

# The Relationship between Organizational Citizenship Behavior, Group Cohesiveness and Workplace Deviance Behavior of Turkish Teachers

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## Abstract

This study aims to develop a structural model for organizational citizenship behavior, group cohesiveness and workplace deviance behavior. The study group consists of 639 Turkish teachers working in primary and secondary public schools. In the study, the “Organizational Citizenship Behavior Scale” and the “Group Cohesiveness Scale” developed by the researchers and the “Workplace Deviance Scale” developed by Bennett and Robinson (2000) were used. The hypotheses proposed were tested with structural equation modeling (SEM). The results of the study show that organizational citizenship behavior reduces workplace deviance, while it increases group cohesiveness. Conversely, workplace deviance increases group cohesiveness. The results of the study could be beneficial to those wishing to understand the relationship between organizational citizenship behavior, group cohesiveness and workplace deviance in educational settings.

**Keywords:** organizational citizenship behavior, workplace deviance, group cohesiveness

## 1. Introduction

Organizational Citizenship Behavior (OCB), which is one of the positive behaviors developed by the workforce toward their organization, is a topic of increasing research interest. The reason behind this is the fact that the benefit OCB brings to the organization and to the individuals has recently been understood (Williams & Anderson, 1991). In a sense, OCB contributes to organizational effectiveness (Podsakoff & MacKenzie, 1997). Similarly, groups with high cohesiveness are a topic of research. Groups with high cohesiveness increase their performances through a synergic interaction, share resources and collaborate (Eys et al., 2003; George & Jones, 2000; Luthans, 2002; Nelson et al., 2000). On the other hand, workplace deviance behavior (WDB) leads to organizational decline. Aquino et al. (1999) state that organizations suffer considerable economic loss due to workforce deviance.

The review of literature shows that many studies focus on the relationship between two constructs among OCB, WDB and Group Cohesiveness (GC) (Borman et al., 2001; Bown & Abrams, 2006; Bukhari & Ali, 2009; Dalal, 2005; Dunlop & Lee, 2004; Kidwell et al., 1997); but there are no studies dealing with all these three constructs simultaneously. In Turkey, OCB has usually been studied in the fields of business and administration, and it has been discovered that there is a limited number of studies done in the field of education, especially in schools (Ölçüm-Çetin, 2004). According to Sezgin (2005), OCB has some important implications for schools. Teachers who are engaged in a series of complicated activities and who have a strong sense of organizational citizenship voluntarily help their new colleagues, introduce them to the other teachers in the organization, work voluntarily in committees and take part in some extra program activities (Dipaola et al., 2005).

As stated by some researchers, in the literature, there is a dearth of research on WDB at schools (Bergman et al., 2011; Ünal, 2012). Examples of workplace deviance behavior for teachers can be listed as not coming to class on time, not helping students adopt favorable behaviors and not having a positive relationship with colleagues (Sarwar et al., 2010). Ünal (2012) maintains that deviant behaviors toward students account for one-fourth of all deviance behaviors. According to Ünal (2012), all forms of workplace deviance behavior are harmful for schools and students whether the WDB is explicit or hidden. WDB is not welcomed at schools as in all other institutions; thus, it is of great significance to detect workplace deviance behavior at schools to prevent such behaviors and to

take the necessary measures.

Chang et al. (2011) state that teachers share their ideals through group cohesiveness and they support each other, form the group values, develop collaborative models and make an effort to build a structural culture relied upon by colleagues. Cohesiveness plays an important role in increasing the quality of the learning environment for teachers, meeting the needs and being recognized by peers. It also serves some socio-emotional aims like being accepted. Group cohesiveness is necessary both for academic success and for group effectiveness.

As a result, gaining an insight into the relationship between teachers' organizational citizenship behavior and workplace deviance and group cohesiveness may be beneficial in determining the factors fostering school effectiveness. In schools, the bond between the departments and individuals is weak. Therefore, the expectations and needs of the teachers as professionals may sometimes not coincide with school's objectives and goals. The current study may give hints to researchers about teachers' behavioral patterns. In this context, the purpose of the current study is to determine the relationship between OCB, WDB and GC in primary and secondary public schools in Turkey.

### *1.1 The Relationship between Organizational Citizenship Behavior and Workplace Deviance*

Organizational citizenship behavior (OCB) can be defined as individuals' voluntary behaviors that cannot be described directly or indirectly by the structural award system of the organization and that help the organization perform its functions effectively as a whole (Organ, 1997). Lievens and Anseel (2004) define OCB as voluntary behaviors of individuals that help achieve organizational aims by contributing to the social and psychological functioning of the organization. Goodman and Svyantek (1999) state that an individual's wishes, voluntary effort and sincere behaviors are fundamental in OCB.

Negative workplace behavior has many social and economic costs for the organization and the individuals. For instance, it is estimated that in the US, theft, which is one of the workplace deviance behaviors, costs approximately 10 to 40 billion dollars for the organizations (Bourque, 1994). In addition to the losses that WDB causes such as theft or equipment damage, maintenance and low efficiency (Dunlop & Lee, 2004), WDB also has costs worth billions of dollars (Holtz & Harold, 2013) such as poor reputation of the organization, increased expenditure on public relations, continuous customer loss, compensations paid to the aggrieved customers and intense business turnover (Applebaum et al., 2005).

According to Bennett and Robinson (2000), WDB is both common and costly for organizations. It is defined as being in conflict with the norms by taking a negative attitude toward the meaningful organizational norms or toward the officially and unofficially defined organizational policies, rules and procedures. In a way, WDB threatens "the good situation" that the organization, members of the organization or both are in (Robinson & Bennett 1995). It affects organizations and individuals adversely (Dunlop & Lee, 2004). In the UK, surfing on the internet, which is a type of WDB, costs 600 million dollars to the organizations (Ferris et al., 2009). As a result, it can be concluded that WDB includes tendencies to intentionally harm organizations, members of the organizations or both.

Studies on the hidden behaviors of workers are very few (Vardi & Wiener, 1992). Robinson and Bennett (1995) argue that studies generally do not focus on the true nature of deviant behavior, and that WDB needs to be studied as an organizational phenomenon. WDB has been associated with concepts focusing on psychological consequences such as personality (Giacalone & Knouse, 1990), perceived justice (Aquino et al., 1999; Fox et al., 2001), inequality (Ambrose et al., 2002; Greenberg, 1990), harassment (Einarsen & Skogstad, 1996), sexual harassment (Gutek & Koss, 2002), and the use of illegal drugs (Lehman & Simpson, 1992). Studies show that in the organizations where WDB is low, organizational commitment (Liao et al., 2004; Mulki, Jaramillo, & Locander, 2006), organizational citizenship (Dunlop & Lee, 2004; Bukhari & Ali, 2009) and job satisfaction (Mulki, Jaramillo, & Locander, 2006) are promoted. Dalal (2005) found a medium negative relationship between OCB and WDB, while Borman et al. (2001) revealed a higher negative relationship. Based on the literature review, it can be stated that there is a negative relationship between OCB and WDB. In this context, one of the hypotheses of the current study is that,

Hypothesis 1: Organizational citizenship behavior affects workplace deviance behavior directly and negatively.

### *1.2 The Relationship between Group Cohesiveness and Workplace Deviance Behavior*

Group cohesiveness, which is defined as the commitment and high levels of harmony between the members of a group, is interpreted as the force enabling group members to be close to each other and to develop a positive attitude toward one another (A. Lott & B. Lott, 1961). Cartwright (1968, p. 91) defines cohesiveness as an act resulting from group members' uniting forces to stay in the group. Evans and Dion (1991, p. 176), on the other

hand, define it as “a desire to stay in the group”. According to Carron (1982, p. 124), cohesiveness is comprised of the combination of “tendency keeping the group together” and “staying insistently together in all aims and objectives”. Cohesiveness is associated with such concepts as group spirit, interpersonal attraction, sense of belongingness and we-ness (Mudrack, 1989).

Ratzburg (2002) indicates that cohesive groups may, unexpectedly, show a tendency toward “deviance” and that group norms are stronger in the groups with high cohesiveness. Group members feel themselves stronger and struggle with problems more easily with the help of these strong norms. Such group members do not show a tendency toward deviance although they are subjected to bullying by the other members of the organization. Bown and Abrams (2006) maintain that the personal influence of an employee deviating from group behavior decreases, and employees who have group cohesiveness have a lower possibility of showing a deviant behavior. As a result of these studies, the following hypothesis has been developed:

Hypothesis 2: There is a two-way and a positive relationship between workplace deviance behavior and group cohesiveness.

### 1.3 The Relationship between Organizational Citizenship Behavior and Group Cohesiveness

Organ (1988) defines organizational citizenship behaviors as non-compulsory behaviors which do not require punishment in case of violation and which are displayed as a result of personal preference (cited in Podsakoff et al., 2000). According to Sezgin (2005), the common point among the organizational citizenship definitions is that these behaviors are seen as surplus behaviors displayed optionally and voluntarily, and they are believed to contribute to the organizational efficiency. Thus, members of a group showing organizational citizenship behavior strengthen the solidarity between the group members with a sense of community. Correspondingly, the factors affecting group cohesiveness can be listed as similarity between group members, size of the group, and difficulty in joining the group, group success, external rivalry and threats (Beal et al., 2003; Piper et al., 1983). According to Eys et al. (2003, p. 66), cohesiveness is a dynamic process, and it involves the satisfaction of the emotional needs of group members and/or achieving one’s own objectives. Eys et al. (2003) indicate that group cohesiveness is directly related with group performance, collective efficiency and group norms. Nelson and Quick (2003) and Spector (2000), on the other hand, believe that cohesiveness help group members perform effectively following behavioral norms and standards.

Cohesiveness between group members leads to high levels of individual performance (Luthans, 2002) in addition to the accomplishment of the aims of the group and the organization (George and Jones, 2000). Groups with high cohesiveness form strong identities, and thus, group members wish to help each other, which increase the level of organizational citizenship (Kidwell et al., 1997). Kidwell et al. (1997) maintain that group members become a role model by showing organizational citizenship behavior toward one another. They also argue that the level of cohesiveness depends on the level of exhibition of organizational citizenship behavior by group members. Accordingly, the following hypothesis has been developed:

Hypothesis 3: Organizational citizenship behavior affects group cohesiveness in a positive way.

## 2. Method

### 2.1 Research Model

Based on the literature, a research model including three variables (OCB, WDB and GC) was developed. The research model and the hypotheses related to this model are displayed in Figure 1.

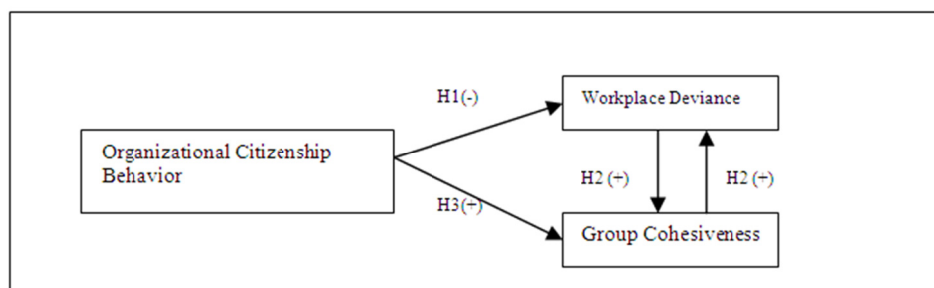


Figure 1. Research model

Figure 1 shows the direct and indirect relationship among OCB, WDB and GC variables, and presents the theoretical expectations about the direction of the relationships with mathematical expressions (+,-).

## 2.2 Participants

In the current study, convenience sampling method was used. The reason for using this sampling method is that although questionnaires were sent to many schools in the Turkish primary education system, only the schools from 6 cities responded to the questionnaires. Thus, the sample of 639 participants in the study was composed of 222 teachers from the city of Ankara (%34.7), 110 teachers from Istanbul (%17.2), 180 teachers from Yozgat (%28.2), 102 teachers from Sinop (%16.0), 13 teachers from Çankırı (%2.0) and 12 teachers from Düzce (%1.9). The number and demographic features of the teachers who participated in the research can be seen Table 1.

Table 1. Demographic characteristics of teachers

		n	%
Gender	Female	368	57.6
	Men	256	40.1
Age	22-26 ages	95	14.9
	27-31 ages	154	24.1
	32-36 ages	110	17.2
	37-41 ages	107	16.7
	42 and above	163	25.5
Teaching experience	1-5 years	141	22.1
	6-10 years	137	21.4
	11-15 years	130	20.3
	16-20 years	103	16.1
Service	21 and above years	106	16.6
	1-3 years	300	46.9
	4-6 years	134	21
	7-9 years	66	10.3
	10 and above years	105	% 16.4

Of the 639 teachers who participated in the study, 368 (% 57.6) teachers were female and 256 (% 40.1) teachers were male. The majority of the participants in the study are young teachers who have relatively low levels of teaching experience and shorter length of service in their institutions.

## 2.3 Instruments and Procedures

The pretest was done on a group of non-participating 127 teachers who had the same characteristics with the teachers participating in the study. Factor analysis was used to test the construct validity of each subscale, and Cronbach's alpha reliability coefficient was used to test reliability. During the application of the Organizational Citizenship Behavior Scale, a good factor structure was not obtained from the 5 factors which emerged as a result of the analysis made on the scale because many of the items were not under the factor which they were supposed to be. The reason behind this situation was that the number of observations was lower than the fivefold increase in the number of items (Henson & Roberts, 2006, p. 402). The validity and reliability tests for the data collection tools were done on actual data since validity and reliability tests for the pretest were rendered meaningless and there were time constraints.

*The development of the Organizational Citizenship Behavior Scale.* MacKenzie, Podsakoff, and Fetter (1993) state that among the classifications of organizational citizenship behavior, the most significant and widely accepted classification was made by Organ (1988). Based on the responsibilities that private citizenship entails, Organ (1988) classifies organizational citizenship behaviors into five dimensions. Below is the summary of these dimensions (cited in Dipaola & Hoy, 2005).

- 1) Altruism refers to all the voluntary behaviors aiming at employee's helping other members of the organization gratuitously about the organization-related problems or responsibilities.
- 2) Conscientiousness refers to an employee's voluntary behaviors beyond his/her job description as a member of the organization.
- 3) Courtesy is the voluntary behavior aiming at preventing work-related problems before they arise.
- 4) Civic virtue refers to being actively and responsibly involved in the political life of an organization.
- 5) Sportsmanship is tolerating the non-ideal conditions in the organization without complaint.

During the preparation of the items in the dimensions of the *Organizational Citizenship Behavior Scale*, we benefited from the studies of Podsakoff et al. (2000), Aslan (2008), O. Bolat and T. Bolat (2008), Yener and Akyol (2009), Lievens and Anseel (2004), Ackfeldt and Coote (2003), and Farh et al. (1990). The scale is composed of 33 items and five dimensions (altruism, conscientiousness, courtesy, civic virtue and sportsmanship), and responses are reported on a five-point Likert scale. The reliability of the scale was measured with Cronbach's alpha coefficient, and the alpha values of the dimensions are .88 (altruism), .75 (conscientiousness), .81 (courtesy), .89 (civic virtue) and .83 (sportsmanship), respectively. These values show that the scale is reliable (Cronbach, 1951).

Fit indexes of the model obtained from the confirmatory factor analysis were analyzed, and the chi-square value ( $\chi^2 = 1625.55$ ) and degree of freedom ( $df = 485$ ),  $p = 0.0000 < 0.05$ ) were found. Fit index values were found to be RMSEA = 0.06, NFI = 0.97, GFI = 0.87, AGFI = 0.85, CFI = 0.98 and SRMR = 0.050 and RMR = .039. According to fit indexes, the scale has acceptable levels of reliability (Hair et al., 1998).

*The development of the Workplace Deviance Scale.* In this study, workplace bullying questionnaire developed by Bennett and Robinson (2000) was used. The questionnaire is composed of 12 items and 2 dimensions (interpersonal deviance and organizational deviance), and responses are reported on a five-point Likert scale. The questionnaire was translated from English into Turkish (Brislin, 1980; Yu et al., 2004). During the translation of the questionnaire from English into Turkish and from Turkish into English, the consensus method was implemented. The questionnaire was translated independently from English into Turkish by two experts in the field of educational management. It was then translated back into English by two linguists who specialized in English language teaching and one expert in the field of educational management. This process continued until the researchers and the translators reached a consensus. In the end, the final version of the questionnaire was developed after a few corrections. The reliability of the questionnaire was tested with Cronbach alpha coefficient, and the alpha values of the dimensions were found to be .94 (interpersonal deviance) and .52 (organizational deviance), respectively. Although internal consistency coefficient of organizational deviance dimension is low, it was within acceptable range (Nunnally & Bernstein, 1994).

Fit indexes of the model obtained from the confirmatory factor analysis of the Workplace Deviance Scale were analyzed, and the chi-square value ( $\chi^2 = 160.62$ ) and degree of freedom ( $df = 51$ ),  $p = 0.000 < 0.05$ ) were found. Fit index values were found to be RMSEA = 0.08, NFI = .96, GFI = 0.93, AGFI = 0.90, CFI = 0.98 and SRMR = 0.08 and RMR = .080. According to fit indexes, the scale has acceptable levels of validity (Hair et al., 1998).

*The development of the Group Cohesiveness Scale.* Group Cohesiveness Scale was developed by the researchers. During the preparation of the scale, an item pool was generated based on the theoretical foundations and studies. The items in the pool were then discussed by the researchers, and in the end, the items which best measure the relevant construct were chosen. The Group Cohesiveness Scale is composed of 10 items, and responses are reported on a five-point Likert scale. The total reliability of the scale was found to be .89, and reliability coefficients for two sub-dimensions were computed as .90 (interpersonal attraction) and .58 (group boasting), respectively. The alpha value of the dimension of group boasting was relatively low since the scale was developed by the researchers, but it was still within acceptable range (Nunnally & Bernstein, 1994). Factor analysis was used to test the construct validity of the scale. While KMO value was .91, the result from Bartlett Sphericity Test was 3282.620 and  $p = .000$  ( $p < 0.001$ ). As a result of the factor analysis, total variance explained was 63%, and variances across dimensions were % 43 and % 19, respectively. Fit indexes of the model obtained from the confirmatory factor analysis were analyzed, and the chi-square value ( $\chi^2 = 140.73$ ) and degree of freedom ( $df = 30$ ),  $p = 0.000 < 0.05$ ) were computed. Fit index values were found to be RMSEA = 0.076, NFI = 0.98, GFI = 0.96, AGFI = 0.92, CFI = 0.98 and SRMR = 0.036 and RMR = .041.

#### 2.4 Data Analysis

SPSS 13.0 and LISREL 8.54 (Jöreskog & Sörbom, 2001) were used to analyze the data. Frequency and percentage distributions of demographic characteristics (gender, age, years of teaching experience and length of

service), and the mean and standard deviations for the dimensions in the data collection tools were calculated. To examine the relationship between the data collection tools in the study, Pearson product-moment correlation coefficient was calculated. The relationship between organizational citizenship behavior, group cohesiveness and workplace deviance behavior was tested with structural equation modelling (path analysis).

### 3. Results

#### 3.1 Research Tools and Confirmatory Factor Analysis

##### 3.1.1 The Relationship between Organizational Citizenship Behavior, Group Cohesiveness and Workplace Deviance Behavior

The question of whether there was a significant relationship between OCB, WDB and GC are investigated with Pearson product-moment correlation coefficient. The results were given in Table 2. According to Table 2, the mean value for interpersonal deviance is higher than that for organizational deviance in the WDB scale. In the OCB scale, altruism, courtesy and conscientiousness have a higher mean value compared to the other dimensions. In the GC scale, on the other hand, group boasting has a higher mean value than interpersonal attraction.

Table 2. Correlation results for organizational citizenship behavior, workplace deviance behavior and group cohesiveness

Correlation	$\bar{X}$	SS( $\sigma$ )	Interpersonal deviance	Organizational deviance	Altruism	Conscientiousness	Courtesy	Civic virtue	Sportsmanship	Interpersonal attraction	Group boasting
Interpersonal deviance	4.3419	.62261	1								
Organizational deviance	4.0537	.58656	.316**	1							
Altruism	4.4528	.54746	-.230**	-.227**	1						
Conscientiousness	4.1328	.68300	-.190**	-.236**	.533**	1					
Courtesy	4.2316	.61084	-.317**	-.272**	.605**	.591**	1				
Civic virtue	3.7874	.76409	-.208**	-.163**	.674**	.612**	.600**	1			
Sportmanship	2.6698	.99160	-.285**	-.171**	.536**	.576**	.626**	.667**	1		
Interpersonal attraction	1.3714	.72416	-.128**	-.062	.426**	.277**	.420**	.397**	.420**	1	
Group boasting	2.0300	.49131	.020	.049	.245**	.231**	.145**	.285**	.275**	.493**	1

Level of significance  $p^{**}<.01$

According to Table 2, there is a low negative correlation between interpersonal deviance and altruism, conscientiousness, civic virtue, sportsmanship, interpersonal attraction, respectively ( $r = -.230$ ), ( $r = -.190$ ), ( $r = -.208$ ), ( $r = -.285$ ), ( $r = -.128$ ), whereas an average negative correlation was observed between interpersonal deviance and courtesy ( $r = -.317$ ). Further, there was a low negative correlation between organizational deviance and altruism, conscientiousness, courtesy, civic virtue, and sportsmanship, respectively ( $r = -.227$ ), ( $r = -.236$ ), ( $r = -.272$ ), ( $r = -.163$ ), ( $r = -.171$ ). An average positive correlation was seen between altruism and conscientiousness, courtesy, civic virtue, sportsmanship and interpersonal attraction, respectively ( $r = .533$ ), ( $r = .605$ ), ( $r = .674$ ), ( $r = .536$ ), ( $r = .426$ ). There was a low positive correlation between altruism and group boasting ( $r = .245$ ). The correlation between conscientiousness and courtesy, and between civic virtue and sportsmanship was an average positive correlation ( $r = .591$ ), ( $r = .612$ ), ( $r = .576$ ), whereas the correlation between interpersonal attraction and group boasting is low and positive ( $r = .277$ ), ( $r = .231$ ). There was an average positive correlation between courtesy and civic virtue, sportsmanship and interpersonal attraction ( $r = .600$ ), ( $r = .626$ ), ( $r = .420$ ), while a low positive correlation was seen between courtesy and group boasting ( $r = .145$ ). The correlation between civic virtue and sportsmanship, and between civic virtue and interpersonal attraction is an average positive correlation ( $r = .667$ ), ( $r = .397$ ). There is an average positive correlation between sportsmanship and interpersonal attraction ( $r = .420$ ), while the correlation between sportsmanship and group boasting was low and positive ( $r = .275$ ). As to the correlation between interpersonal attraction and group boasting, an average positive correlation was seen ( $r = .493$ ). According to Table 2, the strongest correlation was

between altruism and civic virtue, whereas the weakest correlation was between interpersonal attraction and interpersonal deviance.

### 3.1.2 Testing the Research Model and the Hypotheses

Structural equation modeling was used to test the research hypotheses and the model (Jöreskog & Sörbom, 2001). The theoretical model for the research was tested with structural equation modeling, and it was seen that the model does not converge, which requires an update of the model. The two-way relationship between workplace deviance behavior and group cohesiveness in the model was thought as a one-way relationship between workplace deviance behavior and group cohesiveness, and thus, the model was updated. Figure 2 shows the updated model.

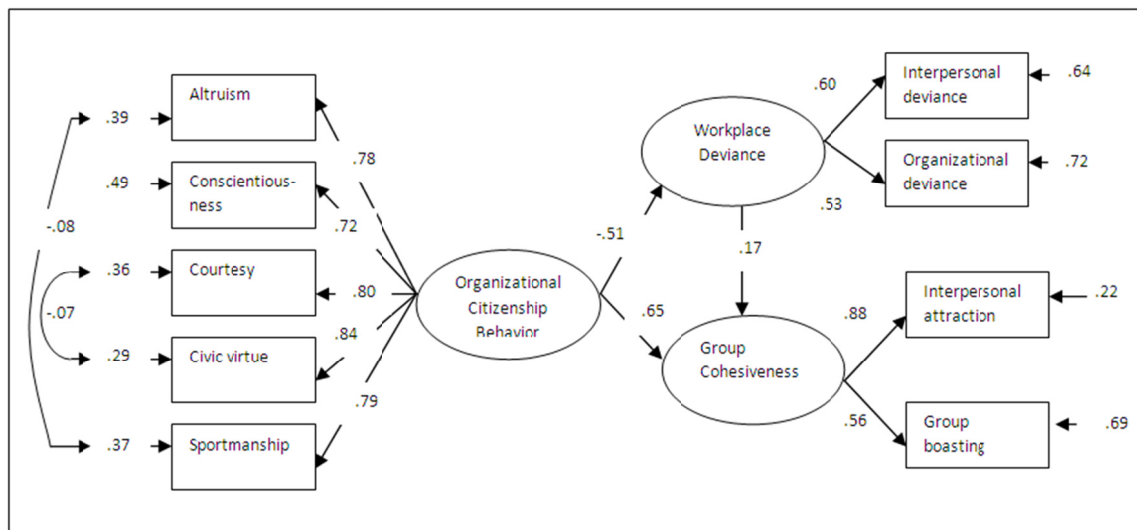


Figure 2. The updated model

As a result, fit indexes of the model were analyzed, and the chi-square value ( $\chi^2 = 151.13$ ) and degree of freedom ( $df = 24$ ),  $p = 0.000 < 0.05$ ) and RMSEA=0.091 were obtained. As RMSEA value was higher than 0.08, an improvement was made between civic virtue and courtesy, and between sportsmanship and altruism. As a result, the chi-square value ( $\chi^2=107.35$ ), degree of freedom ( $df=22$ ),  $p = 0.000 < 0.05$ ) and RMSEA = 0.078 were calculated. Fit index values were found to be NFI = 0.97, GFI = 0.96, AGFI = 0.93, CFI = 0.98 and SRMR = 0.037 and RMR = 0.018. H1 tests the relationship between organizational citizenship behavior and workplace deviance. According to the model, there is a significant negative relationship ( $t = -7.68$ ) between organizational citizenship behavior and workplace deviance behavior ( $\beta = -.51$ ). Thus, H1 is accepted. H2 tests the two-way relationship between workplace deviance behavior and group cohesiveness. According to the model, there is a two-way relationship between workplace deviance behavior and group cohesiveness, and there is a significant positive relationship ( $t = 2.22$ ) between workplace deviance behavior and group cohesiveness ( $\beta = .17$ ). Thus, H2 is rejected. H3 tests the relationship between organizational citizenship behavior and group cohesiveness. According to the model, there is a significant positive relationship ( $t = 10.83$ ) between organizational citizenship behavior and group cohesiveness ( $\beta = .65$ ). Thus, H3 is accepted.

## 4. Discussion

The present study examines the relationship between organizational citizenship behavior, workplace deviance behavior and group cohesiveness. The hypotheses were developed based on a research model. Hypothesis 1 examines the relationship between organizational citizenship behavior and workplace deviance. The results of the analyses show that there was a significant negative relationship between organizational citizenship behavior and workplace deviance behavior. In other words, as an individual displays organizational citizenship behavior, workplace deviance behavior decreases, and vice versa. This finding is consistent with other studies in the literature (Borman et al., 2001; Bukhari & Ali, 2009; Dalal, 2005; Dunlop & Lee, 2004). According to Lee and Allen (2002), the positive or negative attitudes toward workplace affect employees. To be more specific, an employee who has positive feelings toward his/her organization has higher levels of organizational citizenship

behavior, and accordingly has lower workplace deviance. The findings of the study indicate that Turkish teachers have higher levels of workplace deviance behavior ( $\bar{X} = 4.1978$ ) than organizational citizenship behavior ( $\bar{X} = 3.8948$ ). Accordingly, the present study seems to confirm that Turkish teachers exhibit interpersonal workplace deviance behavior and they do not display group cohesiveness. Therefore, based on these findings, it can be argued that Turkish teachers show workplace deviance behavior by developing negative feelings toward their schools, and thus they show limited levels of organizational citizenship behavior.

Ünal (2012) found that teachers show two types of workplace deviance behavior, namely, deviant behavior toward school and deviant behavior toward individuals. Deviant behavior toward the school is either toward the job or toward the organizational assets. Deviant behavior toward the job may affect the amount and the quality of the work done, while deviant behavior toward organizational assets has the potential to harm the relationship between the teachers and school assets. Deviant behavior toward individuals, on the other hand, is directed at colleagues, students and parents. Thus, it can be said that Ünal's (2012) findings coincide with the findings of the current study.

Hypothesis 2 examines the two-way relationship between workplace deviance behavior and group cohesiveness. As a result of the analyses, this hypothesis was rejected, and a one-way significant positive relationship was observed from group cohesiveness to workplace deviance behavior. In other words, while group cohesiveness does not affect workplace deviance behavior, workplace deviance behavior affects group cohesiveness. A similar finding was found in a study carried out by Robinson and Bennett (1995). Robinson and Bennett (1995) maintain that although deviant behavior threatens the well-being of the social system, it has some positive effects. According to researchers, workplace deviance behavior is a warning and an emergency valve for the organizations and it enables group members to unite around some common interests. For instance, interpersonal deviance creates some social activities in the group like group cohesiveness. Thus, it can be argued that although workplace deviance behavior has a negative impact on the organizational citizenship behavior, it has a positive impact on group cohesiveness.

The relationship between organizational citizenship behavior and group cohesiveness was investigated in Hypothesis 3. The results of the analyses showed that there was a significant positive relationship between organizational citizenship behavior and group cohesiveness. In other words, as there was an increase in organizational citizenship behavior, there was an increase in group cohesiveness as well. This finding coincides with the research findings of Kidwell, Mossholder and Bennett (1997). According to Kidwell et al. (1997), behaviors including discretionary behaviors like organizational citizenship behavior are observed more in groups with high group cohesiveness (Shamir 1990). George and Bettenhausen (1990) maintain that group cohesiveness affects organizational citizenship behavior because it also has an impact on the affective state of the group members and the group members can become role models for each other (Shamir 1990). Chang et al. (2011) have similar views. They maintain that by fostering group cohesiveness among the teachers, a collaborative environment may be created; professional knowledge and skills may be gained; and tolerance and friendship among teachers may be developed. Thus, group cohesiveness will have a positive contribution to organizational citizenship behavior.

## 5. Conclusion

The present study examines the relationship between organizational citizenship behavior, workplace deviance behavior and group cohesiveness. The model which was developed based on the literature did not fit into the study, so it was remodeled based on the data. According to the new model, organizational citizenship behavior has a negative impact on workplace deviance behavior; workplace deviance behavior has a positive impact on group cohesiveness; and group cohesiveness has a positive impact on organizational citizenship behavior.

Although the current study is limited to the teachers working in different cities in Turkey, it may still provide an insight into workplace deviance behavior, organizational citizenship behavior and group cohesiveness of the teachers in the Turkish education system. According to the current study, teachers in the Turkish education system exhibit above average workplace deviance behavior, while they show average levels of organizational citizenship behavior and a low level of group cohesiveness.

When teachers' objectives and goals coincide with those of the school, we can talk about organizational citizenship behavior. Such behavior may help the school survive for a long time and achieve harmony and innovation which are necessary for improvement. As a result, workplace deviance behavior is expected to decrease. Otherwise, workplace deviance may not only affect employees' success and efficiency negatively but also threaten the future of organizations economically and socially. Thus, it is necessary to determine the factors affecting workplace deviance behavior. Future studies should examine this issue thoroughly using a quantitative



research design.

Considered as a whole, the current study indicates that the phenomenon of organizational citizenship behavior can be explained through the variables of workplace deviance and group cohesiveness. Therefore, other variables which could be related to the organizational citizenship behavior should be tested empirically. In addition, the reliability coefficients of the “organizational deviance” dimension in the Organizational Citizenship Behavior Scale and the group boasting dimension in the Group Cohesiveness Scale were found to be low. The reason behind this could be explored in future studies.

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