

AN INTEGRATIVE MODEL OF TRANSFORMATIONAL LEADERSHIP,
ORGANIZATIONAL COMMITMENT, JOB SATISFACTION AND
ORGANIZATIONAL CITIZENSHIP BEHAVIOR

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ABSTRACT

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Existing literature indicates that transformational leadership, job satisfaction, organizational commitment, and organizational citizenship behavior are very important for effective organizational functioning.

Previous research on citizenship behaviors made limited contribution to the literature, since it mainly did not consider the relationships between transformational leadership and organizational citizenship behaviors together with the influences of job satisfaction and organizational commitment. This study tried to test a new model of the relationships among transformational leadership, job satisfaction, organizational commitment, and organizational citizenship behaviors.

The main purpose of the study was to investigate the influences of transformational leadership on organizational citizenship behaviors. The second purpose of this study was to investigate the mediating effect of job satisfaction and organizational commitment on the relationship transformational leadership and organizational citizenship behaviors.

A survey was conducted in a public bank with 148 participants. The employees rated the items that measured transformational leadership, job satisfaction, and organizational commitment, and organizational citizenship behavior. After the outlier analyses, 137 cases were left for further study. Hierarchical regression analyses were performed on the data to test the relations of the variables.

In line with the expectations, transformational leadership, job satisfaction and organizational commitment predicted organizational citizenship behaviors. Moreover, affective commitment and normative commitment partially mediated the relationship between transformational leadership and organizational citizenship behavior. Contrary to the expectations, job satisfaction did not mediate the relation between transformational leadership and organizational citizenship behavior.

Keywords: Transformational Leadership, Job Satisfaction, Organizational Commitment, Organizational Citizenship Behavior

ÖZ

DÖNÜŞTÜRÜCÜ LİDERLİK, ÖRGÜTSEL BAĞLILIK, İŞ TATMİNİ VE ÖRGÜTSEL VATANDAŞLIK DAVRANIŞININ BÜTÜNLEŞİK BİR MODELİ

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Mevcut yazın, dönüştürücü liderlik, iş tatmini, örgütsel bağlılık ve örgütsel vatandaşlık davranışının örgütlerin işlevselliğinde etkililiği sağlamak açısından çok önemli olduklarını göstermektedir.

Geçmişte yapılan vatandaşlık davranışları araştırmaları yazına sınırlı bir katkı yapmışlardır, çünkü dönüştürücü liderlik ile örgütsel vatandaşlık davranışları arasındaki ilişkileri, iş tatmini ve örgütsel bağlılığın bu ilişkilere etkileriyle beraber incelememişlerdir. Bu tez, dönüştürücü liderlik, iş tatmini, örgütsel bağlılık ve örgütsel vatandaşlık davranışları arasındaki ilişkilerin bütünleşik yeni bir modelini test etmektedir.

Bu çalışmanın temel amacı, dönüştürücü liderliğin örgütsel vatandaşlık davranışları üzerindeki etkilerini araştırmaktır. Bu çalışmanın ikinci amacı ise iş tatmini ve örgütsel bağlılığın dönüştürücü liderlik ile örgütsel vatandaşlık davranışı arasındaki ilişkiye olan aracı etkisini araştırmaktır.

Bir kamu bankasındaki 148 kiři ile bir anket alıřması yapılmıřtır. alıřanlar, dnüşürücü liderlik, iř tatmini, örgütsel baęlılık ve örgütsel vatandaşlık davranıřlarını ölçen maddeleri cevaplandırmıřtır. Aykırı deęer analizi sonrasında, alıřmanın devamı için 137 anket cevabı kalmıřtır. Veriler aşamalı baęlanım yöntemiyle analiz edilmiřlerdir.

Beklendięi üzere, dnüşürücü liderlik, iř tatmini ve örgütsel baęlılık örgütsel vatandaşlık davranıřlarını olumlu yönde etkilemiřtir. Bununla birlikte, duygusal baęlılık ve normatif baęlılık dnüşürücü liderlik ile örgütsel vatandaşlık davranıřları arasındaki iliřkiyi kısmen deęiřtirmiřtir. Beklenenin aksine, iř tatmini dnüşürücü liderlik ile örgütsel vatandaşlık davranıřları arasındaki iliřkiyi deęiřtirmemiřtir.

Anahtar Kelimeler: Dnüşürücü Liderlik, İř Tatmini, Örgütsel Baęlılık, Örgütsel Vatandaşlık Davranıřı

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CHAPTER I

INTRODUCTION

As the world moves toward a single market system and turn into a global place, organizations' competitive ability and behaviors improving individual and organizational efficiency become more valuable (Turnipseed and Murkison, 2000). In order to attain organizational effectiveness, organizations have shifted away from the use of hierarchical structures and individualized jobs, and implemented team-based work structures. This implementation has increased the importance of individual initiative and cooperation (Le Pine, Erez, Johnson; 2002). Therefore, in today's complex business world, one of major concerns of the managers is motivating employees for initiative and cooperation in order to attain effective organizational functioning (Le Pine et al., 2002).

Katz (1964) proposed that employees should have three kinds of behavior for effective functioning in an organization. First, people must be induced to enter and remain in the organization. Second, people must perform their specific job requirements. Finally, there must be innovative and spontaneous activity in achieving organizational goals which go beyond their job descriptions. The last category of behaviors is defined as organizational citizenship behaviors (OCB) by Organ (1988).

Organ (1988) originally defined OCB as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization" (p. 4). OCB facilitates the social machinery of the organization, provides the flexibility needed to work through many unexpected contingencies, (Smith, Organ and Near, 1983) and leads to organizational efficiency (Podsakoff, Whiting, Podsakoff and Blume, 2009). Helping a co-worker with a job-related problem, obeying organizational rules and regulations, attending meetings that are not mandatory are some of the examples reflecting OCB.

Proceeding from a different theoretical perspective, Campbell (1990) made an important distinction between performance behaviors that contribute to organizational effectiveness because they involve task proficiency and performance behaviors that contribute to organizational effectiveness in other ways (Motowidlo and Van Scotter, 1994). The task proficiency factors are more heavily constituted by prescribed role behavior, and the other factors are more heavily constituted by elements of OCB. So the distinction between prescribed and discretionary role behavior and the distinction between performance behaviors related to task proficiency and performance behaviors not related to task proficiency emerge as a result of Campbell's model. These distinctions form the basis of distinction between task performance and contextual performance that was made by Borman and Motowidlo (1993).

Contextual performance is quite a close construct to OCB (Organ and Ryan, 1995). It includes extra-role contributions such as volunteering for extra job activities, helping others, and upholding workplace rules and procedures regardless of personal inconvenience. Borman and Motowidlo (1993) suggest that such contributions have a generalized value and significance that do not change throughout different jobs and work organizations. However, task performance, which can also be defined as in-role performance, varies from job to job (Organ and Ryan, 1995). Although task (i.e., in-role) performance is related to knowledge and ability, the behaviors such as volunteering, persisting, cooperating which constituted contextual performance (i.e., OCB) are not likely to be strongly related to knowledge, skills, or abilities (Motowidlo and Van Scotter, 1994). Taking into account the distinction between extra-role and in-role behaviors, it can be concluded that OCB derives its practical importance from the fact that it represents extra-role behaviors that do not include formal role obligations (Organ and Konovsky, 1989).

1.1. SIGNIFICANCE OF THE STUDY

OCB has attracted special attention in the management literature since it has been found to affect organizational effectiveness (Organ and Paine, 2000). OCB may

contribute to organizational effectiveness through enhancing coworker and managerial productivity, enabling the organization to adapt to environmental changes, and strengthening the coordination within and across work groups (Podsakoff, MacKenzie, Paine and Bachrach, 2000).

Because of its influence on organizational effectiveness, it makes sense to investigate the variables that increase OCB in organizations (Podsakoff et al., 2009). Identifying predictors of OCB has been an important area of investigation in the management literature. According to the literature, the correlates of OCB are dispositional variables such as agreeableness and conscientiousness (e.g., Organ and Konovsky, 1996), attitudinal variables such as job satisfaction and organizational commitment (e.g., Smith, Organ, and Near, 1983), and organizational variables such as type of leadership (e.g., Schnake, Dumler, and Cochran, 1993).

There are researchers claiming that job satisfaction and organizational commitment are strong predictors of citizenship behaviors (Bateman and Organ, 1983; Smith et al., 1983). Moreover, there are many research investigating the relationship between leadership style and OCB (e.g., Judge and Piccolo, 2004; Podsakoff, MacKenzie, Bommer, 1996; Wang, Law, Hackett, Wang, Chen, 2006). Especially the relationship between one leadership style, namely, transformational leadership, and OCB has been subject to many studies in the literature (e.g., Podsakoff, MacKenzie, Moorman, and Fetter; 1990, Podsakoff et al., 1996; Purvanova, Bono and Dzieweczynski, 2006; Koh, Steers and Terborg, 1995). Transformational leadership can be defined as increasing the interest of the followers to attain higher performance (Bass, 1985). The literature also gives some evidence that transformational leadership is an antecedent of job satisfaction and organizational commitment (e.g., Emery and Barker, 2007; Avolio, Zhu, Koh, and Bhatia, 2004).

The OCB literature is deficient when previous research on the effects of job satisfaction and organizational commitment on the relationship between transformational leadership and OCB are considered. There have been discussions in the literature during the past decade about the importance of job satisfaction and

organizational commitment in the determination of OCB (Alotaibi, 2001; Parnell and Crandall, 2003). Organizational researchers claim that work attitudes are strong predictors of citizenship behaviors (Bateman and Organ, 1983; Smith et al., 1983). Organ (1988) suggests that job satisfaction might be a determinant of citizenship behavior. However, such a relationship may be more complex than originally expected. Although the relationship between transformational leadership and OCB seems to be well-established, the underlying mechanisms in this relationship have not been fully explored. Podsakoff and his colleagues (1990) investigated the relationship between transformational leadership and OCB through job satisfaction. In this study it was found that transformational leadership does not affect OCB through job satisfaction. Moreover, the impact of organizational commitment on OCB is not yet fully known especially in terms of its effect on the relationship between transformational leadership and OCB. The extant literature has not investigated organizational commitment neither as an aggregate nor in a multidimensional basis (affective, continuance, normative) as how each relates to transformational leadership and OCB.

Since job satisfaction and organizational commitment are consequences of transformational leadership and antecedents of OCB, they are candidates to constitute the mechanism linking transformational leadership to OCB. Although, there are few studies investigating the mediating effects of job satisfaction and organizational commitment, it is important to note that previous research on OCB made a limited contribution, since it mainly investigated the direct effects of the predictors of OCB.

This study extends OCB research by combining transformational leadership with job satisfaction and organizational commitment to explain OCB. The aim of the study is to analyze the relationship between transformational leadership and OCB by means of job satisfaction and organizational commitment. The present study will provide important information about the effects of transformational leadership on OCB and mediating effects of job satisfaction and organizational commitment between transformational leadership and OCB.

1.2. RELEVANCE OF TURKISH CULTURAL CONTEXT

Culture is defined as “common patterns of beliefs, assumptions, values, and norms of behavior of human groups” (Aycan, Kanungo, Mendonca, Yu, Deller, Stahl and Kurshid, 2000, p. 194). The culture of an individual has strong effects on his/her interpretation of social and organizational environment (Den Hartog, House, Hanges, Ruiz-Quintanilla, and Dortman, 1999). Individuals’ cultural values and beliefs also affect their responses to the aspects of their work and organization (Farh, Kirkman, Chen, Chen, and Lowe, 2009).

In the past, most of the research in the organizational behavior literature was primarily done within the North American cultural context by using measures adapted to that culture (Aycan et al., 2000; Mengüç, 2000). Therefore, the North American culture may have influenced the findings on OCB, organizational commitment, job satisfaction, and leadership. However, the findings of previous research may not be generalized to different cultures since the characteristics of North American countries may not be valid in other countries (Mengüç, 2000). For example, the findings of Farh, Zhong, and Organ (2004) suggest that OCB concept may vary noticeably across cultural boundaries. The study of Farh, Earley, and Lin (1997) which was performed using a Chinese sample indicated that OCB has some unique dimensions in China which are not similar to the ones used in U.S. Hui, Lee and Rousseau (2004) suggest that the motivational basis of OCB may be different in the West and China. On the other hand, the findings of Farh and his associates (2009) displayed that culture has significant effects also on the factors characterizing effective leadership and the reactions of followers to transformational leaders. The relationships with immediate supervisors have a greater effect on motivating OCB and organizational commitment in China than in the West (Hui et al., 2004). It is also likely that national culture may affect job satisfaction of an individual (Organ and Paine, 2000). As it is inferred from the findings, the interrelationships among transformational leadership, job satisfaction, organizational commitment, and OCB may vary according to the cultural context.

Because of the globalization and liberalization of the business environment and realizing that findings in one cultural context may not be valid in another cultural environment, attention given to other cultural contexts is developing (Aycaan et al., 2000; Kwantes, 2003; Paillé, 2009). Therefore, studying the relationships between transformational leadership, job satisfaction, organizational commitment and OCB in the Turkish context is meaningful in terms of understanding the applicability of US-based models in the Turkish culture. The results of this study will contribute to the generalization of the results of North America-based research on transformational leadership, job satisfaction, organizational commitment and OCB to a new cultural context. By this way, the study will provide contributions to Turkish managers, foreign-owned Turkish subsidiaries, and strategic alliances between foreign-owned nationals and existing Turkish firms (Mengüç, 2000).

1.3. RESEARCH QUESTIONS

In this study, it is suggested that transformational leadership, job satisfaction, and organizational commitment are predictors of OCB, and job satisfaction and organizational commitment mediate the relationship between transformational leadership and OCB.

The following research questions are addressed with the proposed research model presented in Figure 1:

1. Does transformational leadership predict OCB?
2. Does job satisfaction mediate the relationship between transformational leadership and OCB?
3. Does organizational commitment mediate the relationship between transformational leadership and OCB?



Figure 1. Proposed Model

CHAPTER II

LITERATURE REVIEW

This chapter provides a literature review of OCB, organizational commitment, job satisfaction and transformational leadership which are the main concepts of this study. It begins with the review of OCB. First, the original definition of OCB is discussed, followed by the criticisms about the OCB definition, and concepts related to OCB such as prosocial organizational behavior, organizational spontaneity, and contextual performance. Next, the dimensions and antecedents of OCB are presented. The literature review of OCB is followed by reviewing the literature of organizational commitment. Then the dimensions and antecedents of organizational commitment are discussed. The chapter continues with the examination of job satisfaction and ends with the literature review of transformational leadership.

2.1 ORGANIZATIONAL CITIZENSHIP BEHAVIOR

The current OCB concept originated from the conceptualization of management theorist Chester Barnard (1968, first publication was in 1938). According to Barnard, the vitality of the organizations depends on “the willingness of individuals to contribute forces to the cooperative system” (1968, p. 82). Willingness means “de-personalization of personal action”, and its impact is “sticking together”, meaning the union of efforts (Barnard, 1968). Barnard suggests that without “sticking together”, a personal effort cannot contribute to the organization. These ideas of Barnard were extended by subsequent studies, which helped the conceptualization of the current OCB concept (Wolfe, D’intino and Shepard, 2002).

In 1964, Katz made important contributions to Barnard’s observations. He identified three basic types of behavior that are essential for a functioning organization: a) people must be induced to enter and remain within the system, b) they must carry out their specific role assignments in a dependable fashion, and c) there must be innovative and spontaneous activity that goes beyond role

prescriptions (Katz, 1964, p. 132). Thus, he distinguished between dependable role performance (i.e., in-role behavior) and spontaneous behavior (Organ and Konovsky, 1989). While in-role behavior is an expected behavior that forms the basis of a regular job, spontaneous behavior is the behavior which is not specified by the role prescriptions and contributes to organizational functioning (Katz, 1964). He pointed out the importance of cooperation and individuals' behaviors that are not included in the role prescriptions. Katz noted that "an organization which depends solely upon its blueprints for prescribed behavior is a fragile social system" (1964, p. 132). He explained as follows:

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 (p. 132).

In order to describe the behaviors that are different from in-role behaviors and go beyond the role prescriptions (extra-role behaviors) to contribute to organizational functioning, Organ and his colleagues (cf. Bateman and Organ, 1983; Smith, Organ and Near, 1983) used the term "Organizational Citizenship Behavior (OCB)". Organ (1988) defined OCB as follows:

Individual behavior that is discretionary, not explicitly recognized by the formal system and that in the aggregate promotes the effective functioning of the organization. By discretionary, we mean that the behavior is not an enforceable requirement of the role or job description, that is, the clearly specifiable terms of the person's employment contract with the organization; the behavior is rather a matter of personal choice, such that its omission is not generally understood as punishable (p. 4).

He also states that OCB requires that it should not be "directly" or "formally" compensated by the organization's reward system. However, this does not mean that OCB must be limited to the behaviors which do not have any tangible return to the individual. OCB could determine the influence that an individual makes on a supervisor or on coworkers. That influence could affect the boss for a salary increase or promotion. The important point is that such returns are not contractually guaranteed (p. 5). Thus, there are three important points to be highlighted about OCB. First, an OCB is not included in the formally defined role prescriptions.

Therefore, it is difficult for managers to reward the employee performing an OCB, as well as to punish when he/she does not perform such a behavior (Moorman and Blakely, 1995). Second, there is no guarantee of rewards for OCB. Finally, it contributes to the effective organizational functioning in aggregate.

Podsakoff and his associates (2000) explained several reasons why OCB might influence organizational effectiveness. First, OCB may enhance coworkers and managerial productivity. Second, OCB allows the resources to be used for more productive purposes in the organization. It helps to coordinate activities both within and across work groups. OCB may also make an organization more attractive if employees speak favorably about the organization to outsiders.

Because of the impact of OCB on organizational effectiveness, “What makes employees perform OCB?” has been an important question in the management literature. The most examined predictors of OCB are job satisfaction and organizational commitment (Williams and Anderson, 1991). The first predictor that will be presented here is job satisfaction. Bateman and Organ (1983) argue that there are two bases for thinking that job satisfaction affects OCB. First, social exchange theory implies that people want to respond to conditions that benefit them. If the person does not have the ability or opportunity to respond with greater work output, he responds via OCB. It is the result of the fact that OCB is less likely than in-role performance to be limited by ability or work process (Organ and Ryan, 1995), and it is more likely to be under person’s control (Bateman and Organ, 1983). The meta-analytic review of Organ and Ryan (1995) provided empirical evidence that the relationship between OCB and job satisfaction is stronger than the relationship between in-role performance and job satisfaction, at least among non-managerial and non-professional groups. The second basis for the relationship between OCB and job satisfaction is a result of social psychological experiments. According to this argument, job satisfaction reflects a positive mood state and satisfied people display citizenship behaviors (Bateman and Organ, 1983; Organ and Konovsky, 1989). According to Barnard’s conceptualization (1964), the satisfaction of the individual also affects the continuance of willingness which forms the basis of the current OCB concept.

Another important predictor that has been investigated in the OCB literature is organizational commitment (Williams and Anderson, 1991; O'Reilly and Chatman, 1986). Scholl (1981) and Wiener (1982) provided support for the possible link between organizational commitment and OCB. According to Scholl's (1981) model, commitment may be a determinant of OCB if there is little expectation of formal organizational rewards for the performance. Wiener (1982, p.421) similarly argues that commitment is the determinant of the behaviors that a) reflect personal sacrifice made for the sake of the organization; b) do not depend primarily on environmental controls such as reinforcements or punishments; and c) indicate a personal preoccupation with the organization, such as devoting a great deal of personal time to organization-related actions and thoughts which are the characteristics that can be used to describe OCB. The meta-analytic review of Organ and Ryan (1995) also indicated that there is a relationship between organizational commitment and OCB at roughly the same level as satisfaction.

Because of the importance of OCB in organizational effectiveness, it is meaningful to identify the possible relationships between OCB and its most robust determinants, job satisfaction, and organizational commitment.

2.1.1 CRITICISMS ABOUT THE OCB DEFINITION

Organ's definition of OCB has caused many criticisms in the literature (Organ, 1997). According to Organ's definition, OCB should be limited to extra-role behavior. The important issue is that there is not a clear boundary between extra-role behavior and in-role behavior (Morrison, 1994; Koster and Sanders, 2006). Morrison (1994) suggests that an employee who defines his job very narrowly might see a behavior, such as helping co-workers, as an OCB, while another employee who defines his job very broadly might see the same behavior as part of his job. She concluded that "OCB is not a clear-cut construct because the boundary between in-role and extra-role behavior is ill-defined and varies from one employee to the next and between employees and supervisors" (1994, p. 1561).

Other criticism about OCB is that it is not contractually guaranteed by the organization's formal reward system. Contrary to this argument, some studies suggest that OCB may lead to monetary compensation. MacKenzie, Podsakoff, and Fetter (1991) argue OCB has strong impacts on managerial evaluations in different sales contexts. Podsakoff and MacKenzie (1994) also investigated the effects of OCB and found that sales managers give importance to OCB when evaluating the performance of their sales personnel. These findings are inconsistent with the argument that extra-role behavior is not rewarded.

Considering these criticisms, Organ (1997) explained that "it no longer seems fruitful to regard OCB as 'extra-role', 'beyond the job', or 'unrewarded' by the formal system" (p. 85). He accepts that of the three requirements of OCB only one is left - that it contributes to organizational effectiveness. He internalized the "contextual performance" definition of Motowidlo and Van Scotter (1994) (Organ, 1997). The difference between OCB and contextual performance is that "contextual performance does not require that the behavior be extra-role nor that it be non-rewarded" (Organ, 1997). Although he accepted the definition of contextual performance, he still used the term OCB, since the term "contextual performance" strikes him as "cold, gray, and bloodless" (Organ, 1997, p. 91). Thus he redefined OCB as "contributions to the maintenance and enhancement of the social and psychological context that supports task performance" (Organ, 1997, p. 91), avoiding any reference to job prescriptions and organizational rewards.

2.1.2 RELATED CONSTRUCTS

Many new terms have emerged in the literature since the emergence of OCB. In this section, three important concepts that are related to OCB will be discussed. These are prosocial organizational behavior, organizational spontaneity, and contextual performance.

2.1.2.1 Prosocial Organizational Behavior

Prosocial organizational behavior (POB) was defined as behavior that was

performed by a member of an organization directed toward an individual, group, or organization with whom he or she interacts while carrying out his or her organizational role, and performed with the intention of promoting the welfare of the individual, group, or organization toward which it is directed (Brief and Motowidlo, 1986, p. 711).

The definition of prosocial behavior is broad and non-specific, and it does not have a clear-cut definition in the literature (Baruch, O’Creevy, Hind and Vigoda-Gadot, 2004). Because of its diffuse nature, there exists an overlap of prosocial behaviors with other similar concepts, such as OCB (Baruch et al., 2004).

OCBs are similar to POBs in some ways, but some important differences exist. The first one is that POBs may be organizationally functional or dysfunctional (Brief and Motowidlo, 1986). Functional POBs, such as helping co-workers about job-related matters, being loyal to the organization despite some hardships, or speaking positively about organization to outsiders, enhance the organizational effectiveness (Brief and Motowidlo, 1986). On the other hand, dysfunctional POBs such as helping co-workers about the issues that contradicts the organizational goals damage organizational effectiveness. This property of POB creates the major difference between OCB and POB since OCB contribute only to the organizational effectiveness (Moorman and Blakely, 1995). Another important difference between POB and OCB is that POBs may be in-role or extra-role (Brief and Motowidlo, 1986). In-role prosocial behaviors are formally specified as a formal part of the individual's job, whereas extra-role prosocial behaviors are not formally assigned to individuals as part of the job. It is inferred from the characteristics of POBs that OCBs are more specific, and they are included in POB.

2.1.2.2 Organizational Spontaneity

George and Brief (1992) defined organizational spontaneity as “extra-role behaviors that are performed voluntarily and contribute to organizational effectiveness” (p. 311). Based on Katz (1964), George and Brief define five forms of organizational spontaneity. These are helping co-workers, protecting the

organization, making constructive suggestions, developing oneself, and spreading goodwill.

Organizational spontaneity is related to the constructs of OCB and POB. Although there are some similarities between these constructs, important differences exist. Organizational spontaneity and OCB are similar in that both are defined as voluntary and both contribute to organizational functioning. The difference between these two concepts is based on the limitation Organ has placed on OCB about the compensation by the organization's reward system (George and Brief, 1992; George, and Jones, 1997). George and Brief (1992) explain the difference as follows:

For instance, if an organization had the policy of financially rewarding those who made cost-saving suggestions, the act of making such a constructive suggestion would not qualify as an OCB, but it would qualify as a form of organizational spontaneity.

Organizational spontaneity is also related to POB. However, there are important differences based on the broad definition of POB. Organizational spontaneity is included in POB (George and Brief, 1992). However, POB also includes role-prescribed behaviors, dysfunctional behaviors that damage the organizational effectiveness, but help another individual. In addition, organizational spontaneity is constituted by only active behaviors, whereas POB also includes passive behaviors such as "staying with the organization despite temporary hardships" (Brief and Motowidlo, 1986).

2.1.2.3 Contextual Performance

The distinction between task performance and contextual performance was made by Borman and Motowidlo (1993). Task performance, which is used synonymously with in-role performance (e.g. Organ and Ryan, 1995; Werner, 2000), contains two types of behaviors (Motowidlo and Van Scotter, 1994). First one includes activities that transform raw materials into goods and services that the organization produces. Selling merchandise in a retail store, teaching in a school, performing surgery in a hospital are examples of such activities. The other group

includes activities that maintain and service organization's technical requirements, such as distributing finished products or providing important planning, coordination, or supervising. Thus, task performance behaviors provide a direct link to the organization's technical core. However, contextual performance includes the behaviors that do not support the technical core itself so much as they support the broader organizational, social, and psychological environment in which the technical core must function (Motowidlo and Van Scotter, 1994).

Contextual performance and task performance is distinguished from each other in three ways (Borman and Motowidlo, 1997). First, although task behaviors vary across jobs, contextual behaviors are similar across jobs. Second, task behaviors are role-prescribed whereas contextual behaviors are not. Third, antecedents of task behaviors involve cognitive abilities, whereas antecedents of contextual behaviors involve personality variables.

Borman and Motowidlo (1997) suggest five categories of behaviors for contextual performance. These categories are a) persisting with extra effort as necessary to complete one's own task activities, b) volunteering to carry out task activities that are not formally part of the job, c) cooperating with other employees, d) following organizational rules and procedures even when it is inconvenient for the individual, and e) defending organizational targets. These categories of contextual performance remind us of OCB since they include behaviors such as volunteering for extra job activities, and helping others (Motowidlo and Van Scotter, 1994; Organ, 1997). However, the important difference between these two concepts is explained by Organ (1997) as follows:

What is different from OCB is that contextual performance as defined does not require that the behavior is extra-role (discretionary) nor that it is not rewarded. The defining quality is that it is non-task, or more to the point, that it contributes to the maintenance and/or enhancement of the context of work (p. 90).

Organ (1997) claims that it is not clear that what is meant by "social and psychological environment", or what is meant by "support" to such an environment. There may be many trivial actions that have effects on "supporting

the social and psychological environment” (Organ, 1997). Although there are some ambiguities about the scope of contextual performance, Organ (1997) redefined OCB something like contextual performance avoiding any reference to job requirements or organizational rewards.

2.1.3 Dimensions of OCB

There is a lot of discussion about the dimensions of OCB in the literature. According to the literature review by Podsakoff and his associates (2000), there are about 30 different classifications of OCB. However, a great deal of conceptual overlap has been found between these classifications. Initially, Smith and his associates (1983) suggested a two-factor construct of OCB constituting of altruism and generalized compliance. Altruism includes behaviors that are directly and intentionally aimed at helping a specific person in face-to-face situations (e.g., orienting new people, assisting someone with a heavy workload). Generalized compliance, by contrast, refers to a more impersonal form of conscientiousness that does not provide immediate aid to any one specific person, but rather is helpful to others involved in the system (e.g., punctuality, not wasting time) (Smith et al., 1983, p. 657).

After Smith and his associates’ (1983) two-factor construct, Organ (1988) proposed a five-dimension model of OCB. These five dimensions of OCB are altruism (more narrowly defined than by Smith et al.), courtesy, conscientiousness, civic virtue, and sportsmanship (Hoffman, Blair, Meriac, and Woehr, 2007).

Altruism refers to voluntary behaviors aiming to help a specific other person with an organizationally relevant task or problem; e.g., showing a new employee how to use a machine.

Courtesy refers to proactive behaviors aiming to avoid potential problems which may arise in the organization; e.g., referring to people who will be possibly influenced by one’s acts, using advance notice proactively.

Sportsmanship refers to tolerating the inconveniences and impositions of work without complaining and making problems seem bigger than they actually are.

Conscientiousness refers to behaviors that go beyond the minimum requirements of organization in areas such as punctuality, conserving organizational resources, and attendance.

Civic virtue refers to voluntary participation in the political process of the organization; e.g., attending organizational meetings, reading and answering mail.

Podsakoff and his associates (1990) were the first to operationalize Organ's (1988) five dimensions (LePine, et al., 2002). They developed a measure of OCB consisting of subscales for each of the five dimensions. The OCB scales developed by Podsakoff and his associates (1990) form the basis for OCB measurement in a large number of studies (LePine et al., 2002; Hoffman et al., 2007).

Organ (1990) has expanded his five-dimension model to include the dimensions of peacekeeping and cheerleading. "Peacekeeping" involves the behaviors aiming to prevent the conflicts between individuals, and "cheerleading" involves "the words and gestures of encouragement and reinforcement of coworkers' accomplishments and professional development" (Podsakoff, Whiting, Podsakoff, and Blume, 2009).

In 1991, Williams and Anderson suggested that Organ's five-dimension construct of OCB can be reduced into two broad categories (Hoffman et al., 2007). Two of the five dimensions (altruism and courtesy) form OCB-I (OCB-Individual), and the remaining three dimensions (conscientiousness, civic virtue, and sportsmanship) form OCB-O (OCB-organizational). OCB-O comprises behaviors that benefit the organization (e.g., giving advance notice when unable to go to work). OCB-I, on the other hand, comprises behaviors that immediately benefit specific individuals and indirectly contribute to the organization (e.g., helping others who were absent, takes a personal interest in other employees) (Williams and Anderson, 1991).

Morrison (1994) suggested a five-dimensional OCB framework. Her dimensions are altruism, conscientiousness, sportsmanship, involvement, and keeping up with

changes. In this framework, involvement means “participation in organizational functions”, and keeping up with changes means “keeping informed about organizational events and changes” (Morrison, 1994, p. 1552). The altruism, conscientiousness and sportsmanship dimensions are similar to Organ’s definition of the same dimensions, whereas involvement and keeping up with changes together overlap with Organ’s civic virtue dimension.

Building on Grahams’ work (1989), Moorman and Blakely (1995) proposed a four-dimensional model for the OCB construct. This model involves interpersonal helping, individual initiative, personal industry, and loyal boosterism as dimensions of OCB. “Interpersonal helping” includes helping co-workers in job-related situations; “individual initiative” describes constructive communications to others in the organization to improve individual and group performance; “personal industry” describes the performance of specific tasks above and beyond the call of duty; and finally “loyal boosterism” describes the promotion of the organizational image to outsiders (Moorman and Blakely, 1995).

Since there is a great conceptual overlap between the dimensions of the developed models, Podsakoff and his colleagues (2000) grouped the dimensions from different points of view into 7 common dimensions. These dimensions are 1) Helping behavior, 2) Sportsmanship, 3) Organizational loyalty, 4) Organizational compliance, 5) Individual initiative, 6) Civic virtue and 7) Self-development.

Helping behavior describes voluntary behaviors to assist other people in the organization solving or preventing the work related problems. The first part of this definition includes Organ’s altruism and Moorman and Blakely’s interpersonal helping dimensions. On the other hand, the second part of the definition includes Organ’s courtesy dimension.

Sportsmanship is defined by Organ as willingness to tolerate the inconveniences without complaining. However, Podsakoff and his associates (2000) expanded this definition suggesting that sportsmanship behavior does not only refer not to

complaining in case of inconveniences, but also refers to maintaining a positive attitude even when things do not go their way.

Organizational loyalty describes the commitment of employees to the organization. This dimension includes protecting the organization against threats, promoting it to the outside, and supporting organizational objectives (Podsakoff et al., 2000).

Organizational compliance was investigated as “generalized compliance” by Smith et al. (1983) and OCB-O by Williams and Anderson (1991). This dimension of Podsakoff and his associates (2000) refers to a person’s internalization and acceptance of the organization’s rules, regulations, and procedures. As a result of this dimension, even when no one monitors the employees, they obey the rules conscientiously. Although obedience to organization’s rules is an expected behavior, many employees simply do not. Therefore, Podsakoff and colleagues regarded this behavior as a form of citizenship behavior.

Individual initiative describes the employee’s voluntary and extra effort about task-related behaviors in the organization. It involves performing acts of creativity and innovation designed to improve one’s task or the organization’s performance, giving extra effort and taking extra responsibilities in task-related situations and encouraging others in the organization to do the same. This dimension is similar to Organ’s “conscientiousness” construct and Moorman and Blakely’s “personal industry” and “individual initiative” constructs.

Civic virtue describes the overall commitment of employees to the organization. This dimension involves the employees’ voluntary involvement in all kind organizational affairs such as attending meetings, monitoring the industry for threats and opportunities, looking for its best interest even at personal cost. This dimension refers to Organ’s “civic virtue” dimension, Graham’s (1989) “organizational participation” dimension and George and Brief’s (1992) “protecting organization” dimension (Podsakoff et al., 2000). This dimension has been referred to as civic virtue by Organ (1988).

Self-development includes voluntary behaviors performed by employees to develop themselves in order to enhance their knowledge, skills, and abilities. These efforts of employees enhance the organization. However, there is no empirical evidence in the literature that self-development may improve the effectiveness of the organization (Podsakoff et al., 2000).

Throughout the conceptualizations of OCB, the one which has the greatest amount of empirical research in the literature is Organ's (1988) five-dimensional framework of OCB (LePine et al., 2002; Hoffman et al., 2007). It plays an important role as a basis for a large number of studies in the organizational behavior literature (e.g., Cohen and Avrahami, 2006; LePine, et al., 2002; Koys, 2001).

Although scholars suggest that OCB is composed of conceptually distinct behavioral dimensions, the meta analyses of LePine and his associates (2002) and Hoffmann and his colleagues (2007) showed that most of the dimensions of OCB, at least those conceptualized by Organ (1988), are highly related to one another and that there are no apparent differences in relationships with the most popular set of predictors. According to the results of these analyses, it makes sense to investigate OCB as a latent construct. A latent definition of OCB means that Organ's (1988) five dimensions should be thought of as imperfect indicators of the same underlying construct. Therefore, if OCB is the central point of interest, researchers should avoid focusing on the specific dimensions of OCB when conducting research and interpreting results (LePine et al., 2002). According to LePine and his colleagues (2002), interpreting differential relationships among indicators is problematic because observed differences are likely nothing more than sampling error or a reflection of the relative imperfection inherent in individual indicators.

According to the results of extensive meta analyses of LePine and his associates (2002) and Hoffman and his colleagues (2007), there is enough support for a single factor model of OCB, and there is likely little to be gained through the use of separate dimensional measures as opposed to an overall composite measure

(Hoffman et al., 2007; LePine et al., 2002). Therefore, in this study, OCB will be considered as a latent, one-factor construct.

2.1.4 Antecedents of Organizational Citizenship Behavior

Empirical research has identified four major categories of antecedents of OCB: individual (or employee) characteristics, task characteristics, organizational characteristics, and leadership behaviors (Podsakoff et al., 2000). These categories will be discussed in the following sections.

2.1.4.1 Individual (Employee) Characteristics

Podsakoff and his colleagues (2000) propose that earlier work on employee characteristics has focused on two main causes of OCB: *Morale factors* and *dispositional factors*. *Morale factors* include job satisfaction, organizational commitment, perceived fairness, and leader supportiveness (Organ and Ryan, 1995). The studies of Podsakoff and his colleagues (2000) and Organ and Ryan (1995) suggested that job satisfaction and organizational commitment are the most frequently investigated antecedents of OCB, and have significant relationships with OCB. Satisfied and committed employees are more likely to perform discretionary behaviors that benefit the organization than those who are not (Williams and Anderson, 1991). The underlying processes of job satisfaction-OCB link and organizational commitment-OCB link are explained by social exchange theory, and Scholl's (1981) and Wiener's (1982) models respectively, which were discussed in the previous sections and will be discussed in detail in later parts of the thesis.

The other category is *dispositional factors*. Dispositional factors involve conscientiousness, and agreeableness, which are the factors in the "empirically-derived five-factor model of personality, positive affectivity and negative affectivity" (Organ and Konovsky, 1996). Organ and Ryan (1995) propose that dispositional factors "predispose people to certain orientations vis-à-vis coworkers and managers. Those orientations might well increase the likelihood of receiving treatment that they would recognize as satisfying, supportive, fair, and worthy of commitment" (p. 794). Thus, these dispositional variables could be seen as indirect

contributors of OCBs, rather than direct causes (Podsakoff et al., 2000). Comeau and Griffith (2004) note that the theory of Person Environment Interaction suggests that “employees with high levels of conscientiousness and agreeableness should exhibit more OCB in an environment demanding these types of behaviors” (p. 311). The findings of Organ and Konovsky (1996) indicated that only “conscientiousness” predicted some forms of OCB, which are altruism, civic virtue, and conscientiousness.

2.1.4.2 Task Characteristics

There are three forms of task characteristics: task feedback, task routinization, and intrinsically satisfying tasks (Podsakoff et al., 1996). Task characteristics have significant relationships with altruism, courtesy, conscientiousness, sportsmanship, and civic virtue (Podsakoff et al., 2000). Task feedback and intrinsically satisfying tasks were positively related to OCB, while task routinization was negatively related to OCB. Fassina, Jones and Uggerslev (2008) suggest that “employees who are more satisfied with their jobs, due in part to favorable task characteristics or to other aspects of their work environment that are largely unrelated to fairness, may “pay back” their employer through OCB” (p. 168).

2.1.4.3 Organizational Characteristics

Organizational characteristics are organizational formalization, organizational inflexibility, group cohesiveness, amount of advisory/staff support, rewards outside the leader’s control, and the degree of spatial distance between supervisors and subordinates (Podsakoff et al., 1996). According to the review of Podsakoff and his colleagues (2000), organizational characteristics of organizational formalization, organizational inflexibility, advisory/staff support, and spatial distance were not found consistently related to OCB. On the other hand, group cohesiveness was found to be significantly and positively related to altruism, courtesy, conscientiousness, sportsmanship and civic virtue, and support was found to be significantly related to altruism. Moreover, rewards outside the leader’s control were found negatively related to altruism, courtesy, and conscientiousness.

2.1.4.4 Leadership Behaviors

Leaders may change the outcomes or affect the appraisals of outcome with appropriate explanations or rationale (Organ and Konovsky, 1989). Additionally, leaders value OCBs, because they make their own jobs easier and free their own time and energy for more substantive tasks (Bateman and Organ, 1983). So leaders may influence followers to perform OCB type behaviors. Thus, leadership behavior emerges as an important and one of the most investigated antecedents of OCB.

Leadership behaviors can be categorized into three groups: the transactional behaviors, transformational behaviors and behaviors identified by the Leader-Member Exchange Theory of leadership (LMX). Transactional leadership is based on an “exchange process” in which employees obtain rewards from their leaders in return for their performance. On the other hand, transformational leaders motivate the followers to perform beyond the minimum level of requirement for the organization by putting high level goals and developing an appropriate work environment (Williams, Pillai, and Schriesheim, 1999). Transactional leadership includes contingent reward behavior, contingent punishment behavior, non-contingent reward behavior, and non-contingent punishment behavior, whereas transformational leadership includes clarifying a vision, high performance expectations, and intellectual stimulation (Podsakoff et al., 2000). In the leader-member-exchange theory, leaders and followers have some role expectations from each other. Followers may negotiate the expectations conveyed by the leader (Wang et al., 2005).

Past research identified a positive correlation between transformational leadership behaviors and altruism, conscientiousness, courtesy, sportsmanship, and civic virtue (Podsakoff et al., 2000). Podsakoff and his colleagues also note that there is a positive relationship between LMX and OCB. Wang and his associates (2005) suggest that LMX mediates the relationship between transformational leadership and OCB. They also argue that the effect of transformational leadership on the followers’ OCB varies according to the each follower’s interpretation of these

behaviors. Williams and his colleagues (1999) argue that transformational leadership affects OCB through perceptions of fairness and trust.

Among the above antecedents identified by the extant literature, employee attitudes such as organizational commitment, job satisfaction, and leadership behaviors play important roles on determining OCB (Podsakoff et al., 2000). Although they are not emphasized in the literature, task characteristics also appear as important determinants of OCB and deserve further investigation in the future (Podsakoff et al., 2000). With the exception of conscientiousness, dispositional factors are not significantly related to OCB (Organ and Ryan, 1995). In addition, there is not a consistent relationship between organizational characteristics and OCB. In the next sections leadership behaviors, organizational commitment, and job satisfaction will be discussed in detail.

2.2 LEADERSHIP

The study of leadership has been the central part of management and organization behavior literature for several decades (Yukl, 1989). According to Yukl's (1989) study, most leadership research suggests that leadership is an important determinant of organizational effectiveness. Leaders can significantly affect individual, group, and organizational performance (Ilies, Nahrgang, and Morgeson, 2007). Although the conceptual mechanisms linking leaders to performance are different in leadership theories, they are based on the assumption that effective leaders influence individuals and groups so that they are willing to perform beyond the minimum levels required by the organization (Ilies et al., 2007; Podsakoff et al., 1990).

There is not a consensus about the definition of leadership. It is usually defined by the researchers according to their own view and the aspect of the phenomenon of most interest to them (Yukl, 1989). Yukl (1989) defines leadership broadly to include "influencing task objectives and strategies, influencing commitment and compliance in task behavior to achieve these objectives, influencing group

maintenance and identification, and influencing the culture of an organization” (p. 253).

There are different theories trying to conceptualize leadership in the literature. The path-goal theory is one of the major approaches to leadership in organizational behavior area (Schriesheim, Castro, Zhou and DeChurch, 2006). This theory suggests that “leaders motivate higher performance by acting in ways that influence subordinates to believe valued outcomes can be attained by making a serious effort” (Yukl, 1989, p. 263). In the path-goal theory, subordinate motivation is treated as the explanatory process for the effects of leadership, and the theory ignores other explanatory processes such as a leader's influence on task organization, resource levels, and skill levels (Yukl, 1989).

Leader – member exchange (LMX) theory is another major approach to leadership. It focuses on unique relationships that leaders develop with each follower (Ilies et al., 2007). In this theory, the leader-follower relationship is conceived as a social exchange or negotiated transaction. Leaders develop different types of exchange relationships with their followers. Leaders and followers have some role expectations from each other, and the quality of the exchange relationships affects the attitudes and behaviors of leader and members. Leaders provide some tangible or intangible rewards in return for their followers’ efforts, and followers identify how they want to be treated by the leaders and what they want from the leaders as a reward (Wang et al., 2005; Ilies et al., 2007). Thus followers may negotiate about the expectations conveyed by the leader (Wang et al., 2005). As it is discussed by Gerstner and Day (1997), LMX has significant influences on outcomes such as task performance, satisfaction, turnover, and organizational commitment (Ilies et al., 2007). LMX also contributes to organizational effectiveness due to the fact that the effect of high-quality relationships between the leader and the followers has influences on employees to perform OCB (Ilies et al., 2007).

Another approach to leadership is transactional leadership theory. Traditional views of leadership effectiveness have focused especially on “transactional leader behaviors”. According to Bass (1985), transactional leadership includes explaining

the followers' responsibilities, leaders' expectations, the tasks that must be accomplished to the followers (Williams et al., 1999). It is based on an "exchange process" in which employees receive wages or prestige from their leaders in return for their performance and complying with the leaders' wishes (Williams et al., 1999; Rafferty and Griffin, 2004). Transactional leadership includes contingent rewards (followers and leaders have a positively reinforcing interaction) (Podsakoff et al., 2000; Rafferty and Griffin, 2004; Williams et al., 1999) and management-by-exception (leader intervenes only when things go wrong) (Rafferty and Griffin, 2004; Williams et al., 1999).

However, in the 1980's management researchers became very interested in charismatic and transformational leadership and the focus has shifted from transactional leadership to charismatic and transformational leadership (Yukl, 1989; Lievens, Geit and Coetsier, 1997). The emergence of theories of charismatic and transformational leadership has been a significant development in understanding leadership (Barling, Weber and Kelloway, 1996).

Although the terms "charisma" and "transformational leadership" are often used synonymously, Bass (1985) made a distinction between them, with charisma forming part of transformational leadership (Barling et al., 1996; Lievens et al., 1997). Charismatic leadership refers to a perception that a leader has a divine gift and is somehow unique (Yukl, 1989). Followers adore the leader as a spiritual figure. They trust in the leader's beliefs without considering their correctness and they obey. Thus in charismatic leadership the focus is the leader himself/herself rather than his/her leadership process.

Transformational leadership is a broader concept than charismatic leadership. It refers to "the process of influencing major changes in the attitudes and assumptions of organization members and building commitment for the organization's mission, objectives, and strategies" (Yukl, 1989, p. 269). The early theory about transformational leadership is developed by Burns (1978). Burns suggests that transformational leaders try to move up the consciousness of followers by appealing to higher ideals and values such as liberty and equality. For Burns

(1978), anyone in the organization, whatever his/her position is, may exhibit transformational leadership (Yukl, 1989).

After Burn's (1978) theory of leadership, Bass (1985) described a more detailed theory for transformational leadership (Yukl, 1989). According to Bass (1985), transformational leaders make the followers more aware of the importance and values of task outcomes, activate their higher order needs, and stimulate followers to act for the sake of the organization (Yukl, 1989). Transformational leadership also involves motivating the followers to perform beyond the minimum level of requirements for the organization by putting high level goals and developing an appropriate work environment (Williams et al., 1999; Rafferty and Griffin, 2004). Transformational leaders are seen as more satisfying and effective than transactional leaders by their colleagues and employees (Bass, 1990), since transactional leaders generally disregard focusing on developing the long-term potential of the followers and meeting their needs (Lievens et al., 1997). This fact is also supported by the results found in a broad variety of organizations. The meta-analysis of Lowe, Kroeck, and Sivasubramaniam (1996) revealed that individuals who exhibited transformational leadership were perceived to be more effective leaders with better work outcomes. Barling and her colleagues (1996) also suggest that transformational leadership goes beyond transactional leadership in promoting leaders and helping followers achieve higher levels of organizational functioning.

Bass (1985) defines the factors of transformational leadership as charisma, inspirational motivation, intellectual stimulation, and individualized consideration (Rafferty and Griffin, 2004; Williams et al., 1999). Bass and Avolio's (1994) conceptualization of transformational leadership is also comprised of the same components (Walumbwa et al., 2005). The first component, charisma (idealized influence), is defined as "followers trust in and emotionally identify with the leader" (Williams et al., 1999). Bass and his colleagues (1987) define charisma as "how followers perceive and act toward the leader". The second component, inspirational motivation, means that followers are provided with symbols and emotional appeals for focusing on goal achievement and are communicated high expectations (Williams et al., 1999; Bass, 1990). The third component, intellectual

stimulation, means that “followers are encouraged to question their own way of doing things or to break with the past” (Williams et al., 1999). The last factor, individualized consideration, means that “assignments are delegated to followers to provide learning opportunities” (Williams et al., 1999).

Podsakoff and his colleagues (1990) also suggested that transformational leadership has a multidimensional framework. Their review suggests that there are six key dimensions of transformational leadership. These dimensions are articulating a vision, providing an appropriate model, fostering acceptance of group goals, high performance expectations, providing individualized support, and intellectual stimulation. *Articulating a vision* means identifying new opportunities for his/her organization and articulating and inspiring followers with his/her vision. *Providing an appropriate model* means becoming a model for employees to follow. *Fostering acceptance of group goals* means encouraging employees to work together toward a common goal. *High performance expectations* means the leader expects excellence, quality, and high performance from the followers. *Providing individualized support* means respecting followers and being concerned about their personal feelings and needs. *Intellectual stimulation* means challenging followers to re-examine their assumptions about work and reconsidering how it can be performed.

Although there are different theories about the dimensionality of transformational leadership, there is not a consensus about it. Podsakoff and his colleagues (1990, 1996) argue that transformational leadership is multidimensional in nature. Their empirical studies also prove that transformational leadership has different dimensions reflecting different behaviors. On the other hand, there is a view that transformational leadership has a single factor construct. There are experimental studies demonstrating that even when survey measures of leadership focused on specific behaviors, they did not perfectly reflect leaders’ behavior (Bono and Judge, 2004). The empirical evidence indicates high correlation between the dimensions of Bass’s conceptualization of transformational leadership (Emery and Barker, 2007; Walumbwa et al., 2005).

Since there are different views about the dimensionality of transformational leadership, in this study transformational leadership was considered both as a single and a multidimensional construct in the analysis.

2.2.1 The Effect of Transformational Leadership on Job Satisfaction, Organizational Commitment, and OCB

Most leadership research makes the assumption that leadership is an important determinant of organizational effectiveness (Yukl, 1989). The transformational leadership style is the one that has attracted the most attention. There are many studies trying to identify the relationships between transformational leadership and organizational functioning (Barling et al., 1996).

The research by Walumbwa and his colleagues' (2005) reveals that transformational leadership is correlated with organizational commitment and job satisfaction. This study was performed by tellers and clerks from seven foreign and local banks in Kenya and five banks in the United States. Participants were asked to rate the leadership behavior of their bank branch managers as well as their own level of job satisfaction and organizational commitment. The study of Emery and Barker (2007) which have been performed with customer contact personnel also provided evidence to support the use of transformational leadership to increase the job satisfaction and organizational commitment. Erkutlu (2008) supported these findings in the Turkish context. He showed that all components of transformational leadership were significantly and positively correlated with both commitment and satisfaction. On the other hand, he found that transactional leadership was negatively correlated with commitment and satisfaction (Erkutlu, 2008). According to Podsakoff and his associates (2000), there is a positive correlation between transformational leadership behaviors and altruism, conscientiousness, courtesy, sportsmanship, and civic virtue. Wang and his colleagues (2005) suggest that LMX mediates the relationship between transformational leadership and OCB. They also argue that the effect of transformational leadership on followers' OCB varies according to the each follower's interpretation of these behaviors.

Williams and his associates (1999) investigated the relationships between transformational and transactional leadership, procedural and distributive justice, trust, job satisfaction, organizational commitment and organizational citizenship behaviors. They argue that transformational leadership affects OCBs indirectly through perceptions of fairness and trust. Podsakoff and his colleagues (1990) also argue that transformational leadership influences OCB through trust indirectly.

Participants in Purvanova and his associates' (2006) study were managers and employees from two large organizations, a manufacturing plant of a large aerospace company and a customer service department of a large private utility company. The results of this study indicate that transformational leadership was significantly linked to OCB.

As a result, the links between transformational leadership and work-related attitudes and behaviors, such as job satisfaction, organizational commitment and OCB, are well established (Walumbwa et al., 2005). Through the leadership styles, transformational leadership is the one that has attracted the most attention and has most frequently been investigated in the OCB literature. The focus of transformational leadership is the ability to get employees to perform beyond expectations, in other words OCB type behaviors. Moreover, it has been linked to outcomes such as OCB, job satisfaction, and organizational commitment in various research. Because of reasons, the transformational leadership style will be investigated in this study.

2.3 ORGANIZATIONAL COMMITMENT

The concept of organizational commitment (OC) has been an important subject in organizational behavior research (e.g., Meyer and Allen, 1991; Mathieu and Zajac, 1990; O'Reilly and Chatman, 1986). It has been defined in the literature in different ways. The most commonly investigated type of OC is attitudinal, which was developed by Mowday and his colleagues (Mathieu and Zajac, 1990). They define attitudinal OC as the strength of an individual's identification with an organization and its goals and values, and the individual's desire to maintain

his/her membership in that organization. Another type of OC is calculative commitment. It is defined as “a structural phenomenon which occurs as a result of individual-organizational transactions and alterations in side bets or investments over time” (Hrebiniak and Alutto, 1972). This form of OC binds the individual to the organization because of side bets or sunk costs, such as pension or profit-sharing plans. Normative commitment is another type of OC studied in the literature. It is defined as “the totality of internalized normative pressures to act in a way that meets organizational goals and interests” (Wiener, 1982, p. 421). In this type of commitment, employees stay in the organization because of the belief that it is morally right thing to do, not because of the personal benefits that they may gain.

Although there are numerous ways of defining organizational commitment, a central theme is the individual's psychological attachment to an organization — the psychological bond linking the individual and the organization (O'Reilly and Chatman, 1986). Employees who are strongly committed to the organization have a stronger intention to remain in the organization than the employees with weak commitment (Allen and Grisaffe, 2001). Previous research has showed that organizational commitment (OC) has positive effects on organizations such as reduced turnover, lower absenteeism, and increased productivity and OCBs (Jernigan, Beggs, and Kohut, 2002). Therefore, understanding the processes related to organizational commitment has implications for employees, organizations, and society as a whole (Mowday, Porter, and Steers, 1982).

2.3.1 Dimensions of OC

Since OC is a psychological state that binds the individual to the organization, the nature of that psychological state should be identified. There are different views about the nature of that psychological state (Allen and Grisaffe, 2001). Attempts to clarify these differences have resulted in different multidimensional conceptualizations for OC, and many theorists have accepted OC as a multidimensional construct (Meyer and Herscovitch, 2001; Allen and Grisaffe, 2001). What differentiates the dimensions of OC in multidimensional

conceptualizations is the underlying psychological state compelling the employee toward a course of action (Meyer and Herscovitch, 2001). However, there is not an agreement on the dimensionality of OC. There are different models trying to explain the dimensions of OC.

Angle and Perry (1981) suggested a two-dimensional framework: value commitment and commitment to stay. *Value commitment* is “the commitment to support the goals of the organization”, whereas *commitment to stay* is “the commitment to retain their organizational membership” (p. 4). This model also forms the basis of Mayer and Schoorman’s model (1992). The components of this model are *value commitment*, which is a belief in and acceptance of organizational goals and values and a willingness to exert considerable effort on behalf of the organization, and *continuance commitment*, which is defined as the desire to remain a member of the organization.

O’Reilly and Chatman’s multidimensional model (1986) suggests that OC has a three-component structure. The components of this model are compliance, identification, and internalization. According to this model, *compliance* occurs when an employee adopts specific kinds of attitudes and behaviors to gain extrinsic rewards, not because of the shared beliefs. *Identification* occurs when an employee accepts influence to establish a strong link between himself/herself and the organization. Finally *internalization* occurs when influence is accepted because the values of the employee and the organization coincide (O’Reilly and Chatman, 1986).

Penley and Gould’s multidimensional model (1988) is based on Etzioni’s (1961) earlier work on organizational involvement. They suggested that commitment to the organization may be in affective or instrumental forms (Jernigan et al., 2002). Based on this argument, they suggested a three-dimensional framework for OC: moral commitment, calculative commitment, and alienative commitment. *Moral commitment* is defined as “the acceptance of and identification with the goals of organization” (p. 46). *Calculative commitment* is an instrumental form and defined as “a commitment to an organization which is based on the employee's receiving

inducements to match contributions” (Penley and Gould, 1988; p. 46). It focuses on the employee’s satisfaction about what he obtained in return for his efforts (Meyer and Herscovitch, 2001). Finally, *alienative commitment* is “the organizational attachment which results when an employee no longer perceives that there are rewards commensurate with investments; yet, he or she remains due to environmental pressure” (p. 48). An employee with an alienative commitment behaves in a way representing the desire for staying in the organization (Jernigan et al., 2002). He tries to keep his positive relationships with co-workers and performance at least at minimum levels so that he stays in the organization (Jernigan et al., 2002).

Another model is Allen and Meyer’s three-component model (1991). According to this model, OC has three components which appear independently from each other and have different impacts on employee behavior (Allen and Grisaffe, 2001). These components are affective commitment, continuance commitment, and normative commitment. The first component of the model is *affective commitment*. Affective commitment is the employee's emotional attachment to, identification with, and involvement in the organization (Meyer and Allen, 1991, p. 67). An affectively committed employee internalizes the goals of the organization and has a willingness to be a part of the organization. This employee commits to the organization because he wants to (Allen and Grisaffe, 2001; Jernigan et al., 2002; Glazer and Rosa, 2008; Meyer, Allen, and Smith; 1993). This component of the model coincides with the “moral commitment” component of Penley and Gould’s (1988) model; and “internalization” and “identification” component of O’Reilly and Chatman’s model (1986).

According to Allen and Meyer’s three-component model, the second component of organizational commitment is *continuance commitment*. An employee with a strong continuance commitment remains in the organization because he/she evaluates the opportunity costs of leaving the organization (Meyer and Allen, 1991). These costs may be economic such as losing one’s salary, security pensions, or social aspects such as friendship with co-workers. The employee commits to the organization because he/she has to (Meyer et al., 1993; Allen and Grisaffe, 2001).

The definition overlaps with “alienative commitment” of Penley and Gould’s model (1988) and “compliance” component of O’Reilly and Chatman’s model (1986).

The last component of the model is *normative commitment*. It refers to a feeling of obligation to continue employment (Meyer and Allen, 1991, p. 67). Employees with strong normative commitment stay in the organization because of the feeling that they ought to (Meyer et al., 1993; Allen and Grisaffe, 2001).

Meyer and his associates (1993) suggest that although affective commitment and normative commitment have positive relations with job performance and OCB, continuance commitment has a negative relation with these variables. Therefore, it is argued that “organizations concerned with keeping employees by strengthening their commitment should carefully consider the nature of the commitment they instill” (Meyer et al., 1993, p. 539).

Jaros, Jermier, Koehler and Sincich (1993) proposed a three-dimensional framework for OC. According to this model, the components of OC are affective commitment, continuance commitment, and moral commitment. *Affective commitment* is “the degree to which an individual is psychologically attached to an organization through feelings such as loyalty, affection, warmth, belongingness, fondness, happiness, pleasure, and so on” (Jaros et al., 1993, p. 954). *Continuance commitment* is “the degree to which an individual experiences a sense of being locked in place because of the high costs of leaving” (p. 953). *Moral commitment* is “the degree to which an individual is psychologically attached to an employing organization through internalization of its goals, values, and missions” (p. 955). The continuance commitment definition of Jaros and his associates corresponds to Meyer and Allen’s (1991) continuance commitment definition. Jaros and his colleagues’ definition of moral commitment is more similar to Meyer and Allen’s affective commitment than to normative commitment. In addition, although both models view affective commitment as an emotional attachment to the organization, Jaros and his colleagues give more emphasis on the actual affect experienced by employees (Meyer and Herscovitch, 2001).

Meyer and Allen's three-component model of organizational commitment is the prevailing model for OC in the literature (Bergman, 2006; Jaros, 2007). Moreover, this model was empirically supported by the literature. It was shown that three components of this model can be measured reliably and they measure relatively distinct constructs (Allen and Meyer, 1990). The three components of the model have also been found to correlate differently with the variables that are supposed to be antecedents of commitment (Meyer et al., 1993). Because of the empirical support and its widespread usage (Jaros, 2007), Meyer and Allen's three-component model will be used in this study.

2.3.2 Antecedents and Consequences of OC

The antecedents of OC can be classified into five groups: personal characteristics, job characteristics, organizational characteristics, role states and group-leader relations (Mathieu and Zajac, 1990). Personal characteristics involve age, sex, education, marital status, position tenure, organizational tenure, perceived personal competence, ability, salary, Protestant work ethic, and job level. Job characteristics involve skill variety, task autonomy, challenge, and job scope. Organizational characteristics involve organizational size and organizational centralization. Role states include role ambiguity, role conflict, and role overload. Finally, group-leader relations include group cohesiveness, task interdependence, leader initiating structure, leader consideration, leader communication, and participative leadership.

In 2002, Meyer, Stanley, Herscovitch, and Topolnytsky conducted meta-analyses and identified the antecedents of the components of OC in Meyer and Allen's (1991) three-component model. The results showed that the antecedents of OC can be classified into four groups: demographic variables, individual differences, work experiences, and alternatives/investments. Demographic variables involve age, gender, education, tenure, and marital status. Individual differences are the locus of control and self-efficacy. External locus of control correlated negatively with affective commitment whereas task self-efficacy had a weak positive correlation. Work experience variables are organizational support, transformational leadership, role ambiguity, role conflict, interactional justice, distributive justice, and

procedural justice. These variables were generally correlated mostly with affective commitment. In all cases, the sign of the correlation involving continuance commitment was the opposite of that for affective and normative commitment. Finally, alternatives/investments variables are alternatives, investments, transferability of education, and transferability of skills. Except for the availability of investments, the variables correlated more strongly with continuance commitment than with affective or normative commitment. However, for the case of investments, correlations with affective and normative commitment were greater than the correlation with continuance commitment.

Organizational commitment is an important concept because of its outcomes for the organization. Mathieu and Zajac (1990) identified the links between organizational commitment and a number of in-role behaviors. They found that higher productivity, higher performance, lower absenteeism, and lower turnover are important consequences of OC. The meta-analysis of Meyer and his colleagues (2002) supported these arguments. Their results have showed that all three forms of commitment related negatively to withdrawal cognition and turnover. However, commitment is also important in explaining OCB (Shore and Wayne, 1993). Katz and Kahn (1978) suggested that employees who are committed to their organizations perform “extra-role” behaviors, such as creativity, which keep the organization competitive.

Among the three dimensions of Meyer and Allen’s model, affective commitment is the one that has been mostly examined as a predictor for OCB. In their meta-analysis, Organ and Ryan (1995) found strong correlations between affective commitment and two forms of OCB (i.e., altruism and generalized compliance), while there is no indication for the relationship between continuance commitment and OCB. In their meta-analysis, Meyer and his associates (2002) also found that affective and normative commitment correlated positively with OCB, whereas the correlation with continuance commitment was close to zero. Moreover, the meta-analyses of Organ and Ryan (1995) showed that continuance commitment is unrelated to OCB. Therefore, continuance commitment is left out of the analyses in this study.

Affective commitment and normative commitment have important effects on organizational citizenship performance and a close relationship with OCB. Moreover, they are important consequences of transformational leadership. Therefore, affective commitment and normative commitment will be studied as candidates to mediate the relationship between transformational leadership and OCB in this study.

2.4 JOB SATISFACTION

Pool (1997) defines job satisfaction as “an attitude that individuals maintain about their jobs”. He proposes that this attitude is caused by the individuals’ perceptions of their jobs. According to Locke and Henne (1985), job satisfaction is “an emotional response to a value judgment by an individual worker”, and if the individual perceives that her/his job values are fulfilled, s/he will be satisfied. Job satisfaction is defined as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” by Locke (1976, p. 1300). This definition suggests that job satisfaction contains an affective component and a cognitive component (Judge, Parker, Colbert, Heller, and Ilies, 2001). The cognitive component refers to the appraisal, assessment, and evaluation of the current circumstances relative to some standard. On the other hand, the affective component refers to the individual’s feelings and emotions (Organ and Near, 1985; Organ and Konovsky, 1989). There are studies in the literature questioning which component contributes more to job satisfaction. Judge and his associates (2001) propose that in evaluating the jobs, both cognition and affect are involved. Thus, cognition and affect are closely related and both contribute to job satisfaction.

Job satisfaction is a key concept in organizational psychology. It is associated with important work-related and general outcomes such as higher levels of organizational citizenship behavior, lower levels of absenteeism, lateness, and turnover (Koys, 2001; Pool, 1997). Therefore, identifying the determinants of job satisfaction attracted attention in many studies (Cohrs, Abele, and Dette, 2006). The theories concerning the determinants of job satisfaction can be classified into three categories: situational theories, dispositional theories, and interactive theories

(Judge et al., 2001). According to situational theories, job satisfaction is a result of the nature of one's job or other aspects of the environment (Judge et al., 2001). Dispositional theories assume that job satisfaction is rooted in the personality of the individual and some individuals have higher job satisfaction than others, regardless of the job conditions (Judge et al., 2001; Cohrs et al., 2006). Finally, interactive theories suggest that job satisfaction results from the interaction of situation and personality.

The study of Cohrs and his associates (2006) indicated that situational and dispositional variables are important determinants of job satisfaction, while interactive effects are weak. Warr (1999) identified the situational characteristics as supportive supervision (effective leadership), autonomy, self-determination, opportunity for skill use, externally generated goals, skill variety, task variety, task feedback, absence of job insecurity, amount of pay, physical security (absence of danger, good working conditions), opportunity for interpersonal contact and valued social position (Cohrs et al., 2006). In his study, each of these factors was shown to be related to job satisfaction (Cohrs et al., 2006). Pool (1997) suggested that leadership behavior and work motivation are significant predictors of job satisfaction. Moreover, Bateman and Organ (1983) suggest that there is a strong connection between satisfaction and supervision. The basis for this connection is that "the immediate supervisor represents the most direct source of variance in events that arouse a felt need to reciprocate or that influence positive affect" (Bateman and Organ, 1983, p. 589). Cohrs and his colleagues (2006) also revealed that participatory leadership is one of the important determinants of job satisfaction. Moreover, Podsakoff and his colleagues (1990, 1996) suggested that transformational leadership is an important determinant of job satisfaction.

One of the most important consequences of job satisfaction is OCB. There are many studies revealing that there is a significant relationship between job satisfaction and OCB (e.g., Bateman and Organ, 1983; Smith et al., 1983; Organ and Konovsky, 1989). As it is discussed in previous sections, there are two conceptual bases for thinking that job satisfaction affects OCB. The first one suggests that the satisfied individuals tend to experience positive mood states more

frequently, thus they have a greater propensity to engage in extra-role behavior. The second conceptual base, which is the dominant explanation, depends on social exchange theory. This theory suggests that if individuals are satisfied with their jobs, they may reciprocate these efforts via OCB (Fassina et al., 2008; Bateman and Organ, 1983). Thus, there is a casual connection between satisfaction and performing OCB (Bateman and Organ, 1983).

The literature review reveals the important correlation between job satisfaction and OCB. In addition, it is shown that transformational leadership is an important predictor of job satisfaction. Therefore, besides affective and normative commitment, job satisfaction also emerges as a candidate to mediate the relationship between transformational leadership and OCB.

CHAPTER III

THEORETICAL FRAMEWORK AND HYPOTHESES DEVELOPMENT

This study aims to explain employees' OCB using the concepts of transformational leadership, organizational commitment, and job satisfaction. In order to be able to evaluate the direct and indirect relationships among these variables, an integrative model is proposed and tested.

Job satisfaction, organizational commitment and transformational leadership are important determinants of OCB. It is empirically supported that there is a positive correlation with these antecedents and OCB. Moreover, transformational leadership is correlated with both job satisfaction and organizational commitment. Because of the interrelationships, it is expected that transformational leadership may affect OCB directly as well as indirectly through job satisfaction and organizational commitment. Therefore, job satisfaction and OC are considered as the mediators of the relationship between transformational leadership and OCB in the present study.

3.1 RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP AND OCB

Transformational leaders “must be able to define and articulate a vision for their organizations, and the followers must accept the credibility of the leader” (Emery and Barker, 2007, p. 79). They motivate followers by getting them to internalize and prioritize organizational goals over individual interests (Asgari, Silong, Ahmad, and Samah, 2008). Transformational leaders also try to increase followers' awareness of task outcomes, activate their higher-order needs (Richardson and Vandenberg, 2005), and stimulate followers to engage in extra effort and to perform beyond expectations (Purvanova, Bono, and Dzieweczynski, 2006). Avolio and Bass (1995) propose that special attention paid by transformational leaders to the followers builds trust and respect among the followers and motivate them to perform beyond expectations. As a result, transformational leadership

results in more engaged, less self-concerned employees, and workers who perform beyond the level of expectations (Bass, 1990). As it is inferred from its characterizations, transformational leadership implies the ability to get employees to perform extra-role behaviors (Podsakoff et al., 2000).

There are number of studies suggesting that transformational leadership should increase the likelihood of citizenship behaviors by followers (e.g., Podsakoff et al., 1990; Williams et al., 1999). Podsakoff and his colleagues (1990, 2000) argue that transformational leadership behaviors had significant and consistent positive relationships with altruism, courtesy, conscientiousness, sportsmanship, and civic virtue. The study of Asgari and his associates (2008) have also verified that transformational leadership has positive and direct effects on altruism, courtesy, conscientiousness, sportsmanship, and civic virtue. MacKenzie, Podsakoff, and Rich (2001) reported that there is a positive correlation between transformational leadership dimensions and the citizenship behaviors of helping, sportsmanship, and civic virtue.

In the study of Nguni, Slegers, and Denessen (2006), which was performed using a sample of Tanzanian primary school teachers, transformational leadership factors explained a significant variance of OCB. In Koh and his associates' (1995) study, carried out in the Singaporean secondary schools, it was verified that transformational and school leadership had a positive influence on organizational citizenship behavior. The literature review shows that transformational leadership influences followers so that they are willing to perform beyond the expectations of the organization. This makes it meaningful to study the effect of transformational leadership on OCB. Moreover, in light of the above theoretical and empirical context, a positive relation between transformational leadership and OCB is expected. Therefore, the following hypothesis is proposed:

H₁: Transformational leadership is expected to be positively related to OCB.

3.2 MEDIATING ROLES OF JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT

Given both the theoretical context and empirical support for transformational leadership, one would expect leaders who engage in such behavior to engender many positive outcomes. Many empirical studies have supported that there is a positive relationship between transformational leadership and important attitudes and behaviors, such as job satisfaction and organizational commitment (Walumbwa et al., 2005). At the same time, job satisfaction and organizational commitment are considered as significant predictors of OCB. So it can be expected that transformational leadership may influence OCB indirectly, through job satisfaction and organizational commitment.

Job satisfaction is one of the important variables that could affect the relationship between transformational leadership and OCB. According to Bass (1990), job satisfaction is one of the most important and frequently measured indicators of leadership effectiveness. He argues that followers of transformational leaders should be more satisfied with their leaders and, by extension, their jobs as a whole (1990). Koh and his colleagues (1995) also argue that leader behavior can have a deep effect on subordinate satisfaction.

Emery and Barker (2007) propose three reasons that explain the relationship between transformational leadership and job satisfaction. First, it is argued that transformational leadership may intrinsically encourage more job satisfaction, due to its characteristics of imparting a sense of mission and intellectual stimulation. Also, transformational leaders encourage their followers to take on more responsibility and autonomy, which causes an increased level of accomplishment and satisfaction. Finally, under transformational leadership employees are aware that their needs are taken into consideration, since transformational leaders focus on the individual development of their followers.

Moreover, empirical evidence has indicated that transformational leadership plays a significant role on employees' job satisfaction (Nguni et al., 2006; Fassina et al.,

2008). Walumbwa and his colleagues (2005) propose that followers who feel that their needs are cared and consider that the leader gives special attention to them are more likely to work towards achieving longer-term goals in order to meet the leader's expectations. This situation results in increased job satisfaction. The results of the study revealed that transformational leadership had positive significant relationships with job satisfaction.

Similarly, in the study of Nguni and his associates (2006), transformational leadership factors explained a significant variance of job satisfaction. Al-Hussami (2008) also found a positive relationship between transformational leadership behaviors and organizational outcomes, including organizational citizenship behaviors and job satisfaction. The findings of Erkutlu (2008), undertaken by the participation of 60 managers and 662 non-managerial employees from 60 boutique hotels in Turkey, were also consistent with previous research suggesting that transformational leadership was positively correlated with subordinate satisfaction.

Besides being an important consequence of transformational leadership, job satisfaction also has been accepted as one of the strongest predictors of OCB (Organ and Lingl, 1995; Williams and Anderson, 1991; Organ and Konovsky, 1996). It is the correlate that has been investigated most frequently in citizenship behavior studies (Williams and Anderson, 1991). As it is discussed in the previous sections, the dominant reason for expecting greater OCB as a result of job satisfaction is rooted in social exchange theory. If employees are satisfied, they reciprocate with citizenship behaviors (Bateman and Organ, 1983).

There are many studies revealing that there is a significant statistical relationship between OCB and job satisfaction (Organ and Lingl, 1995). Employees who are satisfied are more likely to engage in OCB, such as helping coworkers or customers and doing extra work (Organ, 1988); those who are dissatisfied are more likely to quit the job, be absent, and put forth less effort (Locke and Latham, 1990). The findings of Bateman and Organ (1983) show that there is a significant correlation between OCB and specific facets of satisfaction (e.g., pay, supervision).

The results of Yafang and Shih-Wang's (2008) study also indicate that there is a positive correlation between nurses' job satisfaction and their OCB.

There are also several meta-analyses supporting the relationship between job satisfaction and OCB (O'Brien and Allen, 2008). The meta-analytic review of Organ and Ryan (1995) found positive correlations between job satisfaction and OCB. The meta-analytic review of Podsakoff and his colleagues (2000) also showed that there is a significant relationship between job satisfaction and altruism, courtesy, conscientiousness, sportsmanship, and civic virtue. Finally, Dalal's study (2005) supported the relationship between OCB and job satisfaction. Thus, the empirical evidence appears to support the relationship between job satisfaction and OCB.

When the relationship between job satisfaction and OCB is combined with the relationship between transformational leadership and job satisfaction, job satisfaction emerges as a potential mediator of the effect of transformational leadership on OCB (Podsakoff et al., 1990). Therefore, the following hypothesis is proposed:

H₂: Job satisfaction mediates the relationship between transformational leadership and OCB.

Organizational commitment is another important variable that could affect the relationship between transformational leadership and OCB. The study by Avolio and his associates (2004) suggests that work experiences and personal and organizational factors are considered as the antecedents of organizational commitment (i.e., affective commitment). One such personal and organizational factor influencing affective commitment is "leadership" (Avolio et al., 2004). There is considerable research arguing that transformational leadership is especially positively associated with affective commitment (Avolio et al., 2004; Emery and Barker, 2007).

Empirical and meta-analytic studies suggest that followers working with transformational leaders are more involved, satisfied, empowered, motivated, and

committed to their organizations and demonstrate fewer withdrawal behaviors (Walumbwa et al., 2005; Barling et al., 1996; Bono and Judge, 2003). Through the outcomes that transformational leadership has been linked to, one of the strongest links is in the case of OC (Kent, 2001).

Tse and Lam (2008) explain the effect of transformational leadership on OC depending on the notion that OC is a psychological link between the individual and organization. This link is rooted in the social exchange process, which implies that individuals perceive self and organization as separate entities psychologically. According to this view, transformational leadership has implications for the exchange process, linking individuals and their organization, because supervisors' behaviors are often perceived as reflections of the organization's intentions. Transformational leaders influence followers' OC by encouraging followers to look for new approaches for solving problems, involving followers in decision-making processes, and identifying different needs of each follower to develop his or her personal potential (Avolio et al., 2004). In the transformational process, the followers feel supported, obtain high level of self-esteem, and are eager to adjust and commit themselves to the leader's vision (Kent, 2001). As a result, followers reciprocate to the leader's efforts with higher levels of commitment (Avolio et al., 2004; Walumbwa et al., 2005).

This view has been supported by empirical studies. The study of Avolio and his colleagues (2004), performed by collecting data in the public healthcare industry in Singapore, has showed that there is a positive association between transformational leadership and affective commitment. The results of the study of Walumbwa and his associates indicate that that transformational leadership has positive significant relationships with organizational commitment. In their study, organizational commitment measures emotional attachment to the organization, i.e., affective commitment. Kent's research (2001), which was performed using data collected from a large Midwestern university athletic department, reveals that transformational leadership is positively related to affective and normative commitment. His study, in which continuance commitment was not investigated, indicated that transformational leadership is more highly correlated with affective

commitment than with normative commitment. The research of Emery and Barker (2007), in which the subjects were 77 branch managers from three regional banking organizations and 47 store managers from one national food chain, also support that the use of transformational leadership to increase organizational commitment (i.e., affective commitment) of customer contact personnel.

Additionally, affective commitment and normative commitment are positively associated with OCB. Commitment may be particularly important in predicting behaviors that are beyond the role descriptions such as OCB (Scholl, 1981; Wiener, 1982). The consequences of OC include increased OCB (Meyer and Herscovitch, 2001). The findings suggest that employees who are highly committed to their organizations have more OCB (Snape, Chan and Redman, 2006). Dalal (2005) proposes that OC is an important predictor of OCB. The relationship between affective commitment and OCB was also supported by O'Reilly and Chatman (1986). They focused on the underlying dimensions of organizational commitment as antecedents of extra-role performance. In the studies they performed, internalization and identification components of commitment, which are conceptually similar to affective commitment, were found to be significant predictors of OCB type behaviors. In the meta-analyses, Organ and Ryan (1995), and Meyer and his associates (2002) found that affective commitment and normative commitment are positively associated with OCB.

As a result of the relationships between affective commitment, normative commitment, and OCB, affective commitment, and normative commitment emerge as potential mediators of the effect of transformational leadership on OCB. Therefore, the following hypotheses are proposed:

H_{3a}: Affective commitment mediates the relationship between transformational leadership and OCB.

H_{3b}: Normative commitment mediates the relationship between transformational leadership and OCB.

CHAPTER IV

METHODOLOGY

This chapter describes the methods and procedures that were used to investigate the interrelationships among transformational leadership, job satisfaction, organizational commitment, and organizational citizenship behaviors. This chapter includes the discussions of the sample, measures, data collection procedures, research design, and analyses.

The questionnaire that is used for this study includes the scales of job satisfaction, organizational commitment, organizational citizenship behaviors, transformational leadership, and demographic variables.

4.1 SAMPLE

The data for this study were obtained from a sample of 148 participants from a public bank in Turkey. In order to increase the variance and representativeness of the sample, data were collected from the head office units in Ankara and İstanbul, and branches located in different cities in Turkey: Bursa, Kastamonu, and Kocaeli. The units or branches in which a contact person could be found and therefore conveniently available for gathering information were contacted. Due to the contact person, it was easy to access to that people and convince them to participate in the study. 111 participants were from units in the head office, and the other 37 participants were from 9 branches. There are about 10-15 people working in the branches. The response rate from the Kastamonu and Ulucami/Bursa branches was about 50 % whereas the response rate from other branches was about 30 %.

This study was conducted as a survey in the form of paper and pencil questionnaires, except that the questionnaire package was sent to and returned from 37 subjects via e-mail. Questionnaires were distributed to the participants in Ankara and İstanbul as booklets having a cover page and an introductory page,

clearly designating the purpose of the study. The same questionnaire format was sent via e-mail to the participants in other cities. 177 people from different units and branches were asked to fill the questionnaires. 148 of the questionnaires were returned. The overall response rate was about 84 %. Participation was voluntary; in the questionnaires, it was emphasized that the study was for scientific purposes and that the participants' identities would be strictly held confidential.

Although the original scales constituting the questionnaire are in English, the Turkish back translated versions of the scales were used in the research. Turkish version of the questionnaire is displayed in Appendix I.

4.2 MEASURES

4.2.1 Job Satisfaction

The job satisfaction scale, Minnesota Satisfaction Questionnaire (MSQ), was developed by Weiss, Davis, England, and Lofquist (1967). This is a 20-item questionnaire. A five-point Likert type scale ranging from 1 = "Very Dissatisfied" and 5 = "Very Satisfied" was utilized to assess the job satisfaction construct. Mean scores for the responses of all 20 items were calculated to assess the job satisfaction levels of the participants.

The MSQ was translated into Turkish using the back-translation technique by Tuncel (2000). The Turkish version of the MSQ was used to measure job satisfaction in this study. Internal consistency of the job satisfaction scale was found to be 0.908 in the present study. According to Nunnally (1978), a scale having Cronbach Alpha coefficient of a minimum of 0.7 has a good internal consistency. Respondents were asked to indicate how they feel about various aspects of their jobs. A sample item for job satisfaction is "The chance to be "somebody" in the community".

Table 1. Cronbach Alpha for the Job Satisfaction Scale

| Scale Name | Cronbach Alpha | # of Items |
|-----------------------|----------------|------------|
| Job Satisfaction (JS) | .91 | 20 |

4.2.2 Organizational Commitment

The organizational commitment scale was developed by Meyer and Allen (1997) and was translated into Turkish using the back-translation technique by Wasti (1999). The scale measures three dimensions of organizational commitment: affective commitment (AC), continuance commitment (CC), and normative commitment (NC). It is a 33-item questionnaire. However, as it is explained before, continuance commitment is out of the scope of the present study. A five-point Likert type scale ranging from 1 = “Strongly Disagree” and 5 = “Strongly Agree” was utilized to assess organizational commitment.

There were reverse coded items in the organizational commitment scale, such as “I do not have a strong sense of belonging to my organization.” For reverse coded items, the response was deducted from 6. The table of reliability analyses of the scale was given below in Table 2.

Table 2. Cronbach Alpha for the Organizational Commitment Scale

| Scale Name | Cronbach Alpha | # of Items |
|---------------------------|----------------|------------|
| Affective Commitment (AC) | 0.88 | 9 |
| Normative Commitment (NC) | 0.89 | 14 |

The components of the organizational commitment are as follows:

- *Affective Commitment* was measured by 9 items: #1, #4 (reverse coded), #6, #10, #11 (reverse coded), #12, #18 (reverse coded), #24, and #27. A sample

item for affective commitment was “I would be very happy to spend the rest of my career in the organization.”

- *Normative Commitment* was measured by 14 items: #3 (reverse coded), #7, #14, #16, #17, #19, #20, #21, #23, #25 (reverse coded), #28, #30, #31, and #33. A sample item for normative commitment was “Even if it were to my advantage, I do not feel it would be right to leave my organization now.”

4.2.3 Organizational Citizenship Behavior

OCB was measured as a single construct operationalized by the 24-item scale developed by Podsakoff et al. (1990). The OCB scale was translated to Turkish by Ünüvar (2006) using the back-translation technique. A five-point Likert type scale ranging from 1 = “Strongly Disagree” and 5 = “Strongly Agree” was utilized to assess organizational citizenship behavior.

There were reverse scored items such as “I consume a lot of time complaining about trivial matters”. As in the organizational commitment scale, the response of the reverse coded items was deducted from 6. For the OCB variable, the mean of all item scores were calculated. The table of reliability analyses of the scale was given below in Table 3. A sample item OCB was “I try to avoid creating problems for co-workers”.

Table 3. Cronbach Alpha for the Organizational Citizenship Behavior Scale

| Scale Name | Cronbach Alpha | # of Items |
|---|----------------|------------|
| Organizational Citizenship Behavior (OCB) | 0.82 | 24 |

4.2.4 Transformational Leadership

To measure transformational leadership, Podsakoff and his associates’s (1990) “Transformational Leadership Inventory” was used. This instrument was back-translated for an MBA project by a graduate student and an English instructor. The

student in the Department of Business Administration at METU translated the English version of the questionnaire into Turkish, and then an English instructor translated it back from Turkish to English. Next, the English version of the questionnaire was compared to the Turkish version and minor changes were made to the Turkish version. Before applying the questionnaire, it was first pilot-tested on 78 Middle East Technical University Business Administration students and it was determined to be consistent.

This questionnaire has six sub-scales and 22 items to measure transformational leadership. The scale measures six dimensions of transformational leadership: articulating a vision (AV), providing an appropriate model (PAM), fostering the acceptance of group goals (FAG), high performance expectations (HPE), individualized support (IS), and intellectual stimulation (IST). A five-point Likert type scale ranging from 1 = “Strongly Disagree” and 5 = “Strongly Agree” was utilized to assess transformational leadership.

There were reverse scored items in the individualized support subscale such as “S/he acts without considering my feelings”. The mean scores were calculated for the items corresponding to six dimensions of the transformational leadership. For the aggregate transformational leadership, the mean of all item scores were calculated. Table of reliability analysis is given below in Table 4.

Table 4. Cronbach Alpha for Transformational Leadership Scale

| Scale Name | Cronbach Alpha | # of Items |
|---|----------------|------------|
| Articulating a Vision (AV) | 0.88 | 5 |
| Providing an Appropriate Model (PAM), | 0.85 | 3 |
| Fostering the Acceptance Of Group Goals (FAG) | 0.88 | 4 |
| High Performance Expectations (HPE) | 0.75 | 3 |
| Individualized Support (IS) | 0.68 | 4 |
| Intellectual Stimulation (IST) | 0.86 | 3 |
| Transformational Leadership (TL) | 0.94 | 22 |

The six-component of transformational leadership scale is as follows:

- *Articulating a vision* was measured by 5 items: #1, #4, #8, #14, and #15. A sample item for articulating a vision was “S/he has a clear understanding of where we are going.”
- *Providing an appropriate model* was measured by 3 items: #3, #7, and #19. A sample item for providing an appropriate model was “S/he is able to get others committed to his/her dream.”
- *Fostering the acceptance of group goals* was measured by 4 items: #10, #11, #17, and #22. A sample item for fostering the acceptance of group goals was “S/he fosters collaboration among work groups.”
- *High performance expectations* was measured by 3 items: #5, #13, and #18. A sample item for high performance expectations was “S/he insists on only the best performance.”
- *Individualized support* was measured by 4 items: #2, #9, #16 (reverse coded), and #20 (reverse coded). A sample item for individualized support was “S/he behaves in a manner thoughtful of my personal feelings.”
- *Intellectual stimulation* was measured by 3 items: #6, #12, and #21. A sample item for intellectual stimulation was “S/he challenges me to think about old problems in new ways.”

4.2.5 Demographic Variables

The research also assesses some demographic variables that are presented in Part 5 of the questionnaire (Appendix I). The respondents were asked about age, gender, educational background, being in a director position or not, and tenure. These items were treated as potential control variables in this research.

There are some studies investigating the effects of demographic characteristics on OCB in the literature (e.g. Organ and Ryan, 1995; Organ and Lingl, 1995). Also in this study, in order to minimize the risk of misleading and misconception based on excluding some variables in the research, age, gender, education level, being in director position or not, tenure in the unit/branch, tenure in the bank, total tenure,

working in head office units (in which the participants filled the questionnaire with paper-pencil) or branches (in which the participants filled the questionnaire with e-mail) were included.

4.3 PROCEDURE

The subjects of this research are the employees of a public bank, from different units in the head office, and different branches in different 3 cities of Turkey. The unit of analysis was the individual. Subjects were asked to fill in the questionnaire. Subjects from the head office units were asked to assess their unit manager, whereas subjects from the branches were asked to assess their branch managers.

The questionnaires were distributed inside a sealable envelope. However, the questionnaires were sent via e-mail to the branches. The filled in questionnaires were emailed to the researcher.

CHAPTER V

RESULTS

This chapter presents the results of the study. First the data screening and outlier analysis results, then a discussion of the descriptive statistics and the analysis of the sample characteristics are represented. Then the determination of the control variables and the results of regression analyses are presented. Finally, the results of the hypotheses testing are presented and a summary of the results is given.

5.1 DATA SCREENING

Prior to the analyses, all variables were examined for accuracy of data entry, missing values, and the fit between their distributions and the assumptions of multivariate analysis. Missing cases were excluded from the data using the statistical application software's default options while carrying out the analyses.

First, the accuracy of the data was investigated. Out of the 148 cases, 40 cases were randomly selected and checked for data entry accuracy. The statistical software was used for this purpose. For continuous variables, it was checked that the means and standard deviations are plausible; for discrete variables, it was checked that all the numbers are within range.

After the accuracy of the data was verified, the cases having excessive missing values were determined. Five out of 148 participants did not respond to the "demographic variables" part, two did not respond to the OCB part, and one did not respond to the organizational commitment part. Because of the excessive amount of missing data, these eight cases were deleted. Tabachnick and Fidell (2001) explain that the deletion of cases is a reasonable choice while handling missing data if the pattern appears random and if only a few cases have missing data.

After deletion of cases, six data points were missing in a random pattern from a data set of 3,500 points. Two items from job satisfaction, three items from OCB were missing. This corresponds to 0.17 % among all the data items. According to Tabachnick and Fidell (2001), almost any procedure for handling missing values yields similar results when missing data points are less than 5%. Therefore, missing cases were excluded from the data while carrying out the analyses.

To be able to determine the extreme cases, first histograms and box plots were drawn for each variable. There appeared outliers for the *OCB* variable and *Tenure in the Unit/Branch* variable. Since the mean and the trimmed mean for *OCB* were very similar (4.27 and 4.28, respectively), the extreme case is retained in the data. In order to select the extreme cases which will be deleted for *Tenure in the Unit/Branch* variable, a z test was performed. Using the statistical software, standardized z scores of the cases were calculated. Three cases with standardized z scores in excess of 3.29 were considered as outliers (Tabachnick and Fidell, 2001). Therefore, to improve linearity and to reduce the extreme skewness and kurtosis, these outliers were deleted. After the removal of outliers, 137 cases were left.

In order to determine multivariate outliers, the Mahalanobis Distance index was used. No multivariate outliers were detected. So 137 cases were left for the analyses.

The data analysis was performed using hierarchical regression techniques. Since the order of entry of the independent variables is important in the model which would be investigated, the hierarchical regression technique was chosen as the most appropriate data analysis approach for this study. The order of entry of variables was determined according to theoretical considerations that were mentioned earlier.

5.2 DESCRIPTIVE STATISTICS

The descriptive statistics of the data after the outlier removal are shown in Table 5. The levels of job satisfaction, organizational commitment, organizational citizenship behaviors, and transformational leadership were moderate to high

according to sample means of the variables. Mean scores were all above the midpoint of the 5-point scale and their standard deviations were distributed within the 0 – 1 interval.

The results displayed that the mean age of the participants was 34.88 years with a standard deviation of 7.30 years. When the mean total tenure of participants was considered, it was found that the average total tenure was 141.53 months, meaning 11.8 years, with a standard deviation of 98.63 months, meaning 8.22 years.

Table 5. Descriptive Statistics Concerning the Variables of Interest

| | N | | Min. | Max. | Mean | Std. Deviation |
|--|-------|---------|-------|--------|--------|----------------|
| | Valid | Missing | | | | |
| Age | 137 | 0 | 22.00 | 54.00 | 34.88 | 7.30 |
| Gender | 137 | 0 | 1.00 | 2.00 | - | - |
| Education Level | 137 | 0 | 1.00 | 5.00 | 2.22 | .72 |
| Being Director or not | 137 | 0 | 1.00 | 2.00 | - | - |
| Tenure in the Unit/Branch | 137 | 0 | 1.00 | 288.00 | 53.20 | 67.70 |
| Tenure in the Bank | 137 | 0 | 1.00 | 328.00 | 122.88 | 92.85 |
| Total Tenure | 137 | 0 | 1.00 | 360.00 | 141.53 | 98.63 |
| Job Satisfaction | 136 | 1 | 1.55 | 4.70 | 3.23 | .630 |
| Normative Commitment | 137 | 0 | 1.00 | 5.00 | 3.06 | .87 |
| Affective Commitment | 137 | 0 | 1.00 | 5.00 | 3.31 | .95 |
| Organizational Citizenship Behavior | 136 | 1 | 2.38 | 5.00 | 4.27 | .40 |
| Articulating a Vision | 137 | 0 | 1.00 | 5.00 | 3.29 | 1.01 |
| Providing an appropriate model | 137 | 0 | 1.00 | 5.00 | 3.54 | 1.11 |
| Fostering the acceptance of group goals | 137 | 0 | 1.00 | 5.00 | 3.49 | 1.02 |
| High performance expectations | 137 | 0 | 1.00 | 5.00 | 3.85 | .88 |
| Individualized support | 137 | 0 | 1.00 | 5.00 | 3.19 | .92 |
| Intellectual stimulation | 137 | 0 | 1.00 | 5.00 | 3.37 | 1.03 |
| Transformational Leadership | 137 | 0 | 1.09 | 4.95 | 3.43 | .81 |

Notes: Five-point Likert-type scales were used for job satisfaction, organizational commitment, organizational citizenship behavior, and transformational leadership items: 1=“Strongly disagree” and 5=“Strongly agree” all items. Age was measured in terms of years, and tenure was measured in terms of months. Gender: 1=“Male” and 2=“Female”. Education level: 1=“High school”, 2=“Undergraduate”, 3=“Graduate”, 4=“PhD”, and 5=“Other”. Being director or not: 1=“Yes” and 2=“No”.

The correlation matrix, shown in Table 6, was analyzed for indicating the intercorrelation and multicollinearity among variables. High bivariate correlations

between the aggregate variables and individual variables, such as the correlation between transformational leadership and articulating a vision ($r = .931$), should not be taken into consideration as an indication of multicollinearity since the aggregate variables were the averages of these individual variables and they were not used in the same regression analysis.

Gender was significantly and negatively associated with job satisfaction and affective commitment. Tenure in the bank was significantly positively correlated with OCB, affective and normative commitment.

There is no significant correlation between survey type and whereas survey type is significantly correlated with OCB and transformational leadership.

Job satisfaction, affective commitment and normative commitment had significant positive correlations with OCB. Moreover, OCB, job satisfaction, affective commitment and normative commitment are highly correlated with transformational leadership.

Table 6. Intercorrelation Matrix

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|
| 1 Survey Type | 1 | | | | | | | | | |
| 2 Age | -.160 | 1 | | | | | | | | |
| 3 Gender | -.158 | .018 | 1 | | | | | | | |
| 4 Education Level | -.006 | -.214(*) | .105 | 1 | | | | | | |
| 5 Director or not? | .073 | -.216(*) | -.011 | -.062 | 1 | | | | | |
| 6 Tenure in the Unit/Branch | -.070 | .555(**) | .086 | -.196(*) | -.150 | 1 | | | | |
| 7 Tenure in the Bank | -.147 | .887(**) | .006 | -.160 | -.249(**) | .554(**) | 1 | | | |
| 8 Total Tenure | -.159 | .911(**) | .001 | -.199(*) | -.246(**) | .572(**) | .922(**) | 1 | | |
| 9 Job Satisfaction (JS) | -.090 | .144 | -.209(*) | -.074 | -.179(*) | .214(*) | .103 | .130 | 1 | |
| 10 Affective Commitment (AC) | .082 | .302(**) | -.210(*) | -.046 | -.016 | .274(**) | .302(**) | .292(**) | .516(**) | 1 |
| 11 Normative Commitment (NC) | .102 | .402(**) | -.060 | -.042 | .033 | .363(**) | .406(**) | .411(**) | .347(**) | .813(**) |
| 12 Organizational Citizenship Behaviors (OCB) | .194(*) | .229(**) | -.051 | .045 | .000 | .159 | .253(**) | .255(**) | .249(**) | .419(**) |
| 13 Articulating a Vision (AV) | .180(*) | .158 | -.075 | .016 | .001 | .171(*) | .227(**) | .224(**) | .312(**) | .524(**) |
| 14 Providing an Appropriate Model (PAM) | .076 | .091 | .028 | .002 | .073 | .151 | .151 | .127 | .287(**) | .389(**) |
| 15 Fostering the Acceptance of Group Goals (FAG) | .144 | .159 | -.032 | -.065 | .014 | .175(*) | .208(*) | .212(*) | .303(**) | .420(**) |
| 16 High Performance Expectations (HPE) | -.004 | .196(*) | -.024 | -.078 | -.116 | .070 | .200(*) | .232(**) | .318(**) | .381(**) |
| 17 Individualized Support (IS) | .192(*) | -.092 | .028 | .158 | .138 | .055 | -.051 | -.053 | .114 | .179(*) |
| 18 Intellectual Stimulation (IST) | .121 | .196(*) | -.023 | .044 | -.020 | .102 | .224(**) | .217(*) | .370(**) | .509(**) |
| 19 Transformational Leadership (TL) | .157 | .141 | -.025 | .019 | .024 | .155 | .197(*) | .195(*) | .344(**) | .495(**) |

Note: * $p < .05$, ** $p < .01$

Table 6. Intercorrelation Matrix (continued)

| | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----|
| 1 Survey Type | | | | | | | | | |
| 2 Age | | | | | | | | | |
| 3 Gender | | | | | | | | | |
| 4 Education Level | | | | | | | | | |
| 5 Director or not? | | | | | | | | | |
| 6 Tenure in the Unit/Branch | | | | | | | | | |
| 7 Tenure in the Bank | | | | | | | | | |
| 8 Total Tenure | | | | | | | | | |
| 9 Job Satisfaction (JS) | | | | | | | | | |
| 10 Affective Commitment (AC) | | | | | | | | | |
| 11 Normative Commitment (NC) | 1 | | | | | | | | |
| 12 Organizational Citizenship Behaviors (OCB) | .460(**) | 1 | | | | | | | |
| 13 Articulating a Vision (AV) | .534(**) | .404(**) | 1 | | | | | | |
| 14 Providing an Appropriate Model (PAM) | .376(**) | .276(**) | .810(**) | 1 | | | | | |
| 15 Fostering the Acceptance of Group Goals (FAG) | .419(**) | .345(**) | .814(**) | .829(**) | 1 | | | | |
| 16 High Performance Expectations (HPE) | .345(**) | .357(**) | .525(**) | .336(**) | .402(**) | 1 | | | |
| 17 Individualized Support (IS) | .210(*) | .131 | .491(**) | .622(**) | .573(**) | -.090 | 1 | | |
| 18 Intellectual Stimulation (IST) | .497(**) | .300(**) | .793(**) | .771(**) | .794(**) | .414(**) | .472(**) | 1 | |
| 19 Transformational Leadership (TL) | .495(**) | .374(**) | .931(**) | .911(**) | .923(**) | .501(**) | .657(**) | .876(**) | 1 |

Note: * $p < .05$, ** $p < .01$

5.3 SAMPLE DEMOGRAPHICS

The subjects of this study were employees of a public bank. The units or branches in which a contact person could be found and easy to get information were contacted. 177 employees were contacted and a total of 148 employees participated in the study. This corresponds to a 84% return rate among the contacted employees. Age, gender, education level, being in director position or not, tenure in the branch or unit, tenure in the bank, and total tenure were the demographic variables measured in the study.

The demographic characteristics of the sample are presented in Table 7. The characteristics of the sample were compared to the characteristics of the whole bank. It was found that the demographics of sample and the bank are close to each other.

The results indicated that 43.1% of the participants were female and 56.9% were male. According to the results, 72.3% of the participants had a bachelor degree, and 17.5% had a master's degree from a university.

The age interval of the participants is between 22 and 54. The percentages of participants having an age between 20-30 and 31-40 are closer, 37.2% and 40.9% respectively. However, the participants having between 51 and 60 years of age constitute only 2.2% of the sample.

The results indicated that only 13.1% of the participants are in a director position, where one directly reports to the branch or unit manager in the bank.

39.4% of the participants have tenure between 0-60 months in the bank, whereas 5.1% of the participants have tenure between 310-360 months in the bank.

Table 7. Demographic Characteristics of Participants

| Characteristic | Category | Frequency | Percentage |
|----------------------------------|-----------------|------------------|-------------------|
| Age | 20-30 | 51 | 37.2 |
| | 31-40 | 56 | 40.9 |
| | 41-50 | 27 | 19.7 |
| | 51-60 | 3 | 2.2 |
| Gender | Male | 78 | 56.9 |
| | Female | 59 | 43.1 |
| Education Level | High School | 9 | 6.6 |
| | Undergraduate | 99 | 72.3 |
| | Graduate | 24 | 17.5 |
| | Other | 5 | 3.6 |
| Being Director or Not | Yes | 18 | 13.1 |
| | No | 119 | 86.9 |
| Tenure in the Unit/Branch | 0-60 | 103 | 75.2 |
| | 61-120 | 20 | 14.6 |
| | 121-240 | 6 | 4.4 |
| | 241-300 | 8 | 5.8 |
| Tenure in the Bank | 0-60 | 54 | 39.4 |
| | 61-120 | 17 | 12.4 |
| | 121-240 | 43 | 31.4 |
| | 241-300 | 20 | 14.6 |
| | 301-360 | 3 | 2.2 |
| Total Tenure | 0-60 | 49 | 35.8 |
| | 61-120 | 15 | 10.9 |
| | 121-240 | 44 | 32.1 |
| | 241-300 | 22 | 16.1 |
| | 301-360 | 7 | 5.1 |

Notes: Age was measured in terms of years, and tenure was measured in terms of months.

5.4 DETERMINATION OF CONTROL VARIABLES

All possible potential control variables were considered as independent variables in the regression equations in order to determine their effects on the dependent and mediator variables. The objective of this investigation was to find out variables that had significant relationships with the mediators and dependent variables before continuing with hypotheses testing.

The potential control variables investigated were age, gender, education level, being in a director position or not, tenure in the unit/branch, tenure in the bank and total tenure. The results of the investigation of control variables are presented in Table 8.

The survey type was a significant control variable when predicting OCB, normative commitment, articulating a vision, fostering acceptance of group goals, intellectual stimulation, and transformational leadership. Gender was a significant control variable when predicting job satisfaction; education level was a significant control variable when predicting intellectual stimulation; being in a director position or not was not a significant control variable for any of the variables; and tenure in the unit/branch was a significant control variable when predicting job satisfaction. Therefore, these variables were used as control variables in the following analyses.

Table 8. Standardized Regression Coefficients of the Control Variables Predicting the Mediator and Dependent Variables

| | JS | AC | NC | OCB | AV | PAM | FAG | HPE | IS | IST | TL |
|------------|---------------|---------------|--------------|--------------|--------------|-------|--------------|-------|--------------|-------|--------------|
| ST | -.108 | .095 | .157* | .237* | .207* | .095 | .173* | .035 | .188 | .161 | .187* |
| AG | .185 | .176 | .119 | -.013 | -.312 | -.241 | -.248 | -.059 | -.255 | -.019 | -.253 |
| GN | -.249* | -.221* | -.063 | -.028 | -.053 | .033 | -.006 | -.005 | .032 | -.006 | -.005 |
| EL | -.013 | .066 | .090 | .120 | .076 | .037 | -.014 | -.048 | .179* | .096 | .071 |
| DR | -.162 | .065 | .150 | .075 | .069 | .122 | .069 | -.072 | .152 | .044 | .086 |
| TUB | .238* | .179 | .196* | .028 | .082 | .116 | .080 | -.095 | .153 | -.030 | .075 |
| TB | -.229 | .135 | .116 | .117 | .216 | .293 | .161 | -.058 | .038 | .166 | .179 |
| TT | -.022 | -.051 | .163 | .222 | .328 | .061 | .285 | .372 | .158 | .153 | .282 |

ST = "Survey Type", AG = "Age", GN = "Gender", EL = "Education Level", DR = "Being Director or not", TUB = "Tenure in the Unit/Branch", TB = "Tenure in the Bank", TT = "Total Tenure", JS = "Job Satisfaction", AC = "Affective Commitment", NC = "Normative Commitment", OCB = "Organizational Citizenship Behavior", AV = "Articulating a Vision", PAM = Providing an Appropriate Model, FAG = "Fostering Acceptance of Group Goals", HPE = "High Performance Expectations", IS = "Individualized Support", IST = "Intellectual Stimulation", TL = "Transformational Leadership". * $p < .05$

5.5 HYPOTHESES TESTING

Hypothesis 1 proposed that “*Transformational leadership is expected to be positively related to OCB.*” To test the first hypothesis, OCB was first regressed on the control variable of “survey type” and then on the transformational leadership variable and its dimensions. Two regression analyses were conducted for OCB to be able to investigate the relations. In the first regression analysis, OCB was regressed on all transformational leadership dimensions. In the second regression analysis, OCB was regressed on the aggregate transformational leadership variable. Results are provided in Tables 9 and 10.

The regression results indicated the control variable of “survey type” contributed significantly to the prediction of OCB. However, when transformational leadership dimensions and aggregate transformational leadership variable were added at the second step, the “survey type” variable did not contribute significantly to the prediction.

Although none of the transformational leadership dimensions contributed significantly to the prediction of OCB, the variation explained in OCB increased by 18% by adding transformational leadership dimensions and 12% by adding aggregate transformational leadership variable. Adding the transformational leadership behaviors to the model contributed significantly to the prediction of OCB. Therefore, Hypothesis 1 was supported.

Table 9. Regression of OCB on Dimensions of Transformational Leadership: Summary of the Hierarchical Regression Analysis

| Variable | R^2 | R^2 Change | F | β |
|-------------------------------------|-------|--------------|---------|---------|
| Step 1 | .04 | .04 | 5.25* | |
| Survey Type | | | | .2* |
| Step 2 | .22 | .18 | 5.15*** | |
| Survey Type | | | | .14 |
| Articulating a Vision | | | | .29 |
| Providing an Appropriate Model | | | | -.11 |
| Fostering Acceptance of Group Goals | | | | .15 |
| High Performance Expectations | | | | .21 |
| Individualized Support | | | | -.01 |
| Intellectual Stimulation | | | | -.07 |

Notes: Five-point Likert-type scales were used for OCB and transformational leadership: 1="Strongly disagree" and 5="Strongly agree". * $p < 0.05$, *** $p < 0.001$

Table 10. Regression of OCB on Transformational Leadership: Summary of the Hierarchical Regression Analysis

| Variable | R^2 | R^2 Change | F | β |
|-----------------------------|-------|--------------|----------|---------|
| Step 1 | .04 | .04 | 5.25* | |
| Survey Type | | | | .2* |
| Step 2 | .16 | .12 | 21.78*** | |
| Survey Type | | | | .14 |
| Transformational Leadership | | | | .35*** |

Notes: Five-point Likert-type scales were used for OCB and transformational leadership: 1="Strongly disagree" and 5="Strongly agree". * $p < 0.05$, *** $p < 0.001$

Hypothesis 2 proposed that "Job satisfaction mediates the relationship between transformational leadership and OCB." The statistical procedures set by Baron and Kenny (1986) were used to assess possible mediating effects. To establish that job satisfaction acts as a mediator between transformational leadership and OCB, the following conditions must be met:

1. Transformational leadership must be significantly associated with OCB.

2. Variations in transformational leadership must significantly account for the variations in job satisfaction.
3. Variations in job satisfaction measure must significantly account for the variations in OCB.
4. When the effect of job satisfaction on OCB is controlled for, the strength of the previously significant relation between transformational leadership and OCB should significantly decrease.

In the first hypothesis, it was shown that the effect of aggregate transformational leadership on OCB is significant, whereas none of the leadership dimensions contributed significantly to the prediction of OCB. Therefore, for the mediation analysis, only the effect of the aggregate transformational leadership variable will be considered.

In order to examine the accuracy of the second condition, job satisfaction was regressed first on the control variables of “gender” and “tenure in the unit/branch”, and then on the aggregate transformational leadership, as shown in Table 11. Although in the first step both control variables were significant, in the second step only “gender” was significant ($\beta = -.22$). When the aggregate variable of transformational leadership was added at the second step, it contributed significantly to the prediction of job satisfaction. The variation explained in job satisfaction increased 10% by adding transformational leadership at the second step. These findings indicated that the second condition was supported for the transformational leadership.

**Table 11. Regression of Job Satisfaction on Transformational Leadership:
Summary of the Hierarchical Regression Analysis**

| Variable | R² | R² Change | F | β |
|-----------------------------|----------------------|-----------------------------|----------|----------|
| Step 1 | .1 | .1 | 7.22** | |
| Gender | | | | -.23* |
| Tenure in the Unit/Branch | | | | .23* |
| Step 2 | .2 | .1 | 10.41*** | |
| Gender | | | | -.22* |
| Tenure in the Unit/Branch | | | | .18 |
| Transformational Leadership | | | | .31*** |

Notes: Five-point Likert-type scales were used for job satisfaction and transformational leadership: 1=“Strongly disagree” and 5=“Strongly agree”. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

In order to test the third condition, OCB was regressed on the job satisfaction variable. The results are provided in Table 12.

According to the results, job satisfaction contributed significantly to the prediction of OCB. While predicting OCB, the beta coefficient of job satisfaction was 0.27.

**Table 12. Regression of OCB on Job Satisfaction: Summary of the Hierarchical
Regression Analysis**

| Variable | R² | R² Change | F | β |
|------------------|----------------------|-----------------------------|----------|----------|
| Step 1 | .04 | .04 | 5.21* | |
| Survey Type | | | | .19* |
| Step 2 | .11 | .07 | 8.08*** | |
| Survey Type | | | | .22** |
| Job Satisfaction | | | | 0.27** |

Notes: Five-point Likert-type scales were used for OCB and job satisfaction: 1=“Strongly disagree” and 5=“Strongly agree”. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

In order to examine the accuracy of the fourth condition, OCB was regressed on both transformational leadership and job satisfaction. The results are provided in Table 13.

Table 13. Regression of OCB on Transformational Leadership: Including the Mediating Effect of Job Satisfaction: Summary of the Hierarchical Regression

| Analysis | | | | |
|-----------------------------|----------------------|-----------------------------|----------|----------|
| Variable | R² | R² Change | F | β |
| Step 1 | .04 | .04 | 5.21* | |
| Survey Type | | | | .19* |
| Step 2 | .18 | .14 | 9.68*** | |
| Survey Type | | | | .16* |
| Job Satisfaction | | | | .16 |
| Transformational Leadership | | | | .29** |

Notes: Five-point Likert-type scales were used for OCB, transformational leadership, and job satisfaction: 1=“Strongly disagree” and 5=“Strongly agree”. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The absolute size of the direct effect of transformational leadership on OCB is reduced after controlling for job satisfaction. However, the effect of job satisfaction is not significant. Therefore, it could be said that there is no mediation effect of job satisfaction between transformational leadership and OCB. So Hypothesis 2 was not supported.

Hypothesis 3a proposed that “Affective commitment mediates the relationship between transformational leadership and OCB”. As in the second hypothesis, the statistical procedures set by Baron and Kenny (1986) were used to assess possible mediating effects. To establish that affective commitment acts as a mediator between transformational leadership and OCB, the following conditions must be met:

1. Transformational leadership must be significantly associated with OCB.
2. Variations in transformational leadership must significantly account for the variations in affective commitment.
3. Variations in the affective commitment measure must significantly account for the variations in OCB.
4. When the effect of affective commitment on OCB is controlled for, the strength of the previously significant relation between transformational leadership and OCB should significantly decrease.

To test the second condition, the affective commitment variable was regressed on the aggregate transformational leadership variable. The results are provided in Table 14. The regression analyses for the second condition showed that transformational leadership is significant while predicting affective commitment.

Table 14. Regression of Affective Commitment on Transformational Leadership: Summary of the Hierarchical Regression Analysis

| Variable | R^2 | R^2 Change | F | β |
|-----------------------------|-------|--------------|----------|---------|
| Step 1 | .04 | .04 | 6.25* | |
| Gender | | | | -.21* |
| Step 2 | .28 | .24 | 26.66*** | |
| Gender | | | | -.20** |
| Transformational Leadership | | | | .49*** |

Notes: Five-point Likert-type scales were used for affective commitment and transformational leadership: 1=“Strongly disagree” and 5=“Strongly agree”. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

While predicting OCB, affective commitment contributed significantly as it is shown in Table 15. Therefore, the third condition was satisfied.

Table 15. Regression of OCB on Affective Commitment: Summary of the Hierarchical Regression Analysis

| Variable | R^2 | R^2 Change | F | β |
|----------------------|-------|--------------|----------|---------|
| Step 1 | .04 | .04 | 5.25* | |
| Survey Type | | | | .19* |
| Step 2 | .20 | .16 | 16.73*** | |
| Survey Type | | | | .16* |
| Affective Commitment | | | | .40*** |

Notes: Five-point Likert-type scales were used for OCB and affective commitment: 1=“Strongly disagree” and 5=“Strongly agree”. * $p < 0.05$, *** $p < 0.001$

In order to examine the accuracy of the fourth condition OCB was regressed on both transformational leadership and affective commitment. Results are provided in Table 16.

Table 16. Regression of OCB on Transformational Leadership: Including the Mediating Effect of Affective Commitment: Summary of the Hierarchical Regression Analysis

| Variable | R^2 | R^2 Change | F | β |
|-----------------------------|-------|--------------|----------|---------|
| Step 1 | .04 | .04 | 5.25* | |
| Survey Type | | | | .19* |
| Step 2 | .23 | .19 | 13.17*** | |
| Survey Type | | | | .14 |
| Affective Commitment | | | | .31** |
| Transformational Leadership | | | | .19* |

Notes: Five-point Likert-type scales were used for OCB, transformational leadership and affective commitment: 1="Strongly disagree" and 5="Strongly agree". * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

According to the results, the effect of affective commitment remains significant. Moreover, transformational leadership is still significant, although the absolute size of the direct effect of transformational leadership on OCB is reduced from 0.35 to 0.19. So the mediation effect is said to be partial. In order to determine the significance of the indirect effect of affective commitment, the Sobel test was conducted. The results are shown in Table 17.

Table 17. Results of the Sobel Test

| DV | a | s_a | b | s_b | Test stat. | Std. error | p-value |
|-----|-------|-------|-------|-------|------------|------------|---------|
| OCB | 0.491 | 0.073 | 0.309 | 0.088 | 3.112 | 0.048 | 0.001 |

Notes: a = unstandardized regression coefficient for the association between transformational leadership and affective commitment, s_a = standard error of a, b = raw coefficient for the association between affective commitment and the dependent variable (when the IV is also a predictor of the DV), s_b = standard error of b.

As it is inferred from the results, the mediation effect of affective commitment is significant ($p < 0.01$). Therefore, it is concluded that affective commitment partially mediates the relationship between transformational leadership and OCB. So Hypothesis 3a was partially supported.

Hypothesis 3b proposed that “*Normative commitment mediates the relationship between transformational leadership and OCB*”. To establish that normative commitment acts as a mediator between transformational leadership and OCB, the following conditions must be met:

1. Transformational leadership must be significantly associated with OCB.
2. Variations in transformational leadership must significantly account for the variations in normative commitment.
3. Variations in the normative commitment measure must significantly account for the variations in OCB.
4. When the effect of normative commitment on OCB is controlled for, the strength of the previously significant relation between transformational leadership and OCB should significantly decrease.

To test the second condition, normative commitment variable was regressed on the aggregate transformational leadership variable. The results are provided in Table 18. The regression analyses for the second condition showed that transformational leadership is significant while predicting normative commitment.

Table 18. Regression of Normative Commitment on Transformational Leadership: Summary of the Hierarchical Regression Analysis

| Variable | R^2 | R^2 Change | F | β |
|-----------------------------|-------|--------------|----------|---------|
| Step 1 | .15 | .15 | 11.66*** | |
| Survey Type | | | | .13 |
| Tenure in the Unit/Branch | | | | .37*** |
| Step 2 | .33 | .18 | 21.98*** | |
| Survey Type | | | | .05 |
| Tenure in the Unit/Branch | | | | .29*** |
| Transformational Leadership | | | | .44*** |

Notes: Five-point Likert-type scales were used for normative commitment and transformational leadership: 1="Strongly disagree" and 5="Strongly agree". *** $p < 0.001$

While predicting OCB, normative commitment was significant as it is shown in Table 19. Therefore, the third condition was satisfied.

Table 19. Regression of OCB on Normative Commitment: Summary of the Hierarchical Regression Analysis

| Variable | R^2 | R^2 Change | F | β |
|----------------------|-------|--------------|----------|---------|
| Step 1 | .04 | .04 | 5.25* | |
| Survey Type | | | | .19* |
| Step 2 | .23 | .19 | 20.25*** | |
| Survey Type | | | | .15 |
| Normative Commitment | | | | .44*** |

Notes: Five-point Likert-type scales were used for OCB and affective commitment: 1="Strongly disagree" and 5="Strongly agree". * $p < 0.05$, *** $p < 0.001$

In order to examine the accuracy of the fourth condition OCB was regressed on both transformational leadership and normative commitment. The results are provided in Table 20.

Table 20. Regression of OCB on Transformational Leadership: Including the Mediating Effect of Normative Commitment: Summary of the Hierarchical Regression Analysis

| Variable | R^2 | R^2 Change | F | β |
|-----------------------------|-------|--------------|----------|---------|
| Step 1 | .04 | .04 | 5.25* | |
| Survey Type | | | | .19* |
| Step 2 | .26 | .22 | 15.17*** | |
| Survey Type | | | | .13 |
| Normative Commitment | | | | .36*** |
| Transformational Leadership | | | | .18* |

Notes: Five-point Likert-type scales were used for OCB, transformational leadership and normative commitment: 1="Strongly disagree" and 5="Strongly agree". * $p < 0.05$, *** $p < 0.001$

According to the results, the effects of normative commitment and transformational leadership remain significant. However, the absolute size of the direct effect of transformational leadership on OCB is reduced from 0.35 to 0.18. So the mediation effect is said to be partial. In order to determine the significance of the indirect effect of affective commitment, the Sobel test was conducted. The results are shown in Table 21.

Table 21. Results of the Sobel Test

| DV | a | s_a | b | s_b | Test stat. | Std. error | p-value |
|-----|-------|-------|-------|-------|------------|------------|---------|
| OCB | 0.383 | 0.063 | 0.445 | 0.076 | 4.217 | 0.0404 | 0.000 |

Notes: a = unstandardized regression coefficient for the association between transformational leadership and normative commitment, s_a = standard error of a, b = raw coefficient for the association between normative commitment and the dependent variable (when the IV is also a predictor of the DV), s_b = standard error of b.

As it is inferred from the results, the mediation effect of normative commitment is significant ($p < 0.001$). Therefore, it is concluded that normative commitment partially mediates the relationship between transformational leadership and OCB. So, Hypothesis 3b was partially supported.

Table 22. Overview of Hypotheses Testing

| Hypothesis | Description | Result |
|-----------------------|---|---------------------|
| H₁ | Transformational leadership is expected to be positively related to OCB. | Supported |
| H₂ | Job satisfaction mediates the relationship between transformational leadership and OCB. | Not supported |
| H_{3a} | Affective commitment mediates the relationship between transformational leadership and OCB. | Partially supported |
| H_{3b} | Normative commitment mediates the relationship between transformational leadership and OCB. | Partially supported |

CHAPTER VI

DISCUSSION AND CONCLUSION

This chapter provides a discussion of the results. It continues with the limitations of the study and is followed by managerial implications. Implications for future research are provided in the last section of this chapter.

6.1 DISCUSSION

The purpose of the study was to investigate the relationship between transformational leadership and OCB. While investigating this relationship, the mediating effects of job satisfaction and organizational commitment on this relationship were also empirically tested.

First, the results of the present study showed that the aggregate variable of transformational leadership was positively associated with OCB. The finding that transformational leadership behaviors were positively related to OCB suggests that transformational leaders are more likely to create an environment in which followers recognize and appreciate OCB. Transformational leaders emphasize accomplishment of the organizational mission and achievement of the common goals. Therefore, they insist that extra-role behaviors are essential for group success.

None of the dimensions of the transformational leadership behaviors was significantly associated with OCB. It means that these dimensions are meaningful only if they exist at the same time. For example, if a leader inspires followers with his/her vision but does not display other properties of transformational leadership, this situation does not motivate the employees for performing OCB. So none of the individual components of transformational leadership would differentially affect OCB. Therefore, managers should display all the aspects of the transformational leadership for an effective functioning organization. As a result, throughout the analyses, transformational leadership was considered as an aggregate variable.

This study supported the view that transformational leadership is a single factor construct. The findings are consistent with the experimental studies (e.g., Bono and Judge, 2004; Emery and Barker, 2007; Walumbwa et al., 2005) demonstrating that specific behaviors of transformational leadership did not perfectly reflect leaders' behavior.

Commitment is particularly important in predicting OCB (Scholl, 1981; Wiener, 1982). It is also empirically supported in the literature that affective and normative commitments are positively related to OCB (e.g., Organ and Ryan, Meyer et al., 2002). The findings of this study also support the literature. Affective and normative commitment emerged as significant predictors of OCB. A reasonable explanation for the emphasis on affective and normative commitment is that the organization studied is a public bank and has a deep and strong corporate culture. Corporate culture brings the feeling of belonging to the organization and adopting the organization, which yields affective commitment. Moreover, employers believe that it is a morally right thing to stay in the organization, not only because of the personal benefits that they may gain. Therefore, this organization attaches employees to the organization also with normative commitment. The collectivist culture of Turkey may be another reason for commitment. Paine and Organ (2000) have suggested that "commitment may be higher in more collectivist societies due to the importance of the in-group, on which an individual bases his or her identity" (p. 49).

Moreover, job satisfaction was significantly associated with OCB as expected. The extant literature suggests that satisfaction – OCB link is based on social exchange theory. The fundamental idea lying behind this view is reciprocation as discussed earlier. The theory implies that if the person is satisfied with his/her job and does not have the ability or opportunity to respond with greater work output, s/he responds via OCB. This is also valid in the surveyed sample. Job satisfaction may be a result of organizational efforts such as promotional opportunity, pay, the work itself, etc. In this case, employees will seek to reciprocate these efforts. OCB is under the employee's control and an easy way of reciprocation. So when an employee is satisfied s/he performs OCB. As a result, job satisfaction was positively associated with OCB.

In this study, it was found that transformational leadership was significantly associated with affective and normative commitment. Followers working with transformational leaders are more committed to their organizations (Walumbwa et al., 2005; Bono and Judge, 2003). Transformational leaders has impacts on affective commitment of the followers by encouraging them to look for new approaches for solving problems, involving them in decision-making processes, recognizing and caring different needs of the followers (Avolio et al., 2004). As transformational leaders understand the expectations of their followers and pay attention to them, the followers feel supported and gain self-confidence; and they reciprocate to the leader's efforts with higher levels of commitment (Walumbwa et al., 2005). Moreover, employees having transformational leaders have high level of trust in the organization (Pillai et al., 1999). So these employees easily accept and internalize the mission and vision of their organization which increases the affective commitment. Transformational leadership was also significantly associated with normative commitment. When employees feel that they are cared for and their needs are met, they feel obligation to continue employment in order to reciprocate to their leader.

In this study, transformational leadership was found to significantly associated with job satisfaction. Transformational leaders encourage subordinates to take on more responsibility and autonomy and work together for a common goal, and under transformational leadership employees are aware that their needs are taken into consideration (Emery and Barker, 2007). Followers who feel that their needs are cared and paid special attention to them are more likely to work towards achieving longer-term goals in order to meet the leader's expectations (Walumbwa et al., 2005). Therefore the employees feel an increased level of accomplishment and satisfaction. Transformational leaders also motivate employees for higher performance on their job. This makes employees gain confidence which in turn results in satisfied employees. In addition, since transformational leaders are focused on the individual development of the followers, employees feel that someone is caring for their needs, which results in increased satisfaction.

Although OCB was significantly associated with job satisfaction, and job satisfaction was significantly associated with transformational leadership, this study did not find

a significant mediating effect of job satisfaction between transformational leadership and OCB. The result is consistent with the findings of Podsakoff and his colleagues (1996). This indicates that the relationship between transformational leadership and OCB does not depend on job satisfaction. The employees of the surveyed organization give importance to being cared for, feeling special and important. Therefore, if they are managed by a transformational leader, although they are not satisfied with their jobs they would perform OCB to be able to reciprocate the transformational leader's behaviors as it is explained by social exchange theory.

On the other hand, the results indicate that affective and normative commitment partially mediate the relationship between transformational leadership and OCB. It means that transformational leadership affects OCB partially via affective and normative commitment. As discussed earlier, an affectively committed employee has an emotional attachment to the organization. S/he has an identification with and involvement in the organization. This employee commits to the organization because s/he wants to. Normatively committed employee commits to the organization because of feeling of obligation. As transformational leadership increases, affective commitment and normative commitment of the employee also increase. And as the commitment increases, OCB increases. It means that the relationship between transformational leadership and OCB partially depends on the commitment of the employees. It means affective commitment and normative commitment surpass the effect of transformational leadership in terms of yielding OCB in the surveyed sample.

Demographic variables (e.g., tenure, gender) were not found to be related to OCB. Although intercorrelation matrix, shown in table 6, showed that tenure in the bank was positively related to OCB, this variable did not emerge as a control variable. These findings are consistent with the literature. Organ and Konovsky's (1989) empirical findings indicate that there are no significant correlations between OCB and demographic variables, such as age, tenure, education. Organ and Ryan (1995) also did not find any indication that tenure or gender has any significant connection OCB. The review of Podsakoff and his colleagues (2000) also demonstrates that the

existing empirical evidence has not been very supportive of the effect of gender on OCB.

Work environments and working situations of the head office units and branches are different in terms of having direct contact with the customer, relationship with the manager, etc. Therefore, conducting the study across the head office and different branches is an important strength of the study in terms of increasing the variety in the sample. This variety results in generalizing the results of the study to the different positions, and working situations and locations in the bank.

Another strength of the present study is that the scales used to measure transformational leadership, job satisfaction, organizational commitment, and OCB were previously tested scales.

OCB is a construct having important business outcomes. The present study incorporates transformational leadership and the work attitudes of job satisfaction and organizational commitment. There is some research in the literature linking transformational leadership and OCB. However, the mediating roles of the job satisfaction and organizational commitment in such a relationship have not been investigated extensively. This study has been a basis for further research in this field.

6.2 LIMITATIONS

The findings of this study should be taken into consideration in light of several limitations. One of the limitations is that this was a cross-sectional study and therefore it is not possible to establish causality. Although there is evidence in the literature for the proposed relationships, it is not possible to state causal relationships among the variables due to the lack of a longitudinal design. Therefore, the results of the present study are not an evidence for causal relationships. They reflect only associations between variables at a single point in time.

On the other hand, only one public bank was studied. Therefore, these findings may be specific to the sample studied and may not be generalizable. A longitudinal future

research with other samples is required to generalize the conclusions the model of the present thesis.

The use of self-reports for OCB scale in this study is another limitation because the relationship between the predictor and the dependent variables as well as the mediator may have been influenced by common method variance. In order to overcome this, peer reports or manager reports may be used. Peer- or manager-reports may be compared to the self-reports of the respondents, and more coherent data, free of common method variance, can be obtained. One of the limitations is that social desirability index was not used in the study. So, it is not possible to assess to what extent social desirability bias may have influenced responses. Therefore the results of this study should be interpreted cautiously.

The return ratio of the questionnaire was 84 %. One reason that refusal rate was 16 % may be the sample people might be skeptical about the confidentiality of this study, although several precautions had been taken prior to the study. Potential respondents had all been assured about the confidentiality of their responses both in written and oral form. However, there may be respondents that were not persuaded about the confidentiality of their responses. This skepticism may have biased some of the respondents when answering the questions. It may have caused high ratings especially for evaluating managers because of the suspicion that the results will be shared with the management. Skepticism may be the reason also for why some respondents have not provided any demographic information.

6.3 IMPLICATIONS FOR MANAGEMENT

When aggregated over time and people, OCB fosters organizational effectiveness. OCB may contribute to organizational effectiveness and success by enhancing coworker and managerial productivity, freeing up resources so they can be used for more productive purposes, reducing the need to devote scarce resources to purely maintenance functions, helping to coordinate activities both within and across work groups; strengthening the organization's ability to attract and retain the best employees, increasing the stability of the organization's performance, and enabling

the organization to adapt more effectively to environmental changes (Podsakoff et al., 2000). It is clear that such behaviors are necessary for effective organizational functioning and therefore should be attained by managers.

It is important to understand what is more likely to be associated with OCB. When the implications for practice are considered, the findings from the current study suggest that as the transformational leadership behaviors of the leader increase, employees become more satisfied with their jobs, more committed to their organizations, and perform OCB. Moreover the more the employees are satisfied with their jobs and are committed to their organization, the more they perform citizenship behaviors that lead to organizational effectiveness.

The present study showed that higher levels of transformational leader behaviors are associated with increased job satisfaction, commitment and OCB. The contribution of transformational leadership, job satisfaction, commitment into the workplace should be taken into consideration by Turkish managers since they foster the display of OCBs which are important for organizational survival.

Managers should focus on transformational leadership as a way to increase the occurrence of OCB in the workplace. They have to understand the importance of building a positive relationship with their subordinates, motivating them, and stating goals with the contributions of employees to the work environment.

Managers should fully understand the significance of OCB, its antecedents and take precautions in order to attain and enhance OCBs within their organizations. They should also motivate and guide leaders to perform transformational leadership behaviors. In hiring, assessment, and compensation managers should be evaluated in terms of transformational leadership. They should be clearly informed about the importance of OCB to achieve company goals.

6.4 IMPLICATIONS FOR FUTURE RESEARCH

This study provides an integrated model in order to investigate the relationships between transformational leadership, job satisfaction, organizational commitment,

and OCBs. It serves as a foundation for further investigation of the interrelationships among transformational leadership, job satisfaction, organizational commitment, and OCB.

Important determinants of OCB should be investigated in future research. There is the potential for researchers to come across different mediating or moderating variables for OCB. The mediating effects of other work attitudes between transformational leadership and OCB such as trust, fairness, and justice may be analyzed to extend the research.

Another potential area that can be developed in the future is the interrelationships among other forms of leadership, job satisfaction, organizational commitment, and OCB. Although the leadership area is well-developed, investigating other theories of leadership such as transactional leadership and leader-member exchange theory may prove worthwhile to study in the future.

The sample of this study was drawn from a public bank where white collar employees constituted the sample. This study can be expanded upon by using samples with different characteristics from different sectors, such as private banking and different industrial organizations. It may be then possible to generalize the results to larger populations, regarding the effects of transformational leadership on OCB, and the mediating effects of job satisfaction and organizational commitment between transformational leadership and OCB.

Much of the research on transformational leadership, job satisfaction, organizational commitment and OCB is of US origin. In the literature, cultural issues like collectivism, individualism, paternalism, etc. have not been widely considered. An important contribution will be made to the management literature by conducting OCB research across cultures. This is an opportunity for future researchers in order to attain a lot of new and interesting material.

This study contributes theoretically and empirically to the literature on transformational leadership, job satisfaction, organizational commitment, and OCB by demonstrating the relationship between transformational leadership and OCB, and

the mediating effects of job satisfaction and organizational commitment. It is hoped that this study will stimulate researchers to begin to think about how these antecedents may relate to OCB and contribute to the development of transformational leadership, job satisfaction, organizational commitment, and OCB in organizations. In order to increase OCBs so as to attain the organizational goals, the antecedents of OCB should be carefully studied by organizations in the future.

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APPENDICES

APPENDIX A. MINNESOTA SATISFACTION QUESTIONNAIRE

Below are phrases about a variety of aspects of your job. Please use the rating scale below each phrase to indicate how you feel about that aspect of your job. Your responses will be kept confidential, so please answer as honestly as possible. Read each phrase carefully and circle the appropriate response.

| Very Dissatisfied | Dissatisfied | Can't Decide | Satisfied | Very Satisfied |
|----------------------|--------------|-----------------|-----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 1. Being able to keep busy all the time | 1 | 2 | 3 | 4 | 5 |
| 2. The chance to work alone on the job | 1 | 2 | 3 | 4 | 5 |
| 3. The chance to do different things from time to time | 1 | 2 | 3 | 4 | 5 |
| 4. The chance to be “somebody” in the community | 1 | 2 | 3 | 4 | 5 |
| 5. The way my boss handles his/her subordinates | 1 | 2 | 3 | 4 | 5 |
| 6. The competence of my supervisor in making decisions | 1 | 2 | 3 | 4 | 5 |
| 7. Being able to do things that don't go against my conscience | 1 | 2 | 3 | 4 | 5 |
| 8. The way my job provides for steady employment | 1 | 2 | 3 | 4 | 5 |
| 9. The chance to do things for other people | 1 | 2 | 3 | 4 | 5 |
| 10. The chance to tell people what to do | 1 | 2 | 3 | 4 | 5 |
| 11. The chance to do something that makes use of my abilities | 1 | 2 | 3 | 4 | 5 |
| 12. The way company policies are put into practice | 1 | 2 | 3 | 4 | 5 |
| 13. My pay and the amount of work I do. | 1 | 2 | 3 | 4 | 5 |
| 14. The chances for advancement in this job | 1 | 2 | 3 | 4 | 5 |
| 15. The freedom to use my own judgment | 1 | 2 | 3 | 4 | 5 |
| 16. The chance to try my own methods of doing the job | 1 | 2 | 3 | 4 | 5 |
| 17. The working conditions | 1 | 2 | 3 | 4 | 5 |
| 18. The way my colleagues get along with each other | 1 | 2 | 3 | 4 | 5 |
| 19. The praise I get for doing a good job | 1 | 2 | 3 | 4 | 5 |
| 20. The feeling of accomplishment I get from the job | 1 | 2 | 3 | 4 | 5 |

APPENDIX B. MINNESOTA İŞ DOYUMU ANKETİ

Aşağıda verilen maddeler işinizi farklı yönleriyle ele almaktadır. Kendinize “İşimin bu yönünden ne kadar tatmin oluyorum?” sorusunu sorunuz ve cevabınızı verilen ölçeği kullanarak belirtiniz. İşinizin belirtilen yönünden ne kadar memnun olduğunuzu, rakamlardan size uygun olanı daire içine alarak belirtiniz.

| | Hiç tatmin etmiyor | Pek tatmin etmiyor | Ne ediyor ne etmiyor | Oldukça tatmin ediyor | Çok tatmin ediyor |
|---|--------------------|--------------------|----------------------|-----------------------|-------------------|
| 1. Sürekli bir şeylerle meşgul olabilme imkanı | 1 | 2 | 3 | 4 | 5 |
| 2. Kendi kendime çalışma imkanı | 1 | 2 | 3 | 4 | 5 |
| 3. Zaman zaman farklı şeylerle meşgul olma imkanı | 1 | 2 | 3 | 4 | 5 |
| 4. Toplumda bir yer edinme imkanı | 1 | 2 | 3 | 4 | 5 |
| 5. Amirimin elemanlarına karşı davranış tarzı | 1 | 2 | 3 | 4 | 5 |
| 6. Amirimin karar verme konusundaki yeterliliği | 1 | 2 | 3 | 4 | 5 |
| 7. Vicdanıma ters düşmeyen şeyleri yapabilme imkanı | 1 | 2 | 3 | 4 | 5 |
| 8. Sürekli bir işe sahip olma imkanı (iş güvenliği) | 1 | 2 | 3 | 4 | 5 |
| 9. Başkaları için bir şeyler yapabilme imkanı | 1 | 2 | 3 | 4 | 5 |
| 10. Başkalarına ne yapacaklarını söyleme imkanı | 1 | 2 | 3 | 4 | 5 |
| 11. Yeteneklerimi kullanabilme imkanı | 1 | 2 | 3 | 4 | 5 |
| 12. Kurum politikasını uygulama imkanı | 1 | 2 | 3 | 4 | 5 |
| 13. Aldığım ücret | 1 | 2 | 3 | 4 | 5 |
| 14. Bu işte ilerleme imkanı | 1 | 2 | 3 | 4 | 5 |

| | Hiç tatmin etmiyor | Pek tatmin etmiyor | Ne ediyor ne etmiyor | Oldukça tatmin ediyor | Çok tatmin ediyor |
|--|---------------------------|---------------------------|-----------------------------|------------------------------|--------------------------|
| 15. Kendi kararımı verme özgürlüğü | 1 | 2 | 3 | 4 | 5 |
| 16. İş yaparken kendi yöntemlerimi deneme imkanı | 1 | 2 | 3 | 4 | 5 |
| 17. Çalışma koşulları | 1 | 2 | 3 | 4 | 5 |
| 18. Çalışma arkadaşlarının birbiriyle anlaşması | 1 | 2 | 3 | 4 | 5 |
| 19. Yaptığım işten dolayı aldığım övgü | 1 | 2 | 3 | 4 | 5 |
| 20. İşimden elde ettiğim başarı duygusu | 1 | 2 | 3 | 4 | 5 |

APPENDIX C. ORGANIZATIONAL COMMITMENT SCALE

Listed below is a series of statements that may represent how individuals feel about the company or organization for which they work. Please indicate the degree of your agreement or disagreement with each statement with respect to your own feelings about the organization for which you are now working by circling a number from 1 to 7.

| Strongly Disagree | Moderately Disagree | Slightly Disagree | Neither Agree Nor Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. I would be very happy to spend the rest of my career in this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. It would be very hard for me to leave my organization right now, even if I wanted to. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. I do not feel any obligation to remain with my current employer. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. I really feel as if this organization's problems are my own. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. Too much of my life would be disrupted if I decided I wanted to leave my organization right now. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. Even if it were to my advantage, I do not feel it would be right to leave my organization now. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. I do not feel like "part of the family" at my organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. Right now, staying with my organization is a matter of necessity as much as desire. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. I would feel guilty if I left my organization now. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. I do not feel "emotionally attached" to this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. I believe that I have too few options to consider leaving this organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. This organization deserves my loyalty. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. This organization has a great deal of personal meaning for me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. One of the few negative consequences of leaving this organization would be the lack of available alternatives | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. I would not leave my organization right now because I have a sense of obligation to the people in it. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. I do not feel a strong sense of belonging to my organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. If I had not already put so much of myself into this organization, I might consider working elsewhere. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. I owe a great deal to my organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

APPENDIX D. ÖRGÜTSEL BAĞLILIK ÖLÇEĞİ

Aşağıdaki cümleler kişilerin çalıştıkları firma hakkındaki duygu ve fikirlerini yansıtmaktadır. Lütfen bu cümlelere şu anda çalıştığınız firma açısından ne ölçüde katıldığınızı belirtiniz. Her soru için katılım derecenizi belirten rakamı daire içine alınız.

| | Kesinlikle katılmıyorum | Kısmen katılmıyorum | Tarafsızım | Kısmen katılıyorum | Kesinlikle katılıyorum |
|---|-------------------------|---------------------|------------|--------------------|------------------------|
| 1. Meslek hayatımın kalan kısmını bu kurumda geçirmek beni çok mutlu eder. | 1 | 2 | 3 | 4 | 5 |
| 2. Şu anda kurumumda kalmak, istek meselesi olduğu kadar mecburiyetten. | 1 | 2 | 3 | 4 | 5 |
| 3. Daha iyi bir imkan çıkarsa mevcut kurumumdan ayrılmanın ayıp olmadığını düşünüyorum. | 1 | 2 | 3 | 4 | 5 |
| 4. Kurumuma karşı güçlü bir aidiyet hissim yok. | 1 | 2 | 3 | 4 | 5 |
| 5. İstesem de şu anda kurumumdan ayrılmak benim için çok zor olurdu. | 1 | 2 | 3 | 4 | 5 |
| 6. Bu kurumun benim için çok kişisel (özel) bir anlamı var. | 1 | 2 | 3 | 4 | 5 |
| 7. Bu işyerinden ayrılıp burada kurduğum kişisel ilişkileri bozmam doğru olmaz. | 1 | 2 | 3 | 4 | 5 |
| 8. Şu anda kurumumdan ayrılmak istediğime karar versem hayatımın çoğu alt üst olur. | 1 | 2 | 3 | 4 | 5 |
| 9. Yeni bir işyerine alışmak benim için zor olur. | 1 | 2 | 3 | 4 | 5 |

| | Kesinlikle katılmıyorum | Kısmen katılmıyorum | Tarafsızım | Kısmen katılıyorum | Kesinlikle katılıyorum |
|--|--------------------------------|----------------------------|-------------------|---------------------------|-------------------------------|
| 10. Bu kurumun meselelerini gerçekten kendi meselelerim gibi hissediyorum. | 1 | 2 | 3 | 4 | 5 |
| 11. Bu kuruma kendimi duygusal olarak bağlı hissetmiyorum. | 1 | 2 | 3 | 4 | 5 |
| 12. Buradaki işimi kendi özel işim gibi hissediyorum. | 1 | 2 | 3 | 4 | 5 |
| 13. Başka bir işyerinin buradan daha iyi olacağını garantisiz yok, burayı hiç olmazsa biliyorum. | 1 | 2 | 3 | 4 | 5 |
| 14. Kurumuma çok şey borçluyum. | 1 | 2 | 3 | 4 | 5 |
| 15. Bu işyerinden ayrılıp başka bir yerde sıfırdan başlamak istemezdim. | 1 | 2 | 3 | 4 | 5 |
| 16. Buradaki insanlara karşı yükümlülük hissettiğim için kurumumdan şu anda ayrılmazdım. | 1 | 2 | 3 | 4 | 5 |
| 17. Biraz daha fazla para için mevcut işyerimi değiştirmeyi ciddi olarak düşünmezdim. | 1 | 2 | 3 | 4 | 5 |
| 18. Kendimi kurumumda ailenin bir parçası gibi hissetmiyorum. | 1 | 2 | 3 | 4 | 5 |
| 19. Benim için avantajlı olsa da kurumumdan şu anda ayrılmamanın doğru olmadığını hissediyorum. | 1 | 2 | 3 | 4 | 5 |

| | Kesinlikle katılmıyorum | Kısmen katılmıyorum | Tarafsızım | Kısmen katılıyorum | Kesinlikle katılıyorum |
|---|--------------------------------|----------------------------|-------------------|---------------------------|-------------------------------|
| 20. Bu kuruma sadakat göstermenin görevim olduğunu düşünüyorum. | 1 | 2 | 3 | 4 | 5 |
| 21. Kurumum maddi olarak zor durumda olsa bile onu asla bırakmam. | 1 | 2 | 3 | 4 | 5 |
| 22. Bu kurumdan ayrılmanın olumsuz sonuçlarından biri alternatif işlerin olmamasıdır. | 1 | 2 | 3 | 4 | 5 |
| 23. Bu kuruma gönül borcu hissediyorum. | 1 | 2 | 3 | 4 | 5 |
| 24. Bu kurumun bir çalışanı olmanın gurur verici olduğunu düşünüyorum. | 1 | 2 | 3 | 4 | 5 |
| 25. Mevcut işverenimle kalmak için hiçbir manevi yükümlülük hissetmiyorum. | 1 | 2 | 3 | 4 | 5 |
| 26. Bu kurumu bırakmayı düşünemeyecek kadar az iş seçeneğim olduğunu düşünüyorum. | 1 | 2 | 3 | 4 | 5 |
| 27. Bu kurumun amaçlarını benimsiyorum. | 1 | 2 | 3 | 4 | 5 |
| 28. Bu kurum sayesinde ekmek parası kazanıyorum, karşılığında sadakat göstermeliyim. | 1 | 2 | 3 | 4 | 5 |
| 29. Eğer bu kuruma kendimden bu kadar çok vermiş olmasaydım başka yerde çalışmayı düşünebilirdim. | 1 | 2 | 3 | 4 | 5 |

| | Kesinlikle katılmıyorum | Kısmen katılmıyorum | Tarafsızım | Kısmen katılıyorum | Kesinlikle katılıyorum |
|--|--------------------------------|----------------------------|-------------------|---------------------------|-------------------------------|
| 30. Mevcut kurumumdan ayrılıp birlikte çalıştığım insanları yarı yolda bırakmak istemem. | 1 | 2 | 3 | 4 | 5 |
| 31. Kurumumdan şimdi ayrılısam kendimi suçlu hissederim. | 1 | 2 | 3 | 4 | 5 |
| 32. Zaman geçtikçe mevcut kurumumdan ayrılmanın zorlaştığını hissediyorum. | 1 | 2 | 3 | 4 | 5 |
| 33. Bu kurum benim sadakatimi hak ediyor. | 1 | 2 | 3 | 4 | 5 |

APPENDIX E. ORGANIZATIONAL CITIZENSHIP BEHAVIOR SCALE

Please respond to the following questions by circling the best fitting number. There are no right or wrong answers for these questions. It is important that you respond to each question. Thank you for your time.

| Strongly Disagree | Moderately Disagree | Neutral | Agree | Strongly Agree |
|-------------------|---------------------|---------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 1. I help others who have heavy workloads. | 1 | 2 | 3 | 4 | 5 |
| 2. I am the classic “squeaky wheel” that always needs greasing. | 1 | 2 | 3 | 4 | 5 |
| 3. I believe in giving an honest day’s work for an honest day’s pay. | 1 | 2 | 3 | 4 | 5 |
| 4. I consume a lot of time complaining about trivial matters. | 1 | 2 | 3 | 4 | 5 |
| 5. I try to avoid creating problems for co-workers. | 1 | 2 | 3 | 4 | 5 |
| 6. I keep abreast of changes in the organization. | 1 | 2 | 3 | 4 | 5 |
| 7. I tend to make “mountains out of molehills”. | 1 | 2 | 3 | 4 | 5 |
| 8. I consider the impact of my actions on coworkers. | 1 | 2 | 3 | 4 | 5 |
| 9. I attend meetings that are not mandatory, but are considered important. | 1 | 2 | 3 | 4 | 5 |
| 10. I am always ready to lend a helping hand to those around me. | 1 | 2 | 3 | 4 | 5 |
| 11. I attend functions that are not required, but help the company image. | 1 | 2 | 3 | 4 | 5 |
| 12. I read and keep up with organization announcements, memos, and so on. | 1 | 2 | 3 | 4 | 5 |
| 13. I help others who have been absent. | 1 | 2 | 3 | 4 | 5 |
| 14. I do not abuse the rights of others. | 1 | 2 | 3 | 4 | 5 |
| 15. I willingly help others who have work related problems. | 1 | 2 | 3 | 4 | 5 |
| 16. I always focus on what’s wrong, rather than the positive side. | 1 | 2 | 3 | 4 | 5 |
| 17. I take steps to try to prevent problems with other workers. | 1 | 2 | 3 | 4 | 5 |
| 18. My attendance at work is above the norm. | 1 | 2 | 3 | 4 | 5 |
| 19. I always find fault with what the organization is doing. | 1 | 2 | 3 | 4 | 5 |
| 20. I am mindful of how my behavior affects other people’s jobs. | 1 | 2 | 3 | 4 | 5 |
| 21. I do not take extra breaks. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 22. I obey company rules and regulations even when no one is watching. | 1 | 2 | 3 | 4 | 5 |
| 23. I help orient new people even though it is not required. | 1 | 2 | 3 | 4 | 5 |
| 24. I am one of the most conscientious employees. | 1 | 2 | 3 | 4 | 5 |

APPENDIX F. ÖRGÜTSEL VATANDAŞLIK DAVRANIŞI ÖLÇEĞİ

Aşağıdaki maddeler iş ortamındaki duygu ve düşüncelerinizi anlamaya yöneliktir. Sorular için doğru ya da yanlış cevap yoktur. Aşağıdaki ifadelerin işyerindeki davranışlarınızı ne oranda yansıttığını belirleyip daire içine alınız.

| | Kesinlikle katılmıyorum | Kısmen katılmıyorum | Tarafsızım | Kısmen katılıyorum | Kesinlikle katılıyorum |
|--|-------------------------|---------------------|------------|--------------------|------------------------|
| 1. İş yükü ağır olan kişilere yardım ederim. | 1 | 2 | 3 | 4 | 5 |
| 2. “Ağlamayan bebeğe meme verilmez” tabirindeki bebek gibi davranırım. | 1 | 2 | 3 | 4 | 5 |
| 3. Aldığım paranın hakkını vermem gerektiğine inanırım. | 1 | 2 | 3 | 4 | 5 |
| 4. Önemsiz konular hakkında yakınlık çok zaman harcarım. | 1 | 2 | 3 | 4 | 5 |
| 5. Çalışma arkadaşlarıma sorun çıkartmaktan kaçınırım. | 1 | 2 | 3 | 4 | 5 |
| 6. Gelişmeleri düzenli olarak takip eder ve haberdar olurum. | 1 | 2 | 3 | 4 | 5 |
| 7. Pireyi deve yapma eğiliminde değilimdir. | 1 | 2 | 3 | 4 | 5 |
| 8. Hareketlerimin iş arkadaşlarıma üzerinde yaratabileceği etkiyi göz önünde bulundururum. | 1 | 2 | 3 | 4 | 5 |
| 9. Zorunlu olmasa da önemli olan toplantılara katılırım. | 1 | 2 | 3 | 4 | 5 |
| 10. İş arkadaşlarıma yardım etmeye her zaman hazırım. | 1 | 2 | 3 | 4 | 5 |

| | Kesinlikle katılmıyorum | Kısmen katılmıyorum | Tarafsızım | Kısmen katılıyorum | Kesinlikle katılıyorum |
|---|--------------------------------|----------------------------|-------------------|---------------------------|-------------------------------|
| 11. Katılmam zorunlu olmadığı halde kurum imajının yararına olacak faaliyetlere katılırım. | 1 | 2 | 3 | 4 | 5 |
| 12. Kurumla ilgili duyuruları, mesajları ve diğer yazılı materyalleri takip eder ve okurum. | 1 | 2 | 3 | 4 | 5 |
| 13. İşe gelememiş arkadaşlarıma yardım ederim. | 1 | 2 | 3 | 4 | 5 |
| 14. Başkalarının hakkını ihlal etmem. | 1 | 2 | 3 | 4 | 5 |
| 15. İşle ilgili sorunları olan iş arkadaşlarıma kendi isteğimle yardım ederim. | 1 | 2 | 3 | 4 | 5 |
| 16. Olumlu şeyler yerine daima yanlışlar üzerine odaklanırım. | 1 | 2 | 3 | 4 | 5 |
| 17. Diğer çalışanlarla ilgili olabilecek sorunları engellemek için önlemler alırım. | 1 | 2 | 3 | 4 | 5 |
| 18. İşe devamlılığım ortalamanın üstündedir. | 1 | 2 | 3 | 4 | 5 |
| 19. Kurumun yaptıkları ile ilgili daima bir kusur bulurum. | 1 | 2 | 3 | 4 | 5 |
| 20. Davranışlarımdan diğer insanların işlerini nasıl etkilediğini göz önüne alırım. | 1 | 2 | 3 | 4 | 5 |
| 21. Fazladan molalar vermem. | 1 | 2 | 3 | 4 | 5 |
| 22. Kimse görmese de kurumun kurallarına ve düzenlemelerine uyarım. | 1 | 2 | 3 | 4 | 5 |

| | Kesinlikle katılmıyorum | Kısmen katılmıyorum | Tarafsızım | Kısmen katılıyorum | Kesinlikle katılıyorum |
|--|--------------------------------|----------------------------|-------------------|---------------------------|-------------------------------|
| 23. Zorunlu olmadığım halde işe yeni başlayanların uyum sağlamalarına yardımcı olurum. | 1 | 2 | 3 | 4 | 5 |
| 24. En vicdanlı çalışanlardan biriyimdir. | 1 | 2 | 3 | 4 | 5 |

APPENDIX G. TRANSFORMATIONAL LEADERSHIP BEHAVIOR SCALE

Listed below is a series of statements that may represent how you feel about the manager of your unit/branch. There are no right or wrong answers for these questions. Read each phrase carefully and circle the appropriate response.

| Strongly Disagree | Moderately Disagree | Neutral | Agree | Strongly Agree |
|-------------------|---------------------|---------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 1. Is always seeking new opportunities for the unit/department/organization. | 1 | 2 | 3 | 4 | 5 |
| 2. Paints an interesting picture of the future for our group. | 1 | 2 | 3 | 4 | 5 |
| 3. Has a clear understanding of where we are going. | 1 | 2 | 3 | 4 | 5 |
| 4. Inspires others with his/her plans for the future. | 1 | 2 | 3 | 4 | 5 |
| 5. Is able to get others committed to his/her dream of the future. | 1 | 2 | 3 | 4 | 5 |
| 6. Leads by “doing” rather than “telling”. | 1 | 2 | 3 | 4 | 5 |
| 7. Provides a good model to follow. | 1 | 2 | 3 | 4 | 5 |
| 8. Leads by example. | 1 | 2 | 3 | 4 | 5 |
| 9. Fosters collaboration among work groups. | 1 | 2 | 3 | 4 | 5 |
| 10. Encourages employees to be “team players”. | 1 | 2 | 3 | 4 | 5 |
| 11. Gets the group together for the same goal. | 1 | 2 | 3 | 4 | 5 |
| 12. Develops a team attitude and spirit among his/her employees. | 1 | 2 | 3 | 4 | 5 |
| 13. Shows us that he/she expects a lot from us. | 1 | 2 | 3 | 4 | 5 |
| 14. Insists on only the best performance. | 1 | 2 | 3 | 4 | 5 |
| 15. Will not settle for second best. | 1 | 2 | 3 | 4 | 5 |
| 16. Acts without considering my feelings. | 1 | 2 | 3 | 4 | 5 |
| 17. Shows respect for my personal feelings. | 1 | 2 | 3 | 4 | 5 |
| 18. Treats me without considering my personal feelings. | 1 | 2 | 3 | 4 | 5 |
| 19. Behaves in a manner that is thoughtful of my personal needs. | 1 | 2 | 3 | 4 | 5 |
| 20. Has provided me with new ways of looking at things which used to be a puzzle for me. | 1 | 2 | 3 | 4 | 5 |
| 21. Has ideas that have forced me to rethink some of my own ideas I have never questioned | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| before. | | | | | |
| 22. Has stimulated me to think about old problems in new ways. | 1 | 2 | 3 | 4 | 5 |

APPENDIX H. DÖNÜŞTÜRÜCÜ LİDERLİK DAVRANIŞI ÖLÇEĞİ

Aşağıdaki maddeler servisinizin (örneğin; ücret yönetimi, özlük yönetimi, yurtdışı birimler ve işe alım, vs.) müdürü hakkındaki duygu ve düşüncelerinizi anlamaya yöneliktir. Sorular için doğru ya da yanlış cevap yoktur. Lütfen servis müdürünüzü en iyi tanımlayan rakamı daire içine alınız.

Değerlendirmeyi yaparken şu anda çalıştığımız servisi düşününüz ve tüm maddeleri **aynı** servisi düşünerek değerlendiriniz.

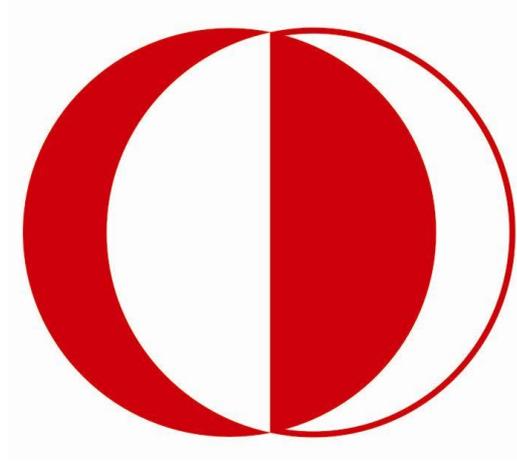
| | Kesinlikle katılmıyorum | Kısmen katılmıyorum | Tarafsızım | Kısmen katılıyorum | Kesinlikle katılıyorum |
|--|-------------------------|---------------------|------------|--------------------|------------------------|
| 1. Servisimiz için sürekli yeni fırsatlar arar. | 1 | 2 | 3 | 4 | 5 |
| 2. Kişisel duygularıma saygı gösterir. | 1 | 2 | 3 | 4 | 5 |
| 3. Örnek davranışlarla yol gösterir. | 1 | 2 | 3 | 4 | 5 |
| 4. Geleceğe dair planlarıyla başkalarına ilham verir. | 1 | 2 | 3 | 4 | 5 |
| 5. En iyiden azıyla yetinmez. | 1 | 2 | 3 | 4 | 5 |
| 6. Eski problemlere yeni açılardan bakmamı sağlar. | 1 | 2 | 3 | 4 | 5 |
| 7. Emrederek değil örnek olarak yönetir. | 1 | 2 | 3 | 4 | 5 |
| 8. Servisimiz için ilgi çekici bir gelecek tasvir eder. | 1 | 2 | 3 | 4 | 5 |
| 9. Kişisel ihtiyaçlarımı göz önüne alarak hareket eder. | 1 | 2 | 3 | 4 | 5 |
| 10. Servisler arasında işbirliğinin gelişmesini teşvik eder. | 1 | 2 | 3 | 4 | 5 |
| 11. Servis çalışanlarını "takım oyuncusu" olmaya özendirir. | 1 | 2 | 3 | 4 | 5 |

| | Kesinlikle katılmıyorum | Kısmen katılmıyorum | Tarafsızım | Kısmen katılıyorum | Kesinlikle katılıyorum |
|--|--------------------------------|----------------------------|-------------------|---------------------------|-------------------------------|
| 12. Eskiden bana bir bulmaca gibi görünen şeylere yeni yollardan bakmamı sağlar. | 1 | 2 | 3 | 4 | 5 |
| 13. Sadece en iyi performansta ısrar eder. | 1 | 2 | 3 | 4 | 5 |
| 14. Hayalindeki geleceği başkalarının benimsemesini sağlayabilir. | 1 | 2 | 3 | 4 | 5 |
| 15. Servisimizin geleceğini açıkça görür. | 1 | 2 | 3 | 4 | 5 |
| 16. Duygularımı düşünmeden hareket eder. | 1 | 2 | 3 | 4 | 5 |
| 17. Servisi aynı amaç için birlikte çalışmaya teşvik eder. | 1 | 2 | 3 | 4 | 5 |
| 18. Bizden çok şey beklediğini gösterir. | 1 | 2 | 3 | 4 | 5 |
| 19. Örnek alınacak davranışlar sergiler. | 1 | 2 | 3 | 4 | 5 |
| 20. Bana kişisel duygularımı dikkate almadan davranır. | 1 | 2 | 3 | 4 | 5 |
| 21. Daha önce hiç sorgulamadığım bazı fikirlerimi tekrar düşünmemi sağlayan fikirlere sahip. | 1 | 2 | 3 | 4 | 5 |
| 22. Çalışanları arasında bir takım tutumu ve ruhu geliştirir. | 1 | 2 | 3 | 4 | 5 |

APPENDIX I. ARAŐTIRMA KİTAPÇIĐI

ORTA DOĐU TEKNİK ÜNİVERSİTESİ
İKTİSADİ VE İDARİ BİLİMLER FAKÜLTESİ

İŐLETME BÖLÜMÜ
2009



İŐ TUTUMLARI ÇALIŐMASI

Proje Koordinatörü: Dr. F. Pınar ACAR

GİRİŞ

Bu anket Orta Doğu Teknik Üniversitesi İşletme Bölümü öğretim üyesi Yrd. Doç. Dr. Pınar ACAR tarafından yürütülen, **çalışanların işleri ile tutum ve davranışları arasındaki ilişkiyi** araştıran bir çalışmasının parçasıdır.

Anketteki soruların/ifadelerin doğru veya yanlış cevabı yoktur. Sizlerin, çalışmakta olduğunuz kurumda işinizle ilgili olarak edindiğiniz duygu ve düşünceleri araştırmaktayız. Bu duygu, düşünce ve davranışlarla ilgili bilgileri sizlerden anketler yoluyla toplamayı amaçlıyoruz.

Anketin araştırmamıza katkı sağlayabilmesi için sizden istenen bilgileri eksiksiz, tarafsız ve doğru olarak doldurmanız önem taşımaktadır. Bunu gerçekleştirebilmek için sizden beklenen gerçek düşüncelerinizi açık olarak ifade etmenizdir. Araştırmada anket doldurmanın **kim olduğu değil, sorulara verilen cevaplar önemlidir.** **Bu nedenle isim belirtmenize gerek yoktur.**

Toplanan veriler sadece bilimsel amaçla kullanılacaktır ve yanıtlar sadece ilgili araştırmacı tarafından görülecektir. Bireysel düzeyde bir değerlendirilme kesinlikle yapılmayacaktır. Kurum ve irtibat isimleri tamamen gizli tutulacaktır. Ankete katılım gönüllüdür.

Anket katılımcıları eğer isterlerse araştırma koordinatörü Pınar ACAR'a aşağıda belirtilen elektronik posta adresinden mesaj atarak araştırma sonuçlarının bir özetini temin edebilirler. Ayrıca, ankete yönelik sorularınızı ve görüşlerinizi aşağıda verilen telefon numarası ve elektronik posta adresi yoluyla Dr. ACAR'a ulaştırabilirsiniz.

Bu araştırmanın gerçekleştirilmesine zaman ayırarak destek olduğunuz ve katkıda bulunduğunuz için şimdiden teşekkür eder, çalışmalarınızda başarılar dileriz.

Araştırma Koordinatörü
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I. BÖLÜM

Aşağıda verilen maddeler işinizi farklı yönleriyle ele almaktadır. Kendinize “İşimin bu yönünden ne kadar tatmin oluyorum?” sorusunu sorunuz ve cevabınızı verilen ölçeği kullanarak belirtiniz. İşinizin belirtilen yönünden ne kadar memnun olduğunuzu, rakamlardan size uygun olanı daire içine alarak belirtiniz.

Örneğin, işinizi **toplumda bir yer edinme imkanı** açısından pek tatmin edici bulmuyorsanız, soruyu aşağıda gösterildiği şekilde cevaplayabilirsiniz.

| | Hiç tatmin etmiyor | Pek tatmin etmiyor | Ne ediyor ne etmiyor | Oldukça tatmin ediyor | Çok tatmin ediyor |
|--------------------------------|--------------------|--------------------|----------------------|-----------------------|-------------------|
| Toplumda bir yer edinme imkanı | 1 | 2 | 3 | 4 | 5 |

| | Hiç tatmin etmiyor | Pek tatmin etmiyor | Ne ediyor ne etmiyor | Oldukça tatmin ediyor | Çok tatmin ediyor |
|---|--------------------|--------------------|----------------------|-----------------------|-------------------|
| 1. Sürekli bir şeylerle meşgul olabilme imkanı | 1 | 2 | 3 | 4 | 5 |
| 2. Kendi kendime çalışma imkanı | 1 | 2 | 3 | 4 | 5 |
| 3. Zaman zaman farklı şeylerle meşgul olma imkanı | 1 | 2 | 3 | 4 | 5 |
| 4. Toplumda bir yer edinme imkanı | 1 | 2 | 3 | 4 | 5 |
| 5. Amirimin elemanlarına karşı davranış tarzı | 1 | 2 | 3 | 4 | 5 |
| 6. Amirimin karar verme konusundaki yeterliliği | 1 | 2 | 3 | 4 | 5 |
| 7. Vicdanıma ters düşmeyen şeyleri yapabilme imkanı | 1 | 2 | 3 | 4 | 5 |
| 8. Sürekli bir işe sahip olma imkanı (iş güvenliği) | 1 | 2 | 3 | 4 | 5 |
| 9. Başkaları için bir şeyler yapabilme imkanı | 1 | 2 | 3 | 4 | 5 |
| 10. Başkalarına ne yapacaklarını söyleme | 1 | 2 | 3 | 4 | 5 |

| | Hiç tatmin etmiyor | Pek tatmin etmiyor | Ne ediyor ne etmiyor | Oldukça tatmin ediyor | Çok tatmin ediyor |
|--|---------------------------|---------------------------|-----------------------------|------------------------------|--------------------------|
| imkanı | | | | | |
| 11. Yeteneklerimi kullanabilme imkanı | 1 | 2 | 3 | 4 | 5 |
| 12. Kurum politikasını uygulama imkanı | 1 | 2 | 3 | 4 | 5 |
| 13. Aldığım ücret | 1 | 2 | 3 | 4 | 5 |
| 14. Bu işte ilerleme imkanı | 1 | 2 | 3 | 4 | 5 |
| 15. Kendi kararımı verme özgürlüğü | 1 | 2 | 3 | 4 | 5 |
| 16. İş yaparken kendi yöntemlerimi deneme imkanı | 1 | 2 | 3 | 4 | 5 |
| 17. Çalışma koşulları | 1 | 2 | 3 | 4 | 5 |
| 18. Çalışma arkadaşlarının birbiriyle anlaşması | 1 | 2 | 3 | 4 | 5 |
| 19. Yaptığım işten dolayı aldığım övgü | 1 | 2 | 3 | 4 | 5 |
| 20. İşimden elde ettiğim başarı duygusu | 1 | 2 | 3 | 4 | 5 |

Lütfen cevaplama bir sonraki sayfadan devam ediniz.

II. BÖLÜM

Aşağıdaki cümleler kişilerin çalıştıkları kurum hakkındaki duygu ve fikirlerini yansıtmaktadır. Lütfen, bu cümlelere şu anda çalıştığınız kurum açısından ne ölçüde katıldığınızı belirtiniz. Her soru için katılım derecenizi belirten rakamı daire içine alınız.

| | Kesinlikle katılmıyorum | Kısmen katılmıyorum | Tarafsızım | Kısmen katılıyorum | Kesinlikle katılıyorum |
|---|-------------------------|---------------------|------------|--------------------|------------------------|
| 1. Meslek hayatımın kalan kısmını bu kurumda geçirmek beni çok mutlu eder. | 1 | 2 | 3 | 4 | 5 |
| 2. Şu anda kurumumda kalmak, istek meselesi olduğu kadar mecburiyetten. | 1 | 2 | 3 | 4 | 5 |
| 3. Daha iyi bir imkan çıkarsa mevcut kurumumdan ayrılmanın ayıp olmadığını düşünüyorum. | 1 | 2 | 3 | 4 | 5 |
| 4. Kurumuma karşı güçlü bir aidiyet hissim yok. | 1 | 2 | 3 | 4 | 5 |
| 5. İstesem de şu anda kurumumdan ayrılmak benim için çok zor olurdu. | 1 | 2 | 3 | 4 | 5 |
| 6. Bu kurumun benim için çok kişisel (özel) bir anlamı var. | 1 | 2 | 3 | 4 | 5 |
| 7. Bu işyerinden ayrılıp burada kurduğum kişisel ilişkileri bozmam doğru olmaz. | 1 | 2 | 3 | 4 | 5 |
| 8. Şu anda kurumumdan ayrılmak istediğime karar versem hayatımın çoğu alt üst olur. | 1 | 2 | 3 | 4 | 5 |

| | Kesinlikle katılmıyorum | Kısmen katılmıyorum | Tarafsızım | Kısmen katılıyorum | Kesinlikle katılıyorum |
|--|--------------------------------|----------------------------|-------------------|---------------------------|-------------------------------|
| 9. Yeni bir işyerine alışmak benim için zor olur. | 1 | 2 | 3 | 4 | 5 |
| 10. Bu kurumun meselelerini gerçekten kendi meselelerim gibi hissediyorum. | 1 | 2 | 3 | 4 | 5 |
| 11. Bu kuruma kendimi duygusal olarak bağlı hissetmiyorum. | 1 | 2 | 3 | 4 | 5 |
| 12. Buradaki işimi kendi özel işim gibi hissediyorum. | 1 | 2 | 3 | 4 | 5 |
| 13. Başka bir işyerinin buradan daha iyi olacağını garantisiz yok, burayı hiç olmazsa biliyorum. | 1 | 2 | 3 | 4 | 5 |
| 14. Kurumuma çok şey borçluyum. | 1 | 2 | 3 | 4 | 5 |
| 15. Bu işyerinden ayrılıp başka bir yerde sıfırdan başlamak istemezdim. | 1 | 2 | 3 | 4 | 5 |
| 16. Buradaki insanlara karşı yükümlülük hissettiğim için kurumumdan şu anda ayrılmazdım. | 1 | 2 | 3 | 4 | 5 |
| 17. Biraz daha fazla para için mevcut işyerimi değiştirmeyi ciddi olarak düşünmezdim. | 1 | 2 | 3 | 4 | 5 |
| 18. Kendimi kurumumda ailenin bir parçası gibi hissetmiyorum. | 1 | 2 | 3 | 4 | 5 |

| | Kesinlikle katılmıyorum | Kısmen katılmıyorum | Tarafsızım | Kısmen katılıyorum | Kesinlikle katılıyorum |
|---|--------------------------------|----------------------------|-------------------|---------------------------|-------------------------------|
| 19. Benim için avantajlı olsa da kurumumdan şu anda ayrılmamın doğru olmadığını hissediyorum. | 1 | 2 | 3 | 4 | 5 |
| 20. Bu kuruma sadakat göstermenin görevim olduğunu düşünüyorum. | 1 | 2 | 3 | 4 | 5 |
| 21. Kurumum maddi olarak zor durumda olsa bile onu asla bırakmam. | 1 | 2 | 3 | 4 | 5 |
| 22. Bu kurumdan ayrılmamın olumsuz sonuçlarından biri alternatif işlerin olmamasıdır. | 1 | 2 | 3 | 4 | 5 |
| 23. Bu kuruma gönül borcu hissediyorum. | 1 | 2 | 3 | 4 | 5 |
| 24. Bu kurumun bir çalışanı olmanın gurur verici olduğunu düşünüyorum. | 1 | 2 | 3 | 4 | 5 |
| 25. Mevcut işverenimle kalmak için hiçbir manevi yükümlülük hissetmiyorum. | 1 | 2 | 3 | 4 | 5 |
| 26. Bu kurumu bırakmayı düşünemeyecek kadar az iş seçeneğim olduğunu düşünüyorum. | 1 | 2 | 3 | 4 | 5 |
| 27. Bu kurumun amaçlarını benimsiyorum. | 1 | 2 | 3 | 4 | 5 |
| 28. Bu kurum sayesinde ekmeke parası kazanıyorum, karşılığında sadakat göstermeliyim. | 1 | 2 | 3 | 4 | 5 |

| | Kesinlikle katılmıyorum | Kısmen katılmıyorum | Tarafsızım | Kısmen katılıyorum | Kesinlikle katılıyorum |
|---|--------------------------------|----------------------------|-------------------|---------------------------|-------------------------------|
| 29. Eğer bu kuruma kendimden bu kadar çok vermiş olmasaydım başka yerde çalışmayı düşünebilirdim. | 1 | 2 | 3 | 4 | 5 |
| 30. Mevcut kurumumdan ayrılıp birlikte çalıştığım insanları yarı yolda bırakmak istemem. | 1 | 2 | 3 | 4 | 5 |
| 31. Kurumumdan şimdi ayrılısam kendimi suçlu hissederim. | 1 | 2 | 3 | 4 | 5 |
| 32. Zaman geçtikçe mevcut kurumumdan ayrılmanın zorlaştığını hissediyorum. | 1 | 2 | 3 | 4 | 5 |
| 33. Bu kurum benim sadakatimi hak ediyor. | 1 | 2 | 3 | 4 | 5 |

III. BÖLÜM

Aşağıdaki maddeler iş ortamındaki duygu ve düşüncelerinizi anlamaya yöneliktir. Sorular için doğru ya da yanlış cevap yoktur. Aşağıdaki ifadelerin iş yerindeki davranışlarınızı ne oranda yansıttığını belirleyip daire içine alınız.

| | Kesinlikle katılmıyorum | Kısmen katılmıyorum | Tarafsızım | Kısmen katılıyorum | Kesinlikle katılıyorum |
|---|--------------------------------|----------------------------|-------------------|---------------------------|-------------------------------|
| 1. İş yükü ağır olan kişilere yardım ederim. | 1 | 2 | 3 | 4 | 5 |
| 2. “Ağlamayan bebeğe meme verilmez” tabirindeki bebek gibi davranırım. | 1 | 2 | 3 | 4 | 5 |
| 3. Aldığım paranın hakkımı vermem gerektiğine inanırım. | 1 | 2 | 3 | 4 | 5 |
| 4. Önemsiz konular hakkında yakınlık çok zaman harcarım. | 1 | 2 | 3 | 4 | 5 |
| 5. Çalışma arkadaşlarıma sorun çıkartmaktan kaçınırım. | 1 | 2 | 3 | 4 | 5 |
| 6. Gelişmeleri düzenli olarak takip eder ve haberdar olurum. | 1 | 2 | 3 | 4 | 5 |
| 7. Pireyi deve yapma eğiliminde değilimdir. | 1 | 2 | 3 | 4 | 5 |
| 8. Hareketlerimin iş arkadaşlarımla üzerinde yaratabileceği etkiyi göz önünde bulundururum. | 1 | 2 | 3 | 4 | 5 |
| 9. Zorunlu olmasa da önemli olan toplantılara katılırım. | 1 | 2 | 3 | 4 | 5 |
| 10. İş arkadaşlarıma yardım etmeye her zaman hazırım. | 1 | 2 | 3 | 4 | 5 |

| | Kesinlikle katılmıyorum | Kısmen katılmıyorum | Tarafsızım | Kısmen katılıyorum | Kesinlikle katılıyorum |
|---|--------------------------------|----------------------------|-------------------|---------------------------|-------------------------------|
| 11. Katılmam zorunlu olmadığı halde kurum imajının yararına olacak faaliyetlere katılırım. | 1 | 2 | 3 | 4 | 5 |
| 12. Kurumla ilgili duyuruları, mesajları ve diğer yazılı materyalleri takip eder ve okurum. | 1 | 2 | 3 | 4 | 5 |
| 13. İşe gelememiş arkadaşlarıma yardım ederim. | 1 | 2 | 3 | 4 | 5 |
| 14. Başkalarının hakkını ihlal etmem. | 1 | 2 | 3 | 4 | 5 |
| 15. İşle ilgili sorunları olan iş arkadaşlarıma kendi isteğimle yardım ederim. | 1 | 2 | 3 | 4 | 5 |
| 16. Olumlu şeyler yerine daima yanlışlar üzerine odaklanırım. | 1 | 2 | 3 | 4 | 5 |
| 17. Diğer çalışanlarla ilgili olabilecek sorunları engellemek için önlemler alırım. | 1 | 2 | 3 | 4 | 5 |
| 18. İşe devamlılığım ortalamanın üstündedir. | 1 | 2 | 3 | 4 | 5 |
| 19. Kurumun yaptıkları ile ilgili daima bir kusur bulurum. | 1 | 2 | 3 | 4 | 5 |
| 20. Davranışlarımdan diğer insanların işlerini nasıl etkilediğini göz önüne alırım. | 1 | 2 | 3 | 4 | 5 |
| 21. Fazladan molalar vermem. | 1 | 2 | 3 | 4 | 5 |
| 22. Kimse görmese de kurumun kurallarına ve düzenlemelerine uyarım. | 1 | 2 | 3 | 4 | 5 |

| | Kesinlikle katılmıyorum | Kısmen katılmıyorum | Tarafsızım | Kısmen katılıyorum | Kesinlikle katılıyorum |
|--|--------------------------------|----------------------------|-------------------|---------------------------|-------------------------------|
| 23. Zorunlu olmadığım halde işe yeni başlayanların uyum sağlamalarına yardımcı olurum. | 1 | 2 | 3 | 4 | 5 |
| 24. En vicdanlı çalışanlardan biriyimdir. | 1 | 2 | 3 | 4 | 5 |

IV. BÖLÜM

Aşağıdaki maddeler servisinizin (örneğin; ücret yönetimi, özlük yönetimi, yurtdışı birimler ve işe alım, vs.) müdürü hakkındaki duygu ve düşüncelerinizi anlamaya yöneliktir. Sorular için doğru ya da yanlış cevap yoktur. Lütfen servis müdürünüzü en iyi tanımlayan rakamı daire içine alınız.

Değerlendirmeyi yaparken şu anda çalıştığınız servisi düşününüz ve tüm maddeleri **aynı** servisi düşünerek değerlendiriniz.

| | Kesinlikle katılmıyorum | Kısmen katılmıyorum | Tarafsızım | Kısmen katılıyorum | Kesinlikle katılıyorum |
|--|-------------------------|---------------------|------------|--------------------|------------------------|
| 1. Servisimiz için sürekli yeni fırsatlar arar. | 1 | 2 | 3 | 4 | 5 |
| 2. Kişisel duygularıma saygı gösterir. | 1 | 2 | 3 | 4 | 5 |
| 3. Örnek davranışlarla yol gösterir. | 1 | 2 | 3 | 4 | 5 |
| 4. Geleceğe dair planlarıyla başkalarına ilham verir. | 1 | 2 | 3 | 4 | 5 |
| 5. En iyiden aızıyla yetinmez. | 1 | 2 | 3 | 4 | 5 |
| 6. Eski problemlere yeni açılardan bakmamı sağlar. | 1 | 2 | 3 | 4 | 5 |
| 7. Emrederek değil örnek olarak yönetir. | 1 | 2 | 3 | 4 | 5 |
| 8. Servisimiz için ilgi çekici bir gelecek tasvir eder. | 1 | 2 | 3 | 4 | 5 |
| 9. Kişisel ihtiyaçlarımı göz önüne alarak hareket eder. | 1 | 2 | 3 | 4 | 5 |
| 10. Servisler arasında işbirliğinin gelişmesini teşvik eder. | 1 | 2 | 3 | 4 | 5 |
| 11. Servis çalışanlarımı "takım oyuncusu" olmaya özendirir. | 1 | 2 | 3 | 4 | 5 |

| | Kesinlikle katılmıyorum | Kısmen katılmıyorum | Tarafsızım | Kısmen katılıyorum | Kesinlikle katılıyorum |
|--|-------------------------|---------------------|------------|--------------------|------------------------|
| 12. Eskiden bana bir bulmaca gibi görünen şeylere yeni yollardan bakmamı sağlar. | 1 | 2 | 3 | 4 | 5 |
| 13. Sadece en iyi performansta ısrar eder. | 1 | 2 | 3 | 4 | 5 |
| 14. Hayalindeki geleceği başkalarının benimsemesini sağlayabilir. | 1 | 2 | 3 | 4 | 5 |
| 15. Servisimizin geleceğini açıkça görür. | 1 | 2 | 3 | 4 | 5 |
| 16. Duygularımı düşünmeden hareket eder. | 1 | 2 | 3 | 4 | 5 |
| 17. Servisi aynı amaç için birlikte çalışmaya teşvik eder. | 1 | 2 | 3 | 4 | 5 |
| 18. Bizden çok şey beklediğini gösterir. | 1 | 2 | 3 | 4 | 5 |
| 19. Örnek alınacak davranışlar sergiler. | 1 | 2 | 3 | 4 | 5 |
| 20. Bana kişisel duygularımı dikkate almadan davranır. | 1 | 2 | 3 | 4 | 5 |
| 21. Daha önce hiç sorgulamadığım bazı fikirlerimi tekrar düşünmemi sağlayan fikirlere sahip. | 1 | 2 | 3 | 4 | 5 |
| 22. Çalışanları arasında bir takım tutumu ve ruhu geliştirir. | 1 | 2 | 3 | 4 | 5 |

Lütfen cevaplamaya bir sonraki sayfadan devam ediniz.

V. BÖLÜM - DEMOGRAFİK BİLGİLER

Aşağıdaki sorulara size en uygun olan şıkkı (x) koyarak işaretleyiniz ve gerekli bilgiyi yazarak doldurunuz.

1. Doğum Tarihiniz (Yıl)? _____
2. Cinsiyetiniz? Erkek _____ Kadın _____
3. Eğitim durumunuz? (birini işaretleyiniz) Lise _____
Lisans _____
Yüksek Lisans _____
Doktora _____
Diğer _____
4. Yönetmen misiniz? Evet _____ Hayır _____
5. Bu servisteki hizmet süreniz (ay olarak)? _____
6. Bu kurumdaki toplam hizmet süreniz (ay olarak)? _____
7. Toplam iş tecrübeniz (ay olarak)? _____

ANKETİMİZ BURADA SONA ERDİ.

LÜTFEN KONTROL EDİNİZ: HER SORUYA CEVAP VERDİNİZ Mİ?

**SORULARIMIZI YANITLAMAYA VAKİT AYIRDIĞINIZ İÇİN TEKRAR
TEŞEKKÜR EDERİZ!**