

## EVALUATION OF SCHOOL ADMINISTRATORS' PERCEPTIONS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR

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### ABSTRACT

Organizational citizenship behavior is explained in the literature as such behaviors that are voluntary in the organization, independent of rewards for productivity. The efficiency of schools depends on school principals' interest in the organization rather than the anticipation of reward. It is thought that school principals who work extra to achieve the goals of the school will set an example for the other staff of the school. The aim of the study is to determine the perception levels of administrators working in public schools regarding organizational citizenship behaviors. The study group of the research consists of school principals working in public schools. In order to collect data, open-ended questions were asked about solidarity, courtesy, conscientiousness, gentlemen and civic virtue. The data obtained in the qualitative research were collected using codes. The data were categorized and evaluated. With the results obtained, it is aimed to improve the management mission of school principals for the development of schools.

**Keywords:** *Organizational Citizenship Behavior, educational management, school administrators, productivity.*

### 1. Introduction

Educational institutions are at the top of the list of areas that everyone is most interested in (Amirova et al, 2020). Efficiency in educational institutions will affect many sectors and individuals. Therefore, people are always interested in the development of educational institutions. Improving school environments will be achieved primarily by providing a peaceful and healthy working environment at school. It is necessary to create a culture that will direct the school administrators and teachers to work for the benefit of the institution, as well as a management understanding and practices (Ozberk & Ozberk, 2018; Gunduz and others, 2017). School principals are at the head of educational institutions. School principals lead here. The behaviors they display while doing this affect all the school's work. Organizational citizenship behavior is stated in the literature as behaviors that help organizations voluntarily without waiting for a reward for their productivity (Ibrahimoglu & Yilmaz, 2018). School principals doing extra work for the benefit of the schools without having any

expectations is amazingly effective in terms of the efficiency of the schools (Amirova et al, 2020; Tandogan, 2018). It has been assumed that there is a relationship between the most efficient management of public schools with scarce resources and organizational citizenship behavior.

It is anticipated that school principals who make extra efforts for the purposes of the school, will serve as role models for the other employees of the school (Tehdit, 2020). It is assumed that displaying these behaviors will be effective on other stakeholders of the school, especially teachers (Zhumabayeva and others, 2021; Svagzdiene et al., 2018). At the same time, it is thought that administrators who show organizational citizenship behaviors will experience spiritual satisfaction, and this situation will cause a differentiation in the leadership dimension of school principals (Hacıfazlıoğlu and others, 2010). The aim of the study is to determine the perception levels of administrators working in public schools regarding organizational citizenship behaviors. Thus, it will be revealed what school principals do extra for the efficiency of the schools. In addition, research in this

field are generally quantitative studies, and they are studies conducted to measure the mutual relationship of OCB with other variables. Before determining the relationship between the Organizational Citizenship Behaviors of school principals and other variables, it is important to determine the awareness and perceptions of school principals in this area.

With the results obtained from this research, it is aimed to develop the management mission of school principals for the development of schools. What are the perceptions of "Organizational Citizenship Behavior" of school administrators? The question constitutes the problem statement of the research. As sub problems, the research investigates how "organizational citizenship behaviors" are perceived by school administrators according to gender, professional seniority and educational status.

### 1.1. Conceptual Framework

Organizations always need employees who are not limited to formal duties in order to survive, develop and be successful under the reshaping conditions of the environment (Ampudia and others, 2021; Sezgin, 2005). The behaviors of the members of the organization that will go beyond their specified duties and contribute more voluntarily to the organization they work with, stands out (Alkan, 2020). The voluntary behavior of employees is generally defined as organizational citizenship behavior. Organizational citizenship behavior does not include the imposition of any punishment for failure, which is generally based on personal choice, not directly or clearly defined in the formal reward system (Acar, 2006). There are many common points between organizational citizenship behavior, extra role performance, organizational spontaneity, prosocial behavior and contextual performance (Purvonova, Bono & Dzieweczynsky, 2006). There are many common points between organizational citizenship behavior, extra role performance, organizational spontaneity, prosocial behavior and contextual performance (Ehtiyar, 2015). There is no consensus in the literature about the sub-dimensions of OCB. According to one view, organizational citizenship behavior is the relation between Bernard's "willingness to cooperate" concept and Katz's reliable role performance and the distinction between being innovative and spontaneous (Velickovska, 2017).

Graham draws attention to the positive behaviour of individuals and defines the OCB (Organisational Citizenship Behaviour) as "all positive behaviours of all the organization members about the organization". Hence Graham's definition extends the limits of OCB and includes formal behaviours depending on contracts (Graham, 2000: 70). Nevertheless, Katz and Kahn defined the OCB as the difference between the behaviours required for the

role and the behaviours that occur in an innovative and desired way (Ölçüm Çetin; 2004: 5; Dipaola and Hoy, 2005: 4). It is the sincere devotion, the dedication of all employees' passion and energy to the job by giving the highest level of service to those who benefit from any facilities. It is a situation related to the continuous effort of the organization to be successful with the employees' own will and behest. The devotion to the work, the employees' commitment to their organization, and the values they represent are the signs of the readiness to do much more than expected to provide high-level service (Cook, 2008). The behaviours of those who obey the rules and regulations in the society, who always sacrifice for their country, protect their country at the expense of their lives and property, are good citizens, and the behaviours of those who do similar work for the organization are examples of members' good organizational citizenship behaviours (Hill, 2002: 1; Çelik, 2007: 82).

Researchers identified two to seven different sub-dimensions of organizational citizenship behavior (Ehrhart, 2004). Organ, continuing its studies on the subject, proposed a five-dimensional structure in 1988: altruism. (altruism), conscience (conscientiousness), kindness (courtesy), virtue (civic virtue) and gentleman's (sportsmanship).

Benevolence-Altruism-Altruism (Altruism): Examples of altruistic behavior are behaviors such as altruism, experts or senior employees helping new colleagues for no pay. This type of behavior improves the performance of individuals and contributes to group productivity (Şeşen, 2006, pp. 61). Organizational philanthropy is defined as the voluntary behavior of a person working within the organization that includes helping other employees. Organization members helping their colleagues in difficult situations is the most frequently repeated benevolence behavior (Kamer, 2001). The behaviors that constitute altruistic behavior in the work environment are helping a failed employee, helping a friend who is late for work due to a health problem, assuming the task of a friend who is late for work due to a health problem, helping newcomers to adapt voluntarily, helping employees with heavy workloads, working with work-related problems. We can also give examples of helping colleagues, providing materials that a colleague needs or cannot provide on his own (Gürbüz, 2006).

Conscientiousness-Superior Task Awareness: Includes employees to go beyond minimum organizational requirements (Ortiz, 1999). According to the Organ (1995), they are behaviors that are not displayed for the benefit of an individual but are for the benefit of the group, department or the organization in general. In this sense, conscience covers behaviors such as continuity, punctuality, regularity, and compliance with the organization's

explicit and unwritten policies and rules. Scrupulousness is the volunteerism of organization members to exhibit some formal role behaviors beyond what is expected of them. If an employee does not come to work due to unexpected weather conditions or insignificant illnesses, wants to use his / her personal leaves that he / she has not already used, cannot continue his / her job for a while due to problems related to his / her private life, managers can be tolerant as long as they do not occur very often. However, despite this tolerance, the behaviors of employees who strive beyond what is expected of them to continue work are behaviors of conscientiousness in the definition of the Organ. Continuity to work, regular attendance, punctuality, careful use of meal breaks, regular attendance at meetings, and trying to adhere to all rules developed to maintain the organization's order are examples of conscientious behavior (Özen İşbaşı, 2000).

Courtesy based information: can be defined as making suggestions for the solution or preventing the occurrence of the problem by determining the issues that may cause problems for other employees in advance (Terzi, 2011). According to the Organ, courtesy is about employees' respect for each other's opinions (Çekmecelioğlu, 2007) and includes the behavior of consulting other organization members before doing a job, providing information and giving feedback after performing a task (Acar, 2006). Altruism and courtesy dimensions are similar. The difference between them is that the altruism dimension includes the behaviors seen after the problem arises, and the courtesy dimension includes the behaviors to prevent the occurrence of the problem, that is, it is the event of helping employees in advance against the problems that may occur in the future, and in altruism, it is a matter of helping the employees for the problems that occur at that time. Courtesy includes helping individuals to act thoughtfully and act in a controlled manner before acting in a way that affects their job (Sezgin, 2005). Gentlemen: can be defined as showing a positive attitude even when things are not going well and using their interests for the benefit of the organization (Acar, 2006). It also includes the good will to approach negativities positively and accept troubles and small tensions without making any problems and without complaining (Organ & Lingl, 1995). For this reason, "gentlemen" behavior is a behavior that enables a manager to spend less time and energy to collaborate among employees and to work efficiently with other employees without a manager (Şeşen, 2006: 63-64). Employees' willingness to endure heavy burden and discomfort, show a positive attitude even when things are not going well, and ensure that their subordinates use their interests for the benefit of the organization are sportsmanship (Özdevecioğlu, 2003). Avoiding

growing problems unnecessarily, spending most of his time complaining about problems related to his job, and treating his colleagues with disrespect can set examples for sportsmanship (Yücel, 2006). Sportsmanship is a type of organizational behavior that does not receive much attention in the literature. Difficulties are inevitably experienced in almost every organizational environment. The sportsman will be happy to take these and not raise small issues too much (Şehitoğlu & Zehir, 2010).

Civil Virtue: Civil virtue behavior, which is the last dimension included in the book of the Organ (1988), was defined by Graham (1994) with this name. Graham defined the civic virtue dimension as "participating actively and responsibly in the political life of the organization" (Oğuz, 2009). Civil virtue is the behavior that includes the participation of employees in the political life of the organization, their commitment and interest at the macro level (Acar, 2006; Guimarães & Rebelo, 2020). Employees' courage to openly express their opinions and stand behind their opinions, to put forward assertive ideas and to lead change can be evaluated within the scope of virtue behavior (Çelik, 2007). Regularly participating in organizational meetings and actively participating in discussions, keeping up with the developments in the institution, closely following the changes and playing an active role in their acceptance by others, benefiting from the announcement sources (billboards, mail, etc.) in the building, thinking about the issues related to the organization, information ownership and sharing with colleagues, etc. behaviors are behaviors that can be included in the dimension of civic virtue (Atalay, 2005).

## 1.2. Studies on Organizational Citizenship Behaviors

The concept of organizational citizenship behavior was first observed by Chester Barnard in the 1930s and named as "extra role behavior" (Ortiz, 1999). After Barnard, in 1966, Katz and Kahn drew attention to extra role behaviors that do not directly fit the definition of job performance and its importance. They stated that organizations in which employees fulfill only the specified tasks are doomed to fail (Dipaola & Moran, 2001; Kaplan & Kul, 2020). Smith, Organ and Near, who made the first studies to define the sub-dimensions of Organizational Citizenship Behavior, asked managers which behaviors were extra role behaviors with the structured interview method, and then asked them to evaluate their subordinates with a questionnaire they prepared accordingly. As a result of the factor analysis, they applied to the obtained data, they obtained two separate factors. The first factor was named as altruism or thinking about others, and the second as general adaptation (Basım & Şeşen, 2006).

Çimen (2016), in his work named "New Approaches in Management: Organizational Citizenship Behavior" explained that OCB includes the individual's satisfaction of being a member of the organization, internalizing it with a strong sense of belonging to the organization, and positive feelings such as pleasure that arise with satisfaction. Genel (2019), In his thesis titled "The role of organizational citizenship behavior on the relationship between organizational culture and organizational deviance: a research in the banking industry"; In researching and evaluating the role of organizational citizenship behavior on organizational culture and organizational deviation behavior; asserted that this situation will not only contribute to the banking sector but also to the field of management. Abualsuod, (2020), in the context of sampling, as a result of his work titled "The Impact of Transformational Leadership on Empowerment and Organizational Citizenship Behavior in Palestine Universities in the West Bank", determined that transformational leadership behaviors have a significant effect on empowerment and organizational citizenship behavior.

According to Evans and Davis (2014); The concept of OCB is positively associated with organizational identity. According to Akturan and Sevik (2016), Positive organizations help to increase the corporate identity of the employee and provide higher commitment to the organization in employees. Thus, they show a desire to continue working in that workplace. They exhibit behaviors such as being affiliated with the organization and receiving volunteers within the organization. Therefore, corporate reputation has a significant positive effect on OCB. When this organizational effect is examined; They state that "sacrifice, courtesy, civic virtue, consciousness" about the OCB dimension has a positive effect. Saridoğan (2016), in his work titled "The Relation Between Training and Development Opportunities, Work-Lift Policies, Empowerment Practices and Their Effect on Organizational Citizenship Behavior", explained the relationship between emotional commitment, education and development opportunities, work life policies, empowerment and citizenship behaviors. It seems that the support that it mediates perfectly has reached results.

Alfonso and Zenasni (2016) investigated the relationship between work life quality, emotional intelligence (EI) and PCD. They say that adults working in teams are of high quality of working life and although they are associated with altruism, charity and civic virtues, which are sub-dimensions of OCB, they do not mediate sportsmanship. Prottas, and Nummelin (2018) examined the relationship between behavioral integrity and OCB and service quality, employees' perception of coherence and

commitment about the words and actions of their managers and he asserted that there is a positive relationship between behavioral integrity and all concepts. In addition, it is seen that he reached the conclusion that employee engagement has an optional positive effect on OCB.

Most of the studies on Organizational Citizenship Behaviors are quantitative studies, and qualitative research was needed in this area. For this reason, phenomenology design, one of the qualitative research methods, was used in the study.

## Method

Since Organizational Citizenship Behaviors are completely voluntary behaviors that come from the individual, the method of interviewing individuals is used based on the idea that in order to demonstrate these behaviors, it is necessary to meet directly with people. Phenomenology design, one of the qualitative research methods, was used in the study in order to reach more intimate findings. For the purpose of collecting data, open-ended questions were asked about solidarity, courtesy, conscientiousness, gentlemen and civic virtue, based on one of the dimensions of organizational citizenship behaviors to school administrators. The data obtained in the qualitative research were collected using codes. The data were categorized and evaluated. The purpose of qualitative research is to obtain deep and qualified findings by working with a small sample group.

In qualitative research methods, events and phenomena are observed in their natural environment. In this context, the qualitative researcher, who believes that reality is structured more than once and socially, conducts his research by examining people in the natural environment where they occur while researching social events. Since qualitative research methods are sensitive to understanding the natural environment in which the research is carried out, recognizing and explaining its effects on the results, it provides the opportunity to reveal the educational facts in a multidimensional way. With these aspects, it adds richness to educational research (Yıldırım & Şimşek, 2005). For this purpose, school principals were visited and interviewed directly. In phenomenology research, data sources are individuals or groups who experience the phenomenon that the research focuses on and who can express or reflect this phenomenon. The working group is determined as a result of the observations and interviews in the field. Since such studies require lengthy interviews, it is natural for the working group to remain limited (Yıldırım & Şimşek, 2005).

### 2.1. Working group

Our research working group consists of 24 school

administrators working in public schools in four educational regions of a province determined by chance. An equal number of school principals were interviewed, with six people from each educational district. A total of 24 managers, 22 men and two women, participated in the study. The administrators working in different types of schools in four education regions were spoken to, and the volunteer administrators were interviewed, and non-volunteers could not be interviewed. Since the number of female managers is low in the said training zone, only two volunteer female managers could be reached. Among the participants, 14 managers have seniority of less than 10 years, and 10 managers over 10 years. Of these, while 18 administrators have no graduate degrees, six managers have graduate degrees.

### 1.3. Interview Questions

In the research, validity was provided by quoting one-to-one from the views of the managers from which the codes and categories were obtained. The following interview questions were prepared by considering the literature review, sub-problems and the subject to be researched in detail.

The questions regarding data collection are as follows.

- a) What are the "Benevolent-Altruism-Altruism Behaviors" you exhibit towards your institution as a school principal?
- b) What are the "Civil Virtue" behaviors you exhibit towards your institution as a school principal?
- c) What are the "Conscientiousness" behaviors you exhibit towards your institution as a school principal?
- d) What are the "Gentlemen" behaviors you exhibit towards your institution as a school principal?
- e) What are your "kindness" behaviors towards your institution as a school principal?

### 1.4. Data Collection and Analysis

In order to get answers to the questions given in the

data collection tool, it was important to directly interview the school principals working in four education regions determined by chance. However, since participation in the research was based on volunteering, only the volunteers were interviewed. 16 of the volunteer school principals were directly interviewed and notes regarding the meeting were taken. Other school principals answered the questions in writing and sent the answers by e-mail. Before the interview, it was explained to the participants that their names and answers would be kept confidential for the validity of the study.

Interviews with school principals and data obtained from written interview papers was divided into categories in terms of similarities. The categorized data were evaluated in accordance with the definitions of OCB explained in the literature. In addition, the categorized data were grouped as gender, professional seniority and education status and analyzed in relation to these variables. It was grouped as women and men in terms of gender, less than 10 years and over 10 years as professional experience, and undergraduate and graduate degrees as educational status. All data were then discussed and interpreted within the framework of groups, categories and literature.

## Results

The perceptions of administrators working in their schools towards organizational citizenship behaviors and what kind of practices they were in were examined. Their perceptions and practices regarding organizational citizenship behaviors were listed and the most frequent ones were determined. In addition, a comparison was made between managers' awareness of their gender, professional seniority and education level.

The perceptions of "Altruistic Behaviors", one of the dimensions of Organizational Citizenship Behaviors of school principals, are listed in the table below.

**Table 1. "Benevolence-Altruism-Altruism" perceptions of school principals**

OPINIONS	Under 10 years					Over 10 Years					
	F	M	T	L	PG	T	L	PG	T	L	PG
1) Showing respect and love	0	7	7	1	3	4	2	1	3	3	4
2) To give value and support to all employees	1	5	6	1	2	3	3	0	3	3	0
3) Being with the employees without waiting for a return	2	3	5	2	0	2	2	1	3	4	1
4) Spending time on work outside of working hours	0	4	4	2	0	2	1	1	2	3	1
5) School being at the center of my life and my private life	0	3	3	1	0	1	2	0	2	1	2
6) To create the corporate culture	1	1	2	1	0	1	1	0	1	2	0
7) Working for the school to always move forward	0	2	2	0	0	0	1	1	2	1	1
8) To ensure that the work that needs to be done is done as soon as possible	0	1	1	1	0	1	0	0	0	1	0
9) Helping teachers and students with their work	0	1	1	1	0	1	0	0	0	1	0
10) Responding to special days and invitations outside of school	0	1	1	1	0	1	0	0	0	1	0
11) Creating a school environment where all employees willingly attend	0	1	1	1	0	1	0	0	0	1	0
12) To act jointly with all employees for the physical development of the school	0	1	1	1	0	1	0	0	0	1	0
13) To ensure that employees are sharing when there is a heavy workload	0	1	1	1	0	1	0	0	0	1	0
14) To increase the communication of the employees of the institution	0	1	1	1	0	1	0	0	0	1	0

F: Female, M: Male, T: Total, L: License, PG: Postgraduate

As a concept, "Benevolence-Altruism " is behaviors that can at least benefit another person, are performed voluntarily and that the person does without any expectation of receiving a reward. For this definition, seven of the 24 school principals say that they show respect and love, six of them show value and support to all their employees, and five of them say that they show the behavior of being with the employees without expecting anything in return. Looking at the answers given, it is seen that school principals present more general, abstract and supportive ideas in place of concrete behavior examples.

Four of the school principals stated that "they spend some time outside of working hours", three of them stated that "the school is at the center of their lives and also in their private lives". Two of the school principals; "By stating that they are working to create the corporate culture and the school to move forward all the time, they have presented a comprehensive opinion for the benefit of the organization.

In addition, there are single-answer views of school principals given independently. For instance, there is a school principal who responds in a task-oriented

way, "ensuring that the work that needs to be done is done as soon as possible". Another school principal was interviewed, who gave a very open-ended answer "helping teachers and students with their work".

Again, some school principals gave answers as to improve the corporate culture, such as "responding to special days and invitations outside the school, creating a school environment where all employees willingly attend, acting jointly with all employees for the physical development of the school, ensuring that employees are sharing when there is a heavy workload, and increasing the communication of the employees of the institution". Here, it can be said that principals associate altruistic behaviors in schools with school culture. No school principal gave an answer to this question.

It is seen that school principals who have graduate education described "benevolence-altruism-altruism" behaviors more as "showing respect and love". It has been observed that the response distributions of managers with ten years of tenure are similar. Female school principals have listed the views of "To give value and support to all employees, to stand by employees without expecting anything and to create a corporate culture".

**Table 2. "Civil Virtue" behavior perceptions of school principals**

OPINIONS	Under 10 years					Over 10 Years					
	F	M	T	L	PG	T	L	F	M	T	
1) Valuing everyone's opinion	0	6	6	3	0	3	2	1	3	5	1
2) Showing respect and love	0	4	4	1	0	1	2	1	3	3	1
3) To participate in all meetings and activities within the school	2	0	2	2	0	2	0	0	0	2	0
4) To create a common culture for the employees of the institution to act as a whole.	0	2	2	0	0	0	2	0	2	2	2
5) Being fair and honest	0	2	2	0	0	0	2	0	2	2	2
6) To earn income through social responsibility projects and campaigns	0	2	2	0	2	2	0	0	0	2	2
7) To make a high-level effort for the development of the institution	0	2	2	1	0	1	0	1	1	1	1
8) Taking risks and seeking solutions	0	2	2	0	2	2	0	0	0	2	0
9) Being with the employees without waiting for a return	1	0	1	1	0	1	0	0	0	1	0
10) To be accessible to all employees	1	0	1	1	0	1	0	0	0	1	0
11) To give importance to the values of the society and to develop values in the institution	0	1	1	1	0	1	0	0	0	1	0
12) Participating in every activity related to the institution	0	1	1	1	0	1	0	0	0	1	0

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Two of the school principals did not want to answer this question.

civil virtue behaviors were explained as following the interests of the organization with the highest goals, supporting the work of the organization in business and daily life, dealing with everything

related to the organization, participating in meetings, holding meetings, continuing activities related to the field of work, controlling organizational damages and possibilities, and providing support when necessary. Six of the 24 school principals who participated in the study repeated their general and

abstract ideas as "Valuing everybody's opinion" and four "showing respect and love".

Two of the school principals gave their views directly on the behavior of civic virtue, such as "Participating in all meetings and activities within the school", "earning reputation for the institution with social responsibility projects and campaigns". In addition, the two school principals presented examples of behaviors that increase civic virtue behavior in the organization, with their views such as "creating a common culture for the employees of the institution to act as a whole" and "making a high-level effort for the development of the institution. Two school principals described the concepts of "being fair and honest" as behaviors of civic virtue. School principals independently expressed their views to support the organization with their views such as "Taking risks and seeking solutions", "Being with employees without waiting for a response", "Being accessible to all employees".

A school principal presented an integrative view of the school and the society with the view that "attaching importance to the values of the society and developing these values in the institution". He

also expressed an opinion that would support the activities that would open the school to the outside. One school principal, on the other hand, advocated to be involved in all activities that support the organization, with the view that it is "participating in every activity related to the institution".

The views of school principals who have graduate education are as follows:

- a) To create a common culture for the employees of the institution to act as a whole,
- b) To be fair and honest,
- c) To make social responsibility projects,
- d) It focused on generating income for the institution by organizing campaigns.

It has been observed that the distribution of responses of school principals with ten years of tenure or more is similar.

It was observed that female school principals defined the behavior of civic virtue with their views as "to participate in all meetings and activities in the school". In addition, one of the female participants advocated the view of being with the employees without expecting anything in return, while the other offered an opinion as being open to the access of all employees.

**Table 3. "Conscientiousness" behavior perceptions of school principals**

OPINIONS	Under 10 years					Over 10 Years					
	F	M	T	L	PG	T	L	F	M	T	
1) Being solution-oriented instead of punishment for wrong behavior	0	4	4	1	1	2	0	2	2	1	3
2) To highlight the moral side of the business	0	3	3	1	0	1	1	1	2	2	1
3) listen to your conscience	0	3	3	1	0	1	2	0	2	3	0
4) To deal with the special needs of students and employees, to work to solve their problems	1	1	2	1	1	2	0	0	0	1	1
5) Helping poor students	0	2	2	1	1	2	0	0	0	1	1
6) Voluntarily participating in the operation of the institution beyond the specified obligations	0	2	2	1	0	1	1	0	1	2	0
7) Doing a lot at school with little cost	0	2	2	2	0	2	0	0	0	2	0
8) not running away from work	0	1	1	1	0	1	0	0	0	1	0
9) Allowing employees when necessary	0	1	1	1	0	1	0	0	0	1	0
10) Making home visits, getting to know the parents	1	0	1	1	0	1	0	0	0	1	1

F: Female, M: Male, T: Total, L: License, PG: Postgraduate

It is considered as showing the organization good against other organizations, protecting and defending against threats and troubles from other organizations, loyalty to the organization even in the worst case, organizational conscientiousness. Conscientiousness is the behavior of obeying the rules of the organization and carrying out organizational decisions even when no one sees it. Regarding organizational conscientiousness, seven of the 24 school principals interviewed were "Empathizing with employees", six of them; "To be fair to everyone", five of them "Respect, show love,

value", four of them "be solution-oriented rather than punishment for misconduct" and one school principal said, "Allow employees' freedom when necessary".

There are six school principals who stated that the moral aspect of the work should be brought to the fore. They said, "Organizational conscientiousness is directly related to the moral side of the job." From the school principals, two of them stated that it is "To deal with the special needs of students and employees, to work to solve their problems", the other two stated that it is to "Help poor students",

another school principal "To make home visits, get to know the parents".

In addition, according to the directors; they display behaviors that support organizational conscientiousness in terms of expressions such as "voluntarily participating in the functioning of the institution beyond the stated obligations, doing a lot of work with less cost at school, not running away from work".

In school principals who have graduate education, it has been observed that they repeat the expressions "Being solution-oriented instead of punishment in erroneous behaviors" more than once compared to others.

School principals, whose tenure is more than 10 years, have statements such as "Being solution-oriented instead of punishment in misconduct, bringing the moral side of the work to the forefront,

listening to the conscience". It can be said that they interpret the conscientiousness dimension of OCB with an employee-oriented perspective.

Female school principals have statements such as "To take care of the special needs of students and employees, to solve their problems, to make home visits and to get to know the parents." It can be said that they highlight the conscientiousness dimension of OCB as conscientiousness towards students.

**Table 4. "Gentlemanly" perceptions of school principals exhibited**

OPINIONS	Under 10 years					Over 10 Years					
	F	M	T	L	PG	T	L	F	M	T	
1) Good communication with stakeholders	1	4	5	2	0	2	3	0	3	5	0
2) Showing respect and love	0	5	5	2	0	2	3	0	3	5	0
3) To be kind	0	4	4	1	1	2	2	0	2	3	1
4) Prioritizing women	0	4	4	0	2	2	1	1	2	1	3
5) being a smiling face	1	2	3	2	0	2	1	0	2	3	0
6) Being humble	0	3	3	0	0	0	2	1	3	2	1
7) Welcoming and seeing off colleagues	0	2	2	1	0	1	1	0	1	2	0
8) Working with a sense of we	0	2	2	1	0	1	1	0	1	2	0
9) To show grace befitting a government official	0	2	2	1	0	1	0	1	1	1	1
10) Remembering your employees on their important days	0	2	2	0	0	0	2	0	2	2	0
11) Dealing with all employees	1	1	2	2	0	2	0	0	0	2	0
12) Taking the opinions of all employees and trying to apply them	1	0	1	1	0	1	0	0	0	1	0
13) To be tolerant towards employees	0	1	1	1	0	1	0	0	0	1	0
14) Being accessible	0	1	1	0	0	0	1	0	1	1	0

F: Female, M: Male, T: Total, L: License, PG: Postgraduate

Working life brings with it job set, troubles and discomfort. Being tolerant in the face of these inconveniences and difficulties caused by the work, exhibiting positive behaviors to keep things going without complaining to other colleagues and organization members are gentlemanly behaviors. Not all employees may always act in the best interests of the organization or think differently and act differently. In such situations, not being angry with other employees, making sacrifices when necessary, and respecting others are the requirements of gentlemen.

Regarding the gentlemen behavior, out of the 24 school principals interviewed, five were "To communicate well with stakeholders, to show respect and love", four of them to "To be kind-faced, to be humble", two to "To greet and bid farewell co-workers as appropriate, to work with a sense of

unity, to show a kindness worthy of a civil servant.," Someone said "To be tolerant towards employees". From the opinions stated, it is seen that the gentlemen towards the employees rather than the gentlemen towards the organization comes to the fore.

It is seen that four of the school principals offer an opinion as "To give priority to women", and they interpret the gentlemen in social life as well as organizational gentlemen. It is seen that three of these principals have graduate education. It is seen that two of the managers exemplify civic virtue behavior rather than gentleman's behavior, with statements such as "remembering the important days of their employees" as a gentleman's behavior.

Views of female principals; "It is in the form of establishing good communication with stakeholders, being friendly, taking care of all employees, taking

the opinions of all employees and trying to apply

them. These examples of behaviors are supportive of the gentleman's dimension.

**Table 5. "Courtesy" perceptions exhibited by school principals**

OPINIONS	Under 10 years					Over 10 Years					
	F	M	T	L	PG	T	L	F	M	T	
1) Addressing everyone with respect	2	10	12	6	2	8	4	0	4	10	2
2) being a smiling face	0	6	6	2	1	3	3	0	3	5	1
3) Making a request without giving an order	1	4	5	4	0	4	1	0	1	5	0
4) Being polite to all employees and students	0	4	4	0	0	0	3	1	4	3	1
5) To follow and celebrate the special days of its employees	1	1	2	1	0	1	1	0	1	1	1
6) empathy	0	2	2	1	0	1	0	1	1	1	1
7) Being corrective, not judgmental, when done wrong	1	0	1	1	0	1	0	0	0	1	0
8) Removing the difference in status in two-to-one chats	0	2	2	2	0	2	0	0	0	2	0
9) Listening to employees constructively	0	1	1	1	0	1	0	0	0	1	0
10) Bringing the conflicting parties together in conflict situations appropriately	0	1	1	1	0	1	0	0	0	1	0
11) Being hospitable	0	1	1	1	0	1	0	0	0	1	0

F: Female, M: Male, T: Total, L: License, PG: Postgraduate

The precautionary behaviors of the employees in the organization, such as preventing problems from occurring by predicting situations that may cause problems for other employees, offering alternative applications for solution, and by helping employees before problems occur, are courtesy behaviors.

Of the 24 school principals interviewed, 12 were "Addressing everybody with respect", six were "To be friendly", five were "To make a request without order", four were "To behave kindly to all employees and students", two of them were "Empathizing", one of them "To listen to the employees constructively". It can be said that these exemplary behaviors are examples that strengthen the behaviors of courtesy and that the problems that may arise can be prevented.

Besides, according to two school principals, they uphold their views on civic virtue behavior rather than courtesy behaviors such as "following and celebrating the special days of his employees" and "being hospitable" by a school principal. There are opinions expressed independently from among the school principals. From these, it can be seen that gentleman's behaviors such as "being corrective, not judgmental when done wrong", "bringing together the conflicts in a suitable way in conflict situations" are given as acts of courtesy.

From the school principals, those with ten years of tenure and undergraduate degrees provided more views. Female principals are united in the behavior of "Addressing everyone with respect". In addition, one of the behaviors of civic virtue in the form of "following and celebrating the special days of its employees"; the other, "being corrective, not

judgmental when done wrong", evaluated the behaviors towards gentlemanly behavior in the dimension of courtesy.

## Discussion

Considering how well the perceptions of school principals towards organizational citizenship behaviors overlap with the organizational citizenship behaviors described in the literature, altruism, which is an especially important behavior in terms of intra-organizational solidarity, is to provide the necessary support in every sense for an employee who is new in the organization to get used to the process, the environment and the job. Because organizations work at an intense pace, the adaptation of new employees to the job quickly is an important time gain for organizations.

In addition, organizations want to rapidly increase the productivity levels of their employees by shortening the preparation process of their employees in the current process (Bitmiş, Sökmen & Turgut 2014; Sharma & Jain 2014; Hacıahmetoğlu, 2020). The views of school principals focused on "benevolence-altruism-altruism" behaviors; It can be said to be in the form of showing respect and love to employees, giving value and support to all employees, standing by the employees without expecting anything in return, but rather in the form of general, abstract and supportive ideas rather than concrete behavior examples.

Civic virtue within the organization creates a consciousness in order to do useful works for the organization, just as it is for the society. In this case,

employees will have a common consciousness such as doing their job correctly, taking responsibility, solving problems, helping with their environment. Thus, they will serve their organizations in a correct and qualified manner (Titrek, Bayrakçı, & Zafer 2009, Sharma & Jain, 2014; Hacıahmetoğlu, 2020). School principals focused on the "civic virtue" behaviors which is defined as; "taking the form of general and abstract ideas of valuing, respecting, and affecting everyone's opinion. It is seen that school principals highlight the concept of value in their views. Related to the subject, Aktay (2008) found that there is a significant relationship between the two variables in his study to determine the relationship between value choices and organizational citizenship behavior between administrators and teachers, and it was revealed that organizational citizenship behavior increases as the importance given to values increases. The result of this research constitutes the opinion that the value perception of school principals will increase the OCB.

The views of school principals focused on their conscientious behavior. Conscientiousness towards employees and students comes to the fore rather than conscientiousness towards the organization. Employees are expected to work as conscientiously and with a high sense of duty as possible in their communication processes among themselves and their interactions with the job. In this way, it is possible that employees' respect for their jobs will also be clarified. In addition, managers must adopt a conscientious attitude towards employees in an honest and fair manner in order to motivate employees (Titrek, Bayrakçı, & Zafer 2009; Hacıahmetoğlu, 2020). It can be said that school administrators' conscientious behavior should be clarified in terms of equity towards employees, task towards the organization, and awareness of organizational conscientiousness should be created. Many different situations arise that are difficult to work with within organizations (Danaci et al., 2018). Employees express their reproaches for being extremely uncomfortable with this situation and thus, various obstacles arise in terms of getting the job done. However, being a gentleman, ignoring such difficulties and unlike the employees not making reproaches in order to solve the problems, they accept the process and take responsibility by including all the necessary elements for the organization. In fact, "gentlemen" behavior is the ability of employees to make sacrifices without questioning them, even in jobs that can be beneficial for their organizations, but which are difficult for them (Sharma & Jain 2014; Hacıahmetoğlu, 2020). In the study, the views of school principals focused on gentleman's behavior. Gentleman's behavior towards the organization rather than the gentleman

towards the employee comes to the fore. Therefore, it can be said that awareness should be raised about organizational gentlemen. In the research, the views of female principals can be shown as supportive behaviors for the organizational gentleman's dimension.

Employees' behavior towards each other within the framework of courtesy during the time they carry out their business relations will help their communication processes to develop in a quality manner and will also enable a positive environment within the organization (Alanazi & Thompson, 2019). For this reason, organizations have to encourage and support the establishment of courtesy-oriented communication processes in the work environment and take precautions against adverse situations. (Bitmiş, Sökmen & Turgut 2014; Hacıahmetoğlu, 2020). School principals focused on the "kindness" behaviors defined as behaviors that strengthen courtesy behaviors like addressing everyone in a respectful manner, being cheerful, making requests without giving orders, being polite to all employees and students, and showing empathy. Polat (2009), in his quantitative study aiming to determine the level of organizational citizenship behavior of teachers observed that young administrators and administrators in lower positions have lower perceptions of teachers' organizational citizenship behavior. In this study, it has been determined that those whose tenure is under ten years, that is, those who are younger, offer more views.

In his research, Özdemir (2010) aims to determine the relationship between "OCB and perceived administrative support in primary schools and collective behaviorism against individualism". It has been determined that there is a positive relationship between perceived supervisory support and teachers' OCB, and between individualism-collective behaviorism, which is a dimension of school culture, and OCB. However, research in this field are generally quantitative studies, and they are studies conducted to measure the mutual relationship of OCB with other variables.

## Conclusions

In the study on "Perceptions of School Principals towards Organizational Citizenship Behaviors", the following results were obtained. The views of school principals focused on "benevolence-altruism-altruism" behaviors. It is not concrete examples of behavior, such as showing respect and love, giving value and support to all employees, and being with employees without expecting anything in return, but rather in the form of general abstract supportive ideas.

The views of school principals focused on "civic

virtue" behaviors; It is in the form of general and abstract ideas of valuing, respecting, and affecting everyone's opinion. The views of school principals focused on their conscientious behavior. Conscientiousness towards employees and students comes to the fore rather than conscientiousness towards the organization. Conscientiousness behaviors of school administrators should be clarified in terms of equity towards employees, duty towards the organization, and awareness should be raised about organizational conscientiousness.

The views of school principals focused on gentleman's behavior. Views of female school principal is in the form of behaviors that support the organizational gentlemen's dimension. Gentleman's behavior towards the employees rather than the gentleman's behavior towards the organization comes to the fore. Therefore, awareness of organizational gentlemen should be created.

The views of school principals focused on courtesy behaviors. These are behaviors that strengthen courtesy behaviors such as addressing everyone in a respectful manner, being cheerful, making requests without giving orders, being polite to all employees and students, and showing empathy.

### Recommendations

When school principals' perceptions of organizational citizenship behavior are evaluated; It can be said that there is a need to inform about "Benevolence-Altruism-Self-determination", "Civil Virtue", "Organizational Conscientiousness", "Organizational Gentlemen", "Courtesy" behaviors towards the efficiency of the organization.

School administrators need to show positive behaviors such as "Benevolence-Altruism-Self-Selfishness", "Civil virtue" and "Conscientiousness". It is necessary to determine certain behavior patterns that can be flexible, taking into account the contingency according to the situations encountered or likely to be encountered and the characteristics of the employees. Thus, new and different management models can be developed according to similar employee characteristics in the face of similar situations and events in school management.

By developing a more quantitative scale that shows certain standardized behavior patterns for school administrators, a leader type that increases voluntary behaviors for the benefit of the organization can be created according to similar situations-events and similar employee characteristics.

School administrators' perceptions of OCB was applied only to volunteer school administrators, so the perceptions of other school principals on this issue could not be measured. In addition, as the number of female managers within the scope of the

research is low, the findings obtained by gender are limited. An additional study can be conducted with the participation of more women managers.

\* The data used in this research are the qualitative data collected before 2020. For this reason, there was no need for a separate ethics committee approval.

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