

The Prediction Level of Teachers' Organizational Citizenship Behaviors on the Successful Practice of Shared Leadership

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Abstract

Problem Statement: Defined as the actions that personnel voluntarily take beyond their formal job description, organizational citizenship behavior is regarded as a premise for shared leadership, a management style that is frequently used in organizations today. The relevant literature suggests that organizational citizenship behavior can provide the team effectiveness required for the successful practice of shared leadership. The procedure of this leadership style involves sharing tasks and responsibilities, and thus requires cooperation. Considering the personnel's expectations for this type of leadership, it is not possible for members who exhibit poor organizational citizenship behaviors to meet these expectations. A school under shared leadership functions as a team, and all members of this team must share leadership in every field and devote themselves to performing their responsibilities if they wish to achieve the school's mission satisfactorily. This study tried to discover the extent to which teachers' levels of commitment to organizational citizenship in primary schools predict the successful practice of shared leadership.

Purpose of Study: The author wished to determine the extent to which teachers' organizational citizenship behaviors in primary schools predict the successful practice of shared leadership.

Methods: This research is a correlational study. The sample comprised 364 primary school teachers working in Zonguldak. The data were collected

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using a group-level organizational citizenship behaviors scale and a shared leadership perception scale.

Findings and Results: The findings of the study revealed that there is a high level of positive correlation between primary school teachers' levels of organizational citizenship behaviors and the successful practice of shared leadership. For example, the sub-dimension of organizational citizenship behaviors towards individuals of the organization predicts significantly in a positive way and at a high level the joint completion of tasks, mutual skill development, decentralized interaction among personnel, and emotional support dimensions of shared leadership. In addition, the sub-dimension of organizational citizenship behaviors towards the organization predicts significantly at a low level the successful practice of joint completion of tasks and emotional support dimensions of shared leadership, but this sub-dimension offered no significant prediction of the successful practice of mutual skill development and decentralized interaction among personnel. According to the findings, it can be stated that organizational citizenship behaviors are significant predictors of the successful practice of shared leadership.

Conclusions and Recommendations: According to the findings of the study, when the correlations between group-level organizational citizenship behaviors and both total shared leadership and its factors are examined, it can be seen that the correlation between the level of individual organizational citizenship behaviors and shared leadership is higher than other correlations. It is also understood that the level of organizational citizenship behaviors predicts positively and highly the successful practice of shared leadership and that the prediction of the sub-dimension of organizational citizenship behaviors towards individuals is more significant and at higher level than that of the organizational citizenship behaviors towards the organization. There is also research in the literature supporting the finding that organizational citizenship behaviors, particularly the individual-oriented ones, predict significantly the successful practice of shared leadership. Therefore, it was confirmed that the level of organizational citizenship behaviors predicts shared leadership significantly to a considerable extent. This situation is also understood from the goodness of fit indices. As a result, it can be suggested that the organizations planning to employ shared leadership in their executive structures should take actions to empower organizational citizenship behaviors as a premise of shared leadership.

Keywords: Organizational citizenship behavior, group-level organizational citizenship, leadership, shared leadership.

The effectiveness and improvement of organizations relies on their indispensable element: the personnel. The organizational citizenship behavior (OCB) that personnel voluntarily undertake beyond their formal task definitions make them even more important to the organization in terms of organizational effectiveness (Buluç, 2008;

Sezgin, 2005). Organ (1988) defines OCB as “extra role” behaviors performed by personnel for the good of the organization, specifically for improving its productivity and effectiveness; moreover, such behaviors are not rewarded or punished by the organization (Schnake & Dumler, 2003). According to another definition, OCB is the voluntary performance of some tasks and the exceptionally careful conduct that personnel perform to contribute to the effective operation of the organization. This definition also acknowledges that they know they will not be rewarded directly for the acts (Vigoda-Gadot, Beerli, Birman-Shemesh & Somech, 2007; Shragay & Tziner, 2011). This is well-documented in the literature on OCB. The early research studies on OCB were about OCB’s promises and dimensions. In contrast, recent research is about the organizational outcomes of OCB (Köse, Kartal & Kayalı, 2003; Gürbüz, 2006). Perry, Pearce and Sims (1999) and Pearce (2004) included OCB education into the requirements for the successful practice of shared leadership. Empowering OCB is believed to lead to team behavior, which is the key for successful shared leadership, because shared leadership is impossible without teamwork (Shuffler, Wiese, Salas & Burke, 2010). In this sense, it would not be wrong to suggest that OCB is considered to be a precondition for the success of shared leadership. In fact, Pearce and Conger (2003) define shared leadership, which is a promising development in the field of team leadership, as the process in which group members interactively affect each other in order to achieve the goals of the group or organization (Bligh, Pearce & Kohles, 2006).

The complexity of duties in present organizations makes it almost impossible for a single person to manage an organization (Buckmaster, 2004). Recently, “single person” types of leadership models have been replaced by shared leadership models with an associative, cooperative leadership procedure that involves groups that share tasks and responsibilities (Hulpia, Devos & Rosseel, 2009; Kocolowski, 2010). The importance of shared leadership was also noted in the summary report of the Improving School Leadership Conference held in Turkey on the 9th and 10th of April 2009. This report stressed the changes in school leadership and the impact of those changes (<http://abdigm.meb.gov.tr>, 2011). In brief, the conference established that school management needs to employ shared leadership in today’s conditions. Therefore, sharing school’s administration must share the leadership with personnel in every department. In modern organizations, success-oriented managers are obliged to recognize this requirement. The rate and scope of current and future changes in the global economy requires leaders to share the burden of leadership in order to survive, putting aside the necessity to update and adapt themselves (Erçetin, 2000; Karabey & İşcan, 2007). In shared leadership, all members must share tasks and responsibilities, such as taking part in decision-making and goal-setting procedures, acknowledging the responsibility of these decisions, performing their responsibilities to achieve the goals, and using autonomy and accountability (Wood, 2005). Shared leadership is a kind of leadership conducted by more than one person or even by all members of the team. It is also a process of cooperation among the team members. Since shared leadership is not limited to one person, all members have equal status and responsibilities. The success is not individual, but belongs to the team. In shared leadership, everybody is responsible for leadership. In fact, leadership emerges as a

result of regular interaction between team members (Bligh, et al., 2006; Ensley, Hmieleski & Pearce, 2006; Lindsay, Day & Halpin, 2011; Ryan & Cogliser, 2011). In this sense, personnel are expected to have high levels of OCB in order to achieve a sustainable shared leadership in an organization.

OCB consists of five dimensions: altruism (help behaviors aimed at specific individuals in the organization for the good of the organization), conscientiousness (helpful behaviors aimed at the organization itself, not a certain individual or group), civic virtue (behaving responsively toward the operation of the organization), sportsmanship (showing tolerance for difficulties in organizational life), and courtesy (informing others about organizational decisions; Schnake & Dumler, 2003). According to Khasawneh (2011), the well represented components of OCB include personnel helping each other with job-related tasks and problems (focusing on team work), tolerating the effects of job decisions, tolerating problematic aspects to help the organization to survive, achieving organizational goals, and always complying with the rules and regulations of the organization.

In exchange for this loyalty, all members of a shared leadership have a say in any of the duties that they perform. Such personnel care about each other, feel attached to each other and to the organization, and try to improve and encourage each other (Wood, 2005). Personnel exhibiting poor organizational citizenship behaviors cannot meet these expectations. Due to the team structure of shared leadership, the attitudes of team members about shared leadership and how much they volunteer to share the leadership responsibility is critical (Small, 2007). According to Sullivan and Harper (1996), leadership is to manage rational and well planned actions such as goals, culture, strategies, basic identities, and critical procedures that bring the organization to life, secure its future, and set up its team (cited in: Eraslan, 2004). In general, when OCBs are exhibited in an organization, the operation of social mechanisms is facilitated, and organizational efficacy is improved (Gürbüz, 2006). Therefore, for the sake of this incremented mentality and collective functionality and organizational efficacy, the organizations should encourage OCBs (Jiao, Richards & Zhang, 2011). Shared leadership depends on team citizenship behaviors, so organizations can improve with team citizenship behaviors (Pearce & Herbig, 2004). Cohen and Vigoda (2000) argued that OCB encourages coordination among group or team members as well as between personnel. Personnel can have a great impact on the effectiveness of the organization when they are motivated to go above and beyond their formal roles (Köse et al., 2003; Gürbüz, 2006; Arslan, 2008). When levels of OCB are high among group members, the individuals are more likely to exhibit acceptable and expected behaviors (Vigoda-Gadot et al, 2007).

There are two types of OCBs in an organization: organizational citizenship behaviors aimed at other individuals (other personnel and customers) in the organization (OCB-I) and organizational citizenship behaviors (OCB-O) aimed at the greater organizational good, generally represented as compliance with organizational policies and over-exertion to perform duties (Ilies, Nahrgang & Morgeson, 2007 cited in: Wilson, Sin & Conlon, 2010). Schnake and Dumler (2003) note the dearth of research investigating the coexistence of the individual and group

levels of OCBs. Therefore, the present study tried to put forth the prediction level of both OCB-I and OCB-O on shared leadership. In terms of shared leadership, school is defined as a team composed of members with formal leadership roles as a whole (Hulpia, Devos & Van Keer, 2010). In this sense, shared leadership at school is expected to exist under four dimensions. It should be a joint completion of tasks, mutual skill development, decentralized interaction among personnel, and emotional support. In terms of the common description of the tasks, it is a matter of fact that each employee at school is responsible for himself/herself and other employees in order to make the aims of the school come true. Yet if this responsibility is to be feasible, then each employee must have at least some control over all decisions, ranging from resource distribution at school to problem solving. The dimension of mutual skills development also expects that every employee to improve one another's skills for success, because this dimension sees the school as a leadership team. Non-central interaction means that everyone sees one another as equal members of the team; emotional support, on the other hand, means that a professional and relational connection exists among school employees and that all employees encourage one another in hard times (Wood, 2005). Randel (2003), OCBs in the team encourage members to perform the pre-defined roles and responsibilities, and provide supportive efforts towards group success (cited in: Omar, Zainal, Omar & Khairudin, 2009). When the shared leadership practices are looked through, it is obvious that the employees whose OCB levels are not high cannot execute these practices.

A school's OCB level affects its leadership's state of actualization and success, as the literature on OCB has revealed ever since the beginning of the introduction of the survey. Effective leadership occurs when personnel contribute to production and/or services voluntarily above and beyond their formal job definitions, not because they are obliged but they are willing (Arslan, 2009). The level of organizational citizenship is important for the effectiveness of shared leadership. For this reason, activities that provide organizational integration should be organized, and teachers' citizenship behaviours should be developed through motivating teachers to success (Ereş, 2010). Moreover, some researchers claim that shared leadership and organizational citizenship behaviors are vital to the success of an organization (Ehrhart & Naumann, 2004 cited in: Khasawneh, 2011). This research proposes that every staff member at school must have a high level of OCB before a shared leadership school can accomplish its entire mission. The prediction level of OCB level towards individuals and the organization in schools on the shared leadership is studied in this research, as well.

The purpose of this study is to determine the prediction level of organizational citizenship behaviors in primary schools as to the extent to which shared leadership is practiced successfully. In line with this basic purpose, answers have been researched for the following questions:

1. What is the level of correlation between the extent to which shared leadership is practiced and group-level OCB towards individuals (GOCB-I) as well as group-level OCB towards the organization (GOCB-O) in primary schools?

2. Does the level of GOCB-I in primary schools predict significantly the successful practice of joint completion of tasks, mutual skill development, decentralized interaction among personnel, and emotional support dimensions of shared leadership?
3. Does the level of GOCB-O in primary schools predict significantly the successful practice of joint completion of tasks, mutual skill development, decentralized interaction among personnel, and emotional support dimensions of shared leadership?

Method

Research Model

This is a correlational survey. Correlational research is carried out with the aim of determining the relationships between two or more variables to gather evidence regarding the cause and effect. Predictive correlational research is a type of correlational research that is for explaining the changes in the dependent variable based on one independent variable or more (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demiral, 2012).

Sample

The population of the survey comprises 4044 teachers working in primary schools in the city of Zonguldak (National Education Statistics, 2012). A chart of theoretical sample sizes for differently-sized samples has been used in order to determine the sample size in the survey (Balci, 2007). According to the chart, the necessary sample size has been determined as 356 teachers from a population of 5000 teachers for the research to be 95 % reliable, to have $\alpha = .05$ significance level, and to exhibit 5 % tolerance. However, it has been taken into account that the number of the scales returning can lessen, so 450 scales were distributed to the teachers. Three hundred and sixty-four of these scales were returned. Thus, 364 primary school teachers composed the sample. Convenience sampling has been preferred in this study. Among the participating teachers, 194 (53.3%) were female and 170 (46.7%) were male; 146 (40.1%) had 1-10 years of experience, 139 (38.2%) had 11-20 years of experience, and 79 (21.7%) had 21 years or more of experience; 29 (8.0%) had undergraduate degrees, 321 (88.2%) had graduate degrees, and 14 (3.8%) had master's degrees; finally, 203 (55.8%) were classroom teachers and 161 (44.2%) were subject field teachers.

Instruments

The data were collected with the GOCB Scale and Shared Leadership Perception Scale.

GOCB Scale. Originally developed by Vigoda-Gadot et al. (2007), the GOCB scale consists of two dimensions - GOCB-I and GOCB-O - which include a total of 18 items. The Cronbach's Alpha values were reported as $\alpha = .86$ for the GOCB scale, $\alpha = .88$ for the GOCB-I dimension (10 items), and $\alpha = .66$ for the GOCB-O dimension (8 items). The factor loadings were between .54-.84 for the GOCB-I factor and .45-.82 for

the GOCB-O factor. Before using the GOCB scale, permission was granted by Vigoda-Gadot. Next, the items were subjected to a translation-back translation study by a panel of 5 language experts. After the translation of the form was finalized, the scale was submitted to field experts for content validity. Then, the scale was finalized. The finalized scales were applied to 232 high school teachers in the province of Sakarya as a pre-application to test their construct validity and reliability. As a result of this pre-application, validity and reliability results of the adaptation of the scale to Turkish are as follows. According to the Confirmatory Factor Analysis (CFA) of the scale's pre-application, the Turkish adaptation's adaptive values are found as Goodness of Fit Index (GFI) = 0.87, Adjusted Goodness of Fit Index (AGFI) = 0.83, Comparative Fit Index (CFI) = 0.88, Normed Fit Index (NFI) = 0.81, Root Mean Square Residual (RMR) = 0.067, and Root Mean Square Error of Approximation (RMSEA) = 0.078. Chi-square = 315.98, $df = 132$, and $\chi^2 / df = 2.39$. The correlation between the dimensions is, on the other hand, 0.78. These goodness of coherence values prove that the scale is valid. Moreover, Cronbach's Alpha values have been calculated as $\alpha = .87$ for GOCB, $\alpha = .88$ for dimension GOCB-I, and $\alpha = .63$ for GOCB-O for the pre-application. It is seen that the reliability coefficients of the Turkish GOCB are parallel to those of English form. In addition, the high level of points from the GOCB-I dimension of the GOCB scale shows the high level of organizational citizenship behaviors for these dimensions at the pre-tested schools.

Shared Leadership Perception Scale: The research data regarding Shared Leadership were, on the other hand, gathered with the Shared Leadership Perception Scale that was developed by Wood (2005) and adapted to Turkish by Bostancı (2012). It has been found that Cronbach's Alpha values are $\alpha = .91$ in total and that the joint completion of tasks dimension is $\alpha = .88$, mutual skill development dimension is $\alpha = .78$, decentralized interaction among personnel dimension is $\alpha = .74$, and emotional support dimension is $\alpha = .83$. The goodness of fit indices estimated through CFA were found to be adequate (GFI = 0.90, AGFI = 0.87, CFI = 0.95, NFI = 0.94, RMR = 0.025, and RMSEA = 0.055). Other parameters were Chi-square = 220.30, $df = 129$, $\chi^2 / df = 1.53$, $p = 0.00$. The interfactor correlations ranged between 0.44 and 0.84. Again, the level of the points observed from each dimension of the Shared Leadership Perception Scale shows the extent to which shared leadership is practiced.

Data Analysis

The obtained data were analyzed using SPSS and LISREL software. First of all, a confirmatory factor analysis was performed on the GOCB scale to test its validity, and its reliability co-efficient was calculated with pre-application data. Then, Pearson's correlation coefficients were used to analyze the correlation between levels of GOCB, GOCB-I, and GOCB-O in primary schools and shared leadership. Finally, a path analysis was completed to determine the extent to which GOCB-I and GOCB-O in schools predict the joint completion of tasks (JCT), mutual skill development (MSD), decentralized interaction among personnel (DIAP), and emotional support (ES) dimensions of shared leadership.

Results

The correlations between GOCB and shared leadership and its dimensions are provided below in Table 1.

Table 1

The results of correlation analysis between GOCB and Shared leadership

<i>Variable</i>	<i>JCT</i>	<i>MSD</i>	<i>DIAP</i>	<i>ES</i>	<i>Shared Leadership</i>
GOCB-I	.60	.64	.34	.68	.70
GOCB-O	.50	.44	.16	.56	.53
GOCB	-	-	-	-	.72

$p < .05$, JCT:Joint Completion of Tasks, MSD: Mutual Skill Development,DIAP: Decentralized Interaction Among Personnel, ES: Emotional Support

According to Table 1, there is a significant, high-level positive correlation ($r = .72$) between GOCB and shared leadership. Significant, medium-level positive correlations were found between GOCB-I and the dimensions of shared leadership, including joint completion of tasks ($r = .60$), mutual skill development ($r = .64$), decentralized interaction among personnel ($r = .34$), and emotional support ($r = .68$). Similarly, medium levels of significant, positive correlations were found between GOCB-O and dimensions of shared leadership, including joint completion of tasks ($r = .50$), mutual skill development ($r = .44$), and emotional support ($r = .56$). However, a low level of significant and positive correlation was found between GOCB-O and the decentralized interaction among personnel ($r = .16$) dimension of shared leadership. Compared to GOCB-O, GOCB-I was found to have higher correlations with both shared leadership and its dimensions.

Figure 1 shows the results of the analysis of whether levels of GOCB-I and GOCB-O can predict the joint completion of tasks, mutual skill development, decentralized interaction among personnel, and emotional support dimensions.

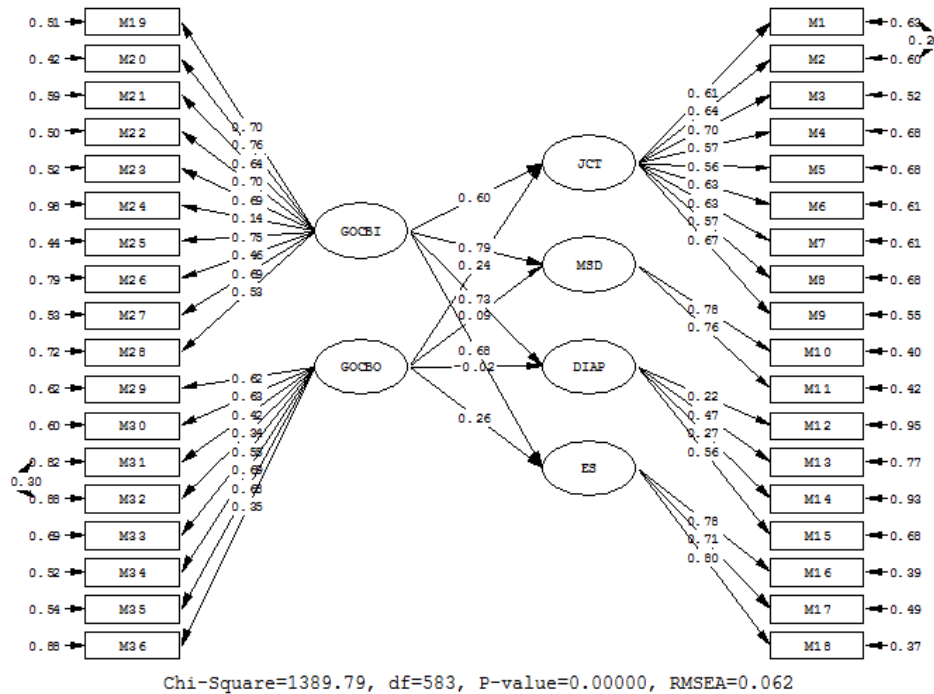


Figure 1. Path analysis results for the prediction of GOCB on Shared leadership

The goodness of fit indices yielded in the path analysis shown in Figure 1 for the prediction of GOCB on the practice of shared leadership are GFI = 0.82, AGFI = 0.80, CFI = 0.85, NFI = 0.76, RMR = 0.037, RMSEA = 0.062, and Chi-square = 1389.79, df = 583, $\chi^2 / df = 2.38$. The observed goodness values seem to be rather good considering the sample size. It is also understood from these values that organizational citizenship behaviors are significant predictors of shared leadership. When Figure 1 is examined, the sub-dimension of the GOCB is that GOCB-I predicts the successful practice of shared leadership significantly in a positive way and at a high level in terms of joint completion of tasks (.60), mutual skill development (.79), decentralized interaction among personnel (.73), and emotional support (.68) dimensions. On the other hand, GOCB-O predicts the successful practice of shared leadership significantly in a positive way and at a low level in terms of the joint completion of tasks (.24) and emotional support (.26) dimensions. The "t" values in Figure 2 show the results.

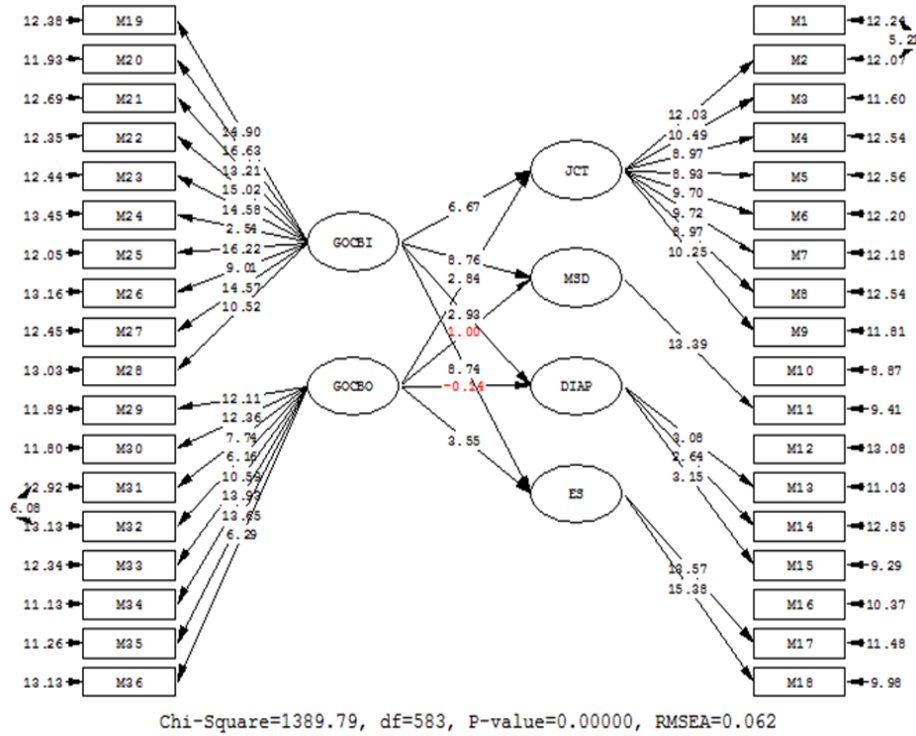


Figure 2. Path analysis for the prediction of GOCB on Shared leadership: "t" values

In contrast, as it is understood from the "t values" chart in Figure 2, GOCB-O had no significant prediction on the practice of mutual skill development and decentralized interaction among the personnel dimensions of shared leadership. According to the findings in Figures 1 and 2, it can be stated that the level of organizational citizenship behavior is a significant predictor of shared leadership and that the level was considerably high for the teachers surveyed. This situation is also understood by the goodness of fit indices.

Discussion and Conclusion

According to the results of the study, there is a significant high level of positive correlation between GOCB and shared leadership. Although there are no studies about the direct relationship between OCB and shared leadership at schools in Turkey, some have studied the relationship between OCB and other leadership types. For example, Can and Sözer (2011) found that there is a significant, positive relationship between transformational and subscriber leader behavior types and organizational citizenship behaviors in their studies, and Oğuz (2008) revealed in his study that there is a significant, positive relationship between transformational leadership and organizational citizenship behavior. Çetin, Korkmaz and Çakmakçı

(2012) have also concluded in their research that transformational leadership affects organizational leadership, whereas transactional leadership does not. Therefore, it is understood that the results of the studies on the relationship between the other types of leadership and organizational citizenship in schools parallel with those of this study.

In addition, GOCB-I was found to have higher correlations with both shared leadership and its dimensions compared to GOCB-O. This finding was confirmed by the results of the path analysis. The GOCB-I dimension of GOCB was found to have a positive and high level of prediction the successful practice of shared leadership in terms of joint completion of tasks, mutual skill development, decentralized interaction among personnel, and emotional support dimensions. This finding is consistent with the findings of Jiao et al. (2011). They likewise concluded that OCB-I, rather than OCB-O, was predictive, especially for constructive and active leadership. Furthermore, Jiao et al. (2011) found OCB-O to be a partially mediating variable for constructive and active leadership. According to Ilies et al. (2007), OCB-I focuses on other personnel in the organization and the customers, i.e., the individuals, whereas OCB-O generally focuses on the greater good of the organization in the form of compliance to organizational policies and exceptional effort (as cited by Wilson et al., 2010).

The results of the research suggest that, in general, there are high levels of positive correlations between GOCB-I and shared leadership's dimensions of joint completion of tasks, mutual skill development, decentralized interaction among personnel, and emotional support. As a matter of fact, OCB is reported to first emerge at an individual level and gradually affect the organizational effectiveness at the group level (Schnake & Dumler, 2003). Thus, OCB appears to contribute to the leadership process in every aspect (Jiao et al., 2011). Another study concluded that shared leadership made a significant contribution to team effectiveness through OCB (Ryan & Cogliser, 2011), which indicates that organization managers can make use of organizational and individual OCB while improving the organization and restructuring its leadership (Jiao et al., 2011). Similarly, it is understood in the present research that GOCB-I predicts significantly at a high level the practice of the joint completion of tasks dimension of shared leadership. This dimension of the scale that was originally developed by Wood (2005) and was used in this study involved statements about deciding the organizational goals together, solving the organizational problems together, making decisions together, and feeling responsible to each other on the part of every person. OCB can be regarded as a premise of these statements. As a matter of fact, according to Omer et al. (2007), the altruism dimension of OCB includes behaviors of helping other people, and civic virtue refers to participation in organizational practices (Chang, Tsai & Tsai, 2011). Again, OCB promotes organizational effectiveness and enhances performance by ensuring that personnel help each other in solving the organizational problems (Podsakoff, Mackenzie, Paine & Bacharach, 2000; Turnipseed & Rassuli, 2005). The existence of a shared vision in the organization depends on OCB (Wong, Tjosvold & Liu, 2009). Moreover, other research has reported that OCB provides opportunities for teachers to stress the merits of cooperation and social responsibility (Somech & Bogler, 2002,

as cited in Vigoda-Gadot et al., 2007). Furthermore, OCBs produces positive consequences for both personnel and managers by facilitating the management methodologies of the organization (Buentello, Jung & Sun, 2008). OCB encourages the team members to perform the predefined roles and responsibilities in the group (Omar et al., 2009), and it ensures active coordination between people and units in the organization while enhancing organizational effectiveness (Keleş & Pelit, 2009). Overall, the explanations in the literature suggest that GOCB-I predicts the practice of joint completion of tasks dimension of shared leadership significantly at a high level, which can be regarded as a natural result.

According to another finding of the research, GOCB-I predicts the practice of the mutual skill development dimension of shared leadership significantly to a considerable extent. This dimension of shared leadership occurs when all personnel exchange knowledge and support each other in acquiring knowledge and competences. Chang et al. (2011) found that if personnel in an organization exhibit OCBs, then the organization will offer a better organizational learning process to its personnel. Therefore, this finding seems to be consistent with the present finding that the level of OCB predicts at a high level the practice of mutual skill development dimension of shared leadership. In the same vein, it is understood from the present findings that GOCB-I predicts the decentralized interaction among personnel dimension of shared leadership significantly in a positive way and at a high level with the coefficient. This dimension of shared leadership stresses that everybody in the organization is equal, regardless of any hierarchical positions. In fact, one of the theories on which organizational citizenship behavior is grounded is the equality theory (Keleş & Pelit, 2009). Thus, the present authors expected that GOCB-I would affect this dimension of the shared leadership to a high level, which stresses the equality of all organization members. According to the present findings, GOCB-I again predicts the practice of emotional support dimension of shared leadership significantly in a positive way and at a high level. This last dimension of the shared leadership construct is characterized by personnel encouraging and caring about each other, an interpersonal and professional attachment among personnel, and the emotional support of one another. Turnipseed and Rassuli (2005) also suggested that OCB promotes socio-cultural support by enhancing motivation in the organization or by increasing a nourishing culture.

Though the analysis revealed that GOCB-O made no significant contribution to the practice of mutual skill development and decentralized interaction among personnel dimensions of shared leadership according, it did reveal that GOCB-O predicts the joint completion of tasks and emotional support dimensions of shared leadership significantly in a positive way. The willingness of team members is critical to successful shared leadership (Wood, 2005), and the present findings confirm that the level of organizational citizenship behaviors significantly predicts the successful practice of the shared leadership to a considerable extent. This situation is also understood by the goodness of fit indices. Therefore, it can be suggested that any organizations that are planning to employ shared leadership in their executive structures should take actions to empower organizational citizenship behaviors as a premise of shared leadership.

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Öğretmenlerin Örgütsel Vatandaşlık Davranışlarının Paylaşılan Liderliğin Gerçekleşmesini Yordama Düzeyi

Atıf:

- Bostancı, A. B. (2013). The prediction level of teachers' organizational citizenship behaviors on the successful practice of shared leadership. *Eğitim Araştırmaları-Eurasian Journal of Educational Research*, 51, 177-194.

(Özet)

Problem Durumu: Çalışanların örgütlerinde görev tanımlarının dışında gönüllüğe dayalı olarak gösterdikleri davranış olarak adlandırılan örgütsel vatandaşlık

davranışı, son yıllarda örgütlerde başvurulan bir liderlik türü olan paylaşılan liderlik için bir öncül olarak görülmektedir. Alan yazına göre örgütsel vatandaşlık davranışlarının paylaşılan liderliğin başarısı için gerekli olan takım etkililiğini sağlayacağı belirtilmektedir. Paylaşılan liderlik görev ve sorumlulukların paylaşıldığı işbirliğine dayalı bir liderlik sürecidir. Bu liderlik sürecinde çalışanlardan beklenenlere bakıldığında, örgütsel vatandaşlık davranışı düzeyi yüksek olmayan çalışanların bu beklentileri gerçekleştirmesi mümkün görülmemektedir. Paylaşılan liderlikte takım olarak görülen okulun, etkili bir şekilde misyonunu yerine getirebilmesi için okul çalışanları ile her alanda liderliğin paylaşılması ve her okul çalışanının bu paylaşımda üzerine düşeni fazlasıyla yapması, bunun için de örgütsel vatandaşlık düzeyinin yüksek olması gerekmektedir. Bu çalışmada da ilköğretim okullarındaki öğretmenlerin örgütsel vatandaşlık davranışlarının paylaşılan liderliğin gerçekleşmesini yordama düzeyi ortaya konulmaya çalışılmıştır.

Araştırmanın Amacı: Araştırmanın amacı, ilköğretim okullarındaki öğretmenlerin örgütsel vatandaşlık davranışlarının paylaşılan liderliğin gerçekleşmesini yordama düzeyini belirlemektir. Bu temel amaç doğrultusunda araştırmada şu sorulara cevap aranmıştır. İlköğretim okullarındaki örgütsel vatandaşlık davranışları ile paylaşılan liderliğin gerçekleşme durumu arasındaki ilişki düzeyi nedir? İlköğretim okullarındaki bireylere yönelik ve örgüte yönelik örgütsel vatandaşlık davranışları düzeyleri, paylaşılan liderliğin görevlerin ortak tamamlanması, karşılıklı beceri geliştirme, çalışanlar arasında merkezi olmayan etkileşim ve duygusal destek boyutlarının gerçekleşmesini anlamlı olarak yordamakta mıdır?

Yöntem: Araştırma, korelasyonel bir çalışmadır. Araştırmanın örneklemini Zonguldak ili'nde görev yapan 364 ilköğretim okulu öğretmeni oluşturmaktadır. Araştırmada veriler, Vigoda-Gadot ve diğerleri (2007) tarafından geliştirilen "Grup Düzeyinde Örgütsel Vatandaşlık Davranışları Ölçeği" ve Wood (2005) tarafından geliştirilen ve Bostancı (2012) tarafından Türkçe'ye uyarlanan, "Paylaşılan Liderlik Algısı Ölçeği" ile toplanmıştır. Elde edilen veriler, SPSS ve LISREL programlarında analiz edilmiştir. Öncelikle kullanılan GOCB ölçeğinin ön uygulama verilerine doğrulayıcı faktör analizi ve güvenilirlik analizi yapılmıştır. Daha sonra GOCB, GOCB-I ve GOCB-O ile paylaşılan liderliğin ilişkisine yönelik olarak verilerin analizinde Pearson Momentler Çarpımı Korelasyonu kullanılmıştır. Son olarak da okullarda bireye ve örgüte yönelik örgütsel vatandaşlık davranışlarının paylaşılan liderliğin gerçekleşmesini yordayıcılığına yönelik olarak verilere path analizi uygulanmıştır.

Araştırmanın Bulguları: Araştırma bulgularına göre, ilköğretim okullarında öğretmenlerin örgütsel vatandaşlık davranışları düzeyleri ile paylaşılan liderliğin gerçekleşme durumu arasında genel toplamda olumlu yönde yüksek düzeyde anlamlı bir ilişki olduğu görülmektedir. Yine okullarda örgütsel vatandaşlık davranışlarının bireylere yönelik örgütsel vatandaşlık davranışları boyutu ile paylaşılan liderliğin görevlerin ortak tamamlanması, karşılıklı beceri geliştirme, çalışanlar arasında merkezi olmayan etkileşim ve duygusal destek boyutları arasında olumlu yönde orta düzeyde anlamlı bir ilişki olduğu anlaşılmaktadır. Bununla birlikte okullarda örgüte yönelik örgütsel vatandaşlık davranışları boyutu ile paylaşılan liderliğin görevlerin ortak tamamlanması, duygusal destek ve karşılıklı

beceri geliştirme boyutları arasında olumlu yönde orta düzeyde anlamlı bir ilişki bulunur iken, çalışanlar arasında merkezi olmayan etkileşim boyutu arasında olumlu yönde düşük düzeyde anlamlı bir ilişki bulunmaktadır. Bulgulara göre, okullarda bireylere yönelik örgütsel vatandaşlık davranışları boyutunun paylaşılan liderliğin gerçekleşme durumu ile ilişki değerlerinin daha yüksek olduğu söylenebilmektedir. Örgütsel vatandaşlık davranışları düzeyinin, paylaşılan liderliğin gerçekleşmesini yordamasına yönelik bulgulara bakıldığında ise; örgütsel vatandaşlığın paylaşılan liderliği yordamasına yönelik path analizi uyum değerlerinin oldukça iyi olduğu görülmektedir. Yine okullarda bireylere yönelik örgütsel vatandaşlık davranışları, paylaşılan liderliğin görevlerin ortak tamamlanması, karşılıklı beceri geliştirme, çalışanlar arasında merkezi olmayan etkileşim ve duygusal destek boyutlarının gerçekleşmesini olumlu yönde yüksek düzeyde anlamlı olarak yordamaktadır. Diğer yandan örgüte yönelik örgütsel vatandaşlık davranışları ise, paylaşılan liderliğin görevlerin ortak tamamlanması ve duygusal destek boyutlarının gerçekleşmesini düşük düzeyde anlamlı olarak yordarken, karşılıklı beceri geliştirme ve çalışanlar arasında merkezi olmayan etkileşim boyutlarının gerçekleşmesini anlamlı olarak yordamamaktadır. Dolayısı ile bu bulgulara göre, okullarda örgütsel vatandaşlık davranışları düzeyinin paylaşılan liderliğin gerçekleşme durumunun anlamlı yordayıcısı olduğu belirtilebilir.

Sonuçlar ve Öneriler: Araştırma sonuçlarına göre, örgütsel vatandaşlık davranışları düzeyi ile paylaşılan liderliğin gerçekleşme durumu arasında olumlu yönde anlamlı bir ilişki bulunmaktadır. Okullarda bireylere yönelik örgütsel vatandaşlık davranışları ile paylaşılan liderliğin gerçekleşme durumu arasındaki ilişki düzeyi, örgüte yönelik örgütsel vatandaşlık davranışları ile paylaşılan liderliğin gerçekleşme durumu arasındaki ilişki düzeyine göre daha yüksektir. Bunun yanında örgütsel vatandaşlık davranışları düzeyinin paylaşılan liderliğin gerçekleşmesi durumunu olumlu yönde anlamlı olarak yordadığı; bireylere yönelik örgütsel vatandaşlık davranışları alt boyutunun yordamasının örgüte yönelik örgütsel vatandaşlık davranışlarına göre daha yüksek ve anlamlı olduğu görülmektedir. Bu durum yordamaya yönelik uyum değerlerin de anlaşılmaktadır. Dolayısı araştırma sonuçlarından anlaşılacağı üzere, örgütsel vatandaşlık davranışları düzeyinin paylaşılan liderliğin gerçekleşmesinin önemli ölçüde anlamlı bir yordayıcısıdır. Alan yazında da paylaşılan liderliğin gerçekleşmesini örgütsel vatandaşlık davranışlarının ve özellikle de bireylere yönelik örgütsel vatandaşlık davranışları düzeyinin anlamlı olarak yordadığına yönelik destekleyici çalışmalar bulunmaktadır. Bu nedenle paylaşılan liderliği yönetsel yapılarına yerleştirecek olan örgütler için paylaşılan liderliğin öncüsü olarak örgütsel vatandaşlık davranışlarını güçlendirme çalışmalarını sürdürmeleri önerilebilir.

Anahtar kelimeler: Örgütsel vatandaşlık davranışı, grup düzeyinde örgütsel vatandaşlık, liderlik, paylaşılan liderlik.