

## Investigating Organizational Citizenship Behaviors in Terms of Some Variables\*

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**ABSTRACT:** The aim of this study is to detect the perceptions of public primary school teachers regarding organizational citizenship behaviors in terms of some variables (gender, marital status and professional seniority). The research sample consists of randomly selected 346 teachers from 40 schools in the central district of Mardin, Turkey in the academic year of 2015-2016. "Organizational Citizenship Scale" translated from English by Polat (2007) was used in this study. Some of the important findings are; the item with the highest level related to the perceptions of public primary school teachers about organizational citizenship behaviors: "I care about protecting my colleagues' rights (M=4.35, I completely agree), the item with the lowest level "I always tell people around me that I want to quit teaching (M=1.75, I strongly disagree)". No significant difference was detected in the dimensions of the organizational citizenship behaviors with respect to the teachers' gender. However, significant difference was detected just in the dimension of gentility related to the variable of marital status. Furthermore, significant difference was detected in gentility and conscientiousness regarding the seniority.

**Keywords:** Organizational citizenship, primary school, conscientiousness, gentility, civic virtue.

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### I. INTRODUCTION

Organizational citizenship behaviors (OCBs) are extra-role behaviors that go beyond the described definitions of work and duties that exceed defined role necessities and expectations and that employees perform voluntarily to be helpful. Organizational citizenship behaviors that were first used by Barnard in 1930s were defined as informal role-behaviors. Organizational citizenship behaviors are described as employees' extra role behaviors that they perform in order to contribute to organizations. Organizational behaviors were used by Dennis Organ in 1983 (Tutar, 2014: 330). According to Organ and Ryan (1995), organizational citizenship behavior is the result of an individual's voluntary help to the organization and a particular person depending on the individual's social status and personality. Generally, organizational citizenship behavior includes positive helping behaviors to organization, group or an individual (Brief & Motowidlo, 1986). According to Hafiz, Umair and Anam (2012), an organization should be capable of shifting its member attitudes and behaviors which act for organizational development from egoistic behaviors. Hence, for increasing the overall effectiveness of the organizations and institutions, organizational citizenship behavior is one of the factors (Ugochukwu, 2016).

Organ describes OCB as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization" (Bolino, 1999). Organ suggests that it has been presented in the organizational literature as discretionary behaviours that go beyond those formally prescribed behaviors by the organization and for which there are no direct rewards (Gyekye & Haybatollahi, 2015). Citizenship behaviors cannot be rewarded by an organization's reward system (George, 1992). Organizational citizenship behaviors are crucial to organizations because it is impossible for an organization to define each behavior. This problem in organizations can be overcome by employees who are working voluntarily. When an employee trusts his executives, s/he performs such behaviors (Derin, 2011: 47).

Organ (1988) has identified five categories of OCB or discretionary behaviors: Altruism, courtesy, sportsmanship, conscientiousness, and civic virtue (Tansky, 1993).

1. Altruism: According to Organ (1998), altruism refers to helping behaviors aimed at coworkers, customers, clients, vendors, or suppliers. Unlike courtesy which is meant to prevent a problem from happening, altruism is meant to provide help to someone who is already in trouble (Wang, Howell, Hinrichs & Prieto, 2013).

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2. Courtesy: Organ's (1988, 1990) notion of courtesy involves helping others by taking steps to prevent the creation of problems for coworkers and providing advance notice to someone who needs to know to schedule work providing advance notice to someone who needs to know to schedule work (Podsakoff, Mackenzie, Paine & Bahrach, 2000).
3. Conscientiousness: According to Organ (1988), conscientiousness is described as workers' being voluntary to perform beyond the least role-behaviors that are expected from them and as doing more than the least expected behavior (Polat, 2007).
4. Gentility (Sportsmanship): Organ (1990) has defined sportsmanship as "a willingness to tolerate the inevitable inconveniences and impositions of work without complaining (Podsakoff, Mackenzie, Paine & Bahrach, 2000).
5. Civic Virtue: Organ (1988) suggests that civic virtue consists of behaviors such as having knowledge about events, developments, work methods, politics within the organization and expressing their ideas honestly by improving oneself in these fields (Polat, 2007).

George and Brief (1992) suggest that organizational citizenship behavior is essential because organizations cannot anticipate through formally stated in-role descriptions the entire array of behaviors that are needed achieving goals (VanYperen, den Berg & Willering, 1999). Successful organizations have employees who go beyond their formal job responsibilities and freely give of their time and energy to succeed at the task at hand. Teachers perform the task of teaching. They are professionals in the sense that they study a relatively long time to master the fundamentals of teaching (expertise) and their primary commitment is to their students. Teaching is a complex activity that requires professional judgements; it cannot adequately be prescribed in teachers' job descriptions or contracts. Thus, organizational citizenship behavior is an especially important aspect of the performance of faculty in schools (Dipaola & Hoy, 2005). Thus, it is crucial to know at which level of primary school teachers' organizational behaviors are. It is hoped that this research bears torch for administrators, teachers and researchers who will study this subject.

## **II. METHOD**

### **2.1 The aim of the study**

The aim of this study is to detect the perceptions of public primary school teachers regarding organizational citizenship behaviors in terms of some variables (gender, marital status and professional seniority). The questions below were tried to be answered for this aim.

1. What is the range of the perceptions of primary school teachers regarding organizational citizenship behaviors?
2. Is there a significant difference regarding the perceptions of the primary school teachers about organizational citizenship behaviors according to;
  - a) Gender
  - b) Marital status
  - c) Seniority

### **2.2 The Model of the Study**

This study is in survey model. In survey model the person or the object of the study is tried to be determined in its own conditions as it is (Karasar, 2006: 76, 81).

### **2.3 Population and Sample**

The population of the study consists of primary school teachers in the central district of Mardin in 2015-2016 academic year. There are 90 primary schools in the district of Mardin in Turkey and 700 primary teachers. The sample is made up of 346 teachers in 45 primary schools.

### **2.4. Data Collection Tool**

*Organizational Citizenship Scale:* Organizational Citizenship Behaviors Scale based on the study by Organ (1988) was developed by Podsakoff and MacKenzie (1989) and later revised by Podsakoff, MacKenzie, Moorman and Fetter (1990) and Moorman (1991). The scale based on the five dimensions of organizational citizenship behaviors is translated into Turkish and its validity and reliability are carried out by Polat (2007). Before using the scale, Polat (2007) tried to provide validity and reliability according to pilot scheme results and expert opinions. The scale is originally in English and it was translated by three people and the results were compared. After the questions in the scale were asked to a group of teachers and the comprehensible translation was done, the scale was adapted to educational organizations. Experts were asked for help to evaluate the content validity of the scale and the scale was re-organized with the help of three experts. After the application of the scale, factor analysis was done to test its construct-validity according to the findings and comments. As a result of the factor analysis, the original scale and the scale developed by Polat (2007) was coherent. The factor

values in the scale change between 0,49 and 0,84. Cronbach alpha coefficient for the whole scale was 0,89. Cronbach alpha coefficient in the dimension of *altruism* was 0,81; *gentility (sportsmanship)* was 0,81; *conscientiousness* was 0,88 and *civic virtue* was 0,86. The original scale has five dimensions and this scale consists of four dimensions. The items in the dimensions of *altruism* and *courtesy* were included in one dimension. It was highlighted that the dimensions of *altruism* and *courtesy* were very similar to each other and both included helping others. According to Organ (1998) explanation of the difference between these dimensions, *courtesy* is performed before something bad happens and *altruism* occurs after something bad happens (Polat, 2007). Thus, the collection of two dimensions in one was an acceptable result. Other items in the scale and the original scale was coherent. As a result, the scale consists of 20 items and four dimensions; *altruism*, *gentility (sportsmanship)*, *conscientiousness* and *civic virtue*. The dimensions and items in these dimensions; 8 items in *Altruism* (1, 2, 3, 4, 5, 6, 7, 8), 4 items in *Gentility* (9,10, 11,12.), 4 items in *Conscientiousness* (13, 14, 15, 16) and 4 items in *Civic Virtue* (17, 18, 19, 20). Cronbach Alpha coefficients for the dimensions of this study are respectively 0,85; 0,75; 0,81; 0,81. The whole scale was detected to be 0,88.

SPSS 20.0 packet program was used for the analysis of the data. Frequencies were calculated according to some qualities of the working group. For the analysis of the data mean scores, standard deviations and from the non-parametric tests Mann–Whitney *U* test and the Kruskal–Wallis test (since the distribution of the data is not normal) were used. The level of significance was 0,05. When evaluating items in organizational citizenship, the values were accepted as 1,00-1,80 “I absolutely disagree”; 1,81-2,60 “I disagree”; 2,61-3,40 “I am undecided”; 3,41-4,20 “I agree” and 4,21-5,00 “I totally agree”.

### III. FINDINGS

This part includes the findings respectively related to; (1) What is the range of the perceptions of primary school teachers regarding organizational citizenship behaviors? and (2) Is there a significant difference regarding the perceptions of the primary school teachers about organizational citizenship behaviors according to gender, marital status, seniority.

#### 3.1 The Teachers’ Perceptions Regarding Organizational Citizenship

Mean rank of the findings related to the perceptions of the teachers regarding organizational citizenship was shown in Table 1 below.

**Table 1.** The Mean rank and standard deviations of the perceptions of the teachers regarding organizational citizenship behavior

		<b>M</b>	<b>SD</b>	<b>Level</b>
<b>1</b>	I help my teacher colleagues with work load	4.00	.93	I agree
<b>2</b>	If it is a convenient time for me, I will take class instead of my colleague who is late or cannot come due to any reason	4.06	.96	I agree
<b>3</b>	When my colleagues have problems, I spare the time to help them voluntarily	4.28	.82	I completely agree
<b>4</b>	I help the teachers who are new at school even if they do not want	4.00	.97	I agree
<b>5</b>	I ask for the opinions of my colleagues that will be affected by the result of this event	4.19	.86	I agree
<b>6</b>	I care about protecting my colleagues’ rights	4.35	.78	I completely agree
<b>7</b>	I take precautions for the possible problems that may occur between me and my colleagues.	4.13	.83	I agree
<b>8</b>	I inform administrators before I take a step about my work	4.16	.93	I agree
<b>9</b>	I spend most of my time at school complaining about work and administrations	1.79	.95	I strongly disagree
<b>10</b>	I may exaggerate small problems at my school	1.76	1.01	I strongly disagree
<b>11</b>	I always tell people around me that I want to quit teaching	1.75	1.05	I strongly disagree
<b>12</b>	I concentrate on the negative sides of the school instead of the positive sides.	1.82	1.05	I do not agree
<b>13</b>	I come to work on time	4.30	1.07	I completely agree
<b>14</b>	I do not extend the time at breaks	4.05	.99	I agree
<b>15</b>	I do not have a break except break times	4.18	.98	I agree
<b>16</b>	I obey school rules, regulations and process steps even if nobody supervises	4.28	.88	I completely agree
<b>17</b>	I watch out the changes at school and I have an active role for my colleagues to accept these changes	3.66	1.01	I agree
<b>18</b>	I voluntarily participate in all activities that strengthen school image	3.88	.92	I agree
<b>19</b>	I participate in all meetings and discussions actively related to school	3.67	1.00	I agree
<b>20</b>	I try to catch up with the changes at school	4.22	.75	I completely agree

As seen in Table 1, the first three items with the highest levels related to the perceptions of public primary school teachers about organizational citizenship behaviors: (1) I care about protecting my colleagues’ rights (M=4.35, I completely agree), (2) I come to work on time (M=4,30 I completely agree), (3) When my colleagues have problems, I spare the time to help them voluntarily (M=4,28; I completely agree) and I obey school rules, regulations and process steps even if nobody supervises (M=4,28; I completely agree). The first

three items with the lowest levels regarding the perceptions related to organizational citizenship behaviors: (1) I always tell people around me that I want to quit teaching (M=1.75, I strongly disagree), (2) I may exaggerate small problems at my school (M=1.76; I strongly disagree) and (3) I spend most of my time at school complaining about work and administrations (M=1.79; I strongly disagree). Mean rank of the perceptions of the teachers regarding organizational behavior for the whole scale was detected to be (M =4,11) with the level of “I agree”.

### 3.2 The Evaluation of the Perceptions of the Teachers Regarding Organizational Citizenship in Respect of Some Variables

The findings about the significant difference in the perceptions of the primary school teachers about organizational citizenship according to (a) gender, (b) marital status and (c) seniority were shown below respectively.

#### 3.2.1 The teachers’ perceptions regarding gender

Mann Whitney U Test was used to find out the significant difference about the teachers’ perceptions regarding organizational citizenship behavior in altruism, gentility, conscientiousness and civic virtue in respect of gender. The findings were shown in Table 2.

**Table 2.** The results of Mann Whitney U Test about the teachers’ perceptions of organizational citizenship behavior regarding gender

Dimension	Gender	n	Mean Rank	Rank Sum	U	Z	P
Altruism	Female	190	171.86	32653.00	14508.00	.338	.735
	Male	156	175.50	27378.00			
Gentility	Female	190	165.96	31531.50	13386.50	1.571	.116
	Male	156	182.69	28499.50			
Conscientiousness	Female	190	168.26	31969.00	13824.00	1.090	.276
	Male	156	179.88	28062.00			
Civic Virtue	Female	190	172.43	32762.00	14617.00	.221	.825
	Male	156	174.80	27269			
The whole scale	Female	190	169.71	32245.00	14100.00	.778	.436
	Male	156	178.12	27786.00			

As seen in Table 2, no significant difference was detected in all the dimensions and the whole scale about the teachers’ perceptions of organizational behavior regarding gender.

#### 3.2.2 The perceptions regarding marital status

Mann Whitney U Test was used to find out the significant difference about the teachers’ perceptions regarding organizational citizenship behavior in altruism, gentility, conscientiousness and civic virtue in respect of marital status. The findings were shown in Table 3.

**Table 3.** The results of Mann Whitney U Test about the teachers’ perceptions of organizational citizenship behavior regarding marital status

Dimension	Marital status	n	Mean Rank		U	Z	P
Altruism	Married	238	168.11	40010.00	11569.00	1.493	.135
	Single	108	185.38	20021.00			
Gentility	Married	238	165.35	39354.00	10913.00	2.282	.022*
	Single	108	191.45	20677.00			
Conscientiousness	Married	238	176.22	41940.00	12205.00	.761	.447
	Single	108	167.51	18091.00			
Civic Virtue	Married	238	169.35	40304.00	11863.50	1.155	.248
	Single	108	182.65	19726.50			
The whole scale	Married	238	166.41	39605.50	11164.50	1.959	.050*
	Single	108	189.13	20425.50			
(*p < .05)							

As seen in Table 3, there was a significant difference in the dimension of *gentility* and the whole scale about the teachers’ perceptions of organizational citizenship behavior regarding marital status.

#### 3.2.3 The Perceptions Regarding Professional Seniority

Kruskal-Wallis Test was used to find out the significant difference in the dimensions of altruism, gentility, conscientiousness and civic virtue regarding professional seniority and the findings were shown in Table 4.

**Table 4.**The results of Kruskal-Wallis Test about the teachers’ perceptions of organizational citizenship behavior regarding Professional seniority.

Dimension	Professional Seniority	n	Mean Rank	sd	$\chi^2$	p	The cause of the difference
Altruism	1-5 years	111	180.48	3	1.207	.751	
	6-10 years	111	169.20				
	11-15 years	52	164.57				
	16 years and over	72	175.81				
Gentility	1-5 years	111	191.90	3	10.382	.016*	1-5 years and 6-10 years, 6-10 years and 16 years and over
	6-10 years	111	152.91				
	11-15 years	52	162.21				
	16 years and over	72	185.03				
Conscientiousness	1-5 years	111	171.01	3	18.019	.000*	1-5 years and 16 years and over, 6-10 years and 16 years and over, 11-15 years and 16 years and over
	6-10 years	111	151.19				
	11-15 years	52	170.14				
	16 years and over	72	214.15				
Civic Virtue	1-5 years	111	186.82	3	3.146	.370	
	6-10 years	111	158.10				
	11-15 years	52	161.34				
	16 years and over	72	185.49				
The whole scale	1-5 years	111	186.82	3	6.411	.093	
	6-10 years	111	158.10				
	11-15 years	52	161.34				
	16 years and over	72	185.49				
(*p < .05)							

As seen in Table 4, there was a significant difference in the dimensions of *gentility* and *conscientiousness*, but there was no significant difference in the whole scale about the teachers’ perceptions of organizational citizenship behavior regarding Professional seniority. The difference in the teachers’ perceptions of the dimension of *gentility* was among the teachers with 1-5 years of experience and 6-10 years of experience, among the teachers with 6-10 years of experience and 16 and over years of experience. The difference in the teachers’ perceptions of the dimension of *conscientiousness* was detected among 1-5 years of experience and 16 and over years of experience, among the teachers with 6-10 years and 16 and over years of experience, among the teachers with 11-15 years and 16 and over years of experience.

#### IV. DISCUSSION AND RECOMMENDATION

In this part, the results of the research were examined and the studies in literature regarding to the research subjects were discussed in relation to the results in other studies.

The perceptions of public primary school teachers regarding organizational citizenship behaviors in terms of some variables (gender, marital status and professional seniority) were examined in this study. Mean rank of the perceptions of the teachers regarding organizational behavior for the whole scale was detected to be (M =4,11) with the level of “I agree”. It should be endeavored to raise the result from this level to the level of “I totally agree”. As negative feelings related to work, emotional exhaustion and skepticism increase, employees’ tendency to perform organizational citizenship behavior decreases. Moreover, as employees’ satisfaction with their organizations, organizational support, equality, job satisfaction, organizational commitment, organizational trust, organizational justice, organizational identity, organizational identification, the perception of wage, positive feelings for the work, interest in organization, the feeling of social responsibility and motivation increases, the tendency to perform organizational citizenship behavior is to be high as well (Polat, 2007).

The first three items with the highest levels related to the perceptions of public primary school teachers about organizational citizenship behaviors: (1) I care about protecting my colleagues’ rights (M=4.35, I completely agree), (2) I come to work on time (M=4,30 I completely agree), (3) When my colleagues have problems, I spare the time to help them voluntarily (M=4,28; I completely agree) and I obey school rules, regulations and process steps even if nobody supervises (M=4,28; I completely agree). It can be inferred from these results that teachers care about protecting each other’s rights at work, they are careful about going to work on time and they are helpful and supportive to each other. Organ (1988) suggested that OCB effectively attributes financial and human resources, as well as assists organizational efficiency in operations. In other words, Organ (1990) claims employees surpass organizational requirements, not only completing their obligations and tasks but also initiating voluntary actions beyond their work roles, making sacrifices, helping others, and offering advice (Chiang & Hsieh, 2012).

The first three items with the lowest levels regarding the perceptions related to organizational citizenship behaviors: (1) I always tell people around me that I want to quit teaching (M=1.75, I strongly disagree), (2) I may exaggerate small problems at my school (M=1,76; I strongly disagree) and (3) I spend most

of my time at school complaining about work and administrations ( $M=1.79$ ; I strongly disagree). As understood from the results, teachers refrain strongly from the behaviors that should be avoided.

According to DiPaola & Tschannen-Moran (2001), OCB has become paramount because it smoothes the way for schools to make the adaptations and innovations necessary for long-term survival and growth (Somech & Ron, 2007). Organizational citizenship behaviors increase students' success and the success of schools. These behaviors can be divided into three parts; (1) student-centered behaviors; teachers' completing students' missing knowledge at their breaks or after school time, their making an effort to teach the difficult subjects for students with great care, their making top preparations for education and training; (2) teachers (colleagues)- centered behavior; guiding their new colleagues at school, their sharing the materials that they have prepared for their own lessons with their group teachers, participating in activities that are related to lessons such as helping the teachers with heavy work load, teaching the classes whose teachers cannot come, their openness to improvement, their representing their schools outside properly, their not wasting time on useless subjects, coming to work on time in any circumstances, following developments related to education-training and (3) school-centered behaviors; performing new duties willingly (Demiröz, 2014).

There was no significant difference in the dimensions of altruism, gentility, conscientiousness, civic virtue and the whole scale about the perceptions of the teachers related to organizational citizenship behavior regarding gender. That is to say, the teachers had similar perceptions related to all the perceptions and the whole scale. According to the studies conducted by Polat (2007), Keleş (2009), Yancı (2011) and Şirin (2015), there was no significant difference in the perceptions about organizational citizenship behaviors regarding gender, which supports the results of this study.

There was a significant difference in the dimension of gentility and in the whole scale about the perceptions of teachers' organizational citizenship behavior regarding marital status. The behavior of Gentility means that an individual doesn't complain about difficulties and problems while s/he performs her/his organizational duties and responsibilities. An individual with the behavior of gentility has positive feelings towards the job even if things do not go well. S/he makes sacrifices for effective group work and tries for organizational synergy. Gentility referred as willingness and sportsmanship includes positive behaviors and attitudes such as being tolerant of the problems at work. It is inevitable that problems will appear in a place where people interact with each other. The gentility is a dimension of organizational citizenship behavior in which an individual ignores the problems stemming from organizations in times of difficulties due to the benefit of the organizations (Tutar, 2014: 335). "Good sports" are people who not only do not complain when they are inconvenienced by others, but also maintain a positive attitude even when things do not go their way, are not offended when others do not follow their suggestions, are willing to sacrifice their personal interest for the good of the work group and do not take the rejection of their ideas personally (Podsakoff, MacKenzie, Paine & Bachrach, 2000)". OCB items here also emphasize the willingness on the part of the employees to spread positive company news to sidlers; defend company reputation; make suggestions for improvement (Fahr, Earley & Lin, 1997)". According to Organ (1988), Sportsmanship emphasizes enduring uncomfortable working conditions without complaining, keeping a positive attitude in difficult circumstances and being willing to sacrifice the personal interest for group interests (Podsakoff, Mackenzie, Paine & Bahrach, 2000). As seen Table 4, While mean rank of the perceptions of the married teachers is 165,35, mean rank of the single teachers is 191,45. According to the study conducted by Yancı (2011), the level of gentility among the single teachers was higher than the married teachers' level in terms of the variable of marital status. When the mean rank was analyzed, the level of all the dimensions except conscientiousness and the whole scale was higher among the single teachers. This may result from the fact that single teachers have less compared to married teachers in their responsibilities private life.

There was a significant difference in the levels of the gentility and conscientiousness and the whole scale about the perceptions of the teachers' organizational citizenship behaviors regarding professional seniority. The difference in gentility about the teachers' perceptions was detected among the teachers with 1-5 years of experience and 6-10 and over years of experience, among the teachers with 6-10 years of experience and 16 and over years of experience. The difference regarding conscientiousness was detected among the teachers with 1-5 years of experience and 16 and over years of experience, among the teachers with 6-10 years of experience and 16 and over years of experience, among the teachers with 11-15 years and 16 and over years of experience. The teachers who are new at work are highly interested in their jobs and perform extra-role behaviors and tolerate unfavorable conditions, which may result in the high points of gentility. The highest point of conscientiousness belongs to the teachers with 16 and over years of experience. According to Organ (1988), organizational conscientiousness involves behaviors that employees are willing to behave in a way that is beyond the least expected role-behaviors and they do more than the least expected behaviors such as work continuation, working regularly, punctuality, using break times properly and without abusing, work transferring on time and obeying rules. The behaviors of the employees who are more careful about work continuation than expected are the best examples of conscientiousness (Polat, 2007) or staying late to finish a project even though there is no overtime

or direct payment (Schnake, Dumler & Cochran, 1993). Organizational conscientiousness is a conscious explanation of will for organizational aims, high sense of duty, being committed to organizational interests, being loyal to organizational goals (Tutar, 2014: 334). The fact that teachers do their job more rationally and consciously and they adopt organizational culture may result in the development of conscientiousness. According to the study conducted by Arlı (2011), it was detected that as the teachers' adopted organizational culture, their level of organizational citizenship behavior increased. George and Brief (1992) suggest that organizational citizenship behavior is essential because organizations cannot anticipate through formally stated in-role descriptions the entire array of behaviors that are needed achieving goals (Van Yperen, den Berg, & Willering, 1999). Somech and Drach-Zahavy (2000) suggest that performance defined as prescribed by task roles—is necessary but not sufficient for predicting school effectiveness (Bogler & Somech, 2004). Podsakoff and MacKenzie (1997) suggest that organizational citizenship behaviors increase the development of friendship with colleagues and administrative efficiency. Organization citizenship behavior enables organizations to become modern, to adapt to environment, to use resources properly and economically, to increase the quality of organizational service and productivity. While OCB increases the efficiency of organizations, groups and individuals, it reduces expenses (Polat, 2007).

Different studies emphasize the importance of organizational citizenship behaviors. Since organizational behavior analyses individuals' behaviors within the organizations, organizational behavior evaluates all the factors that affect an individual's organizational behavior (Çelik, 2009). The findings discovered by various writers are described shortly: According to Owen, Pappalardo and Sales (2000), administrators should find permanent solutions for not only formal problems but only informal problems. According to Zeinabadi (2010), inner job satisfaction influences organizational citizenship behavior directly or indirectly. According to Samancı (2006), the climate of organizations or positive social relations influence organizational citizenship behaviors favorably and as drudgery, sense of autocracy at work and injustice within the organizations increase, the performance of organizational citizenship behavior decreases. However, teachers' favorable feelings enhance the tendency of teachers to perform organizational citizenship behaviors. Karakuş (2008) points out the fact that emotional commitment predicts organizational citizenship behaviors meaningfully. All these results shed light on the development of the organizational citizenship behaviors. Thus, it is said that external factors shape the perceptions of organizational citizenship behaviors.

These recommendations can be made as a result from the study findings; (1) mean rank of the teachers' perceptions regarding organizational behavior for the whole scale was (M= 4,11) "I agree". It should be tried to raise that level to "I totally agree". As Polat (2007) said before, as negative feelings related to job, emotional exhaustion and skepticism increase, employees' tendency to perform organizational citizenship behavior decreases. Moreover, as employees' satisfaction with their organizations, organizational support, equality, job satisfaction, organizational commitment, organizational trust, organizational justice, organizational identity, organizational identification, the perception of wage, positive feelings for the work, interest in organization, the feeling of social responsibility and motivation increases, the tendency to perform organizational citizenship behavior increases as well. (2) The productivity of administrative and employees increases due to organizational citizenship behaviors. Thus, relevant experts should give different seminars to teachers and school administrators on the importance of organizational citizenship behavior for educational organizations. They should organize on-the-job training courses about organizational citizenship behaviors. (3) The single teachers were detected to perform more gentility behaviors than the married in terms of marital status. The married teachers should be careful about gentility behaviors at school like the single teachers. (4) The teachers with 1-5 years of work experience are highly interested in their job, so they perform extra-role behaviors and they are more tolerant of difficulties. Other teachers should perform the same sensitivity. (5) The mean rank of the perceptions of the teachers with 16 and over years of experience in the dimension of conscientiousness was higher than the other teachers with different years of experience. These teachers should be careful about conscientiousness like the teachers with 16 and over years of experience. (6) Similar studies can be conducted in different levels of schools. 7) Observation and interview methods can be used. (8) The effect of teachers' organizational citizenship behaviors on students' success can be researched. (10) Similar studies can be carried out by comparing state and private schools.

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