

Participative Leadership and Change-Oriented Organizational Citizenship: The Mediating Effect of Intrinsic Motivation¹

Mesut SAGNAK*

Suggested Citation:

Sagnak, M. (2016). Participative leadership and change-oriented organizational citizenship: The mediating effect of intrinsic motivation. *Eurasian Journal of Educational Research*.62, 181-194, <http://dx.doi.org/10.14689/ejer.2016.62.11>

Abstract

Problem Statement: Scientists support that success cannot be achieved through schools with a bureaucratic structure in which top-down relation is emphasized but rather with a decentralized structure of authority. Scientists also posit that participative management is the best approach. Participation or participative leadership is defined as deciding jointly or as the shared influence for deciding between superiors and subordinates. From this standpoint, participative management has focused on allocating decision-making authority and sharing power. It is vital for schools to apply innovations to be effective. Leadership is one of the most important factors affecting organizational innovation. Participative leaders encourage teachers to find new opportunities, generate new information, and perform. Thus, it can be asserted that participative leadership behavior effects change-oriented organizational citizenship behavior.

The motivational model used to explain the effect of participative leadership behaviors of superiors on the work performance of subordinates asserts that participation in decision making provides intrinsic rewards for subordinates. It has been indicated within research results that participative leadership affects subordinates' behavior by means of intrinsic motivation.

¹This study was presented at the First International Eurasian Educational Research Congress (Istanbul University & EJER, 24-26 April 2014).

* Dr., Nigde University, Faculty of Education, Department of Educational Sciences, e-mail: mesutsagnak@hotmail.com

Purpose of the study: This study aimed to explore the mediating role of intrinsic motivation on the relationship between participative leadership and change-oriented organizational behavior.

Method: The survey model was used in this study. The participants included 850 teachers randomly selected from 68 elementary schools in the center of Nigde and its districts in Turkey. Three different instruments were used in this study. The scales were translated using the translation and back translation method. In order to examine the construct validity of the scales, exploratory factor analysis and confirmatory factor analysis were used. Structural equation modeling was conducted using the LISREL 8.7 computer program for the mediating test.

Findings: Participative leadership was a significant predictor of change-oriented organizational citizenship behavior ($\beta=0.26$, $p<.01$) and intrinsic motivation ($\beta=0.27$, $p<.01$). A significant relationship between change-oriented organizational citizenship behavior and intrinsic motivation ($\beta=0.75$, $p<.01$) was present. Intrinsic motivation fully mediated the relationship between participative leadership and change-oriented organizational behavior ($\beta=0.06$, $t= 1.87$).

Conclusion and Recommendations: Results indicated that participative leadership significantly affected change-oriented organizational citizenship and intrinsic motivation. A significant relationship was found between change-oriented organizational citizenship and intrinsic motivation. It was determined that intrinsic motivation fully mediated the relationship between participative leadership and change-oriented organizational citizenship behavior.

Key Words: Participative management, participative leadership, change-oriented organizational citizenship, intrinsic motivation.

Introduction

Today, schools have dynamic, fast-paced environments. This has necessitated schools to have a flexible structure and to quickly accommodate changing contexts (Somech, 2010). Reforms emphasizing school-based management asserted participative management to be the main means by which to improve schools (Somech, 2002). Scientists support that success cannot be achieved in schools with a bureaucratic structure in which top-down relationships are emphasized but with a decentralized authority structure. Scientists also purport that participative management is the best management approach. Thus, research, policies and applications about participative decision making in schools continue to be a central theme (Smylie, 1992; Smylie, Lazarus & Brownlee-Conyers, 1996; Somech, 2002; Somech, 2010).

Miller and Monge (1986) asserted that participation has many conceptualizations from delegation to joint decision making and defined participation as joint decision making. Similarly, participation or participative leadership is defined as deciding jointly or as the shared influence in deciding between superior and subordinate through hierarchy (Wagner & Gooding, 1987). From this standpoint, participative management has focused on allocating decision-making authority and sharing power. Somech (2010) stated that participative decision making is a formal participation strategy, includes direct participation of groups, and has a claim to effect the decision of groups, and participation is relevant in important matters. According to the literature, participating in decision making will raise the social capacity for a perfect school and the quality of decisions, increase the motivation of teachers, contribute to the quality of work life, and improve professional training and the democratic school environment (Smylie, 1992; Smylie, et al., 1996; Somech, 2010).

Participative decision making increases the motivation level of teachers and thus affects individual and organizational outcomes (Somech, 2010). Participation of teachers in the decision-making process allows managers to access information about the source of problems related to instruction and thus improve the quality of instructional decision. This will also increase teachers' loyalty to managerial decisions and their willingness to apply them (Smylie, 1992; Smylie et al., 1996; Somech, 2010).

Participative leaders consult employees, ask for suggestions, and consider employee opinions (Chen & Tjosvold, 2006). Participative managers encourage teachers to seek out new opportunities and to learn by acquiring, sharing and connecting information (Somech, 2010). Chen and Tjosvold (2006) asserted that in joint decision making and constructive controversy, a method in which views are expressed directly, others' views aim to be understood and opinions are used for solving problems. So it can be said that participative leaders have a role in creating organizational learning opportunities and encouraging innovation.

Much research exists concerning the participation of teachers in the decision making process. The relationship between participative decision making or participative leadership and instructional improvement (Smylie et al., 1996), organizational commitment (Huang, Shi, Zhang & Cheung, 2006), satisfaction, and performance (Benoliel & Somech, 2010) has been examined. Results of these studies indicate that the relationship between participative decision making and these variables is positive and significant. As a result of their meta-analytic review, Miller and Monge (1986) suggested that participation affects both satisfaction and productivity. Smylie (1992) noted that teachers are willing to participate the most in decision making regarding curricular instruction and staff development and the least in decisions regarding personnel and general management.

Participative Leadership and Change-Oriented Organizational Citizenship

High competition in today's schools necessitates teachers endeavoring beyond their formal job description (Bogler & Somech, 2004; Somech & Bogler, 2002). Schools in face of changing conditions have been more dependent on teachers being willing

to perform beyond formal job requirements. In organizational literature, non-prescribed organizationally beneficial behaviors part from obliged behaviors based on formal role obligations. Bateman and Organ (1983) described the non-prescribed behaviors as organizational citizenship behavior.

Organ (1988) defined organizational citizenship behavior (OCB) as “individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization” (p. 4). According to Somech (2010), participative management enhances teachers’ justice and sense of trust. If teachers perceive justice in schools, they enact organizational citizenship behaviors more frequently and implement decisions. Bogler and Somech (2005) found a significant relationship between participative leadership and OCB within educational organization.

The scholars examined the relationship between OCB and many variables (Taştan & Yılmaz, 2008). It is accepted that OCB is effective on organizational success. The relationship of generally affective morale factors like fairness, commitment, satisfaction and perception of supportiveness with organizational citizenship behavior has been indicated (Bateman & Organ, 1983; Organ & Ryan, 1995; Sezgin, 2005). The relationship between job attitudes, task variables and various leadership variables, and organizational performance and organizational citizenship behavior has been found (Podsakoff, MacKenzie, Paine & Bachrach, 2000).

Podsakoff et al. (2000) asserted seven common themes about organization citizenship behavior to be helping behavior, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue and self-development. Choi (2007) indicated that these themes apart from individual initiative can fall into one the categories of promotion or affiliation. He asserted that individual initiative differentiates from others in terms of voluntary acts of creativity and innovative acts to improve organizations’ performance and associated this concept to the change-oriented organizational citizenship behavior concept. Individual initiative includes voluntary acts of creativity and innovations designed to improve a task (Podsakoff et al., 2000).

Choi (2007) defined change-oriented OCB as “constructive efforts by individuals to identify and implement changes with respect to work methods, policies, and procedures to improve the situation and performance” (p. 469). This concept is related with employees’ declaration, suggestion and application of thoughts (Seppala, Lipponen, Bardi & Pirttila-Backman, 2012). Some research has been conducted on change-oriented organizational citizenship behavior within business organizations (Choi, 2007; Bettencourt, 2004; Seppala et al., 2012). Conducting similar studies within educational organizations can contribute to the effectiveness of schools.

It is vital today that schools apply innovations for being effective (Somech, 2010). Leadership is one of the most important factors affecting organizational innovation (Jung, Chow & Wu, 2003). Creativity is defined as the generation of novel and useful ideas, and innovation is defined as the successful implementation of these ideas

within an organization (Amabile, Conti, Coon, Lazenby & Herron, 1996; Woodman, Sawyer & Griffin, 1993). Participative leaders encourage teachers to find new opportunities, generate new information and perform (Somech, 2010). Thus, it can be asserted that participative leadership behavior effects change-oriented organizational citizenship behavior.

Participative Leadership and Intrinsic Motivation

The motivational model used to explain the effect of participative leadership behaviors of superiors on the work performance of subordinates asserts that participation in decision making provides intrinsic rewards for subordinates (Huang, Iun, Liu & Gong, 2010). Deci and Ryan (1985) categorized motivation as intrinsic or extrinsic and indicated that intrinsic motivation resulted from competence, autonomy and relatedness needs. Studies demonstrated that when the three needs are satisfied, intrinsic motivation increases, and when they are thwarted, motivation diminishes (Ryan & Deci, 2000a). Intrinsic motivation is performing an act inherently because it is interesting and enjoyable, not because of external restraints and rewards (Ryan & Deci, 2000b).

Participative leadership is accepted as a source of intrinsic motivation. It is asserted within motivational model that participation in the decision making process enhances subordinates' motivation, which positively affects performance (Huang, et al., 2010). Subordinates' participation in the decision making process fosters their psychological ownership, self-efficacy and sense of control, so their autonomy and level of intrinsic motivation increase (Huang et al., 2010; Bogler & Somech, 2005; Somech, 2010). Studies on this subject stated that supporting autonomy and low control perceptions increase motivation (Deci & Ryan, 1987; Ryan & Deci, 2000a; Ryan & Deci, 2000b). It has been found that there is a significance relationship between participative leadership and intrinsic motivation (Huang et al., 2010; Bogler & Somech, 2005; Somech, 2005).

The motivational model is one of the main explanatory frameworks researchers use to identify the reasons for organizational citizenship behaviors (Huang et al., 2010). Somech (2010) introduced an analytical model asserting participative decision effects school outcomes like innovation, organization citizenship and teacher outcomes like job satisfaction through motivational and cognitive mechanisms. Ryan and Deci (2000a) stated that intrinsic motivation results in high-level learning and creativity. Tierney, Farmer and Graen (1999) found a positive relationship between intrinsic motivation and creativity. It has been indicated within research results that participative leadership affects subordinates' behavior by means of intrinsic motivation (Huang et al., 2010; Bogler & Somech, 2005).

The purpose of this study is to investigate the mediating effect of intrinsic motivation on the relationship between participative leadership and change-oriented organizational citizenship behavior. In accordance with this aim, the study seeks answers for the following questions:

1. Is there any relationship between participative leadership and change-oriented organizational citizenship behavior and intrinsic motivation?
2. Is there any relationship between change-oriented organizational citizenship behavior and intrinsic motivation?
3. Does intrinsic motivation mediate the relationship between participative leadership and change-oriented organizational citizenship behavior?

Method

Research Design

The relational model was used to investigate the relationship among participative leadership, change-oriented organizational citizenship behavior and intrinsic motivation.

Participants

The participants included 850 teachers randomly selected from 68 elementary schools in the center of Nigde and its districts in Turkey. Of the total, 410 were female (48.2%) and 440 were male (51.8%). The majority of teachers (49.8%) had 1 to 10 years of professional experience. Most of the teachers (46.7%) were 31 to 40 years old.

Instruments

Three different instruments were used in this study. The scales were translated using the translation and back translation method. In order to examine the construct validity of the scales, exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were conducted. Explanatory factor analysis was conducted separately to examine the construct validity of each scale. The selection of a factor was based on the criteria eigenvalue ≥ 1.00 and factor loading $\geq .50$. It was found that the items clustered into a single factor. These findings support the original constructs of the scales (Arnold, Arad, Rhoades & Drasgow, 2000; Choi, 2007; Tierney, Farmer & Graen, 1999). Types of goodness-of-fit measures are: GFI= .99, CFI= 1.00, NFI= 1.00, RMSEA= .05, AGFI=.88 for the participative leadership scale; GFI= 1.00, CFI= .99, NFI= .99, RMSEA= .04, AGFI=.95 for change-oriented organizational citizenship behavior; and GFI= .99, CFI= 1.00, NFI= 1.00, RMSEA= .05, AGFI=.97 for intrinsic motivation scale. The results suggest a good fit for the construct validity of the scales (Schermelleh-Engel, Moosbrugger & Müller, 2003; Schumacker & Lomax, 2004). The participants used a 5-point Likert type scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Participative Leadership

Participative leadership was measured using six items adopted from the "Empowering Leadership Questionnaire" developed by Arnold, Arad, Rhoades and Drasgow (2000). Example items are: "Encourages teachers to express ideas and

suggestions" and "Listens to teachers' suggestions and ideas." The reliability of the scale was .89.

Change-Oriented Organizational Citizenship Behavior

The Change-Oriented Organizational Citizenship Behavior Scale developed by measured with Choi (2007) was used for determining teachers' change-oriented organizational citizenship behavior in elementary schools. The scale consists of four items. Examples of items are: "I frequently come up with new ideas or new work methods to perform my task", "I often suggest work improvement ideas to others." The reliability level of the scale was .78.

Intrinsic Motivation

Intrinsic motivation was measured by using the intrinsic motivation scale developed by Tierney, Farmer and Graen (1999). The scale contains five items. Sample items are: "I enjoy finding solutions to complex problems" and "I enjoy creating new procedures for work tasks." The internal consistency reliability of the scale was .86.

Structural Equation Modeling (SEM) was conducted using the LISREL 8.7 computer program. A three-step procedure was proposed by Baron and Kenny (1986) to test the mediation model. According to Baron and Kenny (1986) three criteria must be met to support mediated relationship:

1. The independent variable must be related to the mediating variable.
2. The independent variable must be related to the dependent variable.
3. The mediating variable must be related to the dependent variable with the independent variable controlled in the model.

If the relationship between the independent variable and the dependent variable is not significant when controlling for the mediator variable, full mediation is present. If the relationship between the independent variable and the dependent variable is reduced in the last step, while remaining significant, partial mediation is present.

Results

Table 1 presents the means, standard deviations and correlations for participative leadership, change-oriented organizational citizenship behavior, and intrinsic motivation.

Table 1.

Mean, Standard Deviation and Correlation

<i>Variables</i>	\bar{X}	<i>Ss</i>	<i>1</i>	<i>2</i>	<i>3</i>
1. Participative Leadership	4.23	0.73	1.00	0.26*	0.27*
2. Change-Oriented OCB	4.08	0.59		1.00	0.76*
3. Intrinsic Motivation	4.35	0.52			1.00

*p<.01

Table 1 indicates that participative leadership is significantly related to change-oriented organizational citizenship behavior ($r=0.26$, $p<.01$) and intrinsic motivation ($r=0.27$, $p<.01$). Results show a significant relationship between change-oriented organizational citizenship behavior and intrinsic motivation ($r=0.76$, $p<.01$). The highest positive relationship is found between change-oriented organizational citizenship behavior and intrinsic motivation. The Structural Equation Modeling was administrated using the LISREL 8.7 computer program, and results are presented in figure 1.

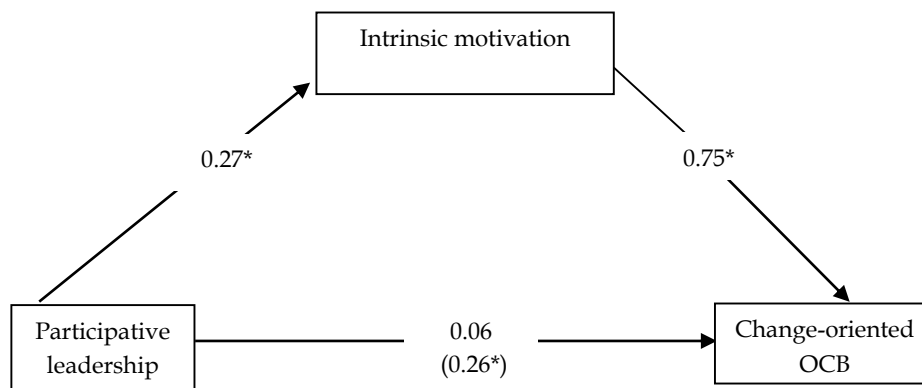


Figure 1. The Mediating Effect of Intrinsic Motivation. ($*p<.01$).

Figure 1 shows that participative leadership is significant predictor of change-oriented organizational citizenship behavior ($\beta=0.26$, $p<.01$) and intrinsic motivation ($\beta=0.27$, $p<.01$). There is a significant relationship between organizational citizenship behavior and intrinsic motivation ($\beta=0.75$, $p<.01$). Intrinsic motivation fully mediates the relationship between participative leadership and change-oriented organizational citizenship behavior ($\beta=0.06$, $t= 1.87$). According to the model proposed by Baron and Kenny (1986), intrinsic motivation serve as a full mediator of the relationship between participative leadership and change-oriented organizational citizenship behavior.

Discussion

This study aimed to investigate the relationship among participative leadership, change-oriented organizational citizenship behavior and intrinsic motivation. Results indicate that participative leadership significantly effects change-oriented organizational citizenship behavior and intrinsic motivation. A significant relationship was found between change-oriented organizational citizenship behavior and intrinsic motivation. It was determined that intrinsic motivation fully mediated the relationship between participative leadership and change-oriented organizational citizenship behavior. These findings coincide with the results of previous empirical studies.

Today, it can be said that participative leaders contribute to the effectiveness of school. Participative leaders share their power with teachers and include them in the decision making process. They ask for teachers' opinions during this process and regard them before deciding. Teachers' participation in the decision making process improves their sense of justice and trust. This improves teachers' organizational citizenship behaviors (Somech, 2010). Many researchers found the relationship between participative leadership and organizational citizenship behavior (Bogler & Somech, 2004, 2005; Somech & Bogler, 2002).

Participative management significantly affects individual and organizational outcomes by increasing teachers' level of motivation (Somech, 2010). Including teachers in decisions teachers improves their sense of autonomy and increases their intrinsic motivation level. (Huang et al., 2010; Ryan & Deci, 2000a; Somech, 2010). In some studies, a positive relationship has been found between participative management and intrinsic motivation. (Huang et al., 2010; Bogler & Somech, 2005; Somech, 2005). Participative management ensures improvement of teachers' attitudes. According to some studies, there is a positive relationship between participative management and the level of teacher satisfaction and commitment (Benoliel & Somech, 2010; Huang, et al., 2006; Miller & Mong, 1986).

It can be noted that participative management increases the creativity and innovation practices of schools by enhancing intrinsic motivation of teachers (Somech, 2005). It has been suggested that leadership has direct and indirect effects on member creativity (Jung et al., 2003; Redmond, Mumford & Teach, 1993). It was determined that a positive relationship exists between leadership styles and creativity in organizations (Jung et al., 2003; Redmond et al., 1993). Within this research, a positive relationship between leadership style and change-oriented organizational citizenship behavior has been found. According to this finding, it can be said that participative leadership increases change-oriented organizational citizenship behavior.

In the present study, participative management is shown to predict change-oriented organizational citizenship behavior by means of intrinsic motivation. In other words, participative management increases intrinsic motivation, and it causes change-oriented organizational citizenship behavior. This result is in accordance with research results within the literature (Huang, et al., 2010; Bogler & Somech, 2005).

Participative management can be said to evoke intrinsic motivation and this result supports analytic studies asserting it causes organizational outcomes. Somech (2010) asserted that participative management evokes cognitive mechanism alongside intrinsic motivation. This hasn't been examined within this research. Organizational effects of participative management can be examined by means of cognitive mechanism.

References

- Amabile, T. M., Conti, R., Coon, H., Lazenby, J., & Herron, M. (1996). Assessing the work environment for creativity. *Academy of Management Journal*, 39 (5), 1154-1184.

- Arnold, J. A., Arad, S., Rhoades, J. A., & Drasgow, F. (2000). The empowering leadership questionnaire: The construction and validation of a new scale for measuring leader behaviors. *Journal of Organizational Behavior, 21*, 249-269.
- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology, 51* (6), 1173-1182.
- Bateman, T. S., & Organ, D. W. (1983). Job satisfaction and the good soldiers: The relationship between affect and employee "citizenship." *Academy of Management Journal, 26* (4), 587-595.
- Benoliel, P., & Somech, A. (2010). Who benefits from participative management? *Journal of Educational Administration, 48* (3), 285-308.
- Bettencourt, L. A. (2004). Change-oriented organizational citizenship behaviors: The direct and moderating influence of goal orientation. *Journal of Retailing, 80*, 165-180.
- Bogler, R., & Somech, A. (2004). Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. *Teaching and Teacher Education, 20*, 277-289.
- Bogler, R., & Somech, A. (2005). Organizational citizenship behavior in school. How does it relate to participation in decision making? *Journal of Educational Administration, 43* (5), 420-438.
- Chen, Y. F., & Tjosvold, D. (2006). Participative leadership by American and Chinese managers in China: The role of relationships. *Journal of Management Studies, 43* (8), 1727-1752.
- Choi, J. N. (2007). Change-oriented organizational citizenship behavior: Effects of work environment characteristics and intervening psychological processes. *Journal of Organizational Behavior, 28*, 467-484.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
- Deci, E. L., & Ryan, R. M. (1987). The support of autonomy and the control of behavior. *Journal of Personality and Social Psychology, 53* (69), 1024-1037.
- Huang, X., Iun, J., Liu, A., & Gong, Y. (2010). Does participative leadership enhance work performance by inducing empowerment or trust? The differential effects on managerial and non-managerial subordinates. *Journal of Organizational Behavior, 31*, 122-143.
- Huang, X., Shi, K., Zhang, Z., & Cheung, Y. L. (2006). The impact of participative leadership behavior on psychological empowerment and organizational commitment in Chinese state-owned enterprises: The moderating role of organizational tenure. *Asia Pacific Journal of Management, 23*, 345-367.
- Jung, D. I., Chow, C., & Wu, A. (2003). The role transformational leadership in enhancing organizational innovation: Hypotheses and some preliminary findings. *The Leadership Quarterly, 14*, 525-544.
- Miller, K. I., & Monge, P. R. (1986). Participation, satisfaction, and productivity: A meta-analytic review. *Academy of Management Journal, 29* (4), 727-753.

- Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington, MA: Lexington Books.
- 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* (3), 513-563.
- Redmond, M. R., Mumford, M. D., & Teach, R. (1993). Putting creativity to work: Effects of leader behavior on subordinate creativity. *Organizational Behavior and Human Decision Processes, 55*, 120-151.
- Ryan, R. M., & Deci, E. L. (2000a). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55* (1), 68-78.
- Ryan, R. M., & Deci, E. L. (2000b). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology, 25*, 54-67.
- Schermelleh-Engel, K., Moosbrugger, H., & Müller, H. (2003). Evaluating the fit of structural equation models: Tests of significance and descriptive goodness-of-fit measures. *Methods of Psychological Research Online, 8* (2), 23-74.
- Schumacker, R. E., & Lomax, R. G. (2004). *A beginner's guide to structural equation modeling*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Seppala, T., Lipponen, J., Bardi, A., & Pirttila-Backman, A. (2012). Change-oriented organizational citizenship behavior: An interactive product of openness to change values, work unit identification, and sense of power. *Journal of Occupational and Organizational Psychology, 85* (1), 136-155
- Sezgin, F. (2005). Organizational citizenship behaviors: A conceptual analysis and some inferences for the schools. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi, 25* (1), 317-339.
- Smylie, M. A. (1992). Teacher participation in schools decision making: Assessing willingness to participate. *Educational Evaluation and Policy Analysis, 14* (1), 53-67.
- Smylie, M. A., Lazarus, V., & Brownlee-Conyers, J. (1996). Instructional outcomes of school-based participative decision making. *Educational Evaluation and Policy Analysis, 18* (3), 181-198.
- Somech, A. (2002). Explicating the complexity of participative management: An investigation of multiple dimensions. *Educational Administration Quarterly, 38* (3), 341-371.
- Somech, A. (2005). Directive versus participative leadership. *Educational Administration Quarterly, 41* (5), 777-800.
- Somech, A. (2010). Participative decision making in schools: A mediating-moderating analytical framework for understanding school and teacher outcomes. *Educational Administration Quarterly, 46* (2) 174-209.

- Somech, A., & Bogler, R. (2002). Antecedents and consequences of teacher organizational and professional commitment. *Educational Administration Quarterly*, 38 (4), 555-577.
- Taştan, M., & Yılmaz, K. (2008). Organizational citizenship and organizational justice scales' adaptation to Turkish. *Eğitim ve Bilim*, 33, 87-96.
- Tierney, P., Farmer, S. M., & Graen, G. B. (1999). An examination of leadership and employee creativity: The relevance of traits and relationships. *Personnel Psychology*, 52, 591-620.
- Wagner, J. A. III, & Gooding, R. Z. (1987). Shared influence and organizational behavior: A meta-analysis of situational variables expected to moderate participation-outcome relationships. *Academy of Management Journal*, 30 (3), 524-541.
- Woodman, R. W., Sawyer, J. E., & Griffin, R. W. (1993). Toward a theory of organizational creativity. *Academy of Management Review*, 18 (2), 293-321.

Katılımcı Liderlik ve Değişim Yönelimli Örgütsel Vatandaşlık: İçsel Motivasyonun Aracılık Etkisi

Özet

Atıf:

- Sagnak, M. (2016). Participative leadership and change-oriented organizational citizenship: The mediating effect of intrinsic motivation. *Eurasian Journal of Educational Research*.62, 181-194, <http://dx.doi.org/10.14689/ejer.2016.62.11>

Problem Durumu: İçinde bulunduğumuzun çağda okullar, değişimin çok hızlı yaşandığı dinamik bir çevreyle karşı karşıyadır. Bu durum okulların değişen bağlamlara hızlı uyum sağlamasını ve esnek bir yapıya sahip olmasını zorunlu hale getirmiştir. Okulu yeniden yapılandırma ve okula dayalı yönetime vurgu yapan reform hareketleri, okulu geliştirmede temel araç olarak katılımcı yönetimi ileri sürmüşlerdir. Bu süreçte bilim adamları, geleneksel ast-üst ilişkisinin vurgulandığı bürokratik yapıdaki okullarla elde edilemeyecek başarıların, yetkilerin dağıtılması ve merkezi olmayan yönetim yapısı ile ulaşılabileceğini savunmuşlar ve katılımcı yönetimin günümüzün en iyi yönetim yaklaşımı olduğunu belirtmişlerdir. Bu nedenle, iş örgütlerinde ve okullarda katılımcı karar vermenin araştırma, politika ve uygulamalar için merkezi bir tema olduğu ileri sürülmüştür. Alanyazında katılım ya da katılımcı liderlik, ortak karar verme süreci ya da hiyerarşide astlar ve üstler arasında karar vermede paylaşılan etki olarak tanımlanmıştır. Bu açıdan katılımcı yönetim, karar verme yetkisinin dağıtılmasına ve gücün paylaşılmasına odaklanmıştır. Karara katılmanın mükemmel okul için sosyal kapasiteyi ve kararın niteliğini artıracığı, öğretmenlerin motivasyonlarını yükselteceği, iş hayatının niteliğine katkıda bulunacağı, mesleki eğitimi ve demokratik okul ortamını geliştireceği ileri sürülmüştür. Öğretmenlerin karar sürecine katılımı ile ilgili pek çok

araştırma yapılmıştır. Katılımcı liderlikle öğretimsel gelişme, öğrencilerin akademik çıktıları, öğretmen performansı, örgütsel bağlılık ve doyum arasında pozitif ilişki bulunmuştur. Günümüzdeki yüksek rekabet koşulları öğretmenlerin formal iş tanımlarının ötesinde çaba göstermelerini zorunlu kılmıştır. Değişen durumlar karşısında okullar, formal iş gereklerinin ötesinde katkıda bulunmak isteyen öğretmenlere daha çok bağımlı hale gelmiştir. İşgörenlerin formal sorumluluklarının ötesinde çaba harcamaya istekliliği etkili örgütsel performansın temeli olarak görülmektedir. Alanyazında emredilmeden yapılan örgüte yararlı davranışlar, formal rol sorumluluğuna dayalı zorunlu davranışlardan ayrılmış ve bu davranışlar örgütsel vatandaşlık davranışı olarak nitelendirilmiştir. Bilim adamları örgütsel vatandaşlık davranışının örgütsel başarı üzerindeki etkisini kabul etmiştir. Lider destek algıları, adalet, bağlılık, doyum gibi genel duyuşsal moral faktörlerin örgütsel vatandaşlık davranışı ile ilişkisi belirlenmiştir. Yardım etme davranışı, sportmenlik, örgütsel bağlılık, örgütsel uyum, bireysel girişim, sivil erdem ve kişisel gelişim olarak ileri sürülen örgütsel vatandaşlık davranış boyutlarından bireysel girişimin, diğer boyutlardan farklı olarak gelişimsel ve ilişki kategorilerden birine yerleştirilemeyeceği belirtilmiştir. Bireysel girişimin, örgütün performansını geliştirmek için gönüllü yapılan yaratıcılık ve yenilik eylemleri olarak diğerlerinden farklılaştığı ileri sürülmüş ve bu kavram değişim yönelimli örgütsel vatandaşlık davranışı kavramı ile ilişkilendirilmiştir. Bireysel girişimin, gönüllü yapılan yaratıcı eylemleri ve bir görevi geliştirmek için tasarlanan yenilikleri içerdiği belirtilmiştir. Günümüzde okulların etkili olabilmesi için yenilikleri uygulaması yaşamsal öneme sahiptir. Liderlik örgütsel yeniliği etkileyen en önemli faktörlerden birisidir. Alanyazında yaratıcılık, yeni ve yararlı fikirlerin üretilmesi, yenilik ise bu fikirlerin örgütlerde başarılı şekilde uygulanması olarak tanımlanmaktadır. Katılımcı yöneticiler, yeni olanakları keşfetmesi, yeni bilgiler üretmesi ve bunları uygulaması için öğretmenleri cesaretlendirir. Bu nedenle katılımcı liderlik davranışının değişim yönelimli örgütsel vatandaşlık davranışını etkilediği ileri sürülebilir. Üstlerin katılımcı liderlik davranışlarını astların iş performansına etkisini açıklamak için kullanılan motivasyonel model, karara katılmanın astlara içsel ödülleri sağladığını ileri sürmektedir. Alanyazında içsel motivasyonun yetenek, otonomi ve ilişki ihtiyaçlarından kaynaklandığı belirtilmiş ve katılımcı liderliğin içsel motivasyonun bir kaynağı olduğu ileri sürülmüştür. Motivasyonel modelde, karara katılmanın astların motivasyonunu artıracığı, bunun da performansı olumlu etkileyeceği belirtilmiştir. Karar sürecine katılım astların aidiyet duygusunu, öz yeterliğini ve kontrol duygularını (otonomi) artırdığı ve böylelikle çalışanların içsel motivasyon düzeyini yükselttiği söylenmiştir. Konu ile ilgili araştırmalar, çalışanların otonomi duyguları desteklendiğinde, düşük kontrol algıladıklarında içsel motivasyonlarının yükseldiğini ileri sürmüşlerdir. Bu açıklamalara dayalı olarak katılımcı liderliğin içsel motivasyonu artıracığı söylenebilir.

Araştırmanın Amacı: Bu araştırmanın amacı, katılımcı liderliğin değişim yönelimli örgütsel vatandaşlık davranışı ile ilişkisinde, içsel motivasyonun aracılık etkisini belirlemektir. Bu amaca yönelik, katılımcı liderliğin içsel motivasyonu ve değişim yönelimli örgütsel vatandaşlık davranışını yordama düzeyi ile içsel motivasyon ve değişim yönelimli örgütsel vatandaşlık davranışı arasındaki ilişki incelenmiştir.

Araştırmanın Yöntemi: Bu araştırma, ilişkisel tarama modelinde bir çalışmadır. Araştırmaya Niğde merkez ve merkeze bağlı 68 ilköğretim okulunda çalışan 850 öğretmen katılmıştır. Araştırmada katılımcı liderlik ölçeği, içsel motivasyon ölçeği ve değişim yönelimli örgütsel vatandaşlık ölçeği olmak üzere üç farklı ölçek kullanılmıştır. Ölçeklerin geçerlik ve güvenilirlik çalışmaları yapılmıştır. Katılımcı liderliğin değişim yönelimli örgütsel vatandaşlık davranışına etkisi Baron ve Kenny (1986) tarafından önerilen süreç izlenerek test edilmiştir. Verileri analiz etmek için aritmetik ortalama, standart sapma, Pearson korelasyonu kullanılmış ve aracılık modeli LISREL 8.7 programı kullanılarak yapısal eşitlik modeli yoluyla test edilmiştir.

Araştırmanın Bulguları: Katılımcı liderlik ile değişim yönelimli örgütsel vatandaşlık davranışı ($\beta=0.26$, $p<.01$) ve içsel motivasyon ($\beta=0.27$, $p<.01$) arasında anlamlı pozitif ilişki belirlenmiştir. Değişim yönelimli örgütsel vatandaşlık davranışı ile içsel motivasyon ($\beta=0.75$, $p<.01$) arasında yüksek düzeyde anlamlı pozitif ilişki bulunmuştur. İçsel motivasyonun katılımcı liderlik ile değişim yönelimli örgütsel vatandaşlık davranışı arasındaki ilişkide tam aracılık rolü oynadığı saptanmıştır ($\beta=0.06$, $t= 1.87$).

Araştırmanın Sonuç ve önerileri: Bu çalışmada katılımcı liderlik, değişim yönelimli örgütsel vatandaşlık ve içsel motivasyon arasındaki ilişki incelenmiştir. Araştırmanın sonuçlarına göre katılımcı liderlik ile değişim yönelimli örgütsel vatandaşlık ve içsel motivasyon arasında anlamlı pozitif ilişki bulunmuştur. İçsel motivasyon ile değişim yönelimli örgütsel vatandaşlık davranışı arasında anlamlı pozitif ilişki belirlenmiştir. Müdürlerin katılımcı liderlik davranışları ile öğretmenlerin değişim yönelimli örgütsel vatandaşlık davranışları arasında ilişkide, içsel motivasyonun tam aracılık rolü oynadığı saptanmıştır. Katılımcı liderliğin içsel motivasyon üzerinden değişim yönelimli örgütsel vatandaşlık davranışını etkilediği belirlenmiştir. Bu bulgular önceki araştırma sonuçlarıyla tutarlılık göstermiştir. Bir başka deyişle, katılımcı liderliğin içsel motivasyonu harekete geçirdiği, bunun da örgütsel çıktılara yol açtığı yönündeki analitik çalışmaları desteklediği söylenebilir. Alanyazında katılımcı yönetimin içsel motivasyonla birlikte bilişsel mekanizmaları da harekete geçirdiği ileri sürülmüştür. Bu çalışmada bu durum incelenmemiştir. Katılımcı liderliğin bilişsel mekanizmalar yoluyla örgütsel etkileri incelenebilir. Eğitim örgütlerinde katılımcı liderlik davranışları ile örgütsel yenilik ve yaratıcılık araştırmaları da alana katkı sağlayabilir.

Anahtar Kelimeler: Katılımcı yönetim, katılımcı liderlik, değişim yönelimli örgütsel vatandaşlık, içsel motivasyon.