

INVESTIGATING PROFESSIONAL IDENTITY AND ORGANIZATIONAL  
CITIZENSHIP BEHAVIORS OF EFL INSTRUCTORS:  
A CASE STUDY IN A HIGHER EDUCATION CONTEXT

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Approval of the Graduate School of Social Sciences

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**I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

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## **ABSTRACT**

### **INVESTIGATING PROFESSIONAL IDENTITY AND ORGANIZATIONAL CITIZENSHIP BEHAVIORS OF EFL INSTRUCTORS: A CASE STUDY IN A HIGHER EDUCATION CONTEXT**

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This study aimed to investigate how English as a foreign language (EFL) instructors at a foundation university view their teacher identity and organizational citizenship behaviors. To this end, a qualitative case study design was utilized. Data were collected through semi-structured interviews, focus group interviews and classroom observations. During the two-month data collection period, 28 individual interviews and three focus-group interviews were carried out with nine instructors and one manager. Observations at the research site were documented through the researcher's field notes. Interview data were audio-recorded and transcribed verbatim. The data were organized regularly in separate files and analyzed using the qualitative software program MAXQDA. In the data analysis process, the data were read and re-read for coding and themes were

generated. The findings revealed the teachers' positioning at societal and organizational levels. In particular, the teachers underscored the value attached to them as professionals and the extent of their professional autonomy in the organization and society. With regard to their professional identities, the participants described how they worked within an organizational climate characterized by professional inaction. Furthermore, the teachers reported that their OCBs towards students and colleagues were relatively higher in comparison to those towards the organization. Overall, the participants' personal and professional identities were found to influence their construction of an organizational role identity which is closely related to their utilization of discretionary behaviors in the organization.

**Keywords:** Teacher identity, TPI, organizational citizenship behaviors, OCB



## ÖZ

# İNGİLİZCE ÖĞRETİM ELEMANLARININ ÖĞRETMEN KİMLİĞİ VE ÖRGÜTSEL VATANDAŞLIK DAVRANIŞLARININ İNCELENMESİ: BİR YÜKSEKÖĞRETİM KURUMUNDA BİR DURUM ÇALIŞMASI

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Bu çalışma bir vakıf üniversitesinde çalışan İngilizce öğretim elemanlarının öğretmen kimliklerini ve örgütsel vatandaşlık davranışlarını nasıl algıladıklarını incelemeyi amaçlamıştır. Bu amaçla, yarı yapılandırılmış ve odak grup görüşmelerine ek olarak sınıf gözlemleriyle veri toplanarak nitel bir durum çalışması tasarlanmıştır. İki aylık veri toplama süresi boyunca dokuz öğretim elemanı ve bir yönetici ile 28 bireysel görüşme, üç odak grup görüşmesi ve yanı sıra her katılımcı için araştırmacının saha notlarıyla desteklenen bir sınıf dersi gözlemi gerçekleştirilmiştir. Görüşmeler sesli olarak kaydedilip kelimesi kelimesine çözümlenmiştir. Veriler düzenli olarak ayrı dosyalar halinde düzenlenmiş ve nitel veri analizi yazılım programı MAXQDA kullanılarak analiz edilmiştir. Veri analizi sürecinde veriler kodlama için tekrar tekrar okunup temalar oluşturulmuştur. Bulgular, öğretmenlerin sosyal ve örgütsel düzeyde nerede konumlandıklarını ortaya koymuştur. Öğretmenler özellikle profesyonel olarak kendilerine verilen değeri ve örgüt ve toplumdaki mesleki özerklik seviyelerinin altını

izmiřtir. Mesleki kimlikleri ile ilgili olarak, katılımcılar, mesleki eylemsizlik ile karakterize bir rgtsel iklim ierisinde nasıl alıřtıklarını vurgulamıřtır. Ayrıca, ğretmenler ğrencilere ve meslektařlarına ynelik VD'lerinin, kuruma ynelik olanlardan daha yksek olduėunu bildirmiřtir. Genel olarak, katılımcıların kiřisel ve profesyonel kimliklerinin, organizasyonda isteėe baėlı davranıřları sergilemeyle yakından ilgili olan bir kurumsal rol kimliėi inřasını etkilediėi bulunmuřtur.

**Anahtar Kelimeler:** ğretmen kimliėi, rgtsel vatandaşlık davranıřları, VD

*To Dr. Pınar Temoçin, a true embodiment of humanness and wisdom*

*and*

*to all people who question who they were, are and will be...*

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## **LIST OF ABBREVIATIONS**

<b>ACL</b>	American Culture and Literature
<b>ELL</b>	English Language and Literature
<b>ELT</b>	English Language Teaching
<b>EFL</b>	English as a Foreign Language
<b>PD</b>	Professional Development
<b>OCB</b>	Organizational Citizenship Behavior
<b>OCBI</b>	Organizational Citizenship Behavior directed towards Individuals
<b>OCBO</b>	Organizational Citizenship Behavior directed towards Organization
<b>OC</b>	Organizational Climate / Culture
<b>OIS</b>	Organizational Identity Strength
<b>OJP</b>	Organizational Justice Perceptions
<b>POS</b>	Perceived Organizational Support
<b>TPI</b>	Teacher Professional Identity
<b>TEYL</b>	Teachers of English to Young Learners
<b>TESOL</b>	Teaching English to Speakers of Other Languages

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Teachers have been key actors and an inseparable part of education, specifically teaching and learning processes. Ever since the start of education, the teaching occupation itself has kept its paramount importance and brought its own issues, changes, innovations, and challenges concomitantly. Throughout the period in which classroom-based research became the trend, the results of the major studies showed that classroom is a considerably complicated place with its all qualities, dynamics and peculiarities revealing the inadequacy of simplistic cause-effect models of teaching methodology (Varghese, Morgan, Johnston & Johnson, 2005). Then nearly two decades ago, the people in the field of teaching and teacher education research started to put the spotlight on teacher perceptions, beliefs, attitudes and knowledge to better comprehend essential phenomena about teaching, the efficiency of teaching and the other field-related issues. However, Johnson (1992) and Woods (1996) highlighted that these kinds of studies also turned out to be insufficient to explain some critical phenomena as teachers' identities are always at play in the classroom. Through these lenses which consider teachers a very significant and complex component of teaching, teachers have been a focal point of the recent studies conducted in the field. As a result of this transition between research foci, teacher identity has been put under investigation extensively in recent years.

As cited in Beauchamp and Thomas (2009), a closer examination of teacher identity is required as it not only can be used as a framework (Olsen, 2008) to investigate various aspects of teaching but might also be conceptualized as an organizing element in teachers' 'professional career'. Moreover, in Maclure's (1993) terms, it might be

regarded as “a resource that people use to explain, justify and make sense of themselves in relation to others, and to the world at large” (p. 311). The research carried out by identity theorists and other researchers made us become aware of the fact that we need to understand teachers if we want to understand language teaching and learning because we need to recognize and uncover the individual, professional, cultural and political identities which teachers claim or which are attributed to them in order to have a clearer grasp of teachers and their practices (Varghese et al., 2005).

Teachers as employees are a part of organizations where they work and to which they contribute substantially. These organizations, in fact, are social groups and employees are the members of the social groups. As Van Kinppenberg (2000) stated, from the perspective of the social identity approach (Tajfel, 1978; Tajfel & Turner, 1979), membership in social groups shapes the self-concept (Maarleveld, 2009). In line with this, Brewer and Gardner (1996) indicated 2 levels of social self; namely, *relational self* and *collective self*. Similarly, Maarleveld (2009) defined the *relational self* as the self that stems from interpersonal relations; connections and role relationships with significant others whereas the *collective self* is an outcome of the membership of a larger group. When *self* is defined by group membership, the group becomes the focus of identification and “the group’s strength also signals stricter boundaries and behaviors of group members informing members who they are and how they connect with others” (Ashforth, 2007, p. 92). According to Ras and Duyar (2012), the salience of the social identity then activates the performance of group reinforcing behaviors yet these behaviors are to be affected by the group norms. To that end, social identification provides a notable opportunity to apprehend the behavior of individuals in organizational contexts, especially when these kinds of behaviors are more likely to be beneficial to groups rather than individuals.

In this sense, Organizational Citizenship Behaviors (OCBs), which are a specific type of organizational behavior, have been researched in relation to the self and identity. Regarding citizenship performance behaviors of employees, the salient evidence in the literature indicated that the way the self is described in relation to others has connections

with different types of citizenship behaviors (Maarleveld, 2009). Furthermore, Ellemers, de Gilder and Haslam (2004) linked personal and collective identity orientation to motivation by underlining that when the collective identity is accepted in the definition of the self, the needs, goals and expected outcomes are for the good of the group rather than the individual self.

Organizational Citizenship Behaviors (OCBs) of teachers have appealed researchers generating robust research in the field. OCBs, defined as extra-role behaviors of employees, contribute to both individuals and the effectiveness of organizations. Several researchers put emphasis on the function of OCBs on elevating organizational efficiency and effectiveness (Organ et al., 2006; Podsakoff et al., 2009). Having drawn considerable interest in business administration and other relevant disciplines for a long time, OCBs in educational institutions have turned out to be a highlighted research interest in the fields of teacher education and educational administration in the past few years.

To this end, teachers' roles have always been questioned. Whether they should be simply instructors (i.e. technicians – knowledge transmitters) or there is more to their task has also been a hot debate topic among researchers, teacher educators, and administrators. Somech and Oplatka (2015) stated that teaching is regarded as a subjective and context-sensitive job rather than a clear-cut or a well-structured occupation and that's why there is a lack of theory that can clearly describe in-role tasks in the teaching profession. However, they indicated that there is still a need to have a set of constructs of these roles against which extra-role tasks can be compared and inspected. Based on the research of Akkerman and Meijer (2011), Beijaard et al. (2013) and Connely and Clandidnin (1999), it can be said that some empirical research about teachers' professional identities interestingly have pointed to a more diversified picture of teachers' pedagogical and instructional roles. Moreover, Zembylas (2003) remarked that teachers' identities are solidly grounded in their culture and the political arrangements in their school.

In more recent works regarding identity research, emotional aspects of identity have been prioritized considerably and thus far identity and behaviors have turned out to be interrelated concepts in the literature. Somech and Oplatka (2015) underpinned that a fundamental ground of research in teaching is supposed to be explored since the teaching occupation is not solely a technical enterprise but indistinguishably connected to teachers' personal lives and their relations to the others. Likewise, Kelchtermans (2011) also voiced that teachers invest their selves in their profession and, in return, they closely incorporate their sense of professional and personal identities.

Particularly, in the field of teacher education, identities of Teachers of English to Speakers of Other Languages (TESOL) have been under scrutiny. Teacher identity, which is under the category of professional identity in particular and a type of identity in general, is also reported to possess the similar characteristics mentioned above. Professional identity is bound to have a close relationship with personal identity. As Day et al., (2006) underscored that this relationship is unavoidable because the sound evidence in the literature shows that teaching demands significant personal investment. Thus, in fact, professional teacher identity might be considered as the sum of how teachers see themselves, how they think others perceive them, the extent to which they bring their personal histories, experiences and philosophies into their professional practice, their beliefs, misconceptions, tensions and lived experiences both in professional and private life as well as the influence of the former and the latter on each other. Regarding the fact all the factors mentioned above are always changing and context-sensitive, professional teacher identity is considered to be both a product and a process (Olsen, 2010) in which a constant and simultaneous construction, deconstruction, co-construction and re-construction of identities take place as well as dynamic negotiations of meaning triggered by cultural, sociological, historical, psychological influences and also a tool through which teachers make sense of themselves (Cooper & Olson, 1996; Coldron & Smith, 1999; MacLure, 1993; Reynolds, 1996).

Beijaard et al. (2004) emphasized the significance of the interplay between teachers' relationships and interactions with students, their perceptions of their status in the profession, the influence of school environment and the relationship between these and lastly stability or instability of identity. Moreover, some researchers went one step further and claimed that teachers learn to be teachers thanks to their interaction and communication with others (Malderez et al. 2007; Santoro, 2009). Regarding this interaction and communication with the social environment, teachers' organizational behaviors are considered to have strong ties with their personal and professional identities. Organizations are crucial for employees, specifically for teachers in an educational sense. Likewise, teachers as educators and performers are the lifeblood of organizations. Both parts shape, facilitate, improve or limit each other to a certain extent. Based on the literature, Organizational Citizenship Behaviors are defined as extra roles that are performed by employees and somehow contribute to the effectiveness of organizations. Katz (1964) indicated 3 basic behaviors that are vital for an organization. The first one is that employees are to enter and stay within the system. The second one is that employees need to perform their prescribed tasks and duties. Lastly, they need to go beyond their job-descriptions or in-role behaviors by having additional behaviors to take innovative and unregulated actions.

Recently, the researchers working on organizational effectiveness and also on educational administration have come to the conclusion that in-role behaviors which are the essential parts of job descriptions are not adequate for improvement and effectiveness of organizations. Katz (1964) supported this perspective by saying that “an organization which depends solely upon its blueprints for prescribed behavior is a fragile social system.” (p. 132). Katz and Kahn (1966) also underlined how vital these behaviors are for any type of organization and they are somehow taken for granted.

Within every workgroup in a factory, within any division in a government bureau, or within any department of a university are countless acts of cooperation without which the system would break down. We take these everyday acts for granted, and few of them are included in the formal role prescriptions for any job (p.339).



These additional behaviors were described as the opposite of in-role job descriptions or extra-role behaviors up until Organ and his colleagues coined the term ‘Organizational Citizenship Behavior (OCB)’. In his book titled *Organizational Citizenship Behavior: The Good Soldier Syndrome*, Organ (1988) indicated that OCB is “individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization” (p.4). Based on this definition of OCB, Somech and Oplatka (2015) highlighted that this kind of behavior is supposed to be voluntary, neither role-prescribed nor part of formal job duties. When the nature of OCB is taken into account, it is essential to explore the motives behind individuals’ choosing or not choosing to perform these behaviors. Moreover, performing these behaviors are natural outcomes of persons’ personal, social and organizational identification.

## **1.2 Significance of the Study**

In Turkey, teachers of English have a few occupational opportunities that they need to decide on towards the end of their graduation. While some of these are related to teaching, some others include other sectors such as translation and interpretation, tourism, business administration etc. The teachers in the education sector have some options such as working at primary and secondary schools of Ministry of National Education, private schools, language courses and working as instructors at state or foundation universities in the country. Even though each of these options has its own advantages and disadvantages as well as requirements, apparently, teachers of English or instructors working at universities have been positioned differently compared to the others since they work in a different setting. According to the database of Higher Education Council, there are almost 130 schools of foreign languages as part of various universities and almost six thousand language instructors working at these schools.

Having been established to improve students' foreign languages and help them follow their courses, reach various kinds of resources in their fields of study, use foreign languages in their professional lives and develop their written and oral skills in their academic life, schools of foreign language undoubtedly have been functioning as an integral part of universities and the tertiary level education. However, since the establishment of these schools at universities, their success, mission and vision, capabilities, scope and human resources have been a matter of debate although they are being continuously updated and reformed in line with the emergent educational trends and language education policies. Preparing students for their future career and contributing to their academic skills, these institutions have taken a more significant mission and the teachers or instructors working for these organizations constitute a significant part of overall academic staff in the country. In this sense, their practice, performance and position can be said to be of crucial importance and have signalled an implicit research call in the last decade. However, their personal and professional identities have been a neglected point in the field. To better understand functioning of these schools, their current system, organizational behaviors that occur in these settings, teachers' practices, their problems and issues in relation to their status and professional selves, it is vital to scrutinize their behavioral patterns and understanding of their professional identities which are closely related to their personal identities and lived experiences.

Teacher professional identity then stands at the core of the teaching profession. It provides a framework for teachers to construct their own ideas of 'how to be', 'how to act' and 'how to understand' their work and their place in society. Importantly, teacher identity is not something that is fixed nor is it imposed; rather it is negotiated through experience and the sense that is made of that experience. (p. 15)

As Sachs (2005) stated, professional teacher identity lays a foundation for teachers to construct their own ideas of '*how to be*', '*how to act*' and '*how to understand*' their work and their place in society. The very basis of being a person or a professional is mostly associated with our actions – *how to act* – and roles which then inevitably change our understanding of ourselves and others as well as our very own "being" including our

personal, professional and collective selves. In this regard, our roles and behaviors are considered to be interwoven with our identities. Highlighting the fact that i) teachers do not perform or fail to perform OCBs in isolation, ii) the organizational atmosphere most probably have various effects on them with respect to being encouraged or discouraged to exhibit certain roles and behaviors (Somech & Drach-Zahavy, 2004), iii) identity construction does not take place in a vacuum – without interaction with others – and professional identity depends on a series of variables and different kinds of organizational behaviors, [identity] might be conceptualized as the sum of different meanings that we make out of ourselves, various environments and others' perceptions. In this sense, our behaviors might have an undeniable touch on what we think about who we are both personally and professionally.

In that regard, the current case study aims to uncover teachers' professional identities and Organizational Citizenship Behaviors both in an individual and interrelated manner. In other words, this study aims to explore the motives that interconnect and negotiate personal, professional and organizational identities to contribute to the field and literature. One of the most distinctive qualities of the present study is that OCB at universities has become a focus of interest recently although there have been a considerable number of studies carried out at different levels such as primary school, middle school, and high school. In this sense, it can be said that OCB of teachers at the university level has been a neglected research focus in the field as academia is one of the contexts which has an outcome-based reward system. In such contexts where personal productivity is beyond behaviors such as helping others, working to solve problems or other voluntary behaviors, this kind of behavior is somehow neglected (Bergeron et al, 2013). Likewise, Lawrence et al. (2012) concluded that time spent on research and teaching detaches the members of faculty from the citizenship (Inelmen, Selekler-Goksen & Yildirim-Öktem 2017, p. 1144). When OCB is considered to be a domain in which we can see reflections of teacher identity and even some parts of it, it is of vital importance to investigate them together in order to grasp teacher identity and OCB better and in a more comprehensive way. Secondly, the studies conducted with respect

to teacher identity and teacher OCB especially at the tertiary level are quite limited. Thus, the current study might have significant contributions to teacher identity and OCB research by providing an in-depth analysis of the two. Regarding the sampling of the current study, it can be said that the study might reveal significant findings to understand teachers' professional identity and OCBs from a comparative perspective as the study focused on novice, mid-career, and senior teachers in a particular university. This comparative lens could provide the researchers with valuable insights regarding the differences and similarities as well as the dynamics from which they derive and contribute to the field with possible future directions.

Another point that makes this case study distinctive and necessary is that almost all of the OCB research studies have had a quantitative research design based on OCB scales. Addressing the urgent need for a much closer and deeper examination of this concept without losing its essence, the present study aims to go into more depth through a qualitative inquiry methodology and the participants' unique personal and professional stories. In the meantime, integrating two grounded research foci; namely teacher identity and OCB and investigating an EFL setting as a case make it have a distinguished importance. In this respect, the study aims to contribute to the literature in regard to TESOL and organizational behavior as well as educational administration. Moreover, paying attention to the notion that instructors who are teaching English at tertiary level in Turkey are not considered as "true academics" and even they do not consider themselves so, the present study also aims to shed light on the existing identity conflict of language instructors in Turkey (Demir, Kapukaya & Özfıdan, 2015). Above all, this study might be significant to reach a comprehensive understanding of the specified human resources' organizational behaviors and their professional identities and thusly has the potential to pave the way for re-thinking these types of organizations as a whole and dealing with system-related malfunctions, issues of the instructors and providing insights to produce possible solutions.

### **1.3 Purpose Statement and Research Questions**

The current study aims to contribute to the literature and the field as well as endeavoring to provide an in-depth understanding of teacher identity and teacher OCB by examining professional teacher identity (TPI) and teacher OCB in an integrated way in a higher education context. In this regard, the following research questions were addressed in the current study:

1. How do EFL instructors describe their perceived current professional teacher identities in a higher education institution?
2. What are the patterns of EFL instructors' self-reported Organizational Citizenship Behaviors in a higher education institution?

### **1.4 Definitions of Key Terms and Concepts**

**Novice teachers:** The term refers to teachers who are in the beginning of their career and who have been teaching for five years or less (Ingersol & Smith, 2003).

**Mid-career teachers:** This term refers to teachers who are more experienced than novice teachers, situated in the middle of their careers and have been in teaching between 6 and 19 years (Hargreaves, 2005).

**Senior teachers:** This term refers to experienced teachers who are nearing the end of their teaching career, with a teaching experience of two decades or more and change behind them (Hargreaves, 2005).

**Teacher Professional identity (TPI):** This term refers to how teachers perceive themselves as professionals, how they describe their roles and how they mirror their personal and social roles on their professional selves.

**Organizational Citizenship Behaviors (OCB):** This term refers to discretionary and extra-roles that are performed by employees without any formal reward system in an organization.

**Organizational Citizenship Behaviors towards Individual (OCBI):** This term refers to organizational citizenship behaviors that are directed towards individuals in an organization.

**Organizational Citizenship Behaviors towards Organization (OCBO):** This term refers to organizational citizenship behaviors that are directed towards the organization itself as a whole.

**Organizational Culture:** This term refers to the normative system of shared values and beliefs that regulates how employees feel, think and behave (Schein, 1990).

**Organizational Climate:** This term refers to a set of properties of the work setting referring to the extent to which an organization concentrates on, give importance to and is considered to be a major push in affecting employee behavior (Schneider, Ehrhart, Mayer, Salz, & Niley-Jolly, 2005).

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Social Identity Theory

Tajfel and Turner's (1978) Social Identity Theory, which underscored that individuals have more than one self regarding the social groups they belong to, has been the backbone of social identity research having inspired Lave and Wenger's (1991) Situated Learning Theory and Simon's (1995) concept of the image text. Stets and Burke (2000, p. 225) described social groups in Social Identity Theory as a set of persons who own a shared social identification or consider themselves as the members of the same social category. According to the very notion of this theory, individuals are categorized as in-group or out-group depending on their similarity to the self.

Social Identity Theory has three crucial processes regarding the ingroup and outgroup concepts. The first one is *social categorization* that is simply the process of our assigning a social label to people in order to identify them so that we can specify suitable behaviors in accordance with the groups we are in and others belong to. However, a person can be a member of various groups at the same time. The second one is *social identification* which might be regarded as a sort of assimilation. Within a social group, people act or are expected to act in ways that they conceive other members of that group act. As a legitimate result of this identification, an individual is to develop an emotional attachment to the group and the self-esteem of that individual is to lean on it. The last process which is called as *social comparison* requires individuals' comparing their groups with others as well as in-group and out-group behaviors. Vargese et al. (2005) laid emphasis on the fact that membership in one social group or category might sometimes be more conspicuous than membership in

another. Furthermore, some researchers also put forward the idea of salience hierarchy (Burke, 1980, McCall & Simmons, 1966; Stryker, 1968). The idea suggested that some of the identities are at the top whereas others at the bottom. According to their place in the hierarchy, the identities at the top are more likely to be invoked and somehow organize and order the ones lower in the hierarchy. To that end, highlighting the self as a social entity, Stets and Burke (2000) concluded that people categorizing themselves in terms of personal identity see the self as unique and different from others. In this case, they act in line with their very own goals rather than the goals of any social group. On the other hand, activation of social identity is realized through the process of *depersonalization* that is moving from the perception that the self is unique towards the perception of the self as a member of a social group. However, they also underscored that *depersonalization* is not necessarily a loss of one's personal identity but a shift in focus from the personal to the group basis of identity.

## **2.2 Social Exchange Theory**

Having been a noteworthy theoretical ground to understand workplace behavior, Social Exchange Theory has been dealt with in different fields such as social psychology, sociology and anthropology. Emerson (1976) underscored that social exchange requires a group of interactions that engender obligations. From an organizational psychology perspective, Tsui, Pearce, Porter and Tripoli (1997) stated that when employees make use of social exchange, they display more commitment and better work performance. In other words, when employees feel that their employer's commitment to them goes up, they are more likely to be more committed to their organizations as Cho and Johanson (2008) highlighted. According to Organ (1990), Social Exchange Theory has been one of the most meaningful and best frameworks to understand OCB of employees.

Ahmadi, Forouzandeh and Kahreh (2010) indicated that by the time either the employer or the employee provides a special profit to the other, the one that receives it believes that it needs to be compensated. In this sense, social exchange theory bases organizational behavior on a mutuality relation between the stakeholders. Moreover, this mutuality has been associated with organizational justice, perceived organizational support,



organizational commitment and trust. In this regard, when employees consider organizational exchanges fair, they are more likely to become more committed to organizations and focus less on economic rewards (Ahmadi, Forouzandeh & Kahreh, 2010).

### **2.3 Self**

A good number of researchers working in social sciences carried out studies and endeavored to generate theories and frameworks to understand the nature and structure of the “self” concept. As Stets and Burke (2003) highlighted earlier investigations of the self-concept primarily focused on self-evaluation and self-esteem. On the other hand, Rosenberg (1979) stated that self is the total of our thoughts, feelings, and imaginations of who we are. Later conceptualizations of the self intensively focused on how we understand our personal qualities and how others perceive us building upon Cooley’s (1902) “*looking glass self*”. Likewise, Shrauger and Schoeneman (1979) figured out that our self-concepts are filtered through our perceptions and mirror how we think others see us rather than our self-concepts resembling the way others actually see us. Other symbolic interactionists also maintained this belief later on.

Building upon the conceptualization of the self in relation to self-evaluation and self-esteem, some of the scholars in the field of sociology and social psychology considered the self-concept as a regulator of behavior (see Schlenker 1985; Suls & Greenwald 1983). According to Markus and Wurf (1987), the self does not only mediate the continuing behavior but it also regulates the behavior. They also emphasized that the self-concept which is a dynamic interpretive structure regulates both intrapersonal (i.e. information processing, affect, and motivation) and interpersonal processes (i.e. social perception; choice of situation, partner, and interaction strategy; and reaction to feedback). However, they also highlighted that this type of understanding of the self-concept has a limitation as it perceives the self as stable, generalized, or ordinary view of the self, which, to a certain extent, ignores the changing, dynamic and multidimensionality of the self.

The self-discrepancy theory as one of the well-known classifications of the self was put forward by Higgins (1983) pointing out 3 classes of the self. The first one is the *actual self* which reflects the self in reality. The second one is the ideal self which is a total sum of attributes a person wishes to have and the last one is the ought self which includes representations of characteristics that people (someone, self or other) believe a person should own. Higgins et al. (1985, 1986) attributed a relationship between depression and the discrepancy resulting from the gap between the *actual self* and the *ideal self*. They also pointed out that, on the other hand, another discrepancy between actual and ought selves is associated with anxiety.

In most of the studies concerning identity conducted in the fields of sociology, psychology and teacher education, identity and self-concept have been used interchangeably (Leary & Tangney, 2012). However, these terms are prone to differ both across and within the publications in the field. Regardless of the fact that some authors and researchers use them interchangeably (Day, Kington, Stobart, Sammons, 2006; Lauriala & Kukkonen, 2005; Oyserman, Elmore & Smith, 2012; Swann & Bosson, 2010) and some others do not, the great body of literature shows that some shared features are ascribed to identity and self with respect to their nature. To this end, Leary and Tangney (2012, p. 4-5) identified and summarized the usages of self (see Table 1) along with its compounds in order to raise awareness about the typical semantic confusion in relation to the use of the self.

**Table 1.** Usages of “Self”

Self as	<ol style="list-style-type: none"> <li>1. The Total Person</li> <li>2. Personality</li> <li>3. Experiencing Subject</li> <li>4. Executive Agent</li> <li>5. Beliefs about Oneself</li> </ol>
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In fact, what inspired to the research on the self as a social phenomenon was the notions of early symbolic interactionists such as Dewey (1890), Cooley (1902) and Mead (1934). These scholars recognized the self as an outcome of interaction with others highlighting that the sense of self is not innate at all but socially constructed through

interaction. Morf and Mischel (2012), on the other hand, revisiting the complexities and ambiguities of this concept among the studies carried out in psychology and sociology, posited two core features of the self. They postulated that “ the self is an organized, dynamic, and cognitive-affectively motivated action system and an interpersonal self-construction system” ( p.27).

Oyserman, Elmore, and Smith (2012) indicated that the term self corresponds to a warm sense that something is “about me” or “about us”. This reflexive capacity necessitates an “I” that can recognize an object that is “me”. Thus, the self-concept involves the subject “I” and the object “me”. Oyserman and Markus (1998) defined self-concepts as cognitive structures which encompass content, attitudes, and evaluative judgments and these are employed to understand the world, concentrate on one’s goal and conserve one’s sense of basic worth (as cited in Oyserman et al., 2012). Moreover, the self-concept has been associated with other self-related processes and operations such as self-regulation, self-evaluation, self-judgment, self-awareness, self-assessment, self-categorization, self-discrepancy, self-image, self-esteem, self-efficacy, self-perception and self-verification which are all related concepts having strong ties with the self and identity (Leary & Tangney, 2012).

## **2.4 Identity**

Identity, being a substantially catch-all term, has been defined by a good number of researchers. However, a well-constructed and encompassing definition of it has not been possible (Zembylas, 2003; Dikilitaş & Yaylı, 2018) mostly because of the inadequacy of empirical data and grounded research studies. One of the most prominent figures of psychology with serious contributions to the understanding of identity, Erikson (1959) developed a commonly utilized model of identity development which concentrated on the exploration and resolving crises. He also utilized the term identity in similar ways with other researchers' conceptualizations of the self. Oyserman et al. (2012) concluded that identity can also be conceptualized as a way of understanding some aspects of self-concept building upon the works of Stryker and Burke (2000) and Tajfel and Turner (2004).

As a perplexing concept, identity has been keeping its multidisciplinary dimension and nature. Thus far, sociologists, psychologists, and educational researchers have been among those who are profoundly involved in identity research. Naturally, all these disciplines and many more examined this phenomenon from their own lenses and generated a considerable amount of knowledge employing various theories and empirical data. Moreover, it is somehow necessary to indicate that almost all the studies have had an emphasis on the argument that “identity” does not have an agreed, shared or a universal definition (Beauchamp & Thomas, 2009; Han, 2017; Olsen, 2008).

In a very simplistic way, identity can be described as the way/s we understand ourselves and others. In their book chapter, Stets and Burke (2003) highlighted that the sociological approach to the self and identity assumes a reciprocal relationship between the self and society. That is to say, the self affects society through actions and interactions and society does influence the self as an inevitable result of shared language and meanings that let a person take the role of the other. In this understanding, the self is believed to mirror the society, so it was highlighted by social theorists that we need to understand society where the self and other selves exist in order to understand the self (Stryker, 1980).

When it comes to certain types of identity, two main categorizations in the literature have been notable. These are *individual* and *collective* identities including ethnic, racial, national, migrant, gender, social class and language identities within themselves (Block, 2009). Another identity type which is subordinate to the central identity of a person is work identity. As human beings spending a considerable amount of time working, interacting and communicating with other people, individuals' professional identities cannot be considered and investigated in a vacuum regardless of their sub-identities and their relation with each other.

While there is no reached agreement on the definition of identity, the research studies conducted in different disciplines such as sociology, psychology, and teacher education contributed to the understanding of identity and its nature a lot, particularly dimensions

of identity itself. The dimensions that have come out of the research in the aforementioned fields have indicated that identity has an ever-changing and context-sensitive nature. Persons have multiple identities which might be in conflict depending on discursive variables. Identity and meaning-making processes are inevitable products or outcomes of interactions in various social, cultural and political contexts. Most importantly, identities are relational, that is to say; they are interconnected and cannot be considered, investigated or even questioned in an isolated way (Burke, 1980).

#### **2.4.1 Nature of Identity**

One has an identity, an “internalized positional designation” (Stryker, 1980, p. 60), for each of the different positions or role relationships the person holds in society. Thus, self as a father is an identity, as is self as a colleague, self as a friend, and self as any of the other myriad of possibilities corresponding to the various roles one may play. The identities are the meanings one has as a group member, as a role-holder, or as a person. What does it mean to be a father, or a colleague, or a friend? These meanings are the content of the identities (p.8).

As Stets and Burke (2012) made clear, identities are the meanings that we attribute to different selves or roles. Despite the fact that identity is devoid of a common definition, the studies conducted and the theories made so far have revealed a sort of consensus about the nature and qualities of the identity concept. First and foremost, identity is unstable, constantly changing and in conflict (Oyserman et al. 2012). The essential body of literature mentioned so far has clearly expounded that any type of identity or identities of a person are not likely to remain the same as there are countless factors and variables which affect how a person perceives himself/herself or how others see them. Thus, identity inevitably shifts and evolves as a result of changes, various experiences, and exposures in one’s life.

Secondly, it is a widely accepted notion that identity is contextual and cannot be examined without paying attention to contextual factors and elements (Beauchamp & Thomas, 2009). There might be various social, political and cultural contexts and discourses. To uncover the complexities of identity of any individual, it is more than a need to go into more depth of contextual features and discourses that a person is

surrounded by. Otherwise, no investigation of identity could go beyond providing shallow knowledge. Thus, building upon the current knowledge, it can be said that the self and identity are highly context-sensitive.

Another feature of identity is that it is relational; that is to say, identity is somehow related to a corresponding counter-identity. As Burke (1980) exemplified, the husband identity relates to the wife identity, the teacher identity is inseparable from student identity and so forth. As a commonly accepted notion, this characteristic of identity has provided researchers with an insight to work on identity in a comprehensive way. In other words, this fact made it clear that in identity research counter-identities are significant since they co-exist and need to be examined to understand a type of identity in question.

Lastly, identity is an idiosyncratic phenomenon and has multiplicity. Identity can be regarded as both a process of meaning-making and as an ever-changing product of this process. All meaning making mechanisms and resources are the things which make identity an individual concept apart from its social, relational and contextual nature. Therefore, it has turned out to be vital to remark that individuals' identities are unique and they have more than one identity. Even though they might be in conflict or incompatible with each other, an individual has multiple identities depending on contexts, social environment, and roles.

#### **2.4.2 Teacher Professional Identity (TPI)**

Professional identity of teachers has been a recent research focus in teacher education appealing to a good number of researchers. As Schutz, Francis and Hong (2018) highlighted that there is even an increasing interest to understand teachers' lives by exploring their professional identity construction and its influences on the quality of their teaching, commitment, motivation to teach and their meaning-making. Moreover, professional identity is viewed to have impacts on the teaching practices of teachers (Beijaard et al., 2004). Teachers' professional identity is a matter of how they see themselves as teachers, how they define their roles, how they integrate with personal

roles such as social or family roles or reflect them into their job (Zare-ee & Ghasedi, 2014). Based on Burke and Stets's conclusion that behavior is the visual representation of a self, Han (2017) articulated that English teachers' actions with respect to social discourses, students and parents, policies, practices and co-workers mirror their professional identity. Han (2017) also underlined the significance of exploring cognition, emotion and action and their interplay in a specific discourse and interaction to represent TPI of teachers in an integrated way.

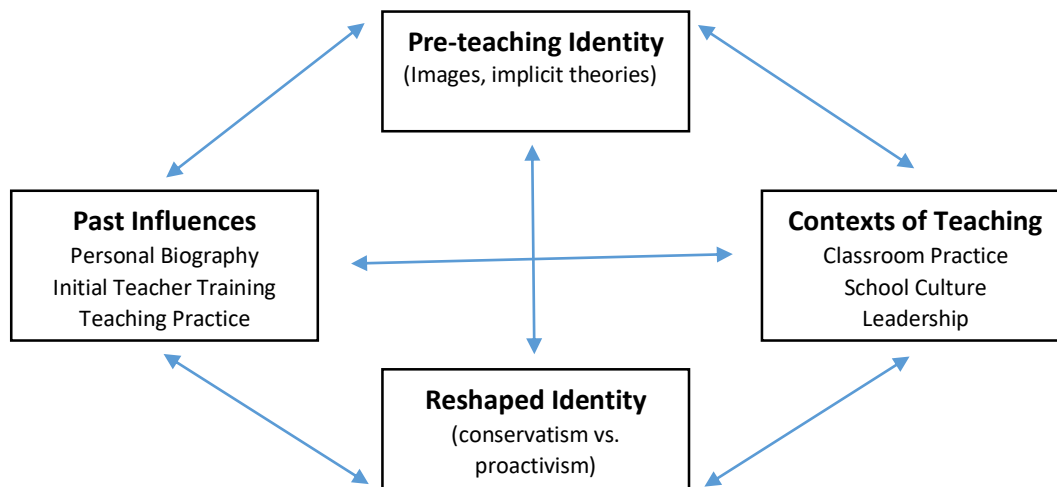
As cited in a recent article of Lander (2018, p.91), Varghese et al. (2005) proposed three predominant themes in recent theoretical understandings of language teacher identity: its inherent instability; the social, cultural, and political setting; and language that includes discourses through which all the processes of construction, re-construction, de-construction, and negotiations are performed. According to Scartezini and Monereo (2016), TPI is a process of constant negotiation between the different I-positions of teachers at the personal, social and cultural levels. The main indicators underlying this identity are teachers' representations and perceptions of their own academic roles; their concepts of what it means to teach, learn and assess the courses they teach at university; and the feelings they associate with their duties.

## **2.5 Studies on Teacher Professional Identity**

Regarding teachers' professional identity construction experiences, the studies in the literature can be divided into two tracks: teacher identity construction of pre-service teachers and in-service teachers. Since the current study does not focus on the former, the studies regarding in-service teachers' TPI have been placed in this section. A deep look at the literature on TPI of in-service teachers shows us that the studies conducted so far have dealt with Native Speaker vs. Non-native Speaker dilemma regarding teacher identity, professional development and teacher identity, the relationship between teacher and other sub-identities, teacher identity construction and tensions and so on. Most of the studies had a case study or a narrative approach. Moreover, Varghese et al (2005) also indicated salient areas of interest regarding language teacher identity in the literature.

1. Marginalization;
2. The position of nonnative speaker teachers;
3. The status of language teaching as a profession;
4. The teacher-student relation (p.35)

Flores and Day (2006) carried out a longitudinal study to investigate the ways in which 14 new teachers' identities were shaped and reshaped over the first 2 years of teaching employing teachers' own perceptions, analyses of the school cultures where they work and their students' views as the main research instruments. The study emphasized the powerful inter-action between personal histories (their past as students, personal biography, the way they choose their job, etc.) and the contextual influences of the workplace (classroom practice, school culture, and leadership). They also stated that the identities of the new teachers in the study had been strongly personally embedded at the beginning of their teaching careers, but destabilized by the negative school contexts and cultures where they worked (see Figure 1).



**Figure 1.** Key Mediating Influences on the Formation of Teacher Identity

Source: Flores, M. A., & Day, C. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study. *Teaching and Teacher Education*, 22, p.230

Tsui (2007) carried out a narrative teacher identity research using a single case methodology. Based on this narrative study on her participant Minfang, Tsui (2007) highlighted that teacher identity construction is really complex and identities are



constituted by identification and negotiation of meanings. Minfang's stories showed that identity is relational as well as experiential, reificative as well as participative, and individual as well as social.

Boyd and Harris (2010) investigated the identity and pedagogy journey of the school teachers who later became university lecturers. The findings of the study revealed that the lecturers who were previously school teachers experienced some tensions about the value of abstract knowledge compared to work-based practice. As the researchers stated the situated learning of these new lecturers in their new context encouraged them to hold on to their existing identities as school teachers rather than focusing on their new identities as academics.

In another study, so as to examine the dimensions of teacher possible selves during the transition into the teacher role from the role of student-teacher within the framework of Possible-selves theory, Hamman, Gosselin, Romano, and Bunuan (2010) analyzed expected and feared selves of 221 teachers – 175 of them were student teachers and 46 were in-service teachers. The findings of the study revealed that student teachers are more task-focused when considering their expected and feared teacher possible selves which was interpreted by the researchers as the result of their lack of considering their teacher selves much beyond their immediate role and context. However, in-service teachers, who have some experience behind them, tend to be more quality-focused when considering future teacher possible selves.

Thomas and Beauchamp (2011) also conducted a study to examine the metaphors new teachers use to define their professional identities and compare the metaphors chosen right after graduation with those proposed towards the end of their first year of teaching. They uncovered that new teachers make a shift from perceiving themselves as ready for the challenge, to adopting a survival mode. The metaphors revealed that new teachers struggle to develop a professional identity during their first year and this process is complex and usually problematic.

In her qualitative longitudinal study, Ruohotie-Lyhty (2011) explored the discursive agency and professional development of 11 newly qualified foreign language teachers from the point view of personal discourses in Finland. The findings came out to support the previous studies on the fact that there is a decline in innovative teaching approaches during the first years at work, teachers have difficulty in putting their theoretical knowledge into practice and the pressure of the environment has undeniable effects on newly qualified teachers.

Liu and Xu (2011) aimed to illustrate the negotiable, flexible, and adaptive nature of the identity of a Chinese EFL teacher during a 'new work order' - an ELT reform. The authors, based on their narrative study with Hui, drew the conclusion that teachers are supposed to shift their identities to survive change and they also noted that exclusion from the workplace community of practice might be considered as an alternative form of participation in the reform practices.

To analyze and explore the profiles and change in beginning teachers' professional identity tensions, Pillen, Brok, and Beijaard (2013) conducted a survey study which was completed by 373 teachers. The cluster analysis of the study defined 6 profiles. These are teachers struggling with (views of) significant others, teachers with care-related tensions, teachers with responsibility-related tensions, moderately tense teachers, tension-free teachers, and troubled teachers. They also underscored that tensions are subject to change, tensions can be diminished and dealt with when the essential support is provided by teacher educators or mentors in schools.

Mora, Trejo, and Roux (2014) investigated the relationship between teachers' identities and their professional development regarding the different PD approaches such as the individual approach, institutional professional development and teacher-led professional development. They found out that their participants had high levels of PD as well as a significant difference between them in relation to their teacher identities.

Werbińska (2015) carried out a three-year phenomenographic study on seven EFL Polish teachers. She concentrated on how the teachers experience different aspects of language teaching at three crucial stages: 1) the time of ELT theory studying, 2) the time of school placement, 3) the time of first-year working as professional teachers. Using the terms 'continuities' for teachers' expectations (physical, mental, social, and symbolic) and 'discontinuities' for their constraints, she derived the conclusion that discontinuities, rather than continuities, can prove invaluable in language teacher identity development.

Using narrative inquiry as the research method, Cheng (2016) aimed to investigate the trajectory of identity formation of 3 EFL university teachers. The unusual part of the study was that Cheng (2016) collected and analyzed two types of data. The first one was EFL teaching histories of well-known applied linguists (Hyland, 2014; Nunan, 2011; Widdowson, 2009) and the second one was three university lecturers. The author of the study ended up with 3 identity trajectories: identity as inexperienced EFL teachers, dual identities as both a Ph.D./MA student and a teacher, and identities as an applied linguist, curriculum designer, and textbook compiler/writer. The trajectory of identity formation for the first group is linear whereas it is more like a loop for the second group that can be defined as not only an EFL learner but an EFL teacher throughout the entire career.

Choe (2016) focused on the identity formation of Filipino ESL teachers teaching Korean students in the Philippines to grasp how positive and negative identities shape ELT in the Outer Circle. He interviewed 12 Filipino ESL teachers who teach Korean students from two different language academies. None of the participants held Bachelor's degrees in TESOL or any related field, nor had they received a TESOL certificate or master's degree in TESOL. The findings indicated that teachers' negative identity is based on their non-nativeness, their lack of target culture knowledge, and lack of TESOL training while their neutral accent and advantages as non-native teachers helped them form their positive identity. Their negotiated identity, between negative and positive identities, was represented as the acceptance of their status as non-native teachers and the role of the Philippines as a link between Korea and the Inner Circle.

Nguyen (2016) investigated identities of six teachers of English to young learners (TEYL) who are teaching in six different primary schools in Vietnam employing metaphors as a tool for understanding teacher identity and collected narrative data through semi-structured interviews with each participant. The study concluded 5 main themes or metaphors in relation to the identities of the teachers. These are TEYL teachers as ‘artists’, ‘mothers’, ‘trial judges’, ‘intercultural promoters’ and ‘democrats’.

Employing a sequential mixed method design, Tajeddin and Adeb (2016) explored native and nonnative English teachers' perceptions of their professional identity and the advantages and disadvantages of being a native/nonnative teacher in the context of English as an International Language. 200 native and nonnative English-speaking teachers from inner-circle and expanding-circle countries took part in the questionnaire stage of this study and a small group of them were interviewed. Specifically, 100 native English-speaking teachers were from the United States and the United Kingdom (inner-circle) and 100 nonnative teachers were from Iran and Turkey (expanding-circle). The findings revealed that both NS and NNS teachers agree that they have their own strengths and they can be good teachers in their own terms regardless of their first language. Some of the native teachers stated that the matter is being a good teacher rather than being native or non-native. The authors also highlighted that nonnative teachers should be provided with opportunities to realize their own advantages and recognize the importance of professional development over nativeness. The study also indicated the lack of nonnative teachers' self-confidence and awareness of their own role and status compared with native teachers. Therefore, it is essential for teacher education programs to develop courses and materials for teachers to raise their awareness about their own professional status, roles, and contributions to the educational process.

In another recent research study, from the viewpoint of critical pedagogy, Sardabi, Bria and Golestan (2018) explored the role of a teacher education program informed by the principles of critical pedagogy in influencing 9 novice EFL teachers' professional identity construction before and after this CP-informed program. The study reported two major shifts in participants' professional identity. Sardabi et al (2018) found out that the

teachers had “an attitude of compliance and "a narrow view of EFL" whereas they came to adopt a developed voice as well as a humanistic understanding of teaching.

To gain insight into the I-positions, meta-positions and promoter positions of 4 teachers as part of their professional identity development, Assen, Koops, Meijers, Otting and Poel (2018) tried to explore the extent to which a dialogue stimulates TPI development and boost teachers to practice more learner-oriented interventions during a period of problem-based learning process approach using a narrative research design in the Netherlands. The findings of the study revealed that dialogues about teachers’ visions on the approach to teaching are less beneficial than dialogues about actual teaching behavior. Another finding was the that TPI development towards a learner-oriented approach appears to be affected by the strength of teacher-oriented I-positions and also they concluded that taking part in a dialogue stimulates teachers to develop their TPI and the quality of dialogue is a matter.

## **2.6 Organizational Citizenship Behavior (OCB)**

Organizations are the most vital components of a society where they play a significant role in human life. By the same token, human resources or workers are the most strategic and inextricable elements of an organization. The studies in the fields of business administration, management, and educational administration have indicated that organizational behaviors have profound effects on the success of an organization. Jafari and Bidarian (2012) highlighted this by underlining that responsible, committed, brave, and wise workers are deemed to be one of the most basic factors of the success of organizations. In this regard, Organizational Citizenship Behaviors, which were first defined as extra-role behaviors by Katz & Kahn (1978) have been a focus of interest in recent years. However, as mentioned in the introductory chapter, the term OCB was introduced by Organ et al. (1988) in the sense that it is perceived today.

After the concept began to be an attraction for researchers, the dimensions and domains of OCB construct were questioned and discussed by a good number of researchers. As indicated in the introduction section, different frameworks were put forward by various

researchers. However, the mostly utilized framework by the researchers in the aforementioned fields has been Organ's (1988) 5 dimensional construct that included altruism (selfless concern for the welfare of others) , conscientiousness (characterized by careful; painstaking devotion to the rules and regulations of the organization) , sportsmanship (conduct and attitude consistent with tolerance for sub-optimal circumstances), courtesy (respectful, polite, civil behavior) and civic virtue (proactive contribution to the organization's harmony) (Harper & College, 2015).

### **2.6.1 Dimensions of Organizational Citizenship Behavior**

The scholars investigating OCB have endeavored to scrutinize the domains of this construct (Organ, 1988; Podsakoff et al.,2000; Coleman & Borman, 2000; Moon et al., 2005). Smith et al. (1983) were the first to generate a categorization after carrying out a factor analysis in their study including *altruism* and *general compliance*. In their work, they defined *altruism* as the behaviors to help a specific person even though help is not required. The second-factor *general compliance* includes impersonal behaviors such as compliance with norms describing a good worker.

After this model study, the most common taxonomy which is frequently considered in the literature and placed in the majority of the field studies was proposed by Organ (1988). Although other researchers also proposed different categorizations, almost all the OCB taxonomies turned out to have the same concepts with different terms; that is, they included or excluded some features of these early endeavors. Organ's (1988) five dimensional OCB construct include *altruism*, *conscientiousness*, *sportsmanship*, *courtesy*, and *civic virtue*.

*Altruism* which is considered simply as helping behavior is related to helping others with a task or problem concerning an organization. *Conscientiousness*, on the other hand, requires going slightly beyond normal levels of attendance, punctuality and conserving resources and so on. (Somech & Oplatka, 2015). The third dimension *sportsmanship* is about employees' eagerness to indulge the unavoidable troubles of work without complaining. *Courtesy* comprises behaviors that are performed to hinder work-related

problems with other colleagues. Lastly, *civic virtue* includes active, receptive, sensitive and constructive engagement in the organization. Although these dimensions have been agreed and utilized in the majority of OCB research studies, as can be seen in Table 2, a good number of researchers endeavored to generate their own OCB taxonomies.

**Table 2.** Other OCB Taxonomies

Graham (1991)	(1) <i>organizational obedience</i> (2) <i>organizational loyalty</i> (3) <i>organizational participation</i>	
Van Dyne et al. (1994)	(1) <i>social participation</i> (2) <i>obedience</i>	(3) <i>loyalty</i> (4) <i>functional participation</i>
Podsakoff et al. (2000)	(1) <i>helping behaviors</i> (2) <i>sportsmanship</i> (3) <i>individual initiative</i> (4) <i>self-development</i>	(5) <i>organizational loyalty</i> (6) <i>organizational compliance</i> (7) <i>civic virtue</i>
Coleman & Borman (2000)	(1) <i>interpersonal citizenship performance</i> (2) <i>organizational citizenship performance</i> (3) <i>job/task conscientiousness</i>	
Moon et al. (2005)	(1) <i>helping</i> (2) <i>sportsmanship</i>	(3) <i>taking charge</i> (4) <i>compliance</i>

\* adapted from Somech and Oplatka (2015, pp. 7-8)

Williams and Anderson (1991) divided OCB into two categories, namely, OCBI and OCBO and other researchers in the field also agreed on this designation and built upon it. OCBI refers to behaviors which enhance particular individuals and thus obliquely benefit organizations whereas OCBO involves behaviors that contribute to an organization as a whole. In this regard, it has been a widely accepted notion that OCB might foster the effectiveness and success of organizations through individual-level and organizational-level outcomes.

### 2.6.2 Criticism of the OCB Construct

In spite of acceptance of the Organ's (1988) conceptualization of OCB construct, some researchers have criticized the OCB construct itself. As cited in Arkan's thesis study (2016) Morrison argued that the border among in-role and extra-role behaviors is not clearly established and that OCB is a function of how broadly employees describe their job responsibilities (Morrison, 1994). She also claimed that employees who limit their job very narrowly may regard a behavior, like helping co-workers as an extra-role behavior (OCB), whereas some others who have broad job role descriptions might consider such behaviors as part of their jobs (in- role). The point Morrison (1994) tried to make was that OCB is not a clear-cut construct because of the ambiguity between in-role and extra-role behavior as the understanding of them among employees and supervisors vary (Morrison, 1994).

As Somech and Oplatka indicated in their book *Organizational Citizenship Behavior in Schools*, Lepine et al. (2002) examined a pool of 133 studies and found out more than 40 different measures of behavior that the researchers referred to as OCB. However, there has been a theoretical overlap between the different taxonomies and OCB constructs even though the OCB construct is not clear-cut at all.

Organ (1990) added 2 items to his five-dimensional model of OCB. These dimensions are peacekeeping and cheerleading. To Podsakoff et al. (2009), peacekeeping includes behaviors that focus on preventing the conflicts among individuals and cheerleading refers to behaviors that involve words and gestures to hearten and reinforce coworkers' performance and PD.

On the other hand, based on the classification of Organ, Williams, and Anderson (1991) proposed another conceptualization of OCB which divided OCB into two sub-categories which are organizational citizenship behavior-individual (OCB-I) and organizational citizenship behavior-organization (OCB-O). The former is claimed to immediately benefit particular individuals and therefore indirectly enhances the organization itself while the latter contributes to the organization as a whole (Somech & Oplatka, 2015).



They also underscored that OCB research has suggested that OCBs contribute organizational effectiveness by creating social capital, increasing efficiency, and enhancing productivity. Podsakoff et al (2000) in their far-reaching literature review, found out seven potential reasons for this connection.

(1) Enhancing coworker and managerial productivity; (2) freeing up organizational resources for other productive purposes; (3) reducing the need to allocate scarce resources to maintaining performance within organizations; (4) helping to coordinate activities within and between organizational teams; (5) making the organization a more satisfying place to work and thus helping attract and retain productive employees; (6) increasing the stability of the organization's performance and (7) improving organizational adaptability to environmental changes. (pp. 543-546)

### **2.6.3 Teacher OCB**

As a construct cultivating in a particular context, OCB differs from setting to setting based on the nature of the work and the peculiarities and expectations of organizations (Organ et al., 2006; Jackson, 2009). Schools are unique environments where their in-role and extra-role behaviors are shaped and influenced by a range of factors. DiPaola and Hoy (2005) described teacher OCB as “teachers voluntarily going out of their way to help their students, colleagues, and others as they engage in the work of teaching and learning” (p. 390). Teacher OCB refers to the roles that go beyond a teacher's formal duties. Helping colleagues who have a heavy workload, staying after school to help a student or working overtime even if it is not requested, doing unpaid tasks or coming up with innovative ideas to contribute to the improvement of the school might be considered some examples of teacher OCBs (Somech & Oplatka, 2015, p. 32).

As cited in Somech and Oplatka (2015), Lev and Koslowsky (2012) and Zeinabadi (2010) stressed out that teacher OCBs are fundamental as in-role job requirements cannot encompass all of the behaviors required for reaching school goals. Sesen and Basim (2012) also punctuated that teacher OCBs operate obliquely and shape the social and psychological atmosphere of a school as well as increasing school effectiveness, freeing up resources for more productive objectives, helping the coordination of

activities within the school and facilitating teachers to adjust to environmental alterations.

Somech and Oplatka (2015) also noted that teacher OCB and the related studies have been based on the non-educational OCB literature since OCB itself has been a recent concept. They also stated that educational researchers referred to Organ's work (1988, 1997) to investigate teacher OCBs. In this regard, it can be said that OCB and teacher OCB research are based on similar theoretical frameworks.

**Table 3.** Measures of Teacher OCB

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OCB toward the student

1. Stay after school hours to help students with class materials.
2. Arrive early for class.
3. Acquire expertise in new subjects that contribute to my work.
4. Stay in class during breaks in order to listen to my students.
5. Go to school on my free days to prevent problems in my class.
6. Prepare special assignments for higher- and lower-level students.
7. Participate in private celebrations of my students (e.g. birthdays).
8. Invite students to my home.

OCB toward the team

1. Volunteer for school committee.
2. Orient new teachers even though it's not required.
3. Offer my colleagues worksheets that I've prepared for my class.
4. Prepare learning programs for substitute teachers.
5. Help other teachers who have heavy workloads.
6. Help an absent colleague by assigning learning tasks to the class.
7. Participate actively in teachers' meetings.
8. Work collaboratively with other (planning assignment, joint projects, etc.)

OCB toward the organization as a whole

1. Organize social activities for school.
2. Volunteer for roles and tasks that are not required.
3. Assume responsibilities that are not a prescribed part of my job.
4. Make innovative suggestions to improve the school.
5. Attend functions that are not required but help the school's image.
6. Organize joint activities with parents above the norm.
7. Decorate the school.
8. Assist the principal in my free hours.

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Source: Somech, A., & Drach-Zahavy, A. (2000). Understanding extra-role behavior in schools: The relationship between job satisfaction, sense of efficacy, and teachers' extra-role behavior. *Teaching and Teacher Education, 16*, 649-659

A pioneering multidimensional approach to teacher OCB was adopted by Somech and Drach-Zahavy (2000). Upon conducting a qualitative inquiry with 5 school teachers and 25 elementary teachers and conducting a factor analysis, they generated a 3-dimensional framework (see Table 3) for teacher OCB that correspond to the three levels of the school system; namely, students, team and organization. The current study adopted this model as a framework for classifying OCB.

Later on, based on in-depth interviews with principals, teachers, and supervisors, Oplatka (2006) added a fourth dimension to this model. Oplatka's 4-dimensional framework consisted of OCBs directed towards students, OCBs directed at the class, collegial and helping behaviors among the staff and OCBs directed at the school level. The fourth dimension OCBs directed at the class was claimed to be about teachers' initiation and application of changes and innovations in teaching methods or curriculum and engagements in social events of the class.

As a result of their study, Jimmieson et al. (2010), drawing on a deductive approach, introduced another taxonomy grounding their research on Organ's (1988) and Somech and Drach-Zahavy's (2000) work. Their data analysis yielded 3 factors, which are student-directed behaviors, civic, and professional development. A succeeding study of Sesen and Basim (2012), who adopted William and Anderson's (1991) two-dimensional categorization, concluded that OCBI is towards individuals in school whereas OCBO is intended for the school itself as an organization.

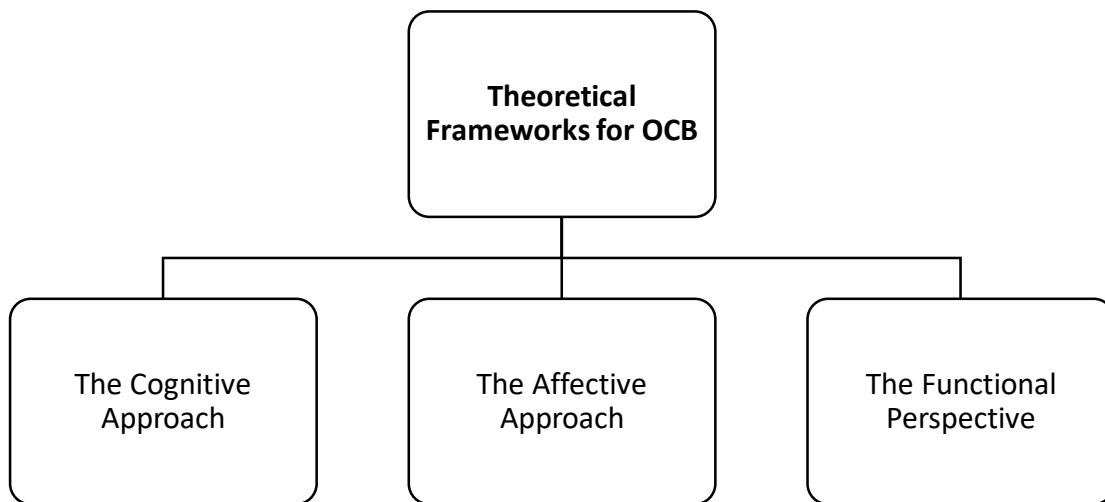
The second approach which tried to describe the borders of teacher OCB was a single dimensional one introduced by DiPaola and his colleagues (2005). They drew the conclusion that “both benefits to the organization (helping organization) and benefits to the individual (helping individuals) combined into a single, bipolar construct” (DiPaola & Mendes da Costa Neves, 2009, p. 493).

Somech and Oplatka (2015) also affirmed that to have a better grasp of Teacher OCB, it is essential to distinguish it from other conceptualizations of OCB in non-educational organizations and other associated concepts. In other words, there is a need to clarify the

line between in-role and extra-role descriptions. Different people, depending on their positions or roles, might label roles differently either in-role or extra-role and this situation leads to the potential subjectivity of the OCB construct, which automatically raises the question: what is the best source to evaluate OCBs? As cited in Somech and Oplatka (2015), Organ (1990) noted that it is not possible to say that one source of evaluation is more valid than another as each and every source has its own bias. This is mostly because different role-holders might consider different assets of OCB and have distinct criteria to assess it (Mount, Judge, Scullen, Sytsma, & Hezlett, 1998). In their study which compared self, peers and supervisor's report of OCBs, Becker and Vance (1993) figured out that ratings made by other (subordinates and superiors) were more identical than those made by self and others. This finding showed the potential bias of the self-reporting emphasizing that it might result in a deceptive reality.

Belogolovsky and Somech (2010) conducted a study to investigate if people in different roles perceive teachers' in-role and extra-role behaviors differently. They found out that teachers and principals defined more teacher OCBs toward the school as in-role behaviors than parents. On the other hand, parents defined more teachers OCBs toward the student as in-role behaviors than the teacher did. In another study, Belogolovsky and Somech (2012), designing a survey study with 205 teachers from 30 elementary schools, found significant results using Fessler and Christensens's (1992) career-cycle model. The model categorized teachers into the following career stages; namely, the pre-service stage, the induction stage, the competency building stage, the enthusiastic and growing stage, the career frustration stage, the stable and stagnant stag and the career wind-down and exit stage. The results of the study showed that teachers at the competency building stage and the enthusiastic and growing stage were more likely to define their OCBs as in-role behaviors than those at the induction stage. The researchers, based on the data, drew the conclusion that the boundary between in-role and extra-role descriptions is dynamic and fluctuate through various career phases.

Many researchers investigated OCBs as individual behaviors or personality traits. However, as Somech and Drach-Zahavy (2004) indicated teacher OCB is of an essential need to be investigated as a social and organizational phenomenon as teachers do not perform OCBs in a vacuum and highlighted the crucial effects of contextuality. In this respect, some other researchers focused on team and organizations aspects of OCB to explore it from an organizational level (Ehrhart & Naumann; Ras, 2012; Somech & Drach-Zahavy, 2004).



**Figure 2.** Theoretical Frameworks for OCB

OCB has also been investigated through using different approaches (see Figure 2). Elstad, Christophersen, and Turmo (2012) put forward that the cognitive approach to OCB claims that individuals take "fairness" into consideration when it comes to reciprocity. In other words, they tend to balance their inputs and outcomes in relation to others and they are more likely to reciprocate to people who benefit them. The affective approach asserts that helping behaviors of people are closely related to their mood, thus positive mood boosts positive behaviors. George (1996) stated that being helpful is self-reinforcing and make people sustain their positive mood and vice-versa. On the other hand, the functional perspective from a more pragmatic lens, suggests that people prefer

to invest in citizenship regarding their own needs and they consider the pragmatic value of these behaviors in terms of reaching their desired outcomes (Finkelstein, 2006).

Relying on role identity theory to investigate the connection between citizenship behavior and motivation, Stoner, Perrewé and Munyon (2011) generated a conceptual model to hypothesize when and how extra role behaviors result in positive and negative outcomes for employees and organizations. The authors underlined how citizenship identities frame the extra role performance and employee identities in addition to other professional variables that might affect this process. They claimed that individuals develop a central or peripheral role identities as citizens of an organization and employees who develop a central citizenship role identity are intrinsically motivated to involve in tasks and behaviors which support and confirm their identity. Contrarily, they suggested that the ones who develops a peripheral citizenship role identity are pushed by extrinsic reward system and thusly are involved in contextual performance behaviors (CPB) rather than OCBs.

#### **2.6.4 Determinants of OCB**

Somech and Oplatka (2015) classified the antecedents of teacher OCB into 3 categories; individual-level determinants, dyadic-level determinants, and organizational-level determinants.

*Job Satisfaction* as one of the individual-level antecedents of teacher OCB has received the most robust evidence in the literature. They stated that there is a reasonable relationship between job satisfaction and OCB. Zeinabadi (2010) carried out a study to have a clearer understanding of job satisfaction on teacher OCB with 652 teachers and 131 principals considering satisfaction as a 2-dimensional construct; namely, intrinsic job motivation and extrinsic job motivation. The analysis of the data showed that only intrinsic job motivation leads teachers to perform high levels of citizenship behaviors. *Organizational commitment* is a total of the strong belief in and acceptance of the organization's goals and values, a willingness to exert considerable effort on behalf of the organization and a strong intent or desire to remain within the organization. Some of

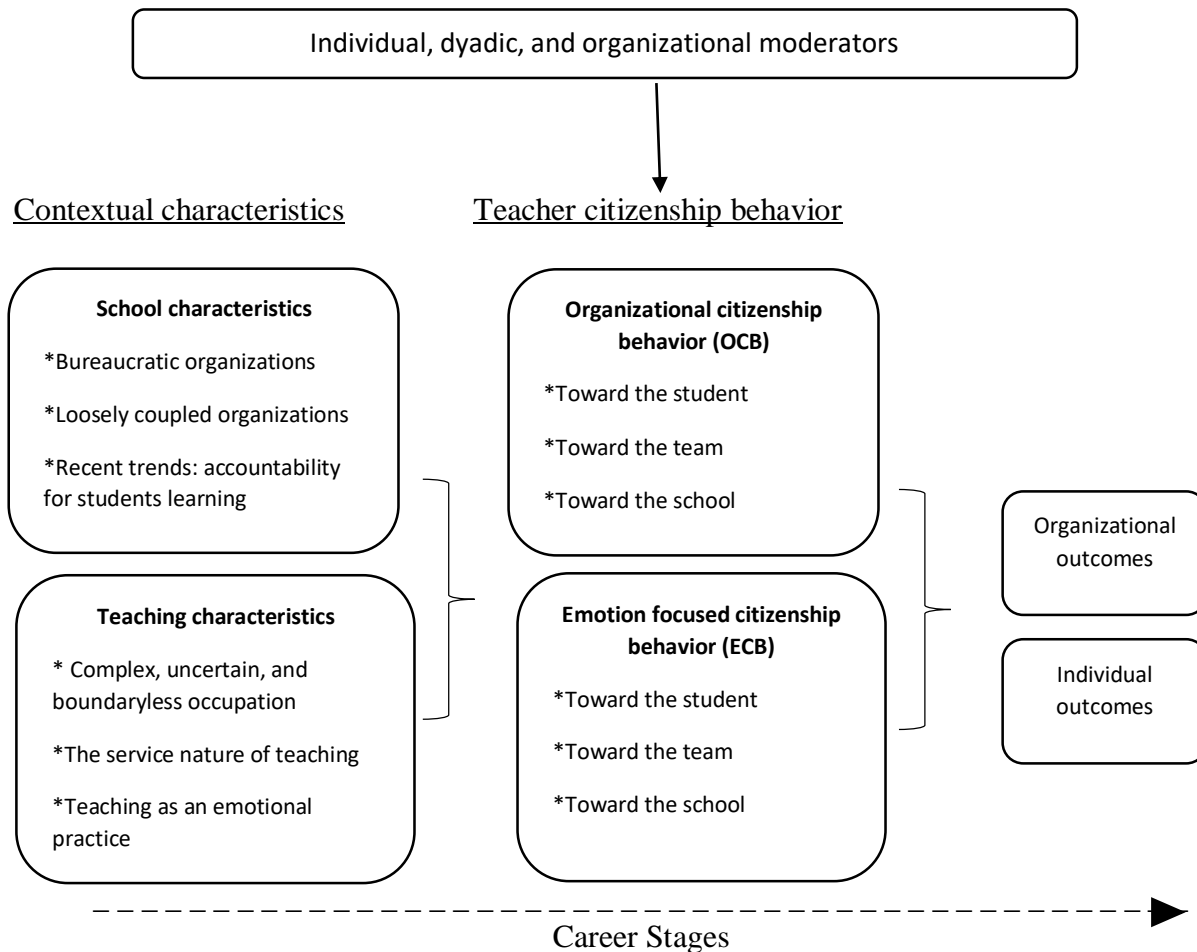
the researchers underscored that organizational commitment of teachers is a mediator between job satisfaction and OCB (Cohen, 2006; Zeinabadi, 2010; Sesen & Basim, 2012). By stimulating the organizational commitment of teachers, job satisfaction is likely to motivate a teacher to perform more OCBs. The third individual-level antecedent of OCB construct is job efficacy. Jimmieson, Hannam and Yeo (2010) stated that job efficacy and OCB are positively associated. More specifically, Jimmieson et al. (2010) figured out that job efficacy turned out to be related to civic virtue dimension of OCB. On the other hand, Bogler & Somech (2004) highlighted the fact that teachers with high self-efficacy showed high levels of OCB towards their colleagues and organization. *The sense of educational calling* which considers education as a timeless and unbounded job drives teachers to help others more, stay more at schools and contribute to the school. Somech and Oplatka emphasized that OCB is an indirect outcome of this strong belief in "educational calling" since teaching is a lot more different than other jobs.

As for the *dyadic-level determinants* of teacher OCB, organizational trust, which is one of the basic conditions of communication and interaction in an organization, and *perceived organizational support* have come out as the focal points of some research studies. (Chugtai & Buckley, 2009; Elstad et al., 2012). Yılmaz and Altinkurt (2012) conducted a study with 466 participants who were secondary school teachers and found out that trust in, as well as colleagues, were positively associated with teacher OCB. On the other hand, perceived organizational support (POS) is considered to be an array of overall beliefs that employees have about the organization where they work. To Rhoades and Eisenberger (2002), it consists of the extent to which an organization values one's individual contribution, cares about one's personal well-being, and offers assistance when needed in difficult and problematic situations. In an empirical study, Mauseth (2007) collected data from 194 teachers and found out a positive relation between POS and teacher OCB.

The third group of antecedents of teachers OCB is organizational elements. *School culture* refers to the shared values, beliefs and norms that members of an organization have. These values and beliefs determine how organization members think, feel and act. Somech and Oplatka underline the existence of two different school cultures; individualist vs. collectivist school culture. The second organization-related determinant is *school climate* which is considered to be an array of properties of the working environment including the extent to which an organization concentrates on, emphasizes and is believed to be a major force in influencing employee behaviors (Schneider, Ehrhart, Mayer, Salz & Niles-Jolly, 2005). The results of the empirical research studies agreed on the fact that the school has a positive climate if there are cooperation and respect among colleagues and between staff and principal. Oplatka (2006) and Vashdi, Vigoda-Gadot, and Shlomi (2013) found out that positive school climate encourages teacher OCB. Finally, educational leadership has been one of the determinants that have received a great deal of attention among researchers. Nguni et al. (2006) underscored that transformational leadership has a huge impact on teacher OCB. Some other studies also supported the positive link between participative leadership and teacher OCB ( e.g. Bogler & Somech, 2004; Oplatka, 2006; Runhaar, Konnermann & Sanders, 2013).



As a new conceptualization of teacher OCB, Somech and Oplatka designed an integrative mediator-moderator model of teacher citizenship behavior (TCB) as can be seen in Figure 3.



**Figure 3.** Teacher Citizenship Behavior: An Integrative Model

Source: Somech, A., & Oplatka, I. (2015). *Organizational Citizenship Behavior in School*. New York: Routledge. p.83

When the previous studies on teacher professional identity and OCB are taken into account, it can be seen that as newly developed foci of research, the two have been investigated separately. However, in each field, a good number of studies have been conducted to understand these phenomena and some approaches and models have been constructed. Paying attention to Grant and Mayer’s (2009) call for new models to understand mechanisms that explain the link between motivation and citizenship, the endeavors of Stoner et al. (2011) in contributing to theory by their notion of central and

peripheral citizenship role identities, the need for investigating professional identities and organizational citizenship behaviors becomes more urgent. In this sense, the current study aims to examine these concepts using different theoretical frameworks and taxonomies from both of the fields. To be more precise, Social Identity and Social Exchange Theory were utilized as analytical lenses. On the other hand, Organ's (1988) taxonomy of OCB Dimensions and the three-dimensional OCB measure developed by Somech and Drach-Zahavy (2000) were used to investigate and understand the practical aspects of the phenomena in question. To this end, the current study aims to make use of a theoretical integration that might have a significant contribution to the understanding of organizational and individual practices from the viewpoint of role identities.

## CHAPTER 3

### METHODOLOGY

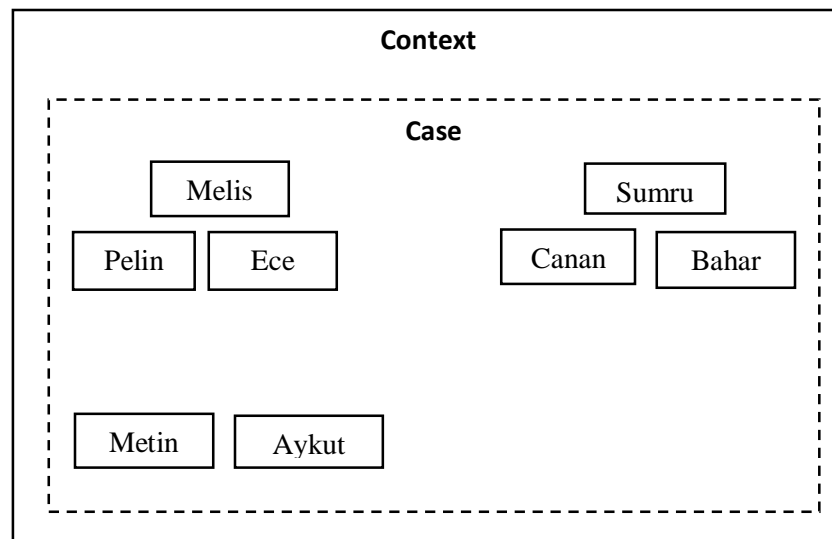
#### 3.1 Case Study

Case study as one of the major qualitative research approaches comprises a case within a real-life, contemporary setting or context where “how” or “why” questions are asked to illuminate and draw meaningful and holistic conclusions from these real-life and contemporary phenomena over which the investigator has little or no control. (Yin, 2003 & 2009). As Stake (2003) accentuated, the essential nature of case study research is supposed to be understood not only as a methodology but a choice of what is to be studied. In other words, it can be said that it would not be a proper understanding to consider case study research only as a way of conducting qualitative research since a case constitutes almost the foundation and whole body of a qualitative research study which is carried out by this approach.

Cases are defined to be bounded systems, that is to say; bounded by time and place (Creswell, 2009). This very core of cases makes them unique and generate the characteristics as well as the limitations of the case study methodology. That is, the parameters of time and place contribute to the nature of case study research and are also the essence of a case study. A case study is bound to commence with an identification of a specific case. This case might be an individual, a small group, an organization or a partnership (Creswell, 2003). Regardless of what makes the case, an in-depth understanding of the case is inevitably necessitated and of utmost importance. Thus, the researcher is supposed to provide a full description and exploration of the case under investigation with its all characteristics, peculiarities, and dynamics.

As for the kinds of the case study, different categorizations have been made in the literature depending on either research questions asked or the number of the cases investigated.

In embedded case studies, for example in an organizational case study, the main unit may be an institution as a whole, and the smallest units may be groups of individuals, such as managers and employees (Scholz & Tietje, 2002). In this regard, embedded case studies are to have different units of analysis that are one of the basic components of case studies. Since the current study also dealt with some organizational phenomena as well as individuals who are the members of an organization, it was designed as an embedded, single case analysis. As 9 teachers participated in the study, 9 units of analysis were indicated in addition to the organization as the current case (see Figure 4). Yin (2012), using the dashed lines, highlighted the fact that there are no sharp borders between the context and the case, as these can not be considered in an isolated manner.



**Figure 4.** Representation of the Current Case Design

## 3.2 Research Setting and Participants

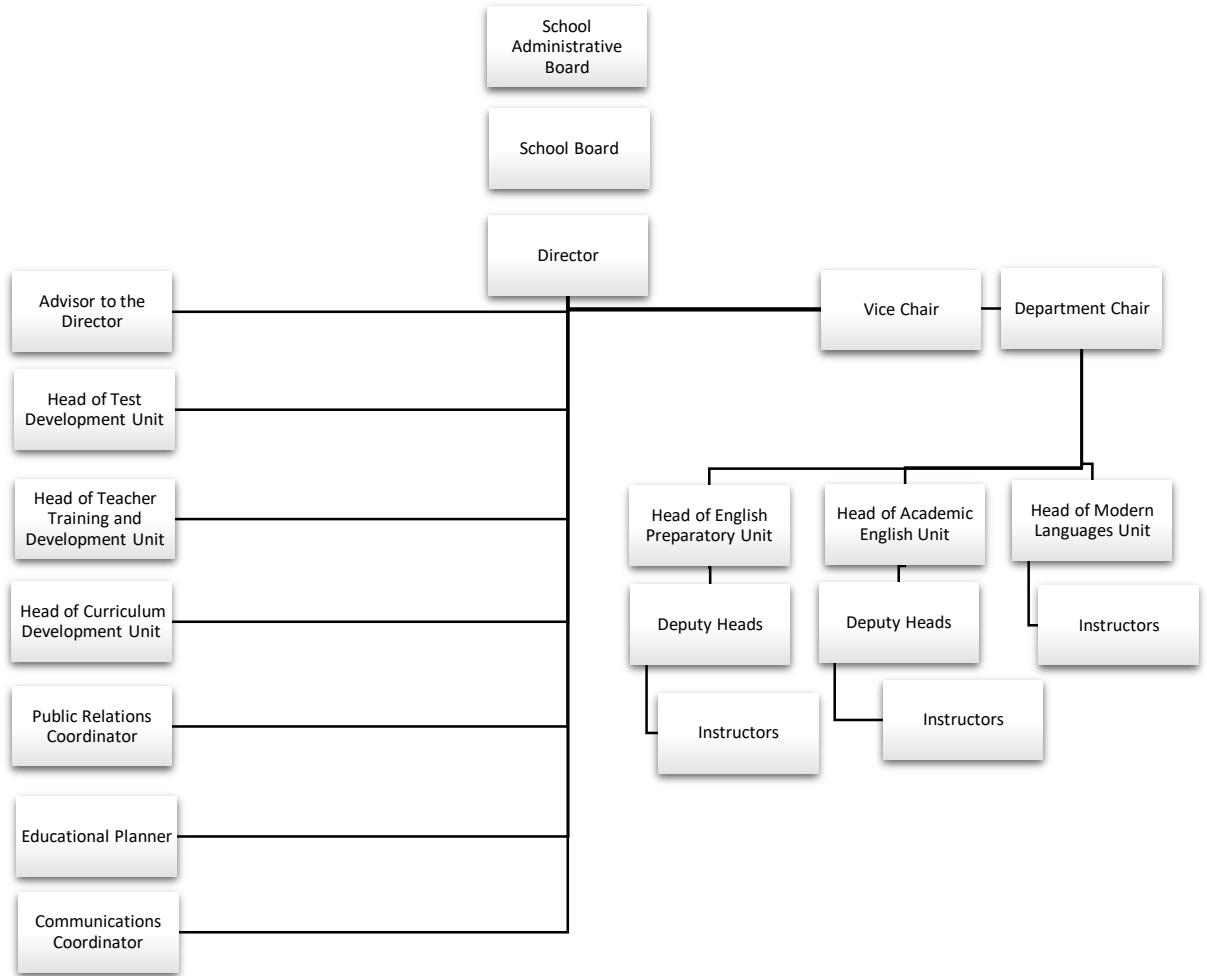
### 3.2.1 Setting

The school where the current study was carried out is located in Ankara, Turkey. Having been established in the 1990s as a foundation university, today City Land University (hereinafter referred as CLU) has almost 15000 students and nearly 1500 academics. CLU is one of the most prestigious and well-known private universities whose students are mostly from the upper class, most of whom graduate from private high schools and are economically-privileged. In addition, academically successful students and those who cannot afford the tuition fee are granted with some scholarships.

CLU employs instructors in line with the criteria of Higher Education Council. However, it must be noted that HEC made significant changes<sup>1</sup> regarding the admission of instructors in November, 2018, which had a profound effect on both pre-service teachers, novice teachers and mid-career teachers. In the old system, immediately after bachelor's degree, people could work at the tertiary level as EFL instructors. However, after this recent regulation, having a master's degree in ELT, ELL and ACL has become a requirement to start working in a full-time instructor position at the tertiary level. This new regulation somehow appeared as a barrier to new graduates and those novice and mid-career teachers who do not hold an M.A. but desire to change their current institutions.

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<sup>1</sup> By this change announced in November, 2018 by HEC, having a master's degree with a thesis became one of the requirements of admission to the instructor positions at universities. However, later on this decision was modified by removing the phrase "at least a master's with a thesis". Master's non-thesis was also accepted in 2019. It should be noted that these regulations somehow function as a barrier to mid-career and novice teachers who were employed quite earlier than the recent regulations. To this end, affected by these adjustments, the potential turnovers of employees can be said to be blocked. In other words, the present turnover rates are far from mirroring the reality as there is a group of teachers who cannot change their jobs due to the regulations and have to keep their current status.

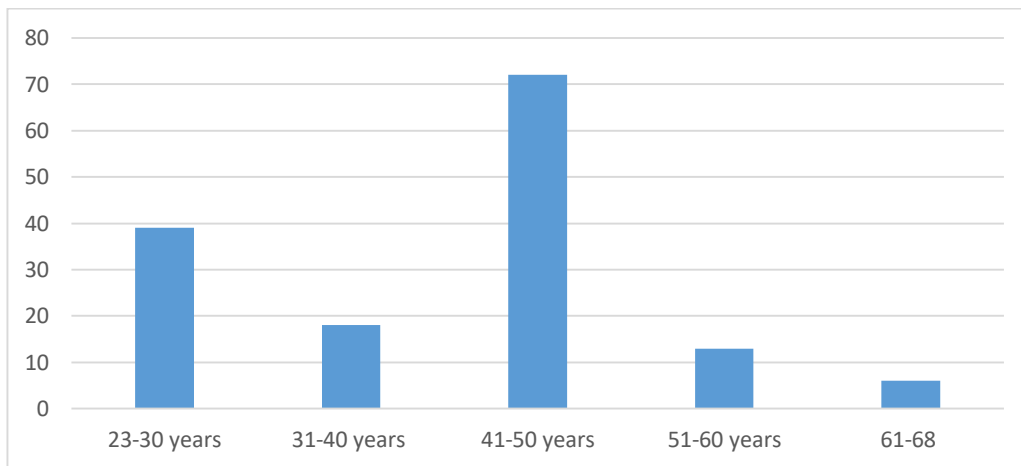


**Figure 5.** Organizational Chart

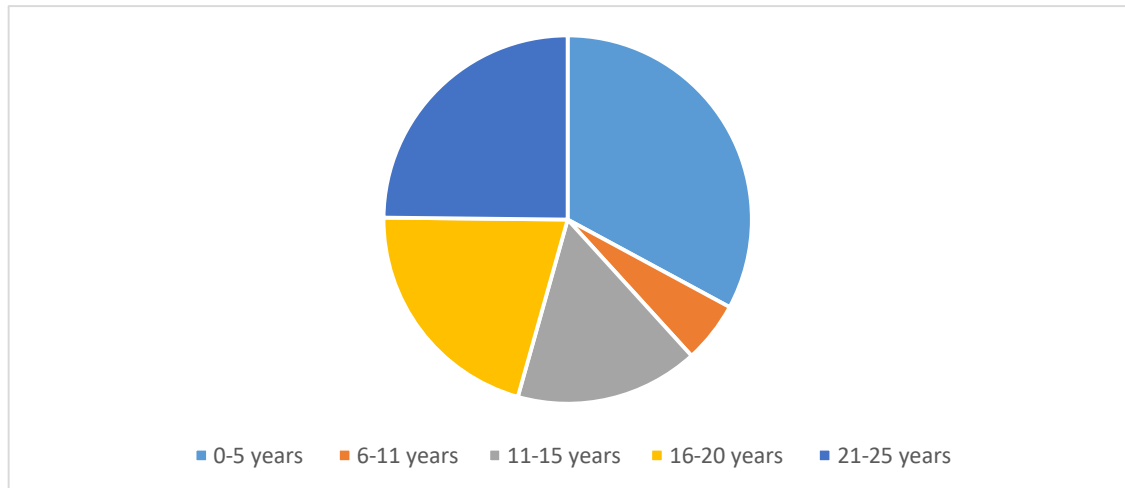
The School of Foreign Languages of CLU has almost 150 EFL instructors working currently. The instructors work as a part of 3 different departments, namely; Basic English Department, Academic English Department, and Modern Languages Department. The instructors have almost the same undergraduate backgrounds which are English Language Teaching, English Language and Literature, American Culture and Literature and Linguistics. In the school, there are units of curriculum, testing and teacher training and development (see Figure 5). Teacher training and development unit has clinical observations of teachers and arranges peer observations each semester. The unit also organizes professional development sessions on a regular basis. The school has

nearly 6,000 students including both preparatory English department students and students of academic English courses.

According to 2018 annual report of the school, the school has 147 full-time instructors who are between 23 and 68 years old (see Figure 6) and have teaching experience of 1-25 years in the current organization where this study was conducted (see Figure 7). Unless they have unit-related duties, Instructors have 15-18 hours of teaching in a week and are responsible for marking assignments, invigilation tasks, carrying out speaking exams and office hours. Instructors who work as a part of curriculum, testing, and training units have a moderately less teaching workload as they are supposed to prepare tests, curriculum, teaching materials and so forth. The school has the aforementioned units in all programs. That is to say, English Preparatory and Academic English Unit have their own curriculum and testing units.



**Figure 6.** The Age Distribution of Instructors



**Figure 7.** The Instructors' Experience in the Organization

In the report, it is also indicated that the school has 59 instructors with M.A., 16 instructors pursuing an M.A. degree, 4 instructors with Ph.D. and 15 instructors who are still continuing their doctoral studies. The report also revealed that 12 instructors left the institution in 2018 for a number of reasons such as finding another workplace, changing their departments and retirement, etc. The turnover rate in 2018 was 1.2 %. By the time the current study was finalized, approximately the same turnover rate occurred in the end of 2019 academic year; that is almost, 15 instructors quitted their job in the organization. The school also employs 20-25 part-time instructors each semester to meet the need and fill the gap. Actually, this systematic turnover that has been taking place in the setting was one the most crucial reasons for choosing it as a focal site to investigate the organizational dynamics and the instructors' organizational behavior to explore the motives behind this systemacity and understand the organizational climate and culture better through examining them in relation to personal and professional identities of the instructors. As for the student part, the school has approximately 1000 students each year. The statistics of the exams and overall achievement in 2018-2019 academic year indicated that nearly 20.5 % of the students failed at the end of the year whereas 80 % of them were successful which means that they either transitioned into their own departments or passed a level.



### 3.2.2 Participants

The participants of the current study were 10 EFL instructors who have been working at the school of foreign languages. (novice teachers: n=3, mid-career teachers: n=3, senior teacher: n=3, manager: n=1). They had various backgrounds such as ELT, ELIT and ACL (see Table 4). Some of them had worked at other institutions before whereas the school where this study conducted was the first workplace for others. In the participant selection process, instructors were invited to study in person and some of the invited instructors rejected to participate due to time limitations. Criterion sampling strategy was also employed to choose the participants. They were required to be working as an instructor at the university and also be a member of aforementioned experience groups. (i.e. novice, mid-career and senior). Gender was not one of the focal point of the current study, thus it was not taken into consideration during the sampling process. (F=8, M=2). However, regarding the gender distribution of ELT professionals, it can be said that both group somehow found a place in the present study. Novice and mid-career teachers participating in the current study are pursuing a master's degree whereas only one of the senior teachers holds an M.A.

**Table 4.** Participants

<b>Pseudonyms</b>	<b>Educational Background</b>	<b>Experience of Teaching in the Organization</b>	<b>Position</b>
Melis	ELT	3 years	Instructor
Pelin	ELT	3 years	Instructor
Ece	ELT	3 years	Instructor
Ferda	ELIT	3 years	Instructor
Metin	ACL	6 years	Instructor
Aykut	ELIT	7 years	Instructor
Sumru	ELT	18 years	Instructor
Canan	ELIT	20 years	Instructor
Bahar	ELIT	21 years	Instructor
Leyla	ELT	5 years	Manager

 Novice

 Mid- Career

 Senior

### 3.2.2.1 Melis

Melis is a novice teacher in her late twenties who started her first year of the profession at the university right after her graduation from one of the most prestigious and successful state universities in Turkey where she studied English Language Teaching and took ELT, English literature, linguistics, and educational sciences courses. During her undergraduate education, she also spent a semester abroad as an exchange student. She is from a small city in Turkey, so changing her city for university education and staying at dormitory was a turning point for her. In her own words, doing things and spending a life by herself was really important for her to build up her strengths and her life. She graduated from a special type of high school named as teacher training high school<sup>2</sup> which was established to train qualified teachers. However, she is not sure whether this was a conscious decision or not. Although she could have chosen different branches, she preferred the language track as she had a tendency and she liked the foreign language (i.e. English).

She was somehow affected by the image of the teacher which was created by society. The status of the teaching profession as it is considered to be a respected job and her family's appreciation was the leading factors for her to become a teacher. Even though she had some teaching experience before her graduation, Melis started her teaching career officially at the university where the study was conducted. At the same time, she was pursuing her M.A. degree while she was working under “hard conditions”. In her 3<sup>rd</sup> year of teaching, she thinks that if she had chosen another occupation, she wouldn't be this much exhausted. She considers teaching as a very demanding profession which requires dealing with people and specifically many students in the classroom. She thinks that compared to her hometown, the teaching profession is not considered to be a respected or prestigious job in big cities and where she lives currently. In addition to this, working under poor financial conditions also somehow changed her perception of

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<sup>2</sup> Anatolian Teacher Training High School was a type of high school that was founded to educate future teachers starting from high school. These schools served as a resource of student for faculties of education in Turkey for a long time and these schools were closed down in 2014. They were transformed into other types of high schools.

the teaching profession itself. Melis highlighted that teaching is not her hobby but her profession, something she does to earn her living. In this sense, she remarked that teaching might not be the best fit for her or she could have done something else.

### **3.2.2.2 Pelin**

Pelin is a novice teacher in her twenties who started her first year as an instructor at the university immediately after her graduation from an ELT department of a state university which is also located in the same city. Unlike Melis, she took more educational and ELT courses, which means her undergraduate education did not focus on literature and linguistics much. In her words, her undergraduate program concentrated more on pedagogical and pragmatic aspects of language teaching. She did not have the opportunity to take some elective courses which could have equipped her with different perspectives in terms of language teaching, because only some certain courses were offered as elective courses in her program, which is one of the things she regrets about her undergraduate program.

Having had a better score than she had expected from the university entrance exam, she preferred to enroll in a teacher education program instead of studying literature which was her initial plan regarding her university education. To Pelin, the time when she wanted to be a teacher was the period when she studied English Language Teaching as she had a proper understanding of teaching during that time. Actually, at the very beginning, her motivation to study English language was her teacher who was a role model for her when she was a 6<sup>th</sup> grader at middle school. She admired her English and thought that she was a different person in a positive way, which later became a push for Pelin to make her teacher happy and get more and more engaged in English.

In contrast to Melis, Pelin did not have the idea of becoming a teacher before her university education as she was aware of the poor working conditions and financial issues. However, methodology courses and teaching courses at the university became a significant motivation source for her, as she enjoyed what she was doing there. She thinks that being a novice teacher, looking young and smiling at the same time could

sometimes be disadvantageous since it might lead to some classroom management problems.

### **3.2.2.3 Ece**

Ece is a novice teacher in her twenties who started working as teacher for a month and then started working as an instructor at the university immediately after her graduation from an ELT department of a prestigious state university which is also located in the same city where she took courses concentrating on English Language teaching literature and linguistics. Ece, unlike her classmates, became an exchange student and studied abroad in her final year, which made her graduation postponed in a way - one semester-. In her own words, she is a “positive” person and a teacher who is not prejudiced and approach problems in a constructive way. Like Melis, she also graduated from a special type of high school founded to train qualified teachers. She thinks that her high school was a disciplined one and she learned a lot from this teacher training high school. It shaped her life and the way acts and fulfills her duties.

She thinks that she was an introvert person when she was a primary school student and did not have this positive and cheerful character that time. She expressed that she experienced a turning point which she was not aware of and after that period she decided to be the person she currently is. The point where she decided to become a teacher was the moment when she answered a math problem by solving it on the board, which kind of encouraged her and gave her the motivation to demonstrate her knowledge and skills. After this incident, she reported she always tried to be volunteer and be one of the leading students who wanted to tell something in the class. Having been good at both Maths and English, she gave up the idea of choosing the science track which was also affected by the problems she faced regarding her math teacher and decided to be a language-track student. In her own words, choosing the path to become an English teacher stemmed from the problems she experienced and it was not something she aimed to achieve at all. However, she likes her occupation now because she likes communicating with people and talking and she does not like sedentary jobs. At the time being, she has been teaching as an instructor for 2 years at her current institution.

#### **3.2.2.4 Ferda**

Ferda is a mid-career teacher in her early thirties who had previously worked for other institutions such as private language courses, schools and another preparatory school of a university before she was employed as an EFL instructor at CLU. Thus, she has a wide range of experience with different age groups of learners and she has also experienced various organizational climates and dynamics beforehand. However, this job shifts among different organizations sound like "instability" to her. On the other hand, these experiences contributed to her as a teacher who deals with a serious workload and worked really hard.

In her own words, Ferda is a kind of person who motivates herself by small things and her goal is to increase the number of these small things in her life and thus her happiness as an individual and a teacher. She is quite interested in art and particularly in theatre which is another motivational source for her. One of the turning points in her life was her mother's heart disease which made her quit her job in another city and came where she currently is working. She thinks that the changes in her career were also somehow affected by family factors.

Being a language teacher was not a very planned decision for Ferda. However, her high school education which took place at a language-based high school of her time contributed to her a lot. Her English teacher at this high school was more than a role model for her. She was influenced by her teacher's naïve character, stance, attitude and relationship with the students. Ferda stated that she wanted to be like her and the way to achieve this was to become an English teacher, as she thought that if she became an English teacher, she would be much like her.

When she started to study English Language Literature at university, since her department was not English Language Teaching, the decision of becoming a teacher was a difficult one for her. As well as studying literature, she also had a minor from the department of translation and interpreting. Towards her graduation, she thought that she needed to be realistic about the working conditions and she would need a job after

graduation. Thus, she decided to take pedagogical formation certificate in her final year. Besides, she worked voluntarily for social responsibility projects during her undergraduate program.

### **3.2.2.5 Metin**

Metin is a mid-career teacher in his thirties who holds a bachelor's degree from American Culture and Literature from a prestigious university in Turkey and is currently pursuing an M.A degree from another discipline which is not related to ELT. Having worked as a medical translator and an English teacher at a private language course, he started to work at the university 6 years ago. Metin, in his words, does not have the goal to "sacrifice himself for the world and the others". He claims to be some sort of egocentric. He thinks that we inevitably try to contribute to others and the world but he does not have a goal like having extra-ordinary contributions to the world. His goal is to make himself happy and by doing this indirectly contribute to the others.

After high school, Metin also questioned his religious background and had some changes later on, which was a turning point for him. He took various courses such as mythology, film and cultural studies, critical theory, etc. and concentrated on feminism, gender studies, and other issues, which, in his terms, made him have a different perspective to look at the world. He never had the idea of becoming a teacher and did not even dreamt of being one in his childhood and he chose his current job to change his city. Although he did not desire to become a teacher, he took pedagogical formation courses just in case. He finds the job opportunities for people who study language-related fields such ELT, ACL or ELL very limited. Thus, he had an awareness of what he could choose and thought that each and every person who studied the aforementioned disciplines inherently know the potential alternatives when it comes to employment. He considered teaching as one of these alternatives above. Metin thinks that he even started to like literature –his own major- after his graduation as he did not study properly because of some financial problems. He thinks that the people who are teaching or English teachers are not in their current positions just because they dreamt of it and

desired it. His stance somehow implies the aforementioned problems of teachers in the country and the current dynamics in education.

Metin, on the other hand, finds himself successful in terms of human communication and interaction both as a teacher and an individual. He strongly expressed that through teaching practice, he came to know the dilemma between theory and practice better. He thinks that theories do not work in the classroom because of the many different variables and uniqueness of each student. As a teacher, he has the philosophy to educate students and he does not care formalities and achievement norms of the courses. Moreover, in his words, teaching creates some room for him to fight with the ideology that takes quantitative achievement norms and ignores human aspects of education.

#### **3.2.2.6 Aykut**

Aykut is a 35- year old mid-career teacher who holds a bachelor's degree in English Language and Literature from a university which is not located in where he is currently working and living. Now, he is also doing M.A. in his field of graduation. He experienced various working environments as a teacher and one of them was teaching at state schools that were located in small villages and towns of Turkey and had socially and financially under-privileged students. He thinks that he worked under great difficulties and struggled to change some things there. He has 10 years of teaching experience and spent 7 of them working at his current institution.

At the very beginning, his dream was to become an academic and stay at his department but he had to work for different institutions and he, in his words, became desperate during this period. He had some other job offers from different sectors and thus faced some junctions where he had to make a decision. Although those jobs offered him satisfactory financial outcomes, those times were really hard for him since he did not believe he could work in those positions. Finally, he chose to be a teacher as the job itself still has the potential to make room for moving into an academic career. Like Metin, Aykut also did not have the idea of becoming a teacher up until his second year at university. However, the only thing was the fact that he enjoyed English itself which

resulted in his choosing language department at high school and later on studying English Language and Literature. Being an instructor at university was important to him as being an academic –his dream- and being an EFL instructor have something in common because both have almost the same kind of organizational climate. For Aykut, he had two paths and the conditions and the dynamics of his life led him to teach. In his opinion, being an instructor is not separable from being an academic with respect to professional identity. Much like Metin, he thinks that he took a wide range of courses which made him an open-minded, humanist person who respects diversity. When he had a retrospective look at his undergraduate program, he emphasized that it could have been more student-centered and they – as students- could have taken more roles and become more active. To him, the system in which he studied did not require active student engagement and it was an issue in a way.

### **3.2.2.7 Sumru**

Sumru is a senior teacher in her late forties who graduated from an ELT department and had also the experience of working with young learners for a short period of time. She is – in her own words, a ‘realist’ individual and a ‘structuralist’ teacher. She decided to be a teacher when she was a primary school student where she received a comprehensive language education and she was quite decisive. Her decision never changed throughout her entire education including middle school and high school although some of her teachers advised her to study science-related fields like medicine.

The most significant factor that led her to become a teacher was her personal traits and character since she likes communicating with people. She believed that she would do this job effectively and fondly. Her belief in this made her chose to teach as a profession. She started teaching at her current institution and worked for 8 years, but then she had to change her city due to her family issues. When she quitted her job, she started to work wor a private school for 2 years. However, after these 2 years, she came back to her current city and institution. Since then, Sumru has been working here.



Regarding her undergraduate education, she looks satisfied but she thinks that she is not well-equipped in terms of using technology in the classroom as a teacher because they did not have advanced technology in their time. Her 2 years of experience at a private school made her conclude that she wouldn't go on teaching if she had started her job there. Thus, she is satisfied with working at tertiary level and this opportunity itself became a motivational source for her. Becoming a mother was also a turning point for her as she started to understand the parents of her students better and had a proper grasp of their expectations, hopes for their children and their efforts and approach her students accordingly. She believes that students find this warm attitude nicely and positive regardless of their age.

### **3.2.2.8 Canan**

Canan is a senior teacher in her late forties who graduated from an English Language and Literature department. Like Sumru, she experienced working at different organizations for 22 years. Right after graduation, upon getting admission from the schools which she applied to, she started her career. In the first 2 years, she worked at a private primary school which created a room for her to question the job. During this questioning period, she thought whether she would be able to do this job. Since working with early and mid-young learners as well as working at a private school was demanding for her, she quit the job after these 2 years. Another factor was the idea that it was not open to professional development. To her, that working environment required a teacher to work constantly and left little time to her private life. Following this, she worked for another institution before she started her current job as an EFL instructor at tertiary level where she has been working for 18 years. Compared to her previous experiences, she thinks that working at a university became a better fit for her.

Due to the working conditions, the current status of teaching in Turkey and some points that do not satisfy her properly, she thinks that she could have chosen another job as she has other interests if she had had her current awareness when she was 15-16 years old. However, she enjoys teaching in spite of the aforementioned issues and does not take a negative stance towards being a teacher or a claim like "I would never have chosen this

job." Like Aykut, Canan also thinks that they were passive students during their undergraduate education, which means they were the information receivers. Both the conditions and the difficulty in access to information were the underlying causes of this non-student-centered education.

Some critical points in her life were her loss of her mother, completing a DELTA module and going abroad for a couple of times, and marrying as well as having a child. She thinks that those things really improve a person and help people reconstruct their identities.

### **3.2.2.9 Bahar**

Bahar is a senior teacher in her early fifties who graduated from an English Language and Literature department like Canan. Defining herself as a "lenient" person, she thinks that being a realist person is a temporary state and disappears to some extent in time when people get older and start their own families. To Bahar, role identities such as being a spouse, a mother and having a considerable amount of work experience are significant contributors to her personal and professional identity. She indicated that she did not have sharp turning points in her life.

Having an elder sister who also became an English teacher, having the chance to witness all the processes beforehand, Bahar thought that teaching was a comfortable job but she did not think about the financial aspects and flexibility of teaching in terms of time issues. Bahar, by saying that if she had a second chance, she wouldn't be doing this job, somehow revealed the effect of society and going with the flow of life. However, she has no idea what she could have done if she had not become a teacher. In her opinion, what makes her think like this is the monotony in her professional life and repetitive nature of the teaching profession which led her to say that 'I got what I was supposed to get and I gave what I was supposed to give.'

In the beginning years of her teaching, she worked for a university-based language course. Throughout this time, she completed her M.A. in ELT. Thus, she finds her first job easy and non-challenging. Currently, she has been working at the university for 21 years and she says she is happy where she is now. By highlighting that she was an idealist teacher and a controller at the very beginning which made her think that she exhausted herself a lot, she articulated the change which she went through over the years. Like Sumru and Canan, she also emphasized the changes in her teacher identity after she became a mother. She often tells her students that she is a mother-teacher which enables her to analyze and understand her students' emotional states as well as making her a caring teacher towards her students. To her, having a literature background provides an individual with the skills to analyze and interpret things around and cultural richness. However, since her B.A was in ELIT and M.A. was in ELT, she indicated that her master's degree was crucial for her since she learned the details of her job in her M.A. program.

#### **3.2.2.10 Leyla**

Leyla, in her late 40s, has been working in an administrative position in the organization for a couple of years. Having worked both as an instructor of English and an administrator for 18 years at another university, she has been working in the current organization almost 5 years. In addition to her administrative duties, she also goes on teaching English a couple of hours in a week. Having graduated from an ELT department, she had an MA degree and also was about to complete her PhD in management and organization during the period of the study.

In her own words, she adopts the approach of [situational leadership] in which she approaches things depending on the context, person, problem and administrative strategies. She believes that each employee asks for something else. Some of them asks for autonomy whereas others ask for directives or guidance. When it comes to her understanding of decision-making, she stated that she sometimes thinks that some decisions are quite strategic and thus she feels that she does not have to consult anybody while she says she always gets others' opinions for some decisions such as daily

operations. In terms of her professional identity, Leyla indicated that she desires to be defined more as manager rather than a teacher although she still continues teaching and emphasizes that it is not a wise idea to quit teaching completely and go on only being an educational administrator as it makes people miss the changes and dynamics and forget about the teacher and students. To this end, she believes in the significance of being on the factory floor.

### **3.3 The Role of the Researcher**

According to Creswell (2013), interpretive qualitative research acknowledges the self-reflective character of qualitative research and underlines the role of the researcher as an interpreter of the qualitative data and an individual who re-presents information. Clarke (2005), on the other hand, remarked that this approach also endorses the significance of language and discourse in qualitative research.

Unluer (2012) emphasized that it is of crucial importance for social researchers to make their roles clear as researchers, particularly for those who employ qualitative methodology to ensure credibility of their research. As Adler and Adler (1994) stated, qualitative researchers can be a complete members of the group where a study is conducted or they can be insiders who are also the citizens of the context in which a study takes place. Having a better grasp of the culture of the investigated context, not changing the natural social interaction and having a founded intimacy that helps an insider researcher tell and judge the truth are three fundamental advantages (Bonner & Tolhurst, 2002). To Smthy and Holian (2008), these advantages might not be possessed by an outsider researcher in a short period of time. However, these aspects which are innately acquired by an insider researcher might lead a problem of familiarity which may result in a loss of objectivity or a bias (DeLyser, 2001). The second disadvantage of being an insider is a kind of role duality which insider researchers might experience. Gerrish (1997) stated that researchers might have difficulty in balancing their insider role and researcher role. To be more precise, in the current study, the researcher has an insider role of instructor in addition to the holding the role of a researcher who carried out a study concentrating on his colleagues. However, to ensure

the credibility of a research study, it is essential to address and deal with the disadvantages in a qualitative research study where the researcher is situated as an insider. To overcome the disadvantages of the researcher's position as an insider and provide the trustworthiness and credibility of the current study, I endeavored to involve in bracketing my own ideas, positive and negative individual or organizational experiences during both data collection and data analysis processes. As the researcher, I also used member-checking strategies to ensure the reliability of the findings. The data collection and analysis process was also audited by another researcher.

### **3.4 Data Collection Tools**

Case study research relies on multiple sources of evidence; that is to say, different sources of data are required to provide an in-depth analysis of the phenomena being investigated and ensure validity and reliability of the data (Yin, 2003). In this thesis study, semi-structured and structured interviews, classroom observations and field notes of the researcher were utilized as data collection tools. The participants who are instructors were interviewed 3 times individually and they were requested to participate in a focus-group interview after the individual ones were conducted (see Table 5). The researcher observed the instructors in their classrooms once in the semester in which the data collection was carried out. Upon the completion of the interviews and classroom observations of the instructors, the researcher also had a final interview with an administrative staff to both confirm the findings and investigate the issues in question from the perspective of administration and organization. As can be seen in Table 5, the total duration of interviews was 775 minutes and 9 hours of classroom observation was conducted as well as 9 pages of field notes. The interviews were recorded and transcribed by the researcher. After the transcription, the data were coded by the researchers and a field expert to ensure the reliability of the initial findings. The collected data were triangulated employing classroom observation notes and the field notes of the researcher so as to be able to provide in-depth and trustworthy analysis of the participants' statements.

**Table 5.** Summary of Data Collection Tools

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<b>Time Span</b>	<b>Interviews</b>	<b>Classroom Observations</b>	<b>Field Notes</b>
January – March	775 mins.	9 hours – 18 Pages	9 Pages

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### **3.4.1 Semi-structured Interviews**

Interviewing is assuredly the most broadly used tool for conducting systematic qualitative inquiry as qualitative researchers regard interviews their “windows on the world” (Gubrium & Holstein, 2002). Basically, interviewing yields a way of cultivating empirical data about the social world by facilitating people to talk about their lives. To this end, interviews are particular forms of conversation which might have a range of characteristics. Interviews can be highly structured, standardized, quantitatively-oriented interviews, semi-structured or guided conversations leading to free-flowing informational exchanges (Silverman, 2004). From the perspective of interactionists, the interviews whose fundamental purpose is to build up not only narratives but social words derives data that might give an authentic insight into people’s experiences (Silverman, 2001). As Newton (2010) stated, semi-structured interviews facilitate individuals to reveal their thoughts and feelings which might also be private. Proper interviewing counts on the inter-personal skills of the interviewer and the capacity to create well-established rapport with the interviewees (Newton, 2010). Also, Smith and Osborn (2007, p.59) highlighted that semi-structured interviews also pave the way to flexibility of coverage to a greater extent and allows the interview to go into unique areas, and it is likely to generate richer data.

**Table 6.** Time, Type and Purpose of the Interviews

<b>Time</b>	<b>Duration</b>	<b>Type of Interview</b>	<b>Purpose of the Interview</b>
January, 2019	262 mins.	Initial Interview	<ul style="list-style-type: none"> <li>• To understand the participants' backgrounds as an individual and as a teacher</li> <li>• To establish rapport with the participants</li> <li>• To have an in-depth understanding of the participants personal and professional experiences, feelings and professional teacher identity construction</li> </ul>
February, 2019	192 mins.	1st Semi-structured Interview	<ul style="list-style-type: none"> <li>• To understand the participants' ideas and feelings about their organization</li> <li>• To understand their perceptions and ideas about their teaching and potential connections with the organization</li> <li>• To understand their context of teaching and their practices as an employee and a teacher</li> </ul>
March, 2019	157 mins.	2nd Semi-structured Interview	<ul style="list-style-type: none"> <li>• To explore participants' organizational behaviors, commitment and problems</li> <li>• To find out specific organizational citizenship patterns of the participants</li> </ul>
March, 2019	120 mins.	Focus-group Interview	<ul style="list-style-type: none"> <li>• To understand the status of teachers in the organization</li> <li>• To understand their perceived professional identity patterns</li> <li>• To examine their attitudes about their organization</li> </ul>
March, 2019	44 mins.	Verification Interview	<ul style="list-style-type: none"> <li>• To understand the administrative stance of the organization</li> <li>• To check participants' verbal data</li> </ul>

In the scope of the current study, the researcher conducted 3 semi-structured individual interviews during 2018-2019 academic year with 9 instructors working at the specified organization as can be seen in Table 6. The first interview aimed to cover the personal and professional backgrounds of the instructors, their beliefs and practices regarding teacher identity. The second interview provided an intersectional insight into both teacher identity and their organizational citizenship behaviors. The third individual semi-structured interview had 2 different parts; a part containing open-ended questions and another one consisted of case scenarios which was developed by the researcher in line with the OCB measure that was developed by Vey and Campbell (2004) and Williams ve Shiaw (1999) that aimed to reveal the OCB patterns of the participants. The major rationale behind scripting the statements in the aforementioned OCB scale was to make them more meaningful and context-specific. That is why those statements were adapted into case scenarios that are related to the organizational tasks and norms of the school where the present study was conducted. Another important objective was to understand their behavioral patterns better, see the complete picture and create opportunities for participants to justify their understanding of in-roles and extra-roles in addition to their very personal stance and attitude towards their organization, students and colleagues. Finally, all of the interviews were audio-recorded with the permission of the participants and were transcribed by the researcher.

### **3.4.2 Focus Group Interviews**

One of the data sources of the current research study was focus group interviews which were utilized to “understand the complex and dynamic social context” in which the study was conducted (Stewart & Shamdasani, 2015). The rationale behind employing focus group strategy was to uncover some aspects of the phenomena under examination and also to ensure the reliability of the data collected from other sources by bringing together a group of people who have something in common and creating an atmosphere for a deep discussion moderated by the researcher (Matthews and Ross, 2010, p. 235).



In the present research study, the participants were divided into 3 groups depending on their experience in the profession as can be seen in Table 7. These three groups were novice teachers, mid-career teachers and senior teachers. Each group consisted of 3 teachers and the focus group interviews was conducted with these three groups separately and transcribed by the researchers.

**Table 7.** Data Collection Summary for Focus Group Interviews

<b>Date</b>	<b>Group</b>	<b>Duration</b>	<b>Document</b>
22.03.2019	Novice	43 mins.	17 pages
20.03.2019	Mid-career	46 mins.	18 pages
22.03.2019	Senior	30 mins.	10 pages

### **3.4.3 Classroom Observation and Field Notes**

Marshall and Rossman (1989) considered observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). Observation enables qualitative researchers to understand the actions of the people under examination in a natural environment via observing. The very purpose of the classroom observations in the present study was to compare and triangulate the data accrued through the semi-structured and the focus group interviews and to have a better understanding of teachers' statements, perceptions and self-reflections (Schmuck, 1997). The role of the researcher was *observer as participant* as he did not partake in the classroom activities and his identity as researcher and observer was somehow recognized by all the shareholders of the classrooms observed (Saunders et al, 2009). The class of each participant teacher was observed for once during the 3-week data collection period. Table 8 below displays data collection summary for classroom observations for each participating instructor.

**Table 8.** Data Collection Summary for Classroom Observations

<b>Date</b>	<b>Participant</b>	<b>Duration</b>	<b>Document</b>
20.02.2019	Melis	50 mins.	2 pages
27.02.2019	Pelin	50 mins.	2 pages
20.02.2019	Ece	50 mins.	2 pages
25.02.2019	Ferda	50 mins.	2 pages
21.02.2019	Metin	50 mins.	2 pages
21.02.2019	Aykut	50 mins.	2 pages
19.02.2019	Sumru	50 mins.	2 pages
20.02.2019	Canan	50 mins.	2 pages
25.02.2019	Bahar	50 mins.	2 pages

Field notes in are an integral part of meticulous qualitative research studies since they enable researchers to obtain rich context and data for analysis (Creswell, 2013; Mulhall, 2003). The prevalent functions of field notes are; urging researcher to observe environment and interactions within the context under investigation closely, recording reserachers' impressions immediately after they take place, boosting reserachers' reflection and recognition of bias, providing fundamental context to inform data analysis processes and contributing to the trustworthiness of data analysis (Phillippi & Lauderdale, 2018).

### **3.5 Data Analysis**

In case study research, the researcher may concentrate on analysis of themes and the context of the case so as to understand the complexity of the case and refrain from generalizing beyond the case (Yin, 2013). When multiple cases are preferred, a common format is to first provide a detailed description of each case and themes within the case, succeeded by a thematic analysis across the cases, in addition to an interpretation of the meaning and complexities of the case.

The processes of data analysis and interpretation requires the researcher to pull the data apart and put them back together in more meaningful ways in case study research. The researcher also forms patterns and looks for a correspondence between two or more categories. In the end, the researcher draws naturalistic generalizations from analyzing

the data and these generalizations can help people learn from the case for themselves or to apply to a population of the case (Yin, 2013).

After the individual and the focus group interviews were conducted, the recordings were transcribed by the researcher and the data were coded using MAXQDA. Descriptive coding was employed to analyze the data. The process followed a repetitive pattern of reading and re-reading the data carefully. In order to ensure the themes and categories, the researcher made use of constant comparison through moving back and forth in the data. After the categories and the themes were generated, the researcher went through a process of peer review.

### **3.5.1 Qualitative Validity and Reliability**

Validity and reliability have been controversial aspects in qualitative research. However, as Creswell (2013) indicated, qualitative researchers are in pursuit of “understanding” which is a deep structure of knowledge stemming from interactions with participants, spending lengthy time in the field, and seeking for comprehensive meanings.

Since quantitative research and qualitative research are different in terms of their nature, they are considered to have different norms regarding validation and reliability issues. Thus, many researchers strived for finding qualitative equivalents of traditional quantitative approaches to the aforementioned issues (Lincoln, Lynham & Guba, 2011; Whittemore, Chase & Mandle, 2001). As cited in Creswell (2013), Lincoln et al (2011) indicated that “validity is an ethical relationship with research participants through such standards as positioning themselves, having discourses, encouraging voices and being self-reflective”.

To ensure validity, Creswell and Miller (2000) proposed eight strategies which are often used by researchers who conduct qualitative research. These are triangulation, peer review or debriefing, prolonged engagement and persistent observation in the field, negative case analysis, clarifying the researcher's bias, member checking, rich and thick description as well as external audits. In the current study, the researcher corroborated

data from different sources such as semi-structured interviews, observations, focus-group interviews and field notes in order to provide validity to the findings of the study.

In Creswell's (2013) terms, reliability refers to "the stability of responses to multiple coders of data sets". In this regard, the data obtained from interviews were coded by another researcher, which is called *intercoder agreement process*, for the second time after the transcription to avoid researcher bias and contribute to the reliability of the findings. As a result of this process, agreed upon codes and themes were placed in the findings of the present study.

### **3.5.2 Ethical Considerations**

One of the major concerns while carrying out qualitative research is ensuring the confidentiality, the protection of participants' right and avoiding any discomfort regarding participants. All of the interview questions (i.e. semi-structured, individual interviews, case scenarios and focus group interviews) were submitted to the Human Subject Ethics Committee of the University and the administration of the department where the study was conducted. Upon getting the written permission of both the committee and the administration, the researcher gave the participants consent forms in which the potential risks and benefits of the study were clarified to inform them about the scope, requirements, timing and procedures of the study (see Appendices K and L). The participants were given pseudonyms so as to ensure anonymity throughout the study.

### **3.6 Limitations**

Time limitation was one of the biggest limitations in the current study. Since the data were collected in a period of two months, the participants could only be observed once in their classroom. Moreover, to investigate organizational citizenship behaviors of employees, especially teachers, it is really essential to observe them outside classroom in their workplaces. In line with this, it can be said that if teacher identity and organizational citizenship are explored in a longitudinal fashion, it is more likely to generate more comprehensive results. Another limitation might be the role of the

researcher as an insider, which might affect the investigation of the phenomena under study and the interpretation of the emergent patterns and motives. However, various techniques were utilized to ensure the reliability of the findings and prevent and avoid the insider bias.

## CHAPTER 4

### FINDINGS

In this part of the study, findings are presented under two main sections on the basis of the research questions. For each research question, a group of emergent themes is revealed and conceptualized in line with the participants' professional teacher identities and organizational citizenship behaviors in-depth.

*Having an identity is one thing.  
Being born into an identity is quite a different matter.*

Henry Rollins

#### **4.1 How do EFL instructors describe their perceived current professional teacher identities?**

When the professional identities of the participants were taken into account, four main themes occurred in relation to their views of themselves as professional teachers. Below, these themes are presented in-depth.

##### **4.1.1 “Two roads [didn’t] diverge[d] in a yellow wood...”**

*“I never wanted to be a teacher.”*

Teaching, like other professional career paths, requires a critical decision-making process that is quite susceptible to environmental, societal, personal and social factors in people’s lives. Career choice and other major milestones in human life are inevitably considered to have ties with personal identities of people. These crucial turning points shape and re-shape all individuals’ lives, experiences, their views of themselves and

their understanding of the world by coloring and re-coloring the lenses they wear to perceive both personal and professional selves, others and the world in which they live.

No matter how unique and difficult each profession in the world is, the teaching job itself has always been situated in a slightly different position since it is regarded as a means of spreading and improving each discipline or field. In other words, the act of teaching is considered as the major source of improving, spreading and advancing any field of profession, which makes teaching be discerned as a sacred act in society. Although each occupation has its own nature, attractions, pros and cons, dynamics and reasons behind, each career choice is unique to that specific profession and individual. When teachers are taken into consideration, these dynamics and variables are also bound to be fluxional. That is to say, the reasons underlying the career choice of teaching might change from one country to another, from society to society, from context to context and even from one family to another one. It is important to understand the beginning of teachers' stories regarding their career choices and experiences to shed more light on their personal and professional identity as well as to make sense of teacher selves. When the participants of the current study are concerned, they might be said to have been triggered and discouraged by some factors to various extents such as personal tendencies and traits, the status of the teaching profession, financial outcomes of the occupation, working conditions and so forth. However, a shared point among most of the participants turned out to be that they had to rotate themselves around the teaching path for they did not have something else better to do.

First of all, as Melis stated below, personal tendency to offer and share knowledge, guidance, share things and to help people was one of the reasons for choosing the career path of teaching, which is placed among altruistic reasons in the literature. All of the participants concluded that their personal traits and life goals are somehow interwoven with teaching itself in the interviews. When their stories are taken into account, they all stated and implied that their personal traits induced an aptitude for performing the profession despite all the ambiguities and drawbacks of it.

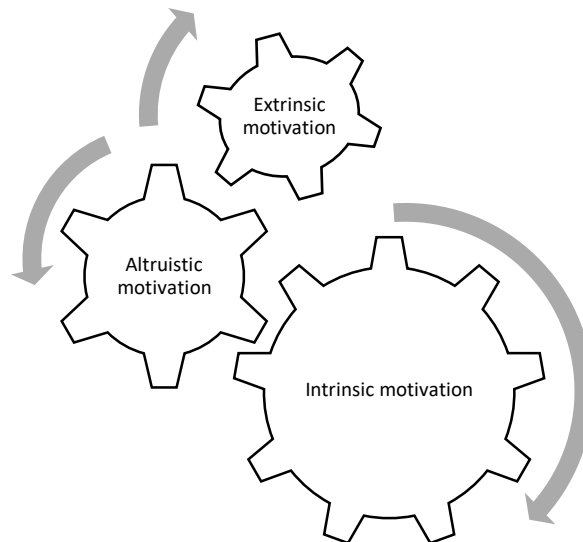
I like communicating things to others. I enjoy talking to the public. You know, I can do this.

Melis

Like her colleagues, Ece revealed below that their awareness of the harmony between their personal traits and their job generated a realm for them in which they are able to express themselves, demonstrate their inherent skills and contribute to the betterment and reformation of society.

I think this is a profession that fits my character. I like telling. I love talking. I like to communicate with people. I don't like office-style stuff like sitting somewhere. I like this kind of thing with students and colleagues at work.

Ece



**Figure 8.** Motivation Sources for Choosing Teaching as a Career

However, what they wanted from the teaching career and how they view teaching itself differed among each of the participants when 3 major motivation sources (i.e. altruistic reasons, intrinsic reasons, and extrinsic reasons) behind the career choice are concerned (Figure 8). The place of teaching perceived by society, especially teachers themselves, students, colleagues, administrators, and other people has been a major influence on the teachers. No matter how conscious or unconscious the participants were regarding their



potential as an individual, all of them indicated that they were aware of the social and economic status of teaching in their country and cognizant of the problems and challenges that teachers go through. However, most of them had to enter teaching even if they were not quite happy and satisfied with the status of teaching in society.

I decided to be a teacher at high school. I don't know if it was a very conscious decision. I chose teacher training high school because my score was high. It was higher than the score required for Anatolian high schools. I could have studied something else at high school. I didn't have to be a teacher. In fact, I had friends who studied medicine and law. But of course, there is a tendency towards teaching. I chose to teach; I chose a foreign language. Because it was a field I loved. It was a lesson I enjoyed, so I chose it. Obviously, there was nothing that pushed me financially. Because teaching has always been a profession that earns little. Other than that, it was my personal motivation. I think my love for language is a part of my life and teaching is an indicator of respectability in society. You're appreciated when you're a teacher. It was around me and in the family. This was also a factor. It's like "teaching is good."

Melis

As Melis uncovered, her interest in language much like her colleagues paved the way for becoming a teacher. It is a common point that the teachers had almost no idea or plan about teaching during those times when they enjoyed the language as a learner. To put in a different way, their language learner identity maintained some sort of salience for a period which is succeeded by the urge to become a teacher. When we look at Melis's words in-depth, it can be easily seen that she was not sure at the very beginning but got influenced by some external factors. Although she was aware of the financial status of the teaching profession, she moved on the way to become a teacher as she thought that it was considered to be a respected job in the small town where she grew up. After years, when she looked back to her decision, she revisited her perception of the profession regarding its status in the society, which naturally resulted in a reconstruction of the meanings she attached to her perceived teacher self. Seemingly, this revisit might induce a shift in her professional identity in terms of her positioning as a teacher.

In my community where I grew up, teaching is a respected profession, but this is not the case in modern societies. In today's more modern and developed cities such as Ankara and Istanbul, teaching is not a thing. To be a teacher is not as prestigious as being a manager, a doctor or a lawyer.

Melis

Canan who is a senior teacher paid attention to the notion that even within the boundaries of teaching, there are some contextual factors such as student profile, age and organizational context that affect the desire to perform the job. These conditions look like a barrier especially at the very beginning of the teaching career by putting novice teachers in a conflict in which they need to decide whether to quit the job or continue. A good number of studies revealed the teachers who failed or survived at this interjection (Başer & Karaman, 2015; Joiner & Edwards, 2008; Kim & Roth, 2011).

As she highlighted below, teachers are not likely to be willing to do the job unless they make sure that the context and student profile are right for them. Thus, student profile and working context can be perceived among the major reasons for performing the profession. Finally, it is vital to refer to what Canan addressed as “the [conditions] of the country”, which is almost a fix term people use while they are discussing the issues of the country especially related to education, economy, employment, justice and so on. However, this term has been a more important construct in educational debates and a reference point for teachers in the country as it is used without any modifiers such as good, bad or excellent [conditions]. That is why this term with constantly negative connotations is taken for granted. Most of the teachers in the country, as well as the participants of the current study, referred to this term, which makes them after some time feel unwilling to talk about their disappointment, demoralization, and disbelief regarding their job, organization and potential renovation in education.

You know the [conditions] of the country. It is not that easy to find a job. I applied to a few places for teaching. I taught at a private school for two years. It was a kind of a questioning place to perform this profession or not because I was very tired there. I thought if it was the right address for me or not regarding the age group of the students; that is, primary school and middle school. Two years later, I left the job because it was not cut out for me and obviously was not very open to development. Because I was constantly working. In every circumstance,

they expect you to work and you have no private life in any way. So I left there. It was good for me. Then, I worked in another institution for a year. Later, I started working at the university. This made me feel good.

Canan

Metin, on the other hand, expressed that choosing the teaching path was just a reason which could pave the way for achieving his other life goals. Furthermore, it can be understood that he took some cautions regarding his future by taking pedagogical formation courses and a teaching certificate just in case as he was not a graduate of a faculty of education.

I never wanted to be a teacher. While I was working as a translator in another workplace, I just wanted to teach a little as a reason to come to this city. But I took pedagogical formation courses beforehand, just in case.

Metin

Like her other colleagues, Pelin disclosed that she was quite aware of the conditions and the status of the profession, so it was not her goal to become a teacher at the very beginning. However, she underlined that her pre-service education was the starting point for her to like the job itself and get the desire to do it. This, in a way, means that her pre-service teacher education program provided her with the motivation to go for the profession, which she did not have beforehand.

Firstly, I didn't think of being a teacher. I didn't think of being a teacher because it does not satisfy people in financial terms and teaching conditions are not very good at all in the country. But after starting the department, I saw that my instructors were good and I began to enjoy the work as I started to prepare lessons. The turning point was probably the teaching courses I took at the university.

Pelin

Aykut in all of the interviews showed an understanding of how there is parallelism between being an academic and a teacher. Actually, he did not want to become a teacher but an academic which is majorly considered to be placed in a higher position than a teacher in society, and he still desires to be an academic. His dream was to work in academia while he was studying literature. However, he ended up being a [teacher]. No

matter how far or close his goal is, his discourse revealed that he is at peace with his profession since it has strong connections and considerable similarities with being an academic as well as the perception of professional identity. Apparently, it can be said that his teacher identity has been serving as a sub or temporary identity for him on the way to become an academic. Paradoxically, he referred to the identity dilemma by saying that if feels good to be in academia although he does not regard himself as an academician. This might be a clear indicator of this academic vs. practitioner conflict in terms professional identity construction.

Well, to be honest, it was actually a bit of a chance to become a teacher. Because I kind of went with the flow while I was a student at middle school and high school. I was very interested in English and enjoyed doing anything about English. I started to study at the language department at high school and then majored in English Language and Literature. I had no idea about teaching. I was just in the second year of the university or something when I decided to be one. I don't know. Maybe, to be at school made me feel safe somehow, but it has nothing to do with society. On the contrary, even if I thought so, it would have the opposite effect. I believe that society's perception of teachers is not good enough or high enough, or it is so-called. I could not take a person as a role model, but the working conditions or the conditions of my professors at that university attracted me. It feels good to be in academia.

Aykut

Putting emphasis on teacher attrition, Melis and Ece reflected on the nature of teaching. As can be seen below, Melis highlighted her quite limited satisfaction with her occupation and attracted attention to the challenges she has been facing as a novice teacher. She implied that she was not craving for being a teacher and considered the job as a very profession. In the first individual interview, she remarked that teaching is not her hobby but something that she does to earn a living adding that she likes it and does not hate it at all. Moreover, she seems to have a distance towards teaching and to have shown her dissatisfaction with it.

Teaching is a hectic and demanding profession because you are dealing with people. Since it is a backbreaking job that earns little, it would be more than okay if I weren't a teacher.

Melis

In line with Melis's words, Ece also accentuated the difficulties and challenges of the profession. In her opinion, a teacher has to understand people around and it is almost beyond the bounds of possibility to perform this job if you cannot understand people. Projecting the present into the future, she moved on and stated that she would not be able to do this throughout her lifetime.

It is a strenuous job, you have to be standing and talking all the time, you have to understand people, you know, you cannot do it without understanding anyone. I'm fully sure that after a while I'll get tired of it, I don't think I'll ever try to understand people forever.

Ece

*“Pre, while and post...”*

By the time the participants asked to reflect on how they recognize teaching career as a process, most of them drew a linear career line in terms of teaching, which comprised of Ferda's comparison (see Figure 9). Ferda likened the teaching career to the stages of a language class consisting of pre, while and post stages, which was something agreed upon by all of the participants. Each participant justified their ideas behind this classification. The common ground created as a result of their ideas indicated that they perceive pre-stage as the beginning of the teaching career which approximately lasts for 3-5 years in which teachers feel like a fish out of water. It is a period during which a teacher has a great idealism, high expectations from students, does not know exactly what or how to do and feels great astonishment. Melis called this point as a half awake half asleep state by underscoring that they live an identity conflict as they feel neither like a teacher nor a student. According to the participants, the while stage is constituted of continuous learning and development which is succeeded by acceptance that is considered to be a key point. They indicated that the teacher gains critical awareness and at this point, they have turned into an individual who knows what is supposed to be done and does not do more than needed. Interestingly, the dominant idea among the participants turned out to be the fact that they as teachers do not need to produce a lot of

things and overperform in this period, which sounds like a sort of stability in terms of practice. Metin explained this further:

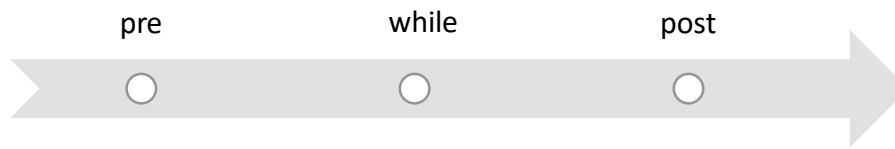
You actually have an accumulation of strategies at this stage. You don't have to come up with a new strategy. So in this process you always weigh things up; you enter a class and apply something. If it does not work, you practice something else. After 5-6 years, especially for myself, things begin to puzzle your brain less, so you can guess faster how things function, what can work more or less. But of course there is no end to this, so if you try, the stages are endless.

Metin

Finally, the post-stage was described as a state and a period of maturity and mastery which is called as the routine period. According to the participants, in this period teachers are able to cope with students better and good at solving problems faster. Although the novice and mid-career teachers mostly implied that senior teachers work in idle mode, they noted that this period can be still a fruitful term if teachers themselves are open to learning and PD. Differently, Metin and other mid-career and novice teachers associated the last stage with weariness. Ece, similar to him, also stated that "Finally, there might be teachers who neglect their job and try to take their time until retirement like 5-10 years." In all of the interviews, novice and mid-career teachers somehow referred to their own understanding of the senior teachers which is a bit negative in a professional sense. This might be mostly because of the organizational dynamics and the very context-specific conflict engendered in the organization as a result of inequalities and inevitable reflections arising from their experiences, which is somehow touched upon by Metin below.

The final stage... It may be a boredom stage, but that depends on where and how you work. So let me say that you can get tired after 30 years of teaching or you can only get tired after 3 years of teaching. It has nothing to do with age but it depends on the environment in which you are working.

Metin



**Figure 9.** The Linear Teaching Career Path

### **4.1.3 Diminished Self-image and Disempowerment**

*“Zero!”*

Teacher demoralization has been a key concept which is attributed to the negative emotional experiences such as hopelessness, helplessness, subject incompetence and diminished self-esteem (Clarke & Kissane, 2002). The realm of teachers, who are the vital actors with serious impacts on students and thus society, has been a hot debate among theoreticians, administrators, and policymakers. As a part of this discussion, it is a widely accepted notion that teachers need to have some power and initiative to perform their job, daily tasks and in-class operations. In addition to this, the reforms emerged in the field of education as well as those that involve the world as a whole have been prescribing and imposing teachers new roles and identities, which means that expectations from teachers are also constantly changing. This situation inescapably causes much more burden on the shoulders of teachers. In today's world, teachers are expected to be subject experts, role models, mentors, counselors, educators, facilitators, leaders, surrogate parents, lead learners, assessors, planners, etc. On the other hand, to perform these roles, they inevitably are in need of some sort of space and autonomy in which they can feel powerful, valuable and able professionals.

Siraj-Blatchford (1993) underscored that teachers' sense of autonomy shapes their professional identity and teacher autonomy is also quite essential to figure out this identity. The conceptualization of teacher autonomy incorporates the scope of

professional independence of teachers in educational settings and the extent to which teachers are able to make autonomous decisions with regard to what and how they teach. Secondly, how teachers feel and position themselves is closely intertwined with how they are perceived and where they are placed by the administration, colleagues, and students; that is to say, by these significant others. Their power, sense of belonging and perceived value can only be interpreted within this frame depending on the social reality in which they exist.

Almost all of the participants in the study highlighted their understanding of their positioning and value in the university. They underlined that they feel spiritually and physically undervalued mainly because their being placed in a low status in the organization, not working in proper financial status, being excluded from the decision-making system and the mechanism they are exposed to.

*“When you go, someone else comes and replaces you.”*

To begin with, Metin likened his position to “a waitress” to articulate the low status of him and his colleagues in the organization. Actually, his words might sound as if he looked down on a waitress but obviously he tried to pay attention to the mechanism to which they are exposed. As a teacher, he believes that he should have more power, autonomy and a say about his job and practice. He implied in a way that teachers working at the school are not valued enough as professional shareholders of education. It is quite interesting that he uttered the word [exploited], this is a unique reflection of him regarding how he feels about his status in the organization. Behind this word choice, there are some critical issues with respect to the organizational policy, working conditions of teachers, their disempowerment and demoralization.

The teacher's place in the institution is a kind of employee – somebody [exploited]. We are like a waitress in any normal or standard restaurant. They give us a meal and want us to take it to the customer. It is also very relevant to how the institution reflects the teacher. The story comes to the restaurant stuff I



mentioned. If you ask a teacher in the middle of the corridor why s/he left the class early, it shows where you position the teacher.

Metin

Another mid-career teacher, Ferda also drew attention to the low status and feeling unvalued and thus having almost no sense of belonging to the organization. Like most of the participants, she remarked that they are subject to an environment where they are made to feel that they might be simply replaced by some others. This mindset pushes them to a status in which they themselves also do attach some sort value to themselves which leads to a state of hopelessness and helplessness.

I do not think that I have a great sense of belonging or we are considered to be important. I do not think that we are very valuable and precious in this sense. This is also expressed by the managers or top positions from time to time. You know, there is this understanding that “one goes, another comes.” Obviously, they do not value their current teacher. There is no effort anyway.

Ferda

A very critical factor behind this scene, according to Aykut and his other colleagues, is the quantitative approach of micro and macro-level administration. Aykut likened teachers at the school to [gears that make the wheels spin], which not only confirms the other ideas stated above but also reveals the attachment of pragmatic value to the teachers in the organization. On the other hand, his words are a good representation of the other participants in the study. From his point of view, the administration does not actually recognize their individual and professional existence but behold them as a group of people forming numbers rather than unique individuals.

The understanding is like this: [when you go, someone else comes and replaces you.] No problem! We're just like [gears that make the wheels spin]. We're not in a very special place. It is mostly evaluated quantitatively like “we need 50 teachers.”.

Aykut

Canan, who is one of the three senior teachers partaking in the study, also bears a resemblance to what Aykut told. By giving another example, she called attention to the quality versus quantity dilemma existing in the institution. As mentioned below, this

demoralization of instructors seems to have brought about diminished self-esteem as well as a depreciated self-image and a professional self.

If you ask how we see our value in the institution, there is no such thing. We're exactly numbers. Yeah. They care about how many minutes we teach rather than how well we teach.

Canan

In relation to this, when Leyla was asked to comment on the place of the instructors in the organization, she revealed the prevailing understanding and positioning of the instructors in line with the administrative philosophy below:

The instructors are one of the most important stakeholders but not the most important stakeholder. There's no order of importance. Counting our stakeholders; employees, administrative staff, teachers, students, management staff, university employees and faculty members. All of them are absolutely very important. I'm not putting any of them in front of the other. Everyone is trying to provide added value to society in some way. That's my thing, I don't say the instructors are the most important element of this equation.

Leyla

*“... the lowest layer”*

In parallel with Canan, Bahar also problematized the conflict they are exposed to and concluded that they are seen as the lowest layer in the organizational hierarchy even though she was content with her teacher identity. However, like her other senior colleagues, she does not necessarily want to obtain an academic identity, she somehow questioned his position by asking who actually they are; that is, either solely teachers or somehow academics. But in fact, what they mostly problematize is not that they are not able to claim such an identity but ultimately the feeling of valuelessness. All of the participants assented with another that they are undervalued both personally and professionally by micro and macro level administration, which leads to the constant questioning of their existence and the worth of their practice as both practitioners and educators.

What are we? Instructor or academic? They see us as a teacher. I think they see it as the lowest layer. If you remember previous discourses, yeah, someone can get into the classroom, no matter who.

Bahar

All of the participants indicated that their current job is not financially rewarding by putting emphasis on the gap between the effort they make and their salary. As Melis stated, this poor financial status has a negative impact on their motivation. Actually, it seems that the issue is not solely 'money' itself. When they, as the instructors of the organization, compared to other colleagues working at other institutions, this causes them to end up with diminished self-esteem and ill-constructed professional teacher identity.

As a teacher working at this institution, I sometimes become a demotivated teacher as I cannot receive recompense for my work and efforts. Other people who are doing the same job with me earn twice as much as I do, thus I feel demotivated most of the time.

Melis

Similar to Melis, Metin also drew attention to how financial problems inevitably find an echo in practice and psychological well-being of the instructors as well as their physical conditions.

In fact, it's hard to think of them all in isolation. If you don't get enough salary, it is bound to have practical overtones in the way we work here. This is also reflected in your perspective of here. For instance, if you're working as a testing member and not paid for it, you feel worrisome and it finds an echo in your practice.

Metin

When Leyla was asked to talk about the problems of the instructors in the organization, she confirmed what the participants stated. She referred to three points which are the need for the financial improvement, the need for a well-structured technological infrastructure and the desire to take a half day off twice a week. She further explained that some demands cannot be covered.

I know they have a complaint because of economic conditions. There is a desire to have more technology. What else could they need? There's a matter of taking a day-off. As a result of the decision made by the university, there is no practice of taking 2 half days off. It was in practice before, but not now. The university won't allow it. That kind of thing, we hear that the old instructors have such a desire, but unfortunately there is nothing we can do about it because the top management does not allow it.

Leyla

One of the factors which are likely to have put the teachers in a position where they feel unvalued and powerless is their lack of participation in decision-making processes. When the three of the novice teachers were asked to reflect on their role in decision-making in the focus group interview, Melis claimed that teachers do not have a role which was followed by a “Zero” uttered by Ece.

They inform us about organizational decisions after it happens. After it's decided it will happen!

Melis

*A fait accompli*

Moreover, as a reaction and response to Melis’s words, Ece went on and added: “You cannot even learn this!” On the other hand, Pelin who is another novice teacher disclosed that they feel irritated when the administration looks as if they were including them in decision-making but actually are not by saying: “Why then do you seem to be making us involved in decision-making? They make it look like but it's not, and they don't ask you again.”

The senior teachers also agreed that they cannot be an active voice in organizational decisions which inevitably affect them because they are the agents and practitioners who are expected to implement the potential changes. Sumru who underscored that they are informed about changes quite later uttered that as senior teachers they feel like strange to the work they do. On the other hand, while her colleague Sumru during the focus group interview was highlighting the difficulty in which they found themselves in terms of

practice and feeling powerless in front of their students. Concordantly, Canan addressed the change in organizational culture and climate by saying that there used to be a more democratic atmosphere in the organization in the past but now they confront with [a fait accompli].

Even if we are asked to indicate our opinions, they are certainly being ignored. Either they don't listen, or they seem to be, and they do what they know in the end.

Bahar

When Leyla was asked what the position of the instructors in decision-making, she emphasized that the instructors are not the only shareholder that is why they are not in the middle of the decision-making processes but she claimed that their position with respect to participating in decision-making is getting better.

Not in the middle. I'm telling you again. Teachers are the stakeholders but not the only ones. There are 3 important pillars: management, English teachers and students have an equal share in decision-making processes. I see it so and I think they are in a much better position, especially this year as the feedback channels are always open.

Leyla

One of the mid-career teachers participating in the study, Aykut recapitulated what Canan - in the senior group - said by referring to the shift in the organizational climate by saying that he could answer the questions the students asked in the past. He stated that now questions remain unanswered since as teachers they cannot become a part of decisions and they are not informed well about the issues which inevitably interest them.

This is another point that weakens the teacher. I have been here for 7 years. I never experienced such things in my first years even though I was new. The teacher remains with no answer in the classroom, which is a huge factor.

Aykut

In regard to decisions in the organization, Leyla indicated it is not possible to fulfill each demand coming on part of the instructors but she claimed that the ideas and demands are evaluated. However, the instructors' opinions turned out to be somehow divergent from this administrative perspective. At this point, it is of essential significance to question

what sort of demands are taken into account, to what extent they are evaluated objectively and whether it matters whose demands are taken into consideration.

There is also a perception that I do not agree. In general, it exists in our professional community and in our employees. The instructors can say “We recommend this and that but what we recommend is not realized”. But they're wrong. There are things like this: when a teacher comes up with an idea, it does not mean that it is to be fulfilled. Any idea is evaluated, handled by different units and applied if it is feasible. But if it is not applied, it's not right to say, "Wow, that's not what I said." I mean, to me it should not be like this.

Leyla

When the participants were asked to mirror their contribution to the innovation and creativity in terms of problem-solving in the organization, they expressed they shy away from going into action as they have had the presupposition that they will be ignored somehow. The participants called attention to this demoralization throughout both the individual and the focus group interviews. Seemingly, this has turned out to be a sort of accepted hopelessness about transformation and improvement in society. Especially, novice and mid-career teachers showed a tendency that they have almost no belief in change and development in the organization, which usually made them feel demotivated and frustrated. This hopelessness actually went one step further for mid-career teachers and thus they stated that they would not be able to change things even if they became managers themselves. As for the novice and senior teachers, they listed a lot of things to do when they were asked what they would change if they were in administrative positions. For instance, Pelin from the novice group addressed the disciplinary and administrative issues by putting forward that the working environment in which she works is suffering from a kind of duality and a lack of punishment and reward system.

I would change a lot of things if I could. First of all, authority is a big issue here. For example; there is an authority in sight, but it does not reflect much on the employees (i.e instructors). Firstly; I would try to figure out this authority and discipline problems. Teachers do not show the same dedication; someone leaves class 20-25 minutes early, does not take care of students; another instructor teaches with his heart and soul, ponders how he can contribute to students and sleep with a clear conscience while some others just don't care. They say, "Let me teach my class and go." I think it's a discipline problem. Most importantly, I would impose sanctions on such disciplinary issues like “We have certain rules

in this institution, you have to obey them. If you do not comply, this and that happens. I mean the administration must provide the system.

Pelin

Another example belongs to Melis who is seriously concerned about the physical conditions in addition to Pelin who reflected on systemic issues. Apparently, Melis akin to her other novice colleagues associates physical and working condition with the value that is attached to them. She clearly spelled out that the conditions do not let her feel like a significant and valued individual as well as a teacher.

I would make an effort to change the physical conditions if I had the power. The walls are in a very poor condition, so I was going to say today in the meeting, but I didn't say anything because I knew nothing would change. I'm teaching there, those old desks tear students' pants. The teacher is not sitting in a teacher's chair; he is sitting in the iron chair. How can one feel like an academic here?

Melis

*“The others are a little overwhelming ...”*

Another crucial point which is at interplay regarding the perceived professional teacher identities of the participants is undoubtedly students who are another vital agents of education. Both individual and focus group interviews uncovered that students are in a critical position not only because they are co-constructors of meaning in the current context but the school has some dynamics which result from its being a private institution. That is why we need to have a clear grasp of the students with whom they co-construct their professional identity.

I have no power, no power. I can't do what I want, but the students can do what they want. All I have to do is go to the classroom and tell my own stuff. The students want me to keep my nose clean. My job is just to teach.

Ece

Having many descriptive similarities with her colleagues, Ferda specified that they kind of perceive two groups of students at the school. The first group which constitutes the majority of the students – according to the participant teachers – are the members of the

families with high socioeconomic status. The teachers repetitively indicated that this group has some motivation problems and the teachers have been struggling to attract their attention and include them in teaching, learning and education. Most importantly, this group is considered to be indifferent to learning as some of them do not need education since they do not have the climb the social ladder through it. This belief the teachers hold to a vital extent has some repercussions on the teachers' beliefs, understanding, and practices. On the other hand, the second group which is said to be comprised of the students having a scholarship is deemed to be a minority. Although most of the participants stated that categorizing students is somehow reductionism, their understanding of the students' profile was unavoidably parallel.

Not a very homogeneous profile! Each class has different dynamics. When we look at the general expectation from a foundation university, established in a place like Ankara, yes I can say a large proportion of students grew up in a more comfortable family environment. I mean they studied at private high schools and perhaps did not take too many responsibilities on their own. But that doesn't mean that others don't. There are also scholarship students who set goals in a more conscious way and even came here to make a career plan. They are very different, but even when I think of my students in the current period as I am their interlocutor, there are even different dynamics within the class itself. There are indeed very organized, conscious and systematic attitudes in the class and they know how to talk and act and they fulfill their responsibilities. Yet, they constitute the minority. The others are a little overwhelming.

Ferda

#### *“Go and Teach!” or Us and Them*

Another dimension that leads the teachers to a state of valuelessness is the mechanism they are trapped by. Limitations of curricula, restricted space for action and time restraints bring about a great monotony and a [robotlike mechanism] in the teachers' lives. Metin highlighted the lack of teacher initiative and autonomy, which made him try to find a way out of these impediments by focusing on the points he may adjust. In this sense, he affirmed that they need to conform to the rules and procedures. When the coursebook-driven curriculum to which both the teachers and their students are exposed



is concerned, it was observed that the instructors inescapably fell into a state of mechanism in which they shy away from creativity, novelty, self-improvement, and dynamism. In the classroom observations, all of the participants seemed to be heavily driven by the coursebook and the classroom content was extensively dominated by it, which pushes the teachers to work in [idle mode]. This mode, unfortunately, puts them in a predicament in which they get tired of their job and cannot find a source to refresh themselves and their enthusiasm. In other words, they do not perceive themselves as active agents of teaching. Instead, they hold the belief that they are the operators of this process in which they have little to say and act. As professional beings, not being able to shape their classroom to a desired extent, some of them prefer to get into a period of fallow in terms of teaching while some others go for conforming to the teaching norms and implementing what they are asked to.

They (the system or administration) give you a program. They say “go and teach this.” You can just make as many contributions as you can escape from the system. For example, they tell you to go and make leather shoes. If it isn't shaped in detail, you can design it according to your head, but as a result, you still need to make it from leather. You can't do it if you want to make it out of fabric, can you? After all, you are asked to make a shoe and you have to make it conform to the material you have.

Metin

In the classroom observations, most of the teachers seemed to be sticking to their textbooks and acting as a technician. Their dissatisfaction and motivation problems kind of affected their performance and eagerness to come up with creative activities and designing more enjoyable and interactive lessons. While the novice teachers Melis, Pelin and Ece were observed to be trying to keep their distance for classroom management purposes and their authority stable, in the classrooms of Ferda, Metin and Aykut, it was easy to see mid-career teachers who were situated in mid-career plateau and see some reflections of it on their practice. Being caught in the trap of mechanism, neither senior teachers nor mid-career and novice teachers seemed to be struggling to come up with meaningful learning opportunities but acting as the implementer of the so-called curriculum that they were trying to catch up with. The classroom cultures appeared to be

established and to some extent were not open to innovation. The classroom observations, on the other hand, drew a parallel with teachers' practices and their own ways of understanding professionalism. In other words, the characteristics and traits they thought as a part of a professional teacher were quite observable in their classes, which means that the boundaries they drew in terms of teacher professionalism were derived from their own practice and that is why they found themselves professional in their own criteria rather than the set of objective standards of professionalism which will be presented in the following section in detail.

#### **4.1.4 Being a Professional Teacher: A Contemporary Reality or Disillusionment?**

*"I never call myself a professional."*

Teacher professionalism has been a controversial issue as teaching has been defined as a professional or semi-professional endeavor depending on various sociological, educational and political points of view in the literature. To some scholars, professionalism is employed as a critical lens that teachers use to evaluate their actions and behaviors, that is; they refer to professionalism as a set of high standards. In the field of teaching and teacher education, qualities of a professional teacher have been questioned over years but actually, it is not easy to reach an agreed understanding since sociological, educational and political variables lead to different understandings of teacher professionalism depending on time. That is why there have been different categorizations such as 'old professionalism' and 'new professionalism'. In addition to the professional norms created by different systems and administrative mechanisms, it is also essential to understand teachers' opinions about 'professionalism' and particularly who a professional teacher is.

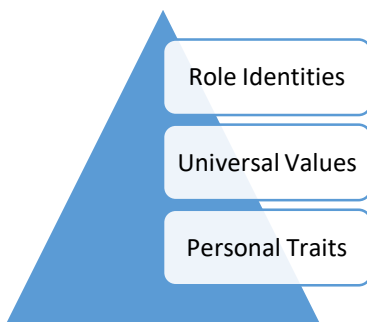
When the characteristics of a professional teacher were asked, all of the participants revealed some features. However, most importantly the participants regardless of their experience associated professionalism with 'perfectionism', which made them cautious and hesitant about defining themselves a professional teacher even though they somehow stated the qualities of a professional teacher in their mind. When Canan was

asked if she perceives herself as a professional teacher, she replied: *“This would be very assertive. As long as you do this job, you always improve yourself. I don't want to claim I'm a professional but I'm trying to do my best.”* As Debbi represented, the teachers have an understanding that professionalism consists of wholeness and perfectionism that is why they most of the time avoided describing themselves as "professional". Another senior teacher Bahar responded with “no” and explained further:

Since I'm still thinking about doing this job and I have a way to go. Professionalism is not something that ends entirely and there are things to add to myself in any case. But in that framework I drew, yes!

Bahar

However, the teachers thought that they exhibit professional behaviors although most of them did not find themselves professional when they judged themselves from the point of view of “perfectionism.” Actually, each of them was asked to uncover their own understanding of a professional teacher and they were harmonious with the professional self the borders of which they drew themselves.



**Figure 10.** The Components of Professional Teacher

As can be seen in Figure 10, the participants’ understanding of the components of a professional teacher is summarized in three main categories which are role identities, universal or ethical values, and personal traits. The interviews carried out with the participants unearthed that their conceptualization of a professional teacher was somehow shaped and re-shaped by their experiences as students, their previous teachers

as role models, their initial teacher identities and their own experiences. As Table 9 illustrates below, the participants conceptualized a professional teacher as an individual holding various role identities such as subject/pedagogical expert, social interpreter, lifelong learner, consultant/guide and successful communicator whereas they highlighted some ethical codes such as fairness, respect, honesty, and open-mindedness. The participants also underlined the importance of some personal traits that are essential to perform the teaching job effectively and professionally.

**Table 9.** Qualities of a Professional Teacher

<b>Role Identities</b>	<b>Universal Values</b>	<b>Personal Traits</b>
Subject expert	Fair	Punctual
Social interpreter	Respectful	Encouraging
Lifelong learner	Honest	Articulate
Consultant / Guide	Open-minded	Responsible
Successful communicator		Distant
		Sociable
		Enthusiastic
		Flexible

Another senior teacher Sumru, unlike Bahar, affirmed that she perceives herself as a professional teacher by underlining her personal traits. She stated that her being persistent and decisive helps her ensure and sustain professionalism.

Yes, I see myself as professional as I am a consistent and a determined person. Unless I experience an extreme situation, I don't make a compromise on my personality. I think I'm a professional because of it.

Sumru

Ece – on the contrary – underscored the subjective nature of the profession, which is one of the grounds that leads teaching to be regarded as a semi-professional enterprise.

I – of course – don't find myself professional in everything. I mean, of course, there are some times when I can't do what I'm talking about. Sometimes I love one colleague more than the other and thus I can tolerate him/her more. I can be

more gentle when s/he is delaying something s/he's supposed to bring me. Or when a student who is successful among my students doesn't do homework, I don't consider him very much because he already has the consciousness that he will succeed. It's like, "It is okay if you don't bring it." I get my hands more on the ones who are unsuccessful. I say "You must do it." "Why didn't you bring it?" This may be a bit unprofessional.

Ece

Metin provided a good representation of perfectionism in line with professionalism. He stated that being a professional is loaded with meanings such as being a flawless person full of wisdom and being like a superhero. Furthermore, it can be understood from his tone that he does not accept this judgment of professionalism and he indicated that he is not professional within these borders. However, he concluded that he is a professional teacher in his own way of recognition of professionalism and associated his professionalism with his experience. Above all, even though the teachers accept or do not accept this perfectionist view of professionalism, there is no doubt that this perspective which exists in the society somehow has effects on teachers' understanding of themselves and their positioning as teachers.

I never call myself a professional. The professional is defined in such a framework in our society that a professional means somebody who does his job the best he can, knows his job warts and all and can overcome all kinds of problems related to work. I'm never professional in that sense. Because you can't do everything you do 100 % well. But I think I'm a good teacher with my experiences.

Metin

Leyla also made a description of a professional in her own understanding and managerial philosophy emphasizing the ability to adopt different roles in various contexts:

A professional teacher is a person who knows his/her own role definitions well. In other words, s/he is a person who knows well that s/he must perform different roles. What do I mean? Teachers have different roles: leader in class, facilitator, advisor. They have different roles. Sometimes the decision-maker, sometimes the organizer inside the class. The person who has no difficulty in defining roles when going out of the class is a professional. What do I mean? When we get out of the classroom, we have a role as a colleague. We will not confuse our relations with our peers with our relationships within the class. You are always the

organizer in the class but you have to take a different role with your colleagues in your friendship relations. You have to assume a different role in your relations with your superiors. What is that role? The role of the employee... So you should know about the superior-subordinate relationship. So teaching is a hard occupation. For me, professional teacher is the person who adopts the roles in different contexts and exhibits effective role skills and role behaviors.

Leyla

They questioned one of their teacher characteristics. In other words, they questioned the existence and the function of good practice in their teaching and teaching personality. In the interviews, they revealed that they perceive their strengths as weaknesses at times. For instance, Aykut told that he thinks he sometimes becomes over-understanding towards his students.

Sometimes I wonder if I'm too understanding. Sometimes I think about it because this is a university and you are trying to create individuals from university students. I mean, I sometimes think that it is necessary to leave individuals and let them endure their own choices and their consequences, and sometimes I can't do this.

Aykut

Like Aykut, Bahar also indicated that being a lenient teacher put her into trouble at times and that is why she questioned her teaching personality. Actually, the other participants also emphasized this situation. This dipolar understanding might stem from the struggle to balance teacher behavior. When the teachers have difficulty in creating a balance in their practice, they naturally get the impression that they are not successful in that matter, in this case, it is "regarding" strengths as weaknesses.

Sometimes I feel that I am too lenient. You know there is a saying: "No good deed goes unpunished.". It sometimes causes trouble.

Bahar

#### 4.1.5 In-betweenness of “The Quasi-Academics” or “The Full Practitioners”

*“We are active teachers.”*

Instructors or “teachers” of English working at the tertiary level have been positioned somewhere different than members of academia especially in Turkey as a result of the nature of the profession, the organizational structure of school of foreign languages and their operation. In other words, the only group working at universities as instructors and not defined as academics comprises of language instructors and instructors of compulsory non-departmental courses. Even though the instructors do not have to be necessarily academics, this state of inevitable exclusion engenders an identity conflict on part of the language instructors some of whom are pursuing an academic career and still cannot claim and be attached an academic identity. This is a matter of both how they see themselves as instructors and where the system and administration position them as employees working in an academic setting.

When the participants are taken into account, three different ways of positioning can be said to be salient. The first one which is constituted by the senior teachers is accepting the teacher status and having no expectation regarding academic identity. Sumru from the senior group put emphasis on how they are quite active practitioners who teach but have no contribution to science. Thus, she accepted her [only teacher] identity as well as not claiming an academician identity. In other words, like her colleagues, she thinks that just working in an academic context does not make them academicians. Moreover, the three senior teachers highlighted their acceptance of their status and remarked that within their job descriptions they are teachers even though they started to have the same title with some academicians in instructor position. Consequently, the senior teachers seemed not to be problematizing their teacher identity as academicians.

We are working in an academic environment, but I'm not an academician. Because I have no contribution to science. I have active teaching. So an academician does not have that dimension. An academician is not an active

teacher, but we are active teachers, not academics. But our environment is “academic”.

Sumru

Leyla as a manager, a person who went through graduate education and a person who holds a teacher and researcher identity commented on the issue by saying that being an academic and a teacher must be certainly separated.

It's not just here. In my previous institution - I worked in another institution for 18 years - it was also a university. Teachers are not seen as academics in the university. Because they're not academics. You're not a scientist, a teacher is a practitioner or a technician. Science is something else, so let's say it. One should not compare apples and oranges, but apples and oranges are equal in rights, the responsibilities are equal but the two are different. So a scientist and a practitioner are not the same thing. Working conditions cannot be the same.

Leyla

When it comes to the middle-career teachers who are going on their graduate education, they remained a bit neutral but tended to perceive themselves more academic than the senior group and less than the novice group indicated. Aykut, who always wanted to be an academic, again called attention to the nature of their job and their organizational structure which does not allow them to construct an academic identity.

I do not see myself that way. I think academics are something else. I think it's about our position. We are a department that is totally focused on teaching. We are different from all of them in this university. There is no assistant professorship or associate professorship here. Nothing, no research. This is a place like a high school, you know. Because of the organizational structure, actually, because of your work. You have to teach constantly. I think academics are a bit different. Your main job in academia is to improve yourself, do scientific research, as well as share scientific research with the new generation. I don't say it as a criticism, but I think this place is in contrast to being an academician by nature.

Aykut

Holding a different belief, Metin, who finds the definition of academia somehow problematic, underscored that if a person follows an academic path, that person is an academician to some extent; namely, in practice. He stressed out that he does the same things such as doing scientific research and producing knowledge but he does not have a



title of an academician, which indeed does not affect his understanding of himself as an academic totally.

Frankly, I am doing what an academician is doing, doing scientific research and trying to produce something - knowledge. If you ask whether I am academician in title, no! If you're doing a master's or a doctorate, you're doing it, and that's what an academician does. The only difference is that we don't get paid in return.

Metin

Ferda, who majored in a literature department and feels a bit strange to ELT, was planning to start her master's and thus she began to take courses as a special student beforehand to improve herself in the field. In her own words, years passed and she faced a lot of barriers in her career and she stated that she becomes happier and feels more useful as she discovers more. Stating that she does not have a career goal like being an academic right now, Ferda reflected on both her in-between academic identity and where they are positioned through actions and discourses by the administration. Moreover, she said that she is happy with working in an academic context but added that she can't go one step further explaining that she does not have that individualistic side of academicians. Ferda revealed that she thinks academicians focus on themselves rather than class and students and make innovations and contributions to their field, which she feels far away from.

As I just said, I certainly don't consider myself an academician right now. I don't even want to say. That's also the dominant discourse of the administration. I don't think they regard us as an academician. We don't think of ourselves that way either, I don't think they look at us that way, as well. I mean, it exists in this discourse. However, when it is considered as an identity, we are kind of [in-between.]

Metin

Similar to Metin, the novice teachers stated that they have the potential to become an academic and desire to carry out research if they are given an opportunity. Seeing themselves as the individuals who are on the way to become an academic, the novice teachers drew more flexible borders and reported a more interwoven identity of an academician. Melis from the novice group uttered that academia is a critical atmosphere

implying that their own setting is not like this. That is why she indicated they as instructors function as [knowledge transmitters] there. She also emphasized the performative nature of being an academic but at the same time underlined her personal motivation behind pursuing an academic path.

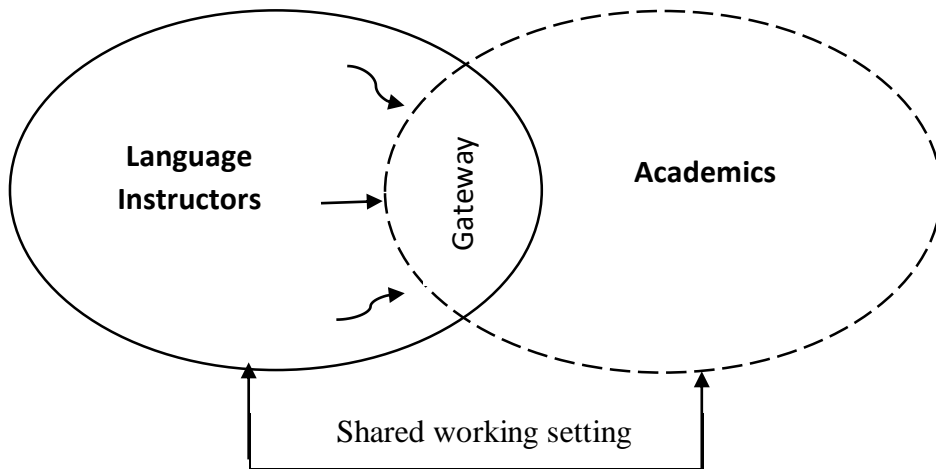
What you call as academia is a critical environment. I'm sitting. I would argue with the students, give them the opportunity to argue. But what we're doing right now is just transferring knowledge. You can become an academician only if you want to be an academician yourself. You can go that way at this institution, too by writing articles, doing research and attending conferences, but that's not enough, either. I'm doing a master's because I want to do it myself.

Melis

Metin went one step further and opened the title vs. performance issue up for discussion. He stated that it is enough for somebody to hold a title to be addressed as an academic not his/her performance but not vice versa. In terms of professional identity, he underlined that it is not possible for them to understand themselves within a whole academic identity but missing a title disempowers them by disabling them to claim the ownership of an academic identity. That is why they can call themselves as candidates at most. However, considering some schools of foreign languages at some universities which make room for academic engagement and research facilities, Metin and his mid-career colleagues asserted that they can build an academic identity and become active researchers if they are provided with necessary conditions and opportunities.

A person who holds a doctorate or an associate professorship can stay in the same position until he dies without writing anything and can live in academician mode. On the contrary, even if you conduct research within your master's, doctorate or apart from them, you are not considered as an academic in general sense in Turkey. But if we talk about basically what is an academic and what it should be, what we do is something close to it. We cannot fully make sense of ourselves like this but we can say that we are candidates, we cannot say that we are academicians.

Metin



**Figure 11.** Language Instructors vs. Academics

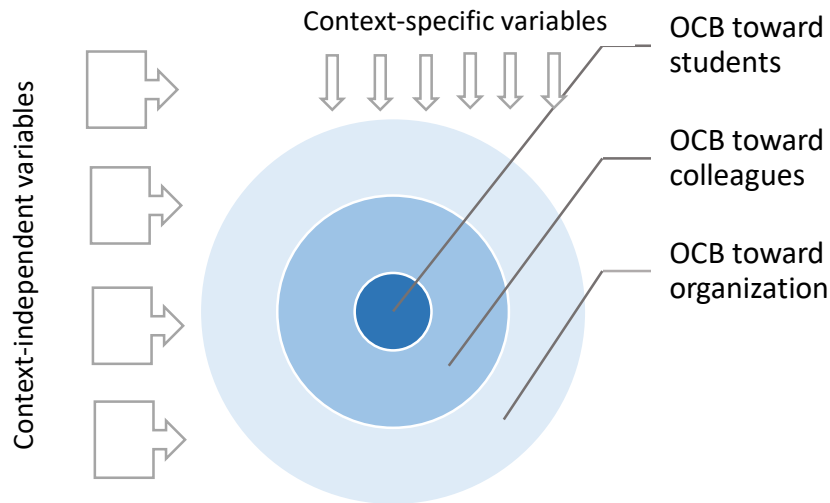
The findings related to the first question revealed an intertwined pattern of teacher’s professional identities and positioning within the organization and society. While most of them did not have the ideal to become a teacher at the very beginning, they seemed to end up becoming a teacher which turned out to be influenced by mostly altruistic and intrinsic motivational sources rather than extrinsic ones. This perception of their career choice somehow implied that they give importance to how other members of society perceive them but also suggested that their positioning as teachers have got worsen in their professional environment and society. The main motives that led to this diminished self-image of the instructors turned out to be disempowerment they went through by being excluded from decision-making process, being deprived of proper physical and financial conditions, lack of respect and appreciation on part of the administration. Their demoralization caused by the aforementioned factors seemed to echo in their understanding of what teacher professionalism is. When their reluctance to work in their current organization is considered, it might be said that their conceptualization of professionalism was to a certain extent affected by the notion that their practice was problematic due to the system-related issues and that is why some of them considered themselves far from being a professional teacher. On the other hand, the others tended to draw the boundaries of professionalism based on their experiences and practices. Moreover, their practice as active teachers turned out to function as a borderline when it

comes to evaluating their status as instructors or so-called academicians, which was problematized as an identity conflict due to their comparing their own status to the one of academics (see Figure 11). This comparison was characterized by their perception of their value as professionals in society and in their organization, the scope of the opportunities provided for them and their physical and working conditions.

#### **4.2 What are the patterns of EFL instructors' self-reported Organizational Citizenship Behaviors?**

In order to analyze organizational citizenship behaviors of the teachers, Somech and Drach-Zahavy's three-dimension framework of OCB was adopted. That is to say, the participants' citizenship behaviors were investigated at three different levels which are OCB toward the student, OCB toward the colleagues and OCB toward the organization as a whole. Their OCBs are presented along with their context-specific and context-independent antecedents and inhibitors below in sub-themes.

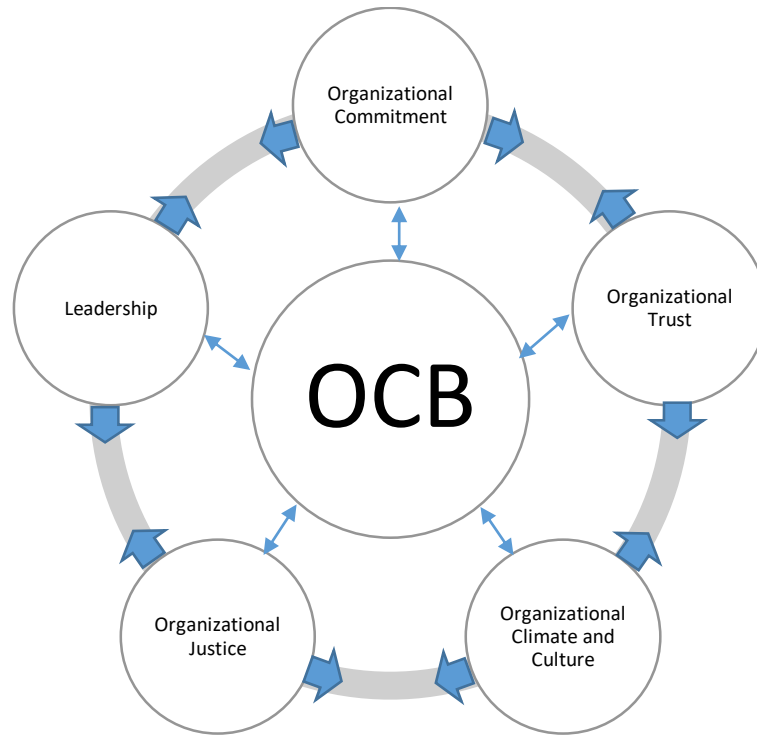
As distinct from most of the studies focusing on organizational citizenship behaviors most of which are quantitative, in the current study that is qualitative in nature, a few open-ended questions were employed and the OCB scale was scripted. In other words, the instructors were given some scenarios with respect to the three dimensions of OCB not only to figure out their OCBs but also explore the main motives behind these patterns, which distinguishes this study from the other OCB studies carried out in the field.



**Figure 12.** OCB vs. Context-specific and independent variables

As can be seen in Figure 12, the third interview that consisted of 20 open-ended questions and 20 case scenarios unearthed that the instructors had different levels of OCB in relation to the three dimensions. The findings clearly revealed that their OCBs toward students and colleagues were relatively higher than their OCBs toward the organization as a whole. As Figure 12 illustrates, their organizational citizenship behaviors toward the organization and their colleagues are more likely to be susceptible to external factors including context-independent and context-specific variables which will be touched upon in detail below.

In this specific working context, which has not only organizational justice and trust issues but also unique dynamics in relation to its climate, the teachers paradoxically came to a state where their understanding of extra-role and in-role behaviors was blurry. As mentioned before, one of the biggest issues of OCB research has been the over or under-generalization of performance behaviors as OCBs or in-role tasks (DiPaola & Hoy, 2005; Morrison, 1994; Somech & Oplatka, 2015). The participants in the current study mostly tended to perceive their in-role tasks as OCBs. This overgeneralization might stem from potential personal and organizational biases as each shareholder are likely to judge the performance behaviors using different standards.

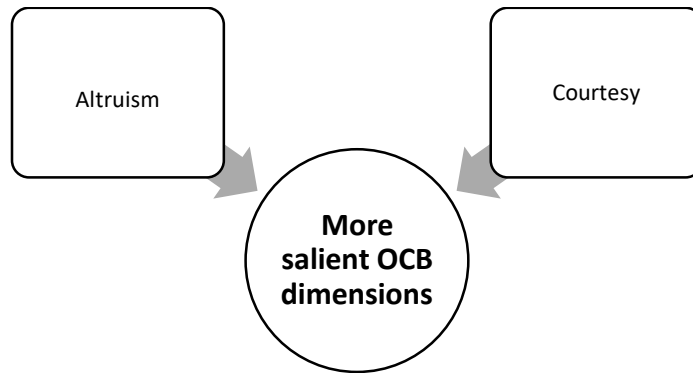


**Figure 13.** OCB vs. Organizational Factors

Most importantly, the findings of the current study indicated that OCB is a sensitive concept which has strong ties with a set of organizational factors that encapsulate organizational climate, organizational commitment, organizational trust, organizational injustice and model of leadership as well as other contextual factors (see Figure 13). Each of these facets will be presented along with the participants’ narratives below in different sections.

#### **4.2.1 Dimensions of OCB in the Organization**

When the sub-dimensions of OCB were explored through the open-ended questions and the scenarios in the third interview, the findings revealed that [altruism] and [courtesy] were the more salient categories (see Figure 14) whereas [conscientiousness], [sportsmanship] and [civic virtue] were the less salient categories (see figure 15) in terms of organizational citizenship behaviors of the participants in the organization under examination.



**Figure 14.** The More Salient OCB Dimensions in the Organization

[Altruism] In line with this finding, it can be said that the participants exhibit more helping behaviors with tasks or issues pertaining to the organization such as helping new employees and substituting the colleagues when necessary.

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**Sample Item** for “Altruism” – Scenarios

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One of your new colleagues had a problem with information systems and asked for your help.

---

[Courtesy] turned out to be the second salient organizational citizenship behavior of the participants. The term refers to proactive behaviors which have the potential to prevent possible problems in the organization through successful communication and advanced notice. The responses of the participants indicated that their experiences regarding communication and exchange among their colleagues have been positive.

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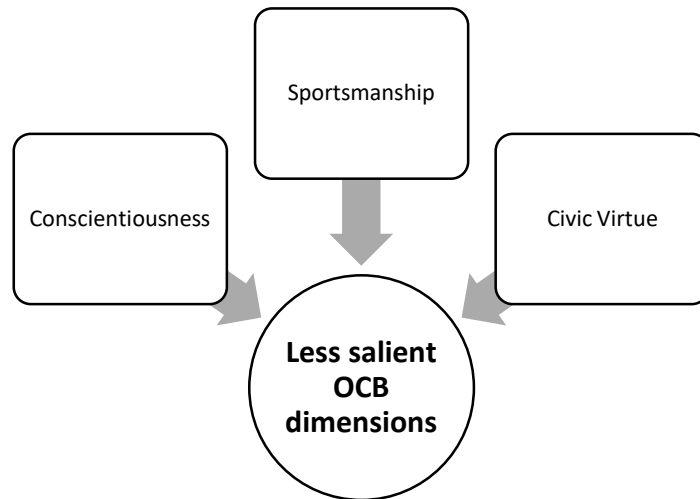
**Sample Item** for “Courtesy” – Scenarios

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A colleague could not come to school for some unknown reason and other substitute teachers were in the class. That's your free time.

---

As far as [altruism] and [courtesy] dimensions are concerned, it can be said that these dimensions have ties with personal traits, intellects and professional teacher identity as they are a result of individuals’ own choices, opinion and attitudes towards the organization, issues and their understanding of these issues.



**Figure 15.** The Less Salient OCB Dimensions in the Organization

When it comes to the less salient or lacking dimensions of OCB of the participants in their current organization, as can be seen in Figure 15, the dimension of [conscientiousness] can be said to be problematic. As the instructors had barriers to exceed the minimum requirements of the organization, negative stances in relation to using their time during work hours and avoidance of contribution to the organization through suggestions and innovative ideas.

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**Sample Item** for “Conscientiousness” – Scenarios

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It is announced that a classroom research team will be established in your school.

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Secondly, referring to the tolerance towards the difficulties, disturbances and impositions of work without any complaints, [sportsmanship] occurred as one the less salient organizational citizenship behaviors as the participants have had quite hard times and found the idea of sharing their problems with their colleagues and discussing about them somehow necessary. Some of them indicated they try to focus on the positive aspects of the organization from time to time to protect their mental health and sustainability of their work.

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**Sample Item** for “Sportsmanship” – Scenarios

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You're in the break, and you've stopped by a colleague's room. When you get into the room, they are talking about things going wrong in the institution.

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Finally, [civic virtue] among the participants appeared as an inadequate category of organizational citizenship behaviors. The dimension refers to making contributions to the organization through participating the meeting and social gatherings of the organization as well as adopting the changes or decisions made in the organization and accepting the organizational strategies. The findings uncovered that the lack of inclusion of the instructors in decision-making pushed them to stay neutral or shy away from being an active voice in the organization. Thus, they only attended the formal meetings in which they most of the time abstain from making suggestions and improvement and tried to join social gatherings of their department if they were obliged to but not the social gatherings of the university as a whole. This seems mostly because they have a sort of resistance, anger or antipathy as they think they are the step children of the university. This situation makes them only engaged in their own department, though limited.

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**Sample Item** for “Civic Virtue” – Scenarios

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You're busy and you went home after work. You have repeatedly received e-mails for a number of events related to your organization.

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#### **4.2.2 OCB toward the Organization**

*“It should not be a so-called family.”*

The focus group interviews revealed that only the teachers in the senior group feel some sort of commitment to the organization no matter how limited it is. On the other hand, the novice and mid-career teachers reported that they do not feel that they belong to the organization. Some of them also added that they have been looking for vacancies to leave their current job. Metin referred to the dominant "family" discourse in the organization. This metaphor has been problematized by almost all of the teachers as they do not find it real and sincere. In their opinion, the administration always implies that they are a big [family], which created a great discomfort in teachers as they cannot see any reflection of this discourse in practice and the value given to them. They not only problematize the school of foreign languages but also CLU like Metin stated below. He

stated that they are the step-son at the university, which reveals the understanding that CLU administration does not place them in a desirable place and ignores their school.

There is a myth called “We are a [family]” but we are the beaten child of the family who is treated as a step-son.

Metin

Projecting to the past, Aykut uttered that he lost his dedication and commitment in time and had a strong stance like Melis, Metin, Ferda and Ece that most of the instructors working at the school have no sense of belonging to the organization. His words " I don't care" are also dominant among the novice and mid-career teachers as they really think that they are not cared by micro and macro level administration, which is also mentioned in the previous section.

I used to have a sense of belonging a bit when I just got here, but right now I really don't care, I don't think most people care.

Aykut

Whereas the novice and mid-career teachers reflected that they do not feel as a part of this organization, it can be said that the senior teachers exhibited a more positive stance but additionally they agree with their younger colleagues at some point. For instance, Canan as a senior teacher working for almost 20 years at this university highlighted that she cares about the professional image of the university and feels responsible for it that is why they act carefully as the instructors of this institution. However, spending a serious amount of time at the school, she emphasized that the organization is not dedicated to them but they are committed to it somehow and that is the problem.

I mean, the organization is not committed to us. We have a kind of commitment, though. Because we're the teachers of this university. When we enter the class, this school has a name, we try to act accordingly, we try to teach accordingly. Did you see? But the school doesn't take care of us that much.

Canan

When Leyla was asked to comment on the organizational commitment of the instructors of the organization from the viewpoint of an administrator, she somehow confirmed the differences between the seniors and non-seniors (i.e. novice and mid-career teacher)

highlighting that the seniors might have a better organizational commitment. On the other hand, she mostly attributed the low levels of organizational commitment of the novice instructors to their being a new generation rather than the organizational dynamics, issues and structure.

The experienced instructors, our veterans, who have been here for years and educated students, have a good organizational commitment and we like it very much, we are very happy. Our younger instructors seem to have less organizational commitment but I'm not sure. We didn't do research. It's just my observation. There may be many reasons for this. The first one is they are a new generation of teachers. This a reflection of overall cultural change in Turkey. The recently conducted studies in Turkey show that the social structure is moving towards individualism whereas it was more collectivist in the past. I suppose the recent studies show that the points of individualism increased in Turkey. Therefore, this inevitably found an echo in young teachers. Therefore, there may be a decrease organizational commitment. Secondly, maybe the economic conditions could be something. I don't know, we just didn't do a research.

Leyla

*“There is no factor that keeps me going. I have to go on because I can't go anywhere else.”*

The biggest issue concerning these low levels of commitment in the organization is reported to be dissatisfaction. The main points that the instructors are not satisfied with are their low status at CLU, financial drawbacks, ill-structured organization, lacking organizational trust and justice, lack of sources of motivation, student profile and physical conditions. Most of the participants especially in the novice and senior group stated that they usually think of quitting their current job because of the aforementioned problems. The senior teachers also indicated that they also during their career sometimes had the idea of leaving the job, but what makes the novice and mid-career group differ from the senior one is that they have more chance to find another job at the tertiary level. This is mostly because the senior teachers do not hold the required qualifications to become an instructor at university as an inevitable result of the recent regulations made by the Higher Education Council. Since they did not do a master's and are not still doing, the senior instructors have two options one of which is staying where they are now or

teaching different levels other than university students. It has been a hot debate that the recent regulations undoubtedly have made the field much more competitive, which puts especially senior and mid-career teachers in a big challenge as they are required to compete with new graduates or novices in the central examinations.

Yeah, I thought of quitting the job. I think it is about financial issues. Other than that, maybe the lack of appreciation may be a reason for this. As I said, everything is about motivation both materially and spiritually.

Aykut

Regarding satisfaction, Aykut indicated that financial incapability is a major issue in terms of their lack of motivation. Most importantly, he highlighted that what they do or their achievements are not appreciated by the administration in the organization, which inevitably urges them to work in [idle mode] since they most of the time feel unenthused and unwilling as teachers.

Metin, similar to Aykut, revealed that is almost impossible to live properly without doing any extra work somewhere else apart from teaching. This actually uncovers how poor financial conditions they are living in. Interestingly, Metin tried to attract attention to indifference and inaction of the administration by saying that they are aware of the fact that the instructors think of leaving the job at the earliest opportunity. This notion somehow shows how deep-rooted the problem is. Much like Metin and Aykut, the teachers in the novice group also affirmed that they are looking for academic positions and checking the announcements regularly. In addition, they highlighted the urgent need for improvement regarding financial and physical conditions.

If you want to make a living or live properly, you have to work extra somewhere. What you do here doesn't really motivate you. Therefore, we are in an unhappy and constant search. Frankly, I, like most of the people here, want to escape at the first opportunity. The administration actually knows that.

Metin

Although not yet homogenous, the senior teacher also stated they also thought of quitting the job even though some of them made an attempt on this, some of them just thought of it. Bahar, underlined the significance of the aforementioned reasons when it

comes to thinking of quitting the job. However, as a senior teacher who worked for more than twenty years in the organization, she revealed that she has no power or energy to go to a new place and to adapt to new conditions and a new environment. Moreover, she revealed that she perceives the school like her home as she spent most of her life there.

I thought. Again for similar reasons. I never had any trouble with my co-workers. Actually, I didn't go into action but just thought of it. Something happens... I mean going to a new place scares a person after so much time. Entering a new environment and getting used to there. We opened our eyes here, like our home. Occasionally, I think of leaving it.

Bahar

The second crucial concept in relation to OCB is organizational trust. To this end, the organizational trust including trust in administration and trust in colleagues was examined especially in the third interview as well as the focus group session. Although most of the participants addressed some issues regarding organizational trust, the senior group turned out to have relatively more organizational trust compared to the other colleagues involved in the study. However, it can be said that they to a serious extent lack organizational trust for a couple of reasons. Metin said that he does not trust his managers especially those who are in the top position adding that he can trust some of them depending on who that person is. He also revealed that he somehow trust his colleagues if he has a relationship with them outside the school. Metin and his other colleagues' comments unearthed that the organization has difficulty in creating an acceptable degree of organizational trust regardless of who the administrators are, which signals the lack of professionalism and dependence on individuals rather than objective and professional relationships.

I never trust my managers but my colleagues occasionally if there is a connection outside the job accordingly.

Metin

Whereas Ferda finds the style and wording of administration threatening, Aykut called attention to the fact that trust depends on the person. He adds that the biggest reason for his distrust in the micro-level administration is that he does not believe they as administrators deliver the problems of the instructors to the top administration.

They have their superiors and subordinates. We are their subordinates. Who does a person given a managing position work for? They work for their superiors, not for you. The point isn't you here. The important thing is the report they hand in their superiors and pleasing them.

Aykut

Agreeing with Aykut, Melis in the focus group interview with novice teachers expressed that the administration is not seeking real solutions but stalls them constantly regarding the problems and solutions. She indicated that she does not think that they are well-represented within the body of the university. According to the participants, that is why their problems remain unsolved and they are still suffering from them.

My distrust is mostly because of the fact that the administration always tries to distract and calm us. They say: "We do our best for you, we do it." But I wonder how we are represented as a department at the university board. If there is no progress in our physical conditions, neither our salary nor our classrooms and offices... We are such a forgotten department, which means that we cannot be represented very well.

Melis

In line with this, it is essential to visit the views of Leyla as an administrator when it comes to innovation and change regarding the organization. One of her crucial highlights was the resistance coming from the instructors to change, especially the senior ones. Interestingly, as a manager she thought that the senior instructors in the institution somehow seems more committed to the organization in her opinion. However, it is also strange that most of the resistance comes from this group, which also somehow deteriorates the organization by making the organizational culture more established. As a solution, she stated that they have been trying to implement changes gradually. This might be an avoidance of getting severe reactions from the instructors. Although, this current strategy might seem fruitful, it has the potential to slow the potential innovation in the school down.

We have difficulty in change, of course, resistance to change is very high. Rather, we have instructors working here for 20-25 years. Their organizational commitment is very nice, we like it very much, but sometimes the resistance to change comes from that group again. Because life is constantly changing, that is, trends are changing, expectations are changing, students' needs are changing. Teaching materials are changing, technology is employed in teaching. Of course, that resistance makes us struggle a little bit. But we slowly try to solve it. We didn't make a radical change; we make a gradual change as you might have noticed. We are trying to implement changes step-by-step so that they may cause less pain. We try to spread this culture everywhere, but we have difficulty because of this established and tight culture.

Leyla

On the other hand, real communication in the organization seems to be a sort of problem. In other words, not only communicating but also understanding expectations, goals and problems of each stakeholder (i.e. the instructors and administration) is of a great importance. Wearing her lens as a member of the administration Leyla highlighted that they are trying to make communication possible and successful as much as they can by adding that their own administrative tasks prevent them from contacting their employees enough, which made her question how well she empathizes with the instructors.

Not much. Because the administrative affairs are so overwhelming that the instructors and the other managers in the lower layers of the hierarchy meet more. For example, we have unit heads, they are in contact with the teachers, of course we get feedback from the unit heads. Our door is always open; I adopt an open-door policy. But of course, frankly, I would love to communicate more often. We create an environment where they can write their complaints and suggestions as much as possible. But personally I would like to discuss more. 160 people actually constitute a huge number, but as I said, we usually keep communication channels open through coordinators and unit heads. We might need to be better at empathy, but to what extent can I say I'm empathizing?

Leyla

In the focus group interview carried out with the senior instructors, Canan stated that administrators change from time to time and everybody, especially administrators look after their own interests and profit. Sumru drawing the ideal picture of the trust issue, also indicated the subjective nature of this issue. Staying always cautious in the focus

group interview, Sumru and Bahar indicated that they somehow to some extent trust their managers. In addition, Bahar associated organizational trust with the support she might get when she has trouble in the organization. She uttered that if the administration stands behind her when she experiences negative things, this is something that wins her trust.

Of course, it needs to be trusted. If it is to be an efficient business and a peaceful work environment, mutual trust is needed. Even the managers should trust the employee in the same way. There must be a mutual trust relationship. But how much this is achieved varies from time to time according to the employee and the manager.

Sumru

*“... Some are more equal.”*

One of the biggest inhibitors of OCB has been proven to be organizational injustice. Organizational justice is about the fairness of job-related procedures, interactions, and outputs. The field of organizational behavior clearly revealed how crucial organizational justice is in terms of a positive work atmosphere and improvement of employee performance and behavior. On the contrary, organizational injustice turned out to be an inhibitor of OCBs exhibited by the employees. In this regard, it is more than essential to understand the views of the employees or the teachers in this case to interpret the patterns of their organizational citizenship behaviors. Interestingly, all of the participants without exception referred to the organizational injustice they have been exposed to. Below, the findings are presented in line with the three dimensions situated in the literature which include distributive, interactional and procedural injustice. Adopting a holistic approach, Metin indicated that organizational injustice is dominant not only in their school but also in other units or departments of the university. He emphasized that the principle of merit is not taken into consideration in CLU, which is perceived as a



frustration by the employees. By the following words, he referred to the issues of *distributive injustice* regarding the organizational reward system and outcomes.

Organizational culture is reflected in every unit. There is an injustice at the top of the institution. So this is the case in your smaller units, too. For instance, someone coming from outside becomes the head of the department rather than a person who made a great effort and is supposed to be the head.

Metin

Referring to the organizational culture of CLU as a manager, Leyla emphasized that the school has an established organizational culture and it might kill creativity if an organizational culture is too established. She also stated that it should not be too loose, either. Moreover, Metin, Ferda and Aykut indicated that they witnessed nepotism at the department. They reported that there is a way of conduct regardless of the quality of the employees. In other words, for instance, a person who is not a qualified teacher can be highly valued here. Another one who is highly qualified can live the opposite, so to speak. Ferda, on the other hand, attracted attention to the fact that the administration acts as if they were treating the instructors equally but this does not reflect the reality in practice. That is why Ferda refers to George Orwell's words by reminding that [some are more equal] to emphasize the nepotism in the organization. In this sense, obviously they touched upon the matters of *interactional injustice* by highlighting that all members of the organization are not treated with dignity and respect; contrarily, some are segregated in a way.

They emphasize equality as such, but from time to time. "We distributed class hours like this", I don't know, "we did this thing!". You know, it's something they should do. Sometimes they offer it like grace. While presenting it, they try to create the perception that we are equal. This is not what we expect.

Ferda

In the focus group interview conducted with Sumru, Bahar and Canan, they answered the question "Are the instructors treated equally?" with an "exact and clear no!". Canan explained that the administration shows more favor to people close to it. Bahar exemplified that something a person is allowed to do cannot be allowed for another person. All of the three senior teachers indicated that they are not treated equally in

terms of workload, tolerance, permissions, and promotion. They also claimed that good work is not rewarded but somehow punished. Canan referred to the double standard issue below and implied that things work in accordance with human relations and favoritism rather than objective criteria of performance and evaluation.

Especially, while the requests are evaluated. For example, while a person's constant wishes are fulfilled, yours can be ignored. I mean, for example, they don't think of anything. There is a group of teachers who worked at preparatory school teaching weekly 18-20 hours for years. They do not let them rest for a while and get some rotation. Rotation, for example, has a name, but not in this school. For some reason, I don't know why, but it applies only to certain teachers.

Canan

The novice teachers –hitting the high spots of *procedural injustice*, indicated that they faced a lot of unfair practices in the organization, Pelin also called attention to double standard and discipline issues by emphasizing that seniority matters in the organization and causes a sort of discrimination. In other words, they unearthed that organizational procedures do not work the same for everyone in the organization.

There's a lot we don't think is fair. When we make a mistake, we are treated very differently, when the teachers who have been working here for 20 years make it, you know, they are shown more tolerance. When we try to get permission for graduate studies, they do not cause much trouble, but they say talk to your instructor or talk to your partner. They say things like this. But when another one at 9:30 in the morning says that they have something urgent, they are treated differently. We don't get [the same justice]. Either you should provide [the same justice] and discipline, or you should ease off on all of them.

Pelin

This issue seemed to have created some sort of an invisible tension between the senior teachers and the others. When Leyla was asked whether there occur some problems in regard to role behaviors, she commented on the seniority issue.

There is such a seniority in our culture. But let's consider the school as a system. What is seniority formally formulated according to? By position. Is there a hierarchy other than that? No. I'm a structuralist, so I'm a bit stuck with it. I'm in favor of obeying whatever is in the official structure. So the official structure says your supervisor is this and that. Other than that, there is no formal structure.

Respect for age or respect for experience exists in our culture, but to some extent. That is, not to exceed the limits of respect. Mutual respect, right? I don't think there will be any inconvenience while the limits are cared- it's already a very fragile line. I mean, if a senior has an attitude like "You don't know anything!" towards the novice teachers, it is not a good thing. I don't know. There may be individual incidents. But I personally do not like such a hierarchy. Hierarchy exists only in the formal structure. Leadership occurs over time. The person gains respect. So you will win. Your age, your experience... Let the young people respect you. But you have to create that respect. If you say "I'm very experienced here, I know everything," that young teacher doesn't respect you. But when you have such a good attitude, you will automatically have all the young people around. We need to know this.

Leyla

In this environment of injustice, the participants mentioned, the teachers can be said to have created paradoxically their own solutions and perceptions in terms of their in-role behaviors and brought flexibility for themselves. For instance, their attitudes toward time management in working hours turned out to be independent of administrative policies. The findings showed that the instructors do not desire to spend time on other tasks apart from their classes. Moreover, almost all of them want to leave the school as early as possible even if they are required to stay there within official working hours, which makes almost no room for additional work that can promote the organizational effectiveness and the well-being of the organization.

I'm trying to be here as long as I can. If my class is at 10 or 9 a.m., I'm here so that I can prepare my lesson. At the end of the lesson, I do not leave immediately if I have something to do. job, I'm getting ready for the next day. I think it should be like this. If I don't have a lesson, I think I can leave if I don't have a task in the afternoon because we are teachers and I don't think it makes much sense to stay here unless we have a task.

Canan

Much like her other colleagues in the study, Canan expressed that they do not want to work in full working hours from 9 a.m. to 5 p.m. as opposed to what the administration formally asks for. Her speech was quite significant in terms of representing her colleagues' and her own understanding of in-role task descriptions. That is to say, the participants are highly apt to perform their in-role tasks and reported that they do not perform any extra-role behaviors toward the organization, which are discretionary. Apart

from these OCB or extra-role behaviors, the participants showed that they hardly find any motivation to perform their in-role tasks. Furthermore, this lack of motivation seemed to be making them more indifferent to their organization as Metin stated below:

I do my work for that day and I deal with my personal things apart from it.

Metin

He further responded to what his stance is regarding organizational problems by saying:

I'm not usually interested. I tell them to the managers and after that, I don't deal with them.

Metin's words showed that he feels alienated from the organization and does not care about what is going on as he thinks that they are neglected or somehow undervalued. There is no doubt that the organizational issues and problems made the participants indifferent to the school. Another example of not wanting to increase organizational effectiveness or not caring about it is that most of them are not willing to do so. When they were asked whether they desire to contribute to their own professional development in order to carry their organization one step further, most of them told that they can do it for their own sake, not for their organization.

I would do it for myself, not for my institution.

Ece

This understanding proved the extent to which the participants isolate themselves and their own profits from the well-being of the organization or organizational profit. This scene simply illustrates the unwillingness of the participants to perform OCBs, their alienation to their working context and reluctance to contribute the organization as a whole. Only very few of them commented that the contribution they make to their own professional career adds to the organization somehow. Pelin and Ferda evaluated this issue bidimensionally.

The investments I make in myself affect the institution in the same way. I see it as a double-sided issue.

Pelin

Seemingly, the reason why most of the teachers radically do not want to contribute to the betterment of the institution might be their anger or frustration resulting from their deprivation of good working conditions, value, encouragement, and appreciation. In other words, since they think the organization does not contribute to them as individuals and professionals, they simply do not want to make it better or work for its improvement.

Looking from an administrative perspective, on the other hand, Leyla stated that individual and organizations have their own goal but it is of utmost importance to meet them at a shared point. However, she also added that the goal of the school must be prioritized rather than the individual goals. However, the participants revealed that their own goals and the goals of the school are not harmonious and they believe that they themselves are not prioritized and valued adequately. That is why their understanding has traces of mutualism most of the time. Thus, it can be said that both the administration and the individuals do not attempt to meet their goals at a common point as they lack motivation and reasons to do so.

There is such a diversity: we have very experienced teachers and we have new teachers. We have instructors from different backgrounds, and we have instructors with diverse economic, social and academic backgrounds. Of course, as much as our organizational goals, that is to say the general purpose of the school, individuals can have their own specific goals. I think it is important to try to direct those individual goals to the goals of the organization and the school. I mean, I'm thinking of trying to adapt. It's important. We all have individual goals, of course, but the school should be the first priority.

Leyla

Finally, another issue affecting OCB levels of the teachers has been leadership which has a big potential either to foster or hinder teacher OCBs. The third and the focus group interview handling with organizational and administrative issues revealed a lot regarding the current leadership and management philosophy of the organization. When the overall picture is analyzed in line with participants' ideas and comments, the leadership can be said to encompass abusive supervision composed of public criticism, rudeness, ridicule or inappropriate expressions of anger. As indicated in the literature, this kind of

supervision is much likely to make the employees question their relationships with the organization. For instance, Canan criticized the language and approach of the leadership and highlighted that the repressive discourse they have been subject to negatively affects their performance, motivation, and morale.

For example, the discourse of the meetings is very important. Now, we work at a very big institution. Problems might occur in every institution. These are handled in a way, so I think it is very irritating to talk to 150 people in such a repressive language. There is no need! No need to tense the people up. I think the style is very important. We can't treat our students like that. When we have a problem with someone, we pull him aside, we talk to him there, for example, we don't want other students to be affected. We feel sorry for such things and our morale deteriorates.

Canan

Although this seems to be the prevailing philosophy and reflection of the overall administration, as one of the administrative staff, Leyla indicated that her own leadership is situational and she takes care of personal variables when it comes to approaching the employees, which might generate a blurry line among the employees or might lead to inconsistencies in organizational behavior. As she indicated herself, this approach does not necessarily mean a sort of injustice but inevitably has the potential to be interpreted in different ways by the employees themselves. In the end, it may appear as a barrier to objectivity and standardization at all.

My understanding of management is currently trying to adopt an understanding that has proven effective in research. There is a movement called situational leadership. I try to take a similar approach. I set a leadership style according to context, person, problem and strategic plans. You can ask me what I mean. My leadership style is as follows: some of our employees want autonomy, you need to give them autonomy. Some of our employees require directives and it is necessary to tell them what to do. I lead that way by observing them. Some decisions are very strategic. I don't think I have to consult in decision-making. But I always consult in some of my decisions. In those decisions, in daily operations, I definitely get opinions and ideas, I respect ideas. I am a manager myself, but I also understand my own managers. At some point I know that they have to follow the directives that come from their superiors. I see the organization or the school I work for as a system.

Leyla

### 4.2.3 OCB toward the Colleagues

*“No collective conscious here!”*

The second dimension examined in relation to teacher OCB is the organizational citizenship behaviors toward colleagues. One of the major issues regarding the low levels of OCB toward the colleagues is the very culture and climate of the organization that can be viewed as an individualist one rather than collectivist. Aykut explained this issue further by addressing the lack of common will among the teachers in the organization. What Aykut and the others indicated in the interviews refers to the existence of an individualistic school culture which is quite harmful to organizational climate and thus the organizational citizenship behaviors of the teachers. Aykut attributed this lack of collectivism to the fact that everybody has concerns about their own profit, goals, and practice. He also addressed the differences and discrimination in line with individualism. That is to say, he thought that the differences regarding status, title or salary are the major reasons. That is why a senior does not care about the problems of a novice or mid-career teacher since they are not exposed to the same conditions according to the novice and mid-career teachers. Moreover, they highlighted that they are subject to a sort of discrimination. These differences, of course, lead to a kind of indifference among the employees of the organization no matter how much they have in common as teachers. In other words, they somehow go through an alienation from their colleagues with whom they inevitably share a lot of things.

Because there is no collective conscious here. I'm not saying we should march in a protest, but if no one stands behind a petition or a complaint collectively, if I am alone in the face of the problem, as Metin said, I would try to adapt to it in terms of my own mental health.

Aykut

Another dimension that has a lot to do with the individualist culture is the existence of a dual relationship with colleagues. Without exception, all of the participants confirmed that they only care about the problems of their friends or colleagues they have close

relationships with or they only want to help them voluntarily in case of a need. This attitude uncovers the dynamics of professionalism and the lack of collectivist culture in the organization. Since they tend to offer help to those who are their close friends, it can be possibly explained that subjective relationships dominate the organizational culture and collegial relationships or exchanges rather than professional behavior. In this sense, organizational citizenship behaviors that are conceived as helping behaviors in different domains can be said to be missing to a certain extent at the collegial level. Sumru exemplified the prevalent notion by the following lines:

So it depends on the person. I do not take an active action related to an institutional problem of a person to whom I just say hello, but I can do what I can for a colleague with whom I have a closer relationship. This changes from person to person.

Sumru

On the other hand, like her other colleagues in the study, Ferda mentioned about two groups of employees in the organization. This reveals that there have been two different preeminent attitudes towards collegial relations. The first one provides a space for a proper and positive way of communication whereas the second one is said to be negative and destructive which abalienates them from each other by inhibiting potential organizational citizenship behaviors toward colleagues.

I'm talking about 150 people here, my colleagues, the people I work with. And it's so different. While we really have a very understanding dialogue with some of them, some others might have an overwhelming, critical and totally destructive attitude on the other side.

Ferda

As to trust in colleagues, it is not difficult to see the reflection of this individualist culture prevailing the organization on collegial trust. The participants explained that they only trust a couple of people around them among all the instructors in the organization. According to their statements, it can be said that this trust is built upon closeness among the colleagues. Pelin and the other novice teachers expressed that they hesitate to ask for help from most of their colleagues since they do not tend to do favors and are inclined to



shirk their duties as an inescapable outcome of the surrounding conditions and dynamics which are somehow revealed in the previous sections.

If you ask whether I trust all of my colleagues, no, I don't trust them all.

Pelin

When Leyla commented on the collegial relations in the organization, she confirmed the existence of collegial grouping as a result of the big population in the organization. Furthermore, similar to the participating instructors, she emphasized that these good relationships in small groups are the main reasons for the overall pleasure of the instructors that make them stay there.

Of course, 150 is a big number. I observe that the relations are good in small groups and even in the feedback we receive, there are those who always say “I am very happy thanks to my friends.” Friendship is an important criterion here. I think friendship is good in small groups. But as the group grows, there is no way for 160 people to connect with each other. Relations with students are generally good but individual events always happen. In general, we are faced with a group that loves their students. From time to time, problems occur but we are obviously trying to solve them. That's what happens in every school, every workplace. But overall I think it is good.

Leyla

*A [comfortable] atmosphere or an artificial [comfort zone]*

A positive factor regarding the organization is the fact that all of the participants confirmed that they are working in a comfortable, stress-free and positive atmosphere. This comfort is about their feeling relaxed and not being pushed in terms of their workload and daily tasks. This notion was also indicated as a reason to stay in the institution by all of the participants. However, this [comfortable] environment is not always considered to be a positive thing by them because it is associated with discipline problems, administrative inadequacies as well as poor working standards. At this point, it is necessary to expand on the meanings of the word [comfort] and to go into more depth to figure out how or in which contexts it was used by the participants. For instance, Metin underlined the pleasant atmosphere existing in the organization. He also

implied that this positive environment comes from people trying to communicate with the colleagues they get on well with and keeping their professional distance with those whom they do not like at all. Actually, this dual relationship among the colleagues seems to be the key factor. On the other hand, he also added that the unease in the organization is caused by administrative policies.

Under normal circumstances, there is a nice environment in terms of colleagues. There's an environment where people are warm to each other. We may clash with a few people, but this is normal but at least we can ignore them at any time. For example, if I don't agree with you, I can ignore it, or if I do well, I have a chat environment. I would say that at least as a people's point of view, it is a pleasant, well-maintained, peaceful environment. The reasons for the unrest here are generally due to the reflections of the administrative problems on the teachers.

Metin

Another issue regarding the working environment and this so-called "comfort" is a kind of social contract between the employees and administration. To put in a different way, all of the participants confirmed that they are working under bad physical and financial conditions and they expressed that micro and macro level administration is aware of this. Actually, since they know this, they do not ask the employees to perform more than they can or are required to do. This is somehow indicated above by the participants as shirking tasks and responsibilities. This situation can be somehow likened to supply and demand equilibrium. In other words, since they are working in bad financial status, the teachers tend to shirk even their in-role job descriptions. In this case, we need to put extra-role behaviors aside since formal job descriptions are somehow ignored or neglected. Likewise, the administration also is conscious of the situation and takes the things for granted, which leads to a state of stability and unproductivity. Apart from this environment, when Metin linked it to administrative policy and understanding, he underscored that the environment became a tense one and his colleagues feel a bit insecure when compared to the past addressing a shift in the organizational climate.

When I first came or because I hadn't seen it before, there was a close and warm environment, but now I think people care about their own benefits, they are tense and worried while communicating with each other. They are like this: "I'm going to say this, but I wonder if it will be abused." or "I will say that, but will something bad happen to me?"

Metin

Aykut also underlined the less work, less salary and so-called "comfort" issue which can be considered as a self-censor implemented by the teachers against over workload or the potential desire to be asked to work more than they are supposed to do in their own understanding. Aykut's words below endorsed the aforementioned social contract between the administration and the instructors.

Everything comes to the same point, nothing is solved. Can you keep even one person here until five o'clock compared to other institutions? You can't keep even one. It is a very simple, very basic thing. The disgusting part is that the school and the management are aware of it. That's why everybody's yawning, doing something like that. If you give a person a 1-page translation or even one little extra task, there comes up an argument. But in other institutions, for example, we have a lot of friends working thereabouts, we know they work until 5 p.m. and it becomes a problem even if they are 5 minutes late.

Aykut

By the time Leyla was asked how often the instructors go through extra workload, she indicated that it does not happen and the teachers do what they are required to do or in-role job descriptions. On the other hand, when she was asked if the instructors do extra-role tasks to contribute to the organization, she said that there might be some people adding that they did not do a research on this. Moreover, she added that in her opinion organizational citizenship levels are high in the university.

I don't think it happens very often. Very rare, so I think the non-teaching tasks are not too loaded. I think we teach 18 hours at most and there are 40 hours of work per week. The rest is 22 hours a day in our hands. 22-hour invigilation duty or translation tasks are not given to teachers. So what's a teacher doing? They have an environment in which they can prepare their lessons, mark exam papers and make their evaluations. I don't think they are assigned tasks apart from their main duties.

Leyla

Additionally, Leyla also stated that they try to provide the instructors who exhibit extra-role behaviors with some additional income sources such as extra courses or paid tasks. When she was asked if they encourage the instructors adequately to do extra-role behaviors, she indicated that this is a social exchange referring to the principle of mutuality. Interestingly, in line with this mutualism, she also stated that they as the

administration fulfill informal requests coming from those who show OCBs, which needs to be approached cautiously.

I do not know. There's always something better. But for those who show organizational citizenship behavior, we usually provide administrative courses so that they can provide additional income. We give translation tasks so that they can provide additional income, as well. When they have another request - their informal requests - we try to fulfill them. After all, exchange is social debt. If you have a social debt, you want to pay it. Therefore, of course, we provide a loan to the person we socially owe through organizational citizenship behavior. I think they have been encouraged as much as possible.

Leyla

*"We all have our own friends."*

Being a closely related concept to organizational climate, task interdependence, which is another vital facet of organizational citizenship behaviors, can be defined as the extent to which employees need information, materials, and support from their co-workers to perform their job. In other words, it is a state of collaboration and communication of the employees. Thus, high levels of task interdependence are regarded as a reinforcing factor when it comes to OCBs. In this regard, in the last interview, the participants were given some scenarios to figure out their patterns of OCB toward their colleagues as well as the other dimensions. Both the scenarios and the open-ended questions, parallel to collegial trust, showed that they have little communication and cooperation among the colleagues in the organization. That is to say, there is very little contact among the stakeholders. Although each participant found themselves effective in terms of communication and they think that they have the potential and capability to collaborate, none of them touched upon the density or frequency of this communication. As mentioned earlier, the organizational climate urges them to adopt an individualistic approach and they only communicate with the people they get on well and do not go one step further. Obviously, this might be considered a sort of hindrance when it comes to active learning, collaboration and sharing because the teachers themselves indicate that they all have "inner-circles", so to say. This facet illustrated the vicious circle

dominating the collegial relationships and thus organizational citizenship behaviors. A fit example of this might be the words by Ece below. She indicated that her main criterion is the possibility of the potential contribution of her colleagues when it comes to establishing rapport with them. To that end, Ece expressed her thought underlining that she makes use of her novice peers' ideas whereas she does not find her seniors as fruitful in terms of sharing.

I have always had a positive relationship with those who have the potential to add something to me. But I never tried to establish a communication with those that would add nothing to me. This is mostly because of the actions of novice teachers and negligence of the senior teachers... I do not believe that the seniors will add anything to me. Because now they're in pursuit of finishing the job and going away. But the new instructors did add something to me every time. I mean they can say "I did this in the classroom and it worked or it didn't work." They share their practices with me.

Ece

In line with this, the point that can be problematized is not whether they have constant relationships or communication with their colleagues but how they interact and collaborate. That is to say, the quality of these ways of communication is of importance because the participants indicated they contact their peers in case of a necessity except for their inner-circles. Moreover, the organizational and work-related procedures seem to be not making enough room for them to improve collegial contact and collaboration.

#### **4.2.4 OCB toward the Students**

*"I don't want to be a teacher who lies down on the job in the eyes of my students."*

Another dimension of OCB examined in the current study is the organizational citizenship behaviors of the instructors toward their students, which relatively higher than OCB toward the organization as a whole and OCB toward colleagues. The main reason behind this motive seems to be the sense of "educational calling" that stems from the fact that teaching job is a [timeless and unbounded career] which was also supported by Oplatka (2006). In this respect, teachers who are driven by this sense of calling are more likely to exhibit organizational citizenship behaviors. Additionally, since the

profession has been attributed to a kind of moral aspect when it comes to OCB toward the students, it can be said that this category is the least affected by the issues that the teachers have had. In other words, as explained in the previous section, the lack of organizational trust, commitment and dissatisfaction seriously affected the teachers' OCBs whereas these factors have mild effects on the OCBs toward the students. In the focus group interview, Sumru, Bahar, and Canan underscored that they try not to project the problems onto their students and emphasized that doing so is not ethical adding that they clear their performance of this kind of bias although they have been facing motivational problems. Canan also marked the point that these issues do not have anything to do with the students in addition to emphasizing their teacher identity which has to stand still no matter what.

Of course, nobody wants to work in such an institution, but ultimately we have a [teacher identity] when we go into the class.

Canan

In harmony with Canan, Bahar also expressed that they try to isolate their students and performance from the problems they have been facing and further explained that they feel responsible for their students.

We leave all the problems behind. Even if our energy falls away in the office or something, as Canan said, when you enter the class, they stay out.

Bahar

Highlighting the lack of a well-structured appraisal system, Melis confessed that she does not want to be seen as a neglectful teacher and that is why she is trying hard to do what she believes in regarding her job. This understanding seems to be rooted in her own understanding of herself as well as developing a strong professional self and self-confidence since she accentuated that it is much more important for her to look like the person she is rather than the judgments of other people. In other words, firstly, she desires to be content with her own professional being before gaining appreciation from others. Nevertheless, like her other colleagues in the study, she also revealed that she has been in need of appreciation somehow as this is an unignorable source of motivation.

It (the system or/and the administration) doesn't distinguish between the good and the bad, and people working hard or those who aren't. Nobody appreciates us. Whether you work hard or not, you are the same. It has an adverse effect on my motivation because one says "why should I try then?" But, why don't I stop doing what I know or the right thing? I don't want to be a teacher who lies down on the job in the eyes of my students. I would like to be satisfied with my own performance myself before someone else. However, if someone said "We observed you and liked a lot.", I would be glad.

Melis

Much like what Melis revealed, it can be said that personal satisfaction and the needed self-esteem to move on are the things underlying this aptitude to being loyal to their job and students. However, the findings also indicated that the sense of educational calling, self-respect and caring about students are not solely adequate to encourage organizational citizenship behaviors toward the students. It can be said that the teachers who took part in the study showed a great tendency that they are ready to help their students mentally but their perceptions seem not to be finding a place in practice. In this regard, it is of the utmost importance to distinguish between their readiness or willingness to perform organizational citizenship behaviors and what they do in practice. To this end, it can be said that OCB toward students turned out to be a relatively more observable category in the current study compared to OCB toward the organization and colleagues. Although the levels of OCB toward the students seemed to be higher, it is more than essential to make the note that all the inhibitors mentioned in the previous sections also have made the OCBs toward the students also a fragile phenomenon. Moreover, it should be noted that idea and practice are two separate things that is why we need to be careful while interpreting the perceived OCB patterns of teachers due to the dilemma of idea and practice. However, it cannot be said that the mental readiness and reluctance of the teachers do not pave the way for OCB toward their students.

More specifically, the participants reported that it was quite rare for them to help their students except for school hours. In their opinion, one of the reasons behind this scene is the lack of demand on part of the students as Canan indicated below:

Yeah, I would help. In other words, depending on the demand from the students, there was a lot more than 10 years ago, but now there are no such requests from the students.

Canan

On the other hand, Ferda indicated that volunteering to help students was something she did more at the beginning of her career. This might be a result of reaching a mid-career plateau or lacking the motivation to spare time for helping students.

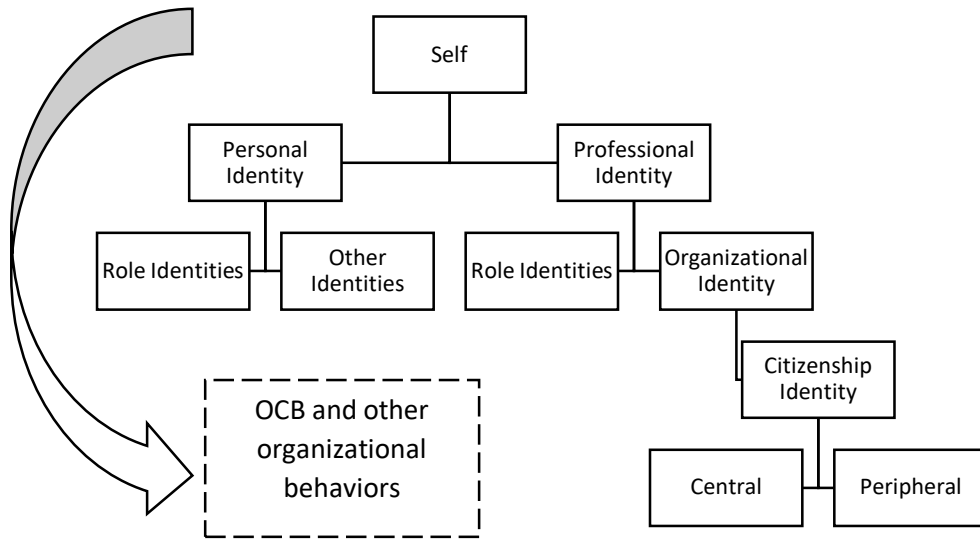
It was something I did more during the first years of my career. I don't know why, I don't know whether it's the sharing or excitement it gives, but I can offer it now, but not after my working hours but in the slots when I don't have a class.

Ferda

The findings related to the second research question showed that the instructors did not perform OCB to the same extent towards different stakeholders. That is to say, they were more willing to perform extra-role behaviors towards their students and colleagues rather than the organization itself for a few reasons concerning the organization. That is why OCBI dimensions (i.e. altruism and courtesy) were relatively more salient than OCBO dimensions (i.e. conscientiousness, sportsmanship and civic virtue). Since the participants did not problematize their relations with their students and colleagues but the organization, they tended to show more helping behaviors towards them related to tasks or problems and try to solve work-related problems, which are somehow related to their personal choice and perspectives. However, going beyond normal levels of task performance, not complaining about work troubles and various types of engagement (i.e. active, receptive, sensitive and constructive) in organization turned out to be insufficient because of their experiencing organizational commitment, trust and justice problems, which made them feel reluctant to contribute to the organization. The findings indicated that the participants were exposed to procedural, interactional and distributive injustice which made them shy away from their potential contribution in order to increase the organizational effectiveness. Moreover, their lack of perceived organizational support (POS), lack of appreciation and exclusion from organizational decisions generated a state of inaction in which the instructors preferred not to generate or implement



innovative ideas for the organization but try to keep their current status which might be called as an “artificial comfort zone”. The findings revealed that this artificial comfort zone was something that automatically brought by the system-related issues in the organization. In other words, the norm of reciprocity somehow got into action as an inevitable result of the instructors’ expectations and what they get in the end. In this regard, the most significant issue derived from the data was the imbalance between individuals’ own goals and the ones of the organization. Since the organization failed to meet them at a shared point, the instructors completely focused on their own, which inescapably induced a culture of individualism rather than a collectivist culture. The lack of collectivist culture seemed to have affected task interdependence among the colleagues and caused the instructors to get into grouping by restricting their interaction and communication with the majority of their peers. Another crucial facet of the aforementioned comfort zone was the leadership style at micro and macro level. The capability of administration to provide justice, plan and organize teachers’ practice, to reinforce and appreciate the employees and solve their problems was quite critical. When the administration went into the state of stability due to the established and toxic school culture, it echoed in the instructors’ performance, attitude and beliefs as well as their developing a central citizenship role identity. In the current status, a social contract seemed to be visible in terms of both the instructors and administration. That is to say, neither the administration expects from instructors more nor the instructors show eagerness to go beyond their in-role tasks. Moreover, due to their motivational problems they indicated that they sometimes had difficulty even in performing their in-role tasks. One of the critical findings is that although developing a central citizenship role identity turned out to be a problematic area in the organization, the instructors endeavored to keep their students away from this conflict and issues and not to harm their performance as well as their behaviors towards the students. To this end, as can be seen in Figure 16, it might be said that the majority of the instructors in the study developed a peripheral citizenship role identity as an outcome of their exposure to the aforementioned organizational factors and parameters.



**Figure 16.** The Positioning of Citizenship Role Identity

## CHAPTER 5

### DISCUSSION, CONCLUSION AND IMPLICATIONS

The study was conducted to investigate the perceived professional teacher identities and organizational citizenship behaviors of EFL instructors working at a higher education institution. In this chapter, the findings of the study presented in the previous chapter will be summarized and the conclusion will be drawn. Some implications of this research, as well as the recommendations for future research, will also be stated.

#### 5.1 Discussion and Conclusion

This qualitative inquiry was carried out to shed light on 2 research questions. The first research question aimed to explore the perceived professional identity patterns of the instructors working at a private university. The second research question aimed to scrutinize the motives of the organizational citizenship behaviors of these instructors.

Regarding the first research question, 4 emerging themes were presented along with the narratives of the participants. The first emerging theme was related to the triggers and the inhibitors of choosing teaching as a career path. The findings revealed that the personal histories and the career choice of the instructors had a substantial place in their identity trajectories. The instructors in the study cared about their personal tendencies and traits, the status of the teaching profession, financial outcomes of the occupation, working conditions and problematic areas of the job when it comes to choosing the occupation. These dimensions are mostly similar to the ones in the tripartite framework that highlighted the significance of intrinsic, extrinsic and altruistic motivations in terms of career choice (Kyriacou & Coulthard, 2000). In relation to intrinsic reasons, the participants can be said to have an interest in English as a language and love teaching in general. On the other hand, perceiving teaching as a socially beneficial endeavor was the

prevalent altruistic reason for choosing to become a teacher and the source for them to make sense of their teacher selves. When it comes to extrinsic motives such as social status or prestige, financial outcomes, and working conditions, the participants indicated that they were not affected considerably by them (see Figure 13) as they found the working conditions and social and financial status of the profession unsatisfactory and unattractive. In other words, the extrinsic factors were not motivating enough for them to choose the teaching profession; on the contrary, the extrinsic factors turned out to be somehow discouraging especially for the novice and mid-career teachers as they face serious problems concerning them. The reason why the extrinsic motivation sources served more as determinants for the senior teachers was the fact that the extrinsic conditions both in the organization and in the country were better and more attractive in their time. Inevitably, this situation signals a major change in society in terms of the place of the teachers as one of the instructors, Melis stated. Similar to these findings, Ekinci (2017) also highlighted that intrinsic motivation sources are more likely to affect the teacher candidates' choice of career and field whilst extrinsic motivation factors have a medium effect size regarding career choice.

Most importantly, regarding this change and the low social status of teachers in Turkey, Aydin, Demir and Erdemli (2015) in line with the findings of their study discussed top management policies, low pay, teachers' employment issues, loss of respect for the teachers, diminished importance attached to education, choosing the profession involuntarily, the understanding of "Make a teacher if you can't do anything else." and the low education level of the society. Moreover, they somehow summarized the factors as professional and non-professional ones. In addition to the factors above, others' views and media are placed in non-professional factors whereas teachers' personal rights, upward movement possibilities, conditions of entry into profession and teacher needs are regarded as professional factors by the researchers. Similarly, Ünsal (2018) stated eight major reasons for the low status of the teaching profession including, society, teacher-training institutions, working conditions, economic conditions, media, teacher qualifications, junior-top administrators and educational policies. The current study also

revealed how the perceived professional teacher identities were intertwined with society, external conditions and different levels of management. Especially, it can be said micro and macro level administration units starting from the administration of the school, the administration of the university to the Higher Education Council (HEC) turned out to have a huge impact on teachers' physical and mental well-being besides their perceived professional identity patterns through the educational policies employed as many researchers discussed.

As Aydin, Demir and Erdemli (2015) highlighted, also the diminished importance attached to education needs to be discussed as it is a very rooted phenomenon in society that surrounds the very cultural, socio-political and socio-economic atmosphere in a country. Specifically, this importance inevitably influences the society's effort to exist, reflect its development and demonstrate the qualified human resources it has (Durdukoca, 2019). She highlighted that the perceived value of the teaching has gone through a historical change especially after the 1970s after which it got worse gradually as a result of the social and political changes as well as industrialization. Furthermore, to evaluate the present situation of the issue, she also referred to continuous and radical shifts in the education system, arbitrary or unplanned interventions in education and difficulties in projecting the developments in the learning environments by making a specific reference to the evaluation report of education of TEDMEM (2014).

In relation to the teaching career cycle, the teachers drew a linear line that was similar to Huberman's (1989) initial model of teachers' life cycles including novice, mid-career, and late-career. As cited in Banks (2016), Huberman's career phases comprised of survival and discovery (years 1-3), stabilization (years 4-6), experimentation/activism and stocking (years 7-18), serenity or conservatism (years 19-30), disengagement (30+ years). The participants in the study seemed to make use of their own career stages to make sense of themselves as teachers. On the other hand, they expressed their opinions regarding the other stages rather than their own. Most of them indicated that *novice teachers* feel like a fish out water and underscored the struggle they undergo. Furthermore, the findings unearthed that the teachers confronted most of their identity

conflict at this stage as they had difficulty in understanding their roles, getting used to their working places and being in a tight situation where they are brought to a deadlock by having a teacher and student identity at the same time. In relation to the novice teachers, Thomas and Beauchamp (2011) similarly found out that they make a shift from regarding themselves as ready for the challenge of gaining a survival mode. They also emphasized that the new teachers endeavor to develop a professional identity that brings about a quite complex, painful and problematic process.

When it comes to the perceptions regarding *mid-career*, they thought that mid-career teachers somehow end up with overperformance and stability since they experience a lot of things, accumulated their own coping strategies, techniques, and repertoire that somehow puts them in a safer and a relatively more stable position after which they will pass into a process of disengagement. Finally, the late-career or seniority stage was regarded as a period of maturity and mastery which is called as the routine period that the instructors are considered to be more conservative, less productive and less ambitious.

Similar to the findings of the present study, Fessler and Christensen (1992) also concluded that the teacher career cycle progresses in a linear fashion but also in a dynamic way with lots of ebbs and flows. They, on the other hand, stated 8 different stages including pre-service stage, induction stage, enthusiastic, career stability, career wind-down, and career exit. Interestingly, one of the participants also included 'pre-service stage' in her narrative to define her perception of the career cycle whereas most of the participants excluded this stage. The main rationale behind her inclusion of this phase was that she conceived that stage as a period in which a teacher candidate has a lot of excitement, serious concerns regarding the profession and desire to get qualified before moving to the real stage where they need to first perform in accordance with what they have learned and acquired.

One of the most significant motives in the first theme was actually how the teachers decided to choose this career path. The majority of the participants revealed that they did

not have much desire to be a teacher although most of them had an interest in English as a learner. The main reason for their reluctance was external factors such as the status of teachers in society and the feeling of valuelessness. However, in spite of all these inhibitors, they ended up being a foreign language teacher, which made them have a unique understanding of their professional teacher identity. This is mainly because being a teacher was a label that was attached to them rather than an identity that was desirable for them at the very beginning. There is no doubt that their being unable to have other alternatives rather than teaching was a huge factor in choosing the profession as a career path. In other words, the occupation of teaching was not something they accepted wholeheartedly in their lives, which somehow created a challenging period for them to accept their teacher identity in the initial years of their practice. What is more, their reasons for carrier choice varied among the participants although most of them were pushed into the occupation itself. Personal traits, interests, altruistic reasons and the perception of society towards teaching were the main triggers for them to become a teacher at the end similar to the findings of Aslan's (2016) study. She stated that interest in the job, socio-cultural and socio-economic factors were the major reasons for the career choice. Moreover, she accentuated that especially novice teachers have some hesitation and unwillingness to start the job although the importance of the teaching profession and its social status are quite observable. However, she attributed this not only to the teaching profession but also to the others as a result of the conditions of today's globalized world where changes in knowledge, technology, production, economy, and values take place in a dizzying speed.

The second theme in relation to the professional identities of the teachers was feeling unvalued mainly because of being excluded from decision-making, student profile, robot-like mechanism or being a technician and physical conditions of the teachers. As a very significant facet of organizational effectiveness and teacher motivation, it has been always vital for teachers to engage and to be included in decision-making processes. However, in the past few decades, exclusion from decision-making has been a major issue for teachers who want to feel valued and desire their ideas and participation to be

cared and given importance. The findings of the current study revealed that the participants were not included in decision-making to a desirable extent and they underscored their discomfort resulting from their exclusion in the process and thus had some motivation and commitment problems. In other words, they expressed their unwillingness to contribute to the organization and lack of motivation as well as their lack of commitment due to not feeling as a part of decision-making and thusly organization. The findings of Özdoğru and Aydın's study (2012) also emphasized that teachers' motivation levels and their participation in decision making were linear, positive and related at a high level by stating that the teachers in the study wanted to engage in decision-making and their participation was limited in reality. When it comes to the different facets of decision-making, Alanoğlu and Demirtaş (2019) found out that teachers' involvement in decision-making was "mainly" in the clan decision, "sometimes" in the student affairs and "rarely" in the school management dimension. These findings can actually be interpreted as a democracy issue existing in the school particularly in terms of administration and managerial policies.

As a closely related concept to decision-making, teacher autonomy and robotlike mechanism or monotony were problematized by the participants of the present study. The findings revealed that their lacking teacher autonomy made them feel powerless and dissatisfied with their job since they cannot see themselves as active agents, innovators or the leader of their own teaching processes. Moreover, especially the novice teachers complained that their students have a wider space in terms of rights and actions whereas they as teachers felt that they do not have the right to decide on their own educational strategies and teaching practices. In general sense, the issue centered around their lack of space in terms of applying their own teaching philosophy, their lack of authority and rights to ensure a desirable classroom environment and their being restricted in dealing with student behaviors in their own ways because of contextual restrictions, organizational limitations and the nature of organization as a private institution. Özaslan (2015) also indicated that the participants of his study considered some elements necessary within the scope of teacher autonomy. These were being able to use the



learning materials of their choice, being able to apply disciplinary sanctions of their choice and being able to make their students repeat a course or a grade level when it is necessary. The findings of his study also suggested that unless the aforementioned elements do not exist, teachers hardly benefit their students and the occupation loses its prestige. The findings of the current research also revealed that the instructors desired to be free from interventions that confine their professional preferences and decrease their motivation by disabling them to perform for their students and the organization. In this regard, Özaslan (2015) associated this situation with the levels of organization-based self-esteem (OBSE) by suggesting that high levels of OBSE benefit organizations. That is to say, if teachers have the autonomy to perform their own professional preferences, apply their practices and actualize their potential, it inevitably contributes to organizations. He further explained that the low levels of OBSE are as a consequence of the firmly structured Turkish education system.

On the other hand, in today's world, the roles and qualities of teachers have been deconstructed and reformed continuously in accordance with new demands, changes, and shifts in social and educational policies. As Mustan (2002) exemplified, today teachers are expected to be a leader teacher, a researcher teacher, and a professional teacher. However, it is of paramount importance to underline this controversy between these expected roles or qualities, space, and autonomy given to teachers. Normally, both are required to be positively correlated. However, in today's wider socio-political and socio-economic discourse, it is clear that teachers' autonomy does not improve or increase at the same time whereas the role identities attributed to teachers are steadily changing and they remain susceptible to the changes in the system. Furthermore, as cited in Sarı and Yolcu (2017), exploring the discussions with respect to transformations in the teaching profession, Buyruk (2014) underscored two major paths. In the first one teachers are professionalized over time whereas in the second approach they are progressively "get deskilled and hence proletarianized" which harms their autonomy and contributes to the establishment of the paradigm that regards teachers as technicians. Likewise, Rigas and Kuchapski (2018) moved one step further and attracted attention to

the huge impact of neoliberalism on teacher education that sharpened the understanding of teachers as skilled technicians who are educated to put centrally developed curricula into action instead of engaging in self-reflection and critique as public individuals.

Being a relevant term to autonomy, the scope of teacher professionalism was one of the significant categories under the current theme. Toom, Pyhältö and O'Connell Rust (2015) highlighted that teacher agency and professional space is a key means of teachers for promoting student learning, and for their continuous professional development, professionalism and improvement of the school. The findings of the study revealed that the participants associated professionalism with perfectionism, which was an indicator of one the understandings in teacher professionalism. As Phelps (2006) and some other researchers stated professionalism serves a crucial set of criteria that are used by the teachers to judge their actions and attitudes, that is to say, it is a group of the highest standards to evaluate their own performance and success. While most of the participants in the present study perceived professionalism as something mostly unattainable, some of them indicated that they regard themselves as professional by judging their professional selves using their own criteria. Phelps (2006) also concluded that teachers think that not all teachers exhibit the behaviors and characteristics of being a professional. To this end, he drew the conclusion that it is important for the educational community to establish ways to reinforce the professionalism of all teachers. The very rationale behind this conclusion might be the divergence in the understanding of professionalism.

Furthermore, framing the qualities of a professional teacher in line with the participants' perceptions, the current study presented three categories with respect to the constituents of professional teachers. These are *role identities*, *universal values*, and *personality traits*. This finding is somehow in line with Tichenor and Tichenor's (2005) categorization which they modeled inspired by Sockett (1993). Tichenor and Tichenor (2005) stated that teacher professionalism incorporates character, commitment to change and continuous improvement, subject knowledge, pedagogical knowledge and obligations and working conditions beyond the classroom. The authors indicated that the

character dimension was the most discussed aspect of professionalism compared to the others. Differently, subject knowledge and pedagogical expert categories in their study were included in the role identities category of the current study. In this sense, the current study is likely to be said to have shown significant parallelism. Above all, it is worth noting that the concept of professionalism is socially constructed and it is sensitive to geographical and cultural differences which might change in time even though the professionalism functions as a set of criteria that teachers, administrators, and employers utilize. To this end, it seems that objectivity demand in professionalism might go on and the issue will keep its multidimensional nature as a hot debate. This is mostly because professionalism is a very complex concept to draw borders as a result of numerous individual, cultural, contextual and organizational variables and dynamics. However, it is very significant to understand that the idea of professionalism not only serves a set of high standards for teachers to evaluate their performance and practice but at the same time a priceless lens for them to understand their professional teacher identity or make sense of their professional selves.

The last theme regarding the first research question was the participants' in-betweenness in relation to being "quasi-academics" and "full-practitioners". The findings unveiled that the participants did not claim the ownership of an academic identity even though they were working in an academic environment, that is to say, at the tertiary level. One of the reasons for this understanding was the fact that the instructors as teachers were made to feel this way as a result of the prevalent philosophy of the administration and the perception of their students and society. Another reason was the scope of their job description and title although the title issue was somehow problematized by some of the participants. At this very point, it is of great importance to discuss the status and positioning of language instructors in general. In Turkey, the educational policy and organizational structures of the universities place the instructors of some obligatory courses such as history, Turkish, English or other foreign languages somewhere else different than academics as an inevitable outcome of their job descriptions. In other words, these instructors constitute a considerable number of university staff despite

lacking an academic title such as a doctor, assistant professor, associate professor or full professor as well as a research assistant. It is a widely-known fact that these two groups diverge in their tasks and in-role descriptions both theoretically and practically. However, the issues regarding especially English instructors who outnumber other instructors have not been touched upon. To the best knowledge of the researcher, the only study that examines the group of language instructors was the one conducted by Demir, Kapukaya, and Özfidan (2015). This study is of utmost importance as it mainly focused on English language instructors and handled somehow their status and the aforementioned dilemma of academic vs. practitioner. The authors stated that instructors choose this job as a result of their desire to educate adults, to have better working conditions, get better income and a gateway to academic studies. Actually, as the instructor position itself serves as a gateway to academia for numerous people, it should be scrutinized closely and carefully. The current study underlined this importance and put emphasis on the fact that instructors who do not hold any academic titles somehow had an interwoven identity of being a teacher and academician no matter to what extent they perform as full-practitioners or academics. Demir, Kapukaya, and Özfidan (2015) also revealed that their participants had the perception that they have much more workload, lower salaries, little respect, limited social rights, and lower status compared to other [academics] if they as instructors can be counted so. Both the findings of their study and the current study showed parallelism in terms of instructors' perceived position and professional identity. To illustrate more, the participants of their study indicated that they are respected more than school teachers less than academics and they are not regarded as academics. Interestingly, in both of the studies, some of the participants revealed that they accepted their status as an instructor who is not seen as an academic and without any title, most of them problematized this issue. This might stem from the isolation they go through. In other words, their professional beings and identities are in great conflict with where they work. Since they cannot see themselves either a true academic because of the job descriptions or an only teacher due to the working environment, they somehow get stuck in some phases of professional identity construction. This in-between identity or multiple identities are likely to be influencing

the novice and mid-career teachers as they move on their graduate studies to enter academia. Cheng's (2016) study have evidential value in this sense as an investigation of the trajectory of identity formation of 3 EFL university teachers. Cheng concluded 3 identity trajectories: identity as inexperienced EFL teachers, dual identities as both a Ph.D./MA student and a teacher, and identities as an applied linguist, curriculum designer, and textbook compiler/writer. The trajectory of identity formation for the first group was linear whereas it was more like a loop for the second group that can be defined as not only an EFL learner but an EFL teacher throughout the entire career.

The findings with respect to the second research question that aimed to explore the perceived OCB patterns of the participants signaled serious issues pertaining to their organizational citizenship. When the dimensions of OCB construct are taken into account, conscientiousness, sportsmanship, and civic virtue turned out to be less frequent dimensions of participants' organizational citizenship behaviors whereas altruism and courtesy were reported to be relatively more common and practiced. The main reason for this situation might be the fact that conscientiousness, sportsmanship, and virtue aspects are more susceptible to extrinsic conditions and dynamics. To make a distinction between the first and the second category, it can be said helping behaviors (altruism) and trying to help to prevent problems (courtesy) are in line with personal traits and approaches. That is why they do not necessarily get affected by external sources as they involve personal drives of people. At this point, some other researchers also called attention to the effect of personal values on OCB (Cohen 2007; Somech and Khotaba, 2017). On the contrary, instructors' desire or motivation to exceed the minimum job requirements (conscientiousness), tolerance for difficulties or problems in the organization (sportsmanship) and social or professional engagement in the organization (civic virtue) were proved to be vulnerable to organizational issues. Arkan (2011) found out that affective commitment had a strong relationship with aggregate OCB and its all dimensions except courtesy and altruism whereas continuance commitment or normative commitment could not predict OCB and its dimensions in her study. As for the reason for the differentiation between altruism-courtesy and the other

dimensions, this nuance might be based on Williams & Anderson's (1991) classification of OCBI (i.e. altruism and courtesy) and OCBO.

The current study revealed that the instructors hardly ever had a commitment to the organization due to several reasons which are related to their social and financial status, valuelessness and organizational culture. As Sesen and Basim (2012) reiterated, organizational commitment is the psychological chain that establishes a bound between job satisfaction and OCB. The results of the present study also unearthed that the participants had quite low levels of job satisfaction as a consequence of their positioning in the organization, poor physical and financial conditions and somewhat limited professional development opportunities. Similar to the current findings, Sesen and Basim (2012) investigating 275 teachers from ten different schools concluded that organizational commitment had a mediating role in the relationship between organizational citizenship and job satisfaction. Moreover, it must be noted that administrations of schools are in need of measuring and evaluating their employees' commitment levels and also are obliged to take precautions and make essential changes to sort commitment problems out. The current study concluded the participants believe that the administration does not take the necessary actions to prevent problems regarding their organizational commitment and job satisfaction. Furthermore, they stressed that they were being stalled off and pacified but what they desired was to see creative solutions and innovations.

This state of inaction or stability was considered to be a part of the organizational climate (OC). Although the participants were content with the working atmosphere in relation to their colleagues, they were not happy with the rest including managerial policies, organizational practices, teacher autonomy, physical and financial issues. While this state of stability prevents the organization and the employees from improving, most of the participants got used to the norms of this so-called comfort-zone where they are not expected to do much and just keep their status and minimum required performance. However, the findings unearthed that some teachers were okay with this situation whereas this comfort and stability irritated and discomfited some of them

personally and professionally as they did not feel fruitful and could not escape from the monotony that created a great deal of dissatisfaction with the job. Similarly, like many other researchers (Oplatka, 2006; Vashdi, Vigado-Gadot & Shlomi, 2013), Cohen and Keren (2010) found out that dimensions of OC could be a significant predictor of OCB and these two had a strong relationship. In the same vein, Arikan's study (2011) supported that organizational culture and its dimensions of involvement, adaptability, consistency, and mission predict OCB.

As one of the emergent themes, the organizational trust had an important place in the participants' understanding of the organization and their levels of OCB. The findings indicated that the participants did not trust the administration at large whereas they trust their colleagues partially. Actually, this state seems to have led to an individualistic culture in the organization which inhibits organizational citizenship behaviors towards the organization as a whole and colleagues in addition to engendering a lack of collaboration and decreasing organizational commitment. Likewise, León and Finkelstein (2011) figured out that collectivism is a significant predictor of organizational concern and prosocial values and motives and role identity as well as OCB. Thus, it can be said that schools which lack collective consciousness and culture to a great extent are likely to be deprived of organizational citizenship behaviors of employees. Some other studies (Yilmaz & Altinkurt, 2012; Saidi & Akbari, 2015) also indicated that trust in organization and colleagues were positively associated with teacher OCB. Organizational trust has been often linked to perceived organizational support (POS). For instance, Rhoades and Eisenberger (2002) and Mauseth (2007) found out a positive relation between POS and teacher OCB. The participants in the current study also reiterated that they found the organizational support they receive inadequate, which might be one of the underlying reasons for their low levels of organizational citizenship. It must be noted organizational support is a quite significant factor that has a huge impact on teachers' practice, their trust in their organization and terminating role identity conflicts they go through.

Organizational injustice turned out to be another significant inhibitor of the participants' OCB, especially towards the organization. They indicated that they experienced injustice in different terms regarding task distribution, promotion, employee-manager relations, financial status and their positioning in the organization. The findings of the study revealed that the participants had a perspective of reciprocity. In other words, since they thought their expectations and needs were not met, they tended to shy away from extra-role behaviors. This finding is in line with the current literature and the social exchange theory. In a recent study, Selamat, Nordin and Fook (2017) emphasized that there exists a positive relationship between organizational justice and OCB and the presence of “give and take” reciprocity in organizations. Moreover, they also added that by the time the administration treats teachers fairly and ethically, teachers wish to keep the quality relationship by reciprocating with OCB. By the same token, highlighting social exchange and organizational identification as two parallel mechanisms, Jiang and Law (2013) concluded that particularly the procedural justice perception of employees has important ties with OCBI (individual-oriented OCB). They also noted that organizations need to help their employees to construct a clear and positive organizational identity so that employees feel proud of being a member of that organization.

Another important theme is educational leadership. There is no doubt that educational leaders are the backbones of organizations akin to employees. They have crucial responsibilities as they are required to employ human resources and useful strategies and provide justice and trust to improve their organizations and increase quality and productivity. To this end, managerial philosophies, approaches, and practices are key to the success of an organization as a whole. To be more specific, types of leadership are one of the determinant factors when it comes to all kinds of organizational behavior. In this regard, a good number of empirical studies have been carried out in relation to various ways of leadership. Within the scope of the current research, the findings much like the other studies in the literature unveiled the effect of leadership on OCB. The present study indicated that the participants were quite fragile to the way of leadership, the managerial policies and the prevalent discourse in the organization. They expressed



that the tone and approach of administration is a crucial factor when it comes to their motivation to perform in-role and extra-role behaviors as well as their organizational commitment and trust. Somech and Ron (2007) and also Cohen and Karen (2010) emphasized that leadership style had a huge impact on all dimensions of OCB. They also attracted attention to the significance of the relationship between principals and employees. One of the most sensitive points in this regard is the decision-making process. The findings of the studies conducted in teacher OCB literature show us that the more teachers are involved in decision-making, the more they get to engage in extra-role behaviors. Referring both to decision-making and distributive justice issues, Selamat, Nordin and Fook (2017) drew the conclusion that principals are supposed to take teachers' opinions into account during the process and must be fair when it comes to distributing the tasks among the teachers. Task distribution has been a quite significant factor that affects employee motivation, engagement, and commitment. In this sense, Weikamp and Göritz (2016) accentuated that employees' perception of their remaining opportunities in an organization predicts their performing OCBO or OCBI rather than their remaining time. This conclusion needs attention as it is a very rooted one in practice. Employees or teachers want to have better opportunities and equal distribution of these opportunities and job-related tasks. It must be also noted that managers or principals need to be careful while distributing tasks and have a set of objective criteria. More specifically, Weikamp and Göritz (2016) added that people who think that they have many remaining opportunities show more OCBO than OCBI compared to people who believe that they have only a few remaining opportunities in their occupational future. In a more recent study, Gerpott, Quaquebeke, Schlamp, and Voelpel (2019) found out that perceived ethical leadership positively affected OCB through influencing followers' or employees' moral identity and moral self-concept if a leader is discerned as highly prototypical for the group. In this way, they highlighted the relevance of (moral) identity in order to expound the impact of ethical leadership on followers' behaviors. The findings of the current study also implicitly suggested that managers and employers somehow need to be compatible with each other in terms of ethics, values, and norms. Otherwise, it might affect communication and operation in an organization.

Serious conflicts among these stakeholders may trigger the reluctance to perform fruitful organizational behaviors. In this regard, it can be concluded that ethical leadership which attracted the attention of a considerable number of researchers (Unal, Warren & Chen, 2012; Den Hartog & Belschak, 2012; Avey, Wernsing & Palanski, 2012) is a significant element concerning the well-being of organizations. Moreover, Oplatka (2013) underscored that school principals can encourage teacher OCB by creating space for teacher initiatives, providing support, expressing positive emotions and giving positive feedback. This is a very critical facet of teacher OCB. The present study underlined that the teachers had almost no motivation to perform OCB or any other behaviors as they thought they were deprived of any good feedback, support, reward and reinforcement on part of the administration.

From an identity perspective, in addition to these aforementioned organizational factors, organizational identity has been considered to have a big role in employees' OCB. Mehtap and Kökalan (2014) underpinned that the constituents of organizational identity strength (OIS) such as mission, vision, purpose, and feelings of solidarity that are expected to be shared and accepted have a higher effect than organizational justice perceptions (OJP) on understanding OCB. This organizational identity issue was quite salient in the setting where the present study was carried out. The findings indicated that the participants were interested in their own profits and personal goals as there was almost no connection between their own goals and the mission of the organization. In other words, the organization itself and the participants could not split the difference or they could not find a common point that is beneficial to both parties. Moreover, the participants revealed that they did not care about the organization or contributing to it since they thought that the organization did the same; that is to say, their potential, skills, capabilities, individual goals and performance were not cared, appreciated or supported. At this point, we again see the reflection of the social exchange theory in employee behavior. To that end, Mehtap and Kökalan (2014) stated that if the employees claim a deep organizational identity and acknowledge it as a uniting bond, this impacts their OCB positively.

The self-concept and identity have been regarded as a cognitive framework that individuals employ to organize what they know about themselves and process the information related to who they are. On the other hand, the collective self is deemed to be a part of our self deriving from our membership in social or professional groups. Allameh, Alinajimi, and Kazemi (2012) stated that this sort of self-concept mirrors self-evaluation from a particular and significant group that an individual is a member of. They also included major findings in the literature show that they have a profound impact on our self-concept. As cited in their work (Allameh, Alinajimi & Kazemi, 2012), Brodese and Horowitz (2001) underscored that our behaviors are mostly construed and influenced by cases that the group members ask each other. Furthermore, it is essential to make a distinction between individual identity and organizational identity. Organizational identity is related to what individuals think about their organization in terms of how they perceive and think about it (Allameh, Alinajimi & Kazemi, 2012). However, as our identities are intertwined with each other, various identities exist at the same time in diverse hierarchies depending on the context and conditions.

Allameh, Alinajimi, and Kazemi, (2012) found out that organizational citizenship has a correlation with organizational identity ( $r=0.37$ ) and self-concept ( $r=0.36$ ). They suggested that it is possible to promote OCB through strengthening and augmenting this relation as well as boosting the positive self-concept of employees by minding the positive and crucial effect of self-concept on OCB (see figure 13). Likewise, the present study indicated qualitatively how personal identities of the teachers were echoed in their perceived organizational identity and vice versa through the participants' narratives. In other words, this study supported the notion that there is a significant and complicated relationship between personality dimensions and OCB similar to some other studies (Mahdiuon, Ghahramani & Sharif, 2010; Carpenter, 2008; Hossam & Elanen, 2008; Johnson, 2008; Jay, 2008). Moreover, the current study revealed that the participants' organizational identity reverberated in their understanding of their own personal and professional selves. To be more specific, the participants indicated that they did not

claim a strong organizational identity as they had commitment problems as a result of their unacceptance of the organization as an institutional entity with which they could not find themselves congruent. This lack of commitment and ill-constructed organizational identity engendered a sense of valuelessness in their personal and professional identity since they inevitably thought that what they were doing was not respected and valued adequately which led them to shy away from doing more regarding their job and performing extra-roles.

Another vital perspective regarding OCB and identity is role identities. Stryker (1980) and Stets and Burke (2005) highlighted that individuals hierarchically arrange their identities in accordance with salience as mentioned before. Obviously, salient identities may be performed across various situations, depending on the importance of identity to that individual. However, these identities are not solely based on salience but also the contextual factors and pressure on people to perform a certain role as Stoner, Perrewe' and Munyon (2011) underscored. Hence, it can be said that role identities are subject to a good number of dynamics especially in organizations. Penner, Midili, and Kegerlmyer (1997) expressed that after performing extra-role behaviors in the very beginning, individuals develop a "citizenship identity", which also can be regarded as a role identity. According to Stoner, Perrewe' and Munyon (2011), role identities stress social relationships and role expectations of individuals and they mirror the interiorized role expectations of other people. Thus, individuals involve in these behaviors as a consequence of prosocial motivation, their desire to sustain a positive self-image and reputation (Grant & Mayer, 2009) as they think and behave in a way that is congruent with their identity.

Penner and his colleagues (1997) claimed that a citizenship identity brings about long-term or more lasting OCBs and individuals who perform high levels of OCBs starts to consider this as one of their roles within their organization and develop a personal and social identity consistent with that role. This might also be understood as an overgeneralization of extra-role behaviors as in-role behaviors, which has been discussed with respect to the OCB construct a lot in the OCB literature. Differently from

Penner et al. (1997), Stoner, Perrewe' and Munyon (2011) discussed the central identities which they defined as the ones that individuals prefer and invoke without contextual pressures. Contrarily, they also indicated that peripheral identities are evoked in the existence of situational forces and drives. In this respect, it is more than necessary to revisit the impression management concept that has been discussed along with OCB by a substantial number of researchers. Finkelstein and Penner (2004) asserted that individuals perform extra-role behaviors on the basis of three different motives which are prosocial values, organizational concerns, and impression management. Stoner et al. (2011) concluded that individuals that perform OCB as a means of managing others' perceptions of them are not able to feel that specific behavior or role is genuinely significant to their sense of self. Their performing extra-role depends on support or informal rewards they are likely to get. Thus, Stoner et al. (2011) underscored that these individuals cannot develop central citizenship role identity but still need a peripheral citizenship role identity (see Figure 16). In their recent work, Huang, McDowell, and Vargas (2015) examined the age issue related to OCB. They suggested that younger employees are more driven by impression management reasons for OCB compared to their older colleagues but also revealed that they could not find out a positive relationship between age and prosocial motives. In the current study, although the participants were grouped by their experience and age, no significant difference was addressed. This might be because of the fact the novice, mid-career and the senior teachers went through the same conditions and dynamics as they shared the same institution. However, the senior group seemed to have relatively higher levels of perceived OCB toward the organization, which needs to be interpreted cautiously as it needs to be investigated in practice to confirm this finding. Huang et al. (2015) also discussed that employees with greater impression management motives were inclined to report lower levels of OCB and explained the younger employees' lower involvement in OCB by the observed impression management patterns of them. The findings of the current study, on the other hand, did not indicate a considerable difference in terms of impression management patterns across different age groups. In this sense, it would not be a pertinent remark to say that age can predict OCB or has a huge impact on OCB

based on the findings of the present study. However, the findings showed that the senior group of instructors seemed to have a better organizational commitment for some reasons but this cannot have the power to affect OCB on its own. In this regard, this study might state that no matter how old the employees are and no matter how different personal and professional selves they have, they are all fragile to organizational factors such as organizational trust, organizational justice, and support when it comes to OCB and teacher identity construction.

## **5.2. Implications**

This study provides some implications for educational administrators, teacher educators, and policy-makers. Having investigated the teachers' perceived identity patterns and status thoroughly, this study revealed an urgent need for improvement of teachers' social and financial conditions not only in context-wise but also countrywide as their experiences regarding social, economic and physical factors had a serious impact on their understanding of their professional selves and their place in society. In today's increasingly globalized world, teachers desire to be valued and keep their prestige as in the past, that is why both pre-service teacher education and in-service teacher education are supposed to be regulated so that teachers should not be regarded as a number of people but public intellectuals who respect themselves and are also respected, recognized and acknowledged by society, which might contribute their construction and re-construction of professional and personal identities.

Regarded as a semi-professional job as an inevitable result of its nature in the professional literature, teaching has been considered as a profession that does not have rigid boundaries. However, the current education system narrows down the professional space and autonomy of teachers, which leads to a state of unproductivity, loss of motivation, teacher demoralization and low self-esteem. Bounded by contextual factors and system-related restrictions, teachers have to act as technicians and mechanics, which is quite detrimental to their identity as educators and transformers in society. In this regard, administrators and curriculum specialists should give a louder voice to the teachers who are assumed to solely implement what they have been prescribed so far.

Teachers' freedom of what to teach and how to teach should be optimized not solely by a particular institution but educational policy-makers so that they can function as educators and sources of inspiration who raise future generations. Particularly, in foreign language education, the teaching and learning processes have been mechanized for the sake of standardization of outputs and increasing so-called efficiency, which still cannot have the power to guarantee a successful language education. To this end, these so-called language teaching curricula should be revised in line with the actual needs of teachers and the realities of practicum. In addition to teacher autonomy, teachers' inclusion in decision making is highly required in order to contribute to both their professional commitment and organizational citizenship behaviors which might increase the effectiveness of educational institutions and thusly society in general. On the other hand, professional development opportunities and strategies need to be adjusted in a way that the understanding of the teaching profession as a linear career path will be replaced by a more dynamic and continuous professional development. In this regard, not only novice teachers but also mid-career and senior teachers should be encouraged in PD activities equally and be provided with appealing opportunities so that the mid and late phases of the career should not be perceived as a stable period but a dynamic continuum of the profession. Also, administrators need to be fair in the inclusion process in decision-making concerning all the groups regardless of their age, experience and organizational position.

Most importantly, organizations as a whole and managers should aim to increase the effectiveness, productivity, and success of their institutions by paying special attention to organizational citizenship of employees or teachers. Ensuring an environment that is open to change and innovation, getting rid of toxic and stable culture in order to make teachers active agents and providing justice must be one of the main responsibilities of managers who want to promote organizational trust and commitment. Furthermore, it must be kept in mind that although organizational citizenship behaviors are required to be discretionary and non-rewarded, physical, social and financial conditions and issues affect extra-role behaviors indirectly, as well. That is why leaders and managers of

organizations need to assure that they are doing their best to provide employees with the best conditions as much as possible; otherwise, employees might tend to neglect even their in-role tasks rather than extra-roles in order to provide their own justice and adhere to the status quo they criticize themselves, which preserves the vicious cycle existing in the system.

### **5.3. Limitations**

Even though the study was carefully designed and conducted, there were some limitations to this study. First of all, the study was limited to a short period of time in terms of data collection. Secondly, identity is a complex term that needs deeper investigation and organizational citizenship behaviors need much more time and maybe a longitudinal design to confirm findings. Another point is that classroom observations were limited and field observations might have been employed more extensively using a longitudinal design to examine the concepts thoroughly. Moreover, more managers could have been asked to participate in the study since it was not possible owing to time limitations. Finally, students could have been included in the participants as one of the significant stake holders not only to increase the realibility of the findings but also to reach a much deeper understanding of the concepts under investigation.

### **5.4. Suggestions for Future Research**

For future research touching upon teacher identity or organizational citizenship behaviors, longitudinal studies might be utilized to gain more insights with respect to the both concepts. Moreover, the potential effects of teacher OCB and identity on students can be questioned in future studies to look at these phenomena from a different perspective and illustrate them deeply. Finally, more research studies can be carried out to enlighten the issues from administrative perspectives as well and generate possible solutions that can be utilized in practice. Moreover, Equity theory, leader-member exchange theory, expectancy theory and the norm of reciprocity might be utilized as an analytical lens to examine OCB in educational settings in future research studies.



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## APPENDICES

### APPENDIX A: 1<sup>st</sup> INTERVIEW QUESTIONS IN TURKISH

1. Hayat felsefenizden kısaca bahseder misiniz?
2. Sizce birey olarak kimliğinizin gelişmesi ve değişmesi süreçlerinde özel olarak hangi hayat tecrübeleriniz etkili oldu? Örneklerle açıklayınız.
3. Öğretmen olmaya ne zaman karar verdiniz? Bu süreçte sizce neler belirleyici oldu?
4. İkinci bir şansınız olsa yine öğretmen olur muydunuz?
5. Öğretmenlik mesleği sizin için ne anlam ifade ediyor? Bu mesleği tanımlamak için nasıl bir metafor kullanırsınız?
6. Lisans eğitiminizi nasıl tanımlarsınız? Nasıl dersler aldınız? Bu derslerin içeriklerinden bahseder misiniz?
7. Lisans mezuniyeti öncesinde öğretmenlik deneyiminiz oldu mu?
8. Mesleğe başlamadan önce ne tarz problemlerle karşılaşacağınızı düşünüyordunuz? Lütfen açıklayınız.
9. Mesleğe başladıktan sonra bu düşüncelerinizle ilgili değişiklikler oldu mu? Hangi konularda?
10. Sizce bu değişikliklerin kaynağı nedir?
11. Sizce profesyonel bir öğretmen nasıl olmalıdır?
12. En sevdiğiniz ve örnek aldığınız öğretmenin kimdi? Neden?
13. Kendinizi “profesyonel” olarak tanımlar mısınız? Neden?
14. Bir öğretmen olarak güçlü yanlarınızın neler olduğunu düşünüyorsunuz?
15. Sizce bir öğretmen olarak zayıf yanlarınız nelerdir?
16. Öğretmenlik mesleğinde kendinize şimdiye kadar hedefler koydunuz mu? / Ne tür hedefler koydunuz?
17. Bu hedefleri gerçekleştirebildiniz mi?
18. Gerçekleşmeyen hedefleriniz var ise bunları hangi faktörlere bağlarsınız?
19. Kariyerinizde geleceğe dönük hedefleriniz nelerdir?
20. Bu hedeflere yaklaşmak için neler yapıyorsunuz?

## **APPENDIX B: 1<sup>st</sup> INTERVIEW QUESTIONS IN ENGLISH**

1. Could you briefly talk about your life philosophy?
2. What specific life experiences have been significant in the process of developing and changing your identity as an individual? Give examples.
3. When did you decide to become a teacher? What do you think influenced you in this process?
4. Would you be a teacher again if you had a second chance?
5. What does the teaching profession mean to you? What metaphor would you use to describe this profession?
6. How would you define your undergraduate education? What kind of courses did you take? Can you tell me about the contents of these courses?
7. Did you have a teaching experience before graduation?
8. What kind of problems did you think you would face before you started your career? Please explain.
9. Are there any changes in your thoughts after you started your career? In what matters?
10. What do you think is the source of these changes?
11. How do you think a professional teacher should be?
12. Who was your favorite teacher? Why?
13. Do you describe yourself as a professional? Why?
14. What do you think of your strengths as a teacher?
15. What do you think of your weaknesses as a teacher?
16. Have you ever set goals for yourself in the teaching profession? / What kind of goals did you set?
17. Have you achieved these goals?
18. If you have unrealized goals, what factors do you think affected you?
19. What are your future goals in your career?
20. What are you doing to reach these goals?



## APPENDIX C: 2<sup>nd</sup> INTERVIEW QUESTIONS IN TURKISH

1. Kurumuzu tanımlar mısınız?
2. Kurum içindeki bir günlük rutininizden bahseder misiniz?
3. Kurumunuzda ve sınıfta ne tarz problemlerle karşılaşıyorsunuz? Bu problemleri nasıl çözüyorsunuz? Lütfen örneklerle açıklayınız.
4. Bu problemlerle ilgili birimler ve yöneticiler size yardımcı olurlar mı? Nasıl? Bu yardımları etkili buluyor musunuz?
5. Okulunuzdaki öğrenci profilini nasıl tanımlarsınız?
6. Meslektaşlarınız sizi bir öğretmen ve bir meslektaş olarak nasıl tanımlar?
7. Kurumunuzdaki meslektaşlarınızla ve öğrencilerinizle olan ilişkiniz bir öğretmen olarak kendinizi tanımlamanızda nasıl bir rol oynar?
8. İngilizce öğretimi alanında çalışmaya başladığınızdan beri sınıf içinde ve dışında öğretmen olarak etkili bulduğunuz uygulamalarınız nelerdir?
9. Ne ölçüde kendinizi ilgileriniz, hobileriniz ve tecrübelerinizi dersinize entegre ederken bulursunuz? Örneklerle açıklayınız.
10. Ne sıklıkla öğretmenliğiniz bulunduğunuz programın ve kurumun değerlerini yansıtır veya bu değerle çelişir?
11. Şimdiye kadarki öğretmenlik kariyeriniz boyunca ne tarz profesyonel gelişim faaliyetlerini faydalı buldunuz? Hangilerine katıldınız?
12. İngilizce öğretmenliğini aşamalara bölseniz bu aşamalar ne olurdu? Her bir aşamayı temsil eden metaforunuz ne olurdu?
13. Kariyeriniz boyunca meslektaşlarınızla etkileşim ve iş birliğinizi nasıl değerlendirirsiniz?
14. Kurum içindeki meslektaşlarınızdan geri dönüt alıp veriyor musunuz? Hangi konularda?

## **APPENDIX D: 2<sup>nd</sup> INTERVIEW QUESTIONS IN ENGLISH**

1. Could you describe your institution?
2. What are your daily routines at your institution?
3. What kind of problems do you face in your institution and class? How do you solve these problems? Please explain with examples.
4. Do the units and managers help you related to these problems? How? Do you find these aids effective?
5. How do you describe your students' profile?
6. How do your colleagues describe you as a teacher and a colleague?
7. How does your relationship with your colleagues and students in your institution play a role in identifying yourself as a teacher?
8. What are the practices that you find effective as a teacher in and out of class since you started working in the field of English language teaching?
9. To what extent do you find yourself integrating your interests, hobbies and experiences into your lessons? Explain with examples.
10. How often does your teaching reflect or contradict the values of the program and institution you are working at?
11. What kind of professional development activities have you found useful so far throughout your teaching career? Which ones did you attend?
12. What would be these stages if you divide English teaching into stages? What would be your metaphor representing each stage?
13. How do you evaluate your interaction and collaboration with colleagues throughout your career?
14. Do you give and receive feedback from your colleagues in the organization? About what matters?

## APPENDIX E: 3<sup>rd</sup> INTERVIEW QUESTIONS IN TURKISH

### Part 1: *Open-ended Questions*

1. Kurumunuza karşı aidiyet hissinizi nasıl değerlendirirsiniz?
2. Meslek hayatınızın kalan kısmını bu kurumda geçirmek istiyor musunuz?
3. Kurumunuzdan ayrılmayı hiç düşündünüz mü? Neden?
4. Mevcut kurumunuzda çalışmaya devam etmenizi sağlayan faktörler nelerdir?
5. Sizce çalıştığınız kurum size neler kattı?
6. Kurum içinde meslektaşlarınızın birbirine davranışlarını nasıl buluyorsunuz?
7. Kurum içindeki çatışmaların ve sorunların çözümünde aktif rol oynar mısınız?
8. Kurumun sosyal faaliyetlerine gönüllü olarak katılır mısınız?
9. Kurumunuzun imajına katkıda bulunmak sizin için önemli midir?
10. Ne sıklıkla işi bırakma fikri aklınıza gelir?
11. Kurumunuzda diğer çalışanların yaşadığı sorunları ne derecede önemsersiniz?
12. Sizce düşündüğünüzde okulun olumlu yönlerine mi yoksa olumsuz yönlerine mi daha çok odaklanmaktasınız?
13. Sizce denetim mekanizması olmaksızın okulun işleyişi kurallar dâhilinde ilerler mi?
14. Okulla ilgili toplantılarda tartışmalara aktif olarak katılır mısınız? Okulunuzu geliştirmek için yenilikçi önerilerde bulunur musunuz?
15. Mecbur olmadığınız halde eğitim, öğretim ya da başka görevler için ne sıklıkla ek mesai yaparsınız?
16. Zaman yönetimi ve mesainizi kullanma konusunda tutumunuz nedir?
17. İş ortamındaki sorunlara karşı nasıl bir duruş sergilemektesiniz?
18. Kurumunuzu daha ileri taşımak için profesyonel gelişiminize katkıda bulunur musunuz?
19. Okul saatlerinden sonra okulda kalarak ders ile ilgili yardıma ihtiyacı olan bir öğrencinize yardım eder misiniz? Ne sıklıkla?
20. Öğrencilerinizi dinlemek için ders aralarını sınıfta geçirir misiniz? Ne sıklıkla?

## **Part 2: Cases**

1. İŖe yeni bařlayan meslektařlarınızdan birinin biliřim sistemleri ile ilgili bir problemi oldu ve sizden yardım talep etti.
2. Bir iř arkadařınız bilmediđiniz bir sebepten dolayı okula gelemedi ve diđer yedek hocalar da derste. O saat sizin boř saatiniz.
3. Bir iř arkadařınız kurum iinde bir workshop dzenliyor ve o gn ierisinde derslerinin yanı sıra sunumu iin birtakım hazırlıklar yapması gerekiyor. Telař iinde olduđunu farkettiliniz.
4. Dersiniz bitmiř ve ofistesiniz. Akademik ve idari iřleriniz de yok.
5. O gn dersiniz sabahdan bitti ve ođleden sonrası iin herhangi bir toplantı yok ve siz arkadařlarınızla yemektesiniz.
6. Okulunuz kendi bnyesinde bařlayacađı bir uygulama iin herhangi bir dl ve maddi destek olmaksızın il dıřında bir haftalıđına bazı personellerini eđitime gndereceđini duyurdu.
7. Bir meslektařınızın srekli olarak derslerine ge gittiđini fark ettiniz.
8. đretim partnerinizin adil bir notlandırma yapmadıđına řahit oldunuz.
9. Kađıt okuma grevine herhangi bir nedenden dolayı gelemeyen bir meslektařınızın yerine grevlendirildiniz. Ertesi gn koridorda kendisini grdnz ve bu konuda teřekkr almadınız.
10. Grevli olduđunuz konuřma sınavına herhangi bir nedenden dolayı gidemediniz. Ertesi gn sizin yerinize grevi devralan arkadařınızı koridorda grdnz.
11. Aradasınız ve bir meslektařınızın odasına uđradınız. Gittiđinizde kurumla ilgili yolunda gitmeyen řeylerden bahsediliyordu.
12. İki meslektařınız arasında bilmediđiniz bir nedenden dolayı bir gerginlik ıktı ve o sırada notlandırma toplantısındaınız.
13. Partneriniz size herhangi bir konuyu yzeyssel đretmiř olduđunuzu ifade etti.
14. ok yođgunsunuz ve iřten sonra eve gittiniz. Kurumunuzla ilgili sren bir takım organizasyonlar iin art arda mailer aldınız.
15. Okulunuz bir kutlama dzenledi ve haftanın son gn. ok yorgunsunuz.

16. Okulunuzda bir classroom research ekibi kurulacağı duyuruldu.
17. Okulunuzdaki yönetimle ilgili sürekli şikayeti olan ve eleştirilerde bulunan bir meslektaşınızın yönetim mensuplarının yanında yönetime dair övgü dolu sözlerine tanık oldunuz.
18. Müfredat ve izlence ile ilgili sürekli sorunlar yaşayan ve mevcut sistemden hoşnut olmayan bir meslektaşınızın bu hususlarla ilgili toplantıda sessiz kaldığını gördünüz.
19. Okulun profesyonel gelişim faaliyetinin kısıtlı olduğunu söyleyen bir meslektaşınızın profesyonel gelişim seminerlerine katılmadığını gözlemlediniz.
20. Bir konuşma sınavı sonunda ses kayıt cihazının bir noktadan sonra kayıt yapmadığını fark ettiniz ve sınav bitti.

## APPENDIX F: 3<sup>rd</sup> INTERVIEW QUESTIONS IN ENGLISH

### Part 1: *Open-ended Questions*

1. What do you think about your sense of belonging to your organization?
2. Do you want to spend the rest of your professional life in this institution?
3. Have you ever thought about leaving your organization? Why?
4. What are the factors that enable you to continue working in your current organization?
5. How do you think the institution you are working for contributed to you?
6. How do you find your colleagues' behaviors and attitudes towards each other?
7. Do you play an active role in resolving conflicts and problems within the organization?
8. Do you voluntarily participate in the organization's social activities?
9. Is it important for you to contribute to the image of your organization?
10. How often do you think of the idea of quitting the job?
11. To what extent do you care about the problems experienced by other employees in your organization?
12. In your opinion, do you focus more on the positive aspects or the negative aspects of the school?
13. In your opinion, could the school's functioning proceed in accordance with the rules without any supervision?
14. Are you actively involved in discussions at school meetings? Do you make innovative suggestions to improve your school?
15. How often do you work overtime for education, training or other tasks even if you don't have to do so?
16. What is your attitude towards time management during your working hours?
17. What kind of a stance do you have against the problems in your institution?
18. Do you contribute to your professional development in order to improve your organization?
19. Do you stay after school to help students with class material? How often?

20. Do you stay in class during breaks in order to listen to your students? How often?

**Part 2: Cases**

1. One of your newly recruited colleagues had a problem with the information systems and requested assistance from you.
2. A colleague could not come to school for some reason you didn't know, and other substitute teachers were in class. You do not have any class at that hour.
3. A colleague is organizing a workshop in the department and s/he needs to make some preparations for his/her presentation as well as his lectures. You realize s/he is in a hurry.
4. You are finished and you are in the office. You have no academic or administrative work.
5. That day is finished in the morning and there is no meeting in the afternoon and you are eating your lunch with your colleagues.
6. Your school announced that it will send some of its staff to training for a week outside the province without any award and financial support for a new application that will start in the school.
7. You have noticed that a colleague is constantly going to his/her classes late.
8. You witnessed that your teaching partner was not fair while grading.
9. You have been assigned to replace a colleague who is unable to attend a marking session for any reason. The next day you saw him/her in the corridor and did not receive a *thank you* about it.
10. You could not go to the speaking exam for any reason. The next day you saw your friend in the corridor who took over the task for you.
11. It is break time and you've stopped by a colleague's room. When you stepped into the room, some colleagues were talking about the things that were not going well in the institution.
12. For a reason you didn't know, there was a tension between two of your colleagues during the marking session.
13. Your partner said that you have taught any subject matter superficially.

14. You are very busy and you went home after work. You have repeatedly received mails from your institution about some ongoing arrangements and organizations.
15. Your school held a celebration and it is the last day of the week. You're too tired.
16. It has been announced that a classroom research team will be formed in your school.
17. You have witnessed that a colleague who is constantly complaining about the management in your school is praising management staff in the presence of them.
18. You have seen that a colleague who has problems with the curriculum and the course syllabus and is not satisfied with the current system remains silent at a meeting on these issues.
19. You have observed that a colleague who states that the professional development of the school is limited does not attend any professional development seminars.
20. At the end of a speaking exam, you noticed that the voice recorder did not record at one point and the exam was over.



## **APPENDIX G: FOCUS GROUP INTERVIEW QUESTIONS IN TURKISH**

1. Sizce kurumunuzda öğretmenlerin yeri nedir?
2. Sizce öğrencilerin perspektifinden bu kurumda öğretmenin yeri nedir?
3. Akademisyen kimdir? Kendinizi bir akademisyen olarak görüyor musunuz? Siz kendinizi nerede konumlandırırsınız?
4. Okulunuzdaki öğretmenlerin kurumsal aidiyetini nasıl değerlendirirsiniz?
5. Öğretmenler açısından okulunuzdaki en önemli sorunlar nelerdir?
6. Okulunuzdaki karar alma süreçlerinde sizlerin rolü nedir?
7. Varsayalım ki yetkilendirildiniz, okulunuzda neleri değiştirdiniz?
8. Kurumdaki değişiklikler karşısında tutumunuz nasıl olur?
9. Meslektaş ve yöneticilerinize güvenir misiniz?
10. Kurumunuzdaki adalet algısı ve uygulamaları hakkında ne düşünüyorsunuz?

## **APPENDIX H: FOCUS GROUP INTERVIEW QUESTIONS IN ENGLISH**

1. What is the place of the teacher in your institution?
2. In your opinion, what is the place of the teacher in this institution from the perspective of the students?
3. Who is an academician? Do you see yourself as an academician? Where do you position yourself?
4. How would you evaluate the organizational belonging of teachers in your school?
5. What are the most important problems of teachers in your school?
6. What is the role of you in the decision-making process in your school?
7. Suppose that you are authorized, what would you change in your school?
8. What is your attitude towards changes in the institution?
9. Do you trust your colleagues and managers?
10. What do you think about the perception and practices of justice in your institution?

## APPENDIX I: OBSERVATION PROTOCOL

<b>Date:</b>	<b>Instructor:</b>
<b>Time:</b>	<b>Classroom:</b>

<b>Teacher Activity</b>	<b>Students' Activity</b>

## APPENDIX J: INITIAL CODE LIST

A flexible teacher	Classroom management
A pragmatist and ego-centric look at the self	Collegial relationships
A professional teacher as a patient person	Communication
A professional teacher as a responsible person	Communication problems
A professional teacher as a successful person in communication	Considering teacher and personal identity parallel
A professional teacher a social interpreter	Considering teaching as a financially unsatisfactory job
A professional teacher as an articulate person	Considering undergraduate education as less student-centered
A professional teacher as a consultant	Contributions of the organization
A professional teacher as a distant person	Coping strategy
A professional teacher as a fair person	Criticism on some organizational practice
A professional teacher as a guide	Curiosity about other teaching systems
A professional teacher as a lifetime learner	Decisive about teaching as a career path
A professional teacher as a punctual person	Defining the organization
A professional teacher as a respectful person	Desire to be a strong individual
A professional teacher as a sociable person	Desire to change professional self
A professional teacher as a subject expert	Desire to quit the job
A professional teacher as an encouraging individual	Difference between micro and macro level administration
A professional teacher as an enthusiastic person	Different attitudes towards students
A professional teacher as an honest person	Disadvantage of being a novice teacher
A professional teacher as an open-minded person	Disappointment due to opportunities
A professional teacher as an understanding person	Discipline issues
A professional teacher as an updated person	Discrimination
A realist teacher	Dissatisfaction with general pre-service teacher education
Academician in practice	Dissatisfaction with teaching
Adjusting goals due to conditions	Duality in collegial relationships
Advantage of being a novice teacher	Education as a disciplined system
Age and identity	Education as an individual-specific system
Almost no OCB	Effect of external conditions becoming a teacher
Another role identity resulting in a new perspective	Engaging and creative teacher as a desired professional
Appreciation	Exhausting bureaucracy
Artificial teaching experience	Experience as a source of change
Associating being a professional with perfectionism	Experience as a source of knowledge
Attempt to quit the job	External factors
Authoritarian leadership	Extra role identity
Autonomy	Factors affecting organizational commitment
Avoiding intervention regarding organizational	Feeling satisfied with undergraduate

<p>issues</p> <p>Becoming an adult and autonomous individual</p> <p>Being a family</p> <p>Being excluded from decision-making</p> <p>Being understanding as a strength</p> <p>Benefits of teaching profession</p> <p>Borders of academia</p> <p>Change in social culture in the organization</p> <p>Change in teacher self in time</p> <p>Classroom management as a challenge</p> <p>Classroom management as a sensitive concept to student profile</p> <p>Improving professional self through pd activities</p> <p>In between</p> <p>Integrating personal experiences</p> <p>Intercultural experience as a source of acceptance</p> <p>Interest in English as a subject</p> <p>Intrinsic motivation</p> <p>Lack of collectivist culture</p> <p>Lack of experience as a challenge</p> <p>Lack of organizational transparency</p> <p>Lack of professionalism</p> <p>Lack of self-confidence</p> <p>Lack of trust - colleagues</p> <p>Lacking a structured system</p> <p>Lacking academic identity and prestige</p> <p>Lacking power</p> <p>Learning philosophy</p> <p>Less competent in technology</p> <p>Limited leave</p> <p>Limited work field</p> <p>Limites of education in relation to diversity</p> <p>Limits of administration</p> <p>Line between personal and professional life</p> <p>Loosing democratic environment</p> <p>Losing motivation</p> <p>Loss of prestige</p> <p>Low status of teacher</p> <p>Low student profile</p> <p>Motivation depending on student profile</p> <p>Mutual OCB</p> <p>Natural teacher traits</p> <p>Negative environment</p> <p>Negative opinions about the organization</p>	<p>education</p> <p>Feeling unfair in extreme situations as a teacher</p> <p>Feeling invaluable</p> <p>Financial problems as a barrier to studying</p> <p>Happy with professional self</p> <p>Harm of a rigid hierarchy</p> <p>Hesitant about the distance between her and her students</p> <p>Hesitant about the profession</p> <p>Hesitant about some traits</p> <p>Identities in conflict</p> <p>Identity transformation</p> <p>Ill-functioned administration</p> <p>Oppression</p> <p>Organization lacking criteria for roles</p> <p>Organizational commitment</p> <p>Organizational culture</p> <p>Organizational philosophy</p> <p>Organizational profit</p> <p>Organization's effect on teacher behavior</p> <p>Other interests' effect on profession</p> <p>Partial OCB</p> <p>Perception towards senior teachers</p> <p>Performing tasks when they are assigned</p> <p>Personal loss</p> <p>Personality and profession</p> <p>Pessimist about the organization</p> <p>Phases of teaching career</p> <p>Physical conditions</p> <p>Positive atmosphere</p> <p>Pragmatist look at undergraduate program</p> <p>Pressure over novice teachers</p> <p>Private life matters in professional choices</p> <p>Quality of in-service training</p> <p>Quality vs. Quantity</p> <p>Questioning the functionality of undergraduate courses</p> <p>Realism and pragmatism</p> <p>Reasons of staying</p> <p>Regretful look at the profession</p> <p>Seeing new countries</p> <p>Self prior to the organization</p> <p>Senior novice</p> <p>Situational behavior as a teacher</p> <p>Situational leadership</p>
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<p> New generation effect  No belief in change  No effort outside apart from in-service training  No organizational justice  No reflection on students  No trust in administration  Non-contributing workplace  Not an academic but a practitioner  Not happy with the current job  Not only teaching but also educating  Not satisfied with language proficiency  Not teaching but education as a satisfaction  Not wanting to contribute to the image of organization  Obtaining classroom management skills through experience  OCB towards colleagues  OCB towards students  On the way to become an academic  Open to change  Teaching as a monotonous job  Teaching as a respected profession  Teaching as an unplanned career path  Teaching profession lacking respect in modern society  The gap between theory and practice  The role of undergraduate education in personal philosophy  Trying to be optimist  Unhappy with the current organization  Unsatisfactory financial status  Unvoiced teacher  Unsatisfactory professional development activities  Valuable from the viewpoint of the students  Viewing teaching as a time consuming and backbreaking job  Wearing critical lenses as an individual  Working atmosphere  Working conditions  Working hours </p>	<p> Society's effect on the perceiving teaching  Stable teacher self  Staying in comfort zone  Strengths as weaknesses  Strict professional line  Student motivation  Student perception  Student profile  Suggestions  Superficial and so-called solutions  Susceptible to severe criticism  System problems  Taking criticism too much personal  Teacher as a human  Teacher as a parent  Teacher burnout  Teacher characteristics  Teacher talking time  Teachers as mechanics </p>
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## APPENDIX K: INFORMED CONSENT FORM

### Investigating Professional Identity and Organizational Citizenship Behaviors of EFL Teachers: A Case Study in Higher Education

#### Introduction

Professional Teacher Identity and Organizational Citizenship Behaviors (OCBs) have become crucial concepts in the field of education to understand teaching profession in depth and explore organizations where teachers are not only citizens but also one of the major components of these educational contexts. This research study, which is a Master's Thesis Project supervised by Assoc. Prof. Dr. A. Cendel Karaman, aims to reveal perceived Professional teacher identities of EFL instructors working at tertiary level and uncover the patterns of Organizational Citizenship Behaviors which are exhibited by the instructors. Participation in the study must be on a voluntary basis.

#### Description of Procedures

If you agree to participate in this study, your participation will consist of 3 individual interviews and 1 focus group interview as well as the researcher's formal classroom observations and informal institutional observations throughout the data collection period. The duration of each interview is 30-50 minutes. The interviews will be conducted between January and March in 2018-2019.

#### Confidentiality & Risks

The data obtained from interviews, their transcriptions and observations in this study will be used for scientific purposes and kept confidential. The recordings of the interviews will be only listened and analyzed by the researcher. If the results are published, your identity will remain confidential. The researcher will use pseudonyms in order to protect the privacy of the participants. We do not anticipate any risks associated with participation in this study.

For further information about the study you can contact:

Assoc. Prof. Dr. Cendel Karaman  
cendel@metu.edu.tr

Hasan Şerif Baltacı, Başkent University  
hsbaltaci@baskent.edu.tr

***I am participating in this study totally on my own will and am aware that I can quit participating at any time I want. I give my consent for the use of the information I provide for scientific purposes.*** (Please return this form to the data collector after you have filled it in and signed it).

Name Surname

Date

Signature

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## APPENDIX L: DEBRIEFING FORM

This study, as stated before, is a qualitative case study, conducted by Hasan Şerif Baltacı and supervised by Assoc. Prof. Dr. A. Cendel Karaman, Department of Foreign Language Education, METU. The study examines perceived Professional teacher identities of EFL instructors working at tertiary level and uncover the patterns of Organizational Citizenship Behaviours which are exhibited by the instructors. Professional Teacher Identity and Organizational Citizenship Behaviours (OCBs) have become crucial concepts in the field of education to understand teaching profession in depth and explore organizations where teachers are not only citizens but also one of the major components of these educational contexts.

It is aimed that the preliminary data from this study will be obtained at the end of April 2019. The data will be utilized only for research purposes. For further information, about the study and its results, you can refer to the following names. We would like to thank you for participating in this study.

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*Başkent University*

*School of Foreign Languages*



## APPENDIX M: HUMAN SUBJECTS ETHICS COMMITTEE APPROVAL FORM

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ  
APPLIED ETHICS RESEARCH CENTER



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Sayı: 28620816 / 576

11 ARALIK 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu  
(İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç.Dr. A.Cendel KARAMAN

Danışmanlığını yaptığınız Hasan Şerif BALTACI'nın "Investigating Professional Identity and Organizational Citizenship Behaviors of EFL Teachers: A Case Study in Higher Education" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2018-EGT-174** protokol numarası araştırma yapması onaylanmıştır.

Saygılarımla bilgilerinize sunarım.

Prof. Dr. Tulin GENÇÖZ

Başkan

Prof. Dr. Ayhan SOL

Üye

Prof. Dr. Ayhan Gürbüz DEMİR

Üye

Prof.Dr. Yaşar KONDAKÇI (4.)

Üye

Dr. Öğr. Üyesi Ali Emre TURGUT

Üye

Doç. Dr. Emre SELÇUK

Üye

Doç.Dr. Üyesi Pınar KAYGAN

Üye

## APPENDIX N: TURKISH SUMMARY / TÜRKÇE ÖZET

### GİRİŞ

Öğretmenler, şüphesiz ki öğretme ve öğrenme süreçleri başta olmak üzere eğitimin vazgeçilmez aktörleri ve ayrılmaz bir parçası olmuştur. Tarihsel süreçte eğitim süreçlerinin başlamasından bu yana, öğretmenlik mesleği önemini korumuş ve kendi sorunlarını, değişimlerini, yeniliklerini ve zorluklarını da bünyesinde taşımıştır. Sınıf temelli araştırmaların artış gösterdiği dönem boyunca, birçok araştırmanın sonucu, var olan öğretim yöntemlerinin ve basit sebep-sonuç modellerinin yetersizliğini ortaya koymuş ve tüm nitelikleri, dinamikleri ve özellikleriyle sınıf ortamının esas itibarıyla oldukça karmaşık bir platform olduğunu göstermiştir (Varghese, Morgan, Johnston ve Johnson, 2005). Sonraları, öğretmenlik ve öğretmen eğitimi alanındaki araştırmacılar, öğretmenlik, öğretimin etkinliği ve diğer ilgili alanlara dair konulardaki temel olgulara ışık tutabilmek adına öğretmen algıları, inançları, tutumları ve bilişleri üzerine odaklanmaya başlamıştır. Bununla birlikte, Johnson (1992) ve Woods (1996) gibi alandan araştırmacılar, öğretmenin kimliği/kimlikleri sınıfta her zaman aktif bir rol oynadığı için anılan türdeki çalışmaların da bazı önemli olguları ıskalamakta ve dolayısıyla bunları açıklamakta yetersiz kaldığını vurgulamıştır. Öğretmenlerin öğretimin çok önemli ve karmaşık bir bileşeni olduğunu savunan bakış açısı ile öğretmenler alanda gerçekleştirilen son dönem çalışmalarda odak noktası haline gelmiştir. Araştırma odakları arasındaki bu geçişin bir sonucu olarak öğretmen kimliği olgusu son yıllarda artan bir yoğunluk ile irdelenmektedir.

Beauchamp ve Thomas'ın (2009) belirttiği gibi, öğretmen kimliğinin daha yakından incelenmesi, kimliğin sadece öğretmenliğin çeşitli yönlerini araştırmak için bir çerçeve olarak kullanılabilmesinin yanı sıra (Olsen, 2008), öğretmenlerin profesyonel kariyerlerinde düzenleyici bir unsur olarak kavramsallaştırılabilmesi için de gereklidir. Maclure'ın (1993) ifadesiyle kimlik, "insanların başkalarıyla ve genel olarak dünyayla

ilgili olarak kendilerini açıklamak, yargılamak ve anlamlandırmak için kullandıkları bir kaynak” olarak tanımlanmıştır (s. 311). Kimlik teorisyenleri ve diğer araştırmacılar tarafından yapılan çalışmalar, dil öğretimini ve öğrenmeyi anlamlandırabilmek bağlamında öğretmenleri anlamak gerektiğinin altını çizmektedir. Öğretmen davranışlarının ve öğretmenlik uygulamalarının daha iyi biçimde analiz edilmesi için öğretmenlerin kendilerine atfedilen ve aynı zamanda kendilerine biçtikleri bireysel, profesyonel, kültürel ve politik kimliklerin bütününe tanımak ve aynı zamanda bunları tek tek ortaya çıkarmak gereklidir (Varghese ve diğerleri, 2005).

Profesyoneller olarak öğretmenler, çalıştıkları ve önemli ölçüde katkıda buldukları kurumların bir parçasıdır. Söz konusu bu örgütler aslında birer sosyal gruptur ve çalışanlar bu sosyal grupların üyesidir. Van Kippenberg'in (2000) belirttiği gibi, sosyal kimlik yaklaşımında, sosyal gruplara üyeliğin benliği şekillendirdiği öne sürülmüştür (Maarleveld, 2009). Buna paralel olarak Brewer ve Gardner (1996) 2 düzeyde sosyal benlikten bahsetmiştir; ilişkisel benlik ve kolektif benlik. Benzer şekilde, Maarleveld (2009) ilişkisel benliği kişilerarası ilişkilerden kaynaklanan benlik olarak tanımlamıştır; önemli kişilerle bağlantılar ve rol ilişkileri, ortak benlik ise daha büyük bir grubun üyeliğinin bir sonucudur. Benlik, grup üyeliği üzerinden tanımlandığında, grup tanımlamasının odağı olur ve “grubun gücü ayrıca üyelerin kim olduklarını ve başkalarıyla nasıl bağlantı kurduğunu bildiren grup üyelerinin daha katı sınırlarını ve davranışlarını gösterir” (Ashforth, 2007, s. 92) denmektedir. Ras ve Duyar'a (2012) göre, sosyal kimliğin belirginlik düzeyi zaman içinde grup güçlendirici davranışların etkisini harekete geçirir, ancak bu davranışlar grup normlarından etkilenmektedir. Bu amaçla, sosyal tanımlama, bireylerin örgütsel bağlamdaki davranışlarını, özellikle de bu tür davranışların bireylerden ziyade gruplara daha faydalı olacağı düşünülen durumlarda, betimleyebilmek için kayda değer bir fırsat sağlar.

Bu anlamda, belirli bir örgütsel davranış türü olan Örgütsel Vatandaşlık Davranışları (ÖVD), öz ve kimlik ile ilgili olarak araştırılmıştır. Çalışanların vatandaşlık performansı davranışları ile ilgili olarak, alanyazındaki belirgin bulgular, özün başkalarıyla ilişkili olarak tanımlanma biçiminin farklı türlerdeki vatandaşlık davranışlarıyla bağlantılı

olduğunu göstermiştir (Maarleveld, 2009). Ayrıca, Ellemers, de Gilder ve Haslam (2004), kişisel ve kolektif kimlik yönelimini, kolektif kimliğin öz tanımında kabul edildiğinde, ihtiyaçların, hedeflerin ve beklenen sonuçların bireyden daha çok grubun yararına olduğunun altını çizerek motivasyonla ilişkilendirmiştir. ÖVD çoğunlukla alandaki araştırmacıların ilgisine mazhar olmuş bir çalışma konusudur. Çalışanların ekstra rol davranışı olarak tanımlanan ÖVD'lerin, hem birey oluşa hem örgütlerin etkinliğine katkıda bulunduğu savunulmaktadır. Bu doğrultuda kimi araştırmacılar, ÖVD'lerin örgütsel etkinliği ve etkililiği arttırmadaki işlevine vurgu yapmıştır. (Organ vd., 2006; Podsakoff vd., 2009). ÖVD işletme yönetimi ve diğer ilgili disiplinlerde de ilgi uyandıran bir araştırma alanı arz etmektedir. Buna bağlı olarak eğitim kurumları bünyesindeki örgütsel vatandaşlık davranışları son yıllarda öğretmen eğitimi ve eğitim yönetimi özelinde üzerinde çalışılmalayan bir araştırma odağı teşkil etmektedir.

Beijaard vd. (2004) çalışmalarında öğretmenlerin öğrencilerle olan bağını ve aralarındaki etkileşimin önemini, meslekteki statü algılarını, okul ortamının olası etkilerini, tüm bunlar arasındaki ilişkiyi ve son olarak kimlik kavramının durağan ve değişken doğasını vurgulamıştır. Ayrıca, birtakım araştırmacıların bir adım daha ileri giderek öğretmenlerin diğerleriyle etkileşimi ve iletişimi sayesinde öğretmen olmayı öğrendiklerini iddia ettikleri (Malderez ve ark. 2007; Santoro, 2009) izlenmektedir. Bu etkileşim ve sosyal çevre ile iletişim boyutları yönünde bir değerlendirmeye gidildiğinde öğretmenlerin örgütsel davranışlarının kişisel ve mesleki kimlikleriyle güçlü bağlantıları bulunduğu düşünülmektedir. Kurumlar çalışanlar için, özellikle de eğitim açısından ele alındığında, öğretmenler için çok önemlidir. Dahası eğitimciler ve uygulayıcılar olarak öğretmenler yer aldıkları organizasyonların can damarıdır, diye bir değerlendirme yapmakta bir sakınca yoktur denebilir. Her iki parça da birbirini belli derecelerde biçimlendirmekte, geliştirmekte, iyileştirmekte veya sınırlandırmaktadır. Katz (1964) bir organizasyon için hayati öneme sahip 3 temel davranış belirtmiştir. Bunlardan ilki, çalışanların sisteme girip burada kalmalarıdır. İkincisi, çalışanların öngörülen görev ve rollerini yerine getirmesi gerektiğidir. Son olarak, yenilikçi ve düzenlenmemiş eylemler

yapmak için örgüt üyelerinin ek davranışlar sergileyerek görev tanımlarının veya rol içi davranışlarının ötesine geçmeleri gerekir diye belirtilmiştir.

Bunlar ışığında mevcut durum çalışması, öğretmenlerin mesleki kimliklerini ve ÖVD'lerini hem bireysel hem birbirleriyle ilişkili olarak ortaya çıkarmayı amaçlamaktadır. Başka bir deyişle, bu çalışma, alana ve alanyazına katkıda bulunmak için kişisel, mesleki ve örgütsel kimlikleri birbirine bağlayan ve ilişkilendiren motifleri belirlemeyi amaçlamaktadır. Alanyazın çerçevesinde bu çalışmanın en ayırt edici özelliklerinden biri, ilkokul, ortaokul ve lise gibi farklı seviyelerde yapılan çok sayıda araştırmanın varlığı gözlenmesine karşın üniversitelerdeki ÖVD'ye dönük aynı oranda çalışmaya rastlanılmamış olmasıdır. Böylelikle üniversite düzeyindeki öğretmenlerin ÖVD'lerinin, "akademi"nin sonuç/ürün temelli bir ödül sistemine sahip olan bağlamlardan biri olması nedeniyle alanda ihmal edilmiş bir araştırma odağı olduğunu söylemekte bir sakınca bulunmamaktadır. Kişisel verimliliğin, başkalarına yardım etmek, sorunları çözmek için çalışmak veya diğer gönüllü davranışları sergilemek gibi nosyonların ötesinde olduğu bu bağlamlarda, bu kapsamdaki davranışların bir şekilde ihmal edilebilir olduğu ortaya konmuştur (Bergeron vd., 2013). Aynı şekilde Inelmen, Selekler-Gökşen ve Yıldırım-Öktem (2017) araştırma ve öğretime harcanan zamanın öğretim elemanlarını örgütsel vatandaşlıktan uzaklaştırdığını vurgulamıştır.

Bu durum çalışmasını ayırt edici kılan başka bir nokta ve araştırmanın alanyazında konumlandırılması için vurgulanması gereken bir diğer husus ise ÖVD çalışmalarının büyük çoğunluğunun ölçeklere dayalı nicel tasarıma sahip olmasıdır. Konuya ilişkin yakından ve derinlemesine bir inceleme gereksinimi olduğu ön kabulüne dayanarak bu çalışma, nitel araştırma yöntemleriyle düzenlenmiştir ve katılımcıların özgün; kişisel ve mesleki hikâyeleriyle konuya açıklık getirmeyi amaçlamaktadır. Diğer yandan, öğretmen kimliği ve ÖVD olmak üzere iki ayrı araştırma odağını bütünleştirmek ve bir yabancı dil olarak İngilizce öğretiminin gerçekleştiği söz konusu bağlamın bir durum olarak araştırılması da ilgili alanda diğer çalışmalar nezdinde ayırt edici bir öneme sahiptir denebilir. Çalışma en yalın haliyle İngiliz dili öğretimi ve öğretmen eğitimi alanına ve örgütsel davranış boyutuyla eğitim yönetimini alan ve alanyazına katkı

sağlamayı amaçlamaktadır. Bunun yanısıra Türkiye'de yükseköğretim düzeyinde İngilizce öğreten öğretim görevlilerinin “akademisyen” olarak kabul görüp görmedikleri ve hatta kendilerini böyle tanımlayıp tanımlamadıkları gibi konulara eğilinerek bir tür “kimlik çatışması” durumunun da tartışılması mevcut araştırmanın hedeflerindedir (Demir, Kapukaya ve Özfidan, 2015).

## **Yöntem**

Gömülü durum çalışmalarında, örneğin örgütsel bir durum çalışmasında, ana birim addedilen yapı bütünsel bir anlayışla kurumun kendisi olarak ve yöneticiler ile çalışanlar gibi birey grupları da en küçük birimler olarak ele alınabilir (Scholz ve Tietje, 2002). Bu yönelimle gömülü durum incelemeleri, durum incelemelerinin temel bileşenlerinden biri olan farklı analiz yapıtaşlarına sahiptir. Mevcut çalışma aynı zamanda bir örgütün üyesi olan bireylerle birlikte örgütsel bazı olguları da incelemeye aldığından, araştırma gömülü, tek durum çalışması olarak tasarlanmıştır.

Mevcut çalışmanın yapıldığı okul Ankara’da bulunmaktadır. 1990’lı yıllarda bir vakıf üniversitesi olarak kurulan üniversitenin bugün (bundan sonra CLU olarak anılacak) halihazırda yaklaşık 15000 öğrencisi ve 1500 öğretim elemanı bulunmaktadır. CLU, öğrencilerinin çoğunlukla toplumda üst sınıftan gelen, çoğu özel liselerden mezun olan ve ekonomik olarak ayrıcalıklı olduğu, ülke çapında prestijli ve tanınmış vakıf üniversitelerinden biridir. Ayrıca akademik olarak başarılı olanlara ve öğrenim ücretini ödemekte sıkıntı yaşayan öğrencilere bazı burs seçenekleri sunulmaktadır.

Durum çalışması araştırması, birçok veri kaynağına dayanmaktadır. Diğer bir ifade ile araştırılan olgunun derinlemesine bir analizini sağlamak ve verilerin geçerliliğini ve güvenilirliğinden emin olabilmek için farklı veri kaynaklarına ihtiyaç duyulmaktadır (Yin, 2003). Bu tez çalışmasında veri toplama aracı olarak yarı yapılandırılmış ve yapılandırılmış görüşmeler, sınıf içi gözlemler ve araştırmacının saha notları kullanılmıştır. Bir vakıf üniversitesinin Yabancı diller bölümünde çalışan katılımcılarla 3 kez bire bir şekilde görüşülmüş ve bu görüşmeler yapıldıktan sonra kendilerinden odak grup görüşmesine katılmaları istenmiştir. Ek olarak, araştırmacı, veri toplamanın

yapıldığı yarıyılıda öğretmenleri sınıflarında gözlemlemiştir. Görüşmeler ve öğretmenlerin sınıf içi gözlemleri tamamlandıktan sonra, aynı zamanda hem bulguları doğrulamak hem ifade edilmiş olan “sorunları” yönetsel ve örgütsel olarak değerlendirebilmek için bir yönetici ile son bir görüşme yapmıştır. Görüşmelerin toplam süresi 775 dakikadır ve toplam 9 sayfalık saha notlarının yanı sıra 9 saat süren sınıf gözlemleri gerçekleştirilmiştir. Görüşmeler araştırmacı tarafından kaydedilmiş ve deşifre edilmiştir. Deşifre sürecinden sonra, veriler ilk bulguların güvenilirliğini sağlamak için kodlanmıştır. Toplanan veriler, katılımcıların ifadelerinin derinlemesine ve güvenilir bir analizini yapabilmek için sınıf gözlem notları ve araştırmacının saha notları kullanılarak çeşitlendirilmiştir.

Veri analizi ve yorumlama süreçleri araştırmacının verileri ayırmasını ve durum araştırmasında daha anlamlı bir şekilde bir araya getirmesini gerektirir. Bu süreçte, araştırmacı ayrıca kalıplar oluşturur ve 2 veya daha fazla kategori arasında bir örtüşme arar. Sonunda araştırmacı, verileri analiz ederek genellemeler ortaya koyar ve bu genellemeler insanların durumdan öğrenmelerine veya bir durumda yer olan örneklerden hareketle öğrendiklerini kullanarak ilgili araştırma evrenini anlamalarına yardım eder (Yin, 2013).

Birey ve odak grup görüşmeleri yapıldıktan sonra, kayıtlar araştırmacı tarafından deşifre edilmiş ve veriler MAXQDA programı yardımıyla kodlanmıştır. Verilerin analizinde tanımlayıcı kodlama kullanılmıştır. İlgili süreçte, verileri dikkatlice okumak ve tekrar tekrar yorumlamak için tekrarlayan bir desen izlenmiştir. Temaları ve kategorileri belirlemek için araştırmacı veri setinde ileri geri hareket ederek sürekli karşılaştırma yönetimini kullanmıştır. Kategoriler ve temalar oluşturulduktan sonra araştırmacı uzman görüşüne başvurmuştur.

## **Bulgular**

İlk soruya ilişkin bulgular, öğretmenlerin mesleki kimlikleri ile örgütün ve toplumun içindeki konumlarının iç içe geçtiğini ortaya koymuştur. Birçok katılımcının, önceleri öğretmen olma idealine sahip olmamakla birlikte, dışsal olanlardan ziyade çoğunlukla

özgecil ve içsel motivasyon kaynaklarından etkilenerak öğretmen oldukları ortaya çıkmıştır. Meslek seçimi konusundaki bu yapılanma, katılımcıların toplumun diğer üyelerinin onları nasıl algıladıklarına önem verdiklerini ama öğretmen olmanın mesleki çevrelerinde ve toplumda konularını kötü bir düzeye çektiğine işaret etmiştir. Öğretmenlerin bu düşürülmüş benlik imajına yol açan temel nedenlerin, kendilerinin karar alma süreçlerinden dışlanarak uygun fiziksel ve finansal koşullardan mahrum edilmeleri, yönetim tarafından saygı görmeme ve takdir edilmemeleri sonucu yaşadıkları güçsüzlük olduğu görülmüştür. Sözü geçen faktörlerin neden olduğu demoralizasyonun, öğretmenlerin profesyonellik algılarında yankı bulduğu anlaşılmıştır. Mevcut örgütlerinde çalışma konusundaki isteksizlikleri göz önüne alındığında, öğretmenlerin profesyonelliği kavramsallaştırmalarının, bir dereceye kadar sistemle ilgili meseleler nedeniyle problemlili olduğu düşünülmektedir. Aslında bu durum, katılımcılarının bir kısmının kendilerini profesyonel bir öğretmen olmaktan uzak görmesinin nedeni olarak da açıklanabilir. Öte yandan, bazı katılımcılar da öz deneyimlerini ve uygulamalarını temel alarak kendi profesyonellik sınırlarını çizme eğiliminde olarak izlenmiştir. Dahası, aktif öğretmenler olarak kendi uygulamalarının, öğretmenler veya “sözde” akademisyenler olarak statülerini değerlendirmek için bir sınır çizgisi işlevi gördüğü algısı ortaya çıkmıştır ki bu durumun kimlik çatışması olarak sorunsallaştırılmış olduğu gözlenmiştir. Bu karşılaştırma, toplum içinde bireyler ve örgüt içinde profesyoneller olarak değerlerinin algılanması, kendileri için sunulan fırsatların kapsamı ve fiziksel ve çalışma koşulları ile karakterize edilmiştir.

İkinci araştırma sorusuna ilişkin bulgular, öğretmenlerin örgütsel vatandaşlık davranışlarını farklı paydaşlara karşı aynı ölçüde sergilemediklerini göstermiştir. Denebilir ki katılımcılar, örgütle ilişkili bazı faktörler sebebiyle kurumun kendisinden ziyade öğrencilere ve meslektaşlarına karşı ekstra rol davranışları göstermeye daha istekli olarak izlenmiştir. Doğrudan bireyleri kapsayan örgütsel vatandaşlık davranışları boyutlarının (özgecilik ve nezaket boyutları), direkt olarak örgüte yönelik olan örgütsel vatandaşlık davranışlarına (vicdanlılık, sportmenlik ve sivil erdem boyutları) göre daha belirgin olmasının nedeni budur denebilir. Katılımcıların, öğrencileri ve meslektaşları ile



olan ilişkilerini değil de örgütle ilişkilerini sorunsallaştırdıkları için görev veya problemlerle ilgili olarak yardım etme davranışı gösterme ve bununla bağlantılı olarak işle ilgili problemleri çözme eğiliminde oldukları görülmüştür. Anılan durumun bir anlamda katılımcıların kendi kişisel tercihleri ve bakış açılarıyla ilgili olduğu da ortaya çıkmıştır. Buna rağmen, kendilerinden beklenen görev performansı seviyelerinin ötesine geçme, işle ilgili sorunlardan şikâyet etmeme ve örgüte karşı değişen bağlılık ve meşguliyet türleri geliştirme (aktif, alıcı, hassas ve yapıcı) boyutlarının, katılımcıların örgütsel bağlılık, güven ve adalet sorunları yaşamaları nedeniyle yetersiz olduğu görülmüştür. Bu durumun katılımcıları örgüte katkıda bulunma konusunda isteksiz hale getirdiği ortaya çıkmıştır. Bulgular, katılımcıların yöntemsel, etkileşimsel ve dağılımsal adaletsizliğe maruz kalmalarının, kendilerinin örgütsel etkinliği artırmak için potansiyel katkı sunacak davranışlardan uzak durmalarına yol açtığını ortaya koymuştur. Ayrıca Algılanan Örgütsel Destek eksikliği, takdir eksikliği ve örgütsel kararların dışında bırakılma, öğretmenlerin kurum için yenilikçi fikirler üretmemeyi veya böylesi fikirleri uygulamaya koymamayı tercih etmelerine sebep olmuş ve kendilerinin mevcut durumlarını korumaya çalıştıkları bir eylemsizlik durumu yarattığı gözlenmiştir ki bu durum bir anlamda “yapay konfor bölgesi” olarak adlandırılabilir. Bulgular, bu yapay konfor bölgesinin örgütteki mevcut sistemle ilgili sorunların otomatik olarak getirdiği bir şey olduğunu ortaya koymuştur. Bir diğer ifade ile karşılıklılık normu, bir şekilde, öğretmenlerin beklentilerinin ve elde etmiş olduklarının kaçınılmaz bir sonucu olarak ilintili denklemde yerini almıştır. Bu ekseninde düşünüldüğünde verilerden elde edilen en önemli konu, bireylerin kendi hedefleri ile kuruluşun hedefleri arasındaki dengesizlik; çatışık durum olmuştur. Örgüt, kendi hedeflerini ve çalışanların hedeflerini ortak bir noktada buluşturamıyor gibi görüldüğü için, öğretmenlerin tamamen kendi kişisel hedeflerine odaklandığı görülmüştür ki bu durum kaçınılmaz olarak kurum içinde kolektivist bir kültür yerine bireyci bir kültürün yerleşmesine yol açmıştır. Kolektivist kültürün eksikliği meslektaşlar arasındaki dayanışmayı etkilemiş olduğu ve katılımcıların diğer çalışanlar ile kendi etkileşimlerini ve iletişimlerini kısıtlayarak gruplaşmaya gitmelerine neden olduğu gözlenmiştir. Bahsedilen konfor bölgesine ilişkin bir başka önemli konu da kuruma hakim mikro ve makro düzeylerdeki liderlik

tarzlarıdır. Okul yönetiminin adalet sağlama, öğretmen uygulamalarını planlama ve organize etme, çalışanlarını güçlendirme, takdir etme ve sorunlarını çözme yeteneğinin bu noktada oldukça kritik bir öneme sahip olduğu ortaya çıkmıştır. Yönetimin, yerleşik ve toksik okul kültürü nedeniyle eylemsizlik ya da durağanlık durumuna girmesi, uygulayıcılar olan öğretmenlerin performans, tutum ve inançlarını oluşturmasının yanı sıra merkezi bir vatandaşlık rolü kimliği geliştirmelerinde önemli bir etkisi olmuş gibi görülmektedir. Mevcut durumda, öğretmenler ve yönetim arasında bir tür sosyal sözleşmenin görünür hale geldiği anlaşılmıştır. Bu manada ne yönetimin hocalardan daha fazlasını beklemekte olduğu ne de öğretmenlerin formal rollerinin ötesine geçmeye istekli olduğu söylenebilir. Dahası, katılımcıların motivasyon problemleri nedeniyle formal görevlerini yerine getirmekte zorlandıkları izlenmiştir. Kritik bulgulardan birisi de merkezi bir vatandaşlık rolü kimliği geliştirmenin mevcut örgütte sorunlu bir çıktı olarak addedilmesine rağmen öğretmenler, öğrencilerini bu çatışmadan ve sorunlardan uzak tutmaya gayret ettiklerini, bu şekilde performanslarına ve davranışlarına zarar vermemeye çaba gösterdiklerini ifade etmiştir. Tüm bunlar değerlendirildiğinde katılımcıların çoğunluğunun yukarıda belirtilen örgütsel faktör ve parametrelere maruz kalmalarının bir sonucu olarak çevresel vatandaşlık rolü kimliği geliştirdiği söylenebilir.

### **Tartışma ve Sonuç**

Katılımcıların sahip oldukları kişisel eğilimlerini ve özelliklerini, öğretmenlik mesleğinin durumunu, mesleğin mali boyutlarını ve problemleri alanlarını dikkate aldıkları görülmüştür. Bu boyutlar, üçlü çerçevedeki içsel, dışsal ve özgecil motivasyonların kariyer seçimi açısından önemini vurgulayanlara benzer niteliktedir (Kyriacou ve Coulthard, 2000). İçsel nedenlerle ilgili olarak katılımcıların genelde bir dil öğrenim-öğretim alanı olarak ve iletişim kanalı olarak İngilizce eğitimine ilgi duydukları söylenebilir. Öte yandan, katılımcıların eğitim-öğretimi sosyal açıdan faydalı bir çaba olarak algılamaları, öğretmen olmayı seçmelerinin özgüven yaratan bir nedeni ve öğretmen benliklerini anlaşılır kılan bir aracı gibi düşünülebilir. Sosyal statü veya prestij, finansal olgular ve çalışma koşulları gibi dışsal motivasyon etmenleri söz konusu olduğunda, katılımcılar mesleğin çalışma koşullarını ve sosyal ve finansal statülerini

yetersiz buldukları için bunlardan anlamlı ölçüde etkilenmediklerini belirtmişlerdir. Başka bir deyişle, dışsal faktörlerin öğretmenlik mesleğini seçmeleri anlamında, katılımcılar için yeterince motive edici değil aksine, özellikle görece daha az deneyimli olanlar için, bir şekilde cesaret kırıcı dahi oldukları ortaya çıkmıştır. Dışsal motivasyon kaynaklarının kıdemli öğretmenler için belirleyici olarak daha ön planda olmasının nedeni, hem organizasyondaki hem ülkedeki dışsal koşulların geçmişte daha iyi ve daha cazip olmasıydı. Kaçınılmaz olarak bu durum toplumda öğretmenlerin öğretmenlerden biri olarak öğretmenlerin yeri bakımından büyük bir değişiklik olduğunu gösteriyor. Bu bulgulara benzer bir şekilde Ekinci (2017), içsel motivasyon kaynaklarının öğretmen adaylarının meslek ve alan seçimini etkileme olasılığının daha yüksek olduğunu, dışsal motivasyon faktörlerinin ise kariyer seçiminde orta düzeyde bir etkiye sahip olduğunu vurgulamıştır.

Aydın, Demir ve Erdemli (2015) çalışmalarında üst yönetim politikaları, düşük ücretlendirme, öğretmen istihdamına ilişkin sorunlar, eğitime verilen önemin azlığı, mesleği istemsiz seçmeyi; “Başka bir şey yapamıyorsan öğretmenlik yap” anlayışını ve toplumun düşük eğitim seviyesi gibi konular üzerinde durmuştur. Yukarıdaki faktörlere ek olarak profesyonel olmayan faktörler içerisinde, başkalarının görüşleri ve medya yer alırken, öğretmenlerin kişisel hakları, yukarı doğru hareket olanakları, mesleğe giriş koşulları ve öğretmen ihtiyaçları araştırmacılar tarafından profesyonel faktörler olarak kabul edilir. Benzer şekilde, Ünsal (2018), öğretmen yetiştirme kurumlarına ve çalışma koşullarına da bağlı olarak ortaya çıkan öğretmenlik mesleğinin düşük statüsünün 8 ana nedeninden söz etmektedir. Bunlardan bazıları; ekonomik koşullar, medya, öğretmen nitelikleri, üst düzey yöneticiler ve eğitim politikaları olmuştur. Mevcut çalışma aynı zamanda algılanan profesyonel öğretmen kimliğinin toplum, dış koşullar ve farklı yönetim düzeyleri ile nasıl iç içe geçtiğini ortaya koyan bir özelliktir. Bilhassa okul yönetiminden başlayarak, üniversitenin Yükseköğretim Kuruluna (YÖK) tabi oluşu, mikro ve makro düzeyde yönetim birimlerinin uygulamaları gibi durumların, öğretmenlerin fiziksel ve zihinsel refahı üzerinde büyük bir etkisi olduğu söylenebilir.

Aydın, Demir ve Erdemli'nin (2015) vurguladığı gibi, bir ülkedeki kültürel, sosyo-politik ve sosyo-ekonomik atmosferi çevreleyen toplumda köklü bir olgu olarak eğitime verilen gittikçe azalmış önem de tartışılmalıdır. Bu önemin varlığı toplumun var olma çabasını, gelişimini yansıtmakta ve sahip olduğu nitelikli insan kaynağını ortaya koymaktadır (Durdukoca, 2019). Öğretimin algılanan değerinin, özellikle 1970'lerden sonra tarihsel bir değişimden geçtiğini, daha sonra sanayileşmenin yanı sıra sosyal ve politik değişimler sonucunda giderek azaldığının altı çizilmiştir.

Araştırmaya katılanlar, kendilerini öğretmen olarak tanımlayabilmek için kendi kariyer aşamalarından yararlanmış görünüyorlardı. Öte yandan, kendi aşamalarından ziyade diğer aşamalarla ilgili görüşlerini ifade etmişlerdir. Çoğu katılımcı deneyimsiz öğretmenlerin adeta kendilerini sudan çıkmış bir balık gibi hissettiğini belirterek yaşadıkları mücadelenin altını çizmiştir. Ayrıca bulgular öğretmenlerin kimlik çatışmalarının birçoğuyla bu aşamada karşılaştıklarını, rollerini anlamada, çalışma yerlerine alışmakta çıkmaza girdikleri sıkışık bir durum deneyimlediklerini ortaya koymuştur. Görece az deneyimli öğretmenlerle ilgili olarak, Thomas ve Beauchamp (2011) benzer şekilde ilk başta kendilerini zorluklara hazır hisseden yeni öğretmenlerin daha sonra hayatta kalma moduna bir geçiş yaşadıklarını vurgulamıştır. Ayrıca, mesleğe yeni katılan öğretmenlerin oldukça karmaşık, acı verici ve sorunlu bir süreç arz eden profesyonel bir kimlik geliştirmeye yönelik çaba gösterdikleri de vurgulanmıştır. Bu çalışmanın bulgularına benzer bir şekilde, Fessler ve Christensen (1992) de öğretmen kariyer döngüsünün doğrusal bir biçimde ilerlemesine, aynı zamanda çok sayıda iniş ve çıkışla dinamik bir şekilde sürdüğüne vurgu yapmıştır.

Diğer taraftan, son yıllarda, karar alma süreçlerinden dışlanma durumu, kendilerini değerli hissetmek isteyen, fikirlerinin ve yönetsel süreçlere katılımlarının önemsenmesini isteyen öğretmenler için büyük bir sorun olmuştur. Mevcut çalışmanın bulguları, katılımcıların karar alma sürecine arzu edilen ölçüde dahil edilmediğini ortaya koymuş ve kendilerinin sürece dahil olmamalarından kaynaklanan rahatsızlıklarının altını çizdiklerini ve dolayısıyla bazı motivasyon ve bağlılık sorunları yaşıyor olduklarını açığa çıkarmıştır. Organizasyona katkıda bulunma isteksizliği ve motivasyon

eksikliđinin katılımcılarda organizasyonun bir parçası olarak hissedememe durumuna yol açtığı ve örgüte bađlılıđın kalmadıđı ifade etmişlerdir. Özdođru ve Aydın'ın (2012) çalışmasından elde edilen bulgular da, öğretmenlerin motivasyon düzeyleri ve karar alma sürecine katılımları arasında dođrusal ve pozitif bir ilişki olduđu vurgulamıştır. Alanođlu ve Demirtaş (2019), öğretmenlerin karar alma sürecine katılımının “esas olarak grup kararlarında”, “bazen” öğrenci işlerinde ve “nadiren” okul yönetimi boyutunda olduđunu keşfetmiştir. Bu bulgular aslında okulda özellikle yönetim ve yönetim politikaları açısından var olan bir demokrasi sorunu olarak da yorumlanabilir.

Ayrıca, profesyonel bir öğretmenin niteliklerini katılımcıların algılarına göre çerçeveleyen mevcut çalışma, profesyonel öğretmenin bileşenlerini üç kategoride sunmuştur. Bunlar rol kimlikleri, evrensel değerler ve kişilik özellikleridir. Bu bulgunun, Tichenor ve Tichenor'un (2005) Sockett'ten (1993) esinlenerek modellediđi kategorizasyonuna paralellik oluşturduđu saptanmıştır.

Mevcut çalışma, özellikle mesleđe yeni başlayan ve kariyerinin ortalarında yer alan öğretmenlerin, üniversiteler bünyesinde İngilizce öğretim elemanı olmayı “akademiye bir giriş kapısı” olarak gördüklerini ortaya çıkarmıştır. Herhangi bir akademik unvanı bulunmayan öğretim elemanlarının bir şekilde tam uygulayıcı olmaları ve akademisyen olarak performans göstermeleri ya da göstermemelerine rağmen öğretmen ve akademisyen kimliklerinin bir şekilde iç içe geçmiş olarak algıladıkları gözlenmiştir. Benzer şekilde, Demir, Kapukaya ve Özfidan (2015), İngilizce öğretim elemanlarının, daha fazla iş yükü, daha düşük maaş, az saygı, sınırlı sosyal haklar ve diđer [akademisyenlere kıyasla daha düşük statü] algılarına sahip olduklarını ortaya koymuştur. Mevcut çalışma bulguları, bu çalışmanınkiler ile öğretmenlerin kendi konumlarına ilişkin algıları ve profesyonel kimlikleri açısından paralellik göstermiştir.

Mevcut çalışmada, katılımcıların algılanan ÖVD'lerini araştırmayı amaçlayan ikinci araştırma sorusuna ilişkin bulgular, kendilerinin örgütsel vatandaşlıklarına ilişkin ciddi sorunlara işaret etmektedir. ÖVD'nin vicdanlılık, centilmenlik ve sivil erdem, boyutlarında örgütsel vatandaşlık davranışlarının daha az izlendiđi, buna karşılık

özgecilik ve nezaket botutlarında nispeten daha yaygın olarak gözleendiği söylenebilir. Benzer şekilde, farklı arařtırmacılar da kişisel değerlerin doğrudan bireylere yönelik ÖVD'ler üzerindeki etkisine dikkat çekmiştir (Cohen 2007; Somech ve Khotaba, 2017).

Bu çalışmada, katılımcıların organizasyon içindeki konumlarının, istedik olmayan fiziksel ve finansal koşulların ve sınırlı mesleki gelişim fırsatlarının düşük düzeylerde iş tatmini sorunu yarattığı izlenmiştir. Mevcut bulgulara benzer şekilde, 10 farklı okuldan 275 öğretmeni arařtıran Sesen ve Basim (2012), örgütsel bağlılığın örgütsel vatandaşlık ile iş doyumunu arasındaki ilişkide aracı bir rol oynadığı sonucuna varmıştır. Bu doğrultuda okul yönetimlerinin, çalışanlarının bağlılık düzeylerini ölçmek ve değerlendirmek zorunda oldukları ve ayrıca bu anlamda önlemler almak ve bağlılık sorunlarını çözmek için gerekli değişiklikleri yapmak zorunda oldukları durumu ortaya çıkmaktadır. Bu çalışma katılımcıların, yönetimin örgütsel bağlılık davranışları ve iş tatmini ile ilgili sorunları önlemek için gerekli önlemleri almadıklarına inandıkları sonucuna varmıştır. Ayrıca katılımcılar pasifize edildiklerinin altını çizip yaratıcı çözümler ve yenilikler görmek istediklerini belirtmişlerdir. Bununla ilişkili olarak, Cohen ve Keren (2010) örgüt kültürünün boyutlarının ÖVD'nin önemli bir belirleyicisi olabileceğini ve bu ikisinin güçlü bir ilişkiye sahip olduğunu ortaya koymuştur. Aynı şekilde, Arıkan'ın çalışması (2011) örgütsel kültürün ve katılım, uyum, tutarlılık ve misyon boyutlarının ÖVD'yi öngörebileceğini desteklemiştir.

Bundan başka, bulgular katılımcıların yönetime büyük ölçüde güvenmediğini, meslektaşlarına ise kısman güvendiklerini göstermiştir. Bu durumun, örgüte ve meslektaşlara karşı sergilenen örgütsel vatandaşlık davranışlarını engelleyen ve örgütsel bağlılığı azaltan bireyci bir kültüre yol açtığı görülmektedir. Aynı şekilde, León ve Finkelstein (2011), kolektivizmin örgütsel kaygı ve toplum yanlısı değerler ile dürtülerin ve ÖVD'nin yanı sıra rol kimliğinin önemli bir yordayıcısı olduğunu ortaya koymuştur. Bu nedenle, büyük ölçüde kolektif bilinci veya kültürü olmayan okullarda, çalışanların örgütsel vatandaşlık davranışlarından yoksun kalabileceği söylenebilir. Nitekim çalışmalar da (Yılmaz ve Altinkum, 2012; Saidi ve Akbari, 2015), organizasyon ve

meslektaşlara duyulan güvenin, öğretmen ÖVD'si ile pozitif ilişkili olduğunu göstermiştir.

İlişkili bir boyut olarak, örgütsel adaletsizlik, katılımcıların ÖVD'lerinin, özellikle de kuruma yönelik olanların, önemli bir önleyicisi olarak ortaya çıktığı görülmüştür. Katılımcılar, görev dağılımı, terfi etme, çalışan-yönetici ilişkileri, finansal durum ve konumlarıyla ilgili olarak farklı biçimlerde haksızlıklar yaşadıklarını belirtmiştir. Çalışmanın bulguları katılımcıların karşılıklılık perspektifine sahip olduğunu ortaya koymuştur. Çalışma grubu üyelerinin, beklentilerinin ve ihtiyaçlarının karşılanmadığını düşündüklerinden, ekstra rol davranışlarından uzak durma eğiliminde oldukları izlenmiştir. Bu bulgu mevcut alanyazındaki bulgular ve sosyal değişim teorisi ile uyumludur. Bir başka çalışma da (Selamat, Nordin ve Fook, 2017), karşılıklılık ilkesinin bir sonucu olarak örgütsel adalet ve ÖVD arasında pozitif bir ilişki olduğunu vurgulamıştır. Ayrıca, yönetimin öğretmenlere adil ve etik davrandığı zaman öğretmenlerin ÖVD'ler ile hareket ederek kalite ilişkisini sürdürmek istediklerini de eklemiştir. Bu bağlamda, mevcut çalışma, yönetimin tonunun, üslubunun ve yaklaşımının, öğretmenlerin formal rollerini ve ekstra rolleri sergileme davranışlarını, örgütsel bağlılıklarını ve güvenlerini kazanmada oldukça önemli bir faktör olduğunu göstermektedir. Somech ve Ron (2007) ile Cohen ve Karen (2010) liderlik tarzının ÖVD'nin tüm boyutları üzerinde büyük bir etkisi olduğunu vurgulamış ve ayrıca yöneticiler ve çalışanlar arasındaki ilişkinin önemine dikkat çekmişlerdir. Bu doğrultuda, hem karar verme hem dağıtım adaleti konularına değinen Selamat, Nordin ve Fook (2017), yöneticilerin süreç boyunca öğretmenlerin görüşlerini dikkate almaları gerektiği ve görevlerin öğretmenler arasında dağıtılması konusunda adil olmalarının önemini vurgulamıştır. Adil görev dağılımı, çalışan motivasyonunu, ve bağlılığını etkileyen oldukça önemli bir faktör olmuştur. Bu anlamda, Weikamp ve Göritz (2016), çalışanların bir örgütteki kalan zamanlarından ziyade algıladıkları kalan fırsatlarının ÖVD performanslarını öngördüğünü vurgulamıştır. Şüphesiz bu bulgu, örgütlerdeki görevlerin, terfilerin ve mesleki gelişim faaliyetlerinin öğretmenlerin örgütsel davranışlarında önemli bir yere sahip olabileceğini de göstermektedir. Söz konusu bu

adil ve etik liderlikle ilgili olarak, daha yakın tarihli bir çalışmada, Gerpott, Quaquebeke, Schlamp ve Voelpel (2019), algılanan etik liderliğin, bir lider için son derece prototipik olarak algılanması durumunda, takipçilerin veya çalışanların ahlaki kimliğini ve ahlaki benlik kavramını etkileyerek ÖVD'yi olumlu yönde etkilediğini öne sürmüştür. Bu tarz bir liderliğe ek olarak, Oplatka (2013), okul yöneticilerinin, öğretmen inisiyatifi için yer açarak, öğretmenlere destek vererek, olumlu duyguları ifade ederek ve olumlu geri bildirimler vererek öğretmen ÖVD'lerini teşvik edebileceğini vurgulamıştır.

ÖVD ve kimlik ile ilgili diğer önemli bir bakış açısı rol kimlikleridir. Stryker (1980) ve Stets ve Burke (2005), bireylerin kimliklerini daha önce de belirtildiği gibi hiyerarşik olarak düzenlediklerini vurgulamıştır. Belirgin kimlikler, o kişinin kimliğinin önemine bağlı olarak çeşitli durumlarda gerçekleştirilebilir. Bununla birlikte, bu kimlikler yalnızca göze çarpan bir temeli değil aynı zamanda Stoner, Perrewe ve Munyon'un (2011) vurguladığı gibi, insanlar üzerindeki bağlamsal faktörlere ve baskıya da dayanmaktadır. Dolayısıyla, rol kimliklerinin özellikle örgütlerde çok sayıda dinamiğin etkisine açık olduğunu söylemek yanlış olmayacaktır. Penner, Midili ve Kegerlmyer (1997), başlangıçta ekstra rol davranışları sergilerken sonraları bireylerin rol kimliği olarak da kabul edilebilecek bir "vatandaşlık kimliği" geliştirdiklerini ifade etmişlerdir. Stoner, Perrewe ve Munyon'a (2011) göre, rol kimlikleri bireylerin sosyal ilişkilerini ve rol beklentilerini vurgulamaktadır ve diğer insanların içsel rol beklentilerini yansıtmaktadır. Bu nedenle bireyler, bu davranışlara toplum yanlısı motivasyonun bir sonucu olarak, kendi kimlikleriyle uyumlu bir şekilde düşündükleri ve davrandıkları gibi pozitif bir benlik imajı ve saygınlık sürdürme arzusu (Grant ve Mayer, 2009) dâhil ederler.

Penner vd. (1997), bir vatandaşlık kimliğinin uzun vadeli veya daha uzun süren ÖVD'leri ortaya çıkardığını ve yüksek seviyelerde ÖVD sergileyen bireylerin bunu örgütlerindeki rollerinden biri olarak kabul etmeye başladığını ve kişisel ve sosyal bir kimlik geliştirdiğini öne sürmüştür. Bu aynı zamanda, ÖVD yapısı ile ilgili olarak tartışılmakta olan rol-içi davranışlar olarak ekstra-rol davranışlarının aşırı genelleştirilmesi şeklinde de algılanabilir. Penner vd. (1997), Stoner, Perrewe ve



Munyon (2011), bireylerin içeriksel baskılar olmadan tercih ettikleri ve çağırıcı olarak tanımladıkları merkezi kimlikleri tartışmışlardır. Aksine, çevresel kimliklerin, durumsal kuvvetlerin ve itici güçlerin varlığında tetiklendiğini belirtmişlerdir. Bu bakımdan, çok sayıda araştırmacı tarafından ÖVD ile birlikte tartışılan izlenim yönetimi kavramının da belki tekrar gözden geçirilmesi gerekmektedir. Finkelstein ve Penner (2004), bireylerin, sosyal değerler, örgütsel kaygılar ve izlenim yönetimi olmak üzere üç farklı güce dayanarak ekstra rol davranışı sergilemekte olduklarından bahsetmiştir. Stoner vd. (2011), ÖVD'yi başkalarının kendileriyle ilgili algılarını yönetmek için bir araç olarak gören bireylerin, belirli davranışların veya rollerin öz benlik algıları için gerçekten önemli olduğunu hissetmediği ve ekstra rollerini yerine getirmelerinin, alabilecekleri destek veya gayri resmi ödüllere bağlı olduğunun alını çizmiştir. Böylece Stoner vd. (2011), bu bireylerin merkezi vatandaşlık rolü kimliği geliştiremediğini ancak yine de çevresel vatandaşlık rolü kimliğine ihtiyaç duyduklarını vurgulamıştır.

## APPENDIX O: TEZ İZİN FORMU / THESIS PERMISSION FORM

### ENSTİTÜ / INSTITUTE

Fen Bilimleri Enstitüsü / Graduate School of Natural and Applied Sciences

Sosyal Bilimler Enstitüsü / Graduate School of Social Sciences

Uygulamalı Matematik Enstitüsü / Graduate School of Applied Mathematics

Enformatik Enstitüsü / Graduate School of Informatics

Deniz Bilimleri Enstitüsü / Graduate School of Marine Sciences

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Bölümü / Department : İngiliz Dili Öğretimi

**TEZİN ADI / TITLE OF THE THESIS (İngilizce / English) : INVESTIGATING PROFESSIONAL IDENTITY AND ORGANIZATIONAL CITIZENSHIP BEHAVIORS OF EFL INSTRUCTORS: A CASE STUDY IN A HIGHER EDUCATION CONTEXT**

**TEZİN TÜRÜ / DEGREE: Yüksek Lisans / Master**

**Doktora / PhD**

1. **Tezin tamamı dünya çapında erişime açılacaktır.** / Release the entire work immediately for access worldwide.

2. **Tez iki yıl süreyle erişime kapalı olacaktır.** / Secure the entire work for patent and/or proprietary purposes for a period of **two years**. \*

3. **Tez altı ay süreyle erişime kapalı olacaktır.** / Secure the entire work for period of **six months**. \*

\* Enstitü Yönetim Kurulu kararının basılı kopyası tezle birlikte kütüphaneye teslim edilecektir.

*A copy of the decision of the Institute Administrative Committee will be delivered to the library together with the printed thesis.*

Yazarın imzası / Signature .....

Tarih / Date .....