

THE EVALUATION OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR OF THE ACADEMICIANS OF THE SCHOOL OF PHYSICAL EDUCATION AND SPORTS³

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ABSTRACT

This study aimed at evaluation of organizational citizenship behavior of the academicians who taught at the School of Physical Education and Sports (SPES) of Aegean Region. The sample of the research was consisted of a total of 96 SPES academicians (60 male academicians and 36 female academicians). As the data collection tools of the study; "Personal Information Form" [which was designed by the researchers and included socio-demographic characteristics of the academicians] and "Organizational Citizenship Level Scale" [the validity and reliability tests of which were performed by Samancı (2007)] were used.

As a result of the research, it was found out that organizational citizenship behaviors of SPES Academicians were generally high and were particularly higher in the subscales of "self development and helping", as the mean age increased so did organizational citizenship behavior, female academicians had higher organizational citizenship behavior in terms of "conscientiousness" subscale compared to male academicians and those who liked the institution for which they worked much and those who worked little had higher organizational citizenship behavior in terms of "sportsmanship" subscale and their mean total scores were found to be high.

Key Words: organizational citizenship behavior, academician, physical education, sports

BEDEN E T M ve SPOR YÜKSEK OKULLARINDAK AKADEMİSYENLERİN ÖRGÜTSEL VATANDAŞLIK DAVRANILARININ İNCELENMESİ

Özet

Bu çalışmada, Ege Bölgesinde Beden E itimi Spor Yüksekokullarında (BESYO) görev yapan akademisyenlerin örgütsel vatandaşlık düzeylerinin incelenmesi amaçlanmıştır. Araştırmanın örneklemini 60 erkek ve 36 bayan olmak üzere toplam 96 BESYO akademisyeni oluşturmaktadır. Çalışmada veri toplama aracı olarak akademisyenlerin sosyo-demografik özelliklerini içeren ve araştırmacılar tarafından hazırlanan "Kişisel Bilgi Formu" ve Samancı (2007) tarafından geçerlik ve güvenilirliği yapılan "Örgütsel Vatandaşlık Düzeyi Ölçeği" kullanılmıştır. Araştırma bulguları doğrultusunda BESYO akademisyenlerinin örgütsel vatandaşlık davranışlarının ve özellikle "kendini geliştirme ve yardımseverlik" alt boyutlarında yüksek olduğu, yaş ortalaması arttıkça örgütsel vatandaşlık davranışlarının arttığı, "vicdanlılık" alt boyutunda bayan akademisyenlerin erkek akademisyenlere göre daha yüksek örgütsel vatandaşlık davranışına sahip olduğu ve "sporçmenlik" alt boyutunda ve "toplamda" kurumunu çok ve az seven akademisyenlerin daha yüksek örgütsel vatandaşlık davranışına sahip olduğu saptanmıştır.

Anahtar kelimeler: Örgütsel vatandaşlık düzeyi, akademisyen, beden e itimi, spor

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INTRODUCTION

One of the management terms discussed most both by academic circles and business circles since 1980s and especially since 1990s has been "empowerment" term. The main reason of this interest has been the growing needed for the workers' initiation and creativity in the organization due to increasing international rivalry and continuing changes. One of the behavior types created by this need is "organizational citizenship behavior" which is described as a pro-social and voluntary behavior intended to help others voluntarily or to wish the benefit of others such as sharing, helping, protecting and caring (Bolat et al. 2009; Çalık et al. 2011).

Organizational citizenship behavior is described by Smith et al. (1983) as the behaviors demonstrated voluntarily and intended to help others in the organization by performing beyond individuals' official roles in the organization (cited by Titrek et al., 2009).

Organizational citizenship behavior is described by Organ (1988) as the behaviors that are not considered directly and literally in the formal award system but are based on voluntariness and help the organization to operate successfully (Organ, 1988).

This term explains individual behaviors that are based on voluntariness, help the organizational objectives to be attained by contributing social and psychological atmosphere of the organization. The more the workers of an organization consider themselves as a part of the organization and regard the organization as a part of themselves and are attached to the membership of their organization; the more they want to stay in the organization and they devote themselves more in order to contribute to the common efforts in the organization more (Sezgin, 2005; Titrek et al., 2009).

Organizational citizenship behavior basically affects organizational life in the

organization in three points: First, citizenship behaviors of the individuals increase cooperation tendency in the organization. The opinion that an individual that cooperates is a good citizen is principal and therefore, cooperation will increase information-sharing in the organization and information acquisition rate. Cooperation is a significant advantage both for the new workers who have just joined and old workers who have long been working in the organization. Second, citizenship behavior improves responsibility of the workers because citizenship behavior requires considering the benefit of the organization, standing by the organization and making various sacrifices when necessary. As the workers acquire an improved sense of responsibility, the objectives of the organization are attained more easily. A responsibly used power by the workers will make supervision of the managers easier in the organization and thus will increase self-control. Finally, it is about positive attitudes of the workers. These positive attitudes/thinking will affect the level of performance of the individuals. Of course, the only reason for positive thinking of the workers is not citizenship behavior, alone. An individual may have positive thinking or attitudes for many reasons. Positive thinking will provide not only a high performance but also developing satisfactory relations with other members of the organization and seeing the events positively (Özdevecio lu, 2003; Sezgin, 2005).

Organizational citizenship behavior creates solidarity among the individuals and increases the unity and therefore contributes to organizational performance. These behaviors offer adaptation and change necessary for a long term survival and development. It has been proved that the individuals who show organizational citizenship behavior perform more effectively than others (Sökmen and Boylu, 2011).

Organizational citizenship behavior represents the activities of the individual that improve the functioning of the organization as a whole. Organizational citizenship -which includes such issues as protecting the organization against destructive and unwanted behaviors, accepting the offers, ability development, establishing an effective and widespread communication web- is dependent on general performance of the organization (Sezgin, 2005; Titrek et al., 2009).

Organizational citizenship behavior is closely related to the fact that organization should acquire rivalry advantage, should adopt an identity that is eager to learn, should have an ability to adapt, should aim at the loyalty, self devotion and commitment of the workers in terms of increasing organizational productivity and organizational performance and showing organizational citizenship behaviors depends on organizational health and level of organizational communication possessed by the organization (Uslu, 2010).

One of the basic objectives of the managers to be attained is to realize the objectives of the individuals and the organizations together. It is one of the vital requirements of the organization that the organization should realize the objectives of the individuals while it realizes its own objectives and the individual should realize the objectives of the organization while they realize theirs. In this sense, organizational citizenship behavior is a stabilizer in attaining individual and organizational objectives. If a society's development and adaptation for the modern era is dependent on the responsibility of the people who live in that society, the development of a society is dependent on the responsibility of the people who live in that organization. Organizational citizenship behavior increases cooperation tendency and information-sharing, improves the responsibility sense and affects performance levels of the individuals positively because they have positive thoughts and attitudes in the organization.

Organizational citizenship behavior is influent in attracting qualified workers, increasing their organizational commitment and decreasing such behaviors as organizational conflicts and absenteeism (Özdevecio lu, 2003).

Although the studies of organizational citizenship behavior are designed as master and doctorate thesis in Türkiye, it is noted that these studies generally focus on business, management and social sciences –especially teachers-. Although a study was conducted by Taçı and Koç (2007) on organizational citizenship behavior in relation with academicians in Türkiye, we may say that the number of the studies that investigate organizational citizenship behavior and academicians is very limited. Since there are not studies that investigate organizational citizenship behavior and SPES Academicians in Türkiye, ours is a descriptive study that aims at organizational citizenship behavior of the academicians that teach at the School of Physical Education and Sports.

METHOD

The data of this descriptive study were gathered by the researchers after the official permissions from the relevant institutions were obtained. The academicians who worked at the Aegean University SPES (n=24), Pamukkale University School of Sports Sciences and Technology (n=19), Celal Bayar University SPES (n=12), Adnan Menderes University SPES (n= 5) and Mu la University SPES (n=36) were included in the study (n=96). As the data collection tools of the study; "Personal Information Form" [which was designed by the researchers and included socio-demographic characteristics of the academicians] and "Organizational Citizenship Level Scale" [the validity and reliability tests of which were performed by Samancı (2007)] were used. The scale is a 5-point Likert-type scale with 18 items and 5 subscales of "helping, self development, individual initiative, sportsmanship and conscientiousness". The scale is designed

with options “Never”, “Rarely”, “Sometimes”, “Often” and “Always”. The answers are marked with 1, 2, 3, 4 and 5 points. A higher score obtained from the scale means positive attitudes. Cronbach Alpha coefficient of the scale is $r=.94$. Cronbach Alpha coefficient of our study was $r=.89$. SPSS 16. package software was used for the data evaluation. Numbers and percentage distributions were used and

Shapiro-Wilk test was used for numeric variables and normality analysis was performed. T test was performed for the variables that followed normal distribution in two group comparisons and one way variance analysis was performed and correlation analysis was used for the comparison of the subscales of Organizational Citizenship Behavior Scale (OCBS).

FINDINGS

It was found out that mean age of the SPES Academicians was 40.26 ± 8.63 , 62.5 % was male and 70.8 % was married, 24 %

worked for 6-10 years and 21-25 years, 30.2 % worked at the same institution for 11-15 years and 89.6 % liked the profession much.

Table 1: Mean Scores of OCBS

OCBS	Min	Max	X	Sd
HELPING	11.0	25.00	18.73	3.01
SELF DEVELOPMENT	8.00	20.00	15.30	2.47
INDIVIDUAL INITIATIVE	3.00	15.00	9.78	2.25
SPORTSMANSHIP	5.00	15.00	10.61	2.23
CONSCIENTIOUSNESS	3.00	15.00	10.97	1.99
OCBS TOTAL	38.00	90.00	65.41	8.84

When we analyzed the mean total score of OCBS and mean scores of subscales of OCBS in relation with organizational citizenship behavior perceptions of the academicians; it was seen that mean total score of OCBS [65.41 ± 8.84] and mean scores of subscales of OCBS [Helping (18.73 ± 3.01), Self -development (15.30 ± 2.47), Personal initiative (9.78 ± 2.25), Sportsmanship (10.61 ± 2.23), conscientiousness (10.97 ± 1.99)] were generally at a moderate level (Table 1).

As the result of the comparison of the organizational behavior citizenship scale and its subscales, it was found that there was a positive correlation between the total score of the scale and scores of all subscales of the scale ($p<0.05$).

Table 2. Comparison of some of the demographic characteristics of the SPES academicians and Organizational Citizenship Behavior Scale

OCBS	Helping		Self Development		Individual Initiative		Sportsmanship		Conscientiousness		Total	
	\bar{X}	Sd	\bar{X}	Sd	\bar{X}	Sd	\bar{X}	Sd	\bar{X}	Sd	\bar{X}	Sd
Age Groups												
26-35 (n=33)	18.78	3.2	14.96	2.6	9.75	2.3	10.66	2.0	10.75	2.2	64.93	9.8
36-45 (n=36)	18.91	2.6	15.77	2.5	10.05	2.0	10.55	2.3	11.08	1.7	66.38	7.6
46-55 (n=23)	17.86	2.7	15.08	2.0	9.08	2.0	10.21	2.1	11.00	2.1	63.26	7.8
55 and older (n=4)	21.75	4.7	15.00	3.1	11.5	3.5	13.00	1.8	11.75	2.5	73.00	12.7
	F=2.08 p=0.10		F=.71 p=0.54		F=1.71 p=0.17		F=1.82 p=0.14		F=.35 p=0.78		F=1.64 p=0.18	
Gender												
Male (n=60)	18.76	2.9	15.43	2.4	9.78	2.4	10.48	2.2	10.80	1.9	65.26	8.5
Female (n=36)	18.69	3.2	15.08	2.5	9.77	2.0	10.83	2.1	11.27	1.9	65.66	9.3
	t=-.11 p=0.91		t=-.67 p=0.50		t=-0.1 p=0.99		t=.74 p=0.46		t=1.13 p=0.25		t=.21 p=0.83	
Liking the Institution												
Much (n=29)	18.96	2.8	15.68	2.5	10.00	1.8	11.13	2.4	11.41	1.78	67.20	8.0
Moderately (n=57)	18.43	3.0	14.98	2.4	9.47	2.3	10.12	2.0	10.61	2.00	63.63	8.7
Little (n=5)	21.60	2.8	17.00	2.2	11.60	1.81	12.20	1.3	12.40	1.14	74.80	3.8
Never (n=5)	18.00	3.5	15.0	2.7	10.20	3.4	11.60	2.0	11.20	3.03	66.00	12.2
	F=1.89 p=0.13		F=1.38 p=0.25		F=1.61 p=0.19		F=2.76 p=0.04*		F=2.01 p=0.11		F=3.27 p=0.02*	

When the data about the comparison of the some socio demographic characteristics of the participant SPES Academicians and OCBS were analyzed, it was found out as the result of the variance analysis that there was not statistically significant difference between the age of the academicians and total OCBS score and OCBS subscales scores ($p>0.05$). When the means were examined, it was noted that academicians

aged 55 had relatively higher organizational citizenship behavior level in terms of conscientiousness (11.75 ± 2.5), personal initiative (11.5 ± 3.5 , sportsmanship (13 ± 1.8) and helping (21.75 ± 4.7) subscales compared to the academicians of other age groups (Table 2).

When the data about the gender of the participant SPES Academicians and organizational citizenship behaviors were

compared, it was found out as the result of t-test that there was not statistically significant difference between the gender of the academicians and total OCBS score and OCBS subscales scores ($p>0.05$). When the means were examined, it was seen that female academicians had relatively higher organizational citizenship behavior level in terms of conscientiousness (11.27 ± 1.9) compared to male academicians (10.80 ± 1.9) (Table 2).

When liking the institution and organizational citizenship behavior of the SPES Academicians were compared, it was found out as the result of the variance analysis that there was statistically significant difference between the sportsmanship subscale ($F=2.76$, $p=0.04$) and total OCBS score ($F=3.27$, $p=0.02$). When the means were examined, it was seen that those academicians who liked the institution much and those who liked the institution little had relatively higher organizational citizenship behavior level compared to others in terms of sportsmanship subscale (*liking much* 11.13 ± 2.4 ; *liking little* 12.20 ± 1.3) and total OCBS score (*liking much* 67.20 ± 8.02 ; *liking little* 74.80 ± 3.8) (Table 2).

DISCUSSION

In this study, organizational citizenship behavior of the academicians who taught at the SPES located in the Aegean Region was investigated in terms of variables of age, gender and liking the institution.

Mean scores of Organizational Citizenship Behavior Scale and mean scores of its subscales were generally at a moderate level but the mean scores for "helping" and "self development" were respectively higher than other subscales (Table 1).

In the study titled as "Organizational citizenship behaviors in relation to job status, job insecurity, organizational commitment and identification, job satisfaction and work values" of Feather and Rauter (2004) which was conducted with permanent teachers and contractual

teachers; the level of organizational citizenship behavior of the teachers was found to be at a moderate level; which was in line with our study (Table 1).

That expert or experienced and senior workers help the new fellow workers is regarded as altruism. Such behaviors as helping coworkers and fellow workers, helping the socialization of the new workers, supporting other workers in order to overcome the difficulties, helping and supporting supervisors or managers all relate to the term of organizational citizenship behavior (Sezgin,2005). According to Organ (1988), too, helping is a voluntarily done behavior that requires giving assistance to a worker in relation to a task or problem of the organization. One of the subscales highly perceived by SPES Academicians was "helping" subscale. It made us conclude that SPES Academicians who are trained by acquiring team spirit attempt to decrease the work burden of their fellow workers by sharing it because the SPES Academicians have physically and psychologically heavy work burden that requires great efforts; which means altruism term, that is, helping.

Rather than being a person who tries to adapt himself to the daily life of the institution without any questioning, SPES Academicians -trying to develop and to express new ideas relating to the organization- perceive subscale of self development at a high level; the reason of which -we think- are professional satisfaction, self-trust, being respected by others and promotion and it may be said that there is a correlation between professional maturation and these characteristics (Samancı, 2007; Uslu, 2010).

When the age variable was analyzed, it was found out that perception of the SPES academicians about Helping, Personal Initiative, Sportsmanship and Conscientiousness subscales increased as the their ages increased (Table 2). In the studies conducted by Ölçüm-Çetin (2004), Özer (2009) and Uslu (2010), it was noted

that organizational citizenship behavior was found to be different on behalf of those organization members who were older. In light of these findings, it may be concluded that organizational citizenship level increase as the age of the organization members increases. Commitment for the organization increases as the age and seniority of the organization members increase and thus they act on behalf of the organization. Commitment for the employer and the organization increases as the seniority increases and thus the members of the organization who assume more responsibility and duty demonstrate more organizational citizenship behavior by extending their role contents (Samancı, 2006).

In the study conducted by Ay (2007), it was observed that teachers demonstrated more helping behavior as their seniority, professional experiences and duration of working-years increased. Similarly, the studies made by Aktay (2008), Karku (2008), Özer (2009) and Uslu (2010) pointed out that perceptions about organizational citizenship behavior of the teachers increased as their professional seniority increased and all of the results of these studies concurred with ours.

In the study of Demir and Bu daycı (2011) where the officials of the Federation of Sports were investigated in terms of their organizational commitment; it was reported that the most demonstrated behavior was emotional commitment and there was a significant difference between gender and educational status variables and organizational commitment whereas there was not any difference between duty, age and duration of working-years in the institution; which was not in agreement with our findings and the reason was –we thought- that the sample of the study above mentioned was consisted of officials with different titles such as secretary general, sports specialist and office clerks.

When the gender variable was analyzed, it was seen that female academicians had higher total scores and higher perceptions

about Conscientiousness and Sportsmanship subscales whereas male academicians had higher perceptions about self development and individual initiative subscales (Table 2). Similarly, the study of Karku (2008) reported that female teachers had higher perceptions about Conscientiousness subscale.

According to Organ (1988), conscientiousness is a demonstration of some role behaviors that are done by the members of the organization more voluntarily than expected and beyond the expectations and includes such behaviors as work-presence, regular working at the workplace, punctuality, correct use and non abusing of breaks and respect for work-rules. Because workers who are employed at the institutions with conscientiousness subscale show organizational commitment without getting any financial advantages, they work not for their own interest but for the interest of the organization.

Because sportsmanship behavior is a behavior that provides the workers with the ability to struggle through positive attitudes without creating any troubles in case of a problem and helps them to produce alternative options for the unwanted situations; they are contributing behaviors in the efficacy, productivity and success of the organization (Samancı, 2006). We are of the opinion that the reason why female academicians of our study had higher perceptions about Conscientiousness and Sportsmanship subscales may be resulting from the fact that women in our society – compared to men- put the financial advantages in the second place and prioritize the establishment of organizational order and organizational continuity.

The studies conducted by Akta (2008), Ay (2007), Ölçüm Çetin (2004), Samancı (2007) and Sökmen and Boylu (2011) reported significant differences on behalf of male teachers. These studies indicated that male teachers did their best in order to improve themselves, tried to solve the problems before they became graver,

assumed bigger roles associated with the school, were more volunteer for overtime working and struggled more for the school success. These findings were similar to ours.

When the liking the institution was analyzed, academicians who liked the institution much and those who liked the institution little had higher organizational citizenship behavior in terms of sportsmanship subscale and had higher total scores. Because the academicians who liked the institution much presented behaviors that produced alternatives for the problems that caused tensions, they contributed to the efficacy, productivity and success of the organization. On the other hand, the academicians who did not like the institution did not want to cause any tension in the organization due to their poorer organizational commitment, and thus had higher organizational citizenship behavior.

The more the workers of an organization consider themselves as a part of the organization and regard the organization as a part of themselves and are ingenuously attached to the membership of their organization, the more they want to stay in the organization and thus they devote themselves more in order to contribute to the common efforts in the organization more (Sezgin, 2005; Titrek et al., 2009).

Organizational citizenship behavior insures solidarity among the individuals and increases the unity and thus increases organizational performance. These behaviors offer the organization adaptation and change necessary for a long term survival and development. It has been proved that the individuals who show organizational citizenship behavior perform more effectively than others (Sökmen and

Boylu, 2011). According to Oplatka (2006); supportive behaviors demonstrated for the students and the fellow workers, innovation and change, a strong organizational orientation and a strong commitment for teaching profession are all elements of organizational citizenship behavior.

It is emphasized that today organizations more and more need workers who not only perform formal tasks defined but also demonstrate volunteer behaviors and make important contributions to the organization in every aspect (Bolat et al. 2009). Moreover, organizational citizenship behavior improves the performance of the organizations both quantitatively and qualitatively through a higher level of group dynamics (Scandura and Graen, 1984; Truckenbrodt, 2000).

CONCLUSION

As the result of the research conducted to explore the SPES academicians' level of organizational citizenship behavior, which means the activities of the individual that improve the functioning of the organization as a whole; it was found out that organizational citizenship behaviors of SPES Academicians were generally at a moderate level. In light of the study findings, it is recommended that senior academicians should be supported by the management and award system should be used so that the experienced academicians whose organizational citizenship behavior level increases with age can help inexperienced academicians. Also, population and sample diversity of the future studies that will investigate organizational citizenship behavior should be ensured.

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