concerning all other control variables, these variables were particularly involved in the analysis process. In addition, the other variables did not have significant correlation values.

In general, the main findings of control variables included models are parallel with the mediated moderation measurement model's findings in these two models except from three different significant relationships with moderating and direct effects that will be explained in the following paragraph. For the significant effects of control variables, the explanation can be found in detail, too. Mostly gender has a significant effect on professional identification. Secondly, total tenure at profession has a significant effect on workplace wellbeing.

In the model of mediated moderation of exogenous variables (ILUN and ILUR) and the endogenous variables (WWB, POP, and PI) with the mediation of RA and RC, and moderation of VC, *gender* has shown a statistically significant effect on PI (professional identification) ($\beta=0.229$; $p= 0.012$). Other control variables (*school level* and *total tenure*) included in the model did not have any significant relationship with the outcome variables. In addition to the control variables' effects on the dependent variables, the finding of the moderation effect of VC on the relationship between ILUN and PI was different from the model without control variables. When control variables are included in the model, the moderating effect of VC on the relationship between ILUN and PI came out to be significant ($\beta= 0.132$; $p=0.045$).

Besides, in the model for the moderation effect of VC (without any mediation), the effect of gender on PI was also found significant ($\beta=0.249$; $p= 0.008$). In addition to gender's effect on PI, total tenure has resulted as positive significant effect on workplace wellbeing ($\beta=0.201$; $p<.001$) in the model of mediated moderation statistical model (moderation effect of LMC and mediation effects of RA and RC). In the same statistical model, gender has shown positive effect on PI ($\beta=0.239$; $p<.001$).

In the same model, the moderating effect of LMC has been found statistically significant ($\beta= 0.086$; $p<.050$) which was not significant in the mediated moderation model without including control variables. The moderating effect of LMC on the relationship between ILUR and WWB has been found statistically significant ($\beta= 0.086$; $p<.050$). Also, the direct effect of ILUR on WWB has been found significant (at $\beta= -0.126$; $p<.050$) which was also not significant according to results of the model in that control variables are not included.

Moreover, in the moderation of the LMC model (without any mediation of RA and RC), gender had a significant effect on PI ($\beta=0.242$; $p<.001$). Overall results show that gender had a statistically positive significant effect on professional identification. Secondly, the duration of tenure only showed a statistically positive significant effect on workplace wellbeing in mediated moderation model of LMC. On the other hand, no significant impact of school level was found.

Summary of Hypothesis Results

The six hypotheses of the current research have been examined employing structural equation modeling analysis. Some of these hypotheses were fully supported while some others were partially supported. The remaining hypotheses were not supported. All of these results are shown in Table 4.12.

Hypothesis 1a, which was predicting the negative effect of ILUN on WWB, was not supported. Hypothesis 1b, which assumes the negative effect of ILUR on WWB, was supported. Hypothesis 2a was also supported, indicating the negative effect of ILUN on PI. Yet, Hypothesis 2b, which claims the negative effect of ILUR on PI, was not supported because it showed positive significant effect. Next, Hypothesis 3a represents the negative effect of ILUN on POP, which was supported through statistical results. However, Hypothesis 3b, which shows the negative effect of ILUR on POP, was not supported. Similarly, Hypothesis 4a and Hypothesis 4b were not supported which indicates that there are no mediating effects of RA and RC between the exogenous variables (ILUN and ILUR) and endogenous variables (WWB, POP, PI). Hypothesis 5 includes the moderating effect of VC between the exogenous and endogenous variables. In Hypothesis 5a, the moderating effects of VC on the relationships between ILUN and WWB, POP and PI, respectively were not supported. Hypothesis 5b was partially supported via the positive moderating effect of VC on the relationships between ILUR and POP and WWB.

In the same way, the statistical results for Hypothesis 6a did not support the moderation effect of LMC on the relationship between ILUN and the three outcome variables. However, Hypothesis 6b was partially supported since only the moderation effect of LMC on the relationship between ILUR and WWB was found statistically significant.

Table 4.12.Summary of Hypotheses

Hypothesis	Outcome
H1a: Unnecessary tasks have negative significant effect on workplace wellbeing	Not supported
H1b. Unreasonable tasks have negative significant effect on workplace wellbeing.	Supported
H2a. Unnecessary tasks have negative significant effect on professional identification.	Supported
H2b. Unreasonable tasks have negative significant effect on professional identification.	Not supported
H3a. Unnecessary tasks have negative significant effect on perceived occupational prestige.	Supported
H3b. Unreasonable tasks have negative significant effect on perceived occupational prestige.	Not supported
H4a. Role conflict mediates on the relationship between ILT and employee outcomes.	Not supported
H4b. Role ambiguity mediates on the relationship between ILT and employee outcomes.	Not supported
H5a. Vertical collectivist values moderate the relationship between unnecessary tasks and employee outcomes	Not supported
H5b. Vertical collectivist values moderate the relationship between unreasonable tasks and employee outcomes.	Partially supported
H6a. LMX quality moderates the relationship between unnecessary tasks and employee outcomes.	Not supported
H6b. LMX quality moderates the relationship between unreasonable tasks and employee outcomes.	Partially supported

CHAPTER 5

DISCUSSION

In this chapter, the main findings will be discussed in light of the qualitative and quantitative research results and existing previous literature to arrive at a meaningful conclusion. For this aim, the next section revisits the research aim and questions and discusses the implications of the findings in terms of the aforementioned research questions within the thesis. The interpretation of the main findings will also be presented. Then, the theoretical and managerial implications of these findings will take place. After that, limitations and future research recommendations section will follow. In the conclusion section, a brief summary of the study will be given.

5.1. Summary and Interpretation of Main Findings

The main purpose of the study is to investigate how cultural values and the relational dimension are effective on the relationship between ILT and different attitudes and perceptions. Also, how and in what way these illegitimate tasks affect different work and occupation outcomes was investigated. That is, the first and primary research question of the study is built on the effects of the illegitimate tasks on employees' workplace wellbeing, belongingness to profession, and occupational prestige perception. In this perspective, the second question asks how and in what way role ambiguity and role conflict mediate the relationships between the two ILT dimensions (ILUN and ILUR) and workplace well-being, professional identification, and occupational prestige. The third research question is composed around the cultural perspective as to how the experiences of task illegitimacy change with respect to different cultural values. More specifically, it aims to explore the mechanisms of ILT perception in the presence of vertical collectivist values. Relatedly, the last research question is how the nature and direction of supervisor-subordinate relationships influence ILT experiences and outcomes for the employee.

The empirical setting of the study includes the education system and teaching profession. Although teachers have a pioneering impact on the improvement of a country through supporting the quality of manpower and conveying the cultural values of the society to young generations, they also experience significant problems regarding both economic status and professional identity. Teachers try to continue

their jobs even they are polarized and discriminated deeply as permanent, contracted and paid teachers in Turkey. These occupational statuses are differentiated for the same teaching profession although they are graduated from similar educational qualifications. Hence, although teachers perform the same tasks, they are exposed to different formal statuses and have salaries in different amounts. Besides, as almost all of the interviewees explained in the qualitative stage, teachers can not sufficiently utilize their professional union rights to improve the work processes and their job conditions. In addition, professional rights of new teachers are becoming more and more restricted. That is, when teachers are appointed to the profession for the first time, they start working without some key professional rights that were applied in the past. Besides, according to some of the respondents their occupational prestige is decreasing across years.

In addition, ILT in the teaching profession can manifest itself in several ways as per research findings. Teachers may be exposed to ILT directly through managers or pedigree (from the National Education Ministry). Besides, the quality of personal relationships between managers and teachers may create ILT. Illegitimate tasks may also be created as pressure on teachers through the different political views between manager and teacher. Even though the teachers face illegitimate tasks, they embrace their occupations more closely in order to protect their jobs as a coping strategy not to lose their jobs. This is mainly because of the increasing unemployment rate in the country and decreasing purchase power of the society.

Working conditions of teachers is another issue in the profession; teachers perform several tasks out of professional norms such as the whitewash of the school, cleaning the classroom for the hygiene need of students, repairing the failing computers for students in order to continue the education. Besides, since the teaching profession is not limited among the school walls and they should be role models in social environments, social dignity, status and image are important elements for teachers. However, according to the current study findings, in general, the subtle values such as identity and respectability are not met in their profession when interacting with the people in society. Moreover, they have some problems with the professional union in that they cannot defend their professional rights sufficiently. Also, they cannot achieve a more advanced quality of education because they cannot prevent illegitimate tasks during the work processes.

In this empirical setting, first, semi-structured interviews were conducted with 28 teachers working at different school levels. These interviews shed light on the current conditions of teachers in Turkey besides what they experience based on illegitimate tasks during their working processes and how they are defining the task illegitimacy contexts for the teaching profession. When qualitative findings are examined, it is seen that teachers have a certain professional role definition which is to teach students scientific knowledge and to educate students to develop positive behavior and also to be a role model for students in this perspective. The teaching profession is an ideal profession for them, too. The boundaries of the teaching profession were mainly identified as wide. Besides, in terms of relational qualities, communication style, mutual understanding, and respect are the prominent factors for the positive relationships among colleagues.

However, the relationships between teacher and manager have distinct characters that can be categorized mainly in three groups: In the first group, some teachers have good/positive relationships with the manager and deputy manager. In the second group, teachers make effort to have a good relationship with the directory. In the third group, teachers have conflictual relationships with the directory staff. On the one hand, the relationships are mainly shaped by fulfilling the task, outputs of the works, and general purposes of education during the work process. On the other hand, the political pressure on teachers and existence out of qualification/merit evaluations in the whole education system are effective on the relationships. This also leads to increase in the task illegitimacy experiences. Moreover, they cannot search their professional and personal rights by means of professional union due to general political pressure on the profession. Because of these reasons, teachers cannot prevent illegitimate tasks during work processes. Although teachers are highly committed to their profession when they face illegitimate tasks they may have some negative feelings. This is, fundamentally, because of the prevention of actual work processes and also diminishing respect and value to the profession based on illegitimate tasks.

Moreover, being exposed to illegitimate tasks is very common for the teaching profession. As the examples of unnecessary tasks, irrelevant seminars, unnecessary detailed information, documentation and reporting demands, daily plans, bureaucratic paperwork and stationery, exaggerated ceremonies, some school and MEB (the Ministry of National Education) meetings depending on the content, the

commission tasks, and pieces of in-service training can be explained. Unreasonable tasks can be exemplified as collecting money from students/parents, organizing kermis, planning transportation routes, visiting students at home, creating a financial budget plan. Also, providing material, tools, and equipment to the school, making repairment, painting, and white-washing, cleaning work, ensuring the safety of the school, making students' health checks are among the unreasonable task examples.

Given that the relational conditions and feelings of teachers in terms of illegitimate tasks, illegitimate task situations reflect all other occupational relations as disagreement and conflict by creating adverse effects in the relations. In this way, some negative feelings occur such as resentment, indignation, sadness, fear, anxiety, anger, nervous disorder, tension, unhappiness, burnout, and frustration. However, the courtesy and explanation during the illegitimate task demands make the acceptance of such task demands easier. It is clearly understood that relationships between supervisor and subordinate may act positively based on reactions towards illegitimate task demands through communication including courtesy and explanation. This is also consistent with the previous findings in the literature (Fila and Eatough, 2017; Minei et al., 2018).

Some negative work-related and personal consequences of illegitimate tasks such as low motivation, unwillingness to work, stress, anxiety, and uneasiness were also revealed. It can be claimed that teachers experience reduced job satisfaction and negative affect through the task illegitimacy. Therefore, the results indicate illegitimate tasks mainly have negative impacts on teacher's workplace wellbeing. In light of the research results, it is also seen that teachers perceive the loss of occupational prestige at a significant level.

In the presence of illegitimate tasks, teachers apply different coping strategies. On one side, they may keep silent as an adaptation strategy, and on the other side, they may engage in solution-oriented strategic behaviour. Besides these, confrontation is also among the prominent coping strategies to illegitimate tasks as a response. All in all, it can be concluded that ILT has negative impacts on the teachers' professional experiences and workplace wellbeing. Even though teachers have a high identification to their profession, they have degraded perception based on professional identity.

In addition to qualitative research results, the quantitative study results are also in the same direction based on the statistical findings. In the quantitative stage of

the study, data was collected from 521 teachers by means of an electronic questionnaire in three months. After that, the statistical analysis has been conducted by means of structural equation modeling (SEM). According to the key finding of the research, while unreasonable tasks have negative effect on workplace wellbeing, ILUN doesn't have. Under the influence of vertical collectivist values, the negative effect of unreasonable tasks on workplace wellbeing is weakened. Also, the negative effect of unreasonable tasks on perceived occupational prestige decreases with the presence of higher VC values. Besides, while a positive effect of unreasonable tasks on professional identification was found, the results show a negative effect of unnecessary tasks on professional identification.

Unnecessary tasks also have a direct negative effect on perceived occupational prestige. Similar to this, it was found that the quality of the supervisor-subordinate relationship has the same positive moderating effect on the relationship between ILUR and WWB, but not with ILUN. In addition, ILUR have more strong and ILUN have weaker impacts on role conflict. Yet, role conflict did not show any effect on WWB, POP, and PI. On the contrary, role ambiguity is not affected by ILUN and ILUR, but it has a significant effect on all of the outcome variables. Based on these results, it can be stated that RC and RA did not show any mediating effect between dependent and independent variables. As the controlling variables, gender was found to have a positive effect on PI, and total tenure at the profession has a positive effect on WWB.

According to the current research result, only ILURs have a negative impact on WWB under the impact of vertical collectivist cultural values, not ILUNS, even though unnecessary tasks were found to have negative effects on wellbeing in previous research conducted in individualistic cultures (e.g. Madsen et al., 2014). In this respect, the research results indicate that unnecessary tasks might have different effects on workplace wellbeing under the influence of diverse cultural values.

The reasons why only unreasonable tasks have negative effects on workplace wellbeing under the influence of VC can be expressed in three ways. First, unreasonable tasks are more damaging on employees' health due to they are influential in one's self-view and create threats to the self by exceeding the boundaries of occupational norms. Second, the justice perception of the employee may be distorted due to injustice procedures during the task performance in terms of relational qualities which has the signs of sad (stress as disrespect) and task-based

requirements which have the signs of strain (stress as insufficiency) (Semmer et al., 2007). Third, unreasonable tasks might be perceived as within a more resource-loss context than unnecessary tasks due to more conflictual as compared to unnecessary tasks. The conflictual situations through unreasonable tasks may cause to spill over other aspects of job relations. Also, it may decrease the task-based self-efficacy perception of the employee.

As it is discussed in the literature, resource loss is the main constituent of the stress process since it has an antecedent role and it is disproportionately more prominent than resource gain. Also, to prevent resource loss and loss spiral, gained resources are needed to be preserved (Hobfoll, 2001). Therefore, unreasonable tasks might be perceived as a resource loss in both two dimensions; the instrumental value of resources and symbolic value of resources. The instrumental values of resources, fundamentally, are important in order to protect the resources on hand and to obtain new resources. The symbolic values of resources are pivotal for preserving personal characteristics such as self-esteem, identity and sense of belongingness (Hobfoll, 1989; 2001). Also, the more prominent VC cultural values, the stronger the effect of symbolic values can be observed concerning relational attributes in the work-life.

The positive impact of ILUR on PI might be since unreasonable tasks cause high role conflict leading to social demeaning through out of professional norms. As a result of strong role conflict through ILUR, teachers focus on professional limits more than usual as a defensive attitude against illegitimate tasks. However, unnecessary tasks are largely based on a lack of task organization and can be time-consuming and an impediment to required professional roles during the work processes. Also, teachers move away from the central professional framework through unnecessary tasks. For these reasons, unnecessary tasks decrease the identification to the profession.

In addition, the positive effect of unreasonable tasks on professional identification can also be explained in the resource loss context. Teachers may endeavor to prioritize their identification during the professional work processes in order not to face further loss of resources. This is important both for the protection of the employees' identity as a symbolic value and for the protection of their occupational status and economic status. Also, because professional identity is more prominent than any other identities under the global identity of the self, employees may try to protect their professional values, and being a member of a specific

profession when they exposed to conflictual unreasonable task situations at the workplace.

However, as explained above, unnecessary tasks showed negative effect on professional identification. When employees are exposed to excessive workloads or meaningless tasks through unnecessary tasks, they are not able to fulfill the central tasks included in the actual profession. Unnecessary tasks, also, refer to the inefficient use of job resources (Semmer et al., 2010). When experiencing unnecessary tasks during the work processes, the misapplication of professional standards and norms may affect the process of professional socialization, and therefore might be negatively effective in sustaining the profession. Since professional identification indicates oneness with the occupation and with the specific features within the occupation, employees may perceive lower levels of professional identification during unnecessary task experiences. For example, while teachers define their professional roles as giving education and training based on student-oriented and being a role model to students, they are forced to do some bureaucratic, stationary works to some extent. In this way, these unnecessary tasks disrupt their original roles and lead to the weakening of professional identification.

The qualitative results were also in the same direction. For instance, entering some student-related information continuously to the electronic education system prevents to spend adequate time with students for education; this decreases the quality of the profession that actually, needs to be more qualified than the current situation. Therefore, unnecessary tasks inversely affect professional identification by negatively influencing the professional membership process (belongingness to the profession), as job resources are not adequately reflected the teachers. Even unnecessary tasks are an obstacle to access to job resources. Unnecessary tasks may also lead to stress on the employee through adversely affecting the use of professional norms and rules in the workplace. Besides, while professional identification is damaged when stress is created due to insufficient occupational situations through unnecessary tasks, stress may also result from professional identification decrease. In other words, the stress is caused by unnecessary tasks' damage to professional identification at the beginning may also become an individual factor that damages PI when it persists.

Similarly, the results point to a negative effect of unnecessary tasks on perceived occupational prestige as it has been explained in the previous chapter.

Briefly, because of the two basic needs of uncertainty reduction and feeling certain about self, individuals strive for self-enhancement and group identification. Regarding these requirements, employees may expect high occupational prestige. The perception of occupational prestige decreases because of unnecessary tasks. According to qualitative data results in this study, although some tasks indirectly related to the students such as daily plans, bureaucratic paper-works, and commission tasks, these kinds of tasks unnecessary and degrade the teachers' professional prestige perceptions. Also, these tasks prevent the actual work processes such as educating the students in a classroom environment.

One of the reasons why teachers fulfill these tasks is because of a set of new governmental policies and rules at public schools. Thus, as the first reason, it may be explained that some governmental policies and rules might create incongruent situations with professional norms and status. In this way, occupational prestige perception might be degraded. There are supportive findings in previous literature on occupational prestige degradation issues, too (Bacharac et al., 1990; Weaver, 2006). Professional expectations and being members of bureaucratic organizations are conflictual and decrease the teachers' autonomy during the work procedures (Bacharac et al., 1990). The negative relationship between occupation and job satisfaction negatively affects occupational prestige (Weaver, 2006).

Second, because unnecessary tasks mainly indicate inefficient planning of the tasks through managerial personnel at the workplace, there may be some supervisor-subordinate relational issues based on task illegitimacy. Thus, the relational conflictual situations may distort the occupational prestige perception of the employee. Specifically, in the teaching profession, the unnecessary task instructions directed to the teacher from the school directory might show inefficient planning of the tasks. For instance, qualitative results have shown that teachers directly exposed to these kinds of unnecessary tasks or they observed that other teachers were often exposed to such tasks via managers. Also, the results have shown that apart from some personal conflicts between directory staff and teachers, these kinds of unnecessary tasks mostly directed to the teachers from the National Education Ministry via directory staff of the school. Governmental policies in the education field were cited as the main source of unnecessary tasks.

Performing unnecessary tasks such as detailed reporting tasks and seminars irrelevant to teaching lead to a significant decrease in the value and respect for the

teaching profession both within and outside the profession. It is obvious that decreased respect and value significantly reduces their perception of professional prestige.

Besides the above, there are positive moderating effects of vertical collectivist cultural values on the relationships between unreasonable tasks and WWB and POP, respectively. As much as vertical collectivist cultural values are internalized within individual, task-oriented perceptions and attitudes, professional values may come to the fore. Indeed, as previously discussed related to culture, task-related issues are prevailing based on hierarchical responsibilities of subordinates in collectivist cultures, which are in the opposite direction for individualist cultures as personal rights and independent self-view are prominent. Also, because the professions of people have several meanings in their social life and identity, unreasonable tasks may have profound meanings for employees and they may be affected in different ways. Tasks have symbolic value for employees, and these are also evaluated in terms of face-saving and relational aspects, too. Therefore, an employee may more incline to save his/her positive evaluation of the self and, in turn, the presence of vertical collectivist values may lessen the negative effect of unreasonable tasks on occupational prestige perception.

Furthermore, unreasonable tasks may have a less damaging effect on the wellbeing of employees having the vertical collectivist values because the role positions and role expectations may have more meaning beyond the tasks such as these role expectations might be the signs of the quality of relational values, respect and status in society and self-efficacy at the profession. The results support the conceptual approach and the empirical findings (Ahmed et al., 2018) in the existing literature. In Ahmed et al. (2018)'s study, two nations were compared based on individualism and collectivism and it was stressed that illegitimate tasks have to be measured at the individual level for understanding the real strength and within-nation variations of cultural values. Thus, my study fulfills this gap identified by these researchers and further research measuring other cultural values at the individual level might also contribute to the literature.

Since high respect and commitment to status and professional values are prominent in the work environment and society, which are indicators of vertical collectivist cultural values (Hofstede, 2001), positive moderating effects of VC cultural values have been explored as positive on the relationship between

unreasonable tasks and perceived occupational prestige. Accordingly, individuals having vertical collectivist cultural values expect status, recognition, and respect in social and professional life more strongly as compared to the other cultural values. Therefore, although they may experience role conflict through illegitimate tasks, they use several coping strategies to prevent these contradictory situations from further adverse effects on their professional prestige. Thus, when the status and relations of the employees are questioned via unreasonable tasks, the presence of VC values influence the effects of this relationship positively. So, the results show that employees having high vertical collectivist values feel lower negative effects of unreasonable tasks on professional prestige.

Further, vertical collectivist values have also positive moderating effect on the relationship between unreasonable tasks and workplace wellbeing. Experiencing negative affect and decreased job satisfaction via unreasonable tasks may become less severe under the effect of vertical collectivist cultural values because the negative social messages, threats to the self and professional identity through ILT are soothed. The subtle values such as acceptance inequalities in hierarchy and deference to authority figures are more important based on personal and professional relations in the presence of vertical collectivist cultural values. Also, VC cultural values prioritize the relations and face-saving issues in the society or group. Acceptance of the individual by other group members or in the social environment is also another pivotal feature of vertical collectivist cultural values. Therefore, workplace wellbeing of an employee is affected less negatively than usual by unreasonable tasks under the influence of vertical collectivist cultural values. These results are also consistent with the research expressing that since emotions can leave behind as “residue”, Indian employees may subconsciously or consciously put more effort into preventing negative emotions from contaminating unrelated positive experiences (Ahmed et al., 2018).

Similar to the positive moderation effect of VC cultural values, “leader-member exchange quality” has shown the same positive moderation effect on the relationship between unreasonable tasks and workplace wellbeing. This positive moderation effect of LMX can be explained in the same direction with VC cultural values’ positive moderating effect because relational qualities, indeed, are the indicators of the cultural values. Specifically, the evaluation of the employees based on assigned tasks by the supervisor is the basic character in terms of LMX quality.

This feature is also congruent with vertical collectivistic cultural values due to tasks are prioritized via supervisors (leaders) at the workplace. Also, acceptance of the inequalities in the hierarchy as a relational aspect is another pivotal factor for decreasing the negative effects of unreasonable tasks. Therefore, experiencing illegitimate tasks at the workplace might be less harmful to wellbeing of employees during the work procedures under the influence of the quality of supervisor-subordinate which has more hierarchical characteristics.

Unreasonable tasks are mainly related to the quality of tasks in terms of exceeding professional norms and may create role conflict. Such tasks may lead to some relational issues and may damage the workplace wellbeing of employees. Also, the results have indicated that the conflict “between the teachers and directory” or “between the teachers and National Education Ministry/Directorate Staff” largely arise on the tasks, which exceed the limits of professional norms and rules. While directing such tasks to teachers and leading to conflictual issues degrade their social status, professional respect both within and out of the profession, the influence of VC cultural values decreases the negative effects of unreasonable tasks on occupational prestige perception. To lessen the negative effects of ILT, teachers utilize a set of coping strategies.

Even though the positive moderation effect of vertical collectivist values on the relationship between unreasonable tasks with workplace wellbeing and occupational prestige have been found in this study, new attempts are needed to measure the vertical collectivist cultural values at individual level in different countries such as Japan, Italy, and Spain to make stronger generalizability of the research results. Longitudinal studies are also necessary to increase the generalizability of the results. Besides, different cultural values such as horizontal collectivist values can be investigated empirically in order to explore the similarities and distinctiveness of horizontal and vertical collectivist values based on task illegitimacy. In addition, cross-cultural studies might be meaningful to shed light on ILT literature by comparing the two different cultures.

According to study findings, no mediation effects of RC and RA exist between ILT (as ILUN and ILUR) and outcome variables of WWB, PI and POP. On the other hand, the positive direct effect of ILUR on role conflict was stronger compared to unnecessary tasks. It can be stated that unreasonable tasks may create more conflictual issues in the workplace than unnecessary tasks, which is consistent

with previous illegitimate task literature (Thun et al., 2018). Because unreasonable tasks include demeaning social messages and are out of the boundaries of the profession, these tasks should not be expected to fulfill by the employee. Thus, role conflict may occur mostly through unreasonable tasks. Also, teachers are usually exposed to a set of unreasonable tasks due to different reasons. For instance, raising money from students/parents to meet the needs of the school, and visiting students and families at home are among the most given unreasonable tasks during the interviews. Such tasks are out of the limits of the teaching profession and they need to be fulfilled by someone else if it is necessary. Moreover, some personal conflict between teachers and directory staff may emerge based on unreasonable tasks.

Conversely, due to personal conflict between the teacher and the principal/directory staff, the teacher may also be exposed to an unreasonable task given by the directory. In light of research results, the main reason for these kinds of personal conflicts based on task illegitimacy is mainly because of having different political points of view. It can be inferred that experiencing unreasonable tasks may have some distinct reasons other than work processes; when there are some controversial political points of view between teacher and manager, this also may cause task illegitimacy deliberately. Thus far, there was no study exploring such a relationship between supervisor and subordinate in terms of task illegitimacy.

According to the findings of quantitative analysis, role ambiguity does not indicate any mediation effect on the relationship between the illegitimate (unreasonable and unnecessary tasks) with WWB, POP, and PI, either. Although role ambiguity has positive direct effect on WWB, POP and PI, role conflict didn't show any effect on these outcome variables. On the contrary to role ambiguity, ILUR and ILUN positively affected the role conflict (RC), but RC didn't show any impact on outcome variables. Unreasonable tasks' direct effect on role conflict was highly significant; however unnecessary tasks had a weak significant effect on RC. As it is explored in the literature that role conflict is positively associated with unreasonable tasks (Thun et al., 2018), the current study results are also in the same direction.

However, because the mediation effect of RC was not found, the result differs from the previous research in that the mediation effect of role conflict was explored on the relationship between illegitimate tasks and burnout (Munir et al., 2017). The reason for why role conflict has no mediation effect on the relationship between illegitimate tasks with WWB, POP, and PI can be explained as follows: When

teachers face illegitimate tasks, which is already stressful and perceived as threat to professional identity and the self, they use some coping strategies to prevent spillover to other aspects of their professional life such as relational conflict, workplace wellbeing, and occupational prestige. Because they have strong professional identification, they do not want to encounter more serious negative consequences in professional processes through role conflict, so they benefit from a number of coping strategies or political skills to reduce or eliminate more negative consequences. This is also congruent with the previous research (Ahmed et al., 2018) in ILT literature. This research is the only study comparing collectivist and individualist cultures (India and the USA) has found that negative consequences of illegitimate tasks are more severe in individualistic culture (the USA) due to spill over to other aspects of life such as work-family interactions.

The current study results are congruent with the results that explain “The employees in India endeavour more strongly to avoid negative emotions from interfering with other positive life conditions.” (Ahmed et al., 2018: 28). In line with this emphasis, the current research has explored that teachers use different coping strategies for preventing spill over the negative results of illegitimate tasks to other aspects of work-life, which shows that relational characters are predominant in VC cultural values. Also, because relationships are prioritized based on vertical collectivist cultural values, avoidance from role conflict and its more severe outcomes are possible in the work environments. The effective use of coping strategies against illegitimate tasks' negative consequences under the influence of VC cultural values also has not been discussed in the literature thus far.

Contrary to role conflict, role ambiguity has no relationship between illegitimate tasks (unreasonable and unnecessary) while role ambiguity found as effecting workplace wellbeing, professional identification and perceived occupational prestige significantly. It can be explained that illegitimate tasks create role conflict, but not role ambiguity. Even though illegitimate tasks are mainly out of the role boundaries of the profession, employees may feel that they need to fulfill the given illegitimate task; otherwise, conflict may emerge which is an avoidance strategy. The significant relationship between RC and ILT, in fact, is a clear sign of this approach.

The reason why illegitimate tasks do not create role ambiguity may also due to the tasks are directed to employees via bureaucratic ways. However, certainty

formed in this way violates the limits of professional roles and autonomy; thus, illegitimate tasks may lead to a role conflict from a professional perspective. The findings obtained from this study are the same for the two task types; unnecessary tasks and unreasonable tasks do not cause role ambiguity. One of the contributions of the study is that the effect of role ambiguity on ILT (as ILUN and ILUR) has been measured firstly in the literature. Also, the need for new empirical research in order to explore the different mechanisms in relation to task illegitimacy and role ambiguity may shed light on different impacts of role ambiguity based on task illegitimacy. For instance, new research investigating of illegitimate tasks' effects on role ambiguity under the influence of individualistic cultural values or cross-cultural studies comparing the two different cultural values (individualism and collectivism) may illuminate that how role ambiguity is affected through illegitimate tasks under the influence of different cultural values.

In addition, the current study indicates that female and male teachers have different attributes in terms of professional identification based on task illegitimacy; female teachers have higher professional identification than male counterparts. The current research result is also consistent with previous research on culture. Previously it was found that women were more relational than men and relational self was higher in women (Clancy et al., 1993). Moreover, the finding of the current research is congruent with the previous study which has found that gender difference shapes the reactions to ILT in different ways. According to the result of the previous study, men are more reactive to illegitimate tasks than women via effort-reward imbalance perception mechanism (Omansky et al., 2016).

Besides, total tenure at the profession has a positive significant effect on workplace wellbeing. It can be stated that employees have more qualified experiences in terms of protecting their workplace wellbeing and can develop some attitudes more easily such as being more cautious and dignified in their relationships based on illegitimate tasks as the duration of tenure at the profession increases.

5.2. Theoretical Implications

Above and beyond, the results of this study explain the different effects of unreasonable and unnecessary tasks on employee outcomes, WWB, PI, POP, under the influence of vertical collectivist cultural values and the quality of LMX.

Although there are a set of research resulted with the strong effect of unreasonable tasks on employee outcomes (e.g. Schie et al., 2014; Thun et al., 2018; Pindek et al., 2019), thus far there is no study investigating and measuring the cultural values at the individual level. Moderating effect of VC cultural values and LMX quality on the relationship between ILUR and the employee outcomes of WWB, PI and POP exist, but not between ILUN and these outcomes.

The positive effect of unreasonable tasks on professional identification indicates that teachers endeavor to protect their profession and occupational boundaries strongly because the profession is a prominent resource in their life. The employee's occupation is pivotal for their global identity as it meets the needs of self-realization such as professional identity, self-esteem, and respect from others. Since the relational values are prioritized in vertical collectivist culture, teachers having VC cultural values are more sensitive to be evaluated by others. What's more, living in a country with a high unemployment rate also demonstrates the instrumental value of engaging in an effort to protect the profession for employees. Therefore, teachers try to repel the threats to losses in their professional work processes and the possible negative consequences of illegitimate tasks that are tightly connected with their profession.

Also, as indicated in the conservation of the resources theory, resource loss is the main component of stress, the negative consequences of illegitimate task experiences might be considered as resource loss. Because according to the c.o.r theory, the threat to loss of the resources or real loss of the resources causes stress. This can be explained similarly in ILT contexts; professional resources are threatened or lost through task illegitimacy during the work processes. Besides, c.o.r theory expresses that resources are not personally determined; on the contrary, they are both transcultural and yield of the culture. Also, the stress process is foreseen in a collectivist framework (Hobfoll, 2001). In light of c.o.r theory, the results of the current study explain that vertical collectivist cultural values have a soothing effect on the stress created by unreasonable task experiences, but not for unnecessary task experiences.

Unreasonable tasks have two meanings based on COR theory; a threat to instrumental values of resources, which is a threat to professional norms in terms of unreasonable tasks, and threat to symbolic values of resources, which is threat to personal self-esteem due to the need for perceiving the self as positive and the need

for respect from others. This approach is also consistent with stress as offense to self theory that emphasizes illegitimate tasks' main character as being out of professional norms and having some social adverse meanings (Semmer et al., 2010). Especially, in vertical collectivist culture, people strive to positive relationships more comparing to any other cultures (Hofstede, 2001). Accordingly, it is not easily acceptable for a person to stand far from his/her roles defined in the boundaries of his/her profession that comply with his/her self-view (Meyer et al., 2006). Also, people having vertical collectivist cultural values have stronger social status expectations due to hierarchical values are prioritized in this culture. Because their profession is meaningful for them in terms of social recognition and status, employees are more strongly connected to their profession when facing with illegitimate tasks. Their profession contains strong meaning in terms of their social identity and positive self-evaluation.

In the perspective of role theory, because the profession is a pivotal part of their self-identity for an individual, teachers are strongly committed to their profession especially under the influence of vertical collectivist values. People consciously prefer to be more closely connected to their profession due to it has strong social meanings in terms of their self-view in the presence of VC cultural values.

The study finding also helps explain the fundamental distinctions between unnecessary and unreasonable tasks where unreasonable tasks have negative impact on workplace wellbeing, but unnecessary task do not. This is also consistent with previous research explaining unreasonable tasks more impactful on employee wellbeing (e. g. Pindek et al., 2019; Thun et al., 2018). Existing literature show that the differential negative effects of illegitimate tasks on employees' emotions; unreasonable tasks have more severe negative effect on employee emotions (Pindek et al., 2019). Besides, unreasonable tasks were related to higher possibility of sickness presenteeism (Thun et al., 2018).

In the same line, my study reveals that teachers' workplace wellbeing is negatively affected by means of unreasonable tasks, and they have a set of negative affects such as resentment, indignation, sadness, fear, anxiety, anger, nervous disorder, tension, unhappiness, burnout, and frustration. Also, they have feelings of alienation to work which is negative factor decreasing their job satisfaction. The result of unreasonable tasks' negative impact on workplace wellbeing is also congruent with the JD-R (job demand–resource) Model (Demerotti et al., 2001),

which expresses strain is an outcome of the imbalanced situation between demands and resources for employees. Unreasonable tasks (mainly illegitimate tasks) can be considered as job demand which creates an imbalanced situation. This approach also explains that every task may have its own causes of employee wellbeing. In light of this occupational stress model, it can be suggested that task illegitimacy and employee outcomes are needed to be investigated concerning different occupations.

Moreover, this study points out how unnecessary and unreasonable tasks have different effects under the influence of vertical collectivist values. Because unreasonable tasks are more damaging on employee health due to they are related with one's self-view and create threats to the self through exceeding the boundaries of occupational norms. However, unnecessary tasks are the task demands in terms of inefficient organization of the tasks. Such task demands are directed to teachers in different ways such as by means of manager or pedigree. When these tasks are let to teachers via bureaucratic ways, because they are aware of the tasks that don't need to perform based on professional norms, they are not feeling stress due to insufficiency. Because teachers are aware of in what ways of unnecessary tasks are directed to them, they don't have some negative feelings based on their self-view and professional identity. It can be explained that stress as insufficiency may not be experienced when unnecessary tasks are given via bureaucratic ways because it doesn't create inequality or preferential treatment perception. Therefore, unnecessary tasks may not be viewed as a resource based on the profession of the employee due to not including some negative social messages under the influence of vertical collectivist cultural values.

However, unreasonable tasks can be perceived as a stronger resource loss context than unnecessary tasks due to having more conflictual features and the conflictual situations by means of unreasonable tasks may spill over to their aspects of job relations and task-based negative self-efficacy perceptions. Even it may spill over outside of professional life such as family or social relations. As it is explained in the literature, resource loss is the main constituent of the stress process due to resource loss has an antecedent role and it is disproportionately more prominent as compared to resource gain. For preventing the resource loss and loss spiral, gained resources are needed to be preserved (Hobfoll, 2001). Therefore, unreasonable tasks may be perceived as resource loss in both two dimensions; the instrumental value of resources and the symbolic value of resources. The instrumental values of resources

fundamentally are important in order to preserve the available resources and to obtain new resources. The symbolic values of resources are pivotal for saving personal characteristics such as self-esteem, identity and sense of belongingness (Hobfoll, 1989; 2001).

In addition, the findings that unnecessary tasks do not have any impact on workplace wellbeing is not congruent with previous research results explaining the negative effects of unnecessary tasks on employee wellbeing (Madsen et al., 2014; Sonentag, 2018). Since almost all of these studies have been conducted in Western individualistic cultures, the results of the current study might signify the influence of other cultural and social values. The self-view and relational dimensions have different characters in individualist and collectivist cultural values. While individualist cultural values emphasize personal goals, being assertive and competent, collectivist cultural values give importance to being obedient, the sense of belongingness, group goals, and cooperation (Hofstede, 2001). Thus, unnecessary tasks have not negative effect on the workplace wellbeing of the employees under the influence of vertical collectivist values. However, it is obvious that new research attempts are needed for increasing the generalization of this result. For this reason, new empirical research designs at the individual level considering the moderating effect of vertical collectivist cultural values should be conducted.

Similar to VC values, the quality of supervisor-subordinate relations has shown positive impact on the relationship between unreasonable tasks and WWB. As the relational attributions are indicators of cultural values, these two findings are consistent with each other. Similarly, in previous literature, appreciation by supervisor and instructor support have been found as mitigating factors on decreasing the task illegitimacy perception (e.g. Apostel et al., 2017; Fila and Eatough, 2017; Faupel et al., 2016). Also, similar to the current study results, acknowledgment and explanation by the supervisor weaken the negative outcomes of illegitimate tasks in the previous research (Minei et al., 2018). However, it is important that when workplace wellbeing is negatively affected through unreasonable tasks under the influence of vertical collectivist values, the LMX quality may affect the negative impact on the relationship between unreasonable tasks and workplace wellbeing less adversely as compared to individualist cultural values.

In addition, the effect of ILT (unnecessary and unreasonable tasks) on professional identification and perceived occupational prestige have been studied

empirically first time thus far. The effects of unnecessary tasks and unreasonable tasks on professional identification also have been found in the opposite direction. While unreasonable tasks have positive effect on professional identification, unnecessary tasks have negative impact. This result is the expression of one of the fundamental distinction between ILUR and ILUN based on VC cultural values. This is meaningful in two aspects: because there is no significant moderation effect of VC cultural values on unnecessary tasks, such tasks have shown negative effect on professional identification, but through positive moderation effect of VC cultural values, unreasonable tasks have shown positive impact on professional identification. It means that since the relational/social identity is pivotal in VC cultural values, teachers embrace their profession more closely against the conflictual experiences based on unreasonable tasks. Forwhy, with the influence of VC cultural values, they perceive dominantly the necessity of preserving job resources for instrumental and also symbolic/social reasons.

Moreover, related to the effects of unnecessary and unreasonable tasks on role conflict, the current study found a strong impact of unreasonable tasks on role conflict, but a weak one from unnecessary tasks. As theoretically explained (Semmer et al., 2010) and empirically shown (Thun et al., 2018; Pindek et al., 2019) in the previous literature, unreasonable tasks have stronger impact on role conflict, the current study findings corroborate the previous research findings.

Role ambiguity was measured forthe firsttime in this study. It is seen that role ambiguity is associated with neither unnecessary tasks nor unreasonable tasks, which shows no mediation effect between the exogenous and endogenous variables. Even though role ambiguity was found to be positively associated with WWB, PI and POP, no meaningful relationship of it with unnecessary and unreasonable tasks was found.

Why only role conflict has positive relationship with both unnecessary and unreasonable tasks, not role ambiguity is an important question. As per the qualitative and quantitative findings of the current study, when teachers exposed to illegitimate tasks, they utilize wide range coping strategies such as silence, solution-oriented behaviour, and direct objection in mild and severe levels to prevent the conflictual negative issues to spill over other aspects of their professional life. Thus, it can be expressed that coping strategies may prevent the negative relationship between role conflict and workplace wellbeing, professional identification and

occupational prestige perception in most cases. The current study also sheds light on why role ambiguity didn't show any relationship with illegitimate tasks. Although unnecessary tasks mainly show the inefficient organization of the tasks, teachers feel that they need to fulfill such tasks for two reasons. First, these types of tasks are directed to them via bureaucratic ways. Second, they keep silent as a strategy to avoid conflictual relations mainly with the authority figures. Therefore, even though the tasks are illegitimate based on role ambiguity, employees try to prevent some possible more serious negative consequences utilizing avoidance strategies.

Besides, the lack of any relationship between unreasonable tasks and role ambiguity can be explained as follows: As unreasonable tasks are generally based on the conflict between the professional norms and assigned tasks, they are directly associated with role conflict. Since hindrance stressors are task demands that impede a person's success and attaining the objective development process (Podsakoff et al., 2007), unreasonable tasks can be considered as a type of hindrance stressors, too. Teachers, also, for this reason, try to prevent the possible more severe negative outcomes of unreasonable tasks in order to obtain successful attainments.

Moreover, the effect of gender differences on professional identification can be explained based on social role theory (Eagly, 1987), and sociocultural theory (Eagly et al., 2000). Social role theory emphasizes that females react more communally and less instrumentally than males (Eagly, 1987). Sociocultural theory expresses that as a product of culture, genders have differentiating abilities and behaviours and a society's division of labour in genders shapes all other behavioral differences on gender (Eagly et al., 2000). Patriarchal characteristics of VC cultural values might be impactful on gender work-related differences (Hofstede, 2001). Also, it has been found in previous research that males react more against illegitimate tasks than females (Omansky et al., 2016). Thus, females might have more adhered to their profession as a coping reaction to illegitimate tasks, but males may have more defensive attitude and behaviours against illegitimate tasks.

In addition, tenure at profession has positive impact on workplace wellbeing within the current study findings. It indicates that the employees having more tenure at profession may react more cautiously and use more effective coping strategies to illegitimate tasks than employees having less tenure due to being more experienced at the profession.

Thus, the originality and fundamental contribution of the current study are to measure the effects of illegitimate tasks' both two dimensions (unnecessary and unreasonable tasks) over employee outcomes (workplace wellbeing, professional identification and perceived occupational prestige) under the influence of vertical collectivist cultural values at the individual level. As a result, unnecessary tasks and unreasonable tasks have different effects under VC cultural values' influence. Workplace wellbeing only is affected by unreasonable tasks, but not unnecessary tasks. While perceived occupational prestige is less affected by means of unreasonable tasks under the moderating impact of VC cultural values, unnecessary tasks have also direct negative effect on POP. Unreasonable tasks have positive effect on professional identification, but unnecessary tasks have negative effect. In the presence of vertical collectivist cultural values, unreasonable tasks viewed as more resource loss context as compared to unnecessary tasks. Also, professional identification of teachers is highly strong under the influence of VC cultural values.

One other contribution of the study is to measure the role ambiguity statistically on the basis of unnecessary and unreasonable tasks. As a result, it was found that although role ambiguity positively affected workplace wellbeing, professional identification and perceived occupational perception, unnecessary and unreasonable tasks have not created any role ambiguity.

Another contribution of the study is to reveal the use of a set of coping strategies such as silence, solution-oriented behavior, and direct confrontation to lessen the negative effect of illegitimate tasks, and more importantly to prevent role conflict, and its more severe effects by spilling over other aspects of work-life. Also, the study explored that role conflict based on task illegitimacy not only occur through task-based processes and personal relations between supervisor and subordinates, but also it may arise due to different political point of views between supervisor and subordinates.

5.3. Practical Implications

In line with the current study findings as well as the general literature, it can be concluded that illegitimate tasks have negative effects on employees in various aspects. The findings of the current research may have important implications especially for school managers and education policymakers within education sector in order to decrease the illegitimate task experiences of teachers.

As the occupation of the employee is important in terms of individual and social identity besides its instrumental meaning, it also carries a value in terms of respect and status in both professional and social environments. Since teaching profession has pivotal social meaning for the development of a country, teachers' occupational prestige is important for both teaching staff and also improvement of educational quality in society. For this reason, taking into account the strong negative effects of unreasonable tasks, assignments of tasks by managers should be arranged in a way that supports the professional identity and status of teachers. At this point, attention should be paid to the nature of employee-supervisor relationships in order to avoid possible role conflicts in the task processes. Further practical examples can be given: In task-based employee-supervisor relationships, employees should have greater rights in decision-making mechanisms, and have sufficient autonomy based on professional norms in the work process where necessary. Also, supervisors should present the reasons why the tasks are needed to be performed. Besides, in order to reduce the conflictual issues based on the strong negative effect of unreasonable tasks, it is necessary to take precautions at the managerial level. Particularly, in working environments where strong hierarchy and collectivist values prevail, tasks can be organized in a design in which relational dynamics can positively affect workplace wellbeing (job satisfaction and work-related affect) without violating professional norms.

Beyond that, paying attention to the boundaries of professional norms while assigning tasks may reduce illegitimate task experiences and prevent relational conflicts between supervisor and subordinates in the work environment due to task illegitimacy. For example, such tasks can be assigned to different staffs except for teachers at school to reduce the number of unnecessary tasks so that teachers can focus more on the education of students, as their core responsibility.

In addition, it is possible to increase the quality of education by preventing teachers from being exposed to illegitimate tasks. To do that, senior managers involved in educational policies may take legal measures to protect the norms of the teaching profession. In this way, teachers can fulfill their tasks by being less exposed to ILT and focusing more on professional task norms. Besides, teachers' job satisfaction and work-related affect might be positively affected by the measures taken and innovations taken in this direction. In other words, teachers' wellbeing is positively affected by reducing ILT. This may provide experiencing more positive

relationships and achieving expected success in professional goals. Herewith, teachers' perceptions of professional prestige may increase when they perform a socially important profession in expected work processes.

Furthermore, in order to protect teachers' professional rights, effective union activity may play an important role in reducing illegitimate task experiences. If teachers can adequately defend their professional rights collectively, they could protect themselves more strongly from being exposure to tasks beyond education. This is because the protection of rights based on profession is not detached from the professional norms and principles and how these norms are treated. In this way, teachers may attain higher job satisfaction and positive affect in their work processes. It may also strengthen the teachers' perception of professional prestige and their professional identification.

5.4. Limitations

5.4.1. Methodological Limitations

Within the scope of this research, only teachers working in public schools were included in the sample whereas teachers working in private schools could not. Other studies may contribute by collecting and comparing data from teachers working in both private and public schools. Relatedly, a larger number of teachers working in schools in different geographical regions could be accessed. Nevertheless, since the teachers from whom data was collected working in different schools and districts located at six different cities, the existing sample can be regarded as suitable for understanding illegitimate tasks from different angles as well as getting sound statistical inferences. Besides, as each profession has its own unique attributes, probably teaching also have aspects that are different from other professions. In order to have a larger generalization of results on how and in what way illegitimate tasks affect employee outcomes, it might be useful to investigate and collect data from other occupations as well such as physicians, engineers, and IT specialist.

As further methodological limitations, the findings may vulnerable to common method bias because the analyses have been conducted on the basis of self-reported data. However, procedural controls were implemented for decreasing common method bias and also bias-corrected percentile method in bootstrap at SEM step has been used for the same reason. Still, cross-sectional nature of the study may

limit the accuracy of research findings due to several measurement issues. Hence, future research can use a longitudinal research design to avoid such problems and to ensure causality between dependent and independent variables.

Even though self-reported data is needed to understand the illegitimate task experiences from the participant view, there might be a set of limitations of using self-reported data per se. For instance, participants may avoid answering the questions considering every aspect of task illegitimacy. For this reason, by applying participative observation techniques, it might be possible to get unobtrusive and direct measurements along with using self-reported data. Moreover, critical incidence (ICT) data collection technique can also be utilized. As detail information can be obtained by ICT based on specific incidents in the workplace, root causes and all facets of the task related conflicts might be explored more deeply. By using this technique, the main causes of illegitimate tasks and differences between unnecessary tasks and unreasonable tasks might be investigated thoroughly by respondents' thick descriptions about what exactly happened and experienced.

5.4.2. Theoretical Limitations

The measurement of how and in what way professional identification, perceived occupational prestige and workplace wellbeing are shaped by means of unreasonable and unnecessary tasks and how this effect is conditioned vertical collectivist values and the underlying supervisor-employee relationship is an important contribution. However, there is still a large need to conduct empirical investigations of how and in what conditions employees use different coping strategies and skills to decrease the negative effects of illegitimate tasks.

Until now, task illegitimacy has been discussed and empirically researched in the literature by only considering between supervisor and subordinates based on relational aspects. However, what kind of task illegitimacy exist between the peers and how and in what way these illegitimate tasks are experienced between them and also what are the consequences of employee outcomes such as the perception of preferential treatment are among the research topics that should be discovered. By means of exploring these relationships, new aspects of task illegitimacy might be explored and discussed such as how and in what ways the relations between the peers are affected based on task illegitimacy. The perception of task illegitimacy between the peers might be illuminated on the basis of social exchange theory since high

social exchange among subordinates is observed rather than between supervisor and subordinates as the theory explained.

In the qualitative study, I found that those governmental policies are often an important factor why and how certain tasks are assigned to teachers across the entire national education system, including norm violation. Hence, how and why institutional conditions including laws, governmental policies, and new educational structures are effective on the formation of task illegitimacy at professional processes should be examined. This can also help to see the broader picture of illegitimate tasks, connecting it to macro-level effects in a given organizational field.

Although it was found that gender difference matter for professional identification, further analysis on gender is necessary to explore how females' and males' perceptions change and what particular coping strategies they use when faced with illegitimate tasks.

5.4.3. Future Research Suggestions

In the current study, apart from managerial issues at the workplace, during the interviews, the negative effect of education policies based on unnecessary task formation has been strongly emphasized. In order to investigate the governmental education policies' effects on illegitimate tasks formation deeply, it might be studied by collecting quantitative data and measuring statistically.

The other topic that can be investigated is how employees cope with the negative effects of illegitimate tasks to prevent more severe conflicts or spread over the other areas of their lives. As such, "what kinds of personal and/or relational skills and capabilities are effective on reducing the negative effects of illegitimate tasks" is a question worth asking.

Role ambiguity did not show any mediation effect on the relationship between illegitimate tasks and outcome variables in the current study. To understand whether role ambiguity is significantly effective in other professional contexts, additional research is necessary focusing on different professions. In addition to that, whether role ambiguity has a mediation effect under other cultural conditions (such as vertical individualism and horizontal collectivism) can be investigated. Conducting research on other professions may also be useful in terms of exploring how illegitimate tasks' effects vary across different occupations and task structures.

In addition, the moderation effect of supervisor-employee relationship quality was measured by only considering the “contribution” dimension of LMX. In future studies, the impact of “loyalty”, “affect” and “professional respect” as the other LMX dimensions can be examined with respect to illegitimate tasks and possible outcome variables. Future research can also explore the effects of illegitimate tasks on the outcomes concerning private school teachers. In this way, a comparison of public and private school contexts can be achieved.



CONCLUSION

The fundamental purpose and originality of this research is the investigation of the pivotal effect of cultural values and relational factors on the employee responses to task illegitimacy, especially those represent work and occupational attitudes.

Consistent with SOS theory and other previous conceptualizations, unreasonable tasks were found to create more role conflict than unnecessary tasks. More importantly, unreasonable tasks have negative effect on workplace wellbeing under the influence of vertical collectivist values whereas unnecessary tasks do not. This study shows that experiencing negative affect and decreased job satisfaction as dimensions of workplace wellbeing via unreasonable tasks is pacified under the effect of vertical collectivist values. Under specific circumstances, teachers can be closely attached to their profession against illegitimate tasks' negative social messages and its threat to the self and professional identity. These subtle values are more important based on personal and professional relations in the presence of vertical collectivist values as VC typically prioritizes the importance of maintaining relations, face-saving, and the acceptance of the self from others, especially from the superiors. Similarly, the quality of supervisor-subordinate relationships decreases the negative effect of unreasonable tasks on workplace wellbeing.

The occupational prestige felt by the teachers is negatively affected by unnecessary tasks. The weak negative effect of unreasonable tasks on occupational prestige perception is also mitigated under the influence of VC cultural values. Because high respect and commitment to status and also symbolic values of professions are prominent in the presence of VC cultural values, teachers show effort to protect their professional values. The role positions and role expectations might be carrying more meaning beyond the tasks. These role expectations reflect VC cultural values as the signs of the quality of relational values, respect, and status.

Professional identification of teachers is differently affected through unnecessary tasks and unreasonable tasks under the influence of VC cultural values. Unnecessary tasks inversely affect professional identification by negatively affecting the professional membership process (belongingness to the profession), as job resources are not adequately provided the teachers. It can even be an obstacle to access to them. However, unreasonable tasks are more strongly viewed as resource loss than unnecessary tasks, especially under the influence of vertical collectivist

values, which is in line with the conservation of resources theory. Teachers endeavor to prioritize their identification during the professional work processes not to face further loss of resources. Because their profession has both symbolic value and professional identity is more prominent than any other identities under the global identity of the self, teachers try to protect their professional resources when they exposed to conflictual unreasonable task situations at the workplace. Also, due to unreasonable tasks lead to role conflict more strongly than unnecessary tasks, when teachers try to prevent the spill this conflict over another aspects of their professional life, they increase the identification to their profession as a coping strategy.

The mostly used coping strategies can be categorized as silence, strategic solution-oriented behaviour, and direct objection. Coping strategies are generally used against all of the conflictual situations based on illegitimate tasks. Some conflicts may also arise as personal conflict between manager and teacher or on the axis of the political point of view differences and cause task illegitimacy.

Moreover, why illegitimate tasks do not create role ambiguity, at least as a finding of this study may also due to the fact that tasks are instructed to employees via bureaucratic ways. However, the certainty formed in this way may violate the limits of professional roles and autonomy.

Current study findings also imply that female and male teachers have different attributes in terms of professional identification based on task illegitimacy. This is consistent with previous research findings concluding that men are more reactive to illegitimate tasks than women (Omansky et al., 2016). Also, it was previously suggested that women are more relational than men; their relational self is stronger (Clancy et al., 1993). Besides, as occupation tenure increases, employees have more qualified experiences in terms of protecting their workplace wellbeing and being more dignified in their relationships.

REFERENCES

- Acar, H. (2001) Öğretmenlerin Özlük Hakları İstihdamı ve Norm Kadro Uygulamaları *Öğretmen Yetiştirme ve Eğitiminde Kalite Paneli (22 Kasım 2000)*. Ankara: Millî Eğitim Bakanlığı Öğretmen Yetiştirme ve Eğitimi Genel Müdürlüğü, 119-139.
- Adams, J. S. (1963). Toward an understanding of inequity. *Journal of Abnormal and Social Psychology*, 67: 422-436.
- Ahmed, F.S., Eatough, E.M., and Ford, M.T. (2018). Relationships between illegitimate tasks and change in work-family outcomes via interactional justice and negative emotions. *Journal of Vocational Behavior*, 104, 14–30.
- Akyüz, Y. (1978) Türkiye’de Öğretmenlerin Toplumsal Değişmedeki Etkileri (1848-1940), *Ankara: Doğan Basımevi*.
- Akyüz, Y. (2008) Türk Eğitim Tarihinde Öğretmenin Yetişmesine ve Saygınlığına Bir Bakış.VII. *Ulusal Sınıf Öğretmenliği Eğitimi Sempozyumu (2-4 Mayıs 2008 Çanakkale) Bildiriler Ankara: Nobel Yayınları*, 8-17.
- Akyürek, S and Can, Ö. (2017) Meşru Olmayan Görevler, Rol Özellikleri ve Kimlik Tehdidi: Kavramsal Bir Model Önerisi, *25.Ulusal Yönetim ve Organizasyon Kongresi Bildiri Kitabı (762-769) 25-27 Mayıs, Ankara*.
- Alicke, M. and Sedikides, C. (2009) Self enhancement and self-protection: What they are and what they do. *European Review of Social Psychology*, 20: 1-42.
- Alparslan, A.M. and Oktar, Ö.F. (2015) Türkiye’de Lider-Üye Etkileşim Kuramına Dair Makale Kapsamındaki Araştırmalar: Bibliyometrik Bir İçerik Analizi. *İşletme ve Ekonomi Araştırmaları Dergisi*, 6(1): 107-123.
- Apostel, E., Syrek, C. J., and Antoni, C. H. (2017) Turnover intention as a response to illegitimate tasks: The moderating role of appreciative leadership. *International Journal of Stress Management*, 25(3): 234-249.
- Ashforth B. E. (2001) Role Transitions in Organizational Life: An Identity-Based Perspective. *Mahwah, NJ: Lawrence Erlbaum Associates Publishers*.
- Ashforth, B. E., and Kreiner, G.E. (1999) “How Can You Do It?": Dirty Work and the Challenge of Constructing Positive Identity.” *Academy of Management Review*, 24 (3): 413–434.

- Ashforth, B. E., and Mael, F. (1989) Social identity theory and the organization *Academy of Management Review*, 14: 20-39.
- Ashforth, B. E., Harrison, S. H., and Corley, K. G. (2008). Identification in organizations: An examination of four fundamental questions. *Journal of Management*, 34: 325-374.
- Bacharac, S.B., Bamberger, P.A., Mitchell, S. (1990) Work Design, Role Conflict, and Role Ambiguity: The Case of Elementary and Secondary Schools. *Educational Evaluation and Policy Analysis*, 12(4): 415-432.
- Bakker, A.B., and Demerouti, E. (2007) The job demands-resources model: State of the art *Journal of Managerial Psychology*, 22(3): 309-328.
- Bakker, A. B., Demerouti, E., and Euwema, M. C. (2005) Job resources buffer the impact of job demands on burnout. *Journal of Occupational Health Psychology*, 10:170–180.
- Bass, B.M. (1990) Bass and Stogdill's handbook of leadership: Theory, research, and managerial applications (3rd edition) New York: The Free Press.
- Bentler, P. M., and Bonett, D. G. (1980) Significance tests and goodness of fit in the analysis of covariance structures. *Psychological Bulletin*, 88(3): 588.
- Biddle, B. J. (1986) Recent Development in Role Theory, *Annual Review of Sociology*, 12: 67-92.
- Bies, R. J., and Moag, J. S. (1986) Interactional justice: Communication criteria of fairness. In R. J. Lewicki, B. H. Sheppard, & M. H. Bazerman (Eds.), *Research on negotiation in organizations Greenwich, CT: JAI Press*. 1:43-55.
- Björk, L. et al. (2013) I shouldn't have to do this: Illegitimate tasks as a stressor in relation to organizational control and resource deficits. *Work & Stress*, 27(3): 262–277.
- Bochner, S., and Hesketh, B. (1994) Power distance, individualism/collectivism, and job - related attitudes in a culturally diverse work group. *Journal of Cross-Cultural Psychology*, 25: 233-257.
- Bradley, J. V. (1982). The insidious L-shaped distribution *Bulletin of the Psychonomic Society*, 20(2): 85-88.
- Braun, V. and Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2): 77-101.

- Buchanan, D. (1979) *The Development of Job Design Theories and Techniques*. New York: Praeger Publishers.
- Busseri, M. A., Sadava, S. W., and Decourville, N. (2007) A hybrid model for research on subjective wellbeing: Examining common- and component-specific sources of variance in life satisfaction, positive affect and negative affect. *Social Indicators Research*, 83(3): 413–445.
- Byrne, B. M. (2011) *Structural equation modeling with AMOS Basic concepts, applications, and programming (Multivariate Applications Series)*. Routledge, New York.
- Campbell, J.P. (1990) Modeling the performance prediction problem in industrial and organizational psychology. In M.D. Dunnette and L.M. Hough (Eds.), *Handbook of industrial and organizational psychology 1*: 687-732 Palo Alto, CA: Consulting Psychologists Press.
- Caplan, G. (1974) *Support systems and community mental health* New York: Behavioral Publications.
- Carmines, E.G. and Zeller, R.A. (1979) *Reliability and Validity Assessment*. Sage Publications, <https://dx.doi.org/10.4135/9781412985642.n4>. Access date: 10.12.2019.
- Chen, F. F. (2007) Sensitivity of goodness of fit indexes to lack of measurement invariance *Structural Equation Modeling: A Multidisciplinary Journal*, 14(3): 464-504.
- Chiang, C. L. (2003) *Statistical Methods of Analysis* World Scientific Publishing 107(19): 349-354.
- Clancy, S. M. and Dollinger, S. J. (1993) Photographic depictions of the self: Gender and age differences in social connectedness. *Sex Roles*, 29: 477-495.
- Clark, M. A. et al. (2014) Workaholism, work engagement and work-home outcomes: Exploring the Mediating role of positive and negative emotions *Stress and Health*, 30:287–300.
- Corballo-Penela, A., Varela, J., Bande, B. (2019) The Direct and Indirect Effects of Self-Efficacy on Salespeople’s Emotional Exhaustion and Work-Family Conflict: A Study Using the Job Demands-Resources Model. *Canadian Journal of Administrative* (2019)36: 363–376.
- Creswell, J. W. (2006) *Understanding Mixed Methods Research*, (Chapter 1 of the book: *Designing and Conducting Mixed Method Research*)

Available at: http://www.sagepub.com/upm-data/10981_Chapter_1.pdf

Access date: 20.09.2019.

- Creswell, J. W. (2013) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches New York: Sage.*
- Christopher, J.C. (1999) Situating psychological well-being: exploring the cultural roots of its theory and research. *Journal of Counselling and Development*, 77(2):141– 152.
- Çelikten, M., Şanal, M. and Yeni, Y. (2005) Öğretmenlik Mesleği ve Özellikleri *Erciyes Üniversitesi, Sosyal Bilimler Dergisi*, 19(2): 207-237.
- Daniels, M.A. and Greguras, G.J. (2014) Exploring the Nature of Power Distance: Implications for Micro- and Macro-Level Theories, Processes, and Outcomes. *Journal of Management*, 40(5): 1202– 1229.
- Daoud, J.I. (2009) Multicollinearity and Regression Analysis. *Journal of Physics: Conf. Series* 949 (2017) 012009.
- Demerouti, E. et al.(2001) The Job Demands-Resources of Burnout, *Journal of Applied Psychology*,86(3):499-512.
- Dickson, M. W., Den Hertzog, D. N., and Mitchelson, J. K. (2003) Research on leadership in a cross-cultural context: Making progress, and raising new questions, *Leadership Quarterly*,14: 729-768.
- Diener, E. et al. (1999) Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125(2): 276–302.
- Dienisch, R.M. and Liden, R.C. (1986) Leader Member Exchange model of leadership: A critic and further development. *Academy of Management Review* 11:618-634.
- Domenici, K., and Littlejohn, S. W. (2006) *Facework: Bridging theory and practice. Thousand Oaks, CA: SAGE.*
- Dutton, J. E., Dukerich, J. M., and Harquail, C. V. (1994) Organizational images and member identification. *Administrative Science Quarterly*, 39: 239–63.
- Eagly, A.H. (1987) *Sex Differences in Social Behavior: A Social-Role Interpretation Hillsdale, NJ: Erlbaum.*
- Eagly, A.H., Wood, W. and Diekmann, A.B. (2000) “Social role theory of sex Differences and similarities: a current appraisal,” in *The Developmental Social Psychology of Gender*, eds T. Eckes and H. M. Trautner (Mahwah, NJ: Lawrence Erlbaum Associates Publishers), 123–174.
- Eatough, E. M. et al. (2016) You want me to do what? Two daily diary studies of

- illegitimate tasks and employee well-being *Journal of Organizational Behavior* 37:108–127.
- Edwards, J.R. and Van Harrison, R. (1993) Job Demands and Worker Health: Three-Dimensional Reexamination of the Relationship Between Person-Environment Fit and Strain, *Journal of Applied Psychology* 1993, 78(4): 628-648.
- Efron, B. and Tibshirani, R., (1993) An introduction to the Bootstrap. *Chapman and Hall, New York*.
- Erdoğan, D., Horzum, M.B (2019) Öğretmen Gelişim Modeli: Öğretmen Performansı Üzerine Bir Değerlendirme *SETA (Politika, Eğitim ve Toplumsal Araştırmalar Kurumu), RAPORU 2019*.
- Erez, M., and Earley, P. C. (1993) Culture, self-identity, and work. *New York: Oxford University Press*.
- Erez, M. (2010) Culture and job design. *Journal of Organizational Behavior*, 31: 389–400.
- Erez, M. (2011) Cross-cultural and global issues in organizational psychology (*In S Zedeck (Ed.), APA handbook of industrial and organizational psychology*) 3: 807-854. *Washington, DC: American Psychological Association*.
- Fan, X., Thompson, B., and Wang, L. (1999) Effects of sample size, estimation methods and model specification on structural equation modeling fit indexes. *Structural Equation Modeling: A Multidisciplinary Journal*, 6(1): 56-83.
- Faupel, S. et al. (2016) Stress at school A qualitative study on illegitimate tasks during teacher training *Frontiers in Psychology*, 7:1-12.
- Festinger, L., Schachter, S. and Back, K. (1950) Social Pressures in Informal Groups *New York: Harper & Bros.* 72-100.
- Fila, M. J. and Eatough, E. (2018) Extending knowledge of illegitimate tasks: Student satisfaction, anxiety, and emotional exhaustion, *Stress and Health*, 2018,34:152–162.
- Fiske, A. (1992) Four elementary forms of sociality: Framework for a unified theory of social relations. *Psychological Review*, 99: 689-723.
- Fischer, R. et al. (2009) Individualism– collectivism as descriptive norms: Development of a subjective norm approach to culture measurement. *Journal of Cross- Cultural Psychology*, 40: 187–213.

- Folkman, S., and Lazarus, R. S. (1985) If it changes it must be a process: Study of emotion and coping during three stages of a college examination. *Journal of Personality and Social Psychology*, 48(19): 150–170.
- Fornell, C. and Larcker, D.F. (1981) “Structural Equation Models with Unobservable Variables and Measurement Error: Algebra and Statistics”, *Journal of Marketing Research* 18(3): 382–388.
- Fox, S., Spector, P. E., and Miles, D. (2001) Counterproductive work behavior (CWB) in response to job stressors and organizational justice: Some mediator and moderator tests for autonomy and emotions. *Journal of Vocational Behavior*, 59(3): 291-309.
- Gentles, S. J. et al. (2015) Sampling in Qualitative Research: Insights from an Overview of the Methods Literature. *The Qualitative Report*, 20(11): 1772-1789.
- Ghosh, B. (2011) Cultural Changes and Challenges in the Era of Globalization: The Case of India. *Journal of Developing Societies*, 27(2): 93-118.
- Gilboa, S. et al. (2008) A meta-analysis of work demand stressors and job performance: Examining main and moderating effects, *Personnel Psychology*, 61(2): 227
- Goldthorpe, J. H. and Hope, K. (2014) “Occupational Grading and Occupational Prestige” In *Social Stratification Class, Race, and Gender in Sociological Perspective*, edited by David B. Grusky, 237– 243, Boulder: Westview Press.
- Graen, G. B. (1976) Role-making processes within complex organizations. In *M.D. Dunnette (Ed.) Handbook of industrial and organizational psychology (1241-124)* Chicago: Rand McNally.
- Graen, G.B. and Cashman, J.F. (1975) A role making model in formal organizations: A developmental approach. In *J. G. Hunt and L. L. Larson Eds. Leadership Frontiers Kent OH: Kent State Press (143-165)*.
- Graen, G. B., Novak, M. A., and Sommerkamp, P. (1982) ‘The Effects of Leader–Member Exchange and Job Design on Productivity and Satisfaction: Testing the Dual Attachment Mode’, *Organizational Behavior and Human Performance* 30:109–131.
- Graen, G. B., and Uhl-Bien, M. (1995) Relationship-based approach to leadership: Development of a leader member exchange (LMX) theory of leadership

- over 25 years - Applying a multi-level multi-domain perspective
Leadership Quarterly, 6: 219-247.
- Grandey, A. et al. (2010) Emotion display rules at work in the global service economy: The special case of the customer *Journal of Service Management*, 21: 388-412.
- Grant, A. M. (2007) Relational job design and the motivation to make a prosocial difference *Academy of Management Review*, 32(2): 393–417.
- Greenhaus, J. H., and Beutell, N. (1985) Sources of conflict between work and family roles. *Academy of Management Review*, 10: 76–88.
- Guba, E. G., and Lincoln, Y. S. (1982) Epistemological and methodological bases of naturalistic inquiry *Educational Communication and Technology Journal* 30 (4): 233-252.
- Hackman, J.R and Oldham, G.R. (1976) Motivation through the design of work: test of a theory. *Organizational Behaviour and Human Performance*, 16(2): 250-279.
- Hacettepe Üniversitesi Eğitim Bilimleri Fakültesi Raporu (2017) Türkiye’de Öğretmen Eğitimi ve İstihdamı: Mevcut Durum ve Öneriler *Universite Yayınları, 2017 Ankara*.
- Hadi, A. and Simonoff, J. (1993) Procedures for the identification of multiple outliers in linear models. *Journal of American Statistical Association*, 88:1264-1272.
- Han, S. et al. (2019) Organizational support on knowledge sharing: a moderated mediation model of job characteristics and organizational citizenship behaviour. *Journal of Knowledge Management*, 23(4): 687-704.
- Hair, F. J. et al. (1998) Multivariate data analysis, *New Jersey: Prentice Hall, 5.Edn*.
- Hair, J.F. et al. (2014) Multivariate Data Analysis, *Pearson New International Edition, 7th Edn*.
- Haslam, S.A. and Ellemers, N. (2005) Social identity in industrial and organizational psychology: Concepts, controversies, and contributions. *International Review of Industrial and Organizational Psychology*, 20: 39–118.
- Hattie, J. (2009) Visible learning: A synthesis of over 800 meta-analyses relating to Achievement, *New York: Routledge*.
- Hecht, M. A. and La France, M. (1998) License or obligation to smile: The effect of power and sex on amount and type of smiling. *Personality and Social*

- Psychology Bulletin*, 24: 1332-1342.
- Hektner, J. M., Schmidt, J. A. and Csikszentmihalyi, M. (2007) Experience sampling method: Measuring the quality of everyday life. *Thousand Oaks, CA: Sage*.
- Hobfoll, S.E. and Lerman, M. (1988) Personal relationships, personal attributes and stress resistance: Mothers' reactions to their child's illness. *American Journal of Community Psychology*, 16: 565-589.
- Hobfoll, S. E. (1989). Conservation of resources—A new attempt at conceptualizing Stress. *American Psychologist*, 44(3): 513–524.
- Hobfoll, S.E. (1998) Stress, culture, and community: The psychology and philosophy of stress. *New York: Plenum*.
- Hobfoll, S.E. (2001) The Influence of Culture, Community, and the Nested-Self in the Stress Process: Advancing Conservation of Resources Theory. *Applied Psychology: An International Review*, 50 (3): 337-421.
- Hobfoll, S.E. and Lilly, R.S. (1993) Resource conservation as a strategy for community psychology. *Journal of Community Psychology*, 21: 128-148.
- Hofstede, G. (1980) Culture's Consequences: International Differences in Work-related Values *Beverly Hills, CA: Sage*.
- Hofstede, G. (1991/1994) Cultures and Organizations: Software of the Mind. *London: Harper Collins Business*.
- Hofstede, G. (2001) Culture's Recent Consequences: Using Dimension Scores in Theory and Research. *International Journal of Cross-cultural Management*, 1(1):11-30.
- Hofstede, G. (2003) Culture's consequences: Comparing values, behaviors, institutions and organizations across nations. *Thousand Oaks, CA: Sage publication, 2nd Edn*.
- Hogg, M. A. (2000) Subjective uncertainty reduction through self-categorization: A motivational theory of social identity process. *European Review of Social Psychology*, 11: 223–255.
- Hogg, M. A. and Terry, D. J. (2000) Social identity and self-categorization processes in organizational contexts. *Academy of Management Review*, 25: 121–140.
- Homans, G.C. (1958) Social Behavior as Exchange. *American Journal of Sociology*, 63(6): 597-606.
- Homans, G. C. (1961) Social behaviour: Its elementary forms. *New York: Harcourt, Brace & World, Inc*.

- Hu, L. T. and Bentler, P. M. (1999) Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, 6(1): 1-55.
- Huang, X. And Van de Vliert, E. (2003) Where intrinsic job satisfaction fails to work: national moderators of intrinsic motivation. *Journal of Organizational Behaviour*, 24(2): 159-179.
- Ibarra, H. (1999) Provisional selves: Experimenting with image and identity in professional adaptation. *Administrative Science Quarterly*, 44(4): 764–791.
- Jackson, S.E. et al. (1987) Some Differences Make a Difference: Individual Dissimilarity and Group Heterogeneity as Correlates of Recruitment, Promotions, and Turnover. *Journal of Applied Psychology*, 76(5):675-689.
- Jacobhagen, N. (2006) Illegitimate Tasks, Illegitimate Stressors: Testing a new Stressor-Strain Concept. *Inaugural Dissertation (Published), Faculty of Human Sciences, University of Bern*.
- Jensen, D.R. and Ramirez, D.E. (2012) Variance Inflation in Regression. *Advances in Decision Sciences*, (2012) 2013: 1-15 ID:671204, <http://dx.doi.org/10.1155/2013/671204> Access date: 23.10.2019
- Jian, G. and Dalisay, F. (2015) Conversation at Work: The Effects of Leader-Member Conversational Quality. *Communication Research*, 44(2):177-197.
- Joanes, D.N. and Gill, C.A. (1998) Comparing measures of sample skewness and Kurtosis. *Journal of the Royal Statistical Society: Series D8, (The Statistician)* 47(1): 183-189.
- Johnson, J. V. and Hall, E. M. (1988) Job strain, work place social support, and cardiovascular disease: a cross-sectional study of a random sample of the Swedish working population *American Journal of Public Health*, 78(10): 1336-1342.
- Joo, Baek-Kyoo (2012) Leader-Member Exchange Quality and In-Role Job Performance: The Moderating Role of Learning Organizational Culture. *Journal of Leadership & Organizational Studies*, 19(1): 25-34.
- Kahn, R. L. Et al. (1964) Organizational stress: Studies in role conflict and ambiguity. *New York, NY: John Wiley*.
- Kannan, K.S. and Manoj, K. (2015) Outlier Detection in Multivariate Data. *Applied Mathematical Sciences*, 9(47): 2317 – 2324.
- Kaplan, B., and Maxwell, J. A. (1994) Qualitative Research Methods for Evaluating

- Computer Information Systems. In J. G. Anderson, C. E. Aydin, & S. J. Jay (Eds.), *Evaluation Health Care Information Systems: Methods and Application California Sage Publications*.
- Karaca, E. (2008) Eğitimde Kalite Arayışları ve Eğitim Fakültelerinin Yeniden Yapılandırılması. *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi* 21:61-77.
- Katz, D. and Kahn, R.L. (1978) The social psychology of organizations. *New York: Wiley*, 2nd Edn.
- Karasek Jr., R. A. (1979) Job demands, job decision latitude, and mental strain: Implications for job redesign. *Administrative science quarterly*, 24(2): 285-308.
- Karasek, R. and Theorell, T. (1992) Healthy Work: Stress, Productivity, and the Reconstruction Of Working, *Life Basic Books*.
- Keltner, D., Gruenfeld, D. H. and Anderson, C. (2003) Power, approach, and inhibition. *Psychological Review*, 110(2): 265–284.
- Kemmerly, E., Mossholder, J., and Bedian, A. (1987) Role stress, physical spontaneity and turnover intention. *Journal of Occupational Behavior*, 8: 11-23.
- Kennedy, J. J. and Bush, A. J. (1985) An introduction to the design and analysis of experiments in behavioral research. *Lanham, MD: University Press of America*.
- Kerlinger, F.N. and Pedhazur, E.J. (1973) Multiple regression in behavioral research *New York: Holt, Rinehart and Winston*.
- Kim, B., Lee, G. and Carlson, K. D. (2010) An examination of the nature of the relationship between leader member- exchange (LMX) and turnover intent at different organizational levels. *International Journal of Hospitality Management*, 29: 591-597.
- Kinicki, A. J. and Vecchio, R. P. (1994) Influences on the quality of supervisor-subordinate relations: The role of time-pressure, organizational commitment, and locus of control. *Journal of Organizational Behavior*, 15(1): 75–82.
- Kirkman, B. L. (2009) Individual power distance orientation and follower reactions to transformational leaders: Across-level, cross-cultural examination. *Academy of Management Journal*, 52: 744-764.

- Kline, R.B. (2016) Principles and Practice of Structural Equation Modeling. *The Guilford Press*.
- Kottwitz, M.U. et al. (2017) Thirst at Work Implies More Than Just Inadequate Facilities for Breaks. *Applied Psychophysiol Biofeedback*, 42: 223-234.
- Kottwitz, M. U. et al. (2013) Illegitimate tasks associated with higher cortisol levels among male employees when subjective health is relatively low: An intra-individual analysis. *Scandinavian Journal of Work Environment and Health*, 39 (3): 310-318.
- Lambert, E.G. et al. (2012) Is the job burning me out? An exploratory test of Job Characteristics Model on the emotional burnout of prison staff. *The Prison Journal*, 92(1): 3-23.
- Lazarus, R.S., and Folkman, S. (1984) Stress, appraisal and coping. *New York: Springer Publishing Company*.
- Leithwood, K. (2006) The 2005 Willower Family lecture: Leadership according to the evidence, *Leadership and Policy in Schools*, 5(3): 177-202.
- Lepine, J.A., Podsakoff, P.N., Lepine, M.A. (2005) A meta-analytic test of the Challenge stressor hindrance stressor framework: an explanation for Inconsistent relationships among stressors and performance. *Academy of Management Journal*, 48(5): 764-775.
- Leventhal, G.S., Karuza, J. and Fry, W.R. (1980) Beyond Fairness: A Theory of Allocation Preferences. *Justice and Social Interaction*, 3: 167-218.
- Liao, J. et al. (2015) Predicting transactive memory system in multidisciplinary teams: The interplay between team and professional identities. *Journal of Business Research*, 68(5): 965–977.
- Liden, R.C. and Maslyn, J.M. (1998) Multidimensionality of Leader Member Exchange: An empirical assessment through scale development. *Journal of Management*, 24(1): 43-72.
- Lincoln, Y.S. and Guba, E.G. (1985) *Naturalistic Inquiry* Beverly Hills, CA: Sage.
- Lipponen, J., Helkama, K., Olkkonen, M.E., Juslin, M. (2005) Predicting The Different Profiles of Organizational Identification: A Case of Shipyard Subcontractors, *Journal of Occupational and Organizational Psychology*, 78: 97-112 .
- Liu, Y., Lam, L.W., Long W.L. and Loi, R. (2014) Examining professionals' identification in the workplace: The roles of organizational prestige, work-

- unit prestige and professional status. *Asia Pac Journal of Management* 31:789-809.
- Lovullo, W. R. (1997) Stress and health: Biological and psychological interactions. Thousand Oaks, CA: Sage.
- Lukes, S. (1973) Individualism. *Canadian Journal of Philosophy*, 5(2): 285-293.
- Lyubomir, S. (2001) Why are some people happier than others? The role of cognitive motivational processes in well-being. *American Psychology*, 56(3): 239–249.
- Ma, J. and Peng, Y. (2019) The performance costs of illegitimate tasks: The role of job identity and flexible role orientation *Journal of Vocational Behavior* 110: 144-154.
- Madsen, I. et al. (2014) Unnecessary work tasks and mental health: A prospective analysis of Danish human service workers. *Scandinavian Journal of Work, Environment & Health*, 40(6): 631-638.
- Madzar, S. (2005) Subordinates' information inquiry in uncertain times: A cross-cultural consideration of leadership style effect *International Journal of Cross-Cultural Management*, 5: 255-274.
- Mael, F. A. and Ashforth, B. E. (1992) Alumni and their alma mater: A partial test of the reformulated model of organizational identification. *Journal of Organizational Behavior*, 13:103-123.
- Markus, H. R. and Kitayama, S. (1991) Culture and self: Implications for cognition, emotion and motivation. *Psychological Review*, 98: 224-253.
- Markus, H. R. and Kitayama, S. (1998) The cultural psychology of personality. *Journal of Cross-Cultural Psychology*, 29(1): 63–87.
- Marzuki, N. A. and Ishak, A. K. (2011) Towards healthy organisation in correctional setting: correctional officers' wellness, occupational stress and Personality. *International Journal of Social Sciences and Humanity Studies*, 3 (2):355-365.
- Matta, F. K. et al. (2014) Significant work events and counterproductive work behavior: The role of fairness, emotions and emotion regulation, *Journal of Organizational Behavior*, 35(7): 920–944.
- Mccardle, J.G. (2007) Organizational Justice and Workplace Deviance: The Role of Organizational Structure, Powerlessness, and Information Saliency *Doctoral Dissertation (Published), University of Florida.*

- McGrath, J. E. (1984) *Groups: Interaction and performance*. Englewood Cliffs, NJ: Prentice-Hall.
- McKenna, E. (2012) *Business Psychology and Organizational Behaviour Psychology Press 5th Edition*.
- Mehl, M. R. and Conner, T. S. (2012) *Handbook of research methods for studying daily life*. New York, NY: Guilford.
- Meier, L. L. et al. (2013) Relationship and task conflict at work: Interactive short-term effects on angry mood and somatic complaints. *Journal of Occupational Health Psychology*, 18(2):144–156.
- Meier, L. L., Semmer, N. K., Elfering, A., and Jacobshagen, N. (2008) The double meaning of control: Three-way interactions between internal resources, job control and stressors at work. *Journal of Occupational Health Psychology*, 13: 244–258.
- Meier, L.L. and Semmer, N.K. (2018) Illegitimate tasks as assessed by incumbents and supervisors: converging only modestly but predicting strain as assessed by incumbents, supervisors, and partners, *European Journal of Work and Organizational Psychology*, 27(6): 764-776.
- Mertens, D. M. (2014) *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods* New York: Sage Publications.
- Meyer, J. P., Becker, T. E., and Dick, R. V. (2006) Social identities and commitments at work: Toward an integrative model. *Journal of Organizational Behaviour*, 27(5): 665-683.
- Minei, E. M., Eatough, E. M. and Cohen-Charash, Y. (2018) Managing illegitimate task requests through explanation and acknowledgment: A discursive leadership approach. *Management Communication Quarterly*, 32(3): 374-397.
- Mitchell, R. and Boyle, B. (2015) Professional diversity, identity salience and team innovation: The moderating role of openmindedness norm. *Journal of Organizational Behavior*, 36(6): 873-894.
- Moss, C. L. (2015) *Role Conflict and Role Ambiguity as Predictors of Burnout in Special and General Education Coteachers* Doctoral thesis(Published) Walden University.
- Mugayar-Baldocchi, Marino et al. (2019). "I won't do this again!" An Intersectional

Perspective on Illegitimate Tasks on MTurk *Society for Industrial and Organizational Psychology*, 2019 <https://www.researchgate.net/publication/334327687> Access date: 06.01.2020.

Munir, H., Jamil, A., ve Ehsan, A. (2017) Illegitimate tasks and their impact on work stress: The mediating role of anger. *International Journal of Business and Society*, 18(3): 545-566.

Muntz, J., Dormann, C., Kronenwett, M. (2019) Supervisors' relational transparency moderates effects among employees' illegitimate tasks and job dissatisfaction: a four-wave panel study. *European Journal of Work and Organizational Psychology*, 28(4): 485-497.

Murray, L. et al. (2012) Variance inflation factors in regression models with dummy variables. *Conference on Applied Statistics in Agriculture 2012 - 24th Annual Conference Proceedings, Kansas State University Library, New Prairie Press*.

Myers, M. D. (1997) Qualitative Research in Information Systems. *Management Information Systems Quarterly*, 21(2):241-242.

Milli Eğitim Bakanlığı İstatistikler(online) *Site Name: Resmi İstatistikler MEB Strateji Geliştirme* (Access date: 06.09.2019).

Netemeyer, R.G., Burton, S. and Lichtenstein, D.R. (1995) Trait aspects of vanity: Measurement and relevance to consumer Behavior, *Journal of Consumer Research*, 21: 612-626.

Ohly, S. and Fritz, C. (2010). Work characteristics, challenge appraisal, creativity and proactive behavior: A multi-level study. *Journal of Organizational Behavior*, 31: 543–565.

Omansky, R., Eatough, E. M. and Fila, M. J. (2016) Illegitimate tasks as an impediment to job satisfaction and intrinsic motivation: Moderated mediation effects of gender and effort-reward imbalance. *Frontiers in Psychology*, 7(12): 1-12 (1818).

Örtqvist, D., and Wincent, J. (2006) Prominent consequences of role stress: A metaanalytic review, *International Journal of Stress Management*, 13(4): 399-422.

Özdemir, M. et al. (2015) Öğretmenlerin Eğitimsel Çevresel ve Sosyal Sorunları (Şırnak ili örneği) Educational and Social Problems- Encountered

- By Teachers (The Case of Şırnak). *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 26(2015): 163-181.
- Patton, M.Q. (2002) *Qualitative research and evaluation methods*, Sage Publications; Thousand Oaks, CA: 2002, 3rd Edn.
- Pereira, D., Semmer, N. K., and Elfering, A. (2014) Illegitimate tasks and sleep quality: An ambulatory study. *Stress & Health*, 30(3): 209-221.
- Pindek, S. et al. (2019) Illegitimate tasks are not created equal: Examining the effects of attributions on unreasonable and unnecessary tasks, *Work & Stress*, 33 (3): 231-246.
- Podsakoff, N.P., Lepine, J.A., Lepine, M.A. (2007) Differential Challenge Stressor–Hindrancer Stressor Relationships with Job Attitudes, Turnover Intentions, Turnover and Withdrawal Behavior: A Meta-Analysis *Journal of Applied Psychology*, 92(2): 438–454.
- Pratt, M. B. (1998). To be or not to be: Central questions in organizational identification. In D. A. Whetten, & P. C. Godfrey (Eds.), *Identity in organizations* (3:171-208). Thousand Oaks, CA: SAGE.
- Pratt, M. G., Rockmann, K. W. and Kaufmann, J. B.(2006) Constructing professional identity: the role of work and identity learning cycles in the customization of identity among medical residents. *Academy of Management Journal*,49(2): 235–262.
- Rahman, M. H. (2012) Henry Fayol and Frederic Winslow Taylor’s Contribution to Management Thought: An Overview. *ABC Journal of Advanced Research* 1(2): (2012).
- Reilly, P. (2001) *Flexibility at work: Balancing the interest employer and employee*. Gower Publishing Limited Gower House England.
- Rigdon, E. E. (1996) CFI versus RMSEA: A comparison of two fit indexes for structural equation modeling. *Structural Equation Modeling. A Multidisciplinary Journal*, 3(4): 369-379.
- Rizzo, J. R., House, R. J. and Lirtzman, S. I. (1970) Role conflict and ambiguity in complex organizations. *Administrative Science Quarterly*, 15: 150–163
- Ryan, M. R. and Deci, E. L. (2001) On happiness and human potentials: A review of research on hedonic and eudaimonic wellbeing. *Annual Review of Psychology*, 52: 41–66.
- Ryff, C. D. (1989) Beyond Ponce de Leon and life satisfaction: New directions in

- quest of successful ageing. *International Journal of Behavioral Development*, 12(1): 35–55.
- Salanova, M., Peiro, J. M. and Schaufeli, W. B. (2002) Self-efficacy specificity and burnout among information technology workers: An extension of the job demand–control model. *European Journal on Work and Organizational Psychology*, 11: 1–25.
- Sandelowski, M. (1986) The Problem Of Rigor in Qualitative Research. *Advances in Nursing Science*, 8(3): 27-37.
- Schmitt, A., Ohly, S. and Kleespies, N. (2015) Time Pressure Promotes Work Engagement: Test of Illegitimate Tasks as Boundary Condition. *Journal of Personnel Psychology*, 14(1):28–36.
- Schulte-Braucks, J. et al. (2018) Get Even and Feel Good? Moderating Effects of Justice Sensitivity and Counterproductive Work Behavior on the Relationship Between Illegitimate Tasks and Self-Esteem. *Journal of Occupational Psychology*, April 23, 2018 Advance online publication <http://dx.doi.org/10.1037/ocp0000112>. Access date: 05.06.2019.
- Schumacker, E. R. and Lomax, G. R. (2004) A beginner's guide to structural equation modeling. *New Jersey: Lawrence Erlbaum Associates Inc.* 2nd Edn.
- Schwab, D. (1980) Construct Validity in Organizational Behavior. *Research in Organizational Behavior*, 8(11): 3-43.
- Schwartz, S. H. (1999) A theory of cultural values and some implications for work. *Applied Psychology: An International Review*, 48: 23-47.
- Semmer, N. K. et al. (2010) Illegitimate tasks and counterproductive work behavior *Applied Psychology, An International Review*, 59 (1): 70–96.
- Semmer, N. E. (2015) Illegitimate tasks as a source of work stress. *Work and Stress*, 29(1): 32-56
- Semmer, N. (2007) Occupational stress research: The "stress as offense to self" perspective. In J. Houdmont & S. McIntyre (Eds.), *Occupational Health Psychology: European Perspectives on Research, Education and Practice* (2: 43–60). Castelo da Maia: ISMAI.
- Semmer, N. and Schallberger, U. (1996) Selection, socialization, and mutual adaptation: Resolving discrepancies between people and their work. *Applied Psychology: An International Review*, 45: 263–288.

- Shao, R. et al. (2013) Employee justice a cross-cultures: A meta-analytic review. *Journal of Management*, 39: 263-301.
- Shevchuk, A. et al. (2018) Work value orientations and worker well-being in the new economy: Implications of the job demands resources model among internet freelancers. *International Journal of Sociology and Social Policy*, 38(9/10): 736-753.
- Shaw, K. N. et al. (1981) Goal setting and task performance: 1969- 1980. *Psychological Bulletin*, 90(1): 125–152.
- Shevlin, M. and Miles, J. N. (1998) Effects of sample size, model specification and factor loadings on the GFI in confirmatory factor analysis *Personality and Individual Differences*, 25 (1): 85-90.
- Siegrist J. (1996) Adverse health effects of high-effort/low-reward conditions. *Journal of Occupational Health Psychology* 1: 27–41.
- Siegrist, J. (2002) Effort–reward imbalance at work and health. *Journal of Occupational Stress and Well Being*, 2: 261–291
- Sluss, D. M. and Ashforth, B. E. (2007) Relational identity and identification: Defining ourselves through work relationships. *Academy of Management Review*, 32: 9–32.
- Smidts, A., Pruyn, A. T. H., and van Riel, C. B. M. (2001) The impact of employee communication and perceived external prestige on organizational identification. *Academy of Management Journal*, 44: 1051–1062.
- Sonnentag, S. and Lischetzke, T.(2018) Illegitimate Tasks Reach Into Afterwork Hours: A Multilevel Study. *Journal of Occupational Health Psychology*, 23(2): 248–261.
- Sonentag, S., Unger, D. and Nagel, I.J. (2013) Workplace Conflict and Employee Wellbeing. *International Journal of Conflict Management*, 24(2): 166-183.
- Spector, P.E. (1997) Job Satisfaction: Application, Assessment, Causes and Consequences *Thousand Oaks, CA: Sage publications* Vol.3.
- Spector, P. E. (2011) The relationship of personality to counterproductive work behavior (CWB): An integration of perspectives. *Human Resource Management Review*, 21: 342–352.
- Steiner, I.D. (1966)Models for inferring relationships between group size and potential group productivity. *Behavioral Science*, 11: 273-283.
- Steiner, I. D. (1972) Group process and productivity *New York: Academy Press* 3rd

Edn.

- Stewart, G. L. and Barrick, M. R. (2000) Team Structure and Performance: Assessing the Mediating Role of Intrateam Process and the Moderating Role of Task Type, *The Academy of Management Journal*, 43(2): 135-148.
- Stocker, D. et al. (2010). Appreciation at work in the Swiss armed forces. *Swiss Journal of Psychology*, 69(2): 117–124. doi:10.1024/1421-0185/a000013.
- Stryker, S. and Macke, A.S. (1978) Status Inconsistency and Role Conflict. *Annual Review of Sociology*, 4: 57-90.
- Stryker, S. and Burke, P.J. (2000) The Past, Present and Future of an Identity Theory. *Social Psychology Quarterly*, 63(4): 284-297.
- Tabachnick, B.G., and Fidel, L.S. (1996) Using multivariate Statistics. *New York: Harper Collins, 3rd Edn.*
- Tabachnick, G. B., and Fidell, S. L. (2013) Using multivariate statistics (6th edn), *Boston, MA: Pearson.*
- Tajfel, H. and Turner, H. (1979) An integrative theory of intergroup conflict. In W. G Austin & S. Worchel (Eds) *The social psychology of intergroup relations* 7–24 CA: Brooks/Cole.
- Tajfel, H. and Turner, H. (1986) The Social Identity Theory of Intergroup Behavior. In S. Worchel & W. G. Austin (Eds.), *The psychology of intergroup Relations, (7-24) Psychology Press.*
- <https://psycnet.apa.org/doi/10.4324/9780203505984-16>
- Tak, B. and Çiftçioğlu, A. (2009) Algılanan Örgütsel Prestij İle Örgütsel Bağlılık ve Örgütsel Özdeşleşme Arasındaki İlişkilerin İncelenmesine Yönelik Bir Araştırma. *Akdeniz İ.İ.B.F. Dergisi*, 18: 100-116.
- Taras, V., Steel, P. and Kirkman, B.L. (2016) Does Country Equate with Culture? Beyond Geography in the Search for Cultural Boundaries. *Management International Review*, 56: 455-587.
- Timm, H. N. (2002) Applied multivariate analysis. *New York: Springer Inc.*
- Theorell, T. and Karaesk, R.A. (1996) Current issues relating to psychological job strain and cardiovascular disease research. *Journal of Occupational Health Psychology*, 1: 9-26.
- Thi, T., Nguyen, T. and Chang, M. (2018) Triple-down model of capability, job characteristics and burnout. *Chinese Management Studies* 12(3): 506-523.

- Thoits, P. A. (1991) On merging identity theory and stress research. *Social Psychology Quarterly*, 54(2): 101-112. Doi: 10.2307/2786929.
- Thun, S., Halsteinli, V. and Løvseth, L. (2018) A study of unreasonable illegitimate tasks, administrative tasks, and sickness presenteeism amongst Norwegian physicians: an everyday struggle? *BMC Health Services Research*, 18: 407-417.
- Tokmak, İ., Satub,S. and Turgut,H., (2013) Algılanan Kurumsal İtibarın Çalışanların İş Performansına ve İşten Ayrılma Niyetine Etkisi. *Sosyal Bilimler Meslek Yüksek Okulu*, <http://hdl.handle.net/11727/1912>. Access date: 15.08.2018.
- Tordera, N., Gonzalez-Roma, V. and Peiro, J. M. (2008) The moderator effect of psychological climate on the relationship between leader-member exchange quality (LMX) and role overload. *European Journal of Work and Organizational Psychology*, 17(1): 55-72.
- Tracy, J.L. and Robins, R.W (2004) Putting the self into self-conscious emotions: A theoretical model. *Psychological inquiry*, 15: 103-125.
- Triandis, H. C. (1990) Cross-cultural studies of individualism and collectivism. (In *J Berman (Edn), Nebraska Symposium on Motivation, (1989) (41 – 133) Lincoln: University of Nebraska Press*).
- Triandis, H. C. (1995) Individualism and collectivism Boulder, CO: *Westview Press*.
- Triandis, H.C., Bhawuk, D., Gelfand, M. (1995) Horizontal and vertical dimensions of individualism and collectivism: A theoretical and measurement refinement. *Cross-Cultural Research January*, 29(3): 241-275.
- Triandis, H.C. and Gelfand, M.J. (1998) Converging measurement of horizontal and vertical individualism and collectivism. *Journal of Personality and Social Psychology*, 74 (1): 118-128.
- Tylor, E. B. (1871) Primitive Culture: Research into the development of mythology, philosophy, religion, art and custom. *Book Vol.2*.
- Udy, Jr. S. H. (1959). Bureaucracy and Rationality in Weber's Organization Theory: An Empirical Study. *American*, 24(6): 791-795.
- Uygun, S. (2012) Basında Öğretmen Sorunları. *Milli Eğitim Yayınları*, 194: 72-91 Bahar/2012.
- Üstüner, M. (2004) Geçmişten Günümüze Öğretmen Yetiştirme ve Günümüz Sorunları. *Inönü Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*,

- Bahar(2004) 7:1-12.
- van Schie, S., Güntert, S. T. and Wehner, T. (2014) How dare to demand this from volunteers! The impact of illegitimate tasks. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, 25(4): 851–868.
- Vella-Brodrick, D. A. (2009) “The ‘What’, ‘Why’ and ‘How’ of Employee Well-Being: A New Model” *Social Indicators Research*, 90(3): 441-458.
- Vough, H. (2012) Not all identifications are created equal: exploring employee accounts for workgroup, organizational, and professional Identification. *Organization Science*, 23(3): 778–800.
- Vroom, V. H. (1964) *Work and motivation*. New York, NY: Wiley & Sons.
- Wadsworth, L.L. and Owens, B.P., (2007) The effects of social support on work-family enhancement and work-family conflict in the public sector. *Public Administrations Review*, 67 (1): 75–87.
- Wallace, J.C. et al. (2009) Work stressors, role-based performance, and the moderating influence of organizational support. *Journal of Applied Psychology*, 94(1): 254–262.
- Walsh, K. and Gordon, J. R. (2008) Creating an individual work identity. *Human Resource Management Review*, 18: 46-61.
- Wanous, J.P., Reichers, A.E., Hudy, M.J., (1997) Overall job satisfaction: how good are single-item measures? *Journal of Applied Psychology*, 82: 247-25.
- Warr, P. (2007) *Work, happiness, and Unhappiness Cognitive Behavioral Therapy Book Reviews*, (2009) 5(5) Mahwah: New Jersey: Lawrence Erlbaum Associates, Inc.
- Wasti, A. and Erdil, S. (2007) Bireycilik ve toplulukçuluk değerlerinin ölçülmesi: SCS ve INDCOL ölçeklerinin Türkçe geçerlemesi. *Yönetim Araştırmaları Dergisi*, 7(1–2): 39–66.
- Weaver, C. (2006) Occupational Prestige as a Factor in the net Relationship Between Occupation and Job Satisfaction. *Personnel Psychology*, 30: 607-612.
- Wheaton, B., Muthen, B., Alwin, D. F. and Summers, G. F. (1977) Assessing reliability and stability in panel models *Sociological Methodology*, 8: 84-136.
- Xu, L. (2019) Teacher–researcher role conflict and burnout among Chinese university teachers: a job demand-resources model perspective. *Studies in Higher Education*, 44(6): 903-919, DOI: 10.1080/03075079.2017.1399261.

- Zareen, M., Razzaq, K. and Mujtaba, B.G. (2013) Job Design and Employee Performance: the Moderating Role of Employee Psychological Perception. *European Journal of Business and Management*, 5(5): 46-55.
- Zheng, X. et al. (2015) Employee well-being in organizations: Theoretical model, scale development, and cross-cultural validation *Journal of Organizational Behavior* 36: 621–644 (2015).
- Zhou, Z. E., Eatough, E.M. and Wald, D. R. (2018) Feeling insulted? Examining end-of-work anger as a mediator in the relationship between daily illegitimate tasks and next-day CWB. *Journal of Organizational Behaviour*, 39: 911–921.



APPENDICES

APPENDIX A: INTERVIEW FORM

1. Your gender?
2. Your age?
3. How many years are your total terms of teaching?
4. How many years are your terms in the school you work for?
5. What is the education level of the school you are currently teaching?
6. Your branch?
7. What is the type of the school you are working with?
8. How many hours are you working weekly at average?
9. How would you define your professional role as a teacher?
10. What tasks do you think are included in your definition of professional role?
11. What tasks do you think should not be in your professional role?
12. How do you view the teaching profession? Do you think its limits broad or vague profession or is it a narrow and certain? What are the reasons of your point of views in this basis?
13. How do you define the relationship between your colleagues and other teachers in the same school? In general, how do you interpret it as good or bad?
14. How do you define the relationship between you and the school administrators? In general, how do you interpret it as good or bad?
15. To what extent do you see teaching as an ideal profession for yourself?
16. What does your teacher identity mean to you in life?
17. To what extent do you think you are open to new and unexpected situations?
18. So far, in your professional life, from your fellow teachers or administrators, have you experienced situations where you feel that you have been treated or evaluated as injustice or mistreated in a way that you do not deserve? Can you give an example from your life about these?
19. Are there any unnecessary tasks assigned to you so far? If so, how often do you live? Can you give an example?
20. Are there any unreasonable tasks you have been given so far? If so, how often do you live? Can you give an example?
21. If you give a score to these unnecessary and unreasonable tasks between 1 and 5; If we ever score 1 very rare, 2 infrequently, 3 sometimes, 4 often, 5 often all the time, which score would you give?

22. Do you experience role conflict or role ambiguity as a teacher when there are tasks that should not be asked or required?

23. Do these types of tasks and situations reflect on your relationships in your work environment? How and to what extent?

24. Do you feel any harm to your teaching profession or your teacher identity when you are assigned tasks out of such professional norms and definitions?

25. In the light of your experience and observations, are these out of norm tasks, as we have already described above, more generally given to everyone or a personal situation? So, do you feel the perception of privileged treatment?

26. Do you think such out of norm tasks can be prevented? What suggestions can you have about it if you have?



APPENDIX B: QUESTIONNAIRE FORM

General Information

1. Age:	
2. Gender:	<input type="checkbox"/> Female <input type="checkbox"/> Male
3. Marital Status:	<input type="checkbox"/> Married <input type="checkbox"/> Single
3. Education Level:	<input type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> PhD
4. Total Tenure at teaching profession:	
5. Tenure at current school:	
6. Education Level of School that you are working:	<input type="checkbox"/> Preschool <input type="checkbox"/> Primary <input type="checkbox"/> Middle <input type="checkbox"/> High school
7. Branch:	
8. Weekly average lecture hours:	
9. Type of the school that you are working:	<input type="checkbox"/> Public School <input type="checkbox"/> Private school
10. If high school, type of high school:	<input type="checkbox"/> Anatolian <input type="checkbox"/> Vocational <input type="checkbox"/> Technical <input type="checkbox"/> Science <input type="checkbox"/> ReligiousVoc.
11. Any directory position at current school?	<input type="checkbox"/> Yes <input type="checkbox"/> No

PART 1: Please, indicate to what extent you agree with each of the following statements about your professional role as a teacher.

	Strongly Disagree	Disagree	Neither agree nor	Agree	Strongly Agree
1. I know what my responsibilities are.	1	2	3	4	5
2. I feel secure about how much authority I have.	1	2	3	4	5
3. I know exactly what is expected of me.	1	2	3	4	5
4. Explanation is clear of what has to be done.	1	2	3	4	5
5. I have clear, planned goals and objectives for my job.	1	2	3	4	5
6. I know that I have divided my time properly.	1	2	3	4	5
1. I work with two or more groups who operate quite differently	1	2	3	4	5
2. I do things that are apt to be accepted by one person and not accepted by others.	1	2	3	4	5
3. I receive an assignment without adequate resources and materials to execute it.	1	2	3	4	5
4. I receive an assignment without the manpower to complete it	1	2	3	4	5
5. I have to do things that should be done differently.	1	2	3	4	5
6. I work on unnecessary things.	1	2	3	4	5
7. I receive incompatible requests from two or more people.	1	2	3	4	5
8. I have to buck a rule or policy in order to carry out an assignment.	1	2	3	4	5

**PART 2: Do you think about some of the tasks assigned to you at the school where you work currently?
Please evaluate each statement between 1 and 5.**

Related to the tasks given some tasks to me;	Never	Rarely	Sometimes	Often	Usually
1. Do you have work tasks to take care of, which keep you wondering if they have to be done at all?	1	2	3	4	5
2. Do you have work tasks to take care of, which keep you wondering if they make sense at all?	1	2	3	4	5
3. Do you have work tasks to take care of, which keep you wondering if they wouldn't exist(or could be done with less effort), if were organized differently?	1	2	3	4	5
4. Do you have work tasks to take care of , which keep you wondering if they wouldn't exist (or could be done with less effort), if some other people made less mistakes?	1	2	3	4	5
5. Do you have work tasks to take care of, which you believe should be done by someone else?	1	2	3	4	5
6. Do you have work tasks to take care of, which you believe are going too far, which shouldn't be expected from you?	1	2	3	4	5
7. Do you have work tasks to take care of, which you believe put you into an awkward position?	1	2	3	4	5
8. Do you have work tasks to take care of, which you believe are unfair that you have to deal with them?	1	2	3	4	5

PART 3: Please, indicate how much you agree with each of the following statements, taking into account your personal values and attitudes.

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1. It is important to me that I respect the decisions made by my groups.	1	2	3	4	5
2. Family members should stick together, no matter what sacrifices are required.	1	2	3	4	5
3. Parents and children must stay together as much as possible.	1	2	3	4	5
4. It is my duty to take care of my family, even when I have to sacrifice what I want.	1	2	3	4	5
5. I respect the wishes of the majority in my immediate surroundings.	1	2	3	4	5
6. If my parents don't approve of something I like very much, I give up.	1	2	3	4	5
7. Children should be taught to place duty before pleasure.	1	2	3	4	5
8. I don't like to disagree with my close circle.	1	2	3	4	5
9. Even though I hate the things, if my family will be pleasures, I do.	1	2	3	4	5

PART 4: Please consider your closest manager / supervisor (e.g. school principal or assistant principal) and indicate your degree of participation in each of the following statements

	Strongly Disagree	Disagree	Neither agree, nor disagree	Agree	Strongly Agree
1. I love my supervisor as a human.	1	2	3	4	5
2. My supervisor is a person that people want to be friends with.	1	2	3	4	5
3. It is very enjoyable to work with my supervisor.	1	2	3	4	5
4. My supervisor defends the decisions I make against a top manager even if he/she doesn't have full knowledge of the subject.	1	2	3	4	5
5. My supervisor defends me when others come upon me.	1	2	3	4	5
6. If I make a mistake by mistake, my supervisor will defend me against others.	1	2	3	4	5
7. I do more for my manager than the tasks described in my job description.	1	2	3	4	5
8. I am willing to do more than usual to achieve the goals my supervisor has set for work.	1	2	3	4	5
9. I do not hesitate to work hard for my supervisor when necessary.	1	2	3	4	5
10. I am impressed by my supervisor's knowledge of the job.	1	2	3	4	5
11. I respect my supervisor's knowledge and skills in work.	1	2	3	4	5
12. I appreciate my supervisor's professional skills.	1	2	3	4	5

PART 5: At your school, how often do you perform the tasks listed below or are asked to fulfill these tasks? Please evaluate each task between 1 and 5.

	Never	Rarely	Sometimes	Often	Usually
1. Seminars or trainings away from my work / field.	1	2	3	4	5
2. Bureaucratic procedures or stationery Works.	1	2	3	4	5
3. Unnecessary or exaggerated ceremonies	1	2	3	4	5
4. Distant meetings and commission tasks in my work / field	1	2	3	4	5
5. More detailed information, documentation and reporting tasks	1	2	3	4	5
6. To provide materials and equipment to the school	1	2	3	4	5
7. Repair, whitewash-paint, cleaning, security etc. works	1	2	3	4	5

8. Receiving the registrations/ applications for different exams (e.g. ÖYSM exams)	1	2	3	4	5
9. Psychological counseling to students, health checks, home visits and so on	1	2	3	4	5
10. To make the plans such as transport route, financial budget and so on.	1	2	3	4	5
11. To organize events such as Kermes, shows, excursions and so on.	1	2	3	4	5
12. Administrative work outside the profession (statistics, address registration, etc.)	1	2	3	4	5
13. Other (Please specify: _____)	1	2	3	4	5

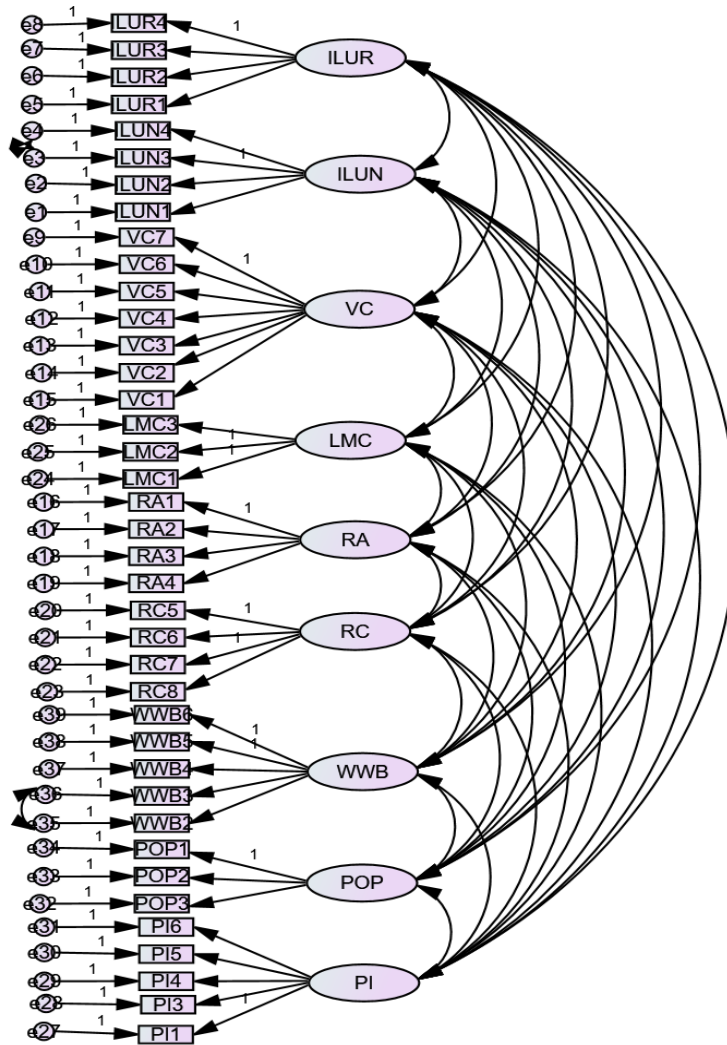
PART 6: Please indicate to what extent you agree with each of the following statements regarding the teaching profession.

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1. Teaching profession is highly respected in the society where I live	1	2	3	4	5
2. Teaching in the society I live in gives prestige to those who do this profession.	1	2	3	4	5
3. Teaching is seen as one of the best professions in the society in which I live.	1	2	3	4	5
4. People from other professions look down on the teaching profession.	1	2	3	4	5
5. Employees in other professions would like to become teachers if possible.	1	2	3	4	5
6. Being a teacher in my society is not very reputable.	1	2	3	4	5
7. For a person planning a good career, the teaching profession is not very attractive.	1	2	3	4	5
8. Teaching profession is not as preferred as other professions.	1	2	3	4	5
9. When someone criticizes the teaching profession, I perceive it as a personal insult.	1	2	3	4	5
10. I care very much about what others think about the teaching profession.	1	2	3	4	5
11. When I talk about people who are teaching profession, I usually say “we” instead of “them”.	1	2	3	4	5
12. The success of the teaching profession is my success.	1	2	3	4	5
13. When someone praises the teaching profession, I feel complimented to me.	1	2	3	4	5
14. When there is a criticism of my profession in the media, it embarrasses me.	1	2	3	4	5

PART 7: Please indicate to what extent you agree with each of the following statements about your work.

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1. I am satisfied with my work responsibilities.	1	2	3	4	5
2. In general, I feel fairly satisfied with my present job.	1	2	3	4	5
3. I find real enjoyment in my work.	1	2	3	4	5
4. I can always find ways to enrich my work.	1	2	3	4	5
5. Work is a meaningful experience for me.	1	2	3	4	5
6. I feel basically satisfied with my work achievements in my current job.	1	2	3	4	5

APPENDIXC: CFA DIAGRAM FOR FULL MODEL



APPENDIX D: MODEL FIT CRITERIA

Model Fit Indices	Recommended Criteria (N>250)
CMIN (χ^2) / Df	<5
GFI	>0.90
TLI	>0.80
CFI	> 0.90
RMSEA	Values < 0.07 with CFI of .90 or higher
SRMR	0.08 or less (with CFI above .92)

Source: Hair et al., 2014

CV

First Name: Server Sevil

Surname: Akyürek

Email: s.sevilakyurek@hotmail.com

GRADUATED SCHOOLS

High school: İstanbul Girls High school 1986

Undergraduate Degree: Middle East Technical University, Faculty of Sciences & Arts
Chemistry 1992 Ankara

Master Degree: İzmir University, Social Sciences Institute, Business
Administration Department

PhD Degree: Yaşar University, Social Sciences Institute, Business Administration
Department- Management and Organization Field

Foreign Language: English (advanced level) YÖK-DİL English Grade: 98/100

PROFILE

I graduated from PhD education in Business Administration at Yaşar University Social Sciences Institute in 20.01.2020. I have also work experiences in various sectors so far. In addition to this, I taught English in various secondary and high schools in Turkey. I am a highly motivated person with strong interpersonal skills that always overcome difficulties through peaceful means. What motivates me the most is to create and support an organizational environment where ethics and virtues are developed and applied in interpersonal relationships in daily life, and all performance, goodness and efficiency and effectiveness in the organization can be improved? Therefore, my first aim is to be one of the manpower in managerial status.

ACADEMIC CERTIFICATES

• 2015- so far: PhD in Business Administration (English), Yaşar University, Izmir, Turkey

Specific Areas: Organizational Theories and Thoughts, Organizational Behavior, Research Methods in Advanced Businesses, International Service Marketing, International Business, International, Strategic Marketing, Scientific Thinking and Research, Selected Topics in Organizational Methods, Current Issues in Organizational and Management, Strategic Management in Organizations, Seminar .

- 2011-2014 Master of Business Administration at Izmir University, Turkey
Specific Areas: Tax Planning and Management, Commercial Law, Management and Organizations, Organizational Behavior, Accounting for Managers, Management Economics, Business Strategies, Strategic Marketing Management, Financial Management, Labor and Security Law. (During my master study, I had to freeze two consecutive semesters because of my overseas job.)
- 1986-1992 Chemistry Undergraduate: Middle East Technical University (Department of Chemistry, Faculty of Arts and Sciences), Ankara, Turkey is a five-year preparatory and license-based education programs.
- 1994-1996 Gazi University Educational Sciences (Pedagogical Formation) Teaching Certificate

VOCATIONAL EDUCATION CERTIFICATES

- Computer Operator (e.g. Excel, Word, PowerPoint) Certificate (2006)
- Mental Arithmetic Educator Training Certificate (2012)
- Speed Reading Trainer Training Certificate (2012)
- Memory Techniques Development Trainer Training Certificate (2012)
- Handwriting Development Trainer Training Certificate (2012)
- Margate School (Kent- England) English - Advanced English Certificate 2015

PROFESSIONAL EXPERIENCES

1. TEACHING EXPERIENCES

- Tokat - Zile Anatolian High School (English Teacher) 1994-1996
- İzmir - 12 Eylül Secondary School (English Teacher) 1997-1998
- İzmir - Hasan İçen Secondary School (English Teacher) 2009
- Diyarbakır - Çermik Anatolian High School (English Teacher) 2010-2012
- İzmir – Urla - Soroban Mental Arithmetic Education Center (Mental Arithmetic Teacher) 2012-2014
- İzmir - Mehmet Seyfi Eraltay Anatolian High School (English Teacher) 2014-2015

2. EXECUTIVE EXPERIENCES

1. Ankara - Sincan Municipality (Technical Staff-Chemist) 1992-1994
2. Ankara - Aytemizler Textile Factory (Chemist) 1994-1996
3. İzmir - Deniz Import Export Co. Ltd. (Founder and Chief Executive) 1998-2004
4. İzmir - Gülenyüz Nursery School (Founder and Chief Director) 2004-2008

5. İzmir - Soroban Mental Arithmetic Center (Founder and Chief Director) 2012-2015

RESEARCH AREAS AND PROJECTS

- I am currently conducting a scientific research on illegitimate tasks, role traits and identity threat and consequences” and differences in micro-processes related to the illegitimate tasks and its impact on organizational outcomes based on the vertical collectivist dimension”
- In addition to this, five different academic papers (four papers in Turkey and one in Pakistan) were accepted and I presented them at YÖNORG in 2017 and 2109 congress and at GLOBE Conference in Istanbul, 2019. I also presented another academic paper at the ICMR’s 18 Congress in Pakistan.
- TITLE OF THE ACADEMIC PAPER AT YÖNORG 2017: Illegitimate Tasks, Role Characteristics and Identity Threat: A Conceptual Model Proposal
- TITLE OF THE ACADEMIC PAPER AT YÖNORG 2019: Illegitimate Tasks: Teachers in Turkey as a Qualitative Research
- TITLE OF THE ACADEMIC PAPER AT GLOBE CONFERENCE (2019): Mediating role of job satisfaction between (Autocratic and Democratic) Leadership styles and its possible outcomes: An examination from hospitality sector of Pakistan
- TITLE OF THE ACADEMIC PAPER AT GLOBE CONFERENCE (2019): Cultural Tightness-Looseness: An examination from the context of Pakistani Universities
- TITLE OF THE ACADEMIC PAPER AT ICMR’18 (PAKISTAN): Cultural Tightness-Looseness: A Quantitative Research in the Context of Pakistani Universities (30.11.2018)
- TITLE OF THE ARTICLE PUBLISHED (International Journal of Multidisciplinary Thought - VIENNA): *Systematic Literature Review of Meditation in the Workplace* (Systematic literature review and analysis of 120 articles published thus far have contributed to the literature)
- I am also interested in Child Labor and Cultural Diversity as organizational topics. After completing my current research, I intend to start to a new research on these subjects.