The Effect of Organizational Justice and Perceived Organizational Support on Organizational Citizenship Behaviors: The Mediating Role of Organizational Identification

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Abstract

Problem of Study: Research on social exchange relationships does not take into account another vital component of organizational life—namely an individual's sense of belonging and identity. Organizational identification is one of the most crucial factors holding employees together and keeping them committed to the organization. Many studies demonstrated that organizational identification is positively related to organizational citizenship behavior. Some researchers have suggested that organizational identification also might play an important role in social exchange processes. In recent years, the dominant approach has been to conceptualize the relationship among perceived organizational justice or perceived organizational support and organizational identification in terms of social identity as well as social exchange processes.

Purpose of Study: The purpose of the present study was to investigate how the organizational identification mediates the impact of perceptions of organizational justice and organizational support on organizational citizenship behaviors in the context of Turkish preschool teachers.

Methods: Data for this study were collected via a survey of 169 preschool teachers who completed measures of organizational citizenship behavior, organizational identification, organizational justice, and perceived organizational support. In analyzing the collected data, a two-step approach was adopted to test measured variables describing four latent constructs.

Findings and Results: The model was specified and tested using structural equation modeling and was found to fit the data reasonably. The study

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findings show that the model was found to be effective in explaining the variance of organizational citizenship behaviors. Perceived organizational justice and organizational support together explained 70% of the variance in teachers' organizational identifications. Organizational identification explained 79% of the variance in teachers' organizational citizenship behaviors.

Conclusions and Recommendations: As an overall conclusion, the results of the study demonstrate that teachers' identification with the school play a significant role in promoting organizational citizenship behaviors. Furthermore, this study's findings also suggest that organizational identification serves as an integral mediating mechanism among teachers' organizational citizenship behaviors, perceived organizational justice, and organizational support based on exchange and identity theories. Because teachers' organizational citizenship behavior improves school effectiveness, principals should understand the antecedents of these behaviors and be able to make use of them.

Keywords: Social exchange theory, social identity theory, preschool.

Introduction

It is a common phenomenon in developing countries that education systems undergo rapid changes associated with government-initiated reform movements. During organizational changes, when job definitions are ambiguous, schools will necessarily become dependent on teachers who are willing to exert considerable effort beyond the formal role expectations for successful change (Somech & Drach-Zahavy, 2000; Bogler & Somech, 2005). The present study focuses on those efforts that go beyond the delineated role expectations, namely, organizational citizenship behaviors.

Studies show that organizational citizenship behaviors enhance school effectiveness because they release resources for more productive purposes, help coordinate organizational activities, and enable teachers to adapt more effectively to environmental changes (Somech & Ron 2007). When organizational citizenship behavior is encouraged, teachers take it upon themselves to make innovative suggestions, volunteer to sponsor extracurricular activities, and serve on new committees (DiPaola, Tarter, & Hoy, 2005) because people exhibiting organizational citizenship behaviors are more willing and able to take risks (Schnake & Dumler, 2003). Podsakoff and MacKenzie (1997) also assert that organizational citizenship behavior improves organizational effectiveness by improving the social network of the organization, which then reduces conflict and improves organizational performance. Therefore, determining why individuals engage in organizational citizenship behaviors has occupied a substantial amount of research attention (Somech & Drach-Zahavy, 2000). Although a link has been established between high levels of organizational citizenship behaviors and organizational performance, there is limited research on the antecedents that affect organizational citizenship behavior, specifically, the mediating role of organizational identification.

Organizational Citizenship Behaviors

Organizational citizenship behavior is a construct that was introduced in the 1980s, and by Organ who defined it 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". This definition depicts three main features of organizational citizenship behavior: First, the behavior must be voluntary. Second, the behavior benefits the organization from an organizational perspective. Third, organizational citizenship behavior has a multidimensional nature (Bogler & Somech, 2005; Somech & Ron, 2007; Podsakoff, Podsakoff, MacKenzie, Maynes, & Spoelma, 2014). Organizational citizenship behavior refers to helping behaviors that are extended to colleagues, supervisors, and students, such as lending a colleague a hand with work overload or preparing special assignments for students and that are extended to the school at large, such as suggesting improvements in pedagogical issues or talking favorably about the school to outsiders (Organ, Podsakoff, & MacKenzie, 2006; Somech & Ron 2007).

There is a large body of literature concerned with organizational citizenship behaviors because scholars have recognized the significant impact of organizational citizenship behavior on the success of an organization (e.g., Somech & Drach-Zahavy, 2000; Bogler & Somech, 2005; Li, Liang, & Crant, 2010). In these studies, several conditions have been identified as possible antecedents of organizational citizenship behavior. The results of some of these studies indicate that citizenship behaviors are positively affected by organizational fairness (e.g., Lavelle, Rupp, & Brockner, 2007; Fassina, Jones, & Uggerslev, 2008; Fassina, Jones, & Uggerslev, 2008; Karriker & Williams, 2009; Walumbwa, Hartnell, & Oke, 2010; Lilly, 2015) and perceived organization and supervisor support (Moorman, Blakely, & Niehoff, 1998; Randall, Cropanzano, Bormann, & Birjulin, 1999; Liu, 2009; Bolino, Hsiung, Harvey, &LePine, 2015;van Knippenberg, van Prooijen,& Sleebos, 2015).

Most of these factors are based on the principle of reciprocity or social exchange. Social exchange theory is a model of human behavior: employees' desires to maximize rewards and minimize losses support the interactions between them and the organization or its representatives (Wat & Shaffer, 2005). Generally, high-quality exchange results when two parties "take care of each other" by reciprocating favors. The exchange of favors creates ''diffuse future obligations''—decreasing the likelihood of keeping an exact tally of favors and increasing the likelihood of engendering a trusting and mutually committed relationship (Sluss, Klimchak, & Holmes, 2008). According to Cho and Treadway (2010), the social exchange perspective predicts that employees also will demonstrate citizenship behavior as a way to reciprocate perceived favors.

Organizational citizenship behavior and perceived organizational justice

Organizational justice has received much attention in the literature because many important organizational attitudes and behaviors can be directly linked to employees' perceptions of justice (Roch & Shanock, 2006; Wat & Shaffer, 2005; Colquitt, Greenberg, & Zapata-Phelan, 2005; Elma, 2013). Colquitt et al. (2005) asserted that the concept of organizational justice proposes that employees who believe they are treated fairly present a positive attitude toward work.

Recent studies examining justice indicate fairness is a correlate or predictor of organizational citizenship behavior. Organ (1990) suggested that fairness perceptions play an important role in promoting organizational citizenship behavior (Moorman et al., 1998). From this perspective, Organ (1988) asserted that social exchange influences the activation of citizenship behavior for those who perceive organizational justice. Indeed, the norm of reciprocity predicts that an individual who is treated fairly by an organizational authority in procedures would be willing to provide reciprocal favors to the authority, the source of justice. However, Cho and Treadway (2010) suggested that the social exchange perspective may not provide a complete explanation of the underlying psychological processes that drive the procedural justice-organizational citizenship behavior relationship.

Organizational citizenship behavior and perceived organizational support

Perceived organizational support is defined as the extent to which employees believe that their organization values their contributions and cares about their well-being (Eisenberger, Huntington, Hutchison, & Sowa, 1986; Rhoades & Eisenberger, 2002). According to organizational support theory, the development of perceived organizational support is encouraged by employees' tendency to assign the organization human characteristics. On the basis of the organization's personification, employees view their favorable or unfavorable treatment as an indication that the organization favors or disfavors them (Eisenberger et al., 1986). Rhoades and Eisenberger (2002) asserted that organizational support theory also addresses the psychological processes underlying consequences of perceived organizational support. First, on the basis of the reciprocity norm, perceived organizational support should produce a felt obligation to care about the organization's welfare and to help the organization reach its objectives. Second, the care, approval, and respect connoted by perceived organizational support should fulfill socio-emotional needs, leading workers to incorporate organizational membership and role status into their social identity. Third, perceived organizational support should strengthen employees' beliefs that the organization recognizes and rewards improved performance. These processes should have favorable outcomes both for employees and for the organization.

As can be seen, perceived organizational support is commonly explained by social exchange theory. Social exchanges are at the core of the psychological processes underlying the consequences of perceived organizational support (Rhoades & Eisenberger, 2002; Cho & Treadway, 2010). When the organization provides needed support and resources, the subordinate, in turn, will reciprocate via effort, such as commitment and citizenship behavior. Thus, the norm of reciprocity leads to employees engaging in citizenship behaviors that contribute to the well-being of the organization as a whole (Eisenberger et al., 1986; Cho & Treadway, 2010; Nayir, 2012). A growing number of studies (Moorman et al., 1998; Rhoades & Eisenberger, 2002) have demonstrated that perceived organizational support is positively associated with organizational citizenship behavior.

The mediating role of organizational identification

Research on social exchange relationships does not take into account another vital component of organizational life—namely an individual's sense of belonging and identity. Individuals possess a general and pervasive need for belonging and identity. Indeed, building upon social identity theory, organizational identification provides a backdrop for understanding how identity guides individual behavior and cognition

within organizations (Sluss, Klimchak, & Holmes, 2008). Organizational identification, which is one of the most crucial factors holding employees together and committed to the organization, is defined as shared beliefs and attitudes among employees on the central, enduring, and distinct characteristics of the organization (Dutton, Dukerich, & Harquail, 1994). Organizational identification is defined by Mael and Ashforth (1992) as a perceived oneness with an organization and the experience of the organization's successes and failures as one's own.

One of the key theoretical bases for understanding organizational identification is social identity theory that people use groups as sources of information about themselves and individuals may use their status or social standing in their organizations to enhance their self-worth (Cheung & Law, 2008). Organization identification is a specific kind of social identification (Kane, Magnusen, & Perrewe, 2012). Pratt (1998) mentioned that social identification with organizations serves the individual's needs for belonging, safety, or self-enhancement.

A person's social identity can be so strong that he or she defines him- or herself in terms of a deep belonging to and/or connection with the group. Thus, the more individuals identify with their organization, the more they think and act from the organization's perspective and the more effort they expend on behalf of the organization (Mael & Ashforth, 1992; Dutton, Dukerich, & Harquail, 1994). Stoner, Perrewé, and Hofacker (2011) suggest that when an individual acquires both a sense of community identification and organizational identification, an individual with a fixed capacity to partake in extra-role behaviors would have to choose to which group his or her assistance should be directed. Thus, as Rousseau (1998) pointed out, organizational identification has emerged as a predictor of various individual- and organizational-level outcomes, either directly or through the mediating role of other variables, such as organizational citizenship behaviors. Many studies also demonstrated that organizational identification is positively related to organizational citizenship behavior. For instance, Dukerich et al. (2002) and Riketta (2005) indicated that organizational identification has a significant positive impact on organizational citizenship behavior.

Some researchers have suggested that organizational identification might play an important role in other social exchange processes. In recent years, the dominant approach has been to conceptualize the relationship among perceived organizational justice or perceived organizational support and organizational identification in terms of social identity, as well as social exchange processes (Lipponen, Olkkonen, & Moilanen, 2004). Researchers have highlighted that organizational justice is a significant predictor of organizational identification because perception of justice shapes the thoughts, feelings, and actions of individuals and provides them with ways of evaluating social situations (Cheung & Law, 2008). Similarly, researchers reported a positive relationship between perceived organizational support and organizational identification (e.g., Sluss, Klimchak, & Holmes, 2008).Rhoades, Eisenberger, and Armeli (2001) argued that perceived organizational support can contribute to enhancing feelings of self-worth and self-esteem, analysis from the social identity approach may be useful in supplementing the social exchange approach to better understand the impact of organizational support on employee outcomes.

Therefore, the current study was designed to investigate how the organizational identification documented by the social identity approach mediates relationships between organizational citizenship behaviors and antecedents.
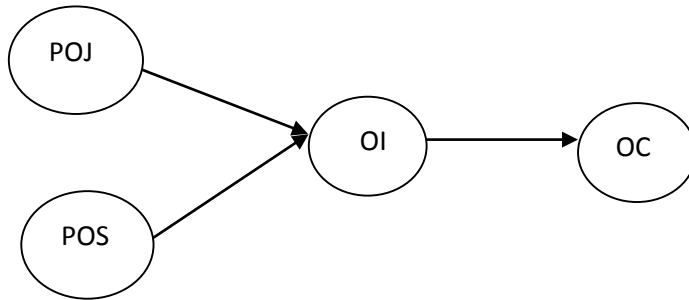
Figure 1. The theoretical model of study

Figure 1 presents the posited structural model specifying the direct relationships of perceived organizational justice (POJ) and organizational support (POS) with organizational identification (OI) of teachers and the indirect relationship of perceived organizational justice and organizational support with teachers' organizational citizenship behaviors (OCB) via the organizational identification. Based on the theoretical notions and model described above, this research was designed to address the following hypotheses:

H1: Organizational identification has a positive effect on teachers' organizational citizenship behavior.

H2: Perceived organizational justice has a positive effect on the organizational identification.

H3: Perceived organizational support has a positive effect on the organizational identification.

Method

The model of this study is adopted as the theoretical basis for explaining how determinants affect teachers' organizational citizenship behaviors via the organizational identification. In the following paragraphs, the methodological details of the current work are discussed.

Study Group

Data for this study were collected via a survey of 169 preschool teachers who participated in a professional development seminar. On average, their teaching experience was 6.7 years (standard deviation [SD] 6.24, median 5, range 1–40). The average number of years of respondents' work experience was 3.1 years (standard deviation 2.98, median 2, range 1–23).

Study Tools

Organizational citizenship behavior scale. The Organizational Citizenship Behavior Scale is a 12-item Likert-type scale that measures the degree to which the teaching faculty of a school engages in organizational citizenship behavior; the higher the score, the greater the extent of organizational citizenship in the school. Two negatively worded items were reverse coded (DiPaola, Tarter, & Hoy, 2005). Each item was

answered by using a rating scale numbered from 1 (Strongly agree) to 5 (Strongly disagree). The scale was adapted to Turkish by Tasdan and Yılmaz (2008). The total variance explained by the Turkish version of the scale was 46.39%. The internal reliability of the scale (Cronbach's alpha) was 0.85.

Organizational identification scale. Organizational identification was measured with a six-item Likert-type scale previously developed by Mael and Ashforth (1992). The scale was adapted to Turkish by Tak and Aydemir (2004). Each item was answered by using a rating scale numbered from 1 (Strongly agree), through 3 (Neither agree nor disagree), to 5 (Strongly disagree). Total scores could range from 6 to 30 with higher scores indicating a stronger organizational identity (alpha=.85). Factor loadings of the items in the scale were larger than 0.63, and the total variance explained by the scale was 56%. Cronbach's alpha reliability coefficient of the scale was 0.83.

Organizational justice scale. The Organizational Justice Scale developed by Hoy and Tarter (2004) was adapted to Turkish by Taşdan and Yılmaz (2008). It has a 10-item scale that measures the degree to which school operations are fair. Participants used a seven-point Likert scale, from strongly disagree to strongly agree. Factor loadings of the items in the scale are larger than 0.77, and the total variance explained by the scale was 78%. The reliability coefficient of the scale was reported as alpha=0.97 (Hoy & Tarter, 2004). The Turkish version of the scale was also one-dimensional and the total variance explained by this single dimension was 53%. Factor loadings of the items in the scale vary between 0.39 and 0.87. The Cronbach's alpha reliability coefficient of the scale was 0.88 (Yılmaz, 2010).

Perceived organizational support scale. Teachers' perception of organizational support has been measured using the eight-item version of the Survey of Perceived Organizational Support (Eisenberger et al., 1986). Each item was answered by using a 1–7 rating scale numbered from 1 (Strongly disagree) to 7 (Strongly agree). Four negatively worded items were reverse coded. The factor loadings of the items in the scale were larger than 0.50, and the total variance explained by the scale was 42%. Cronbach's alpha reliability coefficient of the scale was 0.80.

Results

In analyzing the collected data, a two-step approach was adopted to test measured variables describing four latent constructs. The first step involved the analysis of the measurement model, while the second step tested the hypothesized structural relationships among latent constructs. The aim of the two-step approach was to assess the reliability and validity of the constructs before their use in the full model.

Measurement model

Confirmatory factor analysis (CFA) was applied to assess the construct validity of the four scales (organizational citizenship behavior, organizational identification, perceived organizational justice, and perceived organizational support) with LISREL 8.3. Each item was modeled as a reflective indicator of its latent construct. The four constructs were allowed to correlate with each other in the CFA model.

The results of the initial estimation of the measurement model provided a satisfactory result ($\chi^2_{(560)}$= 940.57, p <0.01). The fit indices for the measurement model

indicated a reasonable fit between the model and the data ($\chi 2/df$ = 1.59, p = 0.00; CFI = 0.89; NFI = 0.87; RMR = 0.069; RMSEA = 0.059; GFI = 0.77; AGFI = 0.72). The results showed that all loadings in the model were statistically significant (p< 0.001), and the indicators loaded very well on their respective factors. The reliability of each of the five factors was calculated using Cronbach's alpha to evaluate internal consistency (i.e., reliability). As shown in Table 1, based on the data collected, all constructs exhibited an α-value greater than 0.70, a common threshold for exploratory research. Thus, the internal consistency of each construct was fairly high. Table 1 presents the descriptive statistics and α-values of the constructs.

Table 1
Mean, standard deviations and bivariate correlations of research variables

Variables	Mean	SD	Alpha	OCB	OI	POJ
OCB	46.75	8.76	0. 90	1.00		
OI	23.90	4.97	0.83	0.63**	1.00	
POJ	38.18	8.77	0.91	0.64**	0.53**	1.00
POS	30.24	5.58	0.80	0.59**	0.48**	0.59**

**p<0.001

As shown in Table 1, Pearson's correlation coefficients pointed out that teachers' organizational citizenship behaviors were positively associated with organizational identification, perceived organizational justice, and perceived organizational support. Organizational identification were also positively correlated with perceived organizational justice and perceived organizational support.

Hypothesis testing

The hypothesized structural model was tested using LISREL 8.3 with a maximum likelihood estimation. Maximum likelihood is the most commonly used estimation method in structural equation models. The model's overall fit with the data was evaluated using common model goodness of fit measures. In general, the model exhibited a reasonable fit to the data for the responses collected. Based on the data from the responses collected, the model resulted in 1.59 in the $\chi 2$ to df ratio, which was satisfactory in respect to the commonly recommended value of 3.0. The fit statistics indicate that the research model provides a reasonable fit to the data ($\chi 2$=893.08, df=563, p=0.00; CFI=0.88; NFI=0.86; RMR=0.04; RMSEA=0.06; GFI=0.76; AGFI=0.72).Hypothesized relationships are tested by examining the direction and significance of the path coefficients in the research model. Figure 2 depicts the overall explanatory power and estimated path coefficients.
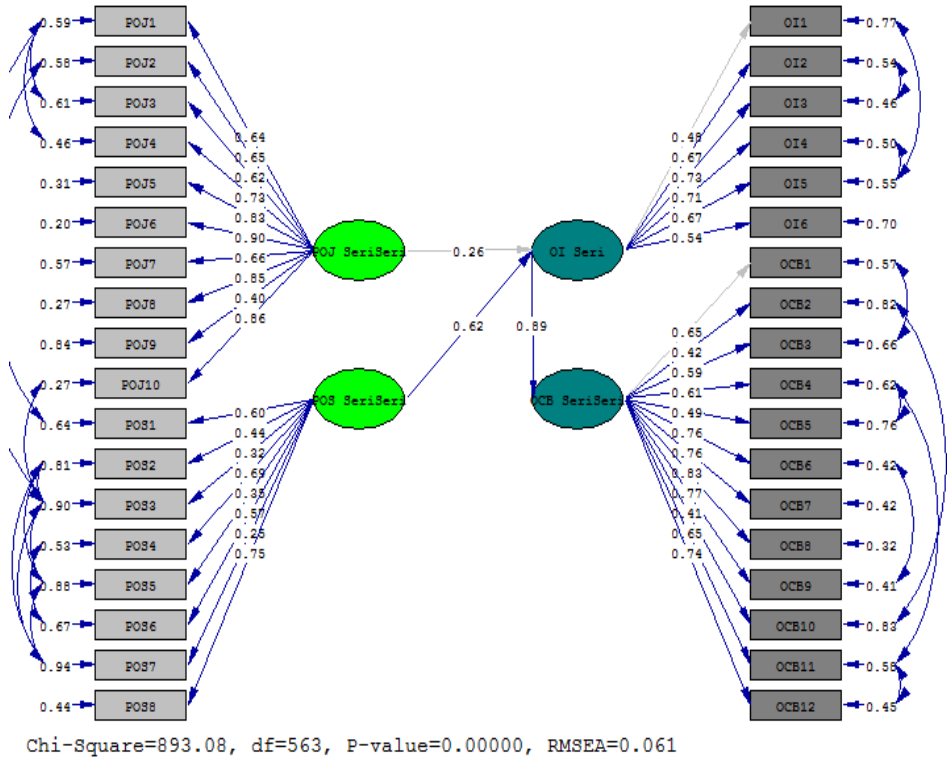
Chi-Square=893.08, df=563, P-value=0.00000, RMSEA=0.061

Figure 2. *Structured Path model.*

It was found that organizational identification significantly affected the teachers' organizational citizenship behavior (β=.89, p<0.001), supporting hypothesis H1. Perceived organizational justice was found to have a significant effect on teachers' organizational identification (β=0.26, p<.001), supporting hypothesis H2. The effect of perceived organizational support on teachers' organizational identification was significant (β=0.62, p<.001), supporting hypothesis H3. Summarized results for the hypothesis tests are shown in Table 2.

Table 2

Hypothesis Testing Result of Direct Relationships

Hypothesis	Path	Path Coefficient	Result
H1	OI→OCB	0.89***	Supported
H2	POJ→OI	0.26***	Supported
H3	POS→OI	0.62***	Supported

***p<0.001

Perceived organizational justice and organizational support together explained 70% of the variance in teachers' organizational identifications. Organizational identification explained 79% of the variance in teachers' organizational citizenship behaviors. In summary, the model was found to be effective in explaining the variance of organizational citizenship behaviors.

Discussion and Conclusion

The purpose of this study was to investigate how organizational identification mediates the impact of perceptions of organizational justice and organizational support on organizational citizenship behaviors in the context of Turkish preschool teachers. The model was specified and tested using structural equation modeling and was found to fit the data reasonably. Overall, the result of the study provides support for the adequacy of the model of the study for predicting and understanding teachers' organizational citizenship behaviors. The results of the study indicated that there was a strong link between teachers' organizational identification and organizational citizenship behaviors. In the model, organizational identification alone explained 79% of the total variance in teachers' organizational citizenship behaviors.

The results of this study are consistent with other work examining the relationship between organizational identification and organizational citizenship behaviors. Many studies have demonstrated that organizational identification is positively related to organizational citizenship behavior. For instance, Dukerich et al. (2002) and Podsakoff et al. (2009) found that organizational identification has a significant positive impact on organizational citizenship behavior. Riketta (2005) also indicated a positive correlation between organizational identification and extra-role behavior. Researchers (Ashforth & Mael, 1989; Cheung & Law, 2008) suggested that organizations with high levels of employee identification can be expected to benefit from a more cohesive work atmosphere and greater levels of cooperation, altruism, participation and exertion of effort on behalf of the organization, including levels of citizenship behaviors. According to Riketta (2005), members who have a high level of organizational identification will think and act from the perspective of group norms and values, even

if the work contract or control mechanism does not require it explicitly, because they have fused the group norms and values with their self-concept.

The results of this study show that teachers' organizational identification was significantly predicted by perceived organizational justice and organizational support. Perceived organizational justice and organizational support together explained 70% of the variance in organizational identifications. Consistent with the results of these studies, researchers have highlighted that organizational justice is a significant predictor of organizational identification because the perception of justice shapes the thoughts, feelings, and actions of individuals and provides them with ways of evaluating social situations (Cheung & Law, 2008). Olkkonen and Lipponen (2006) also announced that organizational justice perceptions should affect organizational identifications given the positive social identity-relevant information that justice communicates to individuals. More specifically, justice communicates to individuals that they are respected members within their group and that they can be proud of their group membership. Furthermore, through its link to these feelings of respect and pride, organizational justice should be further related to increased identification with the group.

Scholars have found that perceived organizational support increases employees' feelings of obligation and positive reciprocity (e.g., Rhoades & Eisenberger, 2002). High quality social exchange relationships are likely to motivate employees to engage in behaviors that have favorable consequences for the organization over time in part because employees tend to identify the organization's well-being with their own and because they may feel a relational obligation to support the organization (Rhoades, Eisenberger, & Armeli, 2001). Moreover, organizational support also may increase feelings of self-enhancement. As noted by Sluss, Klimchak, and Holmes (2008), organizational membership that increases one's feelings of self-worth and self-esteem will stimulate organizational identification. Organizational support also affirms the subordinate's value and informal standing and increases the organization's perceived attractiveness. Hence, perceived organizational support will enhance the attractiveness of the organization and increase the likelihood of employees' organizational identification.

As an overall conclusion, the results of the study demonstrate that teachers' identification with the school plays a significant role in promoting organizational citizenship behaviors. Furthermore, this study's findings also suggest that organizational identification serves as an integral mediating mechanism among teachers' organizational citizenship behaviors, perceived organizational justice, and organizational support based on exchange and identity theories.

Because teachers' organizational citizenship behavior improves school effectiveness, principals should understand the antecedents of these behaviors and be able to make use of them. In line with this, principals can exhibit supportive behaviors toward their teachers by appreciating their contributions, treating them fairly, "being there" for them when needed, and caring about their well-being in order to foster in them a feeling of oneness with the school.

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Örgütsel Adalet ve Algılanan Örgütsel Desteğin Örgütsel Vatandaşlığa Etkisi: Örgütsel Özdeşleşmenin Aracı Rolü

Özet

Problem Durumu: Gelişmekte olan ülkelerin eğitim sistemlerindeki yenileşme hakereketlerinin başarısı, öğretmenlerin değişimi benimseyerek formal rollerinin ötesine geçip örgütsel vatandaşlık davranışları sergilemelerine bağlıdır. Örgütsel vatandaşlık davranışlarının sosyal takas teorisinin prensipleri doğrultusunda işleyen öncülleri arasında algılanan örgütsel adalet ve örgütsel destek yer almaktadır. Buna göre örgüt ile çalışanların birbirine destek olması ve yararını gözetmesi, güçlü bir adalet algısının oluşması çalışanlarda örgüte aidiyet duygusu geliştirerek, onların örgütsel vatandaşlık davranışları sergilemelerine yol açmaktadır. Diğer yandan sosyal takas teorisi, örgütle çalışanlar arasındaki ilişkileri, çalışanların örgüte aidiyet duygusu geliştirme gereksinimi açısından açıklamakta yeterli değildir. Sosyal kimlik teorisi ise örgütle özdeşleşme olarak kavramsallaştıran bu yapıyı, çalışanın örgütün başarı ve başarısızlıklarından kendisini sorumlu hissedeceği bir aidiyet duygusunun davranışa dönüşümü açısından açıklamaktadır. Böylece örgütsel özdeşleşmenin sadece sosyal kimliklenme değil, sosyal takas sürecinde de önemli bir rol oynadığı görülmektedir. Bu doğrultuda bu araştırmada okul öncesi öğretmenlerinin örgütsel adalet ve örgütsel destek algılarının örgütsel özdeşleşme ile doğrudan ilişkileri aracılığıyla örgütsel vatandaşlık davranışları üzerindeki etkisini betimleyen bir model yapılandırılak test edilmiştir.

Araştırmanın Amacı: Bu araştırmanın amacı okulöncesi öğretmenlerinin örgütsel adalet ve destek algılarının örgütsel özdeşleşme aracılığıyla örgütsel vatandaşlık davranışlarına etkisini ortaya koymaktır. Bu doğrultuda araştırmanın hipotezleri şunlardır:

H1: Örgütsel özdeşleşmenin öğretmenlerin örgütsel vatandaşlık davranışlarına pozitif bir etkisi vardır.

H2: Öğretmenlerin örgütsel adalet algılarının örgütsel özdeşleşmelerine pozitif bir etkisi vardır.

H3: Öğretmenlerin örgütsel destek algılarının örgütsel özdeşleşmelerine pozitif bir etkisi vardır.

Araştırmanın Yöntemi: Araştırmanın çalışma grubu bir mesleki gelişim seminerinin katılımcısı olan 169 okul öncesi öğretmeninden oluşmaktadır. Katılımcıların mesleki deneyimlerinin aritmetik ortalaması 6.7 yıldır. Araştırmaya katılan öğretmenlerin okullarında çalışma sürelerinin aritmetik ortalaması 3.1 yıldır. Veri toplama aracında öğretmenlere ilişkin kişisel bilgileri toplamaya yönelik sorular dışında dört ölçek yer almaktadır. Bunlar; örgütsel vatandaşlık davranışları, örgütsel özdeşleşme, örgütsel

adalet ve algılanan örgütsel destek ölçekleridir. Ölçeklerin seçenekleri, "Kesinlikle Katılmıyorum" ile "Tamamen Katılıyorum" arasında sıralanmıştır. Örgütsel vatandaşlık davranışları ve örgütsel özdeşleşme ölçekleri 5'li likert türünde iken, örgütsel adalet ve algılanan örgütsel destek ölçekleri 7'li likert ölçeği türündedir. Örgütsel vatandaşlık ölçeği 12 maddeden, örgütsel özdeşleşme ölçeği 6 maddeden, örgütsel adalet ölçeği 8 maddeden ve örgütsel özdeşleşme ölçeği 8 maddeden oluşan tek boyutlu ölçeklerdir. Ölçekler Türkçeye uyarlanmış, geçerlik ve güvenirlik çalışmaları yapılmıştır. Verilerin analizinde iki aşamalı bir yapısal eşitlik çalışması uygulanmıştır. İlk aşamada ölçme modeli, ikinci aşamada yapılandırılmış model test edilirken LISREL 8.3 programı kullanılmıştır. Sentaks (sözdizimi) SIMPLIS komut dilinde yazılmıştır. Tahmin prosedüründe Maksimum Olabilirlik Yaklaşımı kullanılmıştır.

Araştırmanın Bulguları: Araştırmanın ölçme modeli için elde edilen uyum istatistikleri doğrultusunda, modelin veriler ile uyumlu olduğu söylenebilir ($\chi2/df$ = 1.59, p = 0.00; CFI = 0.89; NFI = 0.87; RMR = 0.069; RMSEA = 0.059; GFI = 0.77; AGFI = 0.72). Dört faktörün Cronbach's alpha katsayıları 0.80 ile 0.91 arasında değişmektedir. Faktörler arasındaki korelasyon katsayıları incelendiğinde öğretmenlerin örgütsel vatandaşlık davranışları örgütsel özdeşleşme, örgütsel adalet ve örgütsel destek algıları ile pozitif ve anlamlı bir ilişki olduğu görülmüştür. Öğretmenlerin örgütsel özdeşleşme ile örgütsel adalet ve örgütsel destek algıları arasında da pozitif, anlamlı bir ilişki bulunmaktadır.

Yapılandırılmış modelin uyum istatistikleri incelendiğinde, modelin veriler ile uyumlu olduğu görülmektedir ($\chi2$=893.08, df=563, p=0.00; CFI=0.88; NFI=0.86; RMR=0.04; RMSEA=0.06; GFI=0.76; AGFI=0.72). Modelin $\chi2$/sd oranı 1.59'dur. Bu sınır olarak kabul edilen oran olan 3 ile karşılaştırıldığında oldukça iyi bir uyumun söz konusu olduğu söylenebilir.

Yapısal eşitlik modellemesinden elde edilen bulgulara göre, öğretmenlerin örgütsel özdeşleşmelerinin örgütsel vatandaşlık davranışlarına anlamlı bir etkisi vardır (β=.89, p<.001). Algılanan örgütsel adalet öğretmenlerin örgütsel özdeşleşmesi üzerinde anlamlı bir etkiye sahiptir (β=.26, p<.001). Agılanan örgütsel desteğin de öğretmenlerin örgütsel özdeşleşmesine anlamlı etkisi bulunmaktadır (β=.62, p<.001).

Öğretmenlerin algıladıkları örgütsel adalet ve örgütsel destek örgütsel özdeşleşmedeki varyansın %70'ini açıklamaktadır. Örgütsel özdeşleme de öğretmenlerin örgütsel vatandaşlık davranışlarının varyansının %79'unu açıklamaktadır.

Araştırmanın Sonuçları ve Önerileri: Araştırmanın sonucunda öğretmenlerin örgütsel özdeşleşmeleri ile örgütsel vatandaşlık davranışları arasında güçlü bir ilişki olduğu saptanmıştır. Örgütsel özdeşleşme öğretmenlerin örgütsel vatandaşlık davranışlarındaki toplam varyansın % 79'unu açıklamaktadır. Bu sonuç örgütsel özdeşleşme ve örgütsel vatandaşlık arasındaki ilişkiyi inceleyen araştırmalarla tutarlıdır. Ayrıca öğretmenlerin örgütsel adalet ve örgütsel destek algısının örgütsel özdeşleşmenin anlamlı bir yordayıcısı oldukları da saptanmıştır. Örgütsel adalet ve örgütsel destek algısı birlikte öğretmenlerin örgütsel özdeşleşmelerindeki vayansın %70'ini açıklamaktadır. Araştırmanın sonucunda örgütsel özdeşleşmenin, takas ve kimlik teorilerine dayalı olarak örgütsel adalet ve örgütsel destek algısı ile

öğretmenlerin örgütsel vatandaşlık davranışları arasında bütünleyici bir aracı rolü oynadığı ortaya konulmuştur.

Örgütsel vatandaşlık davranışlarının okulun etkililiğinin geliştirilmesindeki rolü, okul yöneticilerinin öğretmenlerin bu davranışların öncüllerini anlamalarını önemli kılmaktadır. Böylece okul yöneticileri öğretmelere katkılarını takdir etme, adil davranma, gereksinim duyduklarında yanlarında olma gibi destekleyici yaklaşımlarıyla okulla özdeşleşmelerini ve bu yolla onların örgütsel vatandaşlık davranışları sergilemelerini sağlayabilirler.

Anahtar Sözcükler: Sosyal takas teorisi, sosyal kimlik teorisi, okul öncesi