

The Relationship Between The Teachers' Values And Their Organizational Citizenship Behaviors

Hakan DÜNDAR*

Abstract

The purpose of this study is to determine the relationship between the teachers' values and their organizational citizenship behaviors. For this purpose, Schwartz's (1992) list of values and the scale of organizational citizenship behaviors developed by Podsakoff and his colleagues have been applied to 407 teachers working in the schools of The District Education Directorate of Keçiören in Ankara. In the study correlation has been used to determine the relationship between the teachers' values and their organizational citizenship behaviors statistically. At the end of the research it has been identified that there is a significant and positive relationship between the teachers' values and their organizational citizenship behaviors. It has also been found that there are statistically significant relationships between the values collected in ten dimensions on Schwartz's list and the five main behavioral dimensions comprising organizational citizenship behaviors. The strongest relationship has been observed between the universalism value group and civic virtue dimensions of behaviors based on the data obtained from the research. The findings of the study have been interpreted based on the literature.

Keywords: Values, organizational citizenship behaviors, teachers

* Yrd. Doç. Dr., Kırıkkale Üniversitesi, e-posta: hdundar06@gmail.com

Extended Summary

Purpose

The purpose of this study is to determine the relationship between the teachers' values and their organizational citizenship behaviors. Values play an important role on individuals' behavior and attitudes. Values have the characteristic of defining behaviors of society besides behaviors and attitudes of individuals (Schwartz and Sagie, 2000). Values are not determinant in only individual behaviors, but also determinant in institutions behaviors and in attitudes of the society. The impact of organizational citizenship behavior is extremely important in the organization's effectiveness as well as the impact of the values. So much so that in terms of success and survival of the organization ;on a voluntary basis and organizational citizenship behaviors ,which is tend to give up from their own priorities for the organization , is extremely important for the organization. The purpose of this study is to determine the relationship between the teachers' values and their organizational citizenship behaviors.

Method

This research is a descriptive study of relational survey model is used. The purpose of this study is to determine the relationship between the teachers' values and their organizational citizenship behaviors. This study group is constituting 407 teachers working in primary and secondary schools in Kecioren District National Education Directorate. Study to determine teachers' individual values "developed by Schwartz List of Values" is used which is developed by Schwartz (1992). However, in order to determine teachers' organizational citizenship behavior, the "Organizational Citizenship Behaviors Scale" is used which developed by Podsakoff, MacKenzie, Moorman and Fetter (1990). In the study correlation has been used to determine the relationship between the teachers' values and their organizational citizenship behaviors statistically.

Discussion

In this study the relationship between the teachers' values and their organizational citizenship behaviors is tried to determine. A statistically significant and positive relationships between all the dimensions have been identified between the values and organizational citizenship behavior of the teachers that participated in the study. The strongest relationship has been observed between the universalism value group and civic virtue dimensions of behaviors based on the data obtained from the research. In the study, when the teachers priorities are examined ,benevolence, universalism, and security groups have been identified as priorities for the most important value.when the teachers' organizational citizenship behavior is examined the highest average was found as courtesy.

Conclusion

Between teachers' values and organizational citizenship behaviors identified based on the results of this study a new research can be designed. Values, the relationship between organizational commitment and organizational citizenship behaviors, especially with democratic attitudes and organizational citizenship behavior, organizational trust, and organizational citizenship behaviors can be examined together.

Kaynakça

- Aktay, A. ve Ekşi, H. (2009). Yönetici ve öğretmenlerin değer tercihleri ile örgütsel vatandaşlık davranışları arasındaki ilişki, *İş Ahlakı Dergisi*, 2(3), 19-65,
- Arthaud-Day, M.L., Rode, J.C. & Turnley, W.H. (2012). Direct and contextual effects of individual values on organizational citizenship behavior in teams.*The Journal of Applied Psychology*. 97(4),792-807
- Aykler, J. (2010). *The influence of personality factors on organizational citizenship behavior*. Bachelorarbeit An Der Wirtschaftsuniversität Wien - Institut Für Change Management Und Management Development, Unpublished Bachelor Thesis. www.poczynek.org/.../2010%20Judith%20Aykler%20-
- Baş, G. Ve Şentürk, C. (2011). İlköğretim okulu öğretmenlerinin örgütsel adalet, örgütsel vatandaşlık ve örgütsel güven algıları. *Kuram ve Uygulamada Eğitim Yönetimi*, 17(1),29-62
- Belogolovsky, E. & Somech, A. (2010). Teachers' organizational citizenship behavior: examining the boundary between in-role behavior and extra-role behavior from the perspective of teachers, principals and parents. *Teaching and Teacher Education*, 26,914-923.
- Buluç, B. (2008). Ortaöğretim okullarında örgütsel sağlık ile örgütsel vatandaşlık davranışları arasındaki ilişki. *Türk Eğitim Bilimleri Dergisi*, 6 (4), 571–602.
- Büyüköztürk, S. , Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, S. ve Demirel, F. (2008). Bilimsel araştırma yöntemleri. Ankara: Pegem Akademi Yayınları.
- Chieh-Peng, L. (2008). "Clarifying the relationship between organizational citizenship behaviors, gender, and knowledge sharing in workplace organizations in Taiwan." *Journal of Business and Psychology* 22(3),241-250.
- Cohen, A. (2007). One nation, many cultures: A cross-cultural study of the relationship between personal cultural values and commitment in the workplace to in-role performance and organizational citizenship behavior. 2007. *Cross Cultural Research*, 41(3), 273-300.
- Cohen, A. & Liu, Y. (2011). Relationships between in-role

- performance and individual values, commitment, and organizational citizenship behavior among Israeli teachers. *International Journal of Psychology*, 46(4),271-287.
- Cohen, A. & Keren, D. (2008). Individual values and social exchange variables examining their relationship to and mutual effect on in-role performance and organizational citizenship behavior, *Group & Organization Management*, 33 (4), 425-452.
- Farrell, S.K. & Finkelstein, L.M. (2007). Organizational citizenship behavior and gender: Expectations and attributes for performance. *North American Journal of Psychology*, 9(1),81-95.
- Fontaine, J. R., Poortinga, Y. H., Delbeke, L. & Schwartz, S. H. (2008). Structural equivalence of the values domain across cultures: Distinguishing sampling fluctuations from meaningful variation. *Journal of Cross-Cultural Psychology*, 39, 345-365.
- Fraenkel, J.R. & Wallen, N.E.(1993). *How to design and evaluate research in education*. Newyork: Mcgraw-Hill.
- Glazer, S., Daniel, S. C. & Short, K. M. (2004). A study of the relationship between organizational commitment and human values in four countries. *Human Relations*, 57(3), 323-345.
- Karasar, N. (2006). *Araştırmalarda rapor hazırlama*. Ankara: Nobel Yayın Dağıtım.
- Khazaei, K., Khalkhali, A.& Eslami, N. (2011). Relationship between organizational citizenship behavior and performance of school teachers in west of Mazandaran province. *World Applied Sciences Journal*, 13, 324-330.
- Knafo, A. Roccas, S. & Sagiv, L. (2011). The value of values in cross cultural research: A Special Issue in Honor of Shalom Schwartz. *Journal of Cross-Cultural Psychology*, 42, 178-185.
- Kuşdil, M.E. ve Kağıtçıbaşı, Ç. (2000). Türk öğretmenlerinin değer yönelimleri ve Schwartz değer kuramı. *Türk Psikoloji Dergisi*, 15(45),59-80.
- Laçinoğlu, Z. (2010). *İlköğretim okulu öğretmenlerinin örgütsel adalet algıları ile bazı örgütsel davranışlar arasındaki ilişki*. Yayımlanmamış yüksek lisans tezi. Sakarya Üniversitesi Sosyal Bilimler Enstitüsü, Sakarya.
- Liu, Y. & Cohen, A. (2010). Values, commitment, and OCB among Chinese employees. *International Journal of Intercultural Relations*, 34,493-506.
- Moghadam, A. H. & Tehrani, M. (2011). Predicting model of organizational identity toward its effect on organizational citizenship behaviors (OCBs). *African Journal of Business*

- Oğuz, E. (2011). Öğretmenlerin örgütsel vatandaşlık davranışları ile yöneticilerin liderlik stilleri arasındaki ilişki. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi*, 17(3), 377-403.
- Organ, D.W. (1997). Organizational citizenship behavior: Its construct clean up time. *Human Performance*, 10 (2): 85-97.
- Organ, D. W. & Ryan, K. (1995). A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behavior. *Personnel Psychology*, 48, 775-802.
- Podsakoff, P. M., MacKenzie, S. B., Paine, J. B. & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management*, 26, 513-563.
- Ros, M., Schwartz, S.H. & Surkiss, S. (1999). Basic individual values, work values, and the meaning of work, *Applied Psychology: An International Review*, 48(1), 49-71.
- Ross, G. F.(2006).Ethical, career, organizational and service values as predictors of hospitality management traineeship interest.*Tourism Culture and Communication*, 6, 121-136.
- Schwartz, S. H. (1992). Universals in the content and structure of values: Theory and empirical tests in 20 countries. In M. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 25) (pp. 1-65). New York: Academic Press.
- Schwartz, S.H. (2006) Basic human values: Theory, measurement, and applications. *Revue Francaise de Sociologie*, 47(4),249-288.
- Schwartz, S. H., & Bardi, A. (2001). Value hierarchies across cultures: Taking a similarities perspective. *Journal of Cross Cultural Psychology*, 32, 268-290.
- Schwartz, S. H., Melech, G., Lehman, A., Burgess, S., Harris, M. & Owens, V. (2001). Extending the crosscultural validity of the theory of basic human values with a different method of measurement. *Journal of Cross-Cultural Psychology*, 32, 519-542.
- Schwartz, S. H. & Sagie, G. (2000). Value consensus and importance: A cross-national study. *Journal of Cross Cultural Psychology*, 31, 465-497.
- Schwartz, S. H., Sagiv, L. & Boehnke, K. (2000). Worries and values. *Journal of Personality*, 68, 309-346.
- Sencer, M. (1989). *Toplum bilimlerinde yöntem*. İstanbul: Beta Basım.
- Struch, N., Schwartz, S. H. & van der Kloot, W. A. (2002). Meanings

of basic values for women and men: A cross-cultural analysis. *Personality and Social Psychology Bulletin*, 28, 16-28.

Şahin-Fırat, N. (2010). Okul müdürü ve öğretmenlerin okul kültürü ile değer sistemlerine ilişkin algıları. *Eğitim ve Bilim*, 35 (156), 71-83.

Şahin-Fırat ve Açıkgöz, K. (2012). Bazı değişkenler açısından öğretmenlerin değer sistemleri. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*. (43),422-435.

Van-Dijk, D., Yaffe, T. & Levontin, L. (2008). The effect of personal values on organizational citizenship behavior. A paper presented at the *Third International Conference on Interdisciplinary Social Sciences*, Prato, Toscana.http://i08.cgpublisher.com/proposals/909/index_html (Erişim Tarihi: 01 /07/ 2012).

Yılmaz, E. (2009). Öğretmenlerin değer tercihlerinin bazı değişkenler açısından incelenmesi. *Değerler Eğitimi Dergisi*, 7(17), 109-128.

Yılmaz, K., & Taşdan, M. (2009). Organizational citizenship and organizational justice in Turkish primary schools. *Journal of Educational Administration*, 47(1), 108-126.