

AN EXAMINATION OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR IN
A HIGHER EDUCATION INSTITUTION

ECE NUR ÖZASLAN

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Approval of the Graduate School of Social Sciences

Prof. Yaşar Kondakçı

Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.

Prof. Dr. Cennet Engin

Demir

Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

Assist. Prof. Dr. Duygun

Göktürk Ağın

Supervisor

Examining Committee Members

Assist. Prof. Dr. Pelin Taşkın (Ankara Üni., EYP) _____

Assist. Prof. Dr. Duygun Göktürk Ağın (METU, EDS) _____

Assist. Prof. Dr. Gökçe Gökalp (METU, EDS) _____

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.

Name, Last name: Ece Nur Özaslan

Signature :

ABSTRACT

AN EXAMINATION OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR IN A HIGHER EDUCATION INSTITUTION

Özaslan, Ece Nur

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The responsibilities and tasks the university faculty members undertake can be explained by their interaction with the dynamics in an academic setting. It is under discussion how they perceive their duties and discretionary behaviours, which requires a thorough investigation of both organizational and individual issues to be addressed. This present study aims to describe the perspectives of academicians towards their profession reflecting their accounts on defining, explaining, and the motives of exhibiting the organizational citizenship behaviours taking into consideration the organizational context. The current study undertakes a single case design conducted in 2018-2019 academic year using a qualitative research method in one of the public universities in Turkey. The personal information form was used and semi-structured interviews were conducted with eleven faculty members. Electronic public document which is the strategic plan for the years of 2018-2022 was used as the third data collection tools. The results of the study suggest that the professional identity that the faculty members build based on individual and organizational characteristics underlie their perceptions of organizational citizenship behaviours. The perceived organizational values and the

reciprocal relations with the colleagues and the organization itself form how they define in-role and extra-role behaviours displayed in a variety of academic work situations.

Keywords: Organizational Citizenship Behavior, Extra-Role Behaviour, Social Exchange Theory, Professional Identity, Higher Education Institutions

ÖZ

YÜKSEKÖĞRETİM KURUMUNDA ÖRGÜTSEL VATANDAŞLIK DAVRANIŞININ İNCELENMESİ

Özaslan, Ece Nur

Yüksek Lisans, Eğitim Yönetimi ve Planlaması

Tez Danışmanı: Assist. Prof. Dr. Duygun Göktürk Ağın

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Akademik ortamda öğretim üyelerinin üstlendiği görev ve sorumluluklar etkileşimde bulundukları dinamiklerle açıklanabilir. Algılanan görev tanımları ve gerçekleştirilen fazladan rol davranışları örgütsel ve bireysel açılardan ele alınması gereken bir tartışma konusu olmuştur. Bu çalışmanın amacı öğretim üyelerinin örgütsel etmenler göz önünde bulundurarak geliştirdikleri mesleki kimliklerinin örgütsel vatandaşlık davranışlarına nasıl yansımaları olduğunu incelemektir. Bu amaçla çalışmada nitel araştırma yöntemlerinden tek bir vaka çalışması yaklaşımı Türkiye’de yer alan bir devlet üniversitesinde 2018-2019 akademik yılı içerisinde uygulanmıştır. On bir öğretim üyesiyle gerçekleştirilen görüşmeler ile kişisel bilgi formu ve 2018-2022 yılları için kurum tarafından hazırlanmış stratejik planlama elektronik dokümanı veri toplama aracı olarak kullanılmıştır. Çalışmanın sonuçları öğretim üyelerinin bireysel ve örgütsel etmenler ile geliştirdikleri mesleki kimliklerinin algıladıkları görev tanımlarının dışında gösterdikleri örgütsel vatandaşlık davranışlarına yansımaları olduğunu göstermektedir. Örgütsel değerler ve hem iş arkadaşları hem de örgütün kendisi ile geliştirdikleri karşılıklı ilişkiler, iş

pratiklerini şekillendirmektedir. Öğretim üyelerinin biçimsel rol ve fazladan rol davranışlarını tanımlamalarındaki bireysel ve örgütsel algıları ortaya konulmuştur.

Anahtar Kelimeler: Örgütsel Vatandaşlık Davranışı, Fazladan Rol Davranışı, Sosyal Değişim Kuramı, Mesleki Kimlik, Yükseköğretim Kurumları

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LIST OF ABBREVIATIONS

OCB	Organizational Citizenship Behaviour
CoHE	Council of Higher Education

CHAPTER 1

INTRODUCTION

This chapter presents an introduction to the current study with its background, statement of problem, purposes and significance. The first section is provided as the background of the study. Following the statement of problem is described. Next section explains the purposes of the study. Then, the last section provides the significance of carrying out this study on university faculty members' perceived personal accounts and organizational characteristics of a higher education institution within the concept of organizational citizenship behaviour.

1.1. Background to the Study

The recent developments in many fields of information and communication technologies transform the organizational environments in terms of work-related practices, social relations and dynamics within the organizations. Regulations required for the improvement of the organizations as social systems are applied by the human resources. The maintenance of the physical and economic resources largely depends on the performances of the human resources. The effective functioning of the organizations depends on the job performances of the employees who are in reciprocal relation to the organization (Rousseau, 1989). The formal job descriptions of the employees are limited for the accomplishment of the goals set by the organizations when it is taken into consideration that organizations are the social systems in need of flexibility in performances of the employees (Dyne et al., 1994). Under constantly changing work situations it is of importance for the organizations having employees who display discretionary behaviours without expecting formal reward. Going beyond the job requirements for the purpose of contributing to the effective functioning of the organizations

without having an expectation of gain from the formal reward system is defined as Organizational Citizenship Behaviour (OCB) and these behaviours include helping behaviours towards the individuals who are in need of help in a work environment, showing high attendance rates in work-related situations using time effectively, having tolerance towards the work-related problems instead of complaining about them, taking actions against possible problems that may happen in the future and serving to the effective functioning of the organization by expressing thoughts about the possible organizational policies for the interests of the organization. (Organ, 1988) As it is seen, the organizations are in need of organizational citizenship behaviours to thrive in the long run (George & Brief, 1992). Organizational citizenship behaviours are related to the performance of the organizations.

The higher education institutions as educational organizations have a leading role in knowledge production, sustaining research developments and serving to the community and institutions (Shils, 1997). Accordingly, their contribution to the training of human resources also creates a need of promotion of organizational citizenship behaviours (Abdullah & Akhtar, 2016). The university faculty members retain significant role in many work aspects at universities as higher education institutions. Formal job descriptions which are also defined as in-role behaviours guide only one aspect of work related behaviours (Meyer et al., 1989). However, organizational citizenship behaviours that are also called as extra-role behaviours are related to many other aspects of work related performances which have an influence on organizations as social systems consisting of teams and individuals (Smith, Organ, & Near, 1983). Therefore, it is of importance to investigate organizational citizenship behaviours of university faculty members as a part of organizational success.

1.2. Statement of the Problem

The dynamics of being a university faculty member makes it difficult to explicitly regard activities as in-role or extra-role job behaviours; therefore, this present study focuses primarily on faculty members' own perspectives on defining their

jobs as mandatory and non-mandatory tasks and the personal and contextual determinants of Organizational Citizenship Behavior (OCB) in a higher education setting.

The general job description of university faculty members includes getting involved in teaching-learning process, carrying out scientific research and maintaining the social service to the public (Marsh & Hattie, 2002). Given this multifaceted framework, it is of importance to mention the uniqueness of the job itself. The performance of university faculty members depends more on behaviours which are discretionary rather than formal and direct job descriptions provided by their institutions (Rego, 2003). The quote below indicates that employee behaviour in organizations varies in different ways.

Within every work group 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 (Katz & Kahn, 1966, p. 339).

Carrying out formal job duties is the one aspect of human behaviour in the organization. Employees perform a variety of acts of citizenship for the benefit of the organizations that may not be prescribed in formal job descriptions. These actions called Organizational Citizenship Behaviors (OCB) that occur in the work environment are discretionary, not rewarded or recognized explicitly and they contribute positively to the functions of the organization (Organ, 1988). Trying to find possible solutions to the certain problems, getting involved voluntary acts that are not required within the organizations, coming up with suggestions for the improvement of the department, having the equal stand to the rights of the colleagues, not having extra breaks and participating incidental meetings are the examples of OCB (Kidwell et al., 1997).

Due to the fact that these discretionary behaviours are believed to contribute to the healthy functioning of the organizations, there is plethora of correlational studies for profit organizations (Smith, Organ, & Near, 1983). What Bateman and Organ (1983) suggest is that when the employees feel satisfied with their organization

they tend to display organizational citizenship behaviours. Bolino and Turnley (2003) state that employees enjoy working in an environment where everyone supports one another and is willing to go the extra mile to help the organization succeed. For instance, in literature, organizational commitment, one of the indicators of healthy work environment, correlates positively with OCB, which suggests that it enables employees to define their job related roles more broadly (Chiaburu & Byrne, 2009). Given the individual reciprocity, OCB has been discussed from the perspective of social exchange theory (Hopkins, 2002). According to the social exchange theory, it can be inferred that the mutual dependencies both between the individual and the organization shapes the norm of reciprocity. The felt responsibilities among individuals to reciprocate the stakeholders may be an explanation for organizational citizenship behaviours.

The empirical studies exploring organizational citizenship behaviour in organizations within the educational system have also been conducted suggesting that since the job description of teaching profession cannot be formally ascertained, it is needed to investigate teachers' organizational citizenship behaviour (DiPaola & Tschannen-Moran, 2001). This suggests that the vagueness of job descriptions of professions creates blurring area between extra-role and in-role behaviours, which requires studies to be conducted using a variety of research methodologies.

Organizational features are crucial in sustaining OCB among teachers; consequently, it is encouraged to examine the characteristics of the organizational dynamics related to OCB (Somech & Ron, 2007). In their empirical research study Podsakoff and MacKenzie (1997) state that school effectiveness is directly related to the extra-role behaviours of the teachers. Teacher's going beyond their job descriptions contributes to the effective functioning of their schools.

Although there has been considerable interest in the subject of OCB in business and non-academic fields, there remains a paucity of research on these behaviours in higher education context among faculty. "It is a paradox that higher education is one of the most discussed but least analysed objects of study in higher

education” (Maton, 2005, p.688).The Citizenship Behaviours of University Teachers (CBUT) has been defined by Rego (2003, p.9) “as behavior that tends to be discretionary, not directly or explicitly recognized by the formal reward system and that contributes to the effective functioning of the teaching institution measured in terms of student academic performance”. At higher education level, OCB research is confined to causal studies which have established the relationship of OCB with other variables, without explaining the perceived conceptualization of OCB at university level (Podsakoff et al., 2000). This leads to the need of investigating the processes that the construct and understanding of OCB in its natural setting is put in practice taking into consideration the “thick descriptions” provided during the interviews (Bogdan & Biklen, 2003). The current study undertakes a qualitative research method and acknowledges the importance of including the voice of faculty members to understand the perception of their roles and responsibilities.

1.3. The Purpose of the Study

People take roles and positions themselves in certain situations depending on the organizational context as well as their personal values and characteristics. Within academic institutions, the reciprocity relations are established with the rights and duties of academicians and students. This reciprocity system entails faculty members in higher education to respond to the multiple situations and events in the wider context and develop their identities going beyond the prescribed activities. The acts which are not formally prescribed are defined as organizational citizenship behaviours that are voluntary and beneficial to the organization (Podsakoff et al., 2009). Therefore, the responsibilities and tasks the academicians undertake can be explained by their interaction with the other groups in an academic setting. It is under discussion how they perceive their duties and discretionary behaviours, which requires a thorough investigation of both organizational and individual issues to be addressed. This present study aims to describe the perspectives of academicians towards their profession reflecting their accounts on defining, explaining, and the motives of exhibiting the organizational citizenship behaviours taking into consideration the organizational context.

Moreover, the scientific and intellectual contribution of the universities is the crucial part of the society to establish and maintain development and progress. With their multifaceted identities including scholar, teacher, researcher, project manager, administrative personnel, the academicians play a substantial role in healthy functioning of the university. The academicians who are engaged in activities with their colleagues and students in cooperation and assistance tend to show high performance in educational practices (Hazratian et al., 2015). The main objective of the current study is to explore how academicians/faculty members conceptualize their in-role and extra-role behaviours with respect to personal and organizational determinants of engaging organizational citizenship behaviour. More specifically, it is sought to answer the following research questions:

RQ1. How are the professional characteristics that university faculty members attribute to their job practices related to their Organizational Citizenship Behaviour?

RQ2. What do university faculty members perceive to be the key organizational characteristics that affect their Organizational Citizenship Behaviour?

RQ3. What are the non-prescribed and discretionary practices and aspects that are unique to working in a higher education institution?

1.4. Significance of the Study

The set of behaviours exhibited by the employees consist of both formal job duties and the helping and voluntary acts beyond the job descriptions. Over the past three decades, the interest in discretionary work performance has increased (Duyar & Normore, 2012) and it was first mentioned by Chester Barnard (1938) as 'willingness to cooperate'. Reviewing the conceptualization of OCB phenomenon among researchers shed light on the benefits of it for the functioning of the organization as given in the table:

Table 1
Definitions of Organisational Citizenship Behaviour

Reference	Definitions
Bateman & Organ, 1983, p.589	“Those organizationally beneficial behaviours and gestures that can neither be enforced on the basis of formal role obligations nor elicited by contractual guarantee of recompense”
Organ, 1988, p.4	“Individual behaviour 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”
Van Dyne, Graham, & Dienesch ,1994, p.766	“OCB includes all positive organizationally relevant behaviours of individual organization members”
Organ, Podsakoff, & MacKenzie, 2006, p. 65	“By definition, OCB consists of contributions that are not compelled by the job description nor contractually rewarded.”
Agarwal, 2016, p. 975	“OCB involves going beyond in-role and minimally required duties, which differentiates it from in-role performance.”

Organ (1988) identified organizational citizenship behaviours with five dimensions: (1) *Altruism* is prosocial behaviour which includes spontaneously helping individuals within the same organization. (2) *Conscientiousness* implies adherence to the norms or regulations of the organization as a cooperative system. (3) *Sportsmanship* is tolerating the inconveniences arising occasionally. (4) *Courtesy* consists of the actions that prevent work-related problems from occurring by making others' work easier. (5) *Civic virtue* means getting involved in constructive process within the organization. However, the studies conducted in this field reveal that there is a lack of consensus about the dimensions of the concept. In another study, Podsakoff et al. (2000) identified 30 different forms of Organizational Citizenship Behaviour most of which were overlapping, so they categorized the dimensions of OCB as seven forms (1) Helping Behavior, (2) Sportsmanship, (3) Organizational Loyalty, (4) Organizational Compliance, (5) Individual Initiative, (6) Civic Virtue, and (7) Self Development. They suggest that altruism and courtesy belong to the helping behavior since they empirically load on a single determinant (MacKenzie, Podsakoff, & Rich, 2001). *Organizational compliance* has been described as a form of OCB as it is distinct from altruism, in

that it emerges not for the benefit of the specific person but for the organization by obeying to the rules and regulations of the organization (C. A. Smith, Organ, & Near, 1983). *Organizational loyalty* is explained as supporting and defending the organization from outsiders and remaining committed to the organization even under adverse conditions. The other dimension of OCB seems difficult to identify empirically as it is about the quality of the in-role task, which is individual initiative that includes getting involved in the task more than generally performed and expected and beyond the minimum requirement (Van Scotter & Motowidlo, 1996). Since there is not enough empirical evidence for dimensions suggested by the researchers (Tambe, 2014), this study takes Organ's (1988) five dimensions as a foundation.

The dimensions of organizational citizenship behavior which can be observed and practiced in the process of academic productivity and job performance of the faculty members will be explored for the purpose of the study due to the fact that the roles that the academics attach to their job description can be varied. The management model of higher education institutions in Turkey are based on centralized bureaucracy and as public enterprise most of them function as an agency in contributing to the fiscal development in their region (Mızıkacı, 2006). The legislative system that the prescriptive role definition of the university faculty members are based on is described as follows:

All public higher education institutions in Turkey are state establishments, and correspondingly, all of their academic and administrative staff have civil servant status and are governed by the Civil Servant Law No 657... They are also subject to the definitions and job descriptions specified in the Higher Education Law No 2547... Academic institutions recruit teaching faculty and staff according to the definitions set by law, and the basic structure of staff employment in public universities is determined by government legislative and budgetary instructions. Full-time teaching staff and faculty members are employed based on state contracts for unlimited periods and their career development and salaries are decided by the government (Çelik, 2011, p.24).

Accordingly, the university faculty members are expected to follow certain role descriptions in terms of teaching-learning processes, carrying out research studies and projects and public service. From this aspect, it is of importance to understand how the university faculty members display organizational citizenship behaviours based on the experiences and assumptions they bring to the natural setting of their

work environment. This current study is significant in terms of presenting to what extent the perceived professional and organizational characteristics play a role in university faculty members' going beyond their role definitions from their own personal accounts and public documents as a supplementary source.

Nevertheless, OCB research at higher education level is scarce and is confined to the correlational studies (Oplatka, 2009). The higher education institutions in Turkey show difference in terms of their research orientation. Whereas many universities serve as training-oriented organizations for the purpose of meeting the increasing number of students enrolling, some of them come to the forefront with their research-oriented features (Gürüz, 2001). The research setting chosen for the purpose of this study is a research-oriented higher education institution. Given its foundation in 1956, it is a relatively old-established university in national context. In the study, Lenger (2006) points out the role of the state in giving direction to the mission of the public universities in Turkey. Accordingly, from the perspective of regional development, the universities have also a responsibility to carry out research studies and projects within the university-industry joint research centers. Within this scope, to what extent the university faculty members go beyond their expected roles still needs to be investigated. The current changes in the mission of the universities in a national context may play a role in the organizational dynamics with which the university faculty members develop relations based on the norm of reciprocity. These changes may also form the roles of the university faculty members in terms of improving teaching-learning processes through innovative approaches and integrating transforming systems in their research projects. The current study will fill the gap in knowledge of OCB in higher education by understanding the conceptualization and perception of OCB among faculty members with the components and determinants of the phenomenon.

1.5. Definition of the Key Terms

Organizational Citizenship Behaviour: It is a discretionary behaviour that is not apparently recognized by the formal reward system and it contributes to effective functioning of the organization (Organ, 1989).

Social Exchange Theory: The felt obligations generated by series of reciprocal relations which are interdependent transactions in the form of contingent actions taken in reaction to another person (Blau, 1964).

Professional Identity: The self-image within the framework of values and behaviours developed through the expectations of the members of the profession (Paterson et al., 2002).

Higher Education Institution: The self-organized system based on the pillars of knowledge production in relation to internal and external stakeholders (Vasyakin, 2016).

CHAPTER 2

LITERATURE REVIEW

In this review organizational citizenship behaviour as a comprehensive concept is investigated in detail with its dimensions and antecedents. First, the development of the concept is put forward based on the studies conducted in the field in the last two decades. Secondly, the emergence of distinction between in-role and extra-role behaviour is analyzed. Next, the dimensions and antecedents of organizational citizenship behaviour is explained within the framework of a variety of research studies. As a theoretical framework, the social exchange theory and psychological contract is discussed critically as an explanation of organizational citizenship behaviour.

Then, more broadly higher education settings as a structural organizations and more specifically current issues on organizational citizenship behaviour in education settings in Turkey are analyzed since this current study is conducted in one of the higher education institutions in Turkey.

Finally, the relation between professional identity and organizational citizenship behaviour is examined to provide a framework for the purpose of the study.

2.1. Conceptualization of Organizational Citizenship Behaviour (OCB)

Employees in a work environment encounter many situations that they both perform the requirements of their job and get involved in individual contribution to their organizations. In-role behaviour in an organization which is the part of the job description is explicitly recognized and rewarded, whereas Organizational Citizenship Behaviour (OCB) is a discretionary behaviour that is not apparently

recognized by the formal reward system and it contributes to effective functioning of the organization (Organ, 1989). It is first mentioned that the willingness of employees to contribute to the cooperative system in an organization is needful (Barnard, 1938). It is defined with two criteria which are its being beyond the formal job requirements and functional for the organization (Bateman & Organ, 1983). However, since the line between in-role and extra-role behaviours is complex and multiple because of the distinction varying across jobs, organizations, expected roles, it is likely that there is no clear cut description of formal job requirements. (Salancik & Pfeffer, 1978). It is also supported that “jobs are socially constructed rather than objectively defined”; therefore, it is important how the behaviours are defined by the employees needs to be investigated (Morrison, 1994, p.1545). Accordingly, contextual dynamics have an influence on organizational citizenship behaviours in terms of shared values about what is important for the job itself (Farh et al., 2001). On the other hand, individual decisions taken by the employees with the intention of contributing to the effective functioning of the organization may not match with the organizational functionality as it is ambiguous; therefore, it is conceptualized with a global framework by Graham (1991) stating that all the beneficial behaviours for the organization and political participation such as responsibly participating and critical awareness can be included. Following the rules of the organization, avoiding the dispositions that may be harmful for the organizational well-being, regarding the goals of the organizations as one’s own and being willing to making suggestions parallel to the effective functioning of the organization are defined by Graham (1991) as organizational obedience, organizational loyalty and organizational participation. As it is seen, those descriptions are more logical and conceptual rather than empirical. Van Dyne and Lepine (1998) provide an empirical support for the discriminant validity of in-role and extra-role behavior based on the data gathered by employees, colleagues and supervisors. OCB in for profit organizations are conceptualized with some aspects which may differ in teacher OCB (Oplatka, 2006). What Bolino (1999) finds out is that employees tend to display OCB as long as the assessment criteria for in-role performance is not clearly stated. However, for the teaching profession, it is not likely to characterize the in-role tasks as it can be interpreted in different ways due to the teacher’s

experience based on the position at school (Oplatka, 2006). The employees working in the same workplace with the same job title may perceive their in-role tasks distinctively (Chiaburu & Byrne, 2009). Therefore, the researchers investigated the distinction between in-role and extra-role behaviours. This issue will be addressed in the following part.

Another key issue is the complex relationship between OCB and organizational effectiveness. In their comprehensive literature review, Podsakoff et al. (2000) provided seven possible reasons for the link between OCB and organizational effectiveness: (1) boost co-worker and managerial productivity; (2) make available organizational resources for other productive purposes; (3) diminish the need to allocate limited resources to maintaining performance within organizations; (4) enable to coordinate activities within and between organizational teams; (5) make the organization a more satisfying place to work and thus helping attract and retain productive employees; (6) increase the stability of the organization's performance; (7) improve organizational adaptability to environmental changes. They also classified the determinants of OCB in four categories which are individual, task related, organizational characteristics and leadership behaviours.

The extra-role behaviours emerged in relation to the determinants was reviewed by Podsakoff et al. (2000) under seven dimensions of OCB. The conceptual framework comprising the dimensions of OCB guides this current study. It is given as follows: *Helping behaviour* includes voluntarily helping others or preventing the occurrence of unwanted situations. *Sportsmanship* was described as “a willingness to tolerate the inevitable inconveniences and impositions of work without complaining” (Organ, 1990, p. 96). *Organizational loyalty* entails promoting the organization to outsiders, protecting and defending it against external threats, and remaining committed to it even under adverse conditions. *Organizational compliance* appears to capture a person's internalization and acceptance of the organization's rules, regulations, and procedures even when no one observes or monitors. Individual initiative includes voluntary acts of creativity and innovation designed to improve one's task or the organization's performance. *Civic virtue* concerns about the political life of the organization such as attending

meetings, engaging in policy debates, giving suggestions and keeping up with changes in the industry that might affect the organization. *Self-development* includes voluntary behaviours that employees engage in to improve their knowledge, skills, and abilities.

The multi-dimensional characteristics of OCB led the further investigation among the researchers, which result in development of new dimensions. Accordingly, the voluntary behaviors, with the aim of contributing to the organization, seeking to improve professionally by attending training courses or catching up with the new developments are called *self-development* (George and Brief, 1992). In their study within for-profit organization what Dekas et al. (2013) found out is that there are two more dimensions which are employee sustainability and knowledge sharing. Getting involved in activities for maintaining one's general health and well-being and contributing to coworkers general health is part of employee sustainability. Knowledge sharing can be explained with informing coworkers by sharing knowledge and expertise developed in a workplace. It is concluded that OCB has been analyzed with both individual and organizational aspect.

The forms of organizational citizenship behaviors are affected by cultural context (Podsakoff, MacKenzie, Paine, & Bacharach, 2000). Ehrhart et al. (2006) state that social interaction and identity are regulated with group-level OCB, which is different from individual-level OCB in a sense that it emerges as isolated happenings of spontaneous behaviours. As a result, both the work setting and personal characteristics are the determinants of OCB (Comeau & Griffith, 2005).

On the other hand, the conceptualization of OCB in the teaching profession has resulted in different dimensions because of the unique nature of the teaching profession (Oplatka, 2006). Teachers' OCB at school level was found to have three main dimensions namely; OCB towards the student, colleagues and workplace. Oplatka (2006) argued that, contrary to existing constructs of OCB, teachers did not regard organizational loyalty, compliance, or sportsmanship as a part of OCB; rather these behaviours are likely to be considered to be a part of teacher's ethical values.

2.1.1. In-role and Extra-role Behaviours

Role is defined as both socially-and-individually perceived construct with the explanation that roles are actions constructed based on the community's shared-values and they are also defined by the self with the perceived meaning attributed to them (Mead, 1938). Similarly, the role theory suggests that 'role' is built on the beliefs and values of the individual as a role holder who is in interaction with the people in relation to that position (Banton, 1965). Individuals are in a constant mutual relation with their organizations, which shapes their roles. "When members associate with organizations that have an attractive perceived identity, it enhances their self-esteem as they acquire a more positive evaluation of self" (Dutton, Dukerich, & Harquail, 1994, p. 246). As it is seen roles are multifaceted and reciprocal by their nature.

The behaviours of the individuals in an organization have been differentiated as in-role and extra-role behaviours (Organ, 1988). The formal job requirements expected from the employees in an organization refer to in-role behaviours (Borman & Motowidlo, 1997). On the other hand, the discretionary behaviours not defined in formal job descriptions are stated as extra-role behaviours (Bateman & Organ, 1983). Whereas in-role behaviours are limited to the formally prescribed job requirements, extra-role behaviours appear as cooperative and creative predispositions for the overall benefit of the organization (Katz, 1964). The boundary between in-role and extra-role behaviour is not clear-cut as the perception of employees may vary (Morrison, 1994). Diefendorff et al. (2002) claimed that in-role behaviour is restricted to technical aspect of the job, extra-role behaviours are spontaneous actions taking into consideration the social and psychological aspect of a job by employees. In the study which investigates the managers in-role and extra-role behaviours in a business setting, Kim and Mauborgne (1996, p.507) concluded that extra-role behaviours are "the extent to which they voluntarily exerted energy, exercised initiative, and devoted effort not formally required of them to achieve optimum performance in their execution of global resource allocation decisions." These performances defined as extra-role behaviours have been found to contribute to the organizational effectiveness

(George & Bettenhausen, 1990) since they are also defined as ‘prosocial behavior’ (Puffer 1987), ‘spontaneous behavior’ (George & Brief, 1992), and ‘contextual behaviors’ (Motowidlo & Borman, 1993). When these behaviours are viewed by the employees as role obligation instead of discretionary behaviour, it has been found out that they more tend to perform extra-role behaviours (Coyle-Shapiro et al., 2004). This perceived role obligation is explained with organizational support felt by the employees and in returns their tendency to reciprocate it caring about the objectives and the welfare of the organization (Eisenberger et al., 2001). Therefore, the cognitive reciprocity plays a crucial role in perceived extension between in-role and extra-role behaviour.

Moreover, there is also a cultural factor affecting the boundary between in-role and extra-role behaviours; in that, reciprocity rules and obligated roles show difference in cultural organizational settings. For instance, Farh et al.(1997) found out that Western dimensions of sportsmanship and courtesy did not come out in the Chinese organizational settings. Organizational citizenship behaviours can be seen as a continuum between extra-role and in-role behaviours (Choi, 2007). In order to better understand the concept of organizational citizenship behaviour this study take the five dimensions of OCB constructed by Organ (1988) which will be described in detail in the following part.

2.1.2. Dimensions of Organizational Citizenship Behaviour

There have been many dimensions posited in the literature under the umbrella of Organizational Citizenship Behavior. Organ's (1998) five dimensions are among the ones taken as references in the studies as there is not adequate evidence for dimensions suggested by other researchers (Deluga, 1994). These organizational citizenship behaviors comprise the dimensions of altruism, civic virtue, conscientiousness, courtesy and sportsmanship. Mentioned dimensions have been sketched out below.

Altruism; Organ and Hamner (1982) define altruism as the behaviors showing up as helping the colleagues with the organizationally relevant task and problem or

assisting newly-hired colleagues in learning company rules and working process voluntarily. Similarly, Deluga (1994) defines the dimension of altruism as a term including helping the colleagues experiencing work-related problems voluntarily and by which supporting their increasing work performance. Vey and Campbell (2004) defined examples of altruistic behavior as covering for others when they needed a day or certain hours off; helping others with heavy workloads; helping train new employees; and being someone who others turn for help on the job. Giving the colleagues a hand with managing the equipment, completing the tasks, reaching specific information, completing a project or presentation on time, comprehending new software can be presented as the examples of altruism (Allison et al., 2001). Though it seems as an activity of helping people in person, altruistic behaviors are mentioned as the behaviors contributing to organization itself (Schnake & Dumler, 2003). With the help of employees assisting each other, as the running of the work becomes practical, this assisting activity contributes to organizations' performance (Podsakoff & Mackenzie, 1997).

Civic Virtue; Civic virtue refers to the responsible participation in the organization's political life (Graham, 1986). Allison (2001) defines civic virtue dimension as the behaviors of treasuring the organization's profit the most in both professional and work life, supporting organization's functions, including its social structure, attending the organization voluntarily and caring it. Karacaoğlu & Güney (2010) express that civic virtue includes following the developments inside and outside the organization, working methods, organization's policies and improving oneself in those areas and participating in the organization's political life as a responsible and constructive member by exhibiting behaviors like expressing the ideas honestly in the meetings. Attending meetings, engaging in policy debates, giving suggestions and keeping up with changes in the industry that might affect the organization show up as the examples of the civic virtue (Becker & Kernan, 2003). In other words, it measures discretionary behavior that is a sign for the employee concerning about the political life of the organization.

Conscientiousness; Organ's another dimension of organizational citizenship behavior, conscientiousness, expresses organization's members' being volunteer to

go beyond the roles established by the organization (Organ, 1988). This dimension includes a person's internalization and acceptance of the organization's rules, regulations and procedures, like punctuality, even when no one is there to observe or monitor him/her. As this is a behavior to be internalized by only the few members of the organization, an employee who religiously obeys all rules and regulations, even when no one is watching, is regarded as an especially "good citizens" (Podsakoff et al., 2000, p.517–518).

Courtesy; Courtesy bases on making provision against possible future problems (Organ & Ryan, 1995, Podsakoff et al., 1994). It is the situation of informing other members before going into a new action which may affect them (Allison et al., 2001). From this aspect, this dimension refers the behavior that is aimed at preventing the occurrence of work-related problems. Informing the colleagues in the case of being late for work or the day off, possible challenges in completing a project are the examples of courtesy (Allison et al., 2001). The reciprocal relations among colleagues may be developed through courtesy as it comprises the behaviour which eliminates conflicts.

Sportsmanship; Sportsmanship dimension indicates the willingness of the person to tolerate the inevitable inconveniences and impositions of work without complaining (Organ, 1988). It is also defined as "people who not only do not complain when they are inconvenienced by others, but also maintain a positive attitude even when things do not go their way, are not offended when others do not follow their suggestions, are willing to sacrifice their personal interest for the good of the work group, and do not take the rejection of their ideas personally" (Podsakoff et al., 2000, p.517; Schnake & Dumler, 2003, p.284). The person with the sportsmanship behavior not only says nothing about being disturbed by others but also keeps his/her positive attitude when the things go wrong. Sportsmanship includes person's firm commitment to the task accomplishment (Atalay, 2010). The deficiency of this dimension may lead to failure to succeed in a happy organization environment and increase in disloyalty to the organization.

Individual's perceptions of their organizations may be one of the essential issues to be understood as it is one of the keys for the organization's development. In this respect, organizational citizenship behavior dimensions have importance in terms of understanding the university faculty members' perception. In order to explain in-role and extra-role behaviors of people in an organization, Organizational Citizenship Behavior dimensions are essential to be understood clearly.

2.1.3. Antecedents of Organizational Citizenship Behavior (OCB)

It is vital to understand the antecedents of organizational citizenship behaviours because of its multidimensionality. The studies conducted in the past decade have put forward that personal characteristics, leadership styles, organizational characteristics and the task characteristics are the predictors of organizational citizenship behaviours (Podsakoff et. al, 2000). These predictors are examined for the purpose of gaining insight into the antecedents of organizational citizenship behaviour.

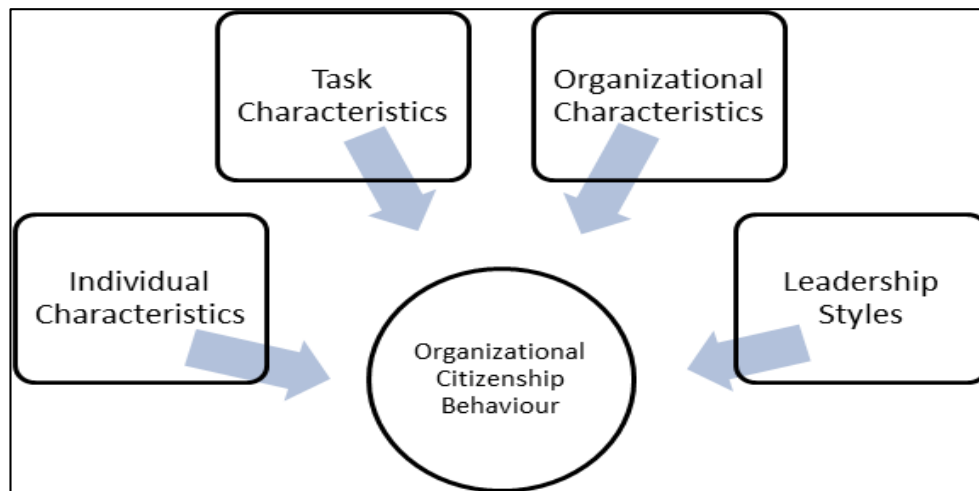


Figure 1. Antecedents of OCB

The 'Big Five Factor' personality model guides the personality construct which is one of the predictors of organizational citizenship behaviour (Kumar et al., 2009). It consists of the aspects of *openness to experience*, *conscientiousness*, *extraversion*, *agreeableness* and *neuroticism*. Openness to experience refers to intellectual curiosity with the behavioral tendency to pursuing the interests to

which one is attracted (Costa & McCrae, 1989). Conscientiousness is labeled as being organized and focused on the accomplishment of the goals as being persevering (Barrick & Mount, 1991). Extraversion appears as one's being comfortable with taking initiatives to get in contact with others (Digman, 1990). Agreeableness is associated with one's being cooperative and flexible (Costa & McCrae, 1989). And neuroticism refers to tendency to develop emotions of being anxious, insecure and embarrassed (Barrick & Mount, 1991). It is argued that one may be more likely to display OCB because of one's personality (Organ, 1990). However, there are studies that found out contradictory results. For instance, Organ and Lingl (1995, p.347) found "only the conscientiousness personality dimension showed a reliable connection to OCB". Given the empirical evidence agreeableness is related to altruism and sportsmanship (Konovsky & Organ, 1996).

The individual's orientation towards their career is also determinant of the organizational citizenship behaviours; in that individual's internal career orientations which are shaped with their perceived personal traits, values and talents are the dispositional predictors of organizational citizenship behavior, as well (Jiang, 2000). It is seen that personal characteristics can be a mediator between individual's career orientation and organizational citizenship behaviours. One of the antecedents of the OCB is also explained with individual's motivation towards the dimensions of OCB (Synder, 1993). While examining the individual's motivation towards altruistic behaviours Clary et al. (1998) adopted a functional analysis in their study in order to understand the reasons of the motivation of two individuals who have the same personality trait. For instance, while one displays altruistic behaviours to keep one's reputation, the other performs it for the purpose of keeping group conformity. Accordingly, what they found out is that the self-concept is strongly related to the acts of organizational citizenship behaviour. It is still needed to conduct thorough investigations to understand the personal characteristics as a predictor of organizational citizenship behaviour.

Moreover, Bateman & Organ (1983) paved the way to conduct studies in the field of Organizational Citizenship Behaviour by putting forward that there is a lack of relationship between job satisfaction and job performance empirically. It is

suggested that the relationship can be measured by not only in-role behaviours but extra-role behaviours since they are readily performed by the employees who have more control over those types of behaviours (Organ, 1990). Whereas the correlation between job satisfaction and job performance is approximately .30 (Judge, Thoresen, Bono, & Patton, 2001), the correlation between job satisfaction and OCB is approximately .44 (Organ, Podsakoff, & MacKenzie, 2006). This is based on the proposition that job satisfaction results in a positive mood state, which explains some part of organizational citizenship behaviour (Smith, Organ, & Near, 1983). These findings led the scholars to do research on the factors that affect the organizational citizenship behaviour. Organ and Ryan (1995) suggest that OCB is more likely to be affected by motivational factors. Fairness is one of the predictors of organizational citizenship behaviour in that when the employees feel that they are fairly treated they tend to increase the frequency of their citizenship behaviours (Moorman, 1991). The positive correlation between the climate of justice and OCB is explained with that when the colleagues experience the fairness in their work attitudes; their responses result in higher level of OCB (Ehrhart, 2004).

On the other hand, the work attitudes displayed contextually are the determinants of most dimensions of Organizational Citizenship Behaviour (Konovsky & Organ, 1996). In their study, Podsakoff et al. (2000) demonstrate that when people are satisfied with their job and the organization in which they work warrant the job satisfaction, they show extra-role behaviours. In their study, Diefendorff et al. (2002) found out that job involvement plays a role in enhancing organizational citizenship behaviours.

Given that, both individual dispositions and organizational factors can be the determinants of organizational citizenship behaviour. For instance, organizational commitment is one of those factors and it suggests that the values of the organization which are internalized and identified by the workers are the motive for organizational spontaneity, which is another term used for OCB (O'Reilly & Chatman, 1986). It is found out that the dimensions of OCBs performed by colleagues have an impact on the degree that is displayed by each employee (Wei

et al. (2012). This reciprocal relation is explained with social exchange theory which will be discussed in the following section.

2.2. Social Exchange Theory Perspective

Social exchange was first defined as “favors that create diffuse future obligations, not precisely specified ones, and the nature of the return cannot be bargained about but must be left to the discretion of the one who makes it” (Blau, 1964, p.93). Accordingly, the exchange happens among individuals in an economic and social aspect. In an economic exchange the requirements expected both from the individual and the organization is clearly defined and based on the tangible transaction. It is defined to what extent the individual can be rewarded depends on the performance. On the other hand, the social exchange is a vague form of mutual relation in which the individual and the organization reciprocate on an undefined terms (Hui Ho & Jung, 2006). In both of the exchange type the benefit for each side is provided based on the obligated norm of reciprocity. The individuals seek the maximum gain on their behalf in a social exchange while keeping their loss in a minimum level. The perception of social exchange among the individuals may be determinant of organizational citizenship behaviour (Tschannen-Moran & Hoy, 1998). It is of importance to examine the features of social exchange theory as an explanation of organizational citizenship behaviour. First of all, it appears as a voluntary act in the form of perceived reciprocal gain and loss (Blau, 1964). Secondly, the amount of gain and loss is not clearly apparent for the both sides as it may also appear as situational or spontaneous behaviours (Deluga, 1994). Thirdly, the reciprocal benefit depends on the mutual trust developed by the both sides (Morrison, 1994).

Given its reciprocal explanation of the behaviours within the organization, OCB has been discussed from the perspective of social exchange theory (Organ, 1988). Getting involved in organizational citizenship behaviours is the way that the employees display their felt responsibility and understanding of mutuality (Graham & Organ, 1993). Similarly, Konovsky and Pugh (1994) suggest that the extent to which the superior and subordinate relationship is characterized with

social exchange has an impact on the occurrence of organizational citizenship behaviour. Such a relationship is beyond the requirements; in that, the contribution of parties neither clarified nor specified within social exchange. Consequently, human behaviours in organizations can be directed with maximum benefit and minimum cost, however, it is of great importance how the university faculty members perceive and define these benefits and costs. In short, this study discusses organizational citizenship behaviours of university faculty members with the social exchange theory as a foundation.

2.2.1. Psychological Contract

The reciprocal relation is also defined by Turnley, Bolino, Lester, & Bloodgood (2003, p.188) as psychological contract that refers to “the obligations that employees believe their organization owes them and the obligations the employees believe they owe their organization in return.” It is of importance to understand employer psychological contracts to elaborate on OCB with its dimensions because in social exchange theory there is no claim among parties about offers and gains, they implicitly occur. Rousseau (1990) categorizes it as relational and transactional psychological contracts in terms of the employee motives. Employees with relational psychological contracts are intrinsically motivated and committed to their organization by being eager to working overtime without taking into consideration being paid or not and supportive in organizational changes (Van Dyne& Ang, 1998). This shows that there is a positive relationship between the orientation of relational psychological contract and extra-role job behaviours. When psychological contract has been investigated as a mediator, it has been found out that organizational commitment, loyalty to organization and trust in fair management can be predictors of relational psychological contract (Guzzo, Noonan, & Elron, 1994).

On the other hand, the focus of the transactional psychological contracts is based on monetary and short-term processes and the motivation is extrinsic. The five dimensions of OCB identified by Organ (1988) as altruism, conscientiousness, courtesy, sportsmanship, and civic virtue are influenced by the fulfillment of the

psychological contract as organizational citizenship behaviours are performed without expecting formal sanctions and with a choice of compensation of reciprocal relations (Robinson & Morrison, 1995). In addition, psychological contract is both an individual level (Levinson et al., 1962) and organizational level construct (Argyris, 1960). So, it can be based on individual preferences or group-level situations. It is also put forward that the explicitness and implicitness of the psychological contract still needs to be investigated as it is suggested that “what matters to employees is what they actually get rather than the discrepancy between what they get and what they are told they will get” (Conway& Briner, 2005, p.102). All in all, based on the current literature, the things exchanged based on the reciprocal premises among the individuals in an organization can be the predictors of organizational citizenship behaviours.

2.3. Professional identity and OCB

The set of perceptions that one develops through the relation with the self, others and the world in a broader sense refers to identity (Wiley, 1995). Personal identity or self-concept is in a constant actualization reaffirming past experiences with the current happenings in an anticipation of things yet to come (Rothbard, 2001). It is noted by Pillen et al. (2013) that identity is a part of an ever changing process which is a part of identity development. In that sense, expressing one’s own uniqueness has a crucial function in developing personal identity. Similarly, Varghese et al. (2005, p.23) describes identity as “transformative and context-bound”, which denotes that context play an important role in identity development. Three dimensions of identity are put forward by Zimmerman (1998) in terms of interaction patterns:

Discourse identity is sequence of actions developed in a ‘proximal context’ (p.90).

Situated identity refers to ‘engaging in activities and respecting agendas that display an orientation to, and an alignment of, particular identity sets’ (p.90).

Transportable identity ‘assignable or claimable on the basis of physical or culturally based insignia which furnish the intersubjective basis for categorization’ (p.91).

These categorizations show the distinct feature of identity depending on how interaction occurs and the last dimension can be related to identity development since it is about relating an identity to another situation. Interpersonal skills play a role in identity; more specifically, “the use of professional judgement and reasoning ... critical self-evaluation and SDL [self-directed learning]” are addressed to professional identity and the expectations of the people belonging to the profession shapes it (Paterson et al., 2002, p.7). The entities developed by the identity of the individuals rooted in social landscape; which makes the concept of identity fundamental in making sense of behaviours of the individuals in organizations (Ashforth et al., 2008). Organizational identification developed during that process by the members of the organization is explained by social identity theory as “psychological attachment that occurs when members adopt the defining characteristics of the organization as defining characteristics of themselves” (Dutton, Dukerich, & Harquail, 1994, p. 242). Accordingly, the sense of belonging is the part of organizational identification.

The individuals generate their organizational identities based on both cognitive and emotional level; in that, whereas perceived organizational values makes individuals cognitively attached to their organization, having pride of being member of the organization makes the individuals emotionally attached (Rikette, 2005). The professionals working in a certain organization develops their professional identity which is defined as “an understanding of himself or herself as a professional in relation to employment” (Burns & Bell, 2011, p.953). Academics as teachers, researchers and practitioners build their professional identities in an interaction with many stakeholders such as administration, colleagues, and students within an organization. With reference to that it can be concluded that university faculty members perceived professional identity is shaped with what they find significant in their personal experiences with the community that they belong to and their personal background. The organizational citizenship

behaviours of university faculty members are crucial for the effective functioning of their organization. The way the individuals define their professional identity plays a role in their perception of whether their behaviour is required or not (Morrison, 1994). Specifically, how broad the extent they define their professional identity is may be related to their perception of job requirements as part of their organizational citizenship behaviour. As stated below the influencers of academics professional identity play a role in that process.

Managerialism gradually comes to dominate collegiate cooperation in the organisation of both teaching and research. Explicit vocationalism displaces implicit vocational preparation, as degree courses are adapted to the changing division of labour in the graduate market. Research endeavours are increasingly applied to the requirements of government or industrial demands. The don becomes increasingly a salaried or even a piece-work labourer in the service of an expanding middle class of administrators and technologists (Halsey, 1992, p. 13).

The external structures as well as the university faculty members own personal interpretations of their experiences pave the way their professional identity development. At that point, Lawler (2008) suggests that professional identity is about both how similar what is shared among individuals and how unique is the individual's own experiences. The interests and performances of university faculty members for occupational survival are shaped with their perceived professional identity.

2.4. Organizational Citizenship Behavior in Higher Education

Before further investigation of OCB in a higher education institution, organizational framework of universities is presented in this section. Scott (1998) defines organizations as systems consisting of mutually interdependent counterparts of collaborative activities within a larger system of influencing environment. University as an organization is a “loosely coupled” system in that each unit is responsive but they preserve their own functioning (Weick, 1976). Understanding the universities as organizations is crucial for further discussion on situating the extra role behaviours of faculty members.

The roles that the individuals exhibit in their job practices are shaped within the organizational structure. Pugh et al. (1963) provides six dimensions of organizational structure: “(1) specialization, (2) standardization, (3) formalization, (4) centralization, (5) configuration, and (6) flexibility” (p.301). *Specialization* is explained as ‘the division of labor’ which consists of definition of the role, measurement for role performance, status and titles assigned to that particular role and rewards for the performed role. *Formalization* refers to the process of documentation of the procedures and communications within an organization. *Centralization* consists of decision making processes within the scope of locus of authority. *Configuration* refers to the positions of superiors and subordinates. *Flexibility* involves the amount and speed of organizational change. The higher education institutions as organizational structures include these aspects as having an environment of constant development (Rowley, 1996). The roles of academicians are shaped with many associations attributed to their job requirements. Their job descriptions including teaching, doing research and practicing the recent developments in cooperation with public, industry and other academic institutions are rewarded with financial rewards and getting promotions. However, the autonomy that they have for deciding their work hours, priorities for their research studies and relationships they set with their colleagues and students makes the boundaries of their roles vague.

With its complex structure, university as an organization functions as professional bureaucracy and operative adhocracy (Jensen, 2010). The former can be explained by an organization which provides autonomy to highly trained professionals (Lunenburg, 2012). The latter as research units aims to innovate and adapt to rapidly changing environment (Mintzberg & Westley, 1992). The unique nature of university as a higher education institution is described below highlighting the autonomy of the faculty members in performing their job related activities.

It is university faculty members’ duty to cultivate talents, to do scientific research and to serve the society with their knowledge. In view of such nature of their jobs, performance of university faculty members cannot be directly seen or examined in economic terms. The realization of their performance depends more on inward autonomous behaviours, rather than direct constraints of institutional standards (Dan, & Dan-dan, 2010, p.1769).

As stated above, the autonomy that the faculty members have while performing their job practices may result in organizational citizenship behaviours. Academic and administrative units constitute the university in order to achieve the strategic goals and maintain the action plans of the organization. Each unit comprises subunits under which the academics perform their in-role and extra-role behaviours. The high expectancy from the higher education institutions in terms of having graduates having mastery in their fields based on theoretical ideas and the capability of applying their knowledge to the constant changing work situations requires the academics to show high performance in the academic settings.

The job description of academics includes a variety of responsibilities outside of the classroom such as developing and evaluating the teaching program, supervising students, administrative duties and public service (Neptune, 2001). The expansion of higher education institutions as a global trend led the Council of Higher Education (CoHE) take action in Turkey. Trying to meet the labour market needs, many universities were established. Whereas the number of public universities was 53 in 2006, the current number of public universities is 129 (YÖK, 2019b). This great expansion led many issues to be discussed among academicians. In their qualitative study conducted with 12 presidents of recently established universities, Özoğlu et al. (2016) found out that the universities face many challenges in terms of recruiting faculty and administrative staff. It seems that these changes also have impact on academicians perceived role descriptions in their organizations. Due to the fact that the work of the faculty members is difficult to supervise and formalize, they have autonomy over research and teaching. That autonomy results in ambiguity in roles of the faculty members; for example, the decision-making roles overlap between the faculty and administration (March & Olsen, 1979). One of the aspects that the roles of the academics may differentiate is external engagement in which academics as researchers build their network of contacts for collaboration within the guidelines provided by the university administrators (Broström et al., 2019). The initiatives that the academics take to build network with their colleagues and the employees having job positions in industry are explained with extra-role behaviours, which has a positive

influence on the achievements of the set goals of the university (Dan, & Dan-dan, 2010). Therefore, the performance of faculty members is related to the organizational citizenship behaviours.

2.5. Current Discussions on OCB in Educational Setting in Turkey

The conceptual framework of the recent studies conducted in the field of organizational citizenship behaviour in Turkey has been structured based on its relation with certain variables; leadership styles (Çakıroğlu, 2016, Aslan, 2009), organizational justice (Akgüney, 2014, Yılmaz & Taşdan, 2009), organizational culture (Arlı, 2011), organizational trust (Koşar & Yalçınkaya, 2013, Yücel & Samancı, 2009), organizational commitment (Kurtulmuş, 2014), teacher burnout (Celep, Sarıdede & Beytekin, 2005), job satisfaction (Demirel & Özçınar, 2009), student academic performance (Özdevecioğlu, 2003) and organizational learning values (Taşçı & Koç, 2007). Based on these variables the antecedents and the consequences of organizational citizenship behaviour have been investigated in educational settings. The study carried out by Önder & Taş (2012) shows that organizational citizenship behaviours significantly contribute to the coordination among the colleagues. According to the findings of the studies, the contribution of the organizational citizenship behaviour to the effective functioning of the educational organizations has been asserted (Avcı, 2015).

Organizational citizenship behaviours of stakeholders in educational institutions have been a topic of discussion in recent years. When the studies conducted in partial fulfillment of Master and PhD Dissertations are examined, it is found out that the primary school (n=63), secondary school (n=15) and pre-school (n=1) are the settings chosen for the purpose of the studies (Koşar, 2018). These studies are mostly correlational in a sense that the relations between certain concepts and OCB are examined. It has been found out that the organizational citizenship behaviours of the teachers at a high level (Mercan, 2006; Polat & Celep, 2008; Yücel & Samancı, 2009; Yılmaz, 2010; Altınkurt & Yılmaz, 2012; Korkmaz & Arabacı, 2013). Polat (2009) also found out that school principals perceive that the school teachers display high level of OCB.

Within the framework of recent studies conducted in the field of OCB in Turkey, it is concluded that there is a scarcity of studies which presents different aspects of the phenomena and with the data found out, there is no in-depth analysis of OCB in higher education setting (Koşar, 2018). This study serves the need of understanding the perceived determinants of organizational citizenship behaviour of faculty members with their personal accounts and descriptions of their work related situations.

CHAPTER 3

METHODOLOGY

This chapter details the methodological framework of the current study. In this study, organizational citizenship behaviours of the university faculty members were examined based on their perceived individual and organizational characteristics attributed in a higher education institution. Multidimensionality and functionality of the organizational citizenship was addressed by following the explanations from social exchange theory and psychological contract.

The research methods utilized for the purpose of the study are explained under the sections of the design of the study, research questions, data collection tools and the process of collecting and analyzing data. In the last section, the limitations of the study are also addressed.

3.1. The Design of the Study

The main objective of the current study is to explore how the faculty members conceptualize their in-role and extra-role behaviours with respect to personal and organizational determinants of engaging organizational citizenship behaviour. For the purpose of the study, a single case design as qualitative research method in one of the public universities in Turkey is used.

3.1.1. Qualitative Research Design

For the purpose of investigating the research questions, this study is designed as a qualitative research. Through the qualitative approach the perceived understandings of the participants to the phenomenon in its natural setting can be

interpreted by the researcher with the deep meanings attached to it by them (Cassell, 2005). It is not aimed at stating the reality but exploring a variety of interpretations accounted on certain reality by utilizing qualitative research methods (Creswell, 2014; Denzin & Lincoln, 2011). It includes understanding commonality in reality and portraying structure of a specific phenomenon and allows the researcher to focus on how experiences shape one's consciousness (Merriam, 2009). In addition, the social interaction that the individuals construct and the context they are involved in constitute these interpretations (Marshall & Rossman, 2006). Most qualitative researchers favor the view that 'real world' is not independent; therefore, it can only be understood through interpretation (Mason, 2002). This study is mostly based on detailed descriptions by participants' own words and the "thick descriptions" they assigned to their lived experiences (Creswell, 2007; Marshall & Rossman, 2006) toward organizational citizenship behaviour. By "thick description" it is meant to present the interpretive aspect of their personal accounts (Geertz, 1973). The faculty members own descriptions of their perceived job related activities play a key role in understanding their organizational citizenship behaviours.

3.1.2. Case Study Design

Based on the research problem, a single case study design was employed to understand the faculty members' perception and experience of organizational citizenship behaviour in their career. It is an approach which is used to describe and analyze the situations, small units or programs within a bounded system called a case (Creswell, 2013; Yin, 2014). The case study approach is also appropriate for answering 'how' and 'why' research questions requiring more interpretive answers (Yin, 2014). This study is designed as a single instrumental case study (Stake, 2005) in a sense that the perceived implementation of organizational citizenship behaviour is chosen as an issue within a bounded case to illustrate it. The reason of choosing the study model as case study is that the professional identity that the faculty members develop is constructed within the social landscape of their organization (Ashforth et al., 2008); in that, this method provides a fundamental requirement to understand how their perceived personal

and organizational characteristics reflected on their organizational citizenship behaviour in a particular work setting. In addition, in her case study, Paçacı (2019) notes that the participants who are the university faculty members in one of the public universities in Turkey stated that they experience high level of power distance in their work place, which affects their relationship with their colleagues in terms of taking initiatives in collaborating. It seems that the individuals' behaviours are context-related. Therefore, for the purpose of the study, the case study design is applied in order to understand the organizational citizenship behaviours of the faculty members in a certain context.

According to a theory developed by Blumer (1969), symbolic interaction suggests that the interpretations of the daily situations that people are exposed to determine their actions. At that point, it is vital to refer to the 'thick description' as "our own constructions of other people's constructions of what they and their compatriots are up to" (Geertz, 1973, p. 9). In that sense, under which circumstances these interpretations occur need to be 'thickly' described. Denzin explains the functions of it as the following:

(1) It gives the context of an act; (2) it states the intentions and meanings that organize the action; (3) it traces the evolution and development of the act; (4) it presents the action as a text that can then be interpreted (1989, p.33).

Therefore; taking into consideration the importance of providing rich descriptions the perceived accounts of the participants about their perceived job behaviours is investigated in one of the high-ranking public universities in Turkey. Semi-structured interviews provide thick description of the setting, which increases the credibility of the findings (Creswell & Miller, 2000).

3.2. The Research Setting

The detailed description of the case is required to provide in depth understanding of the relationships among the units within a whole (Stake, 2005). For the purpose of the study, the data was collected from one of the public universities in Turkey, which pioneered and contributed many innovations to higher education system in the context of Turkey (Alaşehir et al., 2014). The information about the university

is taken from its current strategic planning document. With its 41 undergraduate programs offered in 5 faculties, 107 graduate and 69 doctoral programs conducted in the Graduate Schools of Natural and Applied Sciences, Social Sciences, Informatics, Applied Mathematics and Marine Sciences, it is a research-oriented university. The number of the academic staff is 2.326 and 754 of them are faculty members. The current number of the students enrolled is 27.295 and 8.448 of them are graduate students. Currently, 28 Research and Application Centers conduct their studies in coordination with public and for-profit organizations. Its leading role in national context in terms of its research orientation and innovative teaching-learning processes comprises the focus of the study. This study will provide insights about university faculty members' perceived organizational citizenship behaviours within the scope of their institution's orientation.

The institution follows certain recruitment criteria based on the Internalization Policy which aims to increase internationally recognized collaborations beyond student and staff exchange agreements. Accordingly, one of the recruitment requirements of this higher education institution is to have received a PhD degree from an internationally recognized university abroad. The university faculty members are required to get their PhD degree or conduct post-doctorate studies in a high-ranking internationally accredited foreign university. The reason of conducting this case study in this institution is the feature mentioned above because it is a very rare requirement at universities in Turkey. In addition, although the faculty members develop insights in those foreign universities while carrying out their studies, they share common values within this particular higher education institution. This feature of the university may be explained with its having a long traditional background within the scope of Turkey because the majority of the universities are newly-established higher education institutions (Alaşehir et al., 2014).

According to strategic planning documents of the institution, four strategic priorities were defined which includes: the holistic approach, cooperation and interaction, reinforcing the foundation and finally strengthening the resources. Accordingly, the academics are actively involved in both national and international

academic collaborations, conferences, symposiums building networks within and outside the country. In terms of total budget, it is the most successful Turkish research institution in Framework Program7 (FP7), and second most successful in Horizon 2020 Program. The total H2020 budget reached € 9 million by the end of 2018. According to the strategic planning document, as a research university, it bestows great importance to increasing the number of Ph.D. degrees granted. In CoHE's 100/2000 Doctoral Scholarship Programs, it ranked first with 142 sponsored students. In 2018, within the scope of 2244 Industry Doctorate Program, 47 of 517 doctoral students were trained as part of the university-industry-cooperation.

3.3. Research Questions

Organizational Citizenship Behaviour is defined as that the discretionary individual behaviours which are not formally rewarded contributes to the effective functioning of the organization (Organ, 1988). By taking into consideration its multifaceted aspect this study is designed based on the following research questions:

RQ1. How are the professional characteristics that university faculty members attribute to their job practices related to their Organizational Citizenship Behaviour?

With this research question it is sought to find out the professional identity that the faculty members built based on their experiences and perception and its reflections on their organizational citizenship behaviours.

RQ2. What do university faculty members perceive to be the key organizational characteristics that affect their Organizational Citizenship Behaviour?

It is assumed that some workplace situations that are unique to academia/higher education institutions can be the determinant of organizational citizenship behaviours. It is thought that the context that these behaviours occur is dependent

and needs interpretation of academics who are actively involved in those situations.

RQ3. What are the non-prescribed and discretionary practices and aspects that are unique to working in a higher education institution?

Although there are certain job descriptions based on the academic criteria, it is assumed that each member of the faculty may have different views and beliefs about their extra-role behaviours.

3.4. Participants

The reasonable variation in the settings, phenomenon or people within the sampling is the requirement of the best composition (Dobbert, 1982). The participants of this study are recruited through snowball sampling (Patton, 1990) which allows not only recruiting participants who are suitable for the selected criteria but also understanding main elements and shared realities. Reaching the related source of information through the suggestions of the participants allows the researcher to detect the most related participants (Yıldırım & Şimşek, 2013).

In order to reach a rich source of information, 78 faculty members from Engineering, Education, Arts and Sciences, Architecture, Economics and Administrative Science and Graduate School of Informatics were contacted through emails step-by-step with the suggestions of the participants. The academic title, tenure and administrative duties were taken into consideration. For this study 11 faculty members were interviewed keeping in mind that data saturation is not about the numbers per se, but about the depth of the data (Burmeister & Aitken, 2012). According to Yin (2006), willingness to participate is one of the key criteria and all the participants accepted to be interviewed willingly. When the researcher started to receive similar answers with the repeating accounts of the participants conducting the interviews came to an end. The information about the participants was presented in the table below. With a variety of work aspects, faculty members perform many in-role and extra-role job behaviours, the reason of collecting data

from them is to understand how they perceive and perform these behaviours within the framework of their perceived professional identity and organizational characteristics.

Table 2
Information on Interviewees

Interview number	Title	Tenure in the university	Faculty	Administrative Duty
1	Professor	31	Economic and Administrative Sciences	Chairperson
2	Assist. Prof.	11	Arts and Sciences	Vice chair
3	Assist. Prof.	10	Economic and Administrative Sciences	Coordinator
4	Assoc. Prof.	10	Engineering	-
5	Assist. Prof.	7	Informatics	-
6	Assist. Prof.	4	Engineering	Vice Chair
7	Assist. Prof.	17	Arts and Sciences	Deputy Dean
8	Assist. Prof.	8	Architecture	-
9	Professor	24	Architecture	Chairperson
10	Professor	19	Educational Sciences	Director of a research center
11	Assist. Prof.	2	Educational Sciences	Coordinator

As it is presented in the Table 2, the participants are from five different faculties and seven departments. Eight out of eleven faculty members have administrative duties. Three of them are on the position of professor; seven of them are on the position of assistant professor while only one of them is on the position of associate professor. The tenure of the participants ranges from two to thirty-one. The detailed information gained from the personal information form is also provided as in the following:

P1 is from the Faculty of Economic and Administrative Sciences. P1 studied Sociology at METU and received M.Sc. & Ph.D. degrees abroad in the field of Sociology. P1 has been working as a faculty member for a long time at METU. As a chairperson, P1 conducts administrative duty.

P2 is from the Faculty of Arts and Sciences and studied Business Administration at METU and received M.Sc. degree at METU in the field of Sociology. P2

completed his Ph.D. degree at the Department of Sociology abroad. P2 has been working as a faculty member for 11 years at METU. As a vice-chair, P2 conducts administrative duty.

P3 is from the Faculty of Economic and Administrative Sciences. P3 studied Business Administration at METU and received M.Sc. degree in the field of History. P3 completed Ph.D. degree in the field of Political Sciences abroad. P3 has been working as a faculty member for 10 years at METU. P3 is also coordinator of minor program.

P4 is from the Faculty of Engineering. P4 received his B.A. degree from Electrical and Electronics Engineering program at METU and received M.Sc. degree in the field of Computational Engineering and Science. P4 completed his Ph.D. degree at the department of Computer Science abroad. P4 has been working as a faculty member for 10 years at METU. As a previous job experience, P4 has worked in many other universities and private companies.

P5 is from Graduate School of Informatics. P5 got B.A. and M.Sc. degrees from the department of Chemical Engineering at METU. P5 completed Ph.D. Degree in the field of Computer Science abroad. P5 has been working as a faculty member for 7 years at METU. P5 worked in different institutions before the position at METU.

P6 is from the Faculty of Engineering. He completed B.A. and M.Sc. degrees in the field of Computer Engineering at METU. P6 received Ph.D. at the Department of Electrical and Computer Engineering abroad. P6 has been working as a faculty member for 4 years at METU. Previously, as a software engineer and researcher P6 held a variety of positions in different institutions. Currently, P6 also conducts administrative duty as a vice chair.

P7 is from the Department of Sociology at the Faculty of Arts and Sciences. P7 has a B.A. degree of International Relations. P7 received M.Sc. degree in the field of sociology at METU. With studies at the Department of Government, P7

completed Ph.D. degree. P7 has been working for 17 years at METU. Currently, P7 also conducts an administrative duty as a deputy dean at Graduate School of Social Sciences.

P8 is from the Faculty of Architecture. P8 has a B.A. degree of Architecture at METU. P8 received his M.Sc. and Ph.D. degrees in the field of Construction Management and Information Technologies abroad. During that time, P8 also worked as a research assistant. P8 has been working for 8 years at METU.

P9 is from the Faculty of Architecture. P9 has a B.A. and M.Sc. degrees of Industrial Design at METU. P9 received her Ph.D. degree in the field of Industrial Design abroad. P9 has been working for 24 years at METU. Currently, P9 is a chairperson of the Department of Industrial Design.

P10 is from the Faculty of Educational Sciences. After completing B.A. degree in the field of Mathematic Education at METU, P10 completed M.Sc. Degree at the Secondary Science and Mathematics Education Program at METU. P10 received Ph.D. degree in the field of Curriculum and Instruction abroad. P10 has been working for 19 years at METU. As an administrative duty, P10 is a director of a research center.

P11 is from the Department of Foreign Language Education. B.A. degree is from the English Language Teaching Program at METU. P11 received M.Sc. degree from Cognitive Science Program and Ph.D. degree from English Language Teaching Program. P11 also conducted post-doctorate studies abroad. P11 has been working for 2 years at METU. Currently, P11 is also as a principle investigator at Language and Cognitive Development Laboratory.

3.5. Data Collection

For the purpose of the study three data collection instruments were used; personal information form, semi-structured interview which is the primary data collection tool and electronic public document that belongs to the university.

3.5.1. Personal Information Form

The form was designed for the purpose of getting information from the participants about their educational background, administrative duty and their tenure of office at university. It includes closed ended questions. The questions were asked during the interview sessions by the researcher and the answers were also audio-recorded with permission.

3.5.2. Semi-structured Interviews

The data were collected through semi-structured, face-to-face, and in-depth interviews which aim to reveal deep meanings that may guide the actions (Marshall & Rossman, 2006). The semi-structured interview allow the researcher the flexibility to change the order of questions, ask additional questions and skip some questions from the interview guide as per the requirements of the situation (Mason, 2002). The questions were formulated based on the literature and expert opinions. After the interview guide was designed, the researcher got contacted with five experts from the field of educational administration and planning to get their opinion about the questions. The experts' opinions were taken into consideration to avoid ambiguities and it was revised. The pilot interviews with 3 faculty members were conducted in order to verify the relevance and usefulness of the questions. Accordingly, the final version of the interview guide was constructed. The interviews were audio recorded with permission during the face-to-face 45-60 min. sessions, which were held in the offices of the participants.

3.5.3. Electronic Public Document

In case study research, researchers use documents as a source of contextual information about events that cannot be directly observed; documents are also used by researchers to confirm or question information from other sources (Stake, 1995).

In addition to the human aspect, this research also collected evidence from documentary sources to support and supplement interview data. Using (1) personal information form (2) semi-structured interviews and (3) electronic public document, the triangulation of data collection tools was applied.

As an electronic public document, the strategic planning document for the 2018-2022 time periods was analyzed. It includes the strategic goals of the university which can be perceived as a determinant by the faculty members while displaying extra-role job behaviours.

3.6. Data Analysis

Creswell (2003) states that the analysis of qualitative data starts at the early stages of the research and continues throughout all the phases of research as the data collection and analysis are particularly interconnected. From the very beginning, the researcher continuously makes choices in order to gain in-depth insights (Patton, 2002). Moreover, confidentiality of personal information and interview accounts were the highest priority throughout the research process. The process of data analysis is as follows:

The interviews were audio recorded and transcribed digitally. It is believed that thematic analysis helps to analyze university teachers' conceptualization of their job behaviours in the context of participants' personal experiences and the work setting. This enabled to assess the contextual conditions under which the faculty members perceive and perform certain in-role and extra-role behaviours. Thematic analysis helps not only reflecting the reality but also clearing up the underlying meaning (Braun & Clarke, 2006). Page numbers were given to the digitally transcribed data in a separate word document files and each participant was labelled like P1. The transcripts of the audio-recorded interviews were sent through email to the participants with initial codes so that they confirm the raw data. Creswell & Miller (2000) puts emphasis on the usefulness of member-checking for increasing the credibility of the study. All of the participants sent emails acknowledging the transcripts with initial codes. The final codes emerged

with the frequency of the statements of the participants. Each quote is written under the related code in a separate word document Close reading by thematizing the codes was carried out in establishing the main themes to represent the findings. The codes were analyzed under the sub-themes in order to ensure the relations in terms of their content. The main themes were reanalyzed within the framework of research questions and they were written under each research question with the codes and quotes below in a separate word document in order to avoid possible data loss.

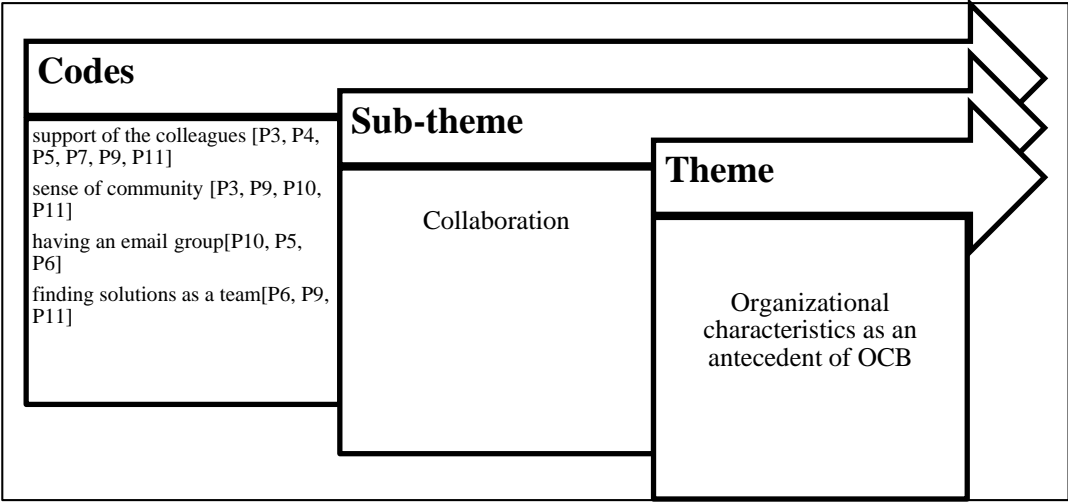


Figure 2. Data Coding

3.7. Trustworthiness

The criteria of credibility, transferability, dependability, and confirmability can be assured following different strategies (Marshall & Rossman, 2006).

Asking for experts’ opinions during the development process of the data collection instruments is helpful for addressing the credibility issue. Moreover, after the interviews were conducted, the transcribed data with the possible codes were sent to each participant to avoid possible biases or assumptions made by the researcher and vague descriptions. Certain codes were clarified with the opinions of the participant faculty members, which is crucial for the confidentiality of the study. With the adoption of maximum variation sampling, transferability is assured.

Reflexive analysis of the researcher and thick descriptions of participants' characteristics and work setting are critical ensuring the transparency of the research procedure.

3.8. Limitations

This study is designed as a single case conducted by only one researcher. The researcher is aware of the fact that this study is context-specific and is just one way to understand and interpret the personally and organizationally developed nature of organizational citizenship behaviour. The data comprised of the personal accounts of the faculty members were based on their contextual beliefs, perceptions and experiences. Their social interaction was not observed; therefore, it is greatly analyzed through their personal narratives.

3.9. Reflexive Analysis of the Researcher

Qualitative research is considered as “a highly rewarding activity because it engages us with things that matter, in ways that matter” (Mason, 2002, p. 1). How people reflect on their experiences taking into consideration their sense of making interpretation of their world increases the trustworthiness of the qualitative studies (Bergman et al., 2010). It is of importance to adopt a reflexive approach in order to eliminate or minimize the influence of the personal background of the researcher for the interpretation of the data (Fontana & Frey, 2005, Denzin & Lincoln, 2011). Within this framework, it is critical to state that the researcher works at another higher education institution as an academic staff. The researcher may be influenced by her own interpretations and experiences gained on that particular work environment about working in a higher education institution although it cannot be predicted explicitly. On the other hand, her being from a different institution may also contribute to making sense of a variety of perceived interpretations of the participants belong to the research setting.

On the other hand, the researcher studied at the same research setting so she has a different perspective as a student to that particular research setting. The familiarity

of the researcher with the organizational values may prevent her from questioning the perceived interpretations of the participants. However, this also shows that the personal accounts of the participants have some common grounds with the researcher, which suggests that it enables the researcher to develop a better understanding in interpreting the organizational characteristics which may play role in participants' going beyond their role duties. Certain remedies have been employed by the researcher for the purpose of eliminating possible biases a) gaining information from electronic public document while discussing the way characteristics of the organization is perceived by the participants b) sending the coded data to the participants to make sure whether the interpreted data match with their own sense of the data. Flick (2009) suggests that providing excerpts of the participants serve that purpose, as well.

During the interviews, the researcher used the semi-structured interview guide and each interview lasted between 40-50 minutes. Although the same interview guide was used, many other questions were also asked to interviewees in order to ensure the clarity in their answers. Asking those questions was found useful during data analysis process as they provided better understanding of the expressions of the participants.

CHAPTER 4

RESULTS

This part of the study presents the findings in parallel to the research questions. In the framework of thematic data analysis, the findings are formulated under three themes. Based on that, the first, second and third themes are formed with the data enlightening the first, second and third research questions respectively. The themes and the sub-themes obtained from the findings in the light of research questions are presented in the table 3 below.

Table 3
Research Questions, Themes and Codes of the Study

Research Question 1 How are the professional characteristics that the participants attribute to their job practices related to their Organizational Citizenship Behavior?	Research Question 2 What do participants perceive to be the key organizational characteristics that affect their Organizational Citizenship Behaviour?	Research Question 3 What are the academics' perceived non-prescribed and discretionary practices and aspects that are unique to working in a higher education institution?
Theme 1: The professional characteristics that the participants attribute to their job	Theme 2: Organizational characteristics as an antecedent of OCB	Theme 3: Perceived non-prescribed and discretionary practices
Sub-theme 1: Walking on the career path [P1, P2, P5, P6, P7, P8, P9, P10, P11]	Sub-theme 1: Freedom of choosing the field of study [P3, P5, P7, P9]	Sub-theme 1: Discretionary work aspects towards student [P4, P5, P6, P8, P10, P11]
Sub-theme 2: Characteristics of being an academician [P3, P4, P5, P6, P9]	Sub-theme 2: Emphasis on the academic excellence [P6, P9, P10, P11] Sub-theme 3: Institutional norms [P1, P2, P4, P5] Sub-theme 4: Collaboration [P3, P4, P5, P6, P7, P8, P9, P10, P11]	Sub-theme 2: Discretionary work aspect towards colleagues [P4, P6, P7, P8, P9, P10, P11]

As it is seen in the Table 3, the first theme is identified as the professional characteristics that the participants attribute to their job. Accordingly, the sub-themes related to their career choice and perceived accounts attached to their profession were formed.

Secondly, the teaching and research experiences that the participants gained within the organization were investigated under the theme of organizational characteristics, which leads to the sub-themes to be formed as freedom of choosing the field of study, emphasis on the academic excellence, institutional norms and collaboration.

Lastly, the third theme was formed as academics' perceived non-prescribed and discretionary practices in a higher education institution. Based on that, the sub-themes were presented as OCB towards students and OCB towards colleagues.

4.1. Theme 1: The Professional Characteristics That the Participants Attribute to Their Job

It is of importance to understand how the extra-role behaviours of the academics are related to their conceptualization of the profession. Therefore, this section provides the participants' own reasons to choose their careers and how they perceive their professional identity.

4.1.1. Walking on the Career Path

One of the research questions of the study seeks to understand how the faculty members perceive their job characteristics. Therefore, the reasons to choose their career were investigated. The educational background of the parents has an impact on the academicians' career path. P1 mentions that she took the sense of duty from her father who feels responsible for the society as an academician:

My father was a professor, as well. At those times I thought that social scientists could serve the society and I felt the responsibility to do something for the benefit of the society [P1, Professor, Political Science]

The parents' involvement in participants' career choice is also expressed by other participants as well. It is seen that the participants show a tendency to take their parents as a role model.

First of all, I am a child of academician parents [P5, Assist. Professor, Bioinformatics]

Although; my father didn't want me to follow my career in the field of social sciences, having teacher parents has an effect on my career choice. [P2, Assist. Professor, Sociology]

Secondly, both of my mother and father are academicians. [P7, Assist. Professor, Sociology]

I love research and my parents are teachers, all in all. [P8, Assist. Professor, Architecture]

One of the participants explains her career choice by being familiar with the job description itself as her parents are also academicians. Acquiring familiarity with the job itself through her parents' observed job experience seems as influencer on their choice of career.

My parents were academicians. That means it was a job that I knew what kind of work to do when I became an academician. [P7, Assist. Professor, Sociology]

Academicians' educational background is another determinant having an impact on their career choice, as well. While they were studying as undergraduate student, they had a chance to conduct research studies to find solutions to the problems experienced in everyday life, which led them to feel excited during the process of carrying out research.

I was interested in doing research during undergraduate studies because in my experience what I realized was that there were a lot of problems and gaps need to be searched and becoming an academician was an opportunity to carry out them. [P8, Assist. Professor, Architecture].

While I was an undergraduate student, I developed software for METU-Online as a software engineer and I also got involved research projects as a researcher. Those experiences enabled me to compare the job practices of an engineer and a researcher. Conducting a research in the field of interest made me feel so satisfied and at those years, I knew that I will be an academician. [P6, Assist. Professor, Computer Engineer]

It also seems that field of study is another indicator of their career choice. When they graduate from a newly established program, they tend to work on the improvement of the field.

It was a newly recognized job and there wasn't a suitable work place that I can practice my job. I thought that I would be more satisfied when I became an academician because it would enable me to improve myself academically by conducting research and sharing knowledge with students and the industry. [P9, Professor, Industrial Design]

While the participants were expressing their choice of career path, they put emphasize on the enthusiasm that they bring to their profession in terms of “sharing the knowledge with the students and the industry” [P9, Professor, Industrial Design], “contributing to the universal academic knowledge accumulation both empirically and theoretically” [P10, Professor, Mathematics and Science Education]. One of the faculty members mentions her willingness about choosing the profession at academia as follows:

I am keen on doing research and learning at an academic environment. I believe that this profession enables creative thinking to produce something new in the field of study. I also feel excited while working with students as a team. [P11, Assist. Professor, English Language Teaching]

In general, if you ask me why I became an academician, I realized that I like being a ‘knowledge worker’; it is exciting to seek knowledge. I like dealing with it. [P2, Assist. Professor, Sociology]

What is found out is that most of the participants chose their career with a good grace, which may suggest that their organizational citizenship behaviours can be determined by their intentional career choice. Based on the personal information form and the accounts of the participants it is found that their experiences and interpretations about their undergraduate years also shape their career path. The data gained from the personal information form shows that all of the participants except one got their bachelor degree at METU and most of them stated that the meaning that they attribute to their career dates back to those years.

I can say that the time that I spent during my undergraduate years at METU shaped the way how I made decisions during my career path. The professors, my friends were eager to doing scientific work in a deeper sense...I mean... our focus wasn't just to do the assignments...we were trying to understand how to think scientifically and academically [P11, Assist. Professor, English Language Teaching].

For me METU is an important higher education institution. I can say that it changed my life in many ways during my undergraduate years. It was a place where I could feel the freedom. I believe this freedom helps to build confidence both in personal and academic sense... I mean... it paves a way to think without borders [P10, Professor, Mathematics and Science Education].

It seems that faculty members perceived educational backgrounds and experiences shapes their attitudes towards their career path. This is of importance to understand that parents' educational background, faculty member's educational background and their enthusiasm about the academic career may indicate the extra-role behaviors in their profession. For instance, their perceived professional identity shaped through their career path may lead their positive attitudes towards developing curriculum, which can be the indicator of their willingness to perform organizational citizenship behaviors.

4.1.2. Characteristics of Being an Academician

How the faculty members conceptualize their profession was investigated for the purpose of finding out their perceived extra-role behaviors. They set the framework of their job with the duties and responsibilities as teaching, doing research and public service. According to the statements of the participants, an academician is expected to train students equipped with scientific knowledge and obliged to contribute to both scientific knowledge and society's problems with his/her studies.

University has got the responsibility for teaching, doing research and public service. Knowledge production, basically... The academics are the sub-units performing these duties. With these 3 aspects, we both try to elaborate on scientific knowledge and share it with the students. This is the teaching and learning part of the job. Sometimes, we consult the firms. Mainly, we try to produce scientific knowledge, which is the research dimension of our profession [P6, Assist. Professor, Computer Science].

On the other hand, most of the participants described the characteristics of their profession with the qualities of a scientist. The academician, as a scientist, is expected to be hardworking which leads to work discipline, being curious about searching and always enthusiastic about new research areas.

With your curiosity reaching the knowledge, contributing to knowledge production and while doing that having an autonomy to decide what to study [P3, Assist. Professor, Political Science].

I think I can describe the features of a researcher for this question. A researcher has to ask a question, I mean ... questioning... you even have to question the written things in the books [P4, Assoc. Professor, Computer Science].

Besides the academicians' characteristics mentioned above, autonomy was another characteristic attributed to profession itself. Accordingly, being free to choose what to study is in the nature of the profession. Autonomy creates certain flexibility in faculty members' job performance which can be explained with extra-role behaviours. They perform the job based on their own will and competence.

First of all, you have the autonomy in what to study, especially since our job was new in industry, we could take many initiatives. Almost nothing was done in the field as it was a newly-emerged field of science. There was limited number of research studies having been conducted. That created me a huge area of freedom in deciding what to study. [P9, Professor, Industrial Design]

The thing that I like...You choose the study area yourself [P4, Assoc. Professor, Computer Science].

You do what you want...You do something that you are curious about [P6, Assist. Professor, Computer Science].

Much of the findings yields to the fact that autonomy leads to "the feeling that you are never done" [P5, Assist. Professor, Bioinformatics]. Since knowledge production requires a lot of time and study discipline, the faculty members state that the excitement felt for the job itself is an essential part of it.

You have autonomy in a broader sense rather than just having flexible work hours. You can decide what to study on your own. Since nobody tells you what you study, you feel like your work never done. Its positive aspect is also a negative side; you never feel that you are done. You can work day and night, even on holidays. So sometimes I have difficulty in balancing the workload with my private life [P5, Assist. Professor, Bioinformatics].

It is seen that they perceive autonomy as both positive and negative aspect of their job since they mentioned that they sometimes have difficulty in having work – life balance because of having flexible work hours.

In conclusion, results show that the faculty members regard contributing to the effective teaching-learning process; taking initiatives to conduct research studies in collaboration, and based on these two, serving the public, in other words, solving problems in public as the main duties of an academician. In addition, they attribute the characteristics such as work discipline, curiosity, enthusiasm about research, and autonomy to the academic profession. Accordingly, the characteristics that the faculty members attribute to their profession may refer to their in-role and extra-role behaviors in the organization, which will be discussed in the following chapters. These perceived characteristics show what the faculty members regard as their responsibility. And these responsibilities show up as the initiators that make them perform in-role and extra-role behaviors such as setting goals for increasing international visibility, updating course content, reconstructing programs, taking active role in administrative committees to share the workload, getting involved in academic associations, building one-to-one relation with the students which will be mentioned in detail in the section of theme three.

4.2. Theme 2: Organizational Characteristics as an Antecedent of OCB

Second research question of the study sought the faculty members' perception of key organizational characteristics that affect their Organizational Citizenship Behavior. The findings of the study related to second research question are analyzed under four emerging sub-themes. The participants statements related to the characteristics of their organization put emphasis on their institutions' enabling atmosphere for choosing the field of study of their research interest, seeking for academic excellence, well-established institutional norms and the culture of collaboration. This part will present the findings under these categories.

4.2.1. Freedom of Choosing the Field of Study

Analysis of the faculty members' perception of the organizational characteristics revealed that academic freedom is a key value of the organization. Most of the participants pointed out that they feel free while selecting their study areas. They mentioned that every academic work is given an importance and as long as it is

decided to study on by the faculty member, it is not questioned by anyone. Within this scope, scientific approach is perceived as a key characteristic of the organization fostering academic freedom.

I have not taken notice that any of my studies that I run or intend to run were questioned. Each and every academic study in this department is regarded as important and valuable as well as known to be open to criticism and development [P3, Assist. Professor, Political Science].

I have never experienced any occasion preventing my academic freedom of choosing my study areas P7, Assist. Professor, Sociology].

As for research or going into something, no one says whether you have to study in that project or the other. Besides, it is a profession that you can invest in yourself. For instance, people from other professions such as banker, software developer or lawyer don't have the luxury to say 'I want to study this area so I will spare my 2 weeks for it' [P5, Assist. Professor, Bioinformatics].

First of all, people have autonomy as to what to study. Especially, as my field was new, there were hardly any academic studies, so the field was quite open to new studies. It is both hard to decide the subject of the research and great freedom like an open sea and this was what intrigued me. Having autonomy and freedom, having your own decision on what to study, searching and questioning continuously, being open to development and new knowledge are the characteristics [P9, Professor, Industrial Design].

The participants put emphasis on the freedom of choosing their field of study. Their autonomy in their research study is preserved by the organization. As mentioned earlier, METU Strategic Planning Document for the 2018-2022 time periods is also used as data collection tool and the findings of the study conducted for the purpose of the strategic plan have parallels with the statements of the participants. That study seeks core values representing the institution conducted by METU Applied Ethical Research Center. According to the study conducted with a total of 5.131 participants, scientific freedom is one of the twelve core values which were stated by the participants. It was found out that the participants have a high opinion of conducting scientific research, education and training activities without any pressure or influencers except for scientific criteria and discussion within the scientific framework (Strategic Plan, 2017, p.61).

Study reveals that the organization has a free atmosphere that allows faculty members to choose their own study areas without being subject to any pressure

from colleagues or superiors. It is understood that having freedom of choosing what to study is a characteristic fostering their contribution to the organization which can be explained by organizational citizenship behaviors. The behaviors they describe as their extra roles in theme three such as setting goals for increasing organization's international visibility and getting involved in academic associations exemplifies that academic freedom enables the faculty members to perform extra-roles. It can be concluded that the way the faculty members feel free to choose their study areas can be a predictor of taking initiatives to enlarge their contribution to their organization by getting involved in research studies that they really feel a need to study. As social-exchange theory suggests the individuals reciprocate to the gained outcome (Blau, 1964); in that, the extent to which the faculty members display conscientiousness which is one of the dimensions of organizational citizenship behaviours is related to how much they feel autonomy and freedom in choosing their study areas. On the other hand, it was stated as a threat in METU Strategic Planning Document for the 2018-2022 time periods that as a public university it is restricted with regulations in terms of academic staff recruitment processes and the management of financing budgets for research projects (Strategic Plan, 2017, p.55). It is concluded that university faculty members are in a tendency to preserving their autonomy in many aspects within their institution as a predictor of their organizational citizenship behaviour.

4.2.2. Emphasis on the Academic Excellence

The study brought out that academic excellence is another value that the participants attribute to their organization. The organization was appreciated by the participants to encourage academic staff to do their best of abilities and pave the way for it. Some of the participants stated that the quality of the academic studies was deemed important by the academic staff. The statements below mention how academic excellence is perceived by the faculty members.

People do their best here. They are idealist, they do not do it uncaringly, and they try to do it excellent. As a result, they make the others say 'this institution is distinctive' [P9, Professor, Industrial Design].

Here in this organization, there is contribution to universal knowledge and there are many faculty members making great efforts for this [P10, Professor, Mathematics and Science Education].

The results are in line with the mission of the institution asserting reaching excellence in research, education and public service, fostering creative and critical thinking within the scope of universal values (Strategic Plan, 2017, p.57). It has been stated in the strategic plan that the centers of excellence has been started to establish and within this scope 10 centers of excellence has already established in order to support producing scientific knowledge. A professor of architecture [P9, Professor, Industrial Design] also provided another perspective to the point expressing that the organization has a mission of making a difference in the society. In that point, one of the faculty members [P5, Assist. Prof., Bioinformatics] remarks that the organization gives him the sense of moving the organization to a better position. In this sense, participants regard that their organization places emphasis on the excellence in academic works, and has a leading position in the society. A professor of political science [P1] sheds some light on this by expressing, "Common institutional values which the organizations have like academic honesty, value given to academic studies, academic autonomy, collaboration among the colleagues, openness and access to scientific knowledge, democracy and equality have different reflections when it comes to application of these values in our institution".

Academic excellence is defined as high academic quality in the strategic plan. According to study conducted within the scope of strategic plan for 2018-2022 periods, "high academic quality" was perceived as core value by the participants. METUnians (students, alumni groups, academic and administrative staff) perceive the institution as allowing conducting scientific research and accordingly making them contribute to scientific development within the universal ethical principles (Strategic Plan, 2017, p.60). Consequently, faculty members' perception of academic excellence being practiced in the organization supports the study having been conducted for the strategic plan.

Besides the quality of the academic studies, qualification of the academic staff and the students were also mentioned within the scope of the academic excellence. Participants uttered that the institution is advantageous in terms of human resources that was explained as staff and the students. It was set forth that the faculty members are highly eligible to train the students well. Students, as well as faculty members, are involved in qualified projects and this increases the institution's academic recognition.

It is hard to meet those much qualified students somewhere else. It is a great chance to work with these students [P6, Assist. Professor, Computer Science].

The third one is, of course, qualified human resource. In our organization there is no problem in terms of either students or professors and I hope there will not be a problem hereafter [P5, Assist. Professor, Bioinformatics].

I am, for instance, quite content with the studies conducted together with my students...They look for learning not just for publishing an article [P11, Assist. Professor, English Language Teaching].

The student profile in our organization is rather satisfying even if it differs from year after year [P8, Assist. Professor, Architecture].

We are able to train well qualified doctorate students in many departments [P10, Professor, Mathematics and Science Education].

While faculty members find the students qualified enough, in the Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis related to METU Strategic Plan for 2018-2022 period decrease in critical and analytical thinking skills of the incoming students as a result of decline in secondary education quality was indicated as a threat. Accordingly, empowering human resources by qualified academics and students was emphasized as a strategic priority (Strategic Plan, 2017, p.66).

As a conclusion, honesty, following the scientific criteria, freedom of criticizing within the boundaries of scientific values show up as the perceived characteristics of the organization under the sub-theme of academic excellence. Faculty members' attribution of these characteristics to their organization demonstrates that they are motivated because of the value given to their academic studies. It is seen

that the organization fosters the academic excellence by providing freedom in the basis of research and autonomy with faculty members.

4.2.3. Institutional Norms

The results indicated that the participants have a consideration that the organization has a set of developed institutional norms. Institutionalization was remarked as a prerequisite for the academic excellence which was seen as a characteristic of the organization. Meritocracy arose as one of the highly stressed norms of the organization. Faculty members expressed that even if there are some political considerations which are considerably less in their institution than others to some extent; people who meet the qualifications laid down by the regulations are assigned to the academic positions.

Overseas academic journeys are evaluated objectively on a large scale. I can say that we follow the rule of law in terms of meritocracy [P1, Professor, Political Science].

The organization has a corporate identity. Works are done as stated in the legal rules and regulations [P5, Assist. Professor, Bioinformatics].

"Merit" was also stated as a core value of the institution in the study conducted within the scope of METU Strategic Planning for 2018-2022 time periods, which reveals that METUians believe that success and positions are evaluated objectively (Strategic Plan, 2017, p.61).

Transparency, scientificness, freedom and academic equality and autonomy are other highly mentioned values that the organization stands behind. The institution was perceived to stand out amongst other institutions in terms of minimizing the hierarchy among the faculty members. This was interpreted by the participants as less hierarchy and more academic equality. It was understood that people in different positions and level units work together heartily and support each other.

In our faculty we are very close to each other. No one is exposed to discrimination because of being an assistant or have a special treatment because of being the department chair. Everyone calls each other "Hocam" and all other titles disappear [P8, Assist. Professor, Architecture].

Looking at the institution's background, its establishment triggered a completely different structure in Turkey. It is important to see each other equal. Before its establishment, university structure was simply hierarchic. There was a professor and the assistants and other staff used to work for him/her. Our institute changed this structure. This is a structure which is closer to American system. It lets faculty members to be equal and academic system to be freer [P4, Assoc. Professor, Computer Science].

Also it was reflected that there is freedom of criticism which allow the faculty members to speak up their ideas without hesitation.

On the other hand, in the great theme of organizational culture, in the SWOT analysis of METU Strategic Plan for 2018-2022 period, insufficient level of institutionalization was stated as a threat and objectives have been set in institutionalizing in the areas developing educational curriculums, enhancing healthy, safe and peaceful campus environment, obtaining academic and administrative personnel qualified ideally (Strategic Plan, 2017, p.75-133).

It is seen that the faculty members have a good image of organization in terms of applying institutional norms. Institutionalization shows up as a value that motivates the faculty members for doing qualified researches and makes the faculty members feel safe about being part of that community. This can be interpreted that the organization has the values motivating faculty members and making them regard their organization as outstanding among other institutions.

4.2.4. Collaboration

The last characteristic of the institution which was worded by the participants as a part of their organization's culture was collaboration. Results showed that collaboration was evaluated on the basis of faculty and the university-wide. The answers given by the participants demonstrated that faculty members collaborate with each other actively and they care about each other's studies.

Every one of us values one another's contribution to his/her study area and especially the social sciences, and in this regard, we work through it to develop together [P3, Assist. Professor, Political Science].

Bioinformatics is a field of study which requires collaborative work and I think we manage this collaboration very successfully in our institute. When I write the main

project, my colleagues in the lab design the studies. I take part in the computational part of it while my colleagues conduct the studies in the lab [P5, Assist. Professor, Bioinformatics].

Two of the participants also state that during their undergraduate studies the interaction with their professors and friends contributed to develop their perception of being an academician in their mind. They claim that the culture of collaboration dates back to their undergraduate years.

The studies that I conducted during my undergraduate years required collaboration as small research teams. At those years, I had a chance to build a culture of collaboration for quality research projects [P4, Assoc. Professor, Computer Engineering].

When I was an undergraduate student, we had a culture of sharing knowledge, thinking and producing together, trying to reach in-depth understanding by collaborating. I can say that those years prepared me to develop my researcher identity [P11, Assist. Professor, English Language Teaching].

On the contrary to the perception of developed collaboration on the faculty basis, the collaboration with other faculties' members was evaluated as weak. In that point, the institution was perceived to be incapable of providing collaboration among the faculties. As for the collaboration with other colleagues in or out of the institution, it was stated collaboration for interdisciplinary studies can be developed by individual effort.

In both our institution's culture and Turkey, we do not have the tradition and application to work collaboratively [P7, Assist. Professor, Sociology].

Building partnership with the graduate students employed in public and private sectors is another way of collaboration mentioned by the participants. They hold regular meetings with the engineers and the architects as part of university and industry partnership:

This year, construction and architecture firms request to conduct projects with us. Every weekend we hold events with the engineers and architects including our graduates. The industry started to take into consideration the suggestions emerged in these meetings. This was what made me return to Turkey in the beginning of my academic career [P8, Assist. Professor, Architecture].

Conferences, workshops and exchange programs are the parts of information exchange. What is more important, the associations that we founded are the part of collaboration. Even though we do not have the same field of expertise, we work

together in the framework of similar demands criteria and principles. We need this information exchange in the field of social sciences [P3, Assist. Professor, Political Science].

The findings reveal that the faculty members' professional identity forms their attitudes towards collaboration both in academia and public sector. In addition, collaboration is perceived as an organizational characteristic by the participants; however, they find the cooperation in interdisciplinary studies scarce. They feel a need to develop certain mechanism to increase the interaction among faculty members from different disciplines. Therefore, each initiative that the faculty members take within this aspect is perceived as extra-role behaviors.

In conclusion, despite a few of the participants' perception that the organization has a unique and privileged position in the country; two of them stated that this uniqueness has changed today. Also, one of them expressed that she does not recognize any remarkable characteristics which is attributed to the organization itself when compared to other higher education institutions. The analysis also revealed that a few of the faculty members have a belief that the institution, today, does not have the values that it used to have while some others have doubts to preserve the values that the institution still has in the future. In the Strategic Plan for 2018-2022 time periods, the insufficient level of institutionalization of international collaborations and community service projects was evaluated as a threat within the scope of the SWOT analysis (Strategic Plan, 2017, p.55). Accordingly, the report states that "as a pioneer making contribution to both its local context and world's cultural, economic and social development, it is prioritized to develop cooperation and interaction in local and international basis" (Strategic Plan, 2017, p.67). It is concluded the concerns of academicians about preserving shared values in the organization still exist.

4.3. Theme 3: Perceived Non-prescribed and Discretionary Practices

The main purpose of this current study is to investigate the subjectively perceived extra-role behaviours of the faculty members. It is analyzed according to their categorization of the profession as getting involved in teaching-learning process, conducting research projects and studies and carrying out public service. Within

this framework, their perceived, non-prescribed and discretionary practices towards the students and colleagues were provided taking into consideration the accounts of the faculty members. From the perspective of the faculty members, the possible determinants and antecedents of these organizational citizenship behaviours are found out, as well.

Table 4
Perceived in-Role and Extra-Role Behaviours

Level of engagement	
<div style="display: flex; justify-content: space-between; align-items: center;"> ← → </div>	
<ul style="list-style-type: none"> ● Fulfilling minimum job requirements based on the academic promotion criteria[P1,P3,P6,P7] ● Giving a decent course [P1,P6,P10] ● Minimal contribution to the administrative committees[P4,P5,P9,P11] ● Limited social interaction with colleagues and students[P1,P3,P6,P7,P10,P11] 	<ul style="list-style-type: none"> ● Setting goals for increasing international visibility [P4,P5,P8,P9,P10] ● Updating course content with innovative practices [P6, P8, P11] ● Reconstructing programs with interdisciplinary studies [P4, P5, P11] ● Taking active role in administrative committees to share the workload [P1,P6, P7,P10] ● Getting involved in academic associations [P3, P8, P9] ● Contributing to building collaborative work environment [P3, P6, P8, P9, P11]

Table 4 is generated based on the coded data as a continuum level of engagement with organizational citizenship behaviours of university faculty members. Most of the participants expressed their perceived extra-role behaviours, stated on the right column, by comparing their attitudes towards work situations, which are stated on the left column, as perceived minimum requirements of their job description. When they are asked to describe their job related activities with their students and colleagues, it is found out that their performance is related to the level of engagement with the organizational citizenship behaviours. They used the expressions on the left column to identify and differentiate the perceived extra-role and in role behaviours. Most of them expressed that they display high level of engagement with extra-role behaviors as opposed to accounts of perceived in-role behaviours stated on the left column.

4.3.1. Discretionary Work Aspects towards Students

The interaction of the faculty members with the students takes place in different forms based on what they prioritize in their self-established mission towards their students. Giving lectures and conducting research with the students are considered as the main aspects of their job. When they give details about their interaction with the students, it can be concluded that their understandings about it show differences in terms of their beliefs and practices. Firstly, most of the participants emphasize on taking initiatives to get the students involved in conducting research and scientific projects.

I am the founding director of a center for STEM education. Our purpose of founding it was to extend the culture of conducting projects among students. We design courses for the undergraduate students to practice their STEM skills. It is financed with the projects. Although it is not my primary job duty, I conduct these activities as I believe it is the way it should be. We have the opportunity to conduct those projects [P10, Professor, Mathematics and Science Education].

I took initiatives to found the Language and Cognitive Development Lab. Except for our research studies, this lab enable students to hold regular lab meetings to share and discuss articles. As far as I know, there is no such an initiative in our department which enables undergraduate students to experience ‘thinking loud’ together [P11, Assist. Prof., English Language Teaching].

Secondly, some of the participants put emphasis on the methods with innovative practices that they construct based on the classroom interaction for the possible benefits of the students both for academic and business-driven sense.

I show my students that life will get difficult when they graduate because there are a high number of graduates in the field of architecture that they have to compete with. Therefore, I update my lessons based on the new developments in the field. I do not restrain the content of the course with one tool. I teach the concept so that they can learn how to use new tools on their own [P8, Assist. Prof., Architecture].

One of the participants also expressed his initiatives to create opportunities for students to catch up with the current practices in their field.

There are some high-ranked institutions that we collaborate. As a result of our studies, we opened a new graduate course so that our student can catch up with innovative practices in the field. We encourage them to initiate competitive research projects [P6, Assist. Prof., Computer Engineering].

When it was asked to mention about the interaction of faculty members with their students, most of them shared their experiences based on the mission that they set for themselves. It is understood that the perceived extra-role behaviours can be determined by the beliefs of the academics towards their mission in higher education context.

My mission here is that when the students taking my courses graduate from university, I want them to solve the problems that nobody dares to solve. I set a goal for them to have certain skills and make changes in a positive way. Therefore, I add new tools to be used in applied courses. We offered a new course for the undergraduate program. We also updated the existing course content [P8, Assist. Prof., Architecture].

While developing professional identity, the academicians are influenced by their experiences within the context that they perform their job related behaviours. It is mentioned that the competitiveness in academia leads academicians to publish more academic papers and conduct more projects compromising on quality. P11 believes that it is an obstacle to conduct quality research studies:

Academia is a competitive field; the academics are forced to produce a lot of work in a very short time although thinking on academic work develops slowly. It requires deep analysis and understanding. There is a system, all around the world, which does not enable this slow process to happen and I think it gets worsened. Therefore, collaboration among academics is not directed to deep knowledge production; rather it is seen as a way to produce an academic work quickly. It is like 'turning the trick'. At this point, I care about time spent with my students more because their concern about the depth of the scientific work is higher. They are not involved in the process to publish a paper but just to understand the phenomena [P11, Assist. Prof., English Language Teaching].

She thinks that collaboration is something that requires mutual transformation and when she spends time with her students to discuss an academic work, it contributes to deep understandings for both sides.

Some of the students who took courses from me wanted to work with me on their thesis and they somehow got involved in the process of setting the new research laboratory. A few of my undergraduate students started an academic reading group, in which I sometimes participate. Being part of these initiatives makes me stronger against much negativity in academia [P11 Assist. Prof., English Language Teaching].

Although it is not the part of the university rewarding system, most of the faculty members spend extra time with their students as they see it as a part of knowledge production, which is perceived as a certain characteristic of their job.

In addition, as mentioned before most of the participants state that they feel satisfied with the potential of their students. Therefore, it is observed that they have a supportive attitude towards their students' academic development. They manage this with developing quality relations with their students in an academic sense. Some of the faculty members also said that they got positions in student support association within the university.

I got the position as one of the board members of student support association of the university for 3 years. It was a totally voluntary thing [P4, Assoc. Prof., Computer Engineering].

As it is seen, when the faculty members feel a need to take an action to support the students in many aspects, they become the part of the supporting system. The research centers established by the initiatives of the faculty members are the part of this supportive system. Even the alumni of the university continue to carry out projects with the framework of university-industry partnership.

As three faculty members we founded the design factory. It was founded as a project of development agency. We conduct interdisciplinary projects there. There are courses that we collaborate with the faculty members from different disciplines. Our graduates who are employed in different companies are involved in these projects. They provide opportunities for the undergraduate students' senior design projects [P9, Professor, Industrial Design].

The initiatives developed by the faculty members within the university can be evaluated as opportunities for the students' career development. Although these initiatives are not formally recognized, the faculty members display these extra-role behaviours for the benefit of their students.

4.3.2. Discretionary Work Aspect towards Colleagues

Building academic network among academics is perceived as an essential part of the profession. As mentioned above, the faculty members collaborate with the stakeholders in the industry and their colleagues from various universities. However, it is of importance to understand the communication network of the faculty members from the same department. One of the communication channels

that the faculty members use is email groups. These groups serve the information exchange such as the announcement of upcoming events.

We sent emails to inform our colleagues for the upcoming event which will be held in the STEM Center this semester. It is open to the faculty members who want to give speech in their field. This event is designed as workshop; that's why our colleagues can contribute to it and they are informed by email. When we start working on a project, one-to-one interaction is required, of course. I also send emails to ask for help. If I am too busy, I can ask my colleagues to complete it [P10, Professor, Mathematics and Science Education].

The faculty members perceive collaboration as an essential part of their job. In many aspects, there are certain situations that they need to build the culture of sharing knowledge and experiences. For instance, some of the faculty members shared their experiences while giving applied courses as follows:

We give the studio classes as a team and the team members may change. You do not always work with the same two faculty members. We decide on the design topics and how we share the sub-tasks during the project. We hold regular meetings to discuss the process of each design project. The outputs of the course can be turned into academic study. The faculty members sharing the courses can produce papers to be published or presented as a case study [P9, Professor, Industrial Design].

The practices of sharing can occur to balance the workload among faculty members. Maintaining duties in academic and administrative committees is one of the roles of the faculty members. Organizational citizenship behaviours can be displayed in these committees as follows:

We have a democratic structure in our department. We have a head of the department but s/he actually coordinates the sub-committees. We share the administrative duties within these committees. I think it functions effectively. In order to balance the workload of the faculty members who have more administrative duties, we developed a system. Instead of giving one more course, they supervise the term projects of the senior students. We believe it is important to share the workload so that we can focus on our research studies [P6, Assist. Prof., Computer Engineering].

It seems that the heavy workload in some departments is handled as a problem to be solved. The decision-making process is shared among the faculty members for

the purpose of balancing the workload. The concern of others may help the problems to be solved.

Supportive relations among the academicians were also stated by one of the newly recruited faculty member. She has been working at the university for two years as an assistant professor. During her initiative to set up a laboratory, she expressed that her colleagues helped her with the whole process.

I am new at the department. I always feel the support of the people whom I work with at the department. They believe that this is the time of me to be the most productive academically. They believe in my research studies. For example, I am currently setting up a laboratory. Both the management and colleagues supported this initiative by helping with the paperwork and providing a temporary room for the materials [P11, Assist. Prof., English Language Teaching].

On the other hand, some of the faculty members from social sciences complained about the low level of cooperation among the academicians working at the same faculty. By comparing it with internationally recognized universities, they find the level of conducting studies cooperatively very low.

This job requires both individual and cooperative study. We have a very limited level of cooperation at this university. You do not observe that in Western Universities. Even though you are eager to share your knowledge and experiences gained in academic conferences, your colleagues are not willing to share it. We do not have a mechanism to produce collaborative projects or academic papers here. It is very limited to individual effort. One of my fields of study is political transformation and democratization in the Southern Caucasus. I have never published an article without consulting my Caucasian colleagues. This is the way I have been up brought academically [P7, Assist. Prof., Sociology].

I think our faculty is not a good example in terms of cooperative studies. There should be more collaboration among faculty members. It is the only way of increasing the level of productivity. I am trying to get my graduate students to keep contact with the faculty members from different departments [P8, Assist. Prof., Architecture].

Whereas the faculty members from the departments of social sciences find the collaborative works very limited, the academicians from engineering departments state that collaboration is the part of their job. Accordingly, their interest in the field of study can be the antecedent of the extra-role behaviours of the academics. The initiatives of the faculty members take to conduct collaborative research studies can be perceived as discretionary job behaviour for social scientists.

In conclusion, the perceived extra-role behaviours of the faculty members towards their students are taking initiatives to engage them in innovative research practices by developing course content and methodologies accordingly. Their perceived job descriptions push them forward to set goals for increasing international visibility. It is also one of their main concerns to increase interdisciplinary studies by founding research centers and laboratories. Based on this tendency, they emphasize the values of the organizations that they can observe on a practical basis play an important role to encourage them to build collaborative research environment. For the achievement of their academic growth, the faculty members appreciate taking part in academic associations and carrying out projects with the industry.

CHAPTER 5

DISCUSSION AND CONCLUSION

The previous chapter presented the findings gained from thematic analysis of the codes gained from the semi-structured interviews and public documents of the institution. The personal descriptions and explanations of the faculty members taking into consideration their personal information also used for the interpretation of the coded data. In this chapter, the findings are discussed under the main themes relating them with previous studies and the concepts stated in the related review of literature. Finally, the conclusions that were reached are provided at the end of each theme.

5.1. Theme 1: The Professional Characteristics that the Participants Attribute to their Job

The faculty members having participated in the study have a variety of reasons for their career choice. The reasons behind this career path are important to understand their conceptualization of professional identity. The job practices of the faculty members comprise of “their own definition, expectation, and motives for choosing the profession” (Batool, 2014, p. 244). In this section, the connection between the professional identity that the faculty members built and their organizational citizenship behaviours is discussed.

‘Walking on the Career Path’

Career is defined as: “the pattern of work-related experiences that span the course of a person’s life.” by Greenhaus and Callanan (1994, p.5). It is assumed that career path is shaped with individual responsibility based on his/her actions

regarding the environment as well. The achievement of career outcomes set with the career choice requires individuals to perform some form of organizational citizenship behaviours (Sutton, 2005). With this current study, it is aimed to bring out the faculty members' reasons of career choice so that it can be understood how they display their extra-role behaviours and what the foundations of these behaviours. The organizational citizenship behaviours contribute to the sense of responsibility of the workers (Yen & Niehoff, 2002). The findings of the study present that the sense of responsibility that the faculty members build based on their perceived professional identity play an important role in displaying organizational citizenship behaviours.

The family background of the faculty members is one of the factors that they perceive as a reason of choosing their profession. According to the results of the fieldwork, most of participants' parents are educators or academicians. The way that they relate their family background with their choice of profession is about the responsibility that they felt towards their family and the society. The participants from social sciences put more emphasis on the mission that they set for themselves for bringing forward possible solutions and contribution to the problems or situations of the society that they belong to and they explained it with their parents' expectations. However, while they were talking about their family background, they stated that it is just an initial reason for their career choice. This can be explained with the findings of Raque-Bogdan et al (2013) who suggest that the socioeconomic status and education of the parents influence one's career path. It is found out that participants have certain reasons of choosing their career which result in intentional career choice. Following the career path with intentionally taken actions can be interpreted as the foundation of university faculty members' displaying willingness to tolerate the inevitable inconveniences and impositions of work situations without complaining which is explained as sportsmanship, which is one of the dimensions of OCB (Organ, 1988). The person with the sportsmanship behavior not only says nothing about being disturbed by others but also keeps his/her positive attitude when the things go wrong. The tendency of the university faculty members to take actions for the benefit of their departmental issues or problems by offering to hold meetings or getting involved in immediate

actions to eliminate certain problems that may occur can be seen the part of their sportsmanship behaviours based on the perceived values developed through the course of their career path.

‘Characteristics of Being an Academician’

Dan, & Dan-dan (2010, p.1769) describe the university faculty members as ‘elites of intellectuals’. Therefore, their description of job characteristics can be analyzed from the perspective of an intellectual. The participants defined the characteristics of being an academician under three categories: 1) teaching, research and public service 2) qualities of a scientist as having sense of wonder and critical questioning skills 3) autonomy in choosing field of study

Professional identity is defined as ‘the attributes, skills, knowledge, beliefs, practices and principles, which are representative of professionals within a profession’ (Nadelson et al., 2017, p.705). Becher (1989) states that most of the university faculty members identify themselves more as an insider of their academic discipline instead ‘teacher’ at all. Accordingly, how the elements of the profession are internalized reflects the attitudes of the faculty members towards their job practices. As it is seen, some of the faculty members perceive their job characteristics as taking roles for teaching, doing research and public service. On the one hand, the faculty members from engineering departments define it with the qualities of a scientist. More specifically, having a sense of wonder and critical questioning skills are the essential qualities of a faculty member. On the other hand, most of them mentioned that having autonomy of choosing the field of study is the major characteristics of the profession. The autonomy is multifaceted in terms of not only deciding on the content of teaching-learning process and research studies conducted but also having the control of the way they are performed (Gappa, Austin, & Trice, 2007). As mentioned previously in review of literature, in the context of professional identity, the individuals develop their professional identity in interaction with both the context they belong to and community that shares common values (Ashforth et al., 2008). Therefore, when the faculty members identify themselves with more research orientation, their extra-

role behaviours are shaped accordingly. If they set their mission as conducting good quality of research studies, they make use of any opportunity or take initiatives to reach their goals. As Morrison stated (1994) the way the individuals define their professional identity plays a role in their perception of the extent to which their behaviour is required.

Within the present study, it is concluded that the university faculty members perceived professional identity can be the predictor of their extra-role behaviours. The findings also suggest that the participants' family background and academic upbringing are perceived as the asset of their career choice which plays a role in constructing professional identity. As a conclusion, the way that the faculty members develop an image within the scope of their professional identity can be observed in their extra-role behaviours.

5.2. Theme 2: Organizational Characteristics as an Antecedent of OCB

The findings related to the perceived organizational characteristics provide better understanding how the faculty members display their extra-role behaviours. Shared values and norms within an organization comprise its culture (Schein, 1985) and organizational culture does not directly influence the organizational effectiveness but the behaviours of the individuals (Zheng et al., 2010). With the current study, the personal accounts of the participants brought out four different features of the university; freedom of choosing the field of study, emphasis on the academic excellence, institutional norms and collaboration. The important premise of this research is that the antecedents of organizational citizenship behaviour are not handled in a categorical aspect, the characteristics unique to higher education institutions within the scope of this particular case setting are discussed in relation to social exchange theory.

'Freedom of Choosing the Field of Study'

Mintzberg (1979) counts universities as professional bureaucracies in which the professionals are provided autonomy within a formalized but decentralized

structured systems. He suggests that universities are the organizations where innovative actions and high-quality service are maintained with the relatively larger operating core of professional members. Accordingly, the autonomy provided by the organization plays a key role in performance of the academics. As the participants stated their perceived autonomy and feeling the freedom in choosing their field of study increases the extent to which they are get involved in a variety of research studies. As social exchange theory suggested the mutual benefit is sought in both parties (Blau, 1964), whereas the university provides the university faculty members enabling conditions in terms of freedom of choosing the field of study, the faculty members go beyond the minimum work requirements by extending the scope of their academic works.

The finding of this current study is crucial in the context higher education institutions in Turkey. The Council of Higher Education announces the priority research areas by providing funding within the scope of university and industry partnership (YÖK, 2019a). As Ergur (2003) stated because of the tendency of the researchers to choose their field of study taking into consideration these priority research areas, the freedom of choosing the field of study may be hindered in many of higher education institutions. However, most of the participants of this current study stated that they have a freedom of choosing their field of study, which leads them to display high performance in their academic production activities. Going beyond the minimum requirements of academic production is counted as organizational citizenship behaviour.

‘Emphasis on the Academic Excellence’

Kar & Tewari (1999) suggests that the organizational values that the members of the organization experience and share determine their performance. The participants expressed that the value of academic excellence is not just something written but practiced almost fully both by the administrators and the faculty members. When the organization ensures that the standards and norms are applicable for each member of it, it results in high engagement of faculty members with OCB, which is a condition that can be explained by social exchange theory

(Blau, 1964). The participants stated their trust to their organizations in terms of being evaluated based on the criteria of academic excellence.

Their perceived value of academic excellence is a predictor of their extra-role behaviours. The university seeks high performance from the faculty members by ensuring the criteria of academic excellence and as an exchange the university faculty members take initiatives to increase the quality of their academic works. This reciprocal benefit depends on the mutual trust developed by the both sides (Morrison, 1994). Most of the participants also stated that the value of academic excellence also regulates their relationship with their colleagues. The social and psychological context within which reciprocal relations developed among colleagues is also predictor of organizational citizenship behaviour (Borman & Motowidlo, 1993). This study seems to support this assertion in terms of shared values of the university faculty members in their academic institution.

'Institutionalized Norms'

Organizational characteristics form OCB in many ways. The extra-role behaviours entailed in a job is characterized by the organizational context that may hinder or provide opportunities to display certain dimensions of OCB (Farh et al., 2001). Universities are the organizations where faculty members perform in many different work aspects based on taken for granted roles and behaviours. In other words, it is not a place where the behaviours of the faculty members are shaped with formal job requirements. As the participants stated, once their job related activities are perceived relevant and necessary for specific aspect of their job, they tend to show extra-role behaviours. This study found out that the perceived institutionalized norms play role in their decision making process to perform organizational citizenship behaviours. The quality of reciprocity between the superior and the subordinate determines the occurrence of organizational citizenship behaviours based on social exchange theory and one of the indicators of it is procedural fairness (Konovsky & Pugh, 1994). The findings emerged from the field work reveal that the trust that faculty members build for their institution

in terms of procedural fairness ensured by their perceived institutionalized norm enable them to go beyond the minimum requirements of their job.

From the perspective of faculty members, many forms of OCB are performed with intent to reciprocate their organizations. The indicators of social exchange such as perceived procedural justice and trust are reliable predictors of OCB according to empirical studies (Organ & Ryan, 1995). Based on the statements of the participants, it seems that these ensured institutionalized norms by their organization; help them build trust while performing their extra-role behaviours.

‘Collaboration’

Universities having an entity of knowledge creating are the places in which knowledge production is expected to occur with the constant knowledge sharing among academicians (Ramayah et al., 2013). The findings suggest that the faculty members put emphasis on the importance of having a culture of sharing to collaborate for knowledge production. Most of the participants stated that academic knowledge production requires constant information exchange among academics.

The academic settings such as conferences, academic talks and laboratory research require academics to get involved in collaborative work. Whereas the participants from engineering departments stated that collaboration is the part of their academic work because of the features of their field of study, the faculty members from social sciences stated that the individual initiatives play an important role in collaboration among colleges for producing knowledge. Therefore, the distinction between in-role and extra-role behaviours of faculty members in terms of collaboration, which belongs to the dimension of altruism, depends on their field of study. Collaboration is counted as in-role behaviour for the faculty members from engineering departments; however, it is perceived as extra-role behaviour among faculty members from social sciences. While mentioning about their tendencies to take initiatives to take part in collaborative work, the faculty members from social sciences mentioned that it depends on the culture of sharing

among their colleagues. As stated below, the contextual factors play a role in interaction to produce knowledge among the individuals within the organization.

... organizational theory denotes a major conceptual shift, from knowledge as a resource, to knowledge as a capability, a readiness to respond that allows organizations to co-evolve effectively with a given environment. From this perspective, what is managed is not a resource but the context in which such readiness is manifest. The context may be seen as a space where the tacit and explicit knowledge of all members of the organization interact (Davenport, E., & Cronin, B. , 2000, p.294).

In addition to contextual factors, Fehr (1996) states that helping behaviours, collaboration and culture of sharing depends on how much time the individuals spend together for the shared goals and values. Having a shared goals and values is a challenging situation as the academicians tend to be independent, autonomous and individualistic, which may result in building a distance towards their colleagues (Koppi et al. 1998). As a natural human tendency driving from the instinct of self-preservation, individuals may not be enthusiastic about sharing knowledge as they perceive that it is too valuable to share freely (Davenport & Prusak, 1998). This situation can be explained with the suggestion put forwards by social-exchange theory; in that, for the purpose of generating a common good among the shareholders, there happens coordinating efforts especially in scholarly exchanges (Lawler, 2001).

As a conclusion, this study found out that collaboration as extra-role behaviour among university faculty members from social sciences are displayed as a variety of dispositions; they stated that contributing to the written works of their colleagues by giving critical feedback and even being able to ask for help from their colleagues for the improvement of their written work are the part of academic collaboration. Contributing to the environment where knowledge sharing occurs and creating enabling situations for collaboration are perceived as organizational citizenship behaviour. As Diefendorff et al. (2002) claimed, whereas in-role behaviour is restricted to technical aspect of the job, extra-role behaviours are spontaneous actions taking into consideration the social and psychological aspect of a job by employees.

5.3. Theme 3: Perceived Non-prescribed and Discretionary Practices

The individuals going beyond their formal job descriptions contribute to their organization to function smoothly (Organ, 1988). The organizational citizenship behaviours displayed interpersonally increases coordination among employees, which contributes to promoting and achieving organizational goals in an efficient way (Somech & Drach-Zahavy, 2004). In this study, the interpersonal extra-role behaviours displayed by the faculty members appear as ‘OCB towards their students’ and ‘OCB towards their colleagues based on their perceived accounts for job related activities’. These findings are discussed together as they are related to each other.

The discretionary behaviours that the faculty members display towards the students vary in terms of teaching-learning process and getting them involved in research studies. It is found out that the mission and goals which are set by the faculty members themselves play an important role in their performance. Goals set by organizational members associated with enhanced job performance and they regulate their behaviours (Locke et al., 1981). Based on the accounts of the faculty members, it is found that during the teaching and learning processes, the perceived needs for the enhancement of the quality of their interaction with their students come out. These needs encourage them to set new goals for their practices and the extent to which they perform these behaviours seems the part of their extra-role behaviours. Similarly, the individual efforts that are not directly related to rewarded job descriptions show the distinction between in-role and extra-role behaviours (Tompson & Werner, 1997).

In addition, perceived extra-role behaviour of faculty members is related to their personal efforts to provide opportunities for their students to actively take part in research studies. Here the distinction between in-role and extra-role behaviour is vague as it is also formal job description of faculty members. However, the extent to which they perform these behaviours may be a differentiating aspect. Almost all of the participants take active roles as administrator or project manager in application and research centers as they believe that research and teaching are the

complementary components of their profession. Brew and Boud (1995) propose that with high order research activity, academics invest in their pedagogical approaches which may result in high student engagement. Similarly, the productivity in faculty members' academic publication which is resulted in getting involved in research activity has an impact on student achievement (Gavlick, 1996). The initiatives that the faculty members take to found research centers and finance those centers with the projects' that they conduct are the examples of collaborative work. Therefore, the findings of this study are crucial to understand individual initiatives and collectivism are the continuum of actions in performing organizational citizenship behaviours.

In conclusion, in their study Bogler & Kremer-Hayon (1999) found out that the academics' high involvement in administrative duties is because of the fact that they perceive the university's prestige as their own. This can be explained with the civic virtue. However, the findings of this study suggest that the faculty members take active role in administrative committees in order to share the affairs with their colleagues, which can be defined as altruism. Within social exchange theory, the perceptions about personal obligations develop through the interaction among organizational members, which shapes mutual benefits among individuals (Gouldner, 1960). Therefore, it can be said that different intentions and reasons can be the facilitator of extra role behaviours displayed in certain work situations. At that point, the reason of taking into consideration the dimensions of OCB is crucial to provide better understanding how faculty members take initiatives to go beyond their formal job requirements.

5.4. Implications

The purpose of this study was to discover and describe how organizational citizenship behaviours are perceived and performed by university faculty members, by exploring their views in relation to professional and organizational characteristics. The distinction between in-role and extra-role behaviours is still vague however, the results of this study shed light on some aspects that may help understand the extent to which the university faculty members go beyond their

formal job requirements in relation to their personal accounts about the characteristics that they attribute to their profession and organization. Based on the findings of this study, this part presents the implications both for the practitioners and the researchers for further studies.

5.4.1. Implications for Practice

The individuals within the organization are expected to go beyond the requirements of their job duties (Morrison, 1994). In current situation of Turkish Higher Education System, university faculty members come across many situations that they cannot control such as budget cuts, changes in regulations of the criteria for academic promotion and appointment and funds for priority research areas. Within this scope, it is crucial to understand the antecedents of organizational citizenship behaviours of university faculty members.

This study, investigated the perceived personal and organizational characteristics which determine the extra-role behaviours of the faculty members. It is found out that how the faculty members conceptualize their professional identity influences their job practices. Their personal background and educational upbringing has initial aspects affecting their perceived professional identity. Their educational upbringing comprises the expertise in their academic discipline or field of study, the intellectuality and the experience gained through teaching-learning processes. These features make the nature of their work more autonomous. Their autonomy brings out unique opportunities and challenges for university faculty members. Since extra-role behaviours result in organizational effectiveness and productivity (Ertürk, 2007) , the autonomy that the faculty members have in deciding the approaches and procedures in their pedagogical and scientific activities needs to be supported with a conducive organizational environment. Most of the participants put emphasis on the need of mechanisms which enable more interdisciplinary studies or activities to be carried out by the university faculty members. The social interaction developed through interdisciplinary studies would contribute to the organizational identity, which result in associated organizational citizenship behaviours. The initiatives that the universities would take to build

systems for enforcement of academic cooperation may contribute to organizational citizenship behaviours of university faculty members.

What is more to the point that the organizational characteristics which affects the dynamics of building and sustaining relationships within an organization play a role in performing organizational citizenship behaviours. Each discretionary initiative that the university faculty members take to contribute to the effective functioning of their organization is needed for the organizational effectiveness. It is also vital how their organizational citizenship behaviours may contribute to achieving their personal goals within their organization. As long as it is ensured that they are supported to achieve their personal goals, the possible negative outcomes of going beyond formal job requirements would be eliminated. Therefore, it seems that it is crucial for higher education institutions to develop shared goals and values with university faculty members in terms of ensuring going beyond the formal job requirements.

5.4.2. Limitations of the Study and Implications for Future Research

Despite the limitations, this study contributes to the extant literature on OCB with its being designed as case study. Unlike previous studies that investigated OCB in generally context free and correlational studies, it was aimed to explore how perceived professional and organizational characteristics attributed by university faculty members in a specific work place are related to their organizational citizenship behaviours. It is found that the shared values among the university faculty members for their organization give clues about the extent to which they go beyond their job requirements; therefore, it was important to investigate the determinants of extra-role behaviours of university faculty members in a certain case. This also limits the findings of the study with a bounded context; therefore, future studies may be carried out with a two or multiple case study approach taking into consideration criteria such as size (large and small), year (newly or old established), ownership (public and private) or focus (research and teaching).

The findings of the study suggest that the university faculty members display extra-role behaviours not just for the benefit of their organization but for their field of study. Increasing academic visibility internationally and having graduate students who make changes in their professional lives are some of the goals of the faculty members. Therefore, the concept of organizational citizenship behaviour may be investigated from the point of view of goal setting. The determinants of these discretionary behaviours can be investigated applying different research methodologies.

In addition, this study is conducted in a relatively old-established higher education institution. Based on the accounts of the participants, it is perceived as an institution which follows the rule of law with meritocracy and academic freedom. Further studies can be carried out in newly established universities in order to investigate the relation between organizational characteristics and organizational citizenship behaviour.

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APPENDICES

A. APPROVAL OF METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLUPINAR BULVARI 06800
ÇANKAYA ANKARA / TÜRKİYE
T. : 0312 219 22 01
F. : 0312 219 79 95
S. : 28620816 / 
ueam@metu.edu.tr
www.ueam.metu.edu.tr

08 KASIM 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)


İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Dr. Öğretim Üyesi Duygun GÖKTÜRK

Danışmanlığını yaptığınız yüksek lisans öğrencisi Ece Nur ÖZASLAN'ın "Yükseköğretimde Örgütsel Vatandaşlık Algısı: ODTÜ Örneği" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerçekli onay 2018-EGT-147 protokol numarası ile 05.11.2018 - 28.08.2019 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.


Prof. Dr. Ş. Halil TURAN
Başkan V


Prof. Dr. Ayhan SOL
Üye


Prof. Dr. Ayhan Gürbüz DEMİR
Üye


Prof. Dr. Yaşar KONDAKÇI
Üye


Doç. Dr. Zana ÇITAK
Üye


Doç. Dr. Emre SELÇUK
Üye


Doç. Dr. Üyesi Pınar KAYGAN
Üye

B. INFORMED CONSENT FORM

This study is carried out under the supervision of Assist. Prof. Dr. Duygun Göktürk Ağın, who is the subject of the thesis study of Ece Nur Özaslan, graduate student of the Department of Educational Administration and Planning at METU, Educational Sciences Department. This form is designed to inform you about the research conditions.

The aim of this study is to investigate the perceived organizational citizenship behaviours of faculty members in a higher education institution. Participation in this research study is based on voluntariness. The answers gathered during the interview will be kept confidential and be used only by the researchers. The findings of the study will be used in scientific publications.

The interviews will be audio-recorded to secure reliability and validity of the research. The records will be used for the researcher to document the interviews and will not be shared with third parties. In case you ask for, records will be handed to you as printed documents. If you do not want audio record during the interview, please inform the researcher about this. If you feel uncomfortable to answer the questions by any means during the interview, you can end the interview or pass the question. Your questions will be answered after the interview.

We would like to thank you for your participation in this research study. You can contact by e-mail for your further questions about the research: ece.ozaslan@metu.edu.tr

I have read the information above. I participate in this study voluntarily and I know I can interrupt and end the interview. I accept the information will be used in scientific publications.

(Please give the form back to the researcher after you fill and sign.)

Name-Surname

Date

Signature

---/---/---

C. PARTICIPANT'S PERSONAL INFORMATION

1- Department:

2- Title: () Professor Associate Professor () Assistant Professor ()

3- Name of the department/university that you graduated from.

Bachelor:...../.....

Master:...../.....

Doctorate:/.....

Post-Doctoral

Research:...../.....

4- Did you work in any other institution before you started at METU?

Please give below.

1-.....

2-.....

5- Do you have any administrative duty at METU or did you participate in any before?

Please choose below.

<input type="checkbox"/>	None
<input type="checkbox"/>	Rector/Vice Rector
<input type="checkbox"/>	Dean/Associate Dean
<input type="checkbox"/>	College Director/Associate Director
<input type="checkbox"/>	Institute Director/Associate Director
<input type="checkbox"/>	Center Director/Associate Director
<input type="checkbox"/>	Senate Membership
<input type="checkbox"/>	Departmental Chairperson/Vice Chairperson
<input type="checkbox"/>	Committee Membership
Other	

D. INTERVIEW PROTOCOL FOR FACULTY MEMBERS

A. Personal opinions on working at a higher education institution

1. How long have you been working as a faculty member?
2. What made you pursue your career?
 - What are the basic characteristics of being a faculty member?
 - How do you describe being an academician?
 - What makes being academician different from the other professions?
3. How does being academician make you feel?
 - What aspects of your job make you feel satisfied?
 - What are the positive and negative aspects of your profession as an academician?
4. What characteristics do you consider describe a good/ideal faculty member?
 - How do you describe those characteristics in terms of personal, occupational and pedagogical aspects?

B. Organizational Culture

1. What do you think of your organization's goals and values?
2. If your educational background is from this university, what does it mean to be "from here" for you? What are the elements/processes that make here different from other universities?

Cases you would like to mention...

3. If your educational background is not from this university, how does "being not from here" affect your relations (with students, colleagues and other people) within the university?

Cases you would like to mention...

4. What would you like to say about the communication channels within the university?

I would like to have your opinions on relations among colleagues, students-supervisors and administrative-academic staff?

5. Are there any case/examples which your institution motivated or inspired you?

C. Perceived in-role and extra-role behaviours

1. What are the general duties and responsibilities of your profession?

2. What are your optional/voluntary behaviors except for these duties and responsibilities?

- What are the similarities and differences of your extra role behaviors compared to academicians from other universities?

3. What are your institution's expectations from you? How are these expectations being expressed (documents, meetings etc.)?

- Does your job definition differ from your institution's expectations?

4. What are your colleagues' expectations from you?

- What are your expectations from your colleagues?
- What kind of communication are you in with your colleagues in terms of your job's requirement?
- How is your relation, based on your own will, with your colleagues?

5. Are there any similarities between your duty and responsibilities to your colleagues' and of any other academician from a different university?

6. What are your responsibilities for your students?

- What are the expectations of your students from you?
- What are your expectations from your students?

7. How do you see academic production processes in METU?

- How do the organization (as a university) and members of this organization (academic staff, students, administrative staff etc.) affect these production processes?

8. What can you say about official or non-official collaborations with respect to the academic production process at your organization?

9. In what areas do you think academicians collaborate outside the academic production?

- How do you evaluate these processes?

10. What feeling do you have on performing extra roles at your job?

E. INVITATION E-MAIL

Dear _____

My name is Ece Nur Özaslan. I am a graduate student of the Department of Educational Sciences of the Faculty of Education in Middle East Technical University. I am conducting a study as part of the requirements of my degree in Educational Administration and Planning. It is carried out under the supervision of Assist. Prof. Dr. Duygun Göktürk Ađın. The aim of the study is to investigate the perceived organizational citizenship behaviours of faculty members in a higher education institution. I would like to invite you to participate.

Participation in this research study is based on voluntariness. The answers gathered during the interview will be kept confidential and be used only by the researchers. The meeting will take place in your office at an agreed upon time. This will last approximately 45 minutes or an hour. The findings of the study will only be used in scientific publications.

If you would like to participate, please reply to this e-mail and state accordingly. I will be happy to answer any questions you have about the study. You may contact me through my email address (ece.ozaslan@metu.edu.tr).

Thank you for your consideration.

With kind regards,

Ece Nur Özaslan

F. TIMELINE

Steps	Date
Deciding on the research topic and questions	2017 March
Preliminary literature review	2017 April
Writing research proposal	2017 June
Human Research Ethics Committee Approval	2018 November
Data Collection	2018 November - 2019 March
Data Analysis	2019 April - 2019 June
Thesis Writing	2019 April – 2019 August
First thesis defense	2019 August
Last thesis defense	2019 November

G. CODED DATA EXAMPLE

<p>Kariyerinizi seçmenizde neler etkili oldu?</p> <p>Öğretmekten hoşlanıyorum, onu seviyorum. Ailem de öğretmen sonuçta. Araştırmayı seviyordum lisansta ve kendi alanımızda araştırılacak, çözülecek daha çok problemin olduğunu gördüm bir sürü deneyimimde. Onları yerine getirmek için akademisyen olmak bir fırsat oldu diye düşünüyorum. Ama asıl fırsatlardan biri de ODTÜ'ye dönüp çalışabilmektir, ODTÜ... ben öğrenci olarak, çok severek geldiğim bir yer. Burada daha fazla kalıp daha fazla etkin olmak beni daha mutlu edeceğini düşündüm. O yüzden seçtim, aslında kariyerim esnasında Master, doktora esnasında akademisyenlik dışındaki potansiyel iş fırsatlarım vardı bizim alanımızdan dolayı inşaat yönetimi çalışmıştım ben. Ama bir türlü bırakıp başka bir alana kaymayı kabul edemedim.(P8)</p>	<p>like teaching family background interested in doing research during undergraduate studies educational background in my experience what I realized was that there were a lot of problems/gaps need to be searched becoming an academician was an opportunity to carry out them being an active member of METU is great although there were many other career options ... informed career choice</p>
<p>Öğrencilerinizin sizden beklentileri nelerdir?</p> <p>Öğrenciler hocayla irtibatta olabilmeyi istiyorlar, erişilebilir bir hoca istiyorlar. Hem lisans öğrencileri bunu lisansüstü öğrencileri daha çok istiyor. Çünkü onların yaptığı çalışmalar biraz daha tez, daha çok soru sormaları gereken şeyler oluyor. Yani erişilebilir olmak, öğrenciler mesela hocalarından saygı duyulmak istiyorlar özellikle fikirlerine lisansüstünde daha fazla değişebiliyor, fikirlerine saygı duyulmasını istiyorlar veya insan olarak da saygı görmek istiyorlar aklıma gelenler bunlar, daha fazla var aslında tabii derslerdeki istekleri üzerine çok kafa yormadım ama herhalde kendim şöyledir diye düşünüyorum iyi bir ders olsun, dersi hakkıyla öğreneyim, o dersten öğrenerek gideyim diye düşünüyorlardır diye umuyorum. Ben de ona göre kendimi ayarlamaya çalışıyorum.(P10)</p>	<p>the students want to stay in touch with us especially the graduate students want us to be available to ask questions about their studies</p> <p>spend extra time</p> <p>they want us to show respect their ideas</p> <p>I design my courses for them to get the maximum learning gain</p> <p>Restructure the course content</p>
<p>Meslektaş ilişkilerinizi nasıl değerlendirirsiniz? Problem çözüme, ortak çalışmalar geliştirme süreçleri açısından...</p> <p>Ben şu an ODTÜ'de hiç interdisipliner çalışmaya girmedim, dahil olmadım, olmak isterim fakat hatta denedim de biyoloji bölümünde biyolojik esinli modeller ile ilgili araştırmalar yapıyorum. Buradaki biyoloji bölümünde birkaç tez savunmasına gittim. Yani o interdisipliner iş birliğini başlatabilmek adına. Henüz olmadı ama olur diye düşünüyorum çünkü öyle bir niyetim var yani deniyoruz. O yüzden öyle bir tecrübem olmadı. O konuda bir şey diyemeyeceğim. Problem çıktığında nasıl çözüyoruz. Konuşarak</p>	<p>taking a part in thesis defense as one of the juries</p> <p>taking initiative for collaboration</p>

<p>çözüyoruz, hiç ciddi bir problem ile karşılaşmadım. Yani bizim bölümde şöyle çok demokratik bir yapı var. Mesela bölüm yönetimi diye bir şey var ama bölüm yönetimi aslında koordinasyon yapıyor. Başka bir şey yapmıyor. Her şey komiteler üzerinde yürüyor.(P6)</p>	<p>culture of democracy</p> <p>sharing the administrative duties</p> <p>problem solving</p>
<p>Akademik üretim süreçlerini nasıl değerlendirirsiniz?</p> <p>Araştırılacak yeni konular, çözülecek yeni tasarım problemleri bunları ya lisansüstü düzeyde öğrencilerim ile çalışıyoruz ya hoca olarak lisans düzeyinde gruplar ile çalışıyoruz ve buradan yeni fikirlerin çıkması yeni tasarım çözümlerinin, yeni problemlere tasarım yoluyla çözüm, yöntem bulmanın ... bunlar motive ediyor. Alan çok heyecan verici bir alan. Uluslararası anlamda başarılı, görünürlüğü yüksek bir bölümüz. Öğrencilerimizden tasarım yarışmalarına katılanlar, ödül alanlar var. Mesela REDDOT denilen dünyaca ünlü bir yarışma var, Alman kökenli. Öğrencilerimizin aldığı ödüllerle biz 5. sıradayız. Bunlar tabii gurur verici şeyler. Bunlar da sonuçta verdiğimiz eğitimin çıktıları. Öğrencilerimiz ya burada yaptıkları ya da kendilerinin bağımsız geliştirdiği projeyle katılıyor, ödül kazanıyor. Bu açılarından görünürlüğümüz var. Akademik olarak da çeşitli uluslararası konferanslara katılım var, yalnız şu aralar destekler azaldı, bütçe kısıldı. Öte yandan WDO'ya üyeyiz. Bu açılarından görünürlüğümüzün yüksek olduğunu düşünüyorum.(P9)</p>	<p>new research topics new design problems finding solutions to those problems as a team is motivating my field of study is exciting</p> <p>determinants of OCB</p> <p>we are internationally visible and successful we have students winning awards in international competitions you feel proud of them these are the outputs of our teaching program</p> <p>academic excellence</p> <p>despite the limited budget, there is a high level of participation in international conferences</p>
<p>Görev ve sorumluluklarınız dışında isteğe bağlı olarak gerçekleştirdiğiniz şeyler nelerdir?</p> <p>Çoğu şey gönüllü oldu aslında... işte enstitüde idari görevi yapmak zorunda değildim çünkü onun akademik bir katkısı yok bana. Ama benim de bir katkım olacağı için birisinin yapması gerekiyor yani ama başka gönüllü şeyler de oluyor. Öğrenci destekleme derneğine katılmışım. 2-3 yıl oranın yönetim kurulunda çalıştım.</p> <p>Araştırma konularında girişimler bireysel oluyor. Kurum araştırmalarda ön ayak oluyor ya da destekliyor diyebiliriz. Araştırmaya teşvik etmeye çalışıyor. Çünkü üniversite oradan para kazanıyor. Araştırma ofisleri destekleri var. TÜBİTAK proje çağrıları ile ilgili bilgilendirmeler yapıyor. Sürekli onları takip etmemizi sağlıyor aslında. Haber ağı mail ile sağlanıyor ama bilgi almak için yüz yüze konuşuyorsun. Avrupa Birliği projesi yapmak istiyorsan Avrupa'da çalışmak istediğin kişilerle görüşmen için maddi destek sağlıyorlardı. Şu an öyle değil.(P4)</p>	<p>Perceived extra-role behaviours</p> <p>administrative duties</p> <p>work voluntarily in the board of management of student supporting association</p> <p>personal initiatives</p> <p>university promotes and supports the initiatives</p> <p>The research offices inform us through emails or face to face</p> <p>They used to provide financial support</p>

H. TURKISH SUMMARY / TRKE ZET

YKSEKRETİM KURUMUNDA RGTSEL VATANDAŞLIK DAVRANIŞININ İNCELENMESİ

Kurumların gnmz koşullarında başarılarını srdrebilmeleri, aęın gerektirdięi bilgi ve iletiřim teknolojilerini uygulayabilme potansiyelleri ile iliřkilidir. Ekonomik kaynaklarının yanında insan kaynaęının performansı, kurumların başarısında byk rol oynamaktadır. Kurumların etkin iřlevsellięi iř gren ile rgtn karřılıklı geliřtirdięi iliřkiye baęlıdır (Rousseau, 1989). alıřanların sadece iř tanımları erevesinde rgt ierisinde geliřtirdikleri performansları rgtn hedeflerine ulařması iin yeterli deęildir nk iř tanımlarında esneklięe ihtiya duyulmaktadır (Dyne vd., 1994). Srekli deęiřim ierisinde olan dinamik iř ortamlarında iř grenlerin rol tanımlarının tesinde performans gstermeleri kurumların etkin iřlerlięi iin bir gerekliliktir. İřte bu rgtn yararına hibir maddi beklenti olmadan gerekleřtirilen rol fazlası davranıřlar rgtsel vatandaşlık davranıřı (VD) olarak nitelendirilmiřtir (Organ, 1988). Eęitim rgtleri olarak yksekęretim kurumları bilgi retimi, bilimsel arařtırmaların srdrlmesi, iřbirlikleri ve topluma hizmet konularında liderlik rolne sahiptir (Shils, 1997). Akademisyenlerin kurum ii performansları yksekęretim kurumlarının başarısında belirleyicidir. Akademisyenlerin grev tanımları eęitim-ęretim faaliyetlerini yerine getirme, bilimsel arařtırmalar yapma ve topluma hizmet saęlama olarak ifade edilmektedir (Marsh & Hattie, 2002). ok boyutlu ve kendine zg beklenen grevlerle bu grev tanımı akademisyenlerin kurumlarında gerekleřtirdikleri performansları iin yetersiz kalmaktadır. Rego (2003) yksekęretim kurumlarının akademisyenlerin grev tanımı dıřına ıkarak gsterdikleri performansa ihtiya duyduęunu ifade etmiřtir. Dolayısıyla, akademisyenlerin sadece grev tanımları sınırları ierisinde kalması beklenemez,

yükseköğretim kurumlarının başarısı birçok açıdan akademisyenlerin örgütsel vatandaşlık davranışlarına bağlıdır.

Araştırmanın Amacı

Üniversitelerin toplumun kalkınmasında ve gelişmesinde göstermiş oldukları bilimsel, ekonomik ve entelektüel katkı akademisyenlerin görev tanımlarını ne kadar geniş tuttukları ile ilgili olduğu ifade edilmiştir (Hazratian vd., 2015). Araştırmacı, eğitimci, bilim insanı, proje yürütücü, idareci gibi birçok görevi yerine getiren akademisyenlerin performansları yükseköğretim kurumlarının etkin işlerliğinde etkilidir. Bu araştırmanın amacı, öğretim üyelerinin rol içi ve dışı görev tanımlarını mesleki ve örgütsel açılardan nasıl algıladıklarını ortaya koymaktır. Bu doğrultuda, örgütsel vatandaşlık davranışı sergilemelerinde geliştirdikleri mesleki kimlik ve örgüte dair algıları ile nasıl bir ilişkisellik olduğu incelenmiştir. Merkezi yönetime bağlı bürokrasiler olarak işlevlerini yerine getiren devlet üniversiteleri aynı zamanda bulundukları bölgesinin kalkınmasında da rol oynamaktadırlar (Mızıkacı, 2006). Bu bağlamda öğretim üyelerinden beklenen rol tanımlarında eğitim-öğretim faaliyetlerini yürütme, bilimsel araştırma çalışmalarında bulunma ve topluma katkı yer almaktadır. Öğretim üyelerinin kendi tecrübe ve perspektiflerinden fazladan rol davranışlarını nasıl geliştirdikleri ve algıladıkları önem taşımaktadır. Bu çalışmanın önemi belirli bir bağlamda gelişen örgütsel vatandaşlık davranışlarının algılanış biçimleri ve uygulanış şekillerinin incelenmiş olmasıdır. Bu amaçla, aşağıdaki araştırma soruları çalışmaya yön vermiştir:

1. Öğretim üyelerinin iş pratiklerine atfettikleri mesleki kimlik algılarının örgütsel vatandaşlık davranışları ile nasıl bir ilişkisi vardır?

Öğretim üyelerinin mesleki kimliklerine dair algılarının oluşmasındaki süreçleri, dinamikleri incelemek amacıyla bu soru araştırmada yer almaktadır.

2. Öğretim üyelerinin algıladıkları örgütsel özellikler örgütsel vatandaşlık davranışlarına nasıl yansımaktadır?

Yükseköğretim kurumuna özgü olabilecek özellikleri akademisyenlerin deneyimlerinden ve algılarından incelemek amacıyla bu soruya araştırmada yer verilmiştir.

3. Yükseköğretimde çalışmaya dair rol içi ve dışı iş pratikleri nelerdir?

Rol içi ve fazladan rol dışı davranışları arasında net bir sınır olamaması ile birlikte öğretim üyelerinin fazladan rol davranışı olarak değerlendirdikleri çalışmalarını bu şekilde algılamalarına neden olan etkenleri incelemek amacıyla çalışmada bu soru yer almaktadır.

Örgütsel Vatandaşlık Davranışları: Kavramsal ve Teorik Çerçeve

Bireylerin iş ortamında geliştirdikleri davranışlar rol içi ve dışı olarak nitelendirilmiştir (Organ, 1988). İş görenlerden beklenen ve maddi karşılığı olan resmi iş tanımları rol içi davranışlar olarak ifade edilmiştir (Borman & Motowidlo, 1997). Diğer yandan, fazladan rol davranışları çalışanların görev tanımlarının ötesinde sergiledikleri örgütün işleyişine olumlu katkısı olan resmi iş tanımında net ifade edilmeyen performanslarına dayanır (Bateman & Organ, 1983). İş görenlerin sergiledikleri fazladan rol davranışları ifade eden örgütsel vatandaşlık davranışları beş boyutta incelenmiştir (Organ, 1988). Örgütsel vatandaşlık davranışları gönüllülük esasına bağlı olarak iş arkadaşlarına yardım etmeyi içeren özgecilik, örgütün işleyişine ve yapısına olumlu katkıda bulunmayı içeren sivil erdem, iş görenin kurum içi kural ve düzenlemeleri içselleştirerek kabul etmesini ifade eden vicdanlılık, örgüt içerisinde oluşabilecek olası problemleri ön görerek önleme gayretini içeren nezaket ve örgüt içerisindeki olumsuzluklara tolerans göstererek yapıcı bir tutumla olumsuzlukları çözme çabasını ifade eden centilmenlik boyutlarını içermektedir. Fazladan rol davranışlarının ortaya çıkmasında bireysel özellikler, görev özellikleri, liderlik yaklaşımları ve örgütsel faktörler gibi öncüllerin etkisi vardır (Podsakoff vd., 2000). Yeni tecrübelerle açık olma, görev bilinci taşıma, dışa dönüklük, uyumluluk ve duygusal denge gibi faktörleri içeren beş büyük kişilik modeli bireyin karakteristik özelliklerini açıklamak için kullanılırken (Kumar vd., 2009), bireyin değerleri, yetenekleri ve

kariyerine atfettiği özelliklerde bireysel faktörler arasında değerlendirilmiştir (Jiang, 2000). Bireyin örgütsel vatandaşlık davranışı geliştirirken bireysel motivasyon kaynakları da incelenmiştir. Örneğin, kimi bireyler özgecilik davranışları kendi pozisyonlarını korumak için gerçekleştirirken kimi bireyler bu davranışları örgüte aidiyet duygusuyla sergiliyor olabilir (Synder, 1993). Örgütsel faktörler açısından, çalışanların örgüt içerisinde adil bir yaklaşım olduğuna inanması örgütsel vatandaşlık davranışı sergilemelerinde etkili olduğu ortaya koyulmuştur (Moorman, 1991). Öte yandan, kuruma aidiyet hissi iş tatminini artıran bir faktör olarak iş görenlerin fazladan rol davranış geliştirmelerinde rol oynadığı da incelenmiştir (Konovsky ve Organ, 1996). Öğretim üyelerinin fazladan rol davranışları sergilemelerinde örgütsel faktörleri değerlendirebilmek için yükseköğretim kurumlarının yapısal özelliklerini ortaya koymak gerekmektedir. Weick (1976) üniversiteleri sistemli örgüt yapıları olarak her bir birimin birbiriyle etkileşim içinde ama kendi içlerinde belli bir özerkliğe sahip olarak ‘gevşek bağlaşımlı’ işleyiş gösterdiklerine dikkat çekmiştir. Sürekli değişim ve dönüşüm içinde işlerliğini sürdüren yükseköğretim kurumlarında öğretim görevlilerinden beklenen iş yükümlülükleri bu yönde evirilmektedir (Rowley, 1996). Mintzberg’in (1979) tanımladığı gibi profesyonel bürokrasiye sahip olarak üniversiteler öğretim üyelerine özerk bir alan tanımaktadır ve işletim adhokrasisine sahip olarak üniversiteler yenilikleri gerçekleştirmede öğretim üyelerine özerk bir alan tanımaktadır. Bu özerklik resmi iş tanımları ile fazladan rol davranışları arasında net bir çizgi oluşmasını engellemektedir. Bu açıdan öğretim üyelerinin iş tanımlarını ne kadar geniş tuttukları mesleklerine atfettikleri özellikler ve algıladıkları örgütsel değerler ve yaklaşımlar açısından derinlemesine incelenmesi önem kazanmaktadır.

Yerel bağlamda eğitim kurumlarında örgütsel vatandaşlık üzerine yapılan çalışmalar çeşitli değişkenler incelenerek yürütülmüştür (Koşar, 2018). Liderlik yaklaşımları (Çakıroğlu, 2016, Aslan 2009), örgütsel adalet (Akgüney, 2014, Yılmaz ve Taşdan, 2009), örgüt kültürü (Arlı, 2011), örgütsel güven (Koşar ve Yalçınkaya, 2013, Yücel ve Samancı, 2009), örgüte aidiyet (Kurtulmuş, 2014), öğretmenlerin tükenmişlik düzeyleri (Celep, Sarıdede, ve Beytekin, 2005), iş tatmini (Demirel ve Özçınar, 2009), öğrenci akademik başarısı (Özdevecioğlu,

2003) ve örgütsel öğrenilen değerler (Taşçı ve Koç, 2007) bu değişkenlerin arasında yer almaktadır. Belirtilen değişkenler çerçevesinde örgütsel vatandaşlık davranışlarının yordayıcıları ve etkileri incelenmiştir. Önder ve Taş'ın (2012) ifade ettiği gibi örgütsel vatandaşlık davranışı sergilenen kurumlarda işbirliklerine dair girişimlerin daha çok yaşandığı bulunmuştur. Öte yandan, örgütsel vatandaşlık davranışlarının öğrenci başarıları ve mesleki tatamin açılarından eğitim kurumlarının etkin işlerliğine katkısı olduğu ortaya konulmuştur (Avcı, 2015). Fakat belirli değişkenler ile incelenen örgütsel vatandaşlık davranışları katılımcıların kendi yaşantı ve algılarına göre nasıl geliştiğini ne gibi dinamiklerden etkilendiğini açıklamakta sınırlı kalmaktadır. Bu açıdan katılımcıların örgütsel vatandaşlık davranışlarına dair detaylı ifadelerine yer verilecek nitel çalışmalara ihtiyaç duyulmaktadır.

Küresel olarak yükseköğretim kurumlarının sayısındaki artış yerel bağlamda Yüksek Öğretim Kurumu'nun (YÖK) da bu yönde çalışmalara sevk etmiştir. İş gücünün gelişmesiyle artan talebi karşılamak amacıyla 2006 yılında sayısı 59 olan devlet üniversitesi 2019 yılında 129 rakamına ulaşmıştır (YÖK, 2019). Bu artış, birçok araştırmada tartışma konusu olarak yer almıştır. Özoğlu vd. (2016) yaptıkları çalışmada yeterli sayıda öğretim üyesinin atanmasında bazı problemlerin yaşandığını ifade etmiştir. Aynı zamanda üniversitelerin araştırma ve eğitim odaklı olarak yönelimlerinin ikiye ayrılması öğretim üyelerinin farklı roller üstlenmelerine sebep olabilmektedir (Gürüz, 2011).

Sosyal değişim kuramı örgütsel vatandaşlık davranışının teorik anlamda açıklayıcısı olarak ele alınmıştır (Tschannen-Moran ve Hoy, 1998). Blau (1964), bireylerin karşılıklı olarak muhtemel elde edecekleri kazançları doğrultusunda gönüllü olarak gösterdikleri davranışları sosyal değişim olarak adlandırmıştır. Ekonomik değişimden farklı olarak sosyal değişimde karşı taraftan gelecek faydaya yönelik beklentiyle durumlara karşılık verme vardır fakat bu davranışların kapsamı belirli bir kritere bağlı değildir, taraflar arasında gelişir. Örgütsel vatandaşlık davranışları içinde bulunma çalışanların karşı tarafa hissettikleri sorumluluk ve karşılıklı etkileşim ile açıklanmıştır (Graham ve Organ, 1993). Örgüt içerisinde gelişen bu davranışlar maksimum kazanç ve minimum kayıp

esasına dayanması sebebiyle çalışanların rol tanımlarını ne genişlikte tuttuklarını incelemek önem taşımaktadır. Sosyal değişim kuramında ifade edilen kazanç ve kayıplara dair çalışanların geliştirdikleri algıları, psikolojik sözleşmede açık ve örtülü olarak ifade edilmiştir (Robinson ve Morrison, 1995). Karşılıklı beklentiler çerçevesinden örgütsel vatandaşlık davranışını incelemek çalışmanın amacına yönelik olarak yapılacak tartışmalara yön vermiştir.

Kimlik bireyin kendisi, çevresi ve daha geniş anlamda dünya ile kurduğu ilişkilere bağlı olarak geliştirdiği algılar bütünü olarak tanımlanmıştır (Wiley, 1995). Sosyal ortamın bir parçası olarak gelişen örgütsel kimlikler duygusal ve zihinsel anlamda bireylerin kurumlarına ne şekilde bağlandıklarını açıklamaktadır (Rikette, 2005). Akademisyenler eğitimci ve araştırmacı yönleriyle paydaşlarla geliştirdikleri ilişkiler neticesinde oluşturdukları kimlik algıları ile kurumlarının işleyişine yön vermektedirler. İş görenler mesleki kimliklerini belli etmenler çerçevesinde geliştirerek kendilerinden beklenen rolleri belirlemektedirler (Morrison, 1994). Bu anlamda akademisyenlerin görevlerini sürdürdükleri kurum bağlamında ve edindikleri tecrübeler neticesinde geliştirdikleri kimlik algılarının örgütsel vatandaşlık davranışlarına nasıl yansımaları olduğu bu araştırmada ele alınmıştır.

Araştırma Tasarımı

Araştırmanın amacına yönelik olarak, çalışma nitel araştırma yöntemlerinden tek bir vaka çalışması olarak tasarlanmıştır. Nitel araştırma yöntemi araştırmacının, katılımcıların belirli bir bağlam içerisinde ele alınan olguya yönelik geliştirdikleri algıları derinlemesine incelemesini sağlamaktadır (Cassell, 2005). Bu araştırmanın tek bir vaka çalışmasından faydalanılarak yürütülmesi öğretim üyelerinin içinde bulundukları çalışma ortamları ve mesleki kimliklerine dair algıları çerçevesinde örgütsel vatandaşlık davranışlarının incelenmesi belli bir vaka içinde ‘detaylı tanımları’ (Geertz, 1973) ile yorumlamayı sağlamıştır. Araştırma, yerel bağlamda bilimsel çalışmaları ve nitelikli öğretim kadrosu ile birçok noktada başarıyı elde etmiş, nispeten kurum kültürü oluşmuş araştırma üniversitesi olarak çalışmalarını yürüten bir devlet üniversitesinde yapılmıştır. Yarı yapılandırılmış görüşme formu, alanda yer alan çalışmalar göz önünde bulundurularak oluşturulmuştur. Beş farklı

uzmandan görüş alınarak hazırlanan form üç öğretim üyesi ile pilot çalışma amacıyla yapılan görüşmeler neticesinde son haline getirilmiştir. On bir öğretim üyesi ile gerçekleştirilen yarı-yapılandırılmış görüşmeler, bireysel bilgi formları ve kurumun 2018-2022 yılları için hazırladığı stratejik plan elektronik belgesi veri toplama araçları olarak kullanılmıştır. Katılımcılar ile yapılan görüşmeler sırasında onayları alınarak ses kaydı yapılmıştır. Bilgisayar ortamında metine dönüştürülen verilerden elde edilen kodlar ile görüşme metinleri katılımcılara gönderilmiştir. Verilerin analizinde tematik yorumlayıcı ve betimleyici yaklaşım benimsenmiştir. Elde edilen kodlar üç tema altında incelenmiştir.

Sonuç ve Tartışma

Araştırma verilerinden elde edilen sonuçlar üç ana tema altında incelenmiştir. Her bir ana temanın altında alt temalar başlıklar halinde açılarak veriler detaylı bir şekilde sunulmuştur.

Öğretim Üyelerinin Mesleki Kimliklerine Dair Perspektifleri

Katılımcıların akademisyenlik mesleğini seçmelerinde belirleyici olan etmenler arasında ebeveynlerinin rolü, lisans eğitim sürecinde geliştirdikleri tecrübe ve izlenimleri, mezun oldukları alanın nispeten yeni gelişmekte olması yer almaktadır. Öncelikle, akademisyen aile geçmişine sahip olan katılımcılar mesleğe karşı aşinalıklarını, ebeveynlerinin onlara yüklediği misyonun etkisini ve aile bireylerinin rol model oluşları olarak ifade etmişlerdir. Öte yandan, lisans eğitimlerinin kariyer seçimlerinde etkili olduğunu ifade eden akademisyenler kendilerini araştırma ortamına ait hissetmelerinin ve tatmin edici bilim ortamına sahip olmaları olarak değerlendirmişlerdir. Ayrıca katılımcılardan bazıları mezun oldukları dönemde araştırma alanlarının yerel bağlamda nispeten yeni olmasının ve araştırılacak, alana katkı yapabilecek olma öngörüsüyle mesleğe giriş yaptıklarını söylemişlerdir. Bireylerin yaşamlarının büyük bir bölümünü kaplayan iş pratikleri olarak tanımlanan meslek (Greenhaus ve Callanan, 1994), içinde bulundukları ortama, hitap ettikleri kesime ve bireysel olarak hissettikleri sorumluluk ile gelişmektedir. İş yaşamında yapılan bilinçli tercihlerin iş görenlerin

örgütsel vatandaşlık davranışı sergilemelerinde etkili olduğunu ifade eden Sutton'ın (2005) çalışması ile araştırma bulgularının uyduğu görülmektedir. İş ortamlarında muhtemel problemlere tolerans gösterme ve çözüm bulma girişiminde bulunma olarak ifade edilen ÖVD boyutlarından centilmenlik bilinçli meslek seçimi ile açıklanabilir (Yen ve Niehoff, 2002). Araştırmanın bir başka bulgusu olarak katılımcıların mesleklerinin özelliklerine dair çeşitli görüşlerde bulunmuşlardır. Akademisyenlerin mesleki kimliklerini oluşturdukları süreçlerde mesleklerine atfettikleri özellikleri fazladan rol davranışlarına yansımaları olduğu bulunmuştur. Nitekim elde edilen bulguların tematik kodlanması ile katılımcıların üç farklı akademisyen portresi çizdikleri görülmüştür. İlki öğretim, araştırma ve topluma hizmet faaliyetinde bulunma olarak belirtilmiş. İkinci olarak, eleştirel düşünce ve merak duygusuna sahip olan bilim insanı vurgusu yapılmış. Son olarak da çalışılan alanda özerkliğe sahip olan araştırmacı kimliği ifade edilmiştir. Becher'e göre (1989) bireylerin mesleki kimliklerini algılama biçimleri iş pratiklerinin bir açıklayıcısıdır. Örneğin, iş tanımını yaparken araştırmacı kimliğine vurgu yapan öğretim üyelerinin görev tanımlarının ötesinde gösterdikleri davranışlarının büyük bir bölümü akademik işbirlikleri için girişimlerde bulunma, kurumun uluslararası görünürlüğüne artırmak için uluslararası projeler yürütme ve konferanslara katılma gibi çalışmalarına ağırlık vermektedirler. Bu bağlamda öğretim üyelerinin mesleki kimliklerine dair algıları görev tanımlarının ötesinde ne yönde genişleterek pratiklerini geliştirdikleri ile ilişkilendirilebilir.

Örgütsel Vatandaşlık Davranışının Yordayıcısı olarak Örgüt Özelliklerine dair Görüşler

Bireyler arasında kuruma dair paylaşılan ortak değerler ve kurallar bütünü örgüte dair özellikleri oluşturmaktadır (Schein, 1985). Örgüte dair algılanan değerler çalışanların davranışlarında rol oynamaktadır (Zheng vd, 2010). Araştırmaya katılan öğretim üyelerinin kurumlarına dair geliştirdikleri algıları incelenmiş kurum stratejik plan dokümanında yer alan bilgiler de göz önünde tutularak bulgulara ulaşılmıştır. Öğretim üyelerinin ifadelerinden kurum özelliklerine dair dört alt tema çerçevesinde örgütsel vatandaşlık davranışlarına yansımaları yorumlanmıştır. Araştırmalarına yön verecek olan alanları seçmede özgür

olduklarını ifade eden katılımcılar kurumun bilimsel yaklaşımı benimsemesi ile açıklamışlardır. Katılımcıların iş tanımlarını kurumun uluslararası görünürlüğüne artırmaya yönelik girişimlerde bulunma gayreti içinde olma ve akademik üretim süreçlerini besleyecek işbirliklerinde öncülük etme gibi davranışlarla genişletmeleri kurumun onlara tanıdığı özerklik ile ifade etmişlerdir. Sosyal değişim kuramının ifade ettiği gibi bireyler elde ettikleri kazanımlara göre örgüte dair hissettikleri karşılık verme sorumluluğu ile davranışlarına yön verirler (Blau, 1964). Stratejik planda belirtildiği gibi kurumun öğretim üyelerinden araştırmacı kimliklerine dair beklentisi yüksek olması ile birlikte onlara araştırma alanı seçimlerinde özerklik tanıyor olması öğretim üyelerinin bu yönde örgütsel vatandaşlık davranışı sergileme tutumunda olmalarına yön vermektedir. Öte yandan, öğretim üyelerinin kurum özelliklerine dair ifade ettikleri bir diğer yön ise kurumun akademik mükemmeliyetçiliğe yaptığı vurgu olmasıdır. Yerel bağlamda akademik teşvik verilen alanlar yükseköğretim kurumunca belirlense de (YÖK, 2019) öğretim üyelerinin bu alanlarla sınırlı kalmalarını engelleyen akademik mükemmeliyetçilik değeri onların rol tanımlarının ötesinde performans göstermeye teşvik etmektedir. Araştırmanın yürütüldüğü kurumun nispeten köklü oluşu beraberinde katılımcıların görüşü doğrultusunda kurumsallığa dair normların pratik iş yaşamında hissedildiği ifade edilmiştir. Organ ve Ryan'ın (1995) çalışmalarında da ortaya koyulduğu gibi işleyişteki adalet ve kuruma duyulan güven duyguları örgütsel vatandaşlık davranışı sergilenmesinde etkilidir. Katılımcıların ifade ettiği kurumsallık değerleri kurumlarının işleyişine duydukları güvenin ifadesi olarak yorumlanmıştır. Katılımcıların büyük çoğunluğu araştırma yapılan kurumda lisans eğitimlerini almışlardır. Yüksek lisans ve doktora çalışmalarını yurt dışında yaptıktan sonra kuruma geri dönerek çalışmalarını sürdürmeyi tercih etmişlerdir. Psikolojik sözleşme çerçevesinde çalışanların kurum ile geliştirdikleri destekleyici ilişki (Van Dyne ve Ang, 1998) olarak ortaya koyulduğu gibi öğretim üyeleri kurumu destekledikleri aynı ölçüde kurumdan destek gördüklerini ifade etmişlerdir. Aynı zamanda Fehr (1996), çalışanların ortak değerlere sahip olması ve birlikte paylaşım içinde geçirdikleri sürenin örgütsel vatandaşlık davranışının boyutlarından olan özgecilik davranışlarına katkısı olduğunu belirtmiştir. Çalışmaya katılan öğretim üyelerinin ortak lisans geçmişleri kuruma dair ortak değerleri geliştirmelerine ve pratikte tecrübe ediyor olmalarına

dayanıyor olabilir. Son olarak, kurum deęerleri bakımından kurum ii iřbirlięine deęinilmiřtir. Kurum ii iřbirliklerinde mhendislik alanlarından olan ęretim yeleri uzmanlık alanlarının gereklilięi olarak iř birlięi iinde olmalarının iř tanımlarının bir parası olarak ifade ederken sosyal bilimlerden olan katılımcılar bireysel giriřimler neticesinde akademik iřbirliklerinin geliřtięini sylemiřlerdir. Bu aıdan akademisyenlerin iřbirlięi iinde bulunmaları alıřma alanlarına gre rol ii veya fazladan rol davranıřı olarak deęiřkenlik gsterdięine ulařılmıřtır.

Yksekęretim Kurumunda Geliřen Fazladan Rol Davranıřları

Bireylerin grev tanımlarının tesinde sergiledikleri fazladan rol davranıřları kurumun etkin iřlerilięine katkıda bulunmaktadır (Organ, 1988). Bireyler arasında geliřen fazladan rol davranıřarı iř birlięini artırarak kurumun hedefleeine ulařmasında rol oynamaktadır (Somech ve Drach-Zahavy, 2004). Bu alıřmada ęretim yelerinin hem meslektařları hem de ęrencileri ile etkileřimlerinde geliřtirdikleri rgtsel vatandaşlık davranıřlarına dair algıları, tecrbeleri ve etkili olan kurumsal deęerlere dair algıları erevesinde sonulara ulařılmıřtır. İř grenlerin mesleki kimliklerine dair algılarının birok faktre gre deęiřkenlik gstermesi sebebiyle rol ii ve fazladan rol davranıřları arasında kesin bir izgi sz konusu deęildir (Morrison, 1994). rgtsel vatandaşlık davranıřları bireylerin algıladıkları grev tanımının iinde yer alırsa uygulanmaları daha sıklıkla grlr (Coyle-Shapiro vd., 2004). Katılımcıların ifadelerinden yola ıkarak rgtsel vatandaşlık davranıř algıları ęrencilerine ve iř arkadařlarına ynelik olduęuna ulařılmıřtır. Ders ieriklerini uluslararası bilimsel geliřmelere gre gncelleme ve geliřtirme, mesleki kimlik algıları doęrultusunda tanımladıkları hedeflere ulařmaları iin ęrencilere saęladıkları bilimsel eęitim ortamı ve disiplinler arası alıřmalara olanak saęlayacak arařtırma laboratuvarı ve merkezi kurma giriřiminde bulunma gibi belirli rol tanımlarının tesinde geliřen davranıřlar ęrenciler hedeflenerek gerekleřmektedir. Akademisyenlerin yaptıkları bilimsel arařtırmalardaki retkenlięi ęrencilerin akademik bařarısı ile iliřkili olduęu ortaya koyulmuřtur (Gavlick, 1996). te yandan, eřit bir grev daęılımı saęlamak amacıyla eřitli idari grevlerde yer alarak grev paylařımında bulunma, akademik iřbirliklerinin kalitesini artıracak baęlantılar kurma, oluřabilecek

problemleri ön görerek çeşitli önleyici tedbirler içinde bulunma gibi davranışlar ise akademisyenlerin belirttiği iş arkadaşlarına yönelik örgütsel vatandaşlık davranışları arasındadır. Sonuç olarak, elde edilen verilere göre öğretim üyelerinin bireysel ve örgütsel etmenler ile geliştirdikleri mesleki kimliklerinin algıladıkları görev tanımlarının dışında gösterdikleri örgütsel vatandaşlık davranışlarına yansımaları olduğunu göstermektedir. Örgütsel değerler ve hem iş arkadaşları hem de örgütün kendisi ile geliştirdikleri karşılıklı ilişkiler, iş pratiklerini şekillendirmektedir. Öğretim üyelerinin biçimsel rol ve fazladan rol davranışlarını tanımlamalarındaki bireysel ve örgütsel algıları ortaya konulmuştur.

Araştırmanın Sınırlılıkları ve Öneriler

Tek bir vaka çalışması olarak tasarlanan bu çalışmada öğretim üyelerinin mesleki kimliklerine ve kurumlarına dair algıları dikkate alınarak örgütsel vatandaşlık davranışlara dair yaklaşımları ortaya konulmuştur. Alanda yapılan birçok çalışma bağlamdan bağımsız nedensellik ilişkilerine dair bulguları ortaya koymuştur. Bu çalışmanın belirli bir bağlam içerisinde kurum ile etkileşim içinde olan bireylerin örgüte dair algıları doğrultusunda geliştirdikleri davranışları incelemesi açısından önem taşımaktadır. Öte yandan, tek bir vaka çalışmasının başka vakalara dair genellemelere uygun olmamasından dolayı bu durum bir sınırlama olarak da görülmektedir. Araştırmacının başka bir yükseköğretim kurumunda çalışıyor olması ve araştırmanın yapıldığı kurumda öğrenci perspektifi taşıyor olmasına dair görüş ve tecrübeleri araştırma verilerinin analizi ve yorumlaması yapılırken kesin olmamakla birlikte göze alınmış olabilir. Kullanılan veri toplama araçlarının çeşitlendirilmesi ile bu duruma çözüm getirilmeye çalışılmıştır.

Araştırmanın uygulamaya yönelik etkileri arasında yükseköğretim kurum değerlerinin öğretim üyeleri arasında ortak değerler bütünü olarak içselleştirilmesine yönelik faaliyetlerin uygulanmasının fazladan rol davranışlarını geliştirdiği ortaya koyulmuştur. Akademisyenlerin sadece kuruma değil çalışma alanlarının gelişimine yönelik geliştirdikleri fazladan rol davranışları göz önünde bulundurulduğunda kurumun akademisyenlere sağladığı özerkliğin etkisi olduğu ifade edilmiştir. Kurumun işlerliğinde adil bir yaklaşım benimsenmesi öğretim

üyelerinin kurumlarına duyduğu güveni pekiştirmesi sebebiyle kendi belirledikleri amaçları yerine getirmeye yönelik sergiledikleri fazladan rol davranışlarında etkili olduğu ortaya koyulmaktadır. Kurumun etkin işlerliğinde görev alan öğretim üyelerinin kuruma duydukları güvenin fazladan rol davranışları geliştirmelerinde etkili olduğu bulgulardan ulaşılmıştır. Bu açıdan kurum kültürünü geliştirirken kuruma duyulan güvene dair atılacak adımlar kurumun hedefine ulaşmasında önem taşıdığına dikkat çekilebilir.

Örgütsel vatandaşlık davranışlarının kurumların etkin işlerliğine katkısı göz önünde bulundurulduğunda bu alanda yapılacak çalışmaların nispeten yeni kurulup kurulmamasına, araştırma ya da eğitim odaklı olup olmamasına, özel ya da devlet üniversitesi olup olmamasına göre değişkenlik gösteren kurumlarda yapılması önemtaşımaktadır. Bu çalışmanın bulguları arasında akademisyenlerin belirledikleri hedeflerin de örgütsel vatandaşlık davranışları sergilemelerindeki algıları ile açıklanabileceği yer almaktadır. Bu açıdan bu alanda yapılacak çalışmalar hedef belirleme etkenleri ve motivasyon kaynakları açısından örgütsel vatandaşlık davranışı geliştirme algılarına yönelik olabileceği ortaya konulmaktadır.

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Soyadı/ Surname : Özaslan

Adı / Name : Ece Nur

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