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# Investigation of teachers' perceptions of organizational citizenship behavior and their evaluation in terms of educational administration

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**The aim of this study is to investigate teachers' perceptions of organizational citizenship behaviors and to evaluate them in terms of educational administration. Descriptive survey model was used in the research. The data of the research were obtained from 1,613 teachers working in public and private schools subjected to Ministry of National Education in Uskudar District of Istanbul province in 2014. In this study, data were obtained from the "Personal Information Form" developed by the researcher and from the "Organizational Citizenship Scale". According to research results; teachers had a high level of positive opinions with regard to organizational citizenship behaviors. The opinions of the respondents varied significantly according to gender, professional seniority, state of education and the working time at the school where they worked. High level of organizational citizenship behaviours in the school will affect education activities in positive way, contribute in generating a healthy school climate and influence students' success in positive way too.**

**Key words:** Organizational citizenship behaviors, education management, school.

## INTRODUCTION

Globalization and increasing conditions of competition have led organizations to adopt the understanding of human resource management by leaving the understanding of employee management in the traditional sense in order to create more efficient business environments. Human resources management ensures employees, who perform the activities that are required to achieve the organizational objectives, to be able to take action, develop and make a great effort by motivating them to achieve the purposes of the organization (Boone and Kurtz, 2013: 254). According to Boone and Kurtz (2013: 255), an institution is favorable only by its

employees. The institution will succeed only when people begin to work eagerly every day in order to see each other, to do the best that they can do related to business, to serve its customers and to assist firms to compete. According to this understanding, employees are supported so as to exhibit more effective, participatory and independent behaviors of the formal reward system for the organizational objectives. At this point, organizational citizenship behaviors are the most important interesting concepts, and this situation is exactly true for training organizations, as well (Celep et al., 2005: 1; Koçel, 2013: 668; Erşahan, 2011: 153).

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Studies carried out in recent years particularly have focused on how organizations can increase their performance to higher levels. "Organizational citizenship behavior" is the most important among the emphasized and investigated subjects concerning the organizations' ability to work with high performance, increasing the efficiency, making extra efforts by working beyond expectations, presenting an organizational behavior committed to organization's vision, mission, values and goals by forming the culture of "we are a big family" among employees (Bateman and Organ, 1983; Organ, 1989; Organ and Konovsky, 1989; Podsakoff et al., 1990; Farh et al., 1990; Graham, 1991; DiPaola and Tschannen-Moran, 2001; DiPaola and Hoy, 2005 as cited in Avci, 2015d: 2). For all that, together with organizational citizenship, transformational and transactional leadership has significant effects on corporate success and other corporate factors (Avci, 2015b: 2759). Also, compared to transactional leadership, transformational leadership provides more contribution to achievement of organizational success and goals and affects organizational citizenship more positively in almost all studies (Yukl, 1989; Bass, 1997; MacKenzie et al., 2001; Geijsel et al., 2003; Avci, 2015c). In the study carried out, it was observed that the performance of the individuals with organizational citizenship behaviors within the organization was higher than the others (Williams and Anderson, 1991; Moorman, 1991; Moorman et al., 1993; Konovsky and Pugh, 1994; Organ and Ryan, 1995; Konovsky and Organ, 1996; Podsakoff et al., 1996; Podsakoff et al., 1997; Podsakoff et al., 2000; Motowidlo, 2000). This situation is the same in educational organizations as such in all successful organizations (DiPaola and Tschannen-Moran, 2001: 433; DiPaola and Hoy, 2005: 37; Allison et al., 2001: 288 as cited in Avci, 2015d: 3).

Raising individuals who are innovative, entrepreneurial and self-aware, who have a leader spirit and strong character, who can use their capacity in the most efficient way being aware of the opportunities and capabilities are now the most important issues today. At this point, the critical need for organizational citizenship behaviors is obvious for the efficient functioning of education and training systems, ensuring the development of students in the best way, creating a healthy school climate and reaching an atmosphere in which the objectives of the school are followed in unity and togetherness, at the same time, people make a great effort and make sacrifice. Thus, many researchers have been carried out about the organizational citizenship behaviors in educational institutions and the variables associated with these behaviors: Organizational citizenship behaviors and school climate (DiPaola and Tschannen-Moran, 2001), organizational citizenship behavior and school and career achievements of students (Allison et al., 2001), organizational citizenship behaviors with achievement and acquisition of students (DiPaola and Hoy, 2005;

Burns and Carpenter, 2008), organizational citizenship behaviors and attitudes of teachers (Bogler and Somech, 2005). Also within the country, many researches and studies have been carried out about the organizational citizenship behaviors in educational institutions and the variables associated with these behaviors: Organizational citizenship behaviors and organizational health (Buluç, 2008), organizational citizenship behaviors and training organizations (Sezgin, 2005; Acar, 2006), organizational citizenship behaviors and organizational learning (Taşçı and Koç, 2007), organizational citizenship behaviors, organizational commitment and burnout (Celep et al., 2005), organizational citizenship behaviors and organizational trust (Yücel and Samancı-Kalaycı, 2009), organizational citizenship behaviors and the student achievement (2003), organizational citizenship behaviors and the organizational justice (Taştan and Yılmaz, 2008), organizational citizenship behaviors and teachers' perceptions (Titrek et al., 2009; Çetin et al., 2003; Yılmaz, 2010), organizational citizenship behaviors, organizational justice and organizational trust (Baş and Şentürk, 2011; Polat and Celep, 2008), organizational citizenship behaviors and personality characteristics of teachers (Yücel and Kaynak-Taşçı, 2007).

When we look at the results of these studies, we see that organizational citizenship behaviors are very important for institutions and have very critical role in the success of the institutions. In suggestions made according to the results of the study, establishment and development of organizational citizenship behaviors in institutions is strongly recommended. In particular, the importance of making organizational citizenship behaviors sensible in the entire institutions is emphasized based on the creation of a positive organizational culture in institutions, the realization of healthy organizational communication, the establishment of unity and togetherness among employees and achievement of institutional success. In this study, organizational citizenship behaviors were investigated in terms of different variables according to the teachers' perceptions, and these results were evaluated in terms of educational administration.

### **Purpose and significance of the study**

With this study, it was tried to determine the organizational citizenship behaviors in the school and how these behaviors vary according to gender, professional seniority, and the school from which they graduated and the working hours in the schools they worked, from the viewpoint of teachers. The results of this research are important in terms of data that will reveal for revealing the level of organizational citizenship behaviors in the school, the detection of how do teachers perceive these according to different variables, the establishment of an effective education and training

system with a healthy school management and climate and the development of organizational citizenship behaviors. Studies related to organizational citizenship behaviors in the literature, as mentioned, generally addressed the relationships with school and educational administration variables. Although there are studies that analyzed the organizational citizenship behaviors with the viewpoints of teachers and in terms of different variables that teachers had, they are not at the desired level. This research is also important in terms of making contribution to make up this deficiency in the literature.

In the light of this information, the main purpose of the research is to determine the viewpoints of teachers on organizational citizenship behaviors. The main questions of the research: How are the organizational citizenship behaviors evaluated according to the teachers' perceptions? The following questions were sought to be answered within the research: Do the organizational citizenship behaviors show a significant difference based on gender, professional seniority, educational status and the school they worked according to teachers' perceptions?

## THEORETICAL FRAMEWORK

### Organizational citizenship behaviour

Organizational citizenship behaviour is defined as discretionary extra-role behaviour which is not directly involved or defined in the formal reward system, and which in the aggregate promotes the effective functioning of the organization (Bateman and Organ, 1983: 588). Unlike formal organizational behaviours, organizational citizenship behaviour is on volunteer basis (Organ and Konovsky, 1988: 157), goes beyond the routine work behaviours (Podsakoff et al., 1990: 115), is not based on explicit orders and instructions (Graham, 1991: 253), contributes to organizational success in short, medium and long term (Williams and Anderson, 1991: 602). Those non-formal behaviours that go beyond formal and written work and task behaviours are generally called as organizational citizenship behaviour (Farh et al., 1990: 706; Moorman, 1991: 846; Moorman et al., 1993: 210 as cited in Avci, 2015d: 3).

Starting from the definitions of organizational citizenship behaviour and their scope, such behaviours involve the following three basic aspects (Bateman and Organ, 1983: 588; Podsakoff and MacKenzie, 1997: 135; Wagner and Rush, 2000: 380): 1) Being discretionary and volunteerist, 2) Involving extra behaviour not included in terms of reference 3) Contributing to organizational effectiveness and success. Examining the structure of organizational citizenship behaviours, it is seen that such behaviours can be assessed under the following two groups (Organ and Konovsky, 1988: 157; Farh et al., 1990: 706; Moorman, 1991: 846; Organ and Ryan, 1995:

777 as cited in Avci, 2015d: 3): 1) Behaviours for providing active participation and contribution to the organization and 2) Behaviours avoiding any behaviours that may damage the organization and prevent them within organization. General characteristics of the first-type behaviours are individuals' active contribution to the organization and efficient participation in the organizational structure and their contribution to the organization by working and sacrifice. As general characteristics, the second-type behaviours contribute to the organization by avoiding and preventing the behaviours that may damage the organization. Although there are some basic differences between these two types of behaviours, the underlying aspect for both of them is to grow the organizational success and efficiency (Podsakoff et al., 1996: 263; Motowidlo, 2000: 116).

### Sub-dimensions of organizational citizenship behaviour

As a general concept, the sub-dimension of organizational citizenship behaviour is considered under the following five titles (Podsakoff et al., 1990: 115-116; Podsakoff et al., 1996: 279-280; Podsakoff et al., 2000: 516-517; DiPaola and Tschannen-Moran, 2001: 431-432 as cited in Avci, 2015a: 719): 1) *Altruism*: It implies that an individual helps voluntarily and willingly his/her colleagues and those newly starting working and plays an active role in solution of work-related problems within the organization and assists other persons gratuitously. 2) *Courtesy*: It refers to preventing potential problems by informing, reminding and transferring useful information and to fulfilling the tasks more effectively by efficient use of time and possibilities. 3) *Conscientiousness*: It implies that an individual fulfils his/her tasks voluntarily beyond the minimum expected role behaviours. Arriving the work place on time, using the working time efficiently and respecting the rules defined in the working place voluntarily can be considered under this title. 4) *Sportsmanship*: It refers to performing the tasks willingly without complaining in the event of problems and disruptions experienced in the organization. Sportsmanship denotes not complaining when disturbed by others or when the conditions are not as desired and it also denotes not refusing colleagues' wishes. 5) *Civic virtue*: It means active and volunteer participation in the organizational activities and life by keeping the organizational interest at the highest level.

## METHODOLOGY

### Research model

This research, according to teachers' perceptions, is a quantitative investigation using survey instruments and descriptive research examining the organizational citizenship behaviors. The survey

model was used in the research. A survey model is a research approach aiming to indicate past or currently existing situation as it is. The individual or the subject discussed in the research is defined as it is in its own conditions, and is not changed (Karasar, 2007: 77).

### Population and sample

Teachers who worked in public and private schools subjected to Ministry of National Education in Uskudar district of Istanbul Province in 2014 formed the population of the research. The sample was not taken in the research; information was obtained from the population. There were 4813 teachers in the population. In the research, web-based and original Survey Information Management System (ABYS), which was specially prepared for the research, was developed. Owing to opportunities and facilities provided by this system, a complete inventory sampling model was utilized in order to reach all of the schools in the district. A complete inventory sampling model is the information collection from all units in the target audience regarding the research (Şenol, 2012: 35). A complete inventory model requires significant effort and has important advantages as it foresees the collection of information from all units in the audience (Şenol, 2012: 35). The success of the sample increases in proportion to the existence of preliminary information about the audience units. The sample becomes difficult when these kinds of information are not reached accurately and reliably. However, the fact that such preliminary information is not necessary for a complete inventory is an important advantage of the complete inventory (Şenol, 2012: 36). Owing to this and similar advantages, the complete inventory sampling model was used while obtaining information from the population. The sample was not taken in the research, the information was obtained from the population; and the data of 1613 teachers with necessary requirements were used. Among 1613 people whose data were evaluated, 544 of them (33.7%) were females; 1069 of them (66.3%) were males. Totally 394 (24.4%) people including 123 (7.6%) female and 271 (16.8%) male from the state primary school; totally 479 (29.7%) people including 206 (12.8%) female and 273 (16.9%) male from the state secondary school; totally 406 (25.2%) people including 138 (8.6%) female and 268 (16.6%) male from the state high schools; totally 104 (6.4%) people including 14 (0.9%) female and 90 (5.6%) male from the private primary school; totally 68 (4.2%) people including 16 (1.0%) female and 52 (3.2%) male from the private secondary school; and totally 162 (10%) people including 47 (2.9%) female and 115 (7.1%) male from the private high schools participated in the research. The number of males that participated in the study was higher than the number of female, and similarly, the number of those from governmental institutions who participated in the study was higher than the number of respondents from private institutions.

### Data collection and analysis

#### Data collection tools

1. Personal Information Form: Closed-ended questions investigating the personal and professional characteristics of teachers who were included within the scope of the application in Personal Information Form.
2. Organizational Citizenship Behavior Scale: Appropriateness of data to factor analysis was investigated by KMO value (Kaiser-Meyer-Olkin) and Bartlett Test of Sphericity, and KMO value of .959 and Bartlett Test of Sphericity ( $p: .000$ ) were observed to be significant. The general reliability value of Organizational Citizenship Scale was .975. This value indicates that Organizational

Citizenship Scale has a high reliability value.

### Analysis and interpretation of data

The data entry obtained from the respondents was made by SPSS 17.0 and research data were resolved with "average", "standard deviation", "t-test", "one-way analysis of variance" and Post Hoc Tests intended for determining differentiation between groups.

## FINDINGS

According to the findings of this research, teachers have highly positive perception on organizational citizenship behaviors ( $\bar{X}= 4.28$ ). The average of male teachers' perceptions ( $\bar{X}= 4.36$ ) is higher than that of female ones ( $\bar{X}= 4.14$ ). The opinions of the respondents vary significantly according to gender, professional seniority, state of education and the working time in the school where they work. The results obtained from the statistical analyses conducted in respect of the researched problem together with these general findings are shown in tables.

Teachers' levels of perception on organizational citizenship behaviors are shown according to gender in Table 1.

In Table 1, the fact that whether the opinions about the organizational citizenship behavior varied according to the gender of those who participated in the research was revealed by Independent sample t-test. The opinions about the organizational citizenship behavior (as it was  $t=-5.911$ ,  $p < 0.05$ ) varied significantly according to the gender of the respondents. Male's perception average about organizational citizenship behaviours is higher than that of females.

Teachers' levels of perception on organizational citizenship behaviors are shown according to professional seniority in Table 2.

In Table 2, the fact that whether the opinions about the organizational citizenship behavior varied according to the professional seniority of those who participated in the research was revealed by ANOVA test: The opinions about the organizational citizenship behavior (as it was  $p < 0.05$ ) varied significantly according to the professional seniority of the respondents.

In order to detect the difference between the groups, Post Hoc Tests were conducted. According to the test results, a significant difference was found out between 0-1 year and 2-3 years (the difference between the averages: 81.000; S: 9.11;  $p < 0.05$ ) in terms of professional seniority. Likewise, in respect of professional seniority, a significant difference was revealed between 2-3 and 3-5 years (the difference between the averages: -82.463; S: 8.20;  $p < 0.05$ ); 2-3 and 6-7 years (the difference between the averages: -64.795; S: 8.58;  $p < 0.05$ ); 2-3 and 8-10 years (the difference between the averages: -94.482; S: 7.75;  $p < 0.05$ ) as well as 2-3 and 11 years and above (the difference between the

**Table 1.** Gender and organizational citizenship independent sample t-test results

	Gender	N	$\bar{X}$	S	t
Organizational citizenship	Female	543	4.1441	81.959	-5.911
	Male	1069	4.3655	49.890	

$p < 0.05$ .

**Table 2.** Professional seniority and organizational citizenship ANOVA results.

Professional seniority	N	$\bar{X}$	S	Sum of squares	Average of squares	F
0-1 year	87	4.3181	72.740	632802.3	126560.469	35.016
2-3 years	87	3.3977	119.08	5808207	3614.316	
3-5 years	140	4.3295	68.995	6441009		
6-7 years	126	4.1250	54.366			
8-10 years	194	4.4659	39.387			
11 years and above	979	4.3409	53.550			
General	1613	4.2840	63.211			

$p < 0.05$ .

averages: -83.103; S: 6.72;  $p < 0.05$ ). A significant difference was revealed between 6-7 and 8-10 years (the difference between the averages: -29.686; S: 6.87;  $p < 0.05$ ); 6-7 and 11 years and above groups (the difference between the averages: -18.307; S: 5.69;  $p < 0.05$ ).

Teachers' levels of perception on organizational citizenship behaviors are shown according to working time in the school where they work in Table 3.

In Table 3, the fact that whether the opinions about the organizational citizenship behavior varied according to the working time at the school where they worked of those who participated in the research was revealed by ANOVA test: The opinions about the organizational citizenship behavior (as it was  $p < 0.05$ ) varied significantly according to the respondents' working time at the school where they worked.

In order to detect the difference between the groups, Post Hoc Tests were conducted. According to the test results, a significant difference was found out between 0-1 year and 2-3 years (the difference between the averages: 17.179; S: 4.58;  $p < 0.05$ ) in terms of working time in the school where they work. Likewise, in terms of their working time, a significant difference was revealed between 2-3 and 6-7 years (the difference between the averages: -25.634; S: 6.45;  $p < 0.05$ ); 2-3 and 11 years and above (the difference between the averages: -27.955; S: 4.96;  $p < 0.05$ ).

Teachers' levels of perception on organizational citizenship behaviors are shown according to state of education in Table 4.

In Table 4, the fact that whether the opinions about the organizational citizenship behavior varied according to the state of education of those who participated in the

research was revealed by ANOVA test: The opinions about the organizational citizenship behavior (as it was  $p < 0.05$ ) varied significantly according to the respondents' state of education.

In order to detect the difference between the groups, Post Hoc Tests were conducted. According to the test results, a significant difference was found out between 4-year higher education-bachelor's degree and master's degree (the difference between the averages: 25.956; S: 4.16;  $p < 0.05$ ) and also between 4-year higher education-bachelor's degree and 2-3-year associate degree (the difference between the averages: -48.481; S: 10.33;  $p < 0.05$ ) in terms of state of education. Also a significant difference between doctoral degree and 2-3-year associate's degree (the difference between the averages: -70.909; S: 17.80;  $p < 0.05$ ) was revealed.

## RESULTS AND DISCUSSION

This research was carried out to investigate teachers' perceptions on organizational citizenship behaviors and to evaluate them in terms of educational administration. Regarding the organizational citizenship behaviors, teachers have highly positive opinions. Many similar studies in the literature including those of Oğuz (2011), Polat and Celep (2008), Özdevecioğlu (2003), Taştan and Yılmaz (2008), Buluç (2008), Avcı (2015d) and Akyüz (2012) have similar results with ours. In the researches of Arlı (2011), Yıldırım (2012), Titrek et al., (2009), Kürşad (2010), Polat (2009), Korkmaz (2011) and Dilek (2005), similar results were obtained. Teachers' high perception on organizational citizenship behaviors is

**Table 3.** Working time at the school where he/she worked and organizational citizenship ANOVA results.

Working time at the school where he/she worked	N	$\bar{X}$	SS	Sum of squares	Average of squares	F
0-1 year	465	4.2954	57.764	140581.8	28116.352	7.171
2-3 years	311	4.1022	83.980	6300427	3920.614	
3-5 years	226	4.2613	69.574	6441009		
6-7 years	135	4.3977	44.909			
8-10 years	150	4.2727	60.516			
11 years and above	326	4.4204	45.090			
General	1613	4.2840	63.211			

$p < 0.05$ .

**Table 4.** State of education and organizational citizenship ANOVA results.

State of education	N	$\bar{X}$	S	Sum of squares	Average of squares	F
4-Year Higher Education, Undergraduate	1281	4.3181	55.630	274246.3	54849.260	14.293
Post graduate	267	4.0227	89.750	6166763	3837.438	
Doctor's degree	18	4.0681	44.838	6441009		
Teacher's training school	2	4.8977	17.768			
2-3-Year Associate Degree	37	4.8750	20.838			
Other	8	4.7159	43.070			
General	1613	4.2840	63.211			

$p < 0.05$ .

highly important for education and training system. This is because the high level of perception on the organizational citizenship behaviors in schools will have a positive impact on the education and training activities in schools contribute to creation of a healthy school climate and also affect the students' success positively. Therefore, it is desired and expected to ensure high perception on organizational citizenship behaviors in all institutions especially in schools.

#### **The opinions of the respondents vary significantly according to gender, professional seniority, state of education and the working time in the school where they work**

*According to results of this research, the opinions on the organizational citizenship behaviors vary significantly according to the respondents' gender:*

This result corresponds to the research results of Öçüm-Çetin (2004), Kürşad (2010) as well as Yücel and Kaynak-Taşçı (2007) while it differs from those of Baş and Şentürk (2011); Titrek et al. (2009) and Polat and Celep (2008). According to the result of this research, the average of male teachers' perceptions on the organizational citizenship behaviors is higher than that of female ones. This result reveals that male and female

teachers do not have similar criteria to evaluate the organizational citizenship behaviors. The fact that male teachers have higher average of perceptions can be interpreted in the way that they have a more positive perspective to evaluate the organizational citizenship behaviors in the school where they work.

*According to the result of this research, the opinions on the organizational citizenship behaviors vary significantly by the respondents' professional seniority:*

While this result corresponds to those of Kürşad (2010), Öçüm-Çetin (2004) as well as Baş and Şentürk (2011), it differs from the research results of Polat and Celep (2008). Based on the result of this study, the highest average is in 8-10 year and 0-1 year group whereas the lowest average is in 2-3 year group in respect of professional seniority. The other averages vary between one another. This result can be interpreted in the way that teachers are considerably enthusiastic and idealistic and have more positive perspective on the management, institution and incidents during the first year when they start their profession; but their average of perception goes down in the following year due to various situations and incidents that they may have encountered. The highest average is available in 8-10 year group, which can be considered that teachers get accustomed to the current situation and more adapted to their profession

after their 7<sup>th</sup> year. This can be regarded as positive because when teachers' positive perceptions on the organizational citizenship behaviors increase, they can be more productive and beneficial to their institution.

*According to the result of this research, the opinions on the organizational citizenship behaviors vary significantly by the respondents' working time in the school that they work:*

This result differs from the research results of Polat and Celep (2008). In respect of the working time in the school, one of the highest averages is available in 0-1 year group while the lowest average is in 2-3 year and 3-5 year group. These results show us that a teacher who starts working in a school is really enthusiastic and motivated but in the following years, he/she cannot maintain these feelings and these feelings slowly go down to the lowest level as from the second year of employment. The lowest level is reached by the groups of 11 year and above. In fact, the desired and expected scenario is different from this. It is expected that teachers' perceptions on the organizational citizenship behaviors will increase as much as their working time at school increases. This is because teachers are expected to get more accustomed to their new school, school management, colleagues and profession over years. In line with this expectation, the level of teachers' perception on the organizational citizenship behaviors should be high. From this perspective, the school management should, at the end of the first year, particularly take care of the teachers who have newly started working at their new school. The school management should especially take of the teachers in this group and support them. Likewise, the school management should endeavor to maintain the teachers' high level of perception on the organizational citizenship behaviors which is available during the first year of their employment.

*According to the result of this research, the opinions on the organizational citizenship behaviors vary significantly by the respondents' state of education:*

This result differs from the research results of Kürşad (2010); Polat and Celep (2008); Titrek et al. (2009) as well as Baş and Şentürk (2011). In respect of state of education, the lowest averages are available in the group of master's degree and doctoral degree while the lowest ones are in the groups of teacher's training school, 2-3-year associate's degree and bachelor's degree. The more the academic level increases, the more the level of perceived organizational citizenship level decreases. This result can be interpreted in the way that the averages decrease gradually when the academic level increases since teachers' evaluation criteria will change and they will have a more idealistic perspective. This result is an expected but not desired one because the level of organizational citizenship behaviors is always desired to

be high for corporate success and efficiency. What is desired at this point is that the more the academic level increases, the more positive contributions teachers will make to themselves and their environment and hence the higher the level of organizational citizenship behaviors felt in the institution will be. The similarities or differences between all other results may result from the socio-economic levels and possibilities of the schools where the teachers work and also the teachers' personal perceptions and differences.

Regarding the organizational citizenship behaviors and the connection of these behaviors with organizational variables, while there is a positive outlook in general, there are also some studies that approach the issue in a critical manner. Şeşen (2008) examines this issue in detail in his study called "A critical analysis of studies on organizational citizenship behaviors: Theological and epistemological concerns". According to Şeşen (2008), the issue of organizational citizenship behaviors attracted the interest of many researchers especially in the last fifteen to twenty years, and many researches have been carried out on the premises and results of this issue. However, when analyzing the research results according to Şeşen (2008), it is seen that the concept of organizational citizenship behavior was based on some universal consents and that it was not discussed on the basis of theoretical, conceptual or philosophical. However, when analyzing the domestic and foreign sources related to organizational citizenship behaviors, it is seen that it is not really possible to agree with the opinion of Şeşen (2008). This is because there are many domestic and foreign researches concerning the premises and especially the results of organizational citizenship behaviors, and these researches reveal the positive effects of organizational citizenship behaviors for the institutions on the basis of scientific data (Bateman and Organ, 1983; Podsakoff et al., 1990; Graham, 1991; Podsakoff, Mackenzie, Paine and Bachrach, 2000; Motowidlo, 2000; DiPaola and Tschannen-Moran, 2001; DiPaola and Hoy, 2005; Bogler and Somech, 2005; Özdevecioğlu, 2003; Sezgin, 2005; Polat and Celep, 2008; Buluç, 2008; Oğuz, 2011 as cited in Avcı, 2015f: 19). Thus, it possible to observe that the critical importance and value revealed by organizational citizenship behaviors for the institutions are based on scientific data rather than some universal consent, as Şeşen (2008) stated.

Additionally, the relationship of organizational citizenship behaviors with internal variables is significant and positive. According to the research of Oğuz (2011), there is a moderate, positive and significant relationship between the leadership styles of managers and OCB; according to the research of Yılmaz and Çokluk-Bokeoğlu (2008), there is a moderate, positive and significant relationship between OCB and organizational commitment; according to the research of Polat and Celep (2008), there is a moderate, positive and

significant relationship between the perception of organizational justice and OCB, and there is a moderate, positive and significant relationship between the perception of organizational trust and OCB; according to the research of Polat (2007), there is a moderate, positive and significant relationship between the perception of organizational justice and OCB, and there is a moderate, positive and significant relationship between the perception of organizational trust and OCB.

In all researches carried out, the fact that opinions about organizational citizenship behavior were positive is a beneficial situation for the educational system. This is because organizational citizenship behaviors have a very critical role, a significant importance and a comprehensive benefit in the success and effectiveness of the institutions (Bateman and Organ, 1983: 587). Organizational citizenship behavior makes a great contribution to the success of the organization and to the realization of the objectives by protecting organization from disruptive and unwanted behaviors (Organ and Konovsky, 1989: 157), by developing employees' talents and skills and by creating an effective and productive working atmosphere (Podsakoff et al., 1990: 109; Farh et al., 1990: 707 as cited in Avci, 2015a: 720). The fact that the organization makes individuals achieve their goals while achieving its own goals, and that individuals make organization achieve its goals while achieving their own goals is the basic requirement of living organization. When considered from this point of view, organizational citizenship behavior plays a balancing role in achieving individual and organizational goals (Organ and Ryan, 1995: 776; Podsakoff et al., 1996: 278). According to the results of the research carried out, organizational citizenship behaviors particularly support the organizational structure basically at three points within the organization about the formation of efficient and effective work environment (Motowidlo, 2000: 116; Borman, 2004: 239; Purvanova et al., 2006: 4 as cited in Avci, 2015a: 720): 1) It increases the solidarity and cooperation among employees, 2) It increases the sense of responsibility of the employees towards their institutions and colleagues, 3) It ensures the fact that employees develop good and positive attitudes towards their institutions and colleagues.

Organizational citizenship behavior plays a crucial role in the effective and successful management of the schools. (DiPaola and Tschannen-Moran, 2001: 425; DiPaola and Hoy, 2005: 37; Avci, 2015b: 2759). In schools where the organizational citizenship behavior exists, teachers continuously develop themselves in terms of personal and professional in order to be more beneficial to the students and in order for school to achieve its goals faster and more efficiently (DiPaola and Hoy, 2005: 38), they take care of lesson hours to pass efficiently, they make an effort in order for lessons, programs and the social activities in the school to be more quality and efficient and they bring ideas and

suggestions related to this (Allison et al., 2001: 287), they voluntarily support their teacher friends even though this is not located within their job description formally, they support the school administration, they take care of students even during break time and out of working hours of school (Nguni et al., 2006: 171), they continue to work fearlessly with dedication under difficulties they encounter, they avoid all kinds of attitudes and behaviors that could damage the school and working atmosphere; they do not gossip, they keep away from destructive, back-breaking, harmful words, deeds and actions (Burns and Carpenter, 2008: 51); they make contributions to their school by acting with a team spirit and "being we" consciousness and by working voluntarily in devotion and self-sacrifice beyond what is expected from them (Bogler and Somech, 2005: 424). Such organizational citizenship behaviors and transformational leadership styles shown in the educational institutions support the students' individual, academic and social developments by creating an efficient and effective educational leadership and environment (Avci, 2015e:169), nevertheless, prepare the necessary environment for educating more successful and happy students (DiPaola and Tschannen-Moran, 2001: 441; DiPaola and Hoy, 2005: 42; Bogler and Somech, 2005: 430; Avci, 2015b: 2765).

These results show that the organizational citizenship behaviors exhibited in institutions have positive effects on healthy operation and success of institutions. This situation is especially valid for the educational institutions that have the most important role in a country's development. When considered from this point of view, it appears that the promotion and the enhancement of organizational citizenship behaviors also in educational institutions is important and essential for more efficient education system of our country, improving the quality of education and the establishment of quality and success-oriented school culture (Çetin et al., 2003; Özdevecioğlu, 2003; Sezgin, 2005; Polat and Celep, 2008; Buluç, 2008; Yılmaz and Taşdan, 2009; Titrek et al., 2009; Yılmaz, 2009; Avci, 2015d).

## RECOMMENDATIONS

### Recommendations for practitioners

For the formation of strong organizational citizenship behaviors at school; studies should be carried out to establish a school environment in which the ideas and suggestions of all employees are taken into account, decision on participation is provided, a policy of open to innovation, development and change is carried out. For the formation of strong and healthy organizational citizenship behaviors, the school manager should not be separated from justice and objectivity in decisions to be made relating to all employees; should exhibit a fair management mentality on issues such as fulfilling the



promises he/she gives, rewarding, promoting and evaluating performance; that all employees are equal and important.

School administrators should be well-informed that the organizational citizenship in school is a really important factor for effective and efficient education and training as well as for teachers' job satisfaction and high performance and hence school principals should be competent accordingly. School principals should share with teachers the data on the teachers' success, job satisfaction and life pleasure in the schools where strong organizational citizenship is available. Likewise, school principals should encourage teachers to have the similar traits with the successful ones in those schools. School principals should be aware of teachers' level of perception on the organizational citizenship in school using techniques of SWOT regularly and take the necessary measures according to the obtained results.

### Recommendations for researchers

The undergraduate and postgraduate studies may focus especially on the creation of the organizational citizenship behaviors and also an effective and efficient education environment in educational institutions. The domestic and foreign publications may be followed, modern and new models may be created and hence the education system may be improved. The organizational citizenship behaviors may be described by qualitative methods. Teachers' level of perception on the organizational citizenship behaviors should be analyzed and the problematic points should be detected and also the necessary works to compensate them and increase the level of perception on the organizational citizenship should be conducted. It is also possible to carry out some research in which the variables such as leadership and organizational citizenship behaviors, school culture, success level of schools, moral and job satisfaction of administrators, teachers and students are examined comparatively.

In line with the findings of this research, education systems can be highly enriched by re-designing the structure, sub-dimensions and characteristics of the organizational citizenship behaviors considering the new developments and current data and by spreading them across large masses as well as creating new suggestions for the future.

### Conflict of Interests

The author has not declared any conflict of interests.

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