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## The power of informal communication and perceived organizational support on energy at work and extra role behavior: a survey on teachers<sup>1</sup>

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### Abstract

This research studies the effect of energy at work, internal-external informal communication and perceived organizational support on extra role behavior. The population of survey included teachers (479 teachers at 25 elementary and middle schools) at The Ministry of National Education located in Burdur in Turkey. Research method is a survey with a questionnaire and participants have been reached with the convenience sampling method. Two model (purposed and revised) were examined by structural equation model approach. According to the findings, internal informal communication increases energy at work, and therefore, energy at work has a considerably positive effect on extra role behavior. Besides, perceived organizational support has seriously positive effect on internal informal communication. As inferred from these findings, the increase of perceived organizational support will also increase internal informal communication, and the increase of communication will enable lecturers to be more energetic, and hence, such energy will trigger lecturers to make extra efforts for their organizations.

**Keywords:** Extra-Role Behavior, Energy At Work, Informal Communication, Perceived Organizational Support.

### 1. Introduction

Social exchange theory, developed to explain the initiation, strengthening, and continued maintenance of interpersonal relationships, provides understanding relationships between individuals and their work organization (Blau, 2009). Individuals expect a response and an “awarding” in the context of this theory. These responses might be not only material or tangible facts, but also intangible facts such as friendship, interest, emotional support, social approval,

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respect, help and trust (Gouldner, 1960, Lambe et al., 2001, p. 4, Blau, 2009). The parties of the social exchange should fulfil the rules arising from the mutual acceptance of those parties for the formation of trust, loyalty and commitment (Emerson, 1976, p. 351). Thus, it is more possible for people (supervisor-employee) to become individuals who are glad to being together and serving the same purpose.

Two types of social exchanges have been studied in organizational behavior discipline. Exchanges between an employee and employing organization are called perceived organizational support (POS) (Eisenberger et al. 1986) and exchanges between the employee and their leader (supervisor) are referred to as leader-member exchange (LMX); Graen & Scandura, 1987). POS would be associated with outcomes that affect an organization as a whole, whereas LMX would be associated with outcomes that affect leaders and immediate work groups (Wayne et al. 1997, p. 90, Eisenberger et al. 1986, p. 501). The interaction between leader and member is a change at individual stage while the perception of support covers all elements of an organization (co-workers, management support, human resources practices, etc.) (Rhoades & Eisenberger, 2002, Shore & Tetrick 1991, p. 638). Employee needs both the interest and support of their organisation and the positive interaction they have with their leader in order to be productive, to have enough energy to be productive and to make an effort at work (Cole et al.2012, Dutton, 2003). If an employee perceives that the organization cares about their well-being and values their contributions, the employee will feel a sense of obligation to return the favorable treatment (Gavinoet al. 2012, p. 670). The obligation felt will lead employees to make more effort. Therefore, the obligation which an employee themselves feels, and the feeling of response rather than an obligation which management imposes will be more effective (Wayne et al. 1997, p. 83).

Mayo states the motive of human to belong to a social group and his desire to gain friendship take precedence over the rational reasons on which many management principles are based (Jaffee, 2001). Social and psychological requirements of individuals result in their social and informal relations with each other. Applied researches show that people spend 70 – 80 % of their time in communicating with others (Matthews & Crow, 2010). The fact that this relation has a constantly formal structure makes people monotonous and insensitive and causes them to lose energy. Hence, informal relations might have an effect which can revive the emotions and motivations of people under monotonous circumstances. A ground for informal relations should be supplied with the support of management. The support given to the formation of informal relations would increase the perceived organizational support (Hayton et al. 2012, p. 245).

It is a gap although work energy is so crucial for an organization, it is seldom defined in the existing literature and also there is a lack of applied research about this subject (Cross et al. 2003). According to most organizational researchers energy is basically physiological capacity to work, move, act and think (McDaniel, 2011). Feeling of energy is a state of psychological goodness of an individual. Social interaction of the person with others enables this state to occur at organizations in particular (Reis & Gable, 2003; Dutton & Heaphy, 2003). That employee pays more attention to his/her duty, and that they are willing to take much more on than their formal role and becomes more creative, and that they motivate and helps other employees, and that they present a proactive, constructive and solution oriented approach to problems are what is expected from the increase of the state in question (Spreitzer & Sonenshein, 2004; Cole et al. 2012; Cross et al. 2003; Dutton, 2003).

Feeling of energy is not an element which could be provided through formal practices and rules since it is a response of an individual resulting from its emotions mostly. Informal interactions which are formed through both workers/employees and management support have importance. From this inference, extra effort made by workers/employees at workplaces, and energy underlying this extra effort as well as premises of the energy are studied in this research. For occurrence of extra effort which was chosen as basic dependent variable, we studied person-related elements, social-informal relations with co-workers and managerial elements. As independent variables, we determined the person's energy at work in the context of person-related elements, and internal and external informal communication in the context of social-informal relations with co-workers, and perceived organizational support variables which are managerial elements. The intra-external informal relations and the organizational support perceived on the model which the study intends increase the energy of employees at work, and this increased energy turns into a behaviour as an extra effort for the organisation and service consumers. Moreover, we conducted a research on the intermediary roles of the internal informal communication and the energy in the perceived organizational support and energy and the internal informal communication and extra role behaviour respectively.

## **2. Theoretical Background**

### **2.1. Informal Communication**

Communication is the process of transferring information and try to create common understanding from one person to another (Lunenburg, 2010). According this perspective, communication

generally can change with rules and hierarchies in the organizations. Informal communication refers to unstructured information exchanges tend to occur in face to face during off-task moments (Campell & Campell, 1988, p. 212) Informal communication is more spontaneous, interactive and has more rich content (Kraut et al. 2002, Fay, 2011, p. 213). That shows people in an organization communicate to each other informally, they would start to behave more creative and more active for the organization (Fay & Kline, 2012). They are already extroversion and gregarious people (Campell & Campell, 1988, p. 212)

Informal communication can be defined as voluntary, social or small talks that is not solely work task forced (Fay & Kline, 2012, Fay, 2013). Informal communication is known as a kind of social glue in work place and it recognizes that a variety of needs, including social ones that actual communication relationships in an organization may be less rational than formal systems (Fay, 2011, Johnson, 1993). Perhaps, employees meet the emotional needs of the boss or coworkers rather than the needs of the organization (Baker & Jones, 1996, p. 77 Kılınc, 2011). Because according to Maslow, informal communication is 'psychic income' (job satisfaction) from their work (Akintunde & Selbar, 1995, p. 42).

Informal social relations can help explain workers' reactions to managerial decision, practice and interventions (Glower, 2011, p. 374). In fact, informal communication takes its power from its feedback and control mechanism. When this communication use for as control mechanism, employee have better motivation (Newman, 2014, p. 205). People are willing to send more informal-channel messages to a larger number of people than formal channel (Johnson et al. 1994, p. 119). Comparing to formal communication channels, participants in an informal conversations end reasonably accurate messages very quickly in all directions and reduce or manage the uncertainties (Driskill & Goldstein, 1986). It modifies what they say in order to deal with the others objections or understanding way (Kraut et al. 1982). Moreover increasingly business communicators have focused on the role of informal communication in generating innovations within organizations (Johnson, 1990).

Informal relations might cause important problems although they provide organisations with various benefits. These relations might turn into schism and schism into discipline problems as well. These problems might result in harmful consequences of gossips and rumours, weakening of the control and disruptions (Memduhoğlu & Saylık, 2012). However, a spirit which leads to social integration might occur at the organisation if informal groups are administered as a constructive power. A control mechanism comprising of norms could be born thanks to social integration. This

mechanism could also influence the self-control mechanisms of individuals in a positive way (Jaffee, 2001).

Informal communication can be occurred in organization and external of organization. Internal communication is about the communication in the organization between different levels of employees and between employers and employees. If this communication takes place in an unstructured manner with outside the formal forms, it is named as informal internal communication (types of communication in organization, Management Study HQ: Library for Management Guide and Training. [www.managementstudyhq.com/types-of-communication.html](http://www.managementstudyhq.com/types-of-communication.html) 10.03.2014). Informal internal communication is a way of developing and strengthen personal relationships in the workplace and becoming more visible in the work. For example by the help of informal internal communication your manager can learn about your contribution about the organization. Informal communication is personal communication, it let you to show your performance without formal barriers about your projects, ideas and goals about the organization. Moreover informal channels are better at communicating the overall mission of the organization. So that organizational culture become stronger and directed to mission (Johnson et al. 1994, p. 119)

There are also communication platforms that occur in an external way. The communications of people that occur externally such as home visits which people pay to each other, dinner meetings, gatherings for social activities have an influence on the social climate inside the organization. For instance, the dinner activities which employees arrange together are one of the circumstances that they share most with respect to social relations (Nyberg & Olsen, 2010).

## 2.2. Energy at Work

Theory and researches have long been interested in leadership behaviors and employee motivation factors (Coelho et al. 2011; Atwater & Carmeli, 2009). By the help of increasing competition both international and domestically, the importance of using leadership behavior for affecting employee motivation and energy positively was investigated since the early 1980s (Amabile, 1997). Energy can be defined as the feeling that the person is capable of enthusiastic to engage in a particular behavior (Dutton, 2003). Energy at work resonates with the “positive movement” in organizational behavior or with the ways in which organizational members facilitate extraordinary performance outcomes (Spreitzer & Sonenshein, 2004). According to most organizational researchers energy is basically physiological capacity to work, move, act and think (McDaniel, 2011). In addition to the importance of the emotional aspect of energy (positive feelings and emotional arousal due to their enthusiastic assessments of work-related issues), the importance of cognitive (think constructively

and persist in search of solutions to work-related problems, including the mental faculties to focus attention, shut out distractions, and have a desire to make “good things”) and behavioral aspects (reflects members’ joint efforts assigned to benefit the organization) is also available (Cole et al. 2012).

There is a literature link between work energy and creativity in the work place. Especially employee involvement in the job needs a high quality interpersonal relationship and leader member exchange which both of them needs creativity and high work energy (Atwater & Carmeli, 2009). Innovation is one of the key factor for sustainability and competitiveness. Individual creativity of an employee is the block of the organizational innovation. High creative person can also generate a high creative process (Amabile, 1996). There is a high connection between creativity and energy at work. For example, not only feeling energized can increase employees’ creativity, but also allows employees can think constructive and can improve the energy level of the organization (Cole et al. 2012). In the literature it is clearly mentioned that there are several reasons to explain the positive connection between work energy and organizational performance. High energized employees capable to motivate others according to organizational aims. Other employees devote themselves more fully for example employees working with high energized employee will spend more time voluntarily such as sending extra email for helping to solve a problem (Cross et al. 2003).

There are mainly two theories which are related to the energy in work. Relational self-construal theory and ego depletion theory (Cameron & Spreitzer, 2012). Relational self-construal can be defined as to establish close relationship with others and can be present self as fundamentally connected with other people (McDaniel, 2011). This theory is a psychological theory, but also with sociological implications such as communication way in the work and how to behave colleagues (Gelfand et al. 2006). The link between work energy and relational construal theory is basically coming from the form of energy. Because desired behavior about energy in the work is to share the positive energy with the other individuals. The other side “ego depletion theory” can be defined as the “characteristic that sets human beings apart from other species is the ability to adapt quickly to changes in the environment by regulating responses to various stimuli” (McKibben, 2008, p. 22). This theory is a kind of way to change organizational culture to participate more energy.

### **2.3. Perceived Organizational Support**

According to social exchange, the relations between employees and organisation are a kind of exchange relation (Eisenberger et al. 1986, p. 500). Person expects a response in return for the benefit s/he provides to any people or organisations. The expected reciprocation here might also



be such as to be intangible such as social approval, respect, assistance and subservience as well as to be tangible (Blau, 2009). The norm of reciprocity is related to the fact that people would show positive behaviour to the other party in return for the benefits they get (Gouldner, 1960). The stronger the thinking of social exchange of the person is, the more effort s/he will make to do actions which s/he will get something in return for. Thus, the expectation for reciprocation varies from person to person (Eisenberger et al. 1986, p. 506). This relation takes as the basis of mutual trust, respect and commitment principles (Setton et al. 1996, p. 224). Perceived organizational support, when assessed within the context of this theory, refers to the employees' beliefs related to how much the organisation for which they serve cares about them, and to what extent their social and emotional needs are fulfilled, and to how much they are appreciated. If these beliefs get stronger, employees feel like that gains or losses of the organisation are their own gains or losses, and their attitude towards the actions and members of the organisation become positive as well as that they interiorize the values of the organisation and become more committed to the organisation than before (Eisenberger et al. 1986, p. 500). But perception of support included treatment of employees by the organization during their history of employment. Hence, it might be insufficient for an employee to set strong interaction with leader only. The fact that perceived organizational support is strong within a certain period (permanent, as long as that trust occurs) shows that commitment increases more as well (Setton et al. 1996, p. 224, Wayne et al. 1996, p. 91).

POS related to an increased willingness to make suggestion to improve organization (Hoffman & Morgeson, 1999, p. 287). When POS is low, wary employees' fears of exploitation appear to reduce their willingness to work hard effort, when POS is high, employee has a stronger social attachment to the organization, job satisfaction, task interest and job attendance (Lynch, Eisenberger & Armeli, 1999, p. 477, Rhoades & Eisenberger, 2002, Cardona et al. 2004, Eisenberger et al. 1990, p. 50). Employees also feel an obligation to return the employers' commitment by engaging in behaviors that support organizational goals (Wayne et al. 1997, p. 83).

Employees consider the organization's discretion when evaluating their treatment by the organization. Highly discretionary actions by the employer should have greater influence on employees' perceived obligations and produce a stronger psychological contract than treatment dictated by outside influences (Eisenberger et al. 1997, p. 818). POS is a predictor rather than an outcome of trust in organization (Wong et al. 2012, p. 289). An environment of trust would be created in relation to awarding of the extra positive behaviours exhibited (Organ & Konovsky, 1989). As inferred from the term "long period", the creation of the environment of trust and perception of organizational support do not formed by the immediate behaviours of the supervisor.

Procedural justice, interactive justice, supportive and respectful acts by supervisor and colleagues, recognition, fair pay and rewards, promotions, job security, opportunities of growth, and training depend on whether or not a reciprocation is granted in return for their tangible and social need, and on that they are made feel how much they are valuable for the organisation within the organizational memory (Peelle, 2007, p. 563, Rhoades & Eisenberger, 2002, Shore & Tetrick, 1991, p. 638, Wayne et al. 1997, p. 87). The perception of being valued and cared about by the organization increase prosocial acts carried out on behalf of the organization (Brief & Motowidlo, 1986).

#### **2.4. Extra Role Behavior**

In traditional business literature, positive behaviours of organization members are the most important antecedents of job performance, organizational development, flexibility, efficiency and adaptation to change. The most pronounced and studied in the relevant literature are organizational citizenship behavior, prosocial organizational behavior and extra role behavior. (Organ, 1988, p. 4; Dyne & Cummings, 1990; Brief & Motowidlo, 1986; Dyne et al. 1994, p. 765). Organizations, for constructive change and innovation, need not only the members who act within the defined job descriptions, but also the members who are voluntaries, undertake non-mandatory tasks for themselves, have intention of helping others. Employees, who voluntarily engage in constructive activities with the aim of change and development, are the ones that an organization most wants to have (Morrison & Phelps, 1999, p. 403). Because these behaviors decrease "it's not my job" perception of employees (Morrison, 1994, p. 1563). Extra effort and extra positive behaviors of employees in organization become an additional human resource and reduce the need for formal mechanisms. (Somech & Zahavy, 1999, p. 649). Katz (1964, p. 131-146) When made an investigation into descriptions of extra role behavior made in the past studies, these have been described as behaviors which go beyond specified role requirements, unidentified with any role description, occur voluntarily for the benefit of the organization, without an expectation of reward, and also not punished because of this behavior, positive behaviors intended for individual, group and organization in order for the organization to achieve their goal and objective. (Dyne & LePine, 1998, p. 108; Somech & Zahavy, 1999).

Particularly, they are stated as behaviors which are triggered by feelings of commitment to the organization and personal success (Organ, 1997, p. 86). Behaviors exhibited proactively by members of organization, helping others, seeking help, playing role in the orientation of new members of the group, speaking positively about the members of organization in the outside of



organization, taking initiative in solving problems, making extra duties without complaint, protecting the resources of organization, protecting organization from potential risks, instant collaboration, making constructive / innovative suggestions and ideas, gaining much knowledge and skills on behalf of the organization can be seen in extra role behaviors. (Katz, 1964, p. 131-146; Chiaburu et al. 2007, p. 2283, Chen et al. 2009, p. 120; Bowling, 2010, p. 119; Turnipseed & Rassuli, 2005; Bateman & Organ, 1983). Extra role behaviors were examined in four dimensions as supportive (encouragement, encouraging), inhibitive (disallowing negative conversations, protecting organization and its members), sympathizing (altruism, establishing and maintaining good relations, tolerating) and struggler (following change and innovation, offering suggestions, fighting with obstacles, not remaining silent). Supportive behavior occurs in a proactive way, whereas inhibitive behavior is in form of protective and preventive. While sympathizing emphasizes the spirit of collaboration by considering humanistic relations, struggler behavior means that new recommendations and endeavors which support change. (Dyne & LePine, 1998, p. 108). The common feature of all these dimensions is that they are made voluntarily, beneficial for the organization, there is formally neither reward nor punishment, when carried out. (George, 1996, p. 78-80).

### 3. Hypotheses

Many researchers think the relations of individuals with organizational conditions, various groups, teams and organisation itself are ignored if organizational works are carried out at the individual level. Hence, they state that energy should be researched together with its premises related to collectively. Because synergistic work efforts interaction to productive energy (Cole et al. 2012, p. 450). Thus, productive energy can be provided through organizational support and constructive social relationships among employees. Quinn (2007) contends that the higher quality of the connection between two people (co-worker or supervisor), the more energy those people will feel". Particularly, effective intra-organizational communication, could be a great motivating factor for greater productivity (Akintunde & Selbar, 1995, p. 42). Informal communication can strengthen individual's sense of identification and commitment to organization (Campell & Campell, 1988).

Informal interaction with a supervisor is equal-status peer reflects a desire for an interpersonal relationship with one's boss (Fay, 2011, p. 224). Particularly "face-to-face communication with his/her boss" is the most satisfactory way (Mishra et al. 2014, p.183-185). If feeling of trust is added to the feeling of satisfaction, employees' commitment to their organisation and attitude towards their work will also develop. Trusting behaviors include communicating frequently and

honestly and has a transparent and open business (Edelman, 2012). Internal communication between managers and employees should enhance trust between them, to produce value and lead to greater employee engagement with the company, productive energy, so provide to increase intellectual and creative assets (Cole et al. 2012, Mishra et al. 2014, p.183-185).

*Hypothesis 1: Intra-informal communication will be positively related to employee energy.*

*Hypothesis 2: Ext-informal communication will be positively related to employee energy.*

Employees interact with organisation and its elements in the social context and create perception related to these elements as well as their interaction with each other. This factor which is researched as perceived organizational support has been entreated in many researches and regarded to be one of the most important motivator for employees' efforts. If employees feel that the organization cares about their wellbeing and values their contribution, which is evidenced by their discretionary investment in HR practices that benefit the employees, they will be obligated to reciprocate with a higher level of service to the customer and engagement in extra-role behaviors (Gavino et al. 2012, p. 671). Although the employees whose perception of support is low are strengthened with various authorizations and information sources, they will less often show innovative and proactive behaviours. This is because the perception of support of employee in their organizational memory is taken as basis for the formation of emotions such as trust and commitment with regard to the future. More energy can occur thanks to the social interactions and supports of both employees and supervisors (Orpen, 2001, p. 408).

*Hypothesis 3: Perceived organizational support will be positively related to employee energy.*

The perceived organizational support leads to the increase of pro-social behaviours of employees, therefore constituting the obligation to exhibit behaviours beneficial for enabling organisation to reach its goals and to consider the benefits of organisation (Fuller et al. 2006, p. 328-331). Özdaşlı et al. (2013) figured out in their study that employees who improved more informal relations with their supervisor and got extra support from them, and therefore, were described as “internal group” by supervisors established proactive behaviours towards their organisations at first and then, their colleagues. If the perception of support increases, their participation, initiatives and suggestions for innovative and improvement in decisions or activities will be more (Eisenberger and et al. 1990, p. 57). The higher the organizational support is, the more energy the employees will have in individual and collective activities; therefore, they will be eager and stronger to participate in innovative, solution of immediate problems and workload. This participation will be realized in the way of not only physical labour, but also emotion, and the emotion will trigger energy to increase (Eisenberger

et al. 1990, p. 57, Cole et al. 2012). Although the increase of energy does not guarantee the increase of work performance, the increase of the effort will be highly likely (Orpen, 2001, p. 408).

*Hypothesis 4: Perceived organizational support will be positively related to extra-role behavior.*

*Hypothesis 5: Employees energy will be positively related to extra-role behavior.*

## 4. Method

### 4.1. Sample

The population for this study included teachers at The Ministry of National Education located in Burdur province of the Turkey. The sample was especially chosen from Burdur; because Burdur is success in both middle and high school exam. Burdur is among the top five provinces in exams, in the last 5 years. This success is assumed that a significant share of their teachers. So the sample is important for this research. The data were obtained from 479 teachers at 25 primary schools. But after examining outliers and unusable survey, 459 (262 male, 187 female) usable survey were performed analysis. These 459 teachers (262 male, 187 female) were between the ages of 22 and 58 (mean= 38.79, SD=8.07), and have 1-37 year teaching experience. Duration of the experience in their current school is range of 1-25 year. The teachers classified either as class teachers (n=88), as Math/Science teachers (n=79), as Social Studies teachers (n=104), or as branch teachers (Arts/Music/Sports etc.) (n=166). After examining that, number of students and teachers in the schools has also been examined. Details of these information are showed at Table 1.

**Table 1. Sample Demographics**

		<b>F</b>	<b>P</b>			<b>f</b>	<b>P</b>
<b>Gender</b>	<i>Male</i>	262	%57.1	<b>Branch of Teacher</b>	<i>Class Teachers</i>	88	%19
	<i>Female</i>	187	%42.9		<i>Math/ Science teachers</i>	104	%23
<b>Age</b>	<i>22-30 year</i>	72	%16.7	<b>Number of Teachers Each School</b>	<i>Social Studies Teachers</i>	79	%17
	<i>31-40 year</i>	180	%41.9		<i>Other Branch Teachers</i>	166	%36
	<i>41-50 year</i>	144	%31.3		<i>Missing</i>	22	%5
	<i>Above 50 years</i>	34	%7.4		<i>1-10 teachers</i>	28	%6
	<i>Missing</i>	29	%6.3		<i>11-20 teachers</i>	61	%13
	<b>Teaching Experience</b>	<i>1-5 year</i>	55		%11.9	<i>21-30 teachers</i>	141
	<i>6-10 year</i>	72	%15.6	<i>Above 30 teachers</i>	212	%46	
	<i>11-15 year</i>	94	%20.4	<i>Missing</i>	17	%4	
	<i>16-25 year</i>	164	%35.7	<b>Number of Student Each School</b>	<i>0-100 students</i>	18	%3
	<i>Above 25 years</i>	48	%10.4		<i>101-200 students</i>	12	%1
	<i>Missing</i>	26	%5.6		<i>201-300 students</i>	70	%15
<b>Current School Experience</b>	<i>0-1 year</i>	101	%22.0		<i>Above 300 students</i>	339	%77
	<i>2-3 year</i>	99	%21.5		<i>Missing</i>	20	%4
	<i>4-5 year</i>	57	%12.4				
	<i>6-10 year</i>	94	%20.4				
	<i>Above 10 year</i>	65	%14.1				
	<i>Missing</i>	43	%9.3				

## 4.2. Measures

### 4.2.1. Intra-External Informal Communication

Memduhoğlu and Saylık (2012) tried to determine that the Informal Communication Measurement is a valid and reliable instrument to measure the informal relationships developed among teachers and administrators. The scale is formed by the Likert-type scale. It has two factors; informal relationships of inside institution and informal relations of outside institution with 17 items. The scale range from "strongly disagree" (1) to "strongly agree"(5).

### 4.2.2. Energy at Work

To assess employees' feelings of energy at work Dutton (2003, p. 6) constructed an 8-item measure and reported Cronbach alpha for this measure .97. Atwater & Carmeli (2009) did a pilot study among graduate students who held full-time positions in a wide variety of organizations. They reform this scale and used in their study. The reliability (.96) was well. Furthermore Cole et al., (2012) developed a new instrument, tagged the productive energy measure, and provided initial evidence of its construct validity. In terms of predictive and incremental validity, the productive energy measure was positively associated with three collective attitudes which are affective, cognitive and behavioral. This study benefits from two scales and formed by the Likert-type scale. Response options ranged from 1=not at all to 5=to a large extent and the alpha

### 4.2.3. Perceived Organizational Support

To measure this construct the five-item nine items of the SPOS scale that loaded highest in Eisenberger et al.'s (1986) factor analysis. Version of the SPOS has been used in previous research (Eisenberger et al., 1990). Employees indicated their degree of agreement to these items on five-point scales ranging from "strongly disagree" (1) to "strongly agree"(5).

### 4.2.4. Extra Role Behavior

Somech & Zahavy (2000) developed a suitable scale for elementary school teachers. Firstly, they identified the contents of the extra-role behavior at school from 25 elementary school teachers. Then pooled list of 60 items was distributed among 40 teachers. In addition to checking the items on the prepared list, they could add items that they perceived as representing extra-role behavior in school. So final questionnaire was developed consisting 3 dimension (towards the student, towards the team, towards the school) and 24 items. We choose the "extra-behavior towards the school" consisting 8 items. Each item was rated on a five-point Likert scale ranging from (1) `strongly disagree to (5) `strongly agree. The reliability level was alpha"0.88.

### 4.3. Results

The obtained data were analyzed using SPSS 15 and Lisrel 8.8 software. In data screening context; missing values and outliers were determined, normality and homogeneity test was performed. After providing data of normality, firstly confirmatory factor analysis (CFA) was performed on intra informal communication(IIC), external informal communication(EIC), perceived organizational support(POS), energy at work(EAW) and extra role behavior(ERB) by Lisrel software. Results of CFA, the fit statistics were examined without any extraction of items and modification. When these values examine, fit indexes such as CFI, GFI, AGFI, RMSEA and  $\chi^2/df$  were not acceptable values. So some items extract from construct, because the items were not sufficiently related to its latent construct. By examining suggested to add modification indices, four items errors are interconnect for these items contain similar means. Besides that the standardized factor loadings of remained items is ranged of 0.65 to 0.93 and all were significant ( $p < .001$ ). The item-scale CFA fit indices ( $\chi^2/df=2.93$ , RMSEA = .065, CFI = .99, NFI = .98, NNFI = .98, GFI = .90 and AGFI = 0.87) indicate a good fit of the data to a five-factor measurement model.

**Table 2.Means, Cronbach Alpha Coefficients, Skewness/Kurtosis Value and Correlation between Variables**

Variables	Mean	Item N.	C. Alpha	Skewness /Kurtosis	IIC	EIC	EAW	POS	ERB
<b>IIC</b>	3.842	5	0.88	-.659 / -.159	1				
<b>EIC</b>	2.987	3	0.87	.114 / -.902	0.55*	1			
<b>EAW</b>	3.857	4	0.89	-.745 / .103	0.77*	0.59*	1		
<b>POS</b>	3.972	5	0.92	-.868 / .045	0.87*	0.43*	0.65*	1	
<b>ERB</b>	3.819	7	0.94	-.481 / .637	0.72*	0.59*	0.87*	0.70*	1

(\*0.001<p)  
If skewness and kurtosis value are between (+1,-1), normal distribution is assumed (Morgan, Leech, Gloeckner, Barret 2004: 59)  
Measurement Model Fit Statistics:  $\chi^2/df=2.93$ , RMSEA=0.065, CFI=0.99, NNFI=0.98, NFI=0.98, GFI=0.90, AGFI=.87  
Acceptable Fit Statistics;  $\chi^2/df < 5$ , RMSEA<.08, NNFI, NFI, GFI, AGFI>.90) (Joreskog ve Sorbom, 1993; Kline, 1998), AGFI > 0.80 GFI> 0.85(Anderson & Gerbing, 1984; Cole, 1987; Marsh, Balla & McDonald, 1988),  
IIC: Intra-Informal Communication, EIC: External Informal Communication, EAW: Energy at Work,  
POS: Perceived Organizational Support, ERB: Extra-Role Behavior

<i>Items of variables, have the highest effect to self variables;</i>	<b>S.</b>	<b>T</b>
<b><i>Intra Informal Communication:</i></b>	<b>S.</b>	
We seem like a family at school.	.80	17.36
Supervisors are regarded as senior member of the family by lecturers.	.80	17.31
Mistakes of lecturers are tried to be cleared through bilateral relations and talks.	.81	17.69
<b><i>External Informal Communication:</i></b>		
My lecturer friends invite each other to dinner.	.93	24.95
My lecturer friends pay home visits and meet each other's families.	.84	21.24

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<b>Energy at Work:</b>		
My lecturer friends are enthusiastic about their work.	.87	24.29
My lecturer friends are energetic at work.	.86	24.42
<b>Perceived Organizational Support:</b>		
School management is proud of successes I have made and will make, and it makes me feel this.	.90	24.75
School Principal tries to provide me with facilities required to do well at my work.	.88	23.61
<b>Extra-Role Behavior:</b>		
My lecturer friends serve voluntarily at works that are not their responsibility or duty.	.85	22.29
They make effort to do something on behalf of school in their leisure times.	.89	24.17
S. S.: Standardized Solution		
T: T Value		

After these modifications were made, the new values were obtained and these are shown in Table 1. Table 1 also reports means, number of items, coefficient of Cronbach Alpha, normality test results, correlations between variables and 2 or 3 items of variables, have the highest effect. According to this table, there is high positive and significant correlation between intra informal communication, and energy at work ( $r: 0.77, p < 0.001$ ), extra-role behavior towards the organizational ( $r: 0.72, p < 0.001$ ), providing empirical support for H1. Further, positive and significant relationship was found between external informal communication and energy at work ( $r: 0.59, p < 0.001$ ), extra-role behavior towards the organizational ( $r: 0.72, p < 0.001$ ), providing empirical support for H2. Finally, high positive and significant relationship between perceived organizational support and energy at work ( $r: 0.69, p < 0.001$ ), extra role behavior ( $r: 0.70, p < 0.001$ ) providing empirical support for H3 and H4. Moreover, energy at work and extra role behavior has a high positive and significant relationship ( $r: 0.87, p < 0.001$ ), providing empirical support for H5. Table 1 provides detailed correlation statistics regarding the relations among intra informal communication (IIC), external informal communication (EIC), perceived organizational support (POS), energy at work (EAW) and extra role behavior (ERB). Besides all these, number of item for each construct, construct's mean, reliability of constructs and compliance with the normal distribution (skewness/kurtosis value) are given in Table 2.

**Table 3. Structural Models**

Purposed Model	$\lambda$	T value
Intra Informal Com. → Energy At Work	.61	5.77
External Informal Com. → Energy At Work	.26	5.69
Perceived Org. Support → Energy At Work	.01	0.08
Energy At Work → Extra Role Behavior	.73	14.65
Perceived Org. Support → Extra Role Behavior	.26	5.54
<b>Chi S. /df: 689.64/240; RMSEA: .064; CFI: .99; NFI: .98; NNFI: .98; GFI: .89; AGFI: .86</b>		
Revised Model 1	$\lambda$	T value
Intra Informal Com. → Energy At Work	.64	11.21
External Informal Com. → Energy At Work	.30	7.05
External Informal Com. → Extra Role Behavior	.10	2.69
Perceived Org. Support → Extra Role Behavior	.23	5.41
Perceived Org. Support → Intra Informal Com.	.88	12.39
Energy At Work → Extra Role Behavior	.66	12.64

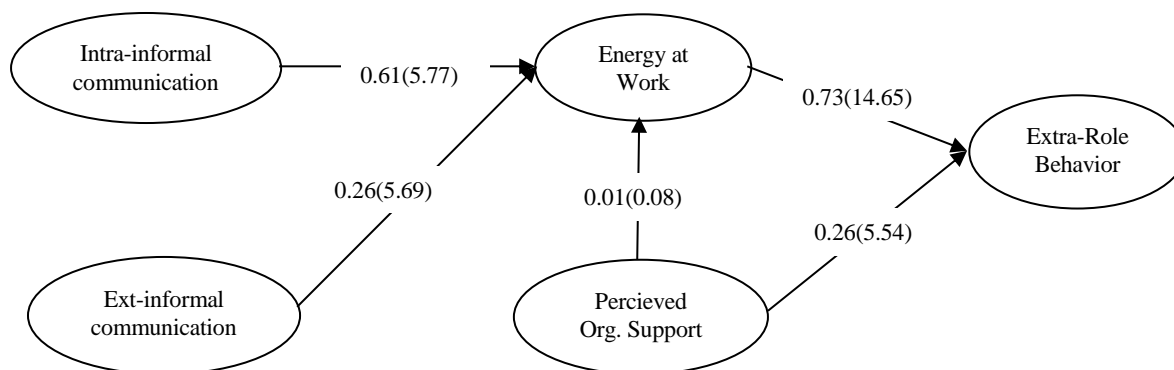


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<b>Chi S. /df: 711.65 / 241; RMSEA: .065; CFI: .99; NFI: .98; NNFI: .98; GFI: .89; AGFI: .86</b>		
<b>Revised Model 2</b>	<b><math>\lambda</math></b>	<b>T value</b>
Intra Informal Com. → Energy At Work	.66	5.86
External Informal Com. → Energy At Work	.29	4.82
Perceived Org. Support → Energy At Work	.02	.41
External Informal Com. → Extra Role Behavior	.12	3.18
Perceived Org. Support → Extra Role Behavior	.30	5.75
Perceived Org. Support → Intra Informal Com	.88	12.02
Energy At Work → Extra Role Behavior	.73	11.57
<b>Chi S. /df: 710.90 / 239; RMSEA: .065; CFI: .99; NFI: .98; NNFI: .98; GFI: .89; AGFI: .86</b>		

The hypothesized model fit indices (Chi-square/df = 689.64/240 (2.87), RMSEA = .064, CFI = .98, NFI = .98, GFI = .89 and AGFI = 0.86) indicate a good fit of the data to the specified model and is shown in Table 3. Further, hypothesized H1, H2, H4, H5 path coefficients are significant except H3. Intra informal communication has a positive effect on energy at work ( $\lambda$ : .61; t value: 5.77), statistically significant at the p: .01 level, and thus supports H 1. H 2 was supported by showing a significant positive effect of external informal communication on energy at work ( $\lambda$ : .26; t value: 5.69). As it is seen, the internal informal communications of lecturers increase their energy at schools more than their external informal communications. Lecturers could feel themselves more energetic at their works if their social communication level with their colleagues is high. Moreover, the effect of managerial support they receive from the school management on their energy in workplace environment is studied in addition to their informal communications with their colleagues. However, it has been observed that the perceived organizational support does not have a considerable effect on lecturers' feelings of energy in workplace environment ( $\lambda$ :.01; t value: 0.8). As inferred from this finding, the informal communication among lecturers is more effective than the support of supervisors with regard to the feeling of energy. It is expected that the feeling of energy will enable lecturers to show extra role behaviour on behalf of their organisations (H5). According to the findings in the model, the feelings of energy of lecturers have a quietly strong and considerable positive effect on their extra role behaviours ( $\lambda$ :.73; t value: 14.65). In this study, we also tested the hypothesis suggesting that the perceived organizational support had a direct effect on the extra role behaviours of lecturers when the researches in literature were examined. According to the findings of analysis, the organizational support has a considerable and positive effect on the extra role behaviour ( $\lambda$ : .26; t value: 5.54). However, we should state that the feeling of energy which is likely to be created on employees is a much stronger premise for extra role behaviours. It is an almost indispensable condition for lecturers to feel themselves energetic in order to develop extra role behaviours. The social-informal relations established under internal circumstances are the most effective factor for this feeling of energy within the model.

**Hypothesized Model Relationships (Figure 1)**



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**Extra-role behavior** = 0.73\*energy + 0.26\*perceived organizational support, Errorvar.= 0.21,  $R^2 = 0.79$

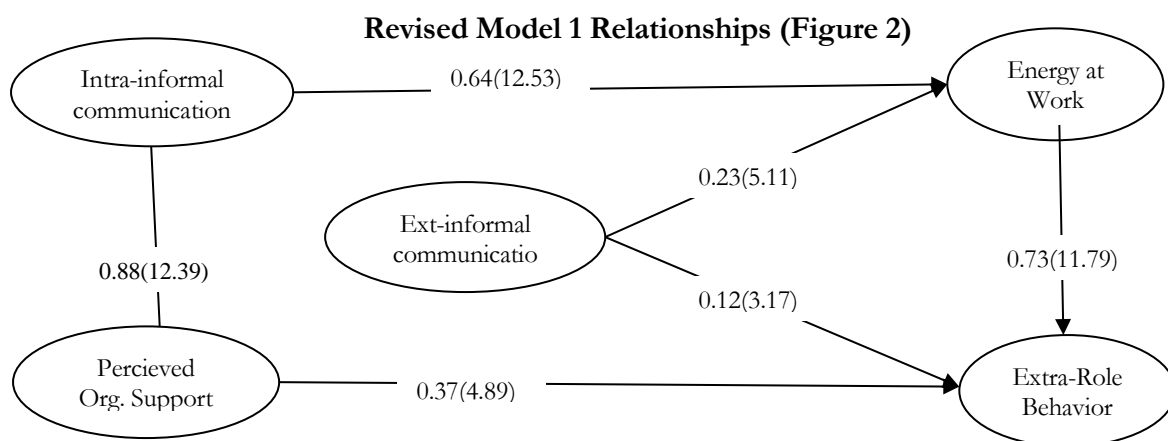
**Energy** = 0.61\*intra-informal communication + 0.26\*ext. informal communication + 0.0077\*perceived organizational support, Errorvar.= 0.37,  $R^2 = 0.63$

---

Alternative models were estimated to determine the plausibility of other theoretical models as previously proposed. Two competing models were examined. Revised model 1 Chi-square/df = 711.65/241 (2.95), RMSEA = .065, CFI = .99, NFI = .98, NNFI = .98, GFI = .89 AGFI = .86) provided an adequate fit to the data, and all path coefficients (including the new path) remained significant. Therefore, the Chi-square difference test was not significant for Model 1 versus the hypothesized model. Thus, the hypothesized model appears to be the less parsimonious explanation of the data. In this model, the way which is meaningless in the objective model in terms of statistics (perceived organizational support to energy at work) has been removed, and instead, two ways have been added to extra role behaviour from intra-external informal communication variables. The model has been subject to test in its current form, and it has been observed that the value of Chi-Square/df which is from compliance statistics has increased. However, we must state again that this increase is not statistically meaningful. Considering Model 1, the positive and meaningful effects of IIC on EAW and of EIC on EAW are seen as ( $\lambda$ :.64; t value: 11.21) and ( $\lambda$ : .30; t value: 7.05) respectively. Considering the direct effect of perceived organizational support and intra informal communication on extra role behaviour, the positive and meaningful effects of POS on ERB and of EIC on ERB are seen as ( $\lambda$ :.23 t value: 5.41) and ( $\lambda$ : .10; t value: 2.69) respectively. Moreover, POS has a meaningful and considerably high and positive effect on IIC ( $\lambda$ :.88; t value: 12.39). In this model, EAW has a considerably high, meaningful and positive effect on ERB ( $\lambda$ :.66; t value: 12.64). The main finding in this model is the strong effect of the perceived organizational support on the informal communications of lecturers. The higher the organizational support is, the more there will be intra social relations. Such relations increase the energy of individuals and

therefore, the increased energy turns into extra role behaviours. It has been found that the effect of organizational support on extra role behaviours is higher in the structure of this model.

Revised model 2 Chi-square/df = 710.90/239 (2.96), RMSEA = .065, CFI = .99, NFI = .98, NNFI = .98, GFI = .89 AGFI = .86) provided an adequate fit to the data, but this path-restricted model led to significant model disimprovement. But the chi-square difference test is not significantly worsened overall fit for revised model 2 versus the revised model 1. Therefore, the revised model 1 appears to be the best fitting and most parsimonious of the three models tested. Model comparisons and Model equations and R2 values are summarized in Table 4. Concordantly, the patterns between the variables in the Hypothesized Model and Revised Model 1 are given in Figure 1 and Figure 2 with path coefficients.



**Extra-role behavior** = 0.66\*energy + 0.095\*ext. informal communication + 0.37\* perceived organizational support, Errorvar.= 0.21,  $R^2 = 0.78$

**Energy** = 0.64\* intra-informal communication + 0.23\* ext. informal communication, Errorvar.= 0.38,  $R^2 = 0.60$

**Intra-informal communication** = 0.88\*perceived organizational support, Errorvar.= 0.12,  $R^2 = 0.77$

It has become an object of concern whether or not there are variables mediating the relationships between variables within the context of these models. This concern has occurred due to the observation of the strong effect of the perceived organizational support seen in the Revised Model 1 on intra informal communication. Considering Figure 1 and Figure 2, the perceived organizational support has a meaningful and relatively low effect on both the feeling of energy and extra role behaviour. However, it has a considerable effect on intra informal communication. Does intra communication have an intermediary effect on the relationship between perceived organizational support and feeling of energy considering the strong effect of intra informal communication on the feeling of energy?

We employed a series of regression models to test the mediational hypotheses according to statistical procedures described by Baron & Kenny (1986, p. 1177). Testing for mediation requires the following four conditions: (1) the independent variable significantly affects the dependent variable; (2) the independent variable significantly affects the mediator; (3) the mediator significantly affects the dependent variable; (4) the effect of the independent variable on the dependent variable shrinks upon the addition of the mediator to the model.

**Table 4. Hierarchical Regression Test Results: The Mediating Effect of Intra-Infomal Communication<sup>a</sup>**

<i>Variables</i>	<i>Model 1</i>	<i>Model 2</i>	<i>Model3</i>	<i>Model 4</i>
Age	-.16	-.20	-.05	-.11
Teaching Experience	.21*	.27*	.09	.15
Current School Experience	-.01	-.12*	-.12**	-.11**
Perceived Organizational Support	.77***	.63***		.21***
Intra-Organizational Communication			.71***	.54***
F	147,724	73,114	110,049	94,435
R <sup>2</sup>	.60	.42	.52	.54
Adjusted R <sup>2</sup>	.59	.41	.52	.54
Sobel Test (Z)				z=15.91***

<sup>a</sup> Model 1: The dependent variable is intra-informal communication,

Model 2-3-4: The dependent variable is energy at work,

Table entries are standardized regression coefficients. \*p<.05, \*\*p<.01, \*\*\*p<.001.

Following Baron and Kenny's (1986) approach, we tested whether intra-informal communication mediated the relationship between perceived organizational support and energy at work. The results of hierarchical regression models are presented in Table 4. Firstly, we tested the influence of the control variables (age, teaching experience, current school experience) on each regression models. The first model, results showed that perceived organizational support (POS) predicted intra-informal communication (IIC) ( $\beta = .77$ ,  $p < .001$ ). This result provided to first requirement for mediation. In the second model, the results indicated that POS predicted energy at work ( $\beta = .63$ ,  $p < .001$ ). So second requirement for mediation was met. Furthermore in the third model show that IIC was effect significantly to EAW. Finally, in the fourth model, the mediator variable (IIC) was added to the model together POS to test the mediation effect. When including IIC, effects of perceived organizational support on EAW was reduced (.77 to .21). But the effect of POS on EAW was insignificant ( $p < .001$ ). Moreover, we conduct the Sobel test (1982) to see whether the IIC significantly carried the influence of POS to EAW. The results of Sobel bootstrap analysis provided support for the mediating effect of IIC ( $z=15.91$ ,  $p < .001$ ). This effect is not a complete mediator effect, but a relative one. Even so, the fact that the value of POS' coefficient decreases from .77 to .21 is a considerable decrease. Moreover, the increases in R<sup>2</sup>s (0.012, 0.018,  $p < 0.001$ ) are

statistically meaningful when the Model 4 is subject to the hierarchical regression analysis with the models 2 and 3.

We tried to figure out the answer of this question: Is the energy tool which employees feel at workplace a variable with regard to the effect of intra communication on the extra role behaviours of the employees? This model has also been tested on the program SPSS 15 through hierarchical regression analysis, and the findings are given in Table 5.

**Table 5. Hierarchical Regression Test Results: The Mediating Effect of Intra-Informal Communication<sup>a</sup>**

<i>Variables</i>	<i>Model 1</i>	<i>Model 2</i>	<i>Model3</i>	<i>Model 4</i>
Age	-.05	-.087	-.034	-.05
Teaching Experience	.09	.045	-.032	-.02
Current School Experience	-.12**	-.106*	-.020*	-.02
Intra-Organizational Communication	.71***	.64***		.16***
Energy At Work			.800***	.68***
F	110,049	77,819	181,909	153,630
R <sup>2</sup>	.53	.44	.64	.66
Adjusted R <sup>2</sup>	.52	.43	.64	.65
Sobel Test (Z)	z=16,14***			

<sup>a</sup> Model 1: The dependent variable is energy at work,

Model 2-3-4: The dependent variable is extra-role behavior,

Table entries are standardized regression coefficients. \*p<.05, \*\*p<.01, \*\*\*p<.001.

We tested whether energy at work (EAW) mediated the relationship between intra-informal communication (IIC) and extra-role behaviour (ERB). The results of hierarchical regression models are presented in Table 5. Firstly, we tested the influence of the control variables (age, teaching experience, current school experience) on each regression models. The first model, results showed that IIC predicted EAW ( $\beta = .71$ ,  $p < .001$ ). In the second model, the results indicated that IIC predicted EAW ( $\beta = .64$ ,  $p < .001$ ). This results provided to first and second requirement for mediation. Furthermore in the third model show that EAW predicted significantly to ERB. Finally, in the final model (4), the mediator variable (EAW) was added to the model together IIC to test the mediation effect. When including IIC and EAW, effects of IIC on ERB was reduced (.64 to .16). But the effect of IIC on ERB was insignificant ( $\beta = .16$ ,  $p < .001$ ). Moreover, again to more accurate inference, we conduct the Sobel test (1982) to see whether the EAW significantly carried the influence of IIC to ERB. The results of Sobel bootstrap analysis provided support for the mediating effect of IIC ( $z=16.14$ ,  $p < .001$ ). This effect is not a complete mediator effect, but a relative one. Even so, the decrease of POS' coefficient value from .64 to .16 is also important. Moreover, the increases in R<sup>2</sup>s (0.22, 0.013,  $p < 0.001$ ) are statistically meaningful when the Model 4 is subject to the hierarchical regression analysis with the models 2 and 3.

## 5. Conclusion

The establishment of friendly social relations that do not depend on formal rules among lecturers and supervisors enables the creation of family environment and makes the sense of “us” instead of “me” dominant at school. The senses of solidarity and cooperation of employees are strengthened through natural and friendly relations such as dinner invites, home visits on national and religious holidays and liaising at important events such as birth, engagement and wedding ceremony, patient visits, cooperation, dealing with personal problems of each other and meeting outside school as well as friendly conversations and cooperation at school (Memduhoğlu and Saylık, 2012). For the strengthening of these emotions, they are required to perceive consistent, stable and confidential support from the management. If they receive more positive support from those two layers, the energy they feel at workplace will be higher, and more effort and extra behaviours will be the expression of this energy for their organisation and students (Gavino, et al. 2012, p. 671). The study which has been conducted with the aim of producing this modelling has examined the premises of extra role behaviours of lecturers, the interaction among these premises and the effect of these premises on extra role behaviour when compared to each other.

As inferred from the model intended, energy of employees at their organisations is such as to be a rather strong premise for them to show extra behaviours. This energetic attitude turns into behaviour as extra role behaviour. Thus, importance should be paid on attitudes, behaviours and practices that can increase energy of employees. For the model of this study, the organizational support which lecturers perceive and informal relations that lecturers established with each other under both internal and external circumstances have been hypothesized as the source of the feeling of energy. According to the result of the analysis, these variables account for 0.63 (R<sup>2</sup>) of the change in the feeling of energy. This rate is very high when considered within the context of social sciences. Hence, co-workers of lecturers and management determine considerably the feature of being energetic. Any formal relations, activities or structures may not always effectively work at an organisation. There may be many factors that consume the energy of an employee. Both horizontal and vertical informal communications can herein correct the deficiencies and troubleshoot the problems (Townsend, Wilkinson & Burgess, 2012, p. 338). The factors rather than social communication and organizational support can be explained through social and psychological factors such as positive self, social welfare, family happiness of an individual and etc. However, it should be known that social relations, management support, environment of confidence and friendly structure inside an organisation are effective factors for individuals to turn themselves into positive and productive state of mind although employees bear negative qualities with regard to



social and personal manners. The positive state of mind that an individual has can make him/her more productive for the organisation, co-workers and students. This productivity may be (positive) rather than the role behaviours that they are expected to exhibit. According to this study, the fact that organizational support perceived by lecturers and their state of energy accounts for 0.79(R<sup>2</sup>) of the change in extra role behaviours.

It can be inferred from the intended model that lecturers have more energy thanks to internal and external informal relations they establish with each other rather than management support. It is interesting that organizational support does not have a meaningful effect. However, this support looks high when we have a look at the mean of the perceived organizational support (mean: 3.97). Considering the findings of previous researches, it can be said that there is likely to be a meaningful effect in the case that this score is low. Hence, the social and positive relations that lecturers establish among themselves are the determinants of their feelings of energy under a circumstance where everyone perceives organizational support at a similar level. Organizational support does not have an effect on the extra role behaviours of lecturers, and this effect is much lower than the effect feeling of energy has. As understood from this point, the person's state of positive mood and sense is the determinant of extra behaviours. The social relations with other lecturers are the determinants for ensuring this state. Internal informal communication is seen to be more effective than external informal communication on establishing the feeling of energy. Besides, internal informal communication plays a mediator role in increasing energy through organizational support. Similarly workplace energy has a significant mediator role between informal communication and extra role behaviour.

For the management level, the power of internal social relations can lead to both positive and negative results. The power of informal relations should not be ignored; therefore, it is required to manage and encourage them in a positive sense (Koçel, 2010; Glower, 2011). The most remarkable finding in an opposite model (Model 2) which is developed against the model subject to the research is that organizational support has a considerable effect on internal informal communication. Environment of trust can be created for long term as long as management provides support in terms of organizational elements. People can approach each other in this environment of trust in a more sincere and open way (Memduhoğlu & Saylık, 2012; Edelman, 2012). This approach becomes a norm and a culture and enables employees to be more peaceful and energetic at organisation in due course. From this point of view, organizational support might not directly increase the feeling of energy, but can pave the way for the establishment of internal social relations. The sincere and nice atmosphere which is established through informal

communication enables the formation of a source of energy which leads people to be committed to their organisations and to make more efforts on behalf of each other, their organisations and students (Postmes et al. 2001). External informal communication has a positive effect on the feeling of energy in Model 2. Moreover, it has a direct and relative effect on extra role behaviour. If attention is paid to the fact that intensity of external informal communication is low in the current sample, it can be said that lecturers spare more time in their own external social networks and the communication at school partially remains at school itself.

Employees are required to fulfil what they are asked in an energetic state of mind and therefore, to be more productive and even, to do more than what they are asked in the business world (Brief & Motowidlo, 1986, Organ, 1988: 4; Dyne et al. 1994, p. 765). Supervisors seek for such employees and take the employees bearing such qualities into their internal groups. Thus, it should be known that the people who are in such state of mind and sense will exalt both supervisor and organisation. What the important is to bring and keep employees in such state of mind. Hence, employees who feel themselves energetic reflect such state of mind on their works as more production and extra behaviour. POS has the largest total effect on OCB, suggesting this construct may be more valuable than organizational commitment, and as relevant as job satisfaction (Piercy et al. 2006, p. 257). However, perceived support is not sufficient on its own, and in addition to this, informal relations with co-workers are considerably effective as understood from this research. Especially informal communication has an effect on the realization of positive states and behaviours, motivation of employees and the quantity and quality of the work provided for organisation (Akintude & Selbar, 1995). Perceived organizational support can provide appropriate ground, facility and encouragement for organisation. From these findings, it is required to increase internal and external social relations under control and to enhance this control through consistent, sincere and trustworthy organizational support. This approach will ensure employees to be more enthusiastic, energetic and productive and therefore, to exhibit extra efforts for their organisations and service receivers of the organisation. In consideration of results particularly intra informal relationship between teachers should be strengthened. There is a need for the support of management. It is known that teachers don't desire to do more without energy. Strong social ties between them will increase the willingness of both the energy to do more.

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