Factors Affecting the Organisational Citizenship Behaviour of English Language Teachers

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This study attempted to investigate the factors affecting the organizational citizenship behavior (OCB) of English teachers in Turkish state high schools within the framework of job satisfaction, emotional commitment, and demographic factors. The data, which were collected through a questionnaire given to 269 English teachers, were analyzed through descriptive statistics and hierarchical regression. The findings indicated that the English teachers' job satisfaction, emotional commitment, and OCB levels were above average. Moreover, job satisfaction and emotional commitment predicted OCB. No significant relationship was observed between demographic factors and OCB. The results showed a positive correlation between demographic factors and job satisfaction, and between demographic factors and emotional commitment. The findings suggest that OCB can play a pivotal role to increase the performance of English teachers, consequently leading to better language education. The study suggests that the non-methodological factors in English language teachers' behaviors and performance need to be studied to increase their performance.

Key words: English language teachers, organisational citizenship behaviour (OCB), job satisfaction, emotional commitment

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1. INTRODUCTION

Organisational citizenship behaviour (OCB) stems from the freewill, inner drive of the members of an organisation in search of the better (Organ, 1988; Park, Song, Yoon, & Kim, 2013). It can also be explained as group members' extra voluntary performance beyond their job descriptions and defined work standards (Organ, 1988). It goes beyond individual endeavor and refers to members' fulfilling their tasks enthusiastically and helping others voluntarily to increase their performance (Eisenberger, Armeli, Rexwinkel, Lynch, & Rhoades, 2001; Pooja, De Clercq, & Belausteguigoitia, 2016; Turnipseed & Murkison, 2000). This concept appeared in the 1980s and has been discussed widely since then (Gurbuz, 2006; Sahin & Gurbuz, 2012; Thomas, 2016).

Concerning the inner drive of the members, emotional organisational commitment, and job satisfaction naturally accompany OCB (Turnipseed & Murkison, 2000). Emotional organisational commitment refers to group members' identification of themselves with the organisation by channeling all their own effort and time to fulfill organisational goals (Yousef, 2017). The commitment to an organisation is directly connected to the degree to which individual and organisational goals overlap. Moreover, sharing a common vision and similar ideals, as well as interacting socially with their fellow members help stimulate loyalty to their organisation, which in turn creates optimum conditions for the breakout of individual performance (Pooja et al., 2016). Not only does emotional organisational commitment determine how well an individual performs in an organisation, but also how long s/he stays in that organisation (Devece, Palacios-Marqués, & Alguacil, 2016). Job satisfaction, conversely, is more specific and denotes the self-fulfillment of members in their organisations and positive attitudes toward their jobs (Basalama & Machmud, 2018; Kinicki & Kreitner, 2006). These two concepts are conjoined together with OCB, and they affect each other reciprocally; in other words, they are the cause and result of each other (Nguni, Sleegers, & Denessen, 2006).

Moreover, demographic factors such as age, experience, gender, and marital status are identified as the determinants of OCB and attract the attention of researchers (Choi & Sy, 2010; Organ, 2018; Rawski & Conroy, 2020). Although the discussions about whether age and experience impact OCB positively or negatively go on, they are accepted as the solid determinants of OCB. Older and younger, and more experienced- and less-experienced employees tend to display different behaviors in terms of their work performance and loyalty to their workplace, which ultimately end up with different levels of OCB (Dirican & Erdil, 2016; Ersoy, Derous, Born, & Van der Molen, 2015). The gender-OCB relationship is another controversial issue. As the discussions concur that gender affects OCB, they differ in explaining how and in what context the relationship is likely to be displayed (Cameron & Nadler, 2013). Likewise, how marital status affects OCB is another

widely discussed issue with no definite answer. It is generally suggested that marital status is a powerful factor affecting OCB positively (Umrani et al., 2019).

OCB has a direct influence on the success level of organisations (Chun, Shin, Choi, & Kim, 2013; Peng et al., 2016). The ones which employ members who strive to show maximum effort are likely to do better and survive. Thus, organisations try to employ people who are likely to show a high degree of OCB (Gurbuz, 2009). In the same vein, the organisational citizenship of language teachers needs to be studied to enlarge the perspective of organisational citizenship and gather data from the field of education (Elstad, Christophersen, & Turmo, 2012; Oplatka, 2006). Naturally, teachers demonstrating a high degree of OCB put more effort and time into their professions, and cause considerable improvement in their educational settings (Somech & Bogler, 2002). The quality of education can be improved with dedicated teachers who volunteer to perform beyond normal standard expectations (Skaalvik & Skaalvik, 2011). In other words, teachers with high OCB not only increase their performance but also create a positive atmosphere in which their colleagues and other stakeholders in the school system are likely to increase their contribution to fulfilling the defined school goal (Beloglovsky & Somech, 2010).

Studying the OCB of language teachers can contribute to language education as well. To improve the quality of language education, one of the commonly used measures is the emphasis on issues related to language education methodology. It is assumed that by improving the methodological knowledge and skills of the English language teaching (ELT) teachers, the quality of language education can be increased. However, besides this customary perspective, a new take on the issue from a different viewpoint can provide new insights into language education, resulting in a better understanding and practice of language education. Departing from the traditional research perspective, this study aimed to highlight the importance of the non-methodological factors in teacher behaviours and performance. In other words, it attempted to bring OCB and the factors affecting it to attention. Thus, studying behaviours of ELT teachers via the OCB perspective can help shed light on their organisational behaviours and consequently foster their contribution to language education. This study on ELT teachers and OCB, a first in Turkey, presented the OCB perspective to apprehend language education from a different point of view by drawing attention to ELT teachers' organizational behaviours. It aims to enrich data about language teachers and OCB as well.

2. LITERATURE REVIEW

2.1. OCB and School Performance

The relationship between OCB and the other factors which have a direct influence on OCB has been discussed widely. When the teachers' frame of reference, which is formed through academic studies and their experience, complies with the premises of their programme, they are satisfied with what they do. The degree to which the value system and beliefs of the teachers matches those of the institution, administration, and colleagues determines the teachers' satisfaction level at work (Elstad et al., 2012; Klassen & Anderson, 2009). Guiding students to learn and create meaning, to be fully-fledged, autonomous learners who can function well in society, increases teachers' satisfaction (Imaniah & Nargis, 2018). Their ideology of contribution to social transformation through education keeps them in the profession (Klassen & Anderson, 2009; Nieto, 2009; Rohmah, 2018). Keeping a high profile among their group members, working in a supportive atmosphere, and collaborative teaching boost their self-actualization on their professional development journey (Klassen & Anderson, 2009; Nagatomo, 2015). Not only being appreciated and accepted by colleagues, but also by their students fuels their performance (Kwong, Wang, & Clifton, 2010). In short, fair treatment, respect, self-voice in the organisation, friendly atmosphere, and the organisation's prestigious vision, which is shared by the teachers, make organisational support for self-fulfillment, and support in general, the dovetail of OCB - which, in turn, fosters individual and organisational performance (Mendoza, 2019; Qureshi, Zeb, & Saifullah, 2011).

However, the research focusing on teachers with respect to organisational citizenship is limited, and the issue has not received enough attention (Oplatka, 2006). The studies that exist on teacher OCB provide evidence supporting the relationship between OCB and teacher behaviour. For instance, Somech and Bogler (2002) studied the antecedents and consequences of teacher OCB and the data obtained from 983 middle school teachers indicated that the correlation between professional commitment and OCB was positive. The correlation between the participation in the managerial and technical domain and OCB was also found to be positive. The teachers with high OCBs increased their classroom performance, engaged in students' discipline more, and were more perceptive of students' needs. Skaalvik and Skaalvik (2011) collected data from 2,569 Norwegian elementary and middle school teachers. They reported that the correlation between the time and effort teachers invest in their schools, and the feeling of belongingness and satisfaction was positive. At the same time, it was observed that teachers tended to increase their performance and feel the motivation to continue their profession. Somech and Khotaba (2017) investigated OCB at the team level concerning the contextual variables of team

justice, team climate psychological capital, and team innovation. They observed positive relations between the contextual variables and OCB, and team OCB and team innovation. DiPaola and Hoy (2005), who collected data from ninety-seven high schools in Ohio, reported a high-level correlation between teacher OCB and student achievement. Oplatka (2009) focused on the teacher OCB and its effects both on teacher performance and student achievement. The data obtained from 50 Israeli teachers manifested that high levels of teacher OCB fostered both teacher and student performance, and student emotional well-being. OCB contributed to creating a positive school atmosphere and image which helped the school to improve itself. Jimmieson, Hannam, and Yeo (2010) examined the relationship between teacher OCB and the quality of student school life finding that OCB affects it directly; the higher the teacher OCB, the higher the quality of student school life. Burns and DiPaola (2013) focused on the relationships between organisational justice and OCB in schools and how they affect student achievement. They came up with a positive correlation between organisational justice and OCB. However, they reported no significant correlation between OCB and student achievement.

2.2. Antecedents of OCB

The research carried out in educational contexts has attempted to shed light on the antecedents of OCB. Bogler and Somech (2004) examined the relationship between teacher empowerment and teachers' commitment, professional commitment, and OCB. The data collected from 983 Israeli teachers showed that teacher empowerment affected the teachers' commitment and OCBs. Self-efficacy, decision making, and status were found to affect their OCBs. In another study, Bogler and Somech (2005) studied the relationship between teacher participation in decision making and OCB and the mediating role of teacher empowerment between them. The data gathered from 983 Israeli teachers showed that teacher participation in decision making affected their OCBs positively, and teacher empowerment mediated the relationship between teacher participation in decision making and their OCBS strongly. Likewise, Kasekende, Munene, Otengei, and Ntayi (2016), who investigated the mediating role of teacher empowerment between teacher competence and teacher OCB, observed empowerment as a mediating factor between teacher competence and OCB.

In the same vein, researchers have endeavored to establish the relationship between contextual factors and OCB. Cohen and Keren (2010) studied the correlation between OCB and organisational climate among 287 teachers and 12 principals from 12 schools in Israel participated in the study. They found that justice in schools played a pivotal role in determining the school climate which, in turn, influences OCB. Oplatka and Stundi (2011) investigated the predictors of pre-school teacher OCB with the participation of 12 Israeli

pre-school teachers and four supervisors. They showed that the organisational climate and the role of supervisors influenced teacher OCB. In another study, Oplatka (2013) studied the effect of the role of principals on teacher OCB. They collected data from ten Israeli principals and 30 teachers, which indicated that the principals who provided positive feedback to teachers, gave priority to teachers' needs, let the teachers participate in the decision-making process, appreciated innovative ideas, and delegated authority to the teachers' bolstered teacher OCB. Elstad, Christophersen, and Turmo (2012) studied the factors affecting teacher OCB in folk schools with the participation of 366 teachers and found that good relations between school leaders and teachers affected OCB positively. Abd El Majid and Cohen (2015) studied the relationship between OCB and social exchange variables (organisational leadership and transformational leadership) and individual values, and Arab Israeli teachers and administrators formed the target population of the study. They found that social exchange variables and individual values explain the participants' OCB and in-role performances.

2.3. OCB in the Turkish Educational Context

Concerning the number of studies on OCB, the story is no different in Turkey. The research on teachers and their OCB in Turkey, however, has indicated different results. Concerning the job satisfaction-OCB relationship, the research has provided positive evidence. Unal (2003) investigated the relationship between job satisfaction and OCB and found no correlation between them. The research conducted by Zog (2007) to investigate the relationship between job satisfaction and OCB levels of 297 primary school teachers indicated a positive relationship between OCB and job satisfaction. Sesen and Basim (2012) investigated the impact of job satisfaction and commitment on the part of the teacher OCB. Two hundred and seventy-five high school teachers took part in the study and they found that they were positively correlated, and commitment had a mediating role between teacher OCB and job satisfaction. Yucel and Bektas (2012) studied the relationship between job satisfaction and OCB, and the effect of age on OCB. One hundred and seventy-three teachers participated in the study, and they found that there was a direct relationship between job satisfaction and OCB, but a non-linear one between OCB and age

The research has revealed mixed results about the effect of demographic factors on teachers' OCB. Korkmaz and Arabaci (2013) studied the predictors of OCB of 927 primary and high school teachers in the Malatya Province. Their findings can be summarised as follows: The teachers' perceptions of OCB differed concerning their being staffed, contracted or paid teachers, and the type and the location of the schools. The OCB perceptions of the staffed teachers were found to be less positive than those of the contracted. In terms of the altruism and courtesy dimensions of OCB, the primary school

teachers' perceptions were more positive than those of the high school teachers. The OCB perception of the teachers working in rural areas was more positive than that of those living in urban areas. The demographic variables did not create a significant effect on how the teachers perceived OCB. Similarly, Yaman (2015), who collected data from 406 vocational high school teachers, reported a positive relationship between marital status, gender, age, length of service, organisational status, and the levels of OCB. In another study, Dirican and Erdil (2016) investigated the relationship between demographic factors and OCB of academic staff working in universities. They found a positive relationship between age and OCB, no relationship between gender and OCB.

The research has also addressed the context-specific issues concerning OCB. In another study, Yilmaz and Tasdan (2009) focused on how 424 state primary school teachers perceived OCB and organisational justice. Their perceptions were positive for both organisational justice, OCB and they reported a positive relationship between the two; however, they indicated that sociometric variables had no impact on OCB and organisational justice. In the same vein, Çavuş (2012) collected data from one hundred and eighty-five primary and secondary school teachers to study the relationship between organisational socialisation and OCB. It was found that these two were positively correlated, and high levels of organisational socialisation influenced OCB positively. Baykal (2013) investigated the connection between school climate and OCD. She collected data from 350 high school teachers and concluded that the way teachers perceive the school environment influences their OCB levels and that their demographic features affect both their school environment perceptions and their OCB levels. In another broad-spectrum research, Demiroz (2014) collected data from 20,080 teachers, 1,353 administrators, and 8th-grade students to investigate how teachers perceive their OCBs and their effects on student achievement. She indicated that experienced teachers and female teachers tend to show high levels of OCB. She also found a positive correlation between OCB and student success. Apaydin and Sirin (2016) researched the relationship between OCB, group cohesiveness, and workplace deviance. Six hundred and thirty-nine primary and secondary school teachers took part in the study and they indicated that OCB affected group cohesiveness positively, and workplace deviance negatively.

With respect to the amount of research focusing on English teachers and OCB, the situation is even worse in Turkey. When the dissertation catalogue kept by the Higher Education Board in Turkey is examined, it can be seen that there are only three studies (Baykal, 2013; Demiroz, 2014; Yaman, 2015) focusing on teachers within the framework of OCB between 2010 and 2017. The research on the OCB of English teachers in Turkey mainly focuses on the comparison of the non-native and native-speaker English teachers. In a study investigating the job satisfaction levels of native-speaking English teachers in a metropolitan area in Turkey, their job satisfaction levels were found to be lower than those

in their home countries and non-native (i.e. Turkish) English teachers in Turkey (Karagol, 1997). In a similar study, Akgun (2005) compared the job satisfaction of native-speaking English teachers and Turkish English teachers. She reported that the general job satisfaction level of the Turkish ones was higher than that of native speakers. She also indicated a significant relationship between demographic variables and general job satisfaction levels for both groups of teachers. Through a different lens, Ozgur (2007) investigated the connection between English teachers' burnout levels and job satisfaction. She found an inverse correlation between them: as job satisfaction level increases, the burnout level decreases.

As indicated above there is no single study investigating English teachers and OCB in Turkey. Hence, there is a need to study English teachers concerning OCB. Studying the OCB of ELT teachers can shed more light on how to improve the quality of language given that the teachers with high OCB are likely to spend more time and energy to improve their language and teaching skills alongside their colleagues', an improvement that ultimately affects the quality of language education. Thus, issues such as to what extent English teachers manifest OCB, what factors influence OCB, or how OCB affects English teacher performance and student success need to be addressed. Furthermore, the study investigated the explanatory power of the proposed model illustrated in Figure 1. Ultimately, this study aimed to investigate English teachers in the Turkish state high schools within the framework of OCB with respect to job satisfaction, emotional commitment, and demographic factors. Specifically, it investigated the relationship between the OCB of the English teachers and the three variables, job satisfaction, emotional commitment, and demographic factors. The study focused on the following research questions:

1. What are the job satisfaction, emotional commitment, and OCB levels of English teachers in Turkish state high schools?
2. Do the job satisfaction and the emotional commitment levels of English teachers in Turkish state high schools differ in relation to demographic factors?
3. Do the emotional commitment levels of English teachers in Turkish state high schools differ in relation to demographic factors?
4. Do demographic factors, job satisfaction, and emotional commitment significantly predict OCB of the English teachers in Turkish state high schools?

3. THE CONTEXT OF THE STUDY

In Turkey, English as a foreign language (EFL) education is one of the major concerns of both government and parents in public schools which are tuition-free and private schools that require a tuition fee. Although both public and private schools must follow the same EFL curriculum, private schools add extra English lessons and hours to their EFL programs. Thus, some parents send their children to private schools especially to have them receive more and better EFL education. Officially EFL education starts in the second grade, but private schools start EFL in kindergarten. At the end of the 12th grade, all students must take a central university entrance exam administered by the government. Their performance on this test determines which university they can attend. When they are admitted to Turkish-medium programs, they are obliged to take EFL classes in the first year. In the following years, they are free to choose EFL classes. On the other hand, if they are admitted to English-medium programs, they are expected to pass the proficiency exams to begin their departmental studies. If they fail, they have to attend the English prep class.
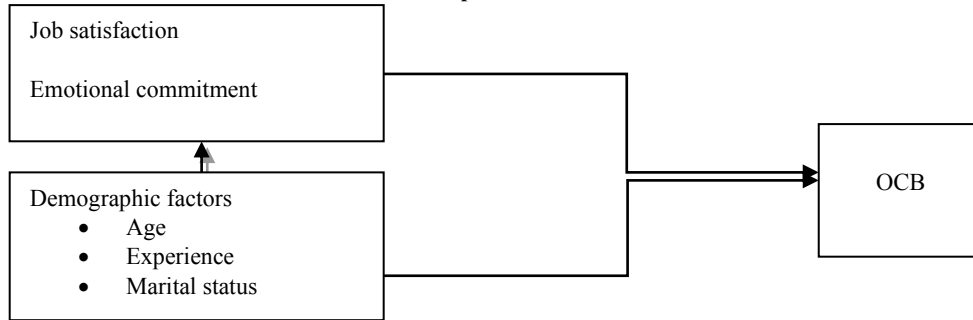
EFL teachers in Turkey have different pre-service education backgrounds. Besides the ELT graduates, non-ELT graduates, such as the graduates of English Language and Literature, American Literature, Linguistics, English Translation and Interpretation departments also work as English teachers (Isik & Isik, 2020).

4. METHOD

4.1. The Model

In this study, the correlational survey model was used to investigate the relationship between OCB, job satisfaction, emotional commitment, and demographic factors. Besides the research questions, a model was proposed, and its effectiveness was tested. The model looks for the relationship among these three variables: 1) demographic factors, 2) job satisfaction and emotional commitment, 3) OCB. It attempts to display the conceptual framework for this study to illustrate how each variable impacts one another. The design model investigates whether demographic factors explain English Teachers' OCBs alone (See Figure 1). If they do not, then emotional commitment and job satisfaction variables are added to the design to see their effects on the subjects OCB to test the explanatory power of the model.

FIGURE 1

The Proposed Model

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┌─────────────────────────────┐
│ Job satisfaction            │                ┌──────────────┐
│                             │                │              │
│ Emotional commitment        │                │     OCB      │
│                             │                │              │
└─────────────────────────────┘                └──────────────┘
            ↑
┌─────────────────────────────┐
│ Demographic factors         │
│      • Age                  │
│      • Experience           │
│      • Marital status       │
└─────────────────────────────┘
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   The design targets delineating to manifest the satisfaction and commitment level of English teachers, and the relationship of these to OCB. Besides, it endeavors to explain the effect of demographic factors on job satisfaction, affective commitment, and the OCB levels of English teachers. As keeping a job to support a family is important, marital status might have an impact on job satisfaction, emotional attachment, and OCB. Hence marital status was added as a demographic factor to test its effect on job satisfaction, emotional attachment, and OCB.

4.2. Participants

   Two hundred and sixty-nine English teachers working in the state schools in Ankara, the capital of Turkey, participated in the study. The convenience sampling technique was used to select participants. Permission was granted by the authorities for only one occasion to collect data and convenience sampling was the most appropriate choice. The questionnaires were sent to 327 ELT teachers and 269 of them answered the questionnaires. Table 1 summarises the demographic information about the participants:

TABLE 1
Demographic Information of the Participants

Variable	Subgroups	*f*	%
	Under 30	107	39.8
	31-39	68	25.3
Age	40-49	73	27.1
	Over 50	21	7.8
	Total	269	100
	Under 10	135	50.2
	11-19	70	26.0
Experience	Over 20	64	23.8
	Total	269	100
	Female	119	44.2
Gender	Male	150	55.8
	Total	269	100
Educational	MA-PhD	29	10.8
Background	BA	240	89.2
	Total	269	100
	Married	176	65.7
	Single	88	32.8
Marital Status	Divorced	5	1.5
	Total	269	100

4.3. Data Collection

A pack of questionnaires consisting of two parts was used to collect data. Part one consisted of items about the participants' demographic backgrounds. Part two included scales about the dependent and independent variables of the study, which are job satisfaction, emotional commitment, and OCB. These internationally renowned scales were used.

4.3.1. Job satisfaction scale

The Minnesota Satisfaction Questionnaire (MSQ) designed to measure employee job satisfaction was administered to elicit job satisfaction-related information from the participants (see Appendix A). As it is practical and widely used concerning job satisfaction the short form of the questionnaire consisting of 20 five-level Likert items was used (Weiss, Dawis, England, & Lofquist, 1967). The internal consistency reliability of the scale was found to be .81.

4.3.2. Emotional commitment scale

The Organisational Commitment Scale (OCS) developed by Wasti (1999) was used to collect data about the emotional commitment of the participants (see Appendix B). The internal consistency reliability of the scale was found to be .79, indicating high internal consistency reliability.

4.3.3. OCB scale

The OCB scale developed by Podsakoff, MacKenzie, Moorman, and Fetter (1990) was adopted in this study to investigate the OCB of English language teachers (see Appendix C). The internal consistency reliability of the scale was found to be .87.

4.4. Data Analysis

To investigate the correlation between the variables, the demographic variables were first examined through descriptive statistics. Then, hierarchical regression was run to analyse the correlation among job satisfaction, emotional commitment, and the OCB of EL teachers. Finally, ANOVA was employed to understand the correlation between the demographic features of the participants and their OCB.

Moreover, the questionnaire reliability was calculated through Cronbach's alpha. The reliability of the job satisfaction questionnaire was found to be .85, the emotional commitment questionnaire .71, and the OCB questionnaire .76. It can be concluded that the job satisfaction questionnaire has high reliability, whereas the emotional commitment questionnaire and the OCB questionnaire had medium reliability.

5. RESULTS AND DISCUSSION

The results of the descriptive statistics, hierarchical regression, and ANOVA showed a positive correlation among job satisfaction, emotional commitment, and OCB. The results of the research questions are presented below.

5.1. Research Question 1: Job Satisfaction, Emotional Commitment and OCB Levels of EL Teachers

The descriptive statistics and the correlation analysis of the variables indicate a moderate positive correlation between job satisfaction, emotional commitment, and the OCB level of

the EL teachers, *r = .303; r = .246, p < .01*, respectively. Table 2 summarises the findings of the mean, standard deviation, correlation, and scale reliability of the variables in the study. The mean scores of job satisfaction, emotional commitment and the OCB of the teachers were above 3, which indicates that most EL teachers reported being satisfied with their jobs, had an emotional commitment, and showed organisational citizenship behaviour.

TABLE 2
The Mean, Standard Deviation, Correlation and Reliability Coefficient of the Variables

Variables	*M*	*SD*	Job Satisfaction	Emotional Commitment	OCB
Job Satisfaction	3.68	.79	(.85)[a]		
Emotional Commitment	3.23	.64	.422[*]	(.71)[a]	
OCB	3.71	.55	.303[*]	.246[*]	(.76)[a]

[*] Correlation is significant at the 0.01 level (2-tailed).
[a] The reliability coefficient of the scale (Cronbach's alpha)

5.2. Research Questions 2 and 3: The Effect of Demographic Factors on Job Satisfaction and Emotional Commitment

ANOVA was used to investigate the effects of the demographic factors (i.e. age, gender, educational background length of experience, and marital status) on English teachers' emotional commitment and job satisfaction (see Table 3 below). Consequently, the variables indicating a significant correlation with demographic factors are summarized in the table. Only the marital status of the teachers predicted their emotional commitment. The emotional commitment of divorced English teachers was significantly higher than that of married and single ones *(F = 3.837, p <.05)*. The age or the length of experience did not have any relationship with the emotional commitment of the teachers.

Unlike its effect on the emotional commitment of English teachers, marital status had no impact on job satisfaction, whereas the length of experience and age had a significant impact on job satisfaction *(F = 4.231, p. <.05 and F= 4.030, p <.01 respectively)*. English teachers having 20-years of experience or more had significantly higher job satisfaction than the others. The age of the teachers, on the other hand, showed this positive correlation: As the age increased, the job satisfaction level of EL teachers did too.

To investigate if gender and educational background predict the variables involved, the independent samples *t*-test was conducted. As it was observed that gender and educational background did not predict either emotional commitment or job satisfaction of English teachers, they were excluded from the model.

TABLE 3

Mean, Standard Deviation and F Values of the Significantly Different Variables

Dimensions	Demographic Variables	M	SD	F	p
Emotional Commitment (Marital Status)	Married	3.23	.617		
	Single	3.20	.664	3.837	.023*
	Divorced	4.1	.663		
Job Satisfaction (Length of Experience)	Under 10 years	3.56	.80		
	Between 10-19 years	3.7	.67	4.231	0.016*
	Over 20 years	3.9	.86		
Job Satisfaction (Age)	Under 30	3.52	.78		
	Between 30-39	3.63	.72		
	Between 40-49	3.88	.77	4.030	0.008*
	50 and over	3.94	.69		

* $p < .05$

5.3. Research Question 4: The Effect of Demographic Factors, Job Satisfaction and Emotional Commitment on OCB

To see the effects of job satisfaction and emotional commitment on the OCB of the English teachers, a hierarchical regression analysis was carried out. The model of the analysis is shown in Table 4. In the first step, the demographic variables (i.e. age, gender, educational background length of experience, and marital status) were included in the model and then reviewed, but these variables were not significant enough to explain the phenomenon. In the second step, the independent variable "emotional commitment" was examined. The results showed that when the "emotional commitment" variable was added to the model, the efficiency of the model significantly increased *(Corrected R2 = .52)*. This model indicates that emotional commitment predicted OCB *(β = .246; p< .01)*. In the third step when the variable "job satisfaction" was included in the model, the explanatory power of the model increased significantly *(Corrected R2 = .105)*. Showing that job satisfaction significantly predicted the OCB of English teachers *(β = .266; p< .01)*.

TABLE 4
The Regression Analysis Results on the Variables Affecting OCB

	1. Step		2. Step		3. Step	
	β	t	β	t	β	t
Age	-.052	-.694	-.090	14.662	-.158	-1.237
Gender	.039	.435	.026	-.690	.043	.337
Education Background	-.023	-.308	-.042	.199	-.058	-.895
Length of Experience	.106	1.509*	.084	-.633	.090	1.515
Emotional Commitment	-	-	.246	1.370**	.137	2.137*
Job Satisfaction	-	-	-	-	.266	4.078**
Corrected R^2	0.05		0.52		1.05	

* $p < .05$ ** $p < .01$

The results revealed that the emotional commitment, job satisfaction, and OCB levels of the ELT teachers were above the average. A significant correlation between emotional commitment and OCB, and job satisfaction and OCB were observed. Concerning the demographic factors, a significant relationship was observed between the marital status of the teachers and their emotional commitment. Likewise, the length of experience and age predicted job satisfaction. Since emotional commitment and job satisfaction had a significant effect on OCB, marital status of the teachers and their emotional commitment. Demographic factors alone were found to be inadequate to predict the teachers' OCB. Other demographic factors, gender and educational background, had no significant impact on emotional commitment and job satisfaction.

6. DISCUSSION

The study aimed to investigate how well demographic factors, job satisfaction, and emotional commitment predicted the OCB of ELT teachers in the Turkish state high schools. The findings indicate that the teachers were satisfied with their jobs, and their emotional commitment and OCB levels were above average. Hence, it can be inferred that they were happy in their organisations, they felt attached to them and were ready to take voluntary actions to improve their own performance and that of the other members of the organisation. Moreover, the correlations between OCB and job satisfaction, and emotional commitment and OCB were found positive. The ELT teachers who developed positive attitudes towards what they were doing and felt some degree of dedication to their organisation seemed to manifest high levels of OCB. This finding is in the same line with those of the studies summarized in the literature review section. The finding, on the other hand, contradicts that of Unal (2003) who reported no relationship between job satisfaction and OCB. In terms of demographic factors and OCB, no significant relationship was

observed. This finding is similar to what Yucel and Bektas (2012) found in their research, and partially supports that of Dirican and Erdil (2016) who revealed a positive relationship between age and OCB, but no relationship between gender and OCB. However, it contradicts the result of the study conducted by Baykal (2013), Demiroz (2014), and Yaman (2015) who indicated a positive correlation between demographic factors and OCB. On the other hand, this result supports the findings of Yilmaz and Tasdan (2009) who indicated no significant impact of demographic factors on OCB.

However, the results show that demographic variables influenced emotional commitment and job satisfaction. Marital status and emotional commitment were correlated. Being divorced influenced teachers' level of emotional commitment positively. Due to financial concerns, the divorced teachers might feel economically insecure and want to keep their jobs. Moreover, they might satisfy their need for belongingness by getting more emotionally attached to their schools. Thus, marital status might have influenced the teachers' emotional commitment. The length of experience and age displayed positive correlations with job satisfaction. Since, in the Turkish culture, younger ones are expected to show respect to their elders who are expected to reciprocate by guiding and protecting younger ones. In the same vein, older people would like to share their work experience with the younger ones. Consequently, age together with the length of experience may have led to higher formal and informal status in an organization, which is likely to affect job satisfaction. On the other hand, gender and educational background were found inefficient to predict emotional commitment and job satisfaction. As the teachers with an MA or a Ph.D. degree make up only 10.8% of the participants, the impact of educational background on job satisfaction and emotional commitment might not have been observed in this study. As for gender, equity of treatment and being subjected to the same rules and regulations might not have created any difference between the female and make teachers concerning job satisfaction and emotional commitment.

Moreover, the proposed model was found effective in investigating what factors influence English teachers' OCB. In other words, the design is useful to predict affective commitment and job satisfaction of English teachers and their correlation with OCB. It can also explain the effect of demographic factors on emotional commitment and job satisfaction. However, no correlation between demographic factors and OCB was observed. It could be due to the lack of relationship between them, or the design is not extensive enough to reveal it. Moreover, it is beyond the scope of this study to explain why some demographic factors are correlated with OCB, job satisfaction, and emotional commitment and some are not. Thus, the design needs to be tested and revised.

7. CONCLUSION AND IMPLICATIONS

The study pioneering in investigating the OCB levels of English teachers underlies the indispensable role of non-ELT factors for teacher effectiveness. The research on English language teaching and English teachers is abundant and contributes a lot to English education; however, it needs to be scaffolded with further research focusing on English teachers from different perspectives to pump up their performance. In that sense, this research reiterates the OCB of English teachers and raises awareness about approaching them not only as academic beings but also as social and psychological beings. Thus, it helps pave the way to consider English teachers from a wider perspective. Moreover, the study proposes and tests a model to study the antecedents of the OCB levels among ELT teachers. In that, sense, the study offers a methodological basis on which further research can be carried out, or which may be developed by other researchers.

The findings reveal that job satisfaction among English teachers is considerably high, and affective commitment and OCB are above the mean. The teachers seem to be happy with what they are doing, but their affective attachment and OCB are not at the same level. Hence, as pointed out by Apaydin and Sirin (2016), Bogler and Somech (2004, 2005), and Oplatka (2013), it is likely to claim that the teachers may not feel highly dedicated to their institutions, and are not so enthusiastic as to better their schools' performance. This may be due to learned helplessness and bureaucracy which might impede their involvement in the decision-making process. As there is a strict administrative hierarchy and the decisions are made by the Ministry of Education, provincial administration, and the school administration without teacher involvement, teachers have no voice in the process, which might lower their attachment to their institutions. Moreover, the school environment and their relationship with the school administrators may also prevent them from exhibiting high levels of emotional commitment and OCB.

Moreover, the results imply that to stimulate the performance of English teachers and increase the quality of education in schools, OCB needs to be taken into consideration. The teachers with high OCB are naturally in a continuous search to improve themselves while also encouraging others to excel in terms of content knowledge, pedagogical content knowledge, teaching methodology, classroom practice, and management. They keep themselves busy with recent discussions and research in the field and engage in exploratory teaching (Allwright, 2005). Thus, they do not operate on bare experience and intuition, but try to form a solid ground on which they operate via context and need analysis (Skaalvik & Skaalvik, 2011). In other words, those teachers operate with data and make disciplined choices and decisions to realise both their own personal and organisational goals. Furthermore, they are aware of the needs and wants of their students and cooperate with

them to make them self-regulated, autonomous learners. Seeking to establish strong ties with families and involving them in the education process can foster student learning.

To sum it up, it is obvious that OCB and affective commitment contribute a lot to better both personal and organisational performance. The Ministry and administrators should find means to let English teachers make their voices be heard. Moreover, it can be concluded that there is a direct relationship between age, teaching experience, job satisfaction, and affective commitment. Since *39.8%* of the English teachers are younger than 30 and *25.3%* of them are between 30 and 40 years old in Turkey, the means to increase the satisfaction level of these relatively younger teachers need to be sought to increase their performance and create a more optimal school environment.

Nonetheless, these results must be interpreted with caution and a number of limitations should be borne in mind. The study does not investigate the pre-service education backgrounds of the ELT teachers, which may affect their OCB. Besides the ELT graduates, non-ELT graduates also work as English teachers (Isik & Isik, 2020). In other words, as the ELT teachers in Turkey have different pre-service education backgrounds, only the graduates of the ELT departments receive proper education about English teaching. The others are likely to follow an experience-based or intuition-based traditional approach when teaching English. Accordingly, the widespread practice of the traditional approach may affect the OCB levels of ELT graduates. Thus, for further research, it is recommended to include the pre-service education background of the ELT teachers as a factor affecting their OCB.

The second issue which is to be considered has to do with the data collection procedures. The questionnaire is the sole data collection instrument in this study. To get a thorough picture of the OCB levels of the ELT teachers, the data obtained should be triangulated by including the interview and/or observation. Moreover, the questionnaire does not include the levels (primary, secondary, tertiary) of education at which the ELT teachers teach. Since the level may influence the OCB of ELT teachers; it is suggested to include the levels to obtain more accurate OCB-related data.

Finally, this study presented the initial findings of the proposed model which needs to be tested, revised, and improved. More data is also needed to better explain the OCB levels of ELT teachers. A more sophisticated model covering a wide range of factors such as the decision-making process and hierarchy in administration, school type (public/private), salary, teacher appointment policy, promotion, and the geographical location of the schools which may have an impact on OCB of ELT teachers. In other words, both researchers and the Ministry of Education need to focus on OCB and factors affecting OCB to boost teacher performance, thereby improving the quality of EFL instruction.

Applicable levels: All levels

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APPENDIX A

Minnesota Satisfaction Questionnaire (MSQ)

We would like to learn how you feel about your job. Please read each sentence carefully and rate them. Thank you for your cooperation.

1 = Very Dissatisfied
2 = Dissatisfied
3 = Can't Decide
4 = Satisfied
5 = Very Satisfied

1. Being able to keep busy all the time.	1	2	3	4	5
2. The chance to work alone on the job.	1	2	3	4	5
3. The chance to do different things from time to time.	1	2	3	4	5
4. The chance to be "somebody" in the community.	1	2	3	4	5
5. The way my boss handles his/her workers.	1	2	3	4	5
6. The competence of my supervisor in making decisions.	1	2	3	4	5
7. Being able to do things that don't go against my conscience.	1	2	3	4	5
8. The way my job provides for steady employment.	1	2	3	4	5
9. The chance to do things for other people.	1	2	3	4	5
10. The chance to tell people what to do.	1	2	3	4	5
11. The chance to do something that makes use of my abilities.	1	2	3	4	5
12. The way company policies are put into practice.	1	2	3	4	5
13. My pay and the amount of work I do.	1	2	3	4	5
14. The chances for advancement on this job.	1	2	3	4	5
15. The freedom to use my own judgment.	1	2	3	4	5
16. The chance to try my own methods of doing the job.	1	2	3	4	5
17. The working conditions.	1	2	3	4	5
18. The way my co-workers get along with each other.	1	2	3	4	5
19. The praise I get for doing a good job.	1	2	3	4	5
20. The feeling of accomplishment I get from the job.	1	2	3	4	5

APPENDIX B

Emotional Commitment Scale

You will read some statements about your commitment to your organization. Listed below is a series of statements that may represent how individuals feel about the company or organization for which they work.

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

1. I would be very happy to spend the rest of my career with this organization.	1	2	3	4	5
2. It would be very hard for me to leave my job at this organization right now even if I wanted to.	1	2	3	4	5
3. I do not feel any obligation to remain with my organization.	1	2	3	4	5
4. I really feel as if this organization's problems are my own.	1	2	3	4	5
5. Too much of my life would be disrupted if I decided to leave my organization right now.	1	2	3	4	5
6. Even if it were to my advantage, I do not feel it would be right to leave my organization now.	1	2	3	4	5
7. I do not feel like "part of the family" at my organization.	1	2	3	4	5
8. Right now, staying with my organization is a matter of necessity as much as desire.	1	2	3	4	5
9. I would feel guilty if I left my organization now.	1	2	3	4	5
10. I do not feel "emotionally attached" to this organization.	1	2	3	4	5
11. I believe that I have too few options to consider leaving this organization.	1	2	3	4	5
12. This organization deserves my loyalty.	1	2	3	4	5
13. This organization has a great deal of personal meaning to me.	1	2	3	4	5
14. One of the few negative consequences of leaving this organization would be the lack of available alternatives.	1	2	3	4	5
15. I would not leave my organization right now because I have a sense of obligation to the people in it.	1	2	3	4	5
16. I do not feel a strong sense of belonging to my organization.	1	2	3	4	5
17. If I had not already put so much of myself into this organization, I might consider working elsewhere.	1	2	3	4	5
18. I owe a great deal to my organization.	1	2	3	4	5

APPENDIX C

Organizational Citizenship Behavior Scale

Please respond to the following questions by circling the best fitting number. There are no right or wrong answers for these questions. It is important that you respond each question. Thank you for your time.

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

1. I help others who have heavy work load.	1	2	3	4	5
2. I do my job without constant requests from my boss.	1	2	3	4	5
3. I believe in giving an honest day's work for an honest day's pay.	1	2	3	4	5
4. I do not waste time complaining about trivial matters.	1	2	3	4	5
5. I try to avoid creating problems for co-workers.	1	2	3	4	5
6. I keep abreast of changes in the organization.	1	2	3	4	5
7. I tend to magnify problems.	1	2	3	4	5
8. I do not consider the impact of my actions on co-workers.	1	2	3	4	5
9. I attend meetings that are not mandatory, but important.	1	2	3	4	5
10. I am always ready to give a helping hand to those around me.	1	2	3	4	5
11. I attend functions that are not required, but help the company image.	1	2	3	4	5
12. I read and keep up with organization announcements, memos, and so on.	1	2	3	4	5
13. I help others who have been absent.	1	2	3	4	5
14. I respect the rights of people that work with me.	1	2	3	4	5
15. I willingly help others who have work related problems.	1	2	3	4	5
16. I always focus on what is right, rather than what is wrong.	1	2	3	4	5
17. I take steps to try to avoid problems with other workers.	1	2	3	4	5
18. My attendance at work is above the norm.	1	2	3	4	5
19. I always find fault with what the organization is doing.	1	2	3	4	5
20. I am mindful of how my behaviour affects other people's jobs.	1	2	3	4	5
21. I do not take extra breaks.	1	2	3	4	5
22. I respect company rules and policies even when no one is watching me.	1	2	3	4	5
23. I guide new people even though it is not required.	1	2	3	4	5
24. I am one of the most conscientious employees.	1	2	3	4	5