

Participation of Teachers in School Administration and Their Organizational Citizenship Behaviors

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Abstract

Current study purposed to identify teachers' level of participation in school administration and organizational citizenship behaviors and the relationship between participation in school administration and organizational citizenship behaviors. The study utilized a relational survey model, a descriptive research method, since it set out to identify the present situation. The universe of the study was composed of teachers employed in Ministry of National Education's state preschool, primary, secondary and high schools in İstanbul provincial center and districts. The study employed "simple random sampling" as the sampling technique and was conducted on 424 teachers. Data showed that compared to female teachers' views, male teachers' views were higher in terms of participation in school administration. As teachers' got older, they believed that they had more voice in school administration and they played more important roles. Compared to teachers' with other levels of education (university graduation) teachers' with higher levels of education (such as the teachers' with masters degrees) believed they participated more in school administration. Female teachers' compared to male teachers' and teachers' with masters degrees compared to graduates of 2 or 3-year colleges and 4-year faculties stated that they voluntarily participated in organizational activities in addition to the specified roles and responsibilities and they had more devotion. Investigation of the relationship between levels of participation in school administration and organizational citizenship behaviors showed increases in organizational citizenship behaviors along with increases in participation in school administration levels and decreases in organizational citizenship behaviors along with decreases in participation in school administration levels.

Keywords: Participation in School Administration, Organizational Citizenship, Teacher

Introduction

Participation in administrative decisions by individuals employed in educational institutions may affect many of their behaviors positively or negatively (Motowidlo, 1996). Research has shown that a much higher impact is gained in terms of teaching when the number of teachers participating in the decision making mechanism at schools is high (Moore & Esselman, 1992).

Participation in administration means extending and anonymizing the authority to make and implement decisions on a specified scale (Eren, 2001), sharing of tasks by the employees related to the management and operation of the organization (Dicle, 1980) and making use of the experiences and professional knowledge of the employees (Başaran, 1996). Participation in administration is "the undertaking of delegated tasks by each member according to their capacity in relation with the other tasks in an organization composed of interrelated actions" (Bursalioğlu, 1982). In this sense, participation in administration gives the employees the right to participate in the decision making process.

Participation in administration has advantages such as motivating individuals, changing employees' attitudes and habits, creating a balance between personal goals and organizational goals, generating morale and decreasing resistance and opposition (Eren, 1993). While participating in decision making, employees play active roles in decisions that affect themselves.

The idea behind participation is that individuals will adopt and support the decisions when they actively take part in decision making (Sabuncuoğlu and Tüz, 1996; Eren, 1993). The goal here is to affect the decisions of the employees.

Judson (1999) lists participating in decision making in organizations from passive participation to active participation (Cited in: Aktan, 2005).

Table 1: Participation in Organizational Decisions

Passive Participation-- ----- Active Participation	Behavior of the Administration	Behavior of Employees
	Empowering	— Making decisions and implementing them
	Group reconciliation	—Reconciling on the plans and suggestions of the working groups
	Encouraging the employees for participation	— Suggestions of group members —Suggestions of formal working groups — Suggestions of informal working groups —Problem analysis and problem solving work of the working groups — Personal suggestions
	Consulting the employees	—talking about problems face to face —Interviewing employees to get their ideas
	Inclusion of the employees	— Participating briefings and meetings

Resource: (Judson, 1999. Cited in: Aktan, 2005:59)

As seen from the table, administrators include employees in administrative decisions in various ways during the administration process. As a matter of fact, including the employees in making decisions that are related to them may contribute to making healthier decisions(Freidman, 1991).Individuals who participate in decision making are expected to make more sincere efforts to implement those decisions. At the same time, the administrator aims to affect the decisions of the employees by involving them in the process.

On the other hand, there are some factors that limit participation which can be considered as a motivating tool. Inadequacy of the participants, lack of interest towards the problem, unfair and unsuitable participation of some individuals, and lack of incentives provided by the superiors can be mentioned among these factors (Bursalioglu, 1982). Participation in school environment is both compulsory and more difficult since there are various groups at schools. An administrator who can manage to encourage participation among these groups can regard himself/herself as successful in many regards.

Participation should be undertaken as an activity in which the individuals participating in a decision are values themselves and their ideas are respected. When individuals believe that they are respected they can express their sincere feelings about innovations. Otherwise, the act of participation in decision making cannot go beyond a psychological deception used by the administration to enforce feelings and ideas on the employees. Therefore, the process should be conducted very carefully and candidly. There are extensive studies in the literature regarding participation in organizational decisions by teachers’ employed in educational institutions. Results of some of these studies are summarized below.

Cengiz (2011) studied female teachers’ levels of participation in decisions taken at schools, their career barriers and levels of perception regarding their place at work life. Investigation of female teachers’ levels of participation in decisions taken at schools and the levels of perception regarding the barriers in their careers, a meaningful relationship was observed between levels of participation in decisions taken regarding the administration of educational programs, student resources and financial resources and levels of perception regarding the barriers in their careers. Özcan’s (2010) study shows that teachers and students do not participate in decisions taken at schools as much as they would like to. The majority of the teachers and students state that they participate in decisions at a lower level however they would like to participate more. Results of Sivri’s (2010) study display that administrator’s need for accomplishment and increases in budgetary participation increase organizational commitment. However, the relationship between organizational citizenship behavior and organizational commitment is not statistically meaningful.

In Maden’s (1998) study, views of primary school administrators regarding their perceptions on “participation in decision making” were found to be concentrated on the option “generally” whereas teachers’ perceptions on “participation in decision making” be concentrated on “sometimes” option. In Yıldız’s(1998) study, current participation degrees of teachers in decision making regarding various administrative tasks that the school administration is responsible from and the degree of willingness to undergo this process were identified.

The degree of teacher participation regarding decision making in school administration was identified to be “mostly”. Efe (2003) manifests participants in the study agreed to following statements at a higher level such as higher levels of participation will increase the morale of the employees, provide them with various skills in the long run, increase productivity, create synergy, lead to sharing of the goals by the employees in a higher ratio with the help of vision and mission feedbacks which results in encouragement to participate.

Results obtained from the study by Şehitoğlu (2004) point that gender differences do not play an important role in the levels of teachers’ participation in strategic decisions but on the other hand present differences about personnel services based on rank. When age was taken into consideration in terms of participating in strategic decision making, it was found that only the perceptions of teachers with the least seniority were negative compared to those of others. Teachers were found to participate in strategic decisions that targeted academic achievement and that affected themselves directly.

The role of school administration defined as the implementation of educational administration in a limited field is to ensure the wellbeing of school in accordance with its goals by utilizing all available human and material resources at the school effectively (Ağaoğlu, 2002). As is the case in all sectors and institutions, the administrators of education and schools who use and ensure the use of all human and material resources are the symbols of productivity and effectiveness processes (Balcı, 1993). Therefore, it can be argued that the degree of employee involvement in administrative decisions encouraged by the administrator will show the degree of effectiveness (Moore & Esselman, 1992) and will result in selfless input by the employees at work.

Organizational citizenship was first suggested by Bateman and Organ (1983) and it was argued that organizational citizenship was “an organizational identity and activated the social wheels of the organization”. Accordingly organizational citizenship behavior presents school personnel’s degree of moving beyond the job description as a whole in order to ensure the success of the organization and the achievement of students. DiPaola et. al. (2007) define organizational citizenship at schools as “voluntary and optional teacher behaviors that go beyond the formal requirements of the profession”. Along the same lines, they also explain these behaviors as “going the extra mile” to help certain individuals who need help. The goal of the employee who indulges in organizational citizenship behavior is not to obtain awards but to contribute to the organization and to the other employees. However, once these behaviors are recognized, the related individuals may be rewarded (Erdem, 2008; Aydoğan, 2013).

The voluntary tasks undertaken by the employees in addition to their formal job descriptions are referred as “altruistic behaviors” by DiPaola and Hay (2005a, 2005b) and are described as “going the extra mile” to help certain individuals in the organization. Authors cite the productive use of time as an example of these behaviors. In terms of educational institutions, authors mention the voluntary and unconventional behaviors by teachers not defined by formal job requirements as organizational citizenship behavior. Therefore, it is possible to define organizational citizenship as helping others and showing altruistic behaviors voluntarily that are beyond the written rules of the organization.

Organizational citizenship is important in increasing and improving the efficiency of an organization. Scantiness in these behaviors generates decreases in the productivity of human resources, the most valuable resource that form an organization. Especially the teachers’ should have organizational citizenship behaviors since it will definitely affect the quality of education (Dönder, 2006; Aydoğan, 2013).

Various studies were undertaken in Turkey in recent years about organizational behavior and interesting results were obtained. Results of some of these studies are presented below. According to findings obtained by Yılmaz (2012), job satisfaction and organizational citizenship behavior levels of teachers are moderate. There is a positive, moderate relationship between teachers’ job satisfaction and organizational citizenship behavior levels. Another study by Yılmaz (2012) supports the intervening variable role of satisfaction in the organization in the relationship between cultural harmony and organizational citizenship behavior.

Study by Ertenü (2008) emphasizes the positive effects of consistency, harmony and integrity in administrative implementations on both empowerment and organizational citizenship behaviors. Öz (2008) identified a strong relationship between empowerment and organizational commitment and organizational citizenship behavior. Atalay (2005) suggests that providing individuals with opportunities and a positive climate to work in and appreciating them have a direct effect on their organizational citizenship behavior such as their self-competency and seniority levels affect their organizational citizenship behavior.

Kuzucu (2013)'s findings show that organizational justice perceptions have a strong impact on organizational citizenship behavior and that leader-member interaction has a mediating role in this impact relation. Baykal's (2013) results display that teachers' perceptions on school climate are at medium level and teachers have high levels of organizational citizenship behaviors. Kalkan (2013) identified a statistically meaningful and positive relationship between sub dimensions of school culture and organizational citizenship behavior.

Many of the studies undertaken in the field show that organizations where employees behave only according to formal requirements carry high risks of failure (Katz, 1964; Katz and Kahn, 1966) because organizational effectiveness are attributed and connected to the roles in the organization that are not open or official (Kahn, 1966). Therefore, the level of involving the employees by the educational administrator who is at a critical position in educational administration process and how participation in decision making affect organizational behaviors (voluntary and optional behaviors of teachers' at schools) are important areas to study in the educational administration field.

Purpose of the Study

The purpose of the current study is to identify the relationship between teachers' level of participation in school administration and their organizational citizenship behavior.

The research seeks answers to the questions provided below.

- 1- What is the teachers' level of participation in school administration?
- 2- Do teachers' participation in school administration show differences according to demographic characteristics (gender, age, seniority, last school of graduation, duration of working in the same school)?
- 3- What is the teachers' level of organizational citizenship behavior?
- 4- Do teachers' organizational citizenship behaviors show meaningful differences according to demographic characteristics (gender, age, seniority, last school of graduation, duration of working in the same school)?
- 5- Is there a relationship between teachers' participation in school administration and their organizational citizenship behaviors?

Method

Research Model

The research model used in the study is relational survey model, one of the descriptive research methods since the study aims to identify a present situation. Survey models are approaches that target to describe past or present situations as they are. The object, individual or thing that is the topic of the study is tried to be described as is and in its individual circumstances. No effort is spent to change or affect the circumstances (Karasar, 2011).

Universe and Sample of the Study

The universe of the study was composed of teachers employed in Ministry of National Education's state kindergartens, primary, secondary and high schools in İstanbul provincial center and districts. A total of 108809 teachers are employed in kindergartens, primary, secondary and high schools in İstanbul (İstanbul Provincial Directorate of National Education).

Since it would be difficult to reach the entire universe, sampling technique was utilized. The sample size was determined by taking the following into account: the characteristics of the universe, the distribution of the elements in the universe, adequacy of representation, cost, time, characteristic of the research and data analysis conditions (Karasar, 1994).

"Simple random sampling", one of the sampling techniques was utilized in the study (Karasar, 1994; Ural ve Kılıç, 2005). Therefore, each element in the universe was given an "equal" and "independent" choice for being selected. Hence, the weight to assign each element for calculations is the same. Whether the teachers of the schools determined by easy availability sampling method were on regular staff or not was taken into account.

Sampling size ratio table (Ural and Kılıç, 2005) was used to select a sample that would be sufficient to represent the universe. The number of teachers was determined to be 390 in order to represent the universe. However, 450 were involved at first taking into account the possibility of errors in scales and possible losses in implementation phase. Hence, a total of 450 teachers were given surveys and 438 of them were returned. After examining the returned surveys, the ones that were not suitable for the study were eliminated and the remaining 424 surveys were evaluated and analyzed.

While selecting the sample for the study, teachers were selected from among the ones who worked in their current schools for at least one year. Table 2 presents the personal information of the study sample.

Table 2: Personal Information

Variable		f	%
Gender	Female	321	75
	Male	103	25
Age	21-30	122	29
	31-40	226	53
	41-50	59	14
	51 and higher	17	4
	2,3 year College		
Graduation	4 year Faculty	14	3
	Masters' Degree	357	84
	Doctorate degree	53	13
	-	-	-
Seniority	1-5 year	102	24
	6-10 year	115	27
	11-15 year	138	33
	16-20 year	29	7
	21 and higher	40	9

The study was conducted on 424 teachers. 321 of the participants were females and 103 were males. The majority of the participants (357) graduated from a 4-year faculty. Although the number of teachers with seniority of 16 years and higher was small, the distribution of service years of participants was close to each other.

Data Collection Tools and Data Collection

“Participation in Administration” and “Organizational Citizenship” scales were used as data collection tools. “Participation in Administration” scale was developed by Uyar (2007). The scale is composed of 53 items and four factors. “Status of Participation in Administration” dimension with 10 items was used in line with the purpose and framework of the current study. Cronbach Alpha Coefficient of the “Status of Participation in Administration” dimension is .87 and the Cronbach Alpha Coefficient was found to be .97 in the current study.

“Scale of Organizational Citizenship at Schools” was developed by DiPaola et al. (DiPaola et al., 2007, DiPaola & Hoy, 2005a, 2005b). The scale is composed of 12 items. The general reliability value of the scale is .86. Original form of the scale has one dimension. The scale was adapted to Turkish by Taşdan and Yılmaz (2008). According to the reliability analysis of organizational citizenship scale, Cronbach Alpha Reliability Coefficient is .87 and the Cronbach Alpha Coefficient was found to be .94 in the current study.

Statistical Data Analysis

First of all, normality assumptions of the data were tested in the study and “One-Sample Kolmogorov-Smirnov” test was used to this end. As a result of normality test, data for organizational citizenship ($p < .05$) were not found to provide the conditions and therefore non-parametric analyses were used.

For comparing quantitative data, t-test and Mann Whitney U Test were used to determine the differences between two groups, one way ANOVA and Kruskal Wallis analysis were utilized to compare parameters among groups in cases where there were more than two groups, Tukey analysis was used to determine the group which generated the difference and Spearman Correlation analysis was utilized to identify the relationships.

“Interval width=Range/Group Number” formula was used to assess arithmetic means and score intervals were calculated to be $4/5=0,80$.

Findings and Comments

Findings Regarding Teachers’ Participation in School Administration

Views of teachers’ regarding their participation in school administration are provided in

Table 3

	N	\bar{x}	S	Variance
Participation in Administration	424	3,97	,68	,47

According to Table 3, teachers' who participated in the study generally selected "agree" in a high level (\bar{x} =3,97). It can be argued that teachers' participated in school administrators in a sufficient level. In line with these data, it can be argued that the result is positive in terms of both democratic and participatory administration and organizational effectiveness and competence. Actually, the high scores obtained from participation in administration show positive trends in the expected realm.

1. 2. Levels of Teachers' Participation in School Administration in Terms of Demographical Variables

No statistical differences were identified in demographical variables such as seniority [$F_0 =$, $p > .05$], school of graduation [$F_0 =$, $p > .05$], and duration of employment in the same school [$F_0 =$, $p > .05$], in the analysis undertaken to determine demographic conditions in teachers' levels of participation in school administration.

In line with the available data, it can be argued that variables of seniority, school of graduation and duration of employment in the same school do not affect their perception of participation in school administration and that teachers' perceptions are not affected by these variables.

1.2.1. In Terms of Gender Variable

t-test was done to determine the level of teachers' participation in school administration in terms of gender and the results are provided in Table 4.

Table 4: t-test for Gender Variable

Survey	Gender	N	\bar{x}	Ss	sd	t	p
Total	Female	321	3,42	,798	413	3,70	,000*
	Male	103	3,74	,721			
			424	3,51	,794		

* $p < .05$

According to Table 4, there was a significant difference between the age of teachers in the participation in school administration [$t_{(413)} = 3,70$, $p \leq .05$]. Table 4 shows a meaningful relationship between the level of participation in school administration of male and female teachers [$t_{(413)} = 3,70$, $p \leq .05$]. Means were examined to identify in whose favor the differences were and the results point that male teachers took more roles in school administration. According to these findings, it is observed that male teachers had more roles in school administration compared to female teachers and female teachers were mostly remained in the background.

1.2.2. In Terms of Age Variable

ANOVA was done to determine the level of teachers' participation in school administration in terms of age and the results are provided in Table 5.

Table 5: ANOVA test for Age Variable

<i>f</i> , \bar{x} and <i>SS</i> Values					ANOVA Results									
Score	Group	N	\bar{x}	SS	Var. K.	KT	Sd	KO	F	P				
Age	21-30	121	3,31	,818	Between groups	14,067	4	3,517	5,832	,000*				
	31-40	225	3,53	,774							In group	252,682	420	,603
	41-50	59	3,63	,765										
	51 and higher	17	4,22	,509										
	Total	224	3,51	,794										

* $p < 0,05$

Table 5 shows a significant difference between the ages of teachers in the sample and the levels of participation in school administration ($F(4-420)= 5,832 P\leq .05$). Tukey HSD multiple comparison analysis was undertaken to observe between which groups the significant difference occurred and it was identified that the difference occurred between 21-30, 31-40 and 41-50 age ranges and 51 year and older age range in favor of 51 year and older age range ($\bar{x} 4,22 p<0,05$ level). According to this result, compared to other age ranges, teachers' in 51 year and older age range believed that they had higher levels of participation in school administration. Differences among the arithmetic means of the other groups were not found to be statistically significant ($p>0,05$).

1.2.3. In Terms of Variable “School of Graduation”,

ANOVA was done to determine the level of teachers' participation in school administration in terms of school of graduation and the results are provided in Table 6.

Table 6: ANOVA Test for School Graduation

<i>f</i> , \bar{x} and <i>ss</i> Values					ANOVA Results									
Score	Group	<i>N</i>	\bar{x}	<i>ss</i>	Var. K.	<i>KT</i>	<i>Sd</i>	<i>KO</i>	<i>F</i>	<i>P</i>				
Graduation	2-3 Year	14	3,60	,447	Between groups	6,645	3	2,215	3,577	,014				
	4 Year	355	3,46	,798							In group	260,104	421	,619
	Masters	53	3,80	,783										
	Doctorate	2	2,70	,000										
	Total	424	3,51	,794										

* $p<.0,05$

Table 6 shows a significant difference between the schools the teachers' in the sample graduated from and their levels of participation in school administration ($F (3-421)= 5,577 P\leq .05$). Tukey HSD multiple comparison analysis was undertaken to observe between which groups the significant difference occurred and it was identified that the difference occurred between teachers' with masters degrees and four year faculty graduates ($\bar{x}=3,46$) in favor of teachers' with master's degrees ($\bar{x}=3,80$). Therefore, teachers' with higher levels of education (teachers' with master's degrees) believed that they participated more in school administration compared to other groups of teachers' (university graduates). Differences among the arithmetic means of the other groups were not found to be statistically significant

Findings Regarding Levels of Teachers' Organizational Citizenship

Table 7 presents teachers' views regarding their organizational citizenship behaviors.

Table 7: Descriptive Statistics Regarding “Organizational Citizenship Behaviors”

	<i>N</i>	Range	Minimum	Maximum	\bar{x}	<i>Ss</i>	Variance
Organizational Citizenship	424	4,00	1,00	5,00	3,512	,794	,631

According to Table 7, teachers' who participated in the study generally selected “agree” option at a high level ($\bar{x}=3,51$). In line with the data, it can be argued that teachers' performed organizational citizenship behaviors.

2.1. Teachers' Organizational Citizenship Behaviors in Terms of Demographical Characteristics

No statistical differences were detected in analyzing teachers' organizational citizenship behaviors according to demographic variables of age, seniority and duration of employment in the same school ($p>0,05$).

In line with the existing data, it can be claimed that variables such as age, seniority and duration of employment in the same school do not affect organizational citizenship behaviors and teachers' perceptions are not affected by these variables.

2.1.1 In Terms of Gender Variable

Mann Whitney U test, a non-parametric version of t-test was conducted to determine the views of teachers' regarding age variable in their organizational citizenship behaviors and the results are provided in table 8 and table 9.

Table 8: Regarding Gender Variable

	Gender	N	Mean Rank	Sum of Ranks
Organizational Citizenship	Male	103	175,65	17565,00
	Female	321	218,27	68755,00
	Total	424		

Meaningful differences were detected according to rank (175<.218). Mann-Whitney U test was conducted to observe differences between ranks and the results are provided in Table 9.

Table 9: Regarding Gender Variable

	Organizational Citizenship
Mann-Whitney U	12515,000
Wilcoxon W	17565,000
Z	-3,104
Asymp. Sig. (2-tailed)	,002

* p<.05

Table 9 shows that the ranks of female teachers' in the study (218) are higher than those of male teachers' (175).

2.1.2. In Terms of Variable "School of Graduation"

Kruskal Wallis test, non-parametric version of ANOVA, was conducted to obtain the teachers' views on organizational citizenship behavior according to school of graduation and results are given in Table 10 and Table 11.

Table 10: Regarding School of Graduation

	Educational Institution	N	Mean Rank
Organizational Citizenship	2-3 year college	14	205,36
	4 year faculty	357	205,48
	Master's degree	53	253,45
	Total	424	

Table 11: Regarding School of Graduation

	Organizational Citizenship
Chi-Square	7,210
Df	2
Asymp. Sig.	,027

p<.05

Table 11 shows a significant difference in teachers' views according to school of graduation. Ranks of teachers' with master's degrees in the study (253) were found to be higher than that of teachers' who graduated from 2-3 year college (205) and from 4 year faculties (205). Therefore, compared to 2-3 year college graduates or 4-year faculty graduates, the teachers' with master's degrees stated that they participated in more organizational activities voluntarily in addition to their formal roles and responsibilities and they made more sacrifices.

Relationship between Teachers' Participation in School Administration and Their Organizational Citizenship Behaviors

Spearman correlation was used to determine the relationship between teachers' participation in school administration and their organizational citizenship behaviors since data set did not meet the normality standards.

Table 12 presents the results of the correlation analysis regarding the relationship between teachers' participation in school administration and their organizational citizenship behaviors.

Table 12: Relationship between Participation in Administration and Organizational Citizenship

		Organizational Citizenship	Participation in Administration
Spearman's rho	Organizational Citizenship	1,000	,287**
	Correlation Coefficient	.	,000
	Sig. (2-tailed)	424	424
Participation in Administration	Participation in Administration	,287**	1,000
	Correlation Coefficient	,000	.
	Sig. (2-tailed)	424	424

According to Table 12, investigation the relationship between teachers' participation in school administration and their organizational citizenship behaviors shows a positive and statistically significant relationship between participation in school administration and organizational citizenship behaviors ($r=0.287$; $p=0,000<0.05$). In line with these results, the higher the levels of participating in school administration, the higher are the organizational citizenship behaviors or vice versa.

Results, Discussion and Suggestions

The study conducted to determine the levels of teachers' participation in school administration, their organizational citizenship behaviors and the relationship between teachers' participation in school administration and their organizational citizenship behaviors presented the findings below.

Data obtained in the study shows that views of male teachers' regarding participation in school administration are at higher levels. This finding is parallel to the findings by Cengiz(2011). It is seen that compared to female teachers', male teachers' take roles in school administration and female teachers' are mostly left in the background. The reason may be related to the unwillingness by the women to take part in school administration due to cultural structure or it may be related to bureaucratic factors. Further research is needed to examine the issue in depth.

In terms of age variable, compared to teachers' in the other age groups, teachers' who are in 51 year or older age range believe their participation levels in school administration is high. This result shows that teachers' with more experience and maturity think more positively about participating in school administration however young teachers' do not participate in school administration in sufficient levels. The reasons why young teachers' think in this manner and the positive and negative consequences of the lack of participation on the part of young teachers' should be further investigated.

Compared to teachers' with other educational levels, teachers' with higher levels of education (teachers' with master's degrees) believe they participate more in school administration. In line with the current findings, post graduate studies should be encouraged and prioritized and the number of teachers' with post graduate degrees should be increased. Therefore, the school administration can benefit from their knowledge and experiences and administrative effectiveness can be provided in organizational contexts.

Teachers' who took part in the study generally believed that they participated in school management at a high level. This finding is partially parallel to the findings of Maden (1998) and Yıldız (1998).

It can be claimed that this finding is positive in terms of both democratic and participatory administration and organizational effectiveness and efficiency. Teachers' who participated in the study generally believed that they presented organizational citizenship behaviors at a high level. It can be said that teachers' performed sufficient levels of organizational citizenship behaviors at schools. The current finding is positive since it displays teachers' as working selflessly and altruistically.

In line with the current findings, it can be stated that variables such as age, seniority and duration of employment at the same school do not affect the organizational citizenship behaviors of the teachers' and their perceptions are not affected by these variables. However, statistical differences were detected in terms of gender and school of graduation regarding their organizational citizenship behaviors.

Compared to male teachers', female teachers' who took part in the study stated that they voluntarily participated in more organizational activities in addition to their regular roles and tasks and were more selfless. This result can be related to selfless characteristics of women.

Compared to teachers' who graduated from 2-3 year colleges or 4 year faculties, teachers' with post graduate degrees stated that they voluntarily participated in more organizational activities in addition to their regular roles and tasks and were more selfless. This result overlaps with the fact that they finished post graduate studies without expecting financial gains or rewards and their behaviors to meet several challenges to develop themselves voluntarily. Encouraging and prioritizing post graduate studies in schools for teachers' may result in increases in organizational citizenship behaviors.

Investigation of the relationship between teachers' participation in school administration and their organizational citizenship behaviors shows that the higher the levels of participating in school administration, the higher are the organizational citizenship behaviors or vice versa. The current results show indirect parallels with the findings of Sivri (2010) and Öz (2008).

Teachers' level of participation in school management affects their organizational citizenship behaviors because teachers' who believe they are supported by the administration, who believe they take part in administrative decision making process and their ideas and thoughts are respected present more organizational citizenship behaviors defined as "voluntary and optional behavior that go beyond the formal description of the job" (DiPaola and Hay, 2005a, 2005b).

In the same lines, decreases in the levels of participation in school administration will result in decreases in organizational citizenship behaviors explained as "contributing to the organization and other employees, going the extra mile to help others" (Erdem, 2008; Aydoğ an, 2013).

In line with the current findings, teachers' levels of participation in school administration should be increased and supported in order to increase the voluntary tasks and altruistic behaviors that go beyond the roles and responsibilities specified in the school organization (DiPaola and Hay, 2005a, 2005b) and the voluntary and optional behaviors that are not included in the job description and that are beyond the formal job requirements (DiPaola et al. 2007).

As Dönder, (2006) and Aydoğ an (2013) mentioned, lack of organizational citizenship behaviors which are important in increasing and improving the effectiveness of school organizations results in decreasing the productivity of human resources which are the most valuable resources that make up the organization. Teachers' must have organizational citizenship behaviors because these behaviors will definitely affect the quality of education.

In line with the findings of the study and their interpretations, suggestions below have been developed:

Level of teachers' participation in decision making in school administration should be increased in general.

Especially young teachers' and female teachers' should be supported and encouraged to participate in school administration.

Measures should be taken to increase post graduate studies by teachers'.

School based arrangements should be undertaken to increase male teachers' organizational citizenship behaviors

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