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Assessment of Teachers' Perceptions of Organizational Citizenship Behaviors and Psychological Empowerment: An Empirical Analysis in Turkey

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Abstract

Organizational citizenship behaviors (OCM) are discretionary individual behaviors that are not directly recognized by the reward system, but in the aggregate promote the overall effectiveness and functioning of the organization. Scholarly concern in OCB has increased dramatically over the past two decades. Nevertheless, there are significant research gaps and key issues yet to be addressed. Furthermore, employee empowerment can be conceptualized as the symbolic construction of the personal state of employees characterized by competence, or the skill and ability to perform effectively, and control, or the authority and autonomy to act. The main purpose of our study is to measure of organizational citizenship behaviors and psychological empowerment on teachers.

This empiric research is planned to be realized by surveying method. Teachers in province Bursa have been reached and asked to participate in the study. We reached to 332 participants. The survey instrument included organizational citizenship behaviors, psychological empowerment and demographic questions about the participants.

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1. Introduction

The current study investigates teachers' perceptions of organizational citizenship behaviors and psychological empowerment. Organ (1988) defined organizational citizenship behavior (OCB) as self-initiated by employees. 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 (Organ, 1990). Other concept in our study is personnel empowerment, which in some studies have shown increases higher satisfaction, fewer complaints, increased loyalty to the organization, increased effectiveness, effective problem

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solving, increased coordination between functions, high sense of self-efficacy, significant responsibility, authority over their jobs and see themselves as innovative (Conger and Kanungo, 1988; Spreitzer, 1995; Ford and Fottler, 1995; Fulford and Enz, 1995; Quinn and Spreitzer, 1997; Klagge, 1998; D'anunzio and McAndrew, 1999; Siegal and Gardner, 2000; Sigler and Pearson, 2000; Niehoff et al., 2001; Alan and Sashkin, 2002). Therefore, encouraging employees exhibiting OCB and psychological empowerment and understanding what influences of them are important research topics both in academia and in practice.

Our objective is to assess of teachers' perceptions of organizational citizenship behaviors and psychological empowerment. We test its validity and reliability in a sample of 332 teachers who are working at schools in Bursa. We first establish the concept of organizational citizenship behaviors and psychological empowerment.. Then, analyze data which we collected from teachers. Finally, we set out the findings and conclusions of the study.

2. Literature Review

2.1. Organizational Citizenship Behaviors

Organizational citizenship behavior (OCB) is defined as individual behaviors that are discretionary and not rewarded directly by the organization (Organ, Podsakoff and MacKenzie, 2006; Turnipseed and Rassuli, 2005; Williams and Anderson, 1991). The research shows that successful organizations benefit from employees who do more than their daily duties they perform beyond expedition (Podsakoff, Whiting, and Podsakoff, 2009). Organ (1988) classified OCB into the following dimensions: *Altruism*, taking the initiative to help members of an organization resolve problems; *conscientiousness*, in addition to complying with organizational rules, going beyond minimum requirements through hard work; *sportsmanship*, obeying organizational regulations, tolerating imperfect situations without complaint; *courtesy*, to avoid work problems, remind and inform other coworkers in advance; *civic virtue*, remaining attentive and proactive when participating in organizational activities.

OCB is important for organizations because it facilitates the accomplishment of organizational goals and enhances organizational performance (Fisher, McPhail and Menghetti, 2010). However, OCB is voluntary, going beyond the influence of the formal incentive mechanism (Organ, 1988,1990). OCB can not be spurred by formal rewards or incentives (Podsakoff and MacKenzie,1997). When employees feel the organization emphasizes employees' personal contribution and welfare, they tend to develop a sense of obligation toward the organization (Eisenberger, 1986). With the sense of obligation, employees not only actively seek to fulfill responsibilities, but also are more likely to demonstrate OCBs beyond their job roles (Chiang and Hsiesh, 2012). OCB has become critical in today's corporate world, where organizations have to be increasingly effective to survive.

2.2. Psychological Empowerment

Many studies of the concept of empowerment and just as many definitions of the term exist in the literature. Conger and Kanungo (1988) pointed out that empowerment 'is a principle component of managerial and organizational effectiveness ...[and] empowerment techniques play a crucial role in group development and maintenance'. Psychological empowerment refers to increased intrinsic task motivation manifested in a set of four cognitions; *meaning* refers to the value placed on work judged in relation to an individual's own ideals or standards, *competence* refers to an individual's belief in his/her capacity to perform a job with skill, *self-determination* refers to an individual's belief concerning the degree of choice they have in initiating and performing work behaviors, and *impact* refers to the extent to which an individual believes they can influence outcomes at work (Spreitzer, 1995 and Thomas and Velthouse, 1990).

Psychological empowerment involves workers' beliefs about the meaning of their work, their capability to do their job well, their sense of self-determination and their autonomy in influencing work outcomes. Empowered employees view themselves as more effective in their work and are evaluated as more effective by their co-workers (Quinn and Spreitzer, 1997). There is evidence that psychologically empowered employees feel better about their jobs and themselves.

3. Method

Our main objective is to evaluate the relationship between the teachers' perceptions of organizational citizenship behaviors and psychological empowerment. We evaluate dimensions of psychological empowerment which include personal development, meaning, self-determination, initiative, substantial impact, competency and the perceptions of organizational citizenship behaviors which include altruism, conscientiousness, civic virtue, sportsmanship and courtesy. The relationship between the perceptions of organizational citizenship behaviors and psychological empowerment has an importance in the public sector. We are expecting that psychological empowerment has positive effect on the perceptions of organizational citizenship behaviors. Our research basic assumption and hypothesis is:

“Teachers’ perception of psychological empowerment positively affects organizational citizenship behaviors.”

The main group in this research is the teachers in Bursa province in Turkey. There are 1.595 schools and 26.318 teachers in the Bursa province. Our sample group in the present research include 30 schools and 495 teachers but just 332 of them accepted to contribute this research and 332 questionnaires were distributed and then analyzed in SPSS.

The instrument used in this study is the organizational citizenship behavior questionnaire comprised five factors (altruism, conscientiousness, civic virtue, sportsmanship, courtesy) with 24 questions and psychological empowerment questionnaire comprised six factors (personal development, meaning, self-determination, initiative, substantial impact, competency) with 23 questions. Tastan, (2011) designed this questionnaire, with the reliability of 0.88, the results were satisfactory.

Cronbach's Alpha coefficient of psychological empowerment questionnaire (23 questions) is 0,91. The item – total correlation is over 0,40. As a result of validity analysis, 4 factors and 22 variables were determined. This structure describes 0,64 percent of total variance. Self-determination and initiative, personel development and competency collected in the same factor.

Cronbach's Alpha coefficient of organizational citizenship behavior questionnaire (5 factor and 24 questions) is under 0,71. When 5 questions which has value under 0,3 removed from the questionnaire, the Cronbach's Alpha coefficient was composed of 19 questions was calculated as 0.84. As a result of validity analysis, 4 factor (sportsmanship factor was removed) and 12 questions were determined. This structure describes 0,57 percent of total variance.

4. Findings

Regression analyze was conducted to see the effects of psychological empowerment on organizational citizenship behavior. Psychological empowerment is independent variable, organizational citizenship behavior is dependent variable.

Table-1. The Result of Regression Analysis Between The Psychological Empowerment and Organizational Citizenship Behavior

R	R2	Adjusted R2	Std. Error of the Estimate
,572	,327	,325	,32157

	Sum of Squares	df	Mean Square	F	Sig. (p)
Regression	16,590	1	16,590	160,434	,000*
Residual	34,125	330	,103		
Total	50,716	331			

	Unstandardized Coefficients	Standardized Coefficients	t	Sig. (p)

	B	Std. Error	Beta		
(Constant)	,809	,078		10,423	,083
PE	,508	,040	,572	12,666	,000

As shown in Table 1, result of the regression analysis between the psychological empowerment and organizational citizenship behavior. Result of the regression analysis revealed that relationship between the psychological empowerment and organizational citizenship behavior is significant ($F=160,434$, $p<0,01$).

Independent variable (teachers' perception of psychological empowerment) describes the change of (adjusted R²) 32,5 percent of the dependent variable (organizational citizenship behavior).

Hypothesis of 'There is a positive relationship between the teachers' perception of psychological empowerment and the organizational citizenship behaviors' is accepted.

5. Conclusion

In this study, the analysis shows that teachers' psychological empowerment will increase organizational citizenship behavior.

The results of the study contributes to the existing literature with the result of teachers' psychological empowerment leads to organizational citizenship behavior. Another contribution of this study is, psychological empowerment is the effective approach to improve employees' attitudes and work behaviors. The findings of the study revealed that organizational citizenship behaviors and psychological empowerment is related with the employee attitudes and behaviors.

Based on these results, if managers provide employees' feel amplified workplace environment, increase sense of altruism, conscientiousness, civic virtue, sportsmanship, and courtesy feelings. However, assessing the results of the study should be noted that the sample constraint. The research can be applied in different populations and different scales in the literature.

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