Mevlana International Journal of Education (MIJE)
Vol. 5(1), pp. 58-76, 1 April, 2015
Available online at http://mije.mevlana.edu.tr/
http://dx.doi.org/10.13054/mije.14.76.5.1

Effect of Seniority on Teachers' Organizational Citizenship Behavior: A Meta-Analysis

Cevat Elma[1]
Eğitim Fakültesi, Ondokuz Mayıs Üniversitesi, Samsun, Türkiye.

Tufan Aytaç[2]
Eğitim Fakültesi, Bozok Üniversitesi, Yozgat, Türkiye.

Article history
Received:
16.10.2014

Received in revised form:
23.03.2015

Accepted:
25.03.2015

Key words:
Organizational citizenship, meta-analysis, seniority, teacher

The basic purpose of this study is to determine the varying effect sizes of teachers' perception and opinions about organizational citizenship behavior in accordance with their seniority. 17 studies deemed meeting the inclusion criteria were chosen from 30 MA and PhD theses and dissertations in YOK National Thesis Archive dealing with teachers' opinions about organizational citizenship behavior in Turkey to be used in this study. Total number of samples in this study is 8432 (teachers); 3448 of which are teachers with 1-10 years of seniority where as 4984 of which are teachers with 10 and above years of seniority. In addition, several variables such as publication year, the region used for the research, educational level, scale type and researcher's gender that could not be included in the evaluation as a moderator in primary researches were analyzed. In accordance with the results of this study, an effect size with statistical significance at an insignificant level was determined on the part of teachers with 11 years of seniority and over according to fixed effect model (d= -0,133) and random effect model (d=-0,180). In the consequence of the moderator analysis conducted, moderator effects of the region in which the research was conducted (p=0,000), educational level (p=0,002), the scale type used in the studies (ready or developed) (p=0,000) and researcher's gender (p=0,018) were determined. Moreover, effect sizes obtained from the studies showed that seniority difference has a tendency to increase by year. As a result, seniority may not be recommended to be used as a significant variable in those future studies dealing with teachers' opinions about organizational citizenship behavior.

Introduction

Many researches focusing on various dimensions of executive and organizational fields are conducted to ensure that organizations could operate efficiently and effectively. Majority of these researches deals with organizational structure and organizational behaviors. Within this context, one of the subjects under the heading of organizational behaviors

[1] cevat.elma@omu.edu.tr
[2] tufana60@gmail.com

attracting the attention of the academia has recently been Organizational Citizenship Behaviors (OCB) of employees. Indeed, OCB aims to protect the organization from destructive and unwanted behaviors which prevent it from operating properly, to improve employees' abilities and skills; and to increase the performance and efficiency of the organization through establishing effectual coordination. In this sense, OCB is closely related to organization's achievements such as taking advantage in a competitive environment, attaining a learning identity, adapting to its environment, loyalty, work, sacrifice and commitment of the employees (Organ & Ryan, 1995; Basım and Şeşen, 2006; Martinez, 2012). The most important reason for OCB's rapid proliferation and acceptance of it in the field of education is the fact that it is thought to make a lot of contributions to organizational efficiency and performance (Bogler & Somech, 2005; DiPaola & Tschannen-Moran, 2001).

Looking at those employees working for efficient organizations, it may be said that they perform tasks other than and go beyond those tasks, roles and responsibilities written in their job description. In recent years during which competition among education organizations and particularly among schools has been rapidly increasing, there existed a strong need for managers and teachers exhibiting organizational citizenship behaviors. Teachers are expected to perform voluntary tasks aimed at improving schools moving beyond their function as teachers in classes as officially prescribed in their job descriptions. Within this context, creating organizational citizenship behavior and ensuring the sustainability of this behavior has increasingly been of vital importance in increasing the efficiency of schools (Özdemir, 2010; Somech & Bogler, 2002). However, there are various obstacles in teachers' way to exhibit organizational citizenship behavior. Various factors such as over competitive atmosphere in schools, bad management of organizations, unsuccessful leadership, bad work designs, negative effects of psychosocial working environment on communication and cooperation processes, excessive frequency of inspection on teachers and the existence of a structure of an over autocratic nature preclude teachers from exhibiting organizational citizenship behavior (DiPaola&Tschannen-Moran, 2001; Yaylacı, 2004, Yıldırım, Uzum, & Yıldırım, 2012). Within this scope, the contribution of OCB to the efficiency of a school, which is a social organization with strong informal aspects, where activities based on cooperation could be conducted, may be regarded as obvious.

Organizational Citizenship Behaviors (OCB)

The concept of organizational citizenship behavior, which was first mentioned by Bateman and Organ (1983), has recently attracted the attention of academia in literature on organization and its management and it has been used to refer to the behavior characterized as extra role behavior during examination of relations concerning job satisfaction. In general, OCB refers to extra role behavior, which is not included in official job descriptions; is beyond the job requirements and exceeding the job expectations; and exhibited voluntarily to contribute to the efficient operation of the organization (Karaman & Aylan, 2012; Organ, 1995, 1997; Podsakoff et al., 2000; Robbins & Judge, 2012; Sezgin, 2005). In other words, OCB is exhibited by employees voluntarily regardless of orders without any pressure and that contributes to the organization (Yılmaz & Çokluk-Bökeoğlu, 2008). In different studies, OCB is described through different names such as surplus behavior, extra role behavior, social organization behavior, organizational citizenship, prosocial organizational behavior, good soldier syndrome, organizational spontaneity or civil organizational behavior (Podsakoff et al. 2000; Turnispeed & Murkison, 2000; Yaylacı, 2004). In problematic situations about the job, OCB covers helping colleagues to solve the problem faced, accepting orders without causing any problem, performing unexpected obligatory tasks without complaints, helping with keeping the workplace clean and in order, talking to other people and organizations about the

job, organization and its managers in a positive manner, creating an organizational atmosphere in which conflicts and distractions are absent or minimized, and protecting resources of the organization (Bateman & Organ, 1983; Buluç, 2008).

OCB contributes to the social and psychological atmosphere of the organization as a personal behavior performed on a voluntary basis, which also helps the organization with attainment of its goals (Organ, 1997). Robbins and Judge (2012) state that those employees, who exhibit the behavior of a "good citizen", support their colleagues in their team; share the extra work load voluntarily; avoid unnecessary arguments; respect both the soul of the work and written instructions and rules regarding it; and welcome the obstacles they face during performance of their tasks. According to Van Dyne, Graham and Dienesch (1994) those teachers with more years of seniority develop strong attachment to the organization they work for, they have a sense of belonging towards the organization and they have a more self-sacrificing attitude towards it. Thus, exhibition of OCB by these teachers is facilitated.

In a number of studies, dimensions of OCB are classified as positive behavior (courtesy) exhibited by members who are affected by each other's work and decisions; providing other employees who face problems with unreturned and voluntary help (Altruism-generosity); welcoming, willing to accept the problems, disturbances and pressures and maintain the positive position (gentlemanliness); perform role behaviors concerning the internal order of the organization such as sustain work, punctuality and protecting the resources in a better manner than that is expected from them (scrupulosity); commitment to the organization, active and accountable participation in the political life of the organization and developing new ideas (organizational and civil virtue) (Moorman & Blakely, 1995; Organ, 1997; Sezgin, 2005; Smith et al., 1983). Podsakoff et al. (2000) deal with OCB through seven dimensions: helping; fairness, organizational loyalty, organizational obedience, personal initiative, civil virtue and self-development.

Teachers' Organizational Citizenship Behaviors

When the major characteristics of an efficient school are examined, reflections of OCB exhibited by its teachers can be observed. Certain behaviors may be given as examples for different dimensions of OCB: Consensus on the goals for team spirit dimension of OCB; continuous communication and respect for respect and tolerance dimensions of OCB; and develop employees in terms of their professional skills for participation dimension of OCB (Gökmen, 2011). Considering the positive effects of OCB on school organization, it may be said that it increases teachers' organizational attachment and commitment, their sense of justice, and their motivation while it decreases the labor turnover. A low level of OCB exhibited by teachers and managers in schools has a negative influence on the performance of employees and it undermines the school's efficiency (Christine, 2011). A school where OCB is dominant increases the efficiency of school managers and teachers and school's culture; it makes the school more appealing and it therefore increases the organization's ability to attract the attention of and maintain qualified managers and teachers. Behaviors such as helping colleagues, providing proposals aimed at developing the work and processes; being careful about being at work on time; making the best of working time; helping the new-comers with their socialization; attending the workplace more than that is necessary (i.e. take leave less than officially deserved); informing the management of absence in advance; helping the inspectors or managers with their works; supporting them; and providing new and creative proposals which would contribute to the organization are significant indicators of organizational citizenship (DiPaola et al., 2005). Those teachers who have strong OCB help their new colleagues voluntarily; take part in councils and committees; participate in extra activities not included on the schedule; help students during their leisure times; work

efficiently in cooperation with their counterparts and attach priority to professional activities. They use their personal and professional skills to ensure that students and the school achieve their goals (DiPaola & Tschannen-Moran, 2001; Yancı & Sağlam, 2014).

OCB is known to be in a positive relationship with personal and organizational performance and make contributions to organizational efficiency. OCB makes the school more appealing and it therefore increases the organization's ability to attract the attention of and maintain qualified managers and teachers (Podsakoff & MacKenzie, 1997; Özdemir, 2010; Yücel & Kalaycı, 2009). Teachers' OCB in schools is influenced by their personality, job requirements and managers' leadership behaviors (Moorman, 1991; Özdemir, 2010; Podsakoff et al., 2000). In the consequence of various researches made, teachers who exhibit OCB have been found to have higher performance. Students' success and teachers' OCB have also been stated to have a close relationship and teachers' efficiency to depend on teachers' exhibition of OCB in schools (Bogler & Somech, 2005; DiPaola & Neves, 2009; Moorman, 1991). OCB is also affected by teachers' attitude towards the school, behaviors and perception. Creating a strong organizational climate to support teachers' exhibition of OCB facilitates the cooperation, information exchange, help and sharing between the teachers (Sezgin, 2005). OCB is vital both for information transfer and bringing positive behaviors. OCB behaviors which influence teachers' relationship with managers, other teachers and parents have been recently put on the agenda frequently (Oğuz, 2010).

Organizational Citizenship Behaviors within the Context of Various Variables

Significance of OCB stems from its relationship with a number of variables such as job satisfaction, organizational justice, organizational commitment, organizational confidence, organization culture. Recent researches on OCB accept and suggest the positive effects of OCB on the employee and its organization; however, there are also researches which suggest that OCB has negative effects. In majority of researches conducted home and abroad, it is concluded that strong OCB of the employees has positive effects on the variable studied (Buluç, 2008; Karaman & Aylan, 2012; Moorman & Blakely, 1995; Sezgin, 2005; Vey & Campbell, 2004).

OCB is one of the commonly studied research topics particularly in the field of education in Turkey and it has been discussed with its different aspects. Relationships between OCB and commitment, organizational health, organizational justice, job satisfaction and exhaustion have been considered in terms of various education levels and variables (Buluç, 2008; Çelik, 2007; Dönder, 2006; Karaman, Yücel & Dönder, 2008; Keskin, 2005; Mercan, 2006; Polat, 2007; Polat & Celep, 2008; Yaylacı, 2004; Yılmaz, 2010). Various researches conducted in Turkey teachers have been determined to have a mid-level positive opinion about OCB (Dönder, 2006; Keskin, 2005; Mercan, 2006; Yaylacı, 2004; Yılmaz & Çokluk- Bökeoğlu, 2008; Yılmaz & Taşdan, 2009). Researches conducted by Aktaş (2008), Altunbaş (2009) and Yancı and Sağlam (2014) on high school teachers suggest that they exhibit OCB at a high level.

Seniority depends directly on the person's positive feelings about its employer and these feelings may lead to promotion to a certain level (Sönmez, 2005). Research made by Yücel and Kalaycı (2009) suggests that those teachers who are working in a reliable working environment have a tendency to exhibit OCB. The most influential variable on OCB has been determined as teachers' seniority in their school. In the meta-analysis of Organ and Ryan (1995) determiners of OCB have been determined as job satisfaction, perceived organizational justice, organizational commitment and leader support. According to Morrison (1994), as the seniority increases, trust and commitment felt by the employee towards his/her

employer increases and thus the employee perceives more number of tasks as covered in his role since he/she feels more responsible towards the organization. This way, he/she exhibits organizational citizenship behaviors.

Even though no evidence has been found indicating that seniority is effective upon teachers' OCB in school, demographic variables have been used and interpreted in majority of researches. Teachers' OCB may be affected by factors such as their personal and professional qualities; particularly by their gender, age, term of office, marital status, socio-economic situation and the region where they work. In terms of variables determining OCB, along with demographic and behavioral qualities of the employees, their seniority may also be influential. Various researches show that teachers' seniority is a significant predictor of teachers' OCB (Bogler & Somech, 2005; DiPaola & Tschannen-Moran, 2001; İpek, 2012; Kidder, 2002; Martinez, 2012; Kidder, 2002; Suresh, & Venkatammal, 2010; Yener & Akyol, 2009; Yücel et al., 2009).

Different researches in which OCB perceptions are compared in seniority in literature have different conclusions. Some of these researches in literature (Celep et al., 2004; Çetin et al., 2003; Ölçüm-Çetin, 2004; Polat, 2007; Yücel et al., 2009; Yılmaz, 2010) reveal that teachers' perception and opinions vary depending upon their term of office. The research made by Yılmaz (2012) suggest that teachers' opinions about OCB do not change depending on their gender, education, age and the number of teachers in school while it changes depending on teachers' term of office. A number of researches in literature (Altınkurt & Yılmaz, 2012; Bulut, 2011; Büyüközkan, 2012; Polat, 2007) suggest that teachers' seniority does not have any determining role in their exhibition of OCB; and that they exhibit OCB at same levels.

Number of quantitative and qualitative researches made on OCB in the field of education in Turkey has been increasing day by day. In general, various scales and different independent variables (gender, branch, marital status, education level, faculty from which teachers graduate, seniority etc.) have been used in researches conducted on OCB in schools through quantitative and qualitative methods (Altınkurt & Yılmaz, 2012; Sezgin, 2005). As a result of these researches, some results have been obtained which are both statistically significant and insignificant; and varying in terms of subgroups of independent variables. Meta-analyses are required to synthesize the results of all these researches and to pave the way for new researches on teachers' opinions about OCB (Organ & Ryan, 1995; Dar &Raja, 2014).

Sezgin (2005) noted that these results should be synthesized because researches on OCB have given different conclusions. He also claimed that meta-analyses should be made in this respect. Increase in the studies on teachers' opinions about OBC in schools witnessed recently led to a necessity to draw a common conclusion through considering the number of samples and synthesizing the results of these studies.

Research made by Sezgin (2005) shows that there is a significant relationship between emotional commitment and OCB and emotional commitment of the employees is one of the factors leading to exhibition of OCB. Sezgin (2005) noted that these results should be synthesized because researches on OCB have given different conclusions. Increase in the studies on teachers' opinions about OBC in schools witnessed recently led to a necessity to draw a common conclusion through considering the number of samples and synthesizing the results of these studies. Since no meta-analysis on teachers' opinions about organizational citizenship has been found, this study would be an original one in both domestic and international sense and it would pave the way for new researches in this field in terms of different variables. Within this context, this study will examine the effect sizes of

organizational citizenship and whether there is a difference between the effect sizes obtained through various variables ignored in primary researches.

Purpose

The aim of this study is to determine the effect of seniority on teachers' organizational citizenship behaviour. To this end, the effect size of teachers' perceptions and opinions regarding to organizational citizenship behavior is determined. Also the variables of publication year, the region in which the research was carried on, school levels, scale type, and researcher's gender are tested as moderator variables.

Method

Research Model

Meta-analysis method, which is one of the methods used for synthesizing the research results, constitutes this research's model. The process including analysis, synthesis and interpretation of quantitative findings obtained from independent studies through advanced statistical techniques is called meta-analysis. The aim of meta-analysis is to combine the findings of various studies conducted at different times in different places on the same subject so as to reveal the facts about this subject and to achieve the most reliable fact in quantitative terms through increasing the number of samples (Cumming, 2012: 205; Ellis, 2012: 5; Hartung, 2008: Kış, 2013; Aytaç, 2014; Yıldırım, 2014). In this study, CMA ver. 2.2.064 [Comprehensive Meta-Analysis], Statistical Package Software for Meta-Analysis was used for measurement of the effect sizes, variances and comparisons of the groups included in each study. SSPS ver. 20.0 package software was used for the rater reliability test.

Data Collection

MA theses and PhD dissertations on teachers' perception and opinions about OCB in Turkey are the basic data sources of this study. The keywords "organizational citizenship" and "organizational allegiance" were used to find the related material and researches in the National Thesis Archive of the Council of Higher Education. Following the browsing process, 17 of 30 studies on the subject of this study were found convenient for inclusion criteria. In choosing the studies to be included in this study, the following criteria were used:

(i) *Criterion 1*: Published or unpublished references: MA and PhD thesis.

(ii) *Criterion 2*: Convenience of the research method of the study: The requirement for being an empirical study and use of tenure of office as an independent variable to obtain the effect size during the meta-analysis.

(iii) *Criterion 3*: Existence of sufficient numeric data: Sample size, mean, standard deviation, F value, t value, X2 value, Kruskal Wallis value, Mann Whitney U data and p value were considered for teacher groups with 1-10 years of seniority and with 10 years of seniority and over to determine the effect sizes necessary for a meta-analysis.

13 studies were not included in the study on the grounds that they used different variables (managers, academic members) and they lacked the data necessary for a meta-analysis. The sample of this study is limited to 17 studies and MA theses and PhD dissertations on this subject written in Turkey between the years 2006 and 2012.

Research Reliability: A coding protocol which includes the name, content and data of this study has been created. A secondary researcher who has an in-depth knowledge on the "Study Content" section of the Rating Protocol and on what to do has rated using an inter-rater reliability form in order to ensure the inter-rater reliability. The first rater is the first researcher himself. Cohen's Kappa statistics was used to ensure the inter-rater reliability and it was found to be 0,91. This result indicated almost a perfect compliance between the raters.

Research validity: The validity and reliability of meta-analysis depends on the validity and reliability of the studies included in the research (Decoster, 2004; Petitti 2000). Also, screening and including all related studies which meet the criteria of meta-analysis increases the validity of the study. It has seen that, all thesis included in this study have carried out with valid and reliable research instruments. During this study, it was determined that the validity of data collection means had been ensured in all of 17 studies included in the meta-analysis.

Data Analysis

During the analysis of data, one of the methods of meta-analysis comparing group (fixed and random-effects models) Group differences method was used. During this study, the effect sizes, variances and comparisons of the groups included in each study were measured through CMA ver. 2.2.064 [Comprehensive Meta-Analysis], Statistical Package Software for Meta-Analysis (Borenstein et al., 2005). This study includes teachers with 1-10 years of seniority as sample group and teachers with 11 years of seniority and over as control group. Thus, positive status of the effect size is interpreted as being in favor of teachers with 1-10 years of seniority while its negative status is interpreted as being in favor of teachers with 11 years of seniority and over. SSPS ver. 20.0 package software was used for rater reliability test. Since the significance level was taken as 0,05 in the studies included in this study, the significance level of statistical analyses to be used in this study was determined as 0,05.

Findings

The related data covered in the studies included in this study were analyzed so as to find an answer to the question of the study. Findings concerning the publication bias, descriptive statistics, forest plot, fixed effect model findings, homogeneity test, random effect model findings and moderator analysis findings obtained from these analyses are given in this part.

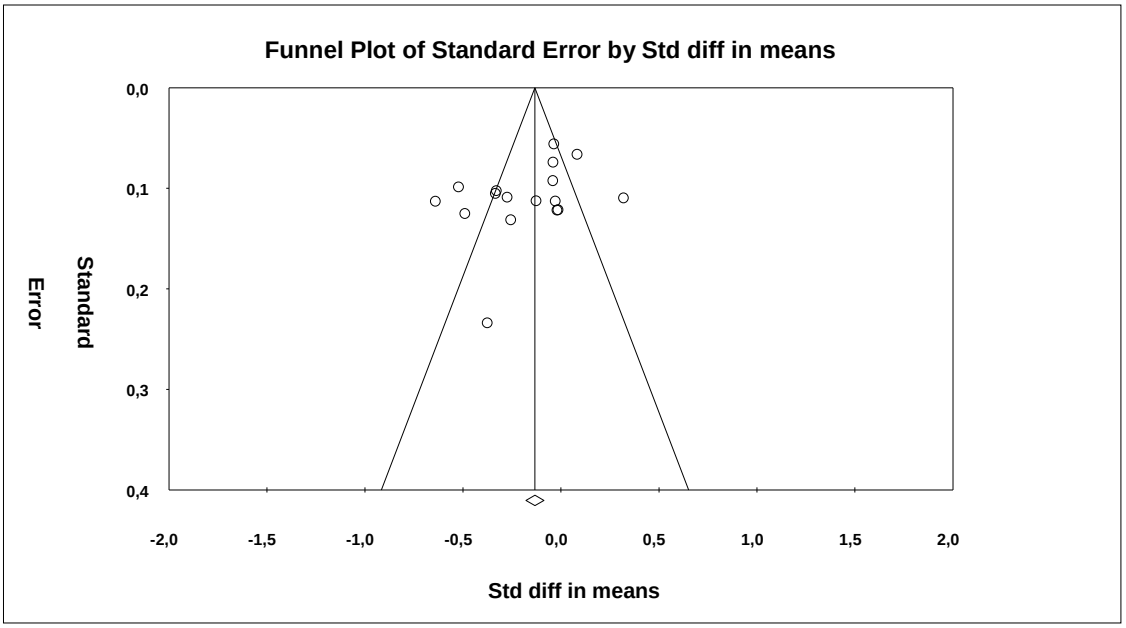


Figure 1. *Cone Dispersion Graphic of the Studies with Effect Size Data on Differences among Teachers' Perceptions about Organizational Citizenship Behaviors in Accordance with Their Seniority*

As reflected in Figure 1, majority of 17 studies that were included in this study is located at upper side of the figure and very close to the conjoined effect size. In case there is no publication bias, studies are expected to expand symmetrically on both sides of vertical line showing the effect size (Borenstein et al, 2009: 284). Four of the studies (Altunbaş, 2009; Yancı, 2011; Zengin, 2011) that were included in this study to determine the conjoined effect size measured based on seniority variable went beyond the pyramid but they expanded around the top and the middle of the figure. If there was a publication bias in 17 studies that were included in this study, then, the majority of the studies will be located at the bottom of the figure or only at a single part of the vertical line (Borenstein et al, 2009: 284). In this sense, this cone graphic is one of the indicators of the absence of a publication bias in terms of the studies included in this study.

Orwin's Fail-Safe N Evaluation was also conducted to test the publication bias. Orwin's Fail-Safe N calculates the number of studies that are likely to be excluded from the meta-analysis (Borenstein et al, 2009: 285). In the consequence of this analysis, Orwin's Fail-Safe N was found to be 176. The necessary number of study for the average effect size found as 0,018 in the consequence of the meta-analysis to reach 0,01 (trivial) level, in other words, almost to zero effect size is 232. However, 17 studies which were included in this study are the total number of studies which meet the inclusion criteria and which are available among all the studies conducted on this subject in Turkey (qualitative, quantitative, theoretical etc.). Impossibility to attain 232 other studies may be accepted as another indicator of the absence of publication bias in this meta-analysis.

Non-Conjoint Findings of Effect Size Analysis Based on Teachers' Term of Office

The effect sizes of teachers' perception about OCB based on their term of office, standard error and its upper and lower limits based on a reliability level of 95% are given in an order from positive to the negative values on Table 1.

Table 1.

Effect Sizes of Teachers' Opinions about OCB Based on Their Term of Office

Model	Research Name	Effect size (d)	Standard error	Variance	Lower limit	Upper Limit	Z-Value	p-Value	Number Female	Of Samples Male
	Aktay, 2008	-0,255	0,132	0,017	-0,513	0,003	-1,935	0,053	161	91
	Altunbaş, 2009	0,321	0,110	0,012	0,105	0,536	2,920	0,004	162	174
	Bulut, 2011	-0,040	0,093	0,009	-0,221	0,142	-0,430	0,667	250	218
	Büyüközkan, 2012	-0,035	0,056	0,003	-0,145	0,075	-0,625	0,532	422	1277
	Dönder, 2006	-0,521	0,099	0,010	-0,715	-0,327	-5,271	0,000	206	217
	Gökmen, 2011	-0,125	0,113	0,013	-0,346	0,096	-1,111	0,267	166	150
	Karagöz, 2007	-0,027	0,113	0,013	-0,249	0,194	-0,242	0,809	132	192
	Kepenek, 2008	-0,018	0,122	0,015	-0,258	0,221	-0,152	0,879	86	308
	Korkmaz, 2011	0,084	0,067	0,004	-0,047	0,214	1,257	0,209	536	391
	Köprülü, 2011	-0,329	0,103	0,011	-0,530	-0,127	-3,197	0,001	139	308
	Özer, 2009	-0,273	0,109	0,012	-0,487	-0,059	-2,503	0,012	145	203
	Öztürk, 2009	-0,374	0,234	0,055	-0,833	0,085	-1,599	0,110	23	93
	Polat, 2007	-0,039	0,074	0,006	-0,184	0,107	-0,525	0,600	263	586
	Uslu, 2011	-0,333	0,105	0,011	-0,539	-0,126	-3,156	0,002	115	433
	Yancı, 2011	-0,489	0,125	0,016	-0,734	-0,243	-3,899	0,000	209	95
	Yarım, 2009	-0,014	0,122	0,015	-0,252	0,225	-0,111	0,912	136	134
	Zengin, 2011	-0,745	0,113	0,013	-0,967	-0,523	-6,582	0,000	297	114
Fixed		-0,133	0,024	0,001	-0,179	0,087	-5,640	0,000	4319	4210
Random		-0,180	0,061	0,004	-0,299	0,060	-2,952	0,003	4319	4210

In accordance with Table 1, the standardized mean difference (SMD=SOF) based on seniority in these 17 studies, varies from -0,745 in favor of teachers with 1-10 years of seniority to 0,321 in favor of teachers with 1-10 years of seniority. A statistically significant difference ($p < 0,05$) was found in 8 studies while no significant difference was determined in 9 studies. The confidence interval of 17 studies was also found to vary from -0,967 to 0,536.

Forest Plot of the Studies Including Data on Seniority

The forest plot of 17 studies included in this study and consisting of the data concerning seniority is given in Figure 2.

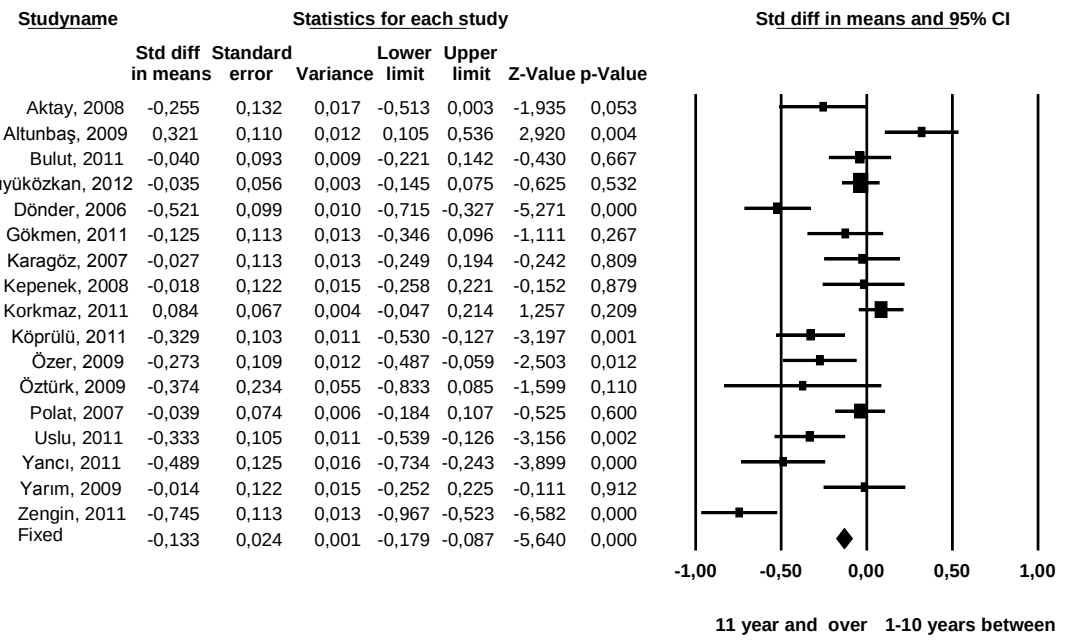


Figure 2. *Forest plot of the effect sizes of teachers' perception about OCB based on seniority variable*

When Figure 2 is examined, a difference lower than zero in favor of teachers with 11 years of seniority and over is observed. The fact that there is a difference in favor of teachers with 11 years of seniority and over may be interpreted as a sign of the fact that they perceive and encounter OCB more in proportion to male teachers.

Findings of Effect Size Meta-Analysis of Teachers' Seniority Conjoined in Accordance with Fixed and Random Effect Models

The average effect size of the perception of teachers with 1-10 years of seniority and teachers with 11 years of seniority and over about OCB conjoined in accordance with fixed and random effect models (without subtracting the outliers), standard error and its upper and lower limits based on a confidence interval of 95% are given on Table 2.

Table 2. *Findings of Effect size Meta-Analysis Based on Seniority Variable Conjoined in Accordance with the Fixed Effect Model And Random Effect Model and Homogeneity Test*

Model	Effect size and confidence interval of 95%						Heterogenity		
	Number of studies	Point estimate	Standard error	Variance	Lower limit	Upper limit	Z-value	Q-value	df (Q)	I^2
Fixed effect	17	-0,133	0,024	0,001	-0,179	-0,087	-5,640	99,522	16	83,923
Random effect	17	-0,180	0,061	0,004	-0,299	-0,060	-2,952			

On Table 2, the average effect size value obtained from the effect size values of the studies included in this study based on seniority variable in accordance with fixed effect model was calculated as d=-0,133 whereas the standard error of the average effect size, the upper limit and lower limit of confidence interval of the average effect size was calculated as SE=0,024; -0,087; and -0,179, respectively. Data obtained from 17 studies included in this study based on the calculations showed that teachers with 11 years of seniority and over experience OCB more than teachers with 1-10 years of seniority in accordance with fixed effect model. However, since the effect size value is lower than 0,20, it was determined as an effect even less than the lower level in accordance with Cohen's classification (Cohen, 1988, 40). According to Lipsey's classification, there is an effect even less than the lower level when the effect size is lower than 0,15. The classification of Thalheimer and Cook (2002) shows that there is an insignificant difference (-0,15-0,15).

When statistical significance is calculated according to Z test, Z=-5,640 was found. The obtained result was found to have statistical significance with p=0,005. Only 1 of the 17 studies included in this study based on seniority variable have remained within the upper and lower limits of effect size and reached a result close to the existent effect size whereas the remaining 16 studies have remained over or below these limits.

As for the homogeneity test, in other words, Q-statistics, Q was calculated as 99,522. 16 degrees of freedom at a significance level of 95% from x2 table was found to be 7,96. The hypothesis on the absence of homogeneity in terms of the distribution of effect sizes was rejected in fixed effect model because Q-statistics value (Q=99,522) exceeded the critical chi square distribution value (x^2 0,95 =7,96) with a degree of freedom of 16. Thus, effect sizes distribution was determined to be heterogeneous in accordance with fixed effect model.

I^2, which was developed as a supplement to Q statistics, put forth a clearer result concerning heterogeneity (Petticrew & Roberts, 2006; Yıldırım, 2014). I^2 shows the rate of total variance about the effect size. As opposed to Q-statistics, I^2 Statistics are not affected by number of studies. During the interpretation of I^2 25% indicates a low-level heterogeneity, 50% indicates a mid-level heterogeneity and 75% shows a high-level heterogeneity (Cooper et al, 2009, 263). Since a level of heterogeneity close to a high-level heterogeneity was found in the consequence of the homogeneity for the purpose of seniority variable (Q and I^2) the model to be used for conjoining process was transformed into a random model. The results of the moderator analysis made to put forth the reasons for this heterogeneity are given on Table 3.

Tablo 3. *Categorical Moderator Results about the Effect of Seniority on OCB*

Moderator	k	d	SE	%95 CI	Q
Education level					12,158
Primary/secondary	4	-0,031	0,050	[-0,129; 0,068]	
Primary/secondary	8	-0,210	0,032	[-0,273; -0,146]	
High school	5	-0,060	0,047	[-0,152; 0,032]	
Region of the study					

Eastern Anatolia	3	-0,191	0,052	[-0,294; -0,089]	26,090
Central Anatolia	3	-0,025	0,064	[-0,150; 0,100]	
Marmara	7	-0,123	0,045	[-0,211; -0,035]	
Mediterranean	2	-0,037	0,045	[-0,124; 0,051]	
Aegean	2	-0,433	0,072	[-0,574; -0,292]	
Scale Type					16,301
Ready	12	-0,226	0,033	[-0,291; 0,069]	
Developed	5	-0,036	0,034	[-0,102; 0,030]	
Researcher's gender					5,565
Male	9	-0,077	0,033	[-0,142; -0,011]	
Female	8	0,188	0,033	[-0,253; -0,123]	

*p<.05 Note: k=number of studies, d=Cohen's d, SE= Standard Error, CI= Confidence Interval, Q=heterogeneity among the studies

Comparison analyses were made for those studies whose number of subgroups is two and more. In the consequence of the moderator analysis conducted, the effect sizes were found to vary depending on the education level (p=0,002). Results of the studies conducted at primary/secondary and high school levels and only at high school level indicated an insignificant result (primary/secondary and high school: -0,031 and high school: -0,060) in favor of teachers with 11 and above years of seniority; effect size in studies conducted only at primary/secondary school level as sample increases (-0,091; -0,026). Studies in regions where the provinces in which this research was conducted are located (p=0,000) were determined to influence the effect sizes. Researches made in all regions indicated findings in favor of teachers with 11 and above years of seniority, while particularly the effect size of researches conducted in Aegean region is higher (Aegean: -0,043). The moderator effects of the scale type (ready or developed) (p=0,000) and researcher's gender (p=0,018) were also determined. In studies which were conducted through ready scales, a difference in favor of teachers with 11 years of seniority and over was observed. Direction of the difference was observed to change in favor of teachers with 11 years of seniority and over when the researcher was female.

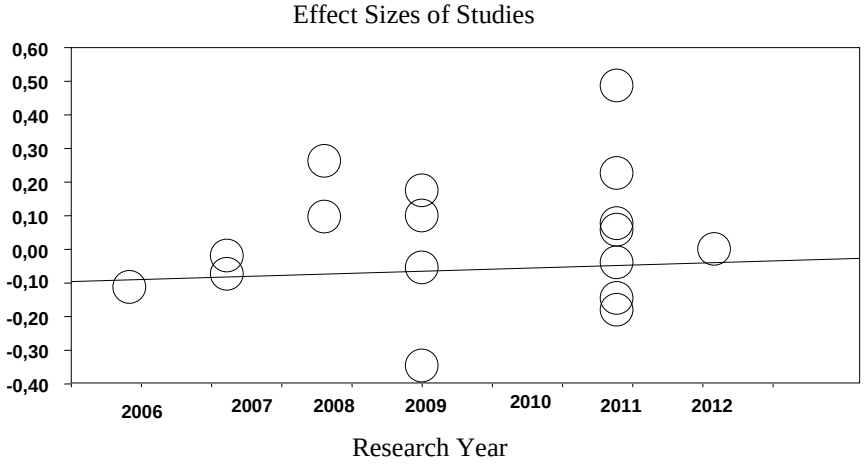


Figure 3. *Effect Sizes Meta-Regression Results based on the Years in Which the Research Was Conducted.*

As reflected in Figure 3, an increase tendency in seniority difference by years in terms of the effect sizes of the studies is observed.

Discussion, Results and Recommendations

In this study, 17 effect sizes related to 17 studies constituting a sample of 8432 people were calculated. A statistically significant difference was detected in 8 studies while no significant difference was found in 9 studies. In fixed effect model, as a result of the conjoining process, a statistically significant effect size of 0,133 in favor of teachers with 11 years of seniority and over was found. This result may be regarded as low and insignificant in accordance with the classification of Cohen (1988) and Thalheimer and Cook (2002). In random effect model, as a result of the conjoining process, a statistically significant effect size of -0,180 in favor of teachers with 11 years of seniority and over was found. This result may also be regarded as low and insignificant in accordance with the classification of Cohen (1988) and Thalheimer and Cook (2002). When these results are evaluated together, they show that there is a difference which may be regarded as insignificant among teachers' perceptions about OCB in schools in terms of seniority variable. Thus, not using seniority as a variable in future studies may be brought to the agenda. Since there is not any other meta-analysis regarding teachers' perception about teachers' OCB based on seniority variable, it was not possible to compare and contrast these results.

In this study, teachers' opinions do not vary depending on their term of office. Researches conducted by Altınkurt and Yılmaz (2012), Dar and Raja (2014) and Polat (2007) also support this result. The result of this indicating that opinions of teachers with 11 years of seniority and over are positive about OCB even if it is at an insignificant level is in parallel with the results of researches made by Celep, Polat, Elbir and Yapıcı (2004), Oğuz (2010) and Ölçüm-Çetin (2004). Researches of Gökmen (2011), Köprülü (2011), Yılmaz (2010) and Yıldırım et al. (2012) suggest that teachers with 11 years of seniority and over have a more positive attitude towards OCB than those teachers with 1-10 years of seniority. Celep et al. (2004), Çetin et al. (2003) and Köprülü (2011) and Yılmaz (2010), in their studies, found teachers' positive attitude increases as their years of seniority increase. As the duration of work in school increases, an increase in the organizational citizenship level including conscience, altruism and civil virtue is observed. Sezgin (2005) showed that teachers who are new in their profession and teachers who are in later periods of their seniority are not very successful in exhibiting OCB. Various researches put forward the fact that inexperience and absence of time necessary for adopting the culture in the organization may prevent new teachers from exhibiting OCB (Celep et al., 2004; Çetin et al., 2003; Dönder, 2006). Eres (2010) in his research suggests that teachers with 21 years of seniority and over exhibit less OCB than those teachers with less years of seniority. Possibility of withdrawal behavior exhibited due to the idea "I have made all I could up to now" and willingness to retire to be one of the reasons of this result should be taken into account.

A significant difference was found among teachers' opinions about their frequency of exhibiting OCB and seniority variable. Perceptions of teachers with 11-20 years of seniority and perceptions of those with 21 years of seniority and over were determined to be different. This study indicated that perceptions of teachers with 21 years of seniority and over about OCB exhibition is higher than perceptions of teachers with 11-20 years of seniority.

Problems such as increase in the number of student for whom each teacher is responsible; differences in social expectations; technological inefficiencies in schools; teachers' perception that their income is low may prevent teachers with less years of seniority from exhibiting OCB (Yancı & Sağlam, 2014; DiPaola, Tarter & Hoy, 2005; Wagner & Rush, 2000). Within the context of the results of this study, it may be said that creating working conditions which will encourage new teachers exhibit OCB and an efficient communicative and cooperative atmosphere considering their social and psychological needs will be beneficial.

Within the context of the results of this study, a decrease tendency in teachers' years of seniority difference in terms of effect sizes of researches based on research year moderator is observed. One of the findings of this study reflecting the fact that there is not any significant difference among teachers' perception about OCB depending on seniority variable may suggest that it will not be possible to use this variable as a significant independent one in future studies. Results obtained from recent studies support this finding as well.

As a result, supporting teachers in exhibiting OCB, school management's efforts to bring trust, cooperation, commitment, helping each other, conscience and courtesy and rewarding teachers exhibiting OCB may be regarded as significant factors ensuring both the school's and its teachers' efficiency. Determining a common vision and creating a more interactive and sharing culture based on trust may increase the exhibition of OCB. In this respect, transfer of information and experience by more experienced and successful teachers into new and inexperienced teachers may be regarded as an important drive. To that end, on-the-job training provided for teachers who are in their earlier period of seniority may be provided in a way to enhance their OCB understanding.

Further studies to reveal and discuss the reasons for the low level of difference among teachers' perceptions about OCB based on seniority variable in schools and for the fact that teachers with 11 years of seniority and over exhibit more OCB than teachers with 1-10 years of seniority even if it is at a low level may be recommended. Further meta-analyses may be conducted using various variables predicting OCB such as gender, marital status and school type.

References

(The symbol of * refers to the studies included in the meta-analysis).

*Aktay, A. (2008). Yönetici ve öğretmenlerin değer tercihleri ile örgütsel vatandaşlık davranışları arasındaki ilişkinin incelenmesi. (Yayınlanmamış yüksek lisans tezi), Yeditepe Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.

Aktas, H. G. (2008). *Ögretmenlerde denetim odağı ve örgütsel vatandaşlık* (Yayınlanmamış yüksek lisans tezi), Afyon Kocatepe Üniversitesi, Afyon.

Altınkurt, Y., &Yılmaz, K. (2012). Okul yöneticilerinin kullandığı güç kaynakları ile öğretmenlerin örgütsel vatandaşlık davranışları arasındaki ılişki. *Kuram ve Uygulamada Egitim Bilimleri,* 12 (3), 1833-1852.

*Altunbaş, A. (2009). *Öğretmenlerin örgütsel vatandaşlık davranışları ve çalışma değerlerinin analizi (Altındağ İlçesi Örneği).* (Yayınlanmamış yüksek lisans tezi), Yeditepe Üniversitesi, İstanbul.

Aytaç, T. (2014). The effect of school type on intimidation (mobbing) experienced by teachers in schools: A meta-analysis. *Educational Research and Reviews*, 9 (20), 1055-1064.

Basım, H. N. ve Şeşen, H. (2006). Örgütsel vatandaşlık davranışı ölçeği uyarlama ve karşılaştırma çalışması. *Ankara Üniversitesi SBF Dergisi*, 61(4), 84-101.

Bateman, T. S., & Organ, D. W. (1983). Job satisfaction and good soldier: The relationship between affect and employee citizenship. *Academy of Management Journal,* 26 (4), 587–595.

Bogler, R., & Somech, A. (2005). Organizational citizenship behavior in school, How does it relate to participation in decision making?, *Journal of Educational Administration*, 43 (5), 420-438.

Borenstein, M., Hedges, L. V., Higgins, J. P. T., & Rothstein, H. R. (2009). *Introduction to meta-analysis*. West Sussex-UK: John Wiley & Sons Ltd.

Buluç, B. (2008). Ortaöğretim okullarında örgütsel sağlık ile örgütsel vatandaşlık davranışları arasındaki ilişki. *Türk Egitim Bilimleri Dergisi*, 6 (4), 571–602.

*Bulut, M. Ş. (2011). *İlköğretim okullarındaki performans yönetimi uygulamaları ile örgütsel vatandaşlık davranışı arasındaki ilişki.* (Yayınlanmamış yüksek lisans tezi), Sakarya Üniversitesi, Sakarya.

*Büyüközkan, A. S. (2012). *Öğretmenlerin örgütsel yurttaşlık davranışları ile tükenmişlikleri arasındaki ilişkinin incelenmesi.* (Yayınlanmamış yüksek lisans tezi), Mersin Üniversitesi, Mersin.

Celep, C., Polat, S., Elbir, N. ve Yapıcı, E. (2004, Temmuz). *Ortaöğretim okullarındaki öğretmenlerin örgütsel vatandaşlık tutumları.* XIII. Ulusal Eğitim Bilimleri Kurultayı. İnönü Üniversitesi, Malatya.

Christine, N. (2011). *Teacher Competences, Organizational Citizenship Behaviours and Performance of Teachers in Secondary Schools: A Case Study Of Prıvate Secondary Schools*. (Unpublished doctorate thesis), San Diego State University.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2 nd. edition). New Jersey: Lawrence Erlbaum Associates, Inc. http://books.google.com.tr/books?id=Tl0N2lRAO9oC&printsec=frontcover&hl=tr&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false Erisim tarihi: 20 Ocak 2014.

Cooper, H., Hedges, L. V., & Valentine, J. C. (2009). *The handbook of research synthesis and meta-analysis (2nd edition)*. New York: Russell Sage Publication.

Cumming, G. (2012). *Understanding the new statistics*. New York: Routledge, Taylor and Francis Group.

Çelik, M. (2007). *Örgüt kültürü ve örgütsel vatandaşlık davranışı*. (Yayınlanmamış doktora tezi), Atatürk Üniversitesi, Erzurum.

Çetin, M., Yesilbag, Y. & Akdag, B. (2003). Öğretmenlerin örgütsel vatandaşlık davranışı. *Marmara Üniversitesi Atatürk Egitim Fakültesi Egitim Bilimleri Dergisi*, 17, 39–54.

Dar, A., & Raja, N. (2014). Organizational citizenship and organizational justice in Pakistani schools. *IOSR Journal of Business and Management (IOSR-JBM),* 16 (1), 156-160.

DeCoster J. (2004). *Meta Analysis Notes*. Department of Psychology, University of Alabama.

DiPaola, M.F., Tarter, C.J., & Hoy, W.K. (2005). Measuring organizational citizenship of schools: The OCB scale. In W. Hoy & C. Miskel (Eds.), *Educational Leadership and Reform*, (319-341). Greenwich, CN: Information Age Publishing.

DiPaola, M.F. & Neves, P. M. (2009). Measuring organizational citizenship behavior across cultures: A construct comparison between American and Portuguese secondary teachers. *Journal of Educational Administration*, 47, (4), 490 -507.

DiPaola, M. F. & Tschannen-Moran, M. (2001). Organizational citizenship behavior in schools and its relationship to school climate. *Journal of School Leadership*, 11, 424-447.

*Dönder, H. H. (2006). *Öğretmenlerin örgütsel vatandaşlık davranışları ve bürokrasi*. (Yayınlanmamış yüksek lisans tezi), Afyonkarahisar Kocatepe Üniversitesi, Afyonkarahisar.

Eres, F. (2010). Organizational citizenship behaviors of teachers in vocational high schools. *Eurasian Journal of Educational Research*, 39, 111-126.

Finkelstein, M. A. ve Penner, L. A. (2004). Predicting organizational citizenship behavior: Integrating the functional and role ıdentity approaches. *Social Behavior and Personality, 32*(4), 383-398.

*Gökmen, A. (2011). *İlköğretim öğretmenlerinin örgütsel vatandaşlık davranışları ve bu davranışların okul etkililiği üzerindeki etkisine ilişkin algıları.* (Yayınlanmamış yüksek lisans tezi), Pamukkale Üniversitesi, Denizli.

Ipek, C. (2012). Öğretmen algılarına göre ortaöğretim kurumlarında örgütsel kültür ve örgütsel vatandaşlık davranışı. *Kuram ve Uygulamada Egitim Yönetimi [Educational Administration: Theory and Practice]*, 18(3), 399-434.

*Karagöz, L. (2007). *İlköğretim okulu öğretmenlerinin görüşlerine göre örgütsel adanma ile örgütsel yurttaşlık davranışları arasındaki ilişki.* (Yayınlanmamış yüksek lisans tezi), Yeditepe Üniversitesi, İstanbul.

Karaman, A. ve Aylan, S. (2012). Örgütsel vatandaşlık. *Kahraman Maraş Sütçü İmam Universiesi İkitsadi ve İdari Bilimler Fakultesi Dergisi*, 2, 35-48.

Karaman, K., Yücel, C. ve Dönder, H. (2008). Ögretmen görüslerine göre okullardaki bürokrasi ile örgütsel vatandaşlık arasındaki ilişki. *Kuram ve Uygulamada Egitim Yönetimi [Educational Administration: Theory and Practice],* 14 (53), 49–74.

*Kepenek, Ö. (2008). *Öğretmenlik meslek etik ilkelerinin örgütsel vatandaşlık davranışına etkisi (Kocaeli ili örneği).* (Yayınlanmamış yüksek lisans tezi), Sakarya Üniversitesi, Sakarya.

Keskin, S. (2005*). Ögretmenlerde çalısma degerleri ve örgütsel vatandaslık.* (Yayınlanmamış yüksek lisans tezi), Afyon Kocatepe Üniversitesi, Afyonkarahisar.

Kış, A. (2013*). Okul müdürlerinin öğretimsel liderlik davranışlarını gösterme düzeylerine ilişkin yönetici ve öğretmen görüşlerine yönelik bir meta-analiz.* (Yayınlanmamış doktora tezi), İnönü Üniversitesi, Malatya.

*Korkmaz, C. (2011). *İlköğretim ve ortaöğretim okulları öğretmenlerinin örgütsel vatandaşlık algıları (Malatya İli Örneği).* (Yayınlanmamış yüksek lisans tezi), Fırat Üniversitesi, Elazığ.

*Köprülü, T. S. (2011). *İlköğretim okullarındaki öğretmenlerin örgütsel vatandaşlık davranışları ile motivasyonları arasındaki ilişki*. (Yayınlanmamış yüksek lisans tezi), Maltepe Üniversitesi, İstanbul.

Lee, H., Iijima, Y., & Reade, C. (2011). Employee preference for performance-related pay: predictors and consequences for organizational citizenship behaviour in a Japanese firm. *The International Journal of Human Resource Management*, 22 (10), 2086-2109.

Martinez, M. (2012). *What factors are associated with a school's high level of organizational citizenship behavior? The case of a middle school staff that goes above and beyond*. (Unpublished doctorate thesis), San Diego State University.

Mercan, M. (2006). *Ögretmenlerde örgütsel bağlılık, örgütsel yabancılaşma ve örgütsel vatandaşlık.* (Yayınlanmamış yüksek lisans tezi), Afyonkarahisar Kocatepe Üniversitesi, Afyonkarahisar.

Moorman, R. H., & Blakely, G. L. (1995). Individualism-Collectivism as an individual difference predictor of organizational citizenship behavior. *Journal of Organizational Behavior*, 16: 127–142.

Moorman, R. H. (1991). Relationship between organizational justice and organizational citizenship behaviors: Do fairness perceptions influence employee citizenship? *Journal of Applied Psychology*, 76: 845–855.

Morrison, E. W. (1994). Role definitions and organizational citizenship behavior: the importance of the employee's perspective. *Academy of Management Journal,* 37, 1543-1567.

Oğuz, E. (2010). The Relationship between the leadership styles of the school administrators and the organizational citizenship behaviours of teachers. *Procedia Social and Behavioral Sciences*, 9, 1188-1193.

Organ, D.W., & Ryan, K. (1995). A meta analytic review attitudinal and dispositional predictors and organizational citizenship behaviour. *Journal Of Personel Psychology*. 48, 775-802.

Organ, D.W. (1997). Organizational citizenship behaviour: It's construct clean-up time. *Journal Of Human Performance*. 10 (2), 85-92.

Ölçüm-Çetin, M. (2004). *Örgütsel vatandaşlık davranışı*. Ankara: Nobel Yayın Dagıtım.

Petitti, D. B. (2000). *Meta-analysis, decision analysis, and cost-effectiveness analysis* (2nd ed.). New York: Oxford University Press.

Robbins, S. R.& Judge, T. A. (2012). *Örgütsel davranış*. Çev. Editörü: İnci Erdem, Ankara: Nobel Yayın Dağıtım.

Özdemir, A. (2010). Ilköğretim okullarında algılanan yönetici desteğinin ve bireycilik-ortaklaşa davranışçılığın örgütsel vatandaşlık davranışı ile ilişkisi. *Kuram ve Uygulamada Egitim Yönetimi [Educational Administration: Theory and Practice]*, 16 (1), 93-112.

*Özer, S. (2009). *Eğitim örgütlerinde lider davranış biçimler ile örgütsel vatandaşlık davranışı arasındaki ilişki (Nevşehir ili örneği).* (Yayınlanmamış yüksek lisans tezi), Erciyes Üniversitesi, Kayseri.

*Öztürk, H. F. (2009). *Okul yöneticilerinde örgütsel ahlaki iklim (örgütsel etik), örgütsel vatandaşlık ve örgütsel bağlılık ilişkisi (Şişli ilçesi örneği).* (Yayınlanmamış yüksek lisans tezi), Beykent Üniversitesi, İstanbul.

*Polat, S. (2007). *Ortaöğretim öğretmenlerinin örgütsel adalet algıları, örgütsel güven düzeyleri ile örgütsel vatandaşlık davranışları arasındaki ilişki.* (Yayınlanmamış doktora tezi), Kocaeli Üniversitesi, Kocaeli.

Sezgin, F. (2005). Örgütsel vatandaşlık davranışları: Kavramsal bir çözümleme ve okul açısından bazı çıkarımlar. *Gazi Üniversitesi, Gazi Egitim Fakültesi Dergisi,* 25 (1), 317-339.

Smith, C. A., Organ, D. W., & Near, J. P. (1983). Organizational citizenship behavior: Its nature and antecedents. *Journal of Applied Psychology*, 68, 655–663.

Somech, A. & Bogler, R. (2002). Antecedents and consequences of teacher organizational and Professional commitment. *Educational Administration Quarterly*, 38, 555-577.

Sönmez, E. (2005). *İlkögretim okullarında görev yapan ögretmenlerin yöneticilere duyulan güven ile örgütsel vatandaşlık davranışları arasındaki ilişkinin incelenmesi.* (Yayınlanmamış yüksek lisans tezi), Marmara Üniversitesi, İstanbul.

Thalheimer, W., & Cook, S. (2002). *How to calculate effect sizes from published research articles: A simplified methodology*. http://work- learning.com/effect_sizes.htm Erisim tarihi: 20 Ocak 2014.

*Uslu, B. (2011). *İlköğretim okulu öğretmenlerinin örgütsel vatandaşlık davranışları (Manisa il örneği).* (Yayınlanmamış yüksek lisans tezi), Ege Üniversitesi, İzmir.

Wagner, S. L. ve Rush, M. C. (2000). Altruistic organizational citizenship behavior: Context, disposition, and age. *The Journal of Social Psychology, 140*(3), 379-391.

Van Dyne, L., Graham, J. W., & Dienesch, R. M. (1994). Organizational citizenship' behavior: construct redefinition, measurement, and validation. *Academy of Management Journal,* 37(4), 765–802.

Vey, M. A. & Campbell, J. P. (2004). In-role or extra-rol organizational citizenship behavior: Which are we measuring? *Human Performance, 17*(1), 119-135.

*Yancı, F. (2011). *Ortaöğretim okulu öğretmenlerinin duygusal zekâ düzeyleri ile örgütsel vatandaşlık davranışları arasındaki ilişki (Şanlıurfa İli Örneği).* (Yayınlanmamış yüksek lisans tezi), Harran Üniversitesi, Şanlıurfa.

Yancı, F. & Sağlam, A. Ç. (2014). Ortaöğretim okulu öğretmenlerinin duygusal zekâları ile örgütsel vatandaşlık davranışları arasındaki ilişki. *Uşak Üniversitesi Sosyal Bilimler Dergisi,* 17, 298-313.

*Yarım, M. (2009). *Genel liselerde çalışan branş öğretmenlerinin örgütsel vatandaşlık davranışları.* (Yayınlanmamış yüksek lisans tezi), Yeditepe Üniversitesi, İstanbul.

Yaylacı, A. F. (2004). *İlkögretim okulları yönetici ve öğretmenlerinin örgütsel yurttaşlık davranısları.* (Yayımlanmamıs doktora tezi), Ankara Üniversitesi, Ankara.

Yıldırım, N. (2014). Meta analiz. In M. Metin (Ed.), *Kuramdan Uygulamaya Eğitimde Bilimsel Araştırma Yöntemleri* (s.137-159), Ankara; Pegem Akademi.

Yıldırım, Y., Uzum, H., & Yıldırım, İ. (2012). An examination of physical education teachers in terms of their organizational citizenship behaviors and organizational loyalty according to some demographic variables. *Procedia - Social and Behavioral Sciences*, 47, 2146-2156.

Yılmaz, K. (2010). Kamu ortaöğretim okulu öğretmenlerinin örgütsel vatandaşlık davranışları ile ilgili görüşleri. *Ondokuz Mayıs üniversitesi Egitim Fakültesi Dergisi*, 29 (1), 1-16.

Yılmaz, K. (2012). İlköğretim okulu öğretmenlerinin iş doyumu düzeyleri ile örgütsel vatandaşlık davranışları arasındaki ilişki. *Anadolu Journal of Educational Sciences International*, 2, 2, 1-14.

Yılmaz, K. & Çokluk-Bökeoglu, Ö. (2008). Organizational citizenship behaviors and organizational commitment in Turkish primary schools. *World Applied Sciences Journal,* 3 (5), 775–780.

Yılmaz, K. & Tasdan, M. (2009). Organizational citizenship and organizational justice in Turkish primary schools. *Journal of Educational Administration,* 47 (1), 108–126.

Yücel, C, & Kalaycı, G. S. (2009). Örgütsel güven ve örgütsel vatandaşlık davranışı. *Fırat Üniversitesi Sosyal Bilimler Dergisi,* 19 (1), 113-132.

Yücel, C., Yalçın, M., & Ay B. (2009). Öğretmenlerin öz-yeterlikleri ve örgütsel vatandaşlık davranışı. *Manas Sosyal Bilimler Dergisi*, 21, 221- 235.

*Zengin, M. (2011). *İlköğretim okullarında örgütsel güven ile öğretmenlerin örgütsel vatandaşlık davranışı arasındaki ilişki.* (Yayınlanmamış yüksek lisans tezi), Yüzüncü Yıl Üniversitesi, Van.