

The Relationships between School Organizational Health and Teachers' In-Role and Extra-Role Behaviors

Ahmet Cezmi SAVAS¹ and Mehmet KARAKUS²

Zirve University, Turkey

Abstract

This study aims to clarify the relationship between school organizational health and teachers' in-role and extra-role behaviors. A sample of 438 teachers and 58 administrators working at 17 schools were selected randomly with a cluster sampling method. Organizational health was evaluated by teachers and their in-role (task) and extra-role performance (OCB) were evaluated by their administrators. After exploratory and confirmatory factor analyses were performed, data was analyzed by a hierarchical multiple linear regression method. According to the results, school health significantly and positively predicts both in-role and extra-role performance of teachers. Also, teachers' in-role performance significantly and positively predicts their extra-role behaviors. Implications are discussed for the researchers, educational administrators and policy makers.

1. Introduction

Organizational Health

The term of "organizational health", which was first used to express the consistency of a well-implemented operational entity, was defined by Parsons, Bales and Sils (1953) as the capacity to fit an organizing structure to its working environment to create coherence among its members and succeed in its targets. According to Miles (1969), a healthy organization is regarded as a structure which consistently succeeds in facing up to problems or difficulties. Organizational climate and organizational health concepts are intertwined. Organizational climate is a general term that defines teachers' perceptions about their work environment. Organizational health refers the general well-being of the interpersonal relationships in a school and a healthy composition of the several climate dimensions (Hoy and Tarter, 1992; Hoy and Miskel, 1991).

Organizational health is a useful sign of interpersonal relationships among people within a working environment. Organizations need the support of their various elements to strengthen their general structure. Furthermore, healthy organizations create a positive environment successfully and instill common values in their staff (Hoy and Tarter, 1997; Hoy and Miskel, 1991). Organizational health can be defined in brief as a healthy climate profile which enables an organization to accomplish its mission.

Parsons (1967) proposed that organizations use three levels of control over activities which are technical, managerial, and institutional, so a healthy organization is in harmony at all three levels of control work. Hoy and Feldman (1987) put to practical use Parsons' organizational health concept. These levels of control produce a healthy organization. The technical level defines issues related to an organization's academic emphasis and the connection it has to its employees, including job satisfaction and organizational commitment. At the managerial level; issues of leadership, principal effect, and resource support are at work. The level of institutional integrity is described as "the degree to which the

¹ PhD, Zirve University, Faculty of Education, Gaziantep, Turkey, Email: cezmisavas@hotmail.com, Tel: 00903422116666

² PhD, Assistant Professor, Zirve University, Faculty of Education, Gaziantep, Turkey, Email: mehmetkarakus44@hotmail.com, Tel: 00903422116666.

organization can deal with environment in a way that sustains the educational integrity of its programs” (Hoy & Hannum, 1997).

The dimensions of organizational health can be categorized as leadership, integrity, interaction, identity, and products. Any attempt to measure organizational health by using only one of these dimensions will not, to a large extent, reflect the organizational health of a given entity. So, these dimensions need to be evaluated in relation to one another (Akbaba, 1997).

In-Role and Extra-Role Performance

Task (in-role) performance can be defined as an activity in which an individual is able to complete successfully the task assigned to him or her, subject to the normal restrictions and utilization of available resources (Jamal, 2007). Task performance relates to specific job requirements and includes all activities that are directly related to an organization's structure (Borman and Motowidlo, 1997; Motowidlo, Borman, & Schmidt, 1997).

Organizational Citizenship Behaviors (OCB) or, in other words, extra-role performance were defined by Organ (1988) as "individual behavior that is voluntary, not directly or clearly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization". OCB includes a number of employee behaviors that fall outside of employees' formal job descriptions. On the other hand, it makes important contributions to the success of an organization. "Interpersonal facilitation, putting extra effort into one's own work and taking initiatives to improve the workplace" are some examples of OCB.

A considerable number of studies have showed that antecedents of OCB –personality, employee attitudes, leadership, job and organizational characteristics– have a significant impact on organizational outcomes (Podsakoff, MacKenzie, Paine, and Bachrach,, 2000). Moreover, past research revealed the importance of the role of OCB versus task performance in employee performance evaluations (Johnson, 2001; Motowidlo and Van Scotter, 1994). These studies proved that task performance and OCB contribute to principals' overall performance evaluations considerably (Podsakoff et al, 2000).

Task behaviors refer to the successful completion of core job task requirements. On the other hand, OCB contributes to organizational effectiveness through the psychological, social and organizational work processes (Borman and Motowidlo, 1993; Organ, 1997). Coleman and Borman (2000) revealed that several different concepts of OCB introduced in scholarly literature could be represented by a three factor model consisting of: OCB-task conscientiousness (behavior benefiting the job or task, such as job dedication and extra effort), OCB-interpersonal (behavior benefiting individual organization members, such as interpersonal facilitation, altruism, and cooperation); and OCB-organizational (behavior benefiting the organization, such as following rules and procedures, commitment, allegiance, or loyalty).

Altruism, conscientiousness, courtesy, sportsmanship, civic virtue behaviors are the five dimensions of OCB. *Altruism* refers to assisting an individual with an organizationally relevant task or problem. *Conscientiousness* means behaviors on the part of the employee that go beyond the minimum role requirements of the organization. *Courtesy* refers to behaviors aimed at preventing work-related problems with others. *Sportsmanship* describes the willingness of an employee to tolerate minor impositions and annoyances without undue reactionary complaining. *Civic virtue* means active participation and involvement of employees in the political process of the organization with concerns about the life of the organization (Organ, 1988; Organ, 1990; Podsakoff, MacKenzie, Moorman and Fetter, 1990).

An open and healthy school climate was found to have a significant effect on employees' performance at work (Raza, 2010). As Hoy, Tarter and Kottkamp (1991) proposed, school organizational health, as characterized by organizational environment of a school, could be related to teacher performance. In healthy schools, administrators and teachers ally themselves to the improvement of instruction. Administrators establish high, but achievable, standards for teacher performance and they are

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approachable, supportive and considerate. In short, an environment is fostered where teachers and administrators trust each other. In such a healthy environment, teachers are expected to display better performance.

Teacher performance is a matter that educational administrators and policy makers should take into consideration for the success of their policies and strategies. This research aims to determine the relationship between organizational health and both the teachers' in-role (task) performance and extra-role performance (OCB). Also, as MacKenzie, Podsakoff and Ahearne (1998) found that some consequences of task performance are among the antecedents of OCB, it was aimed to determine the relationship between task performance and OCB.

2. Methodology

Participants and Procedure

The population of this study consists of teachers working in primary schools at Gaziantep city center during the 2011-2012 academic year. 17 schools were selected randomly from the population with a cluster sampling method and a total of 438 teachers and 58 administrators working at these schools accepted to participate in this study. The scale of "organizational health" was administered to these teachers and the scales of "task performance" and "organizational citizenship behaviors (OCB)" were administered to the administrators to evaluate these teachers. To collect the data of in-role (task) performance and extra-role performance (OCB) more objectively, the administrators of the selected teachers were requested to evaluate their teachers using the scales of task performance and OCB. Each questionnaire had an identification code and the data collected from teachers and their administrators were matched using these identification codes.

Instruments

The exploratory factor analysis (with SPSS 17.0) and the confirmatory factor analysis (with LISREL 8.51) were performed for each scale employed in this study. The optimum measurement models that yielded the best fit indices among the alternative models for these scales are reported below.

Organizational Health was measured by a scale that was developed by Akbaba (1997). This scale was shortened by the researchers with permission. Exploratory and confirmatory factor analyses verified a three factor scale consisting of nine (out of twenty five) items. This factorial structure with the first order of the latent variables of environmental effectiveness (items 16 and 17), organizational product (items 13 and 14) and organizational unity (items 1, 4, 5, 6 and 8) that were in turn predicted by the second order latent variable of organizational health presented a good fit to the data (KMO=0,868, Bartlett=0,000, Cronbach Alpha=0,815 Chi-Square=35,79, df=24, p=0,057, RMSEA=0,058, NNFI=0,96, CFI=0,97).

Task Performance was measured by a scale that was developed by Williams and Anderson (1991) and adapted to Turkish by the researchers. The supervisor form of this scale was given to the administrators of the selected teachers. A single factor scale consisting of four (out of seven) items (items 1, 5, 6, and 7) fitted to the data well (KMO=0,921, Bartlett=0,000, Cronbach Alpha=0,904, Chi-Square=1,18, df=2, p=0,554, RMSEA=0,000, NNFI=1,05, CFI=1,00).

Organizational citizenship behaviors (OCB) were measured by a scale that was developed by Podsakoff, MacKenzie, Moorman and Fetter (1990), and adapted to Turkish by Karakuş (2008). This scale was also given to the administrators of the selected teachers. A three factor scale consisting of eight items was confirmed by exploratory and confirmatory factor analyses. A factorial structure with the first order latent variables of altruism (items 1, 3, and 5), courtesy (items 5, 7, and 8) and conscientiousness (items 11 and 13) predicted by the second order latent variable of OCB fitted to the data well (KMO=0,897,

Bartlett=0,000, Cronbach Alpha=0,931, Chi-Square=19,02, df=17, p=0,327, RMSEA=0,029, NNFI=0,98, CFI=0,99).

There were questions in each survey form that requested teachers to write their gender, marital status and tenure (length of employment) in teaching profession. Consequently, tenure was taken as a continuous variable where both gender and marital status were taken as categorical variables.

Analyses

Data was analyzed with hierarchical multiple linear regression method. Each selected teacher was evaluated by several administrators (a principal as well as two or three assistant principals), so the mean of these different evaluations were taken for each teacher. The dichotomous categorical variables of gender and marital status were re-coded before analyses with dummy coding (0=males, 1=females, and 0=married, 1=unmarried). The tenure variable was collected as a continuous variable, so it was entered into the analyses as it was. The outliers were eliminated, the skewness and kurtosis coefficients were examined and data was normalized before analyses. In the first steps of the analyses, the demographical variables (gender, marital status and tenure) were entered as independent variables. In the second steps of the analyses, the related independent variable was entered to determine its effect on the dependent variable after controlling for the effects of the demographic variables.

3. Results

Table 1. Results of hierarchical regression analyses of task performance, OCB and dimensions of OCB on organizational health and demographical variables

Independent variables	Dependent variables									
	Task performance		OCB (sum)		Altruism (OCB)		Courtesy (OCB)		Conscientiousness (OCB)	
	Step A1	Step A2	Step B1	Step B2	Step C1	Step C2	Step D1	Step D2	Step E1	Step E2
Gender (Dummy)	0,179*	0,142	0,158	0,111	-0,014	-0,055	0,340**	0,297**	-0,001	-0,018
Marital status (Dummy)	0,000	-0,005	0,011	0,005	-0,046	-0,051	0,082	0,077	0,096	0,094
Tenure	0,167	0,201*	0,135	0,178	0,073	0,110	0,180*	0,219*	0,156	0,172
Organizational health (sum)	-	0,171*	-	0,217*	-	0,188*	-	0,195*	-	0,080
F _{model}	2,393	2,816*	1,657	2,878*	0,549	1,580	6,657**	6,573**	0,916	0,891
R ² _{model}	0,048	0,074	0,034	0,075	0,011	0,043	0,123	0,157	0,019	0,025
R ² _{change}	-	0,026*	-	0,042*	-	0,031*	-	0,034*	-	0,006

*p < 0.05, **p < 0.01

To determine the effect of organizational health on task performance, OCB and the dimensions of OCB, hierarchical multiple linear regressions were performed. Results show that organizational health significantly predicts task performance, OCB (sum) and courtesy dimension of OCB (Table 1).

After controlling for the demographics (step A1), organizational health was entered into the model (step A2) and the explained variance increased significantly ($R^2_{\text{change}}=0,074$). In this model, organizational health ($\beta=0,171$) and tenure ($\beta=0,201$) significantly and positively predict task performance ($F_{\text{model}}=2,816$). 7,4% of the variance at task performance was explained by this model ($R^2_{\text{model}}=0,074$). This finding shows that teachers' task performance increases as their schools become healthier and their tenure increases.

Controlling for demographics (step B1), organizational health ($\beta=0,171$) significantly and positively predicts OCB (step B2) ($R^2_{\text{change}}=0,042$; $F_{\text{model}}=2,878$). According to this model that explains 7,5% of the variance at OCB, teachers display more OCB as their schools become healthier. Results show that

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organizational health does not have a significant effect on the altruism (steps C1, C2) and conscientiousness (steps E1, E2) dimensions of OCB. However, organizational health ($\beta=0,195$), tenure ($\beta=0,219$) and gender ($\beta=0,297$) significantly and positively predict (step D2) courtesy dimension of OCB ($R^2_{\text{change}}=0,034$; $F_{\text{model}}=6,573$). According to this model that explains 7,5% of the variance at courtesy ($R^2_{\text{model}}=0,157$), female teachers behave in a courtlier manner and, as their tenure increases and their schools become healthier, teachers tend to be more courteous.

Table 2. Results of hierarchical regression analyses of OCB and dimensions of OCB on task performance and demographical variables

Independent variables	Dependent variables							
	OCB (sum)		Altruism (OCB)		Courtesy (OCB)		Conscientiousness (OCB)	
	Step A1	Step A2	Step B1	Step B2	Step C1	Step C2	Step D1	Step D2
Gender (Dummy)	0,123	-0,006	-0,014	-0,127*	0,340**	0,243**	-0,001	-0,119
Marital status (Dummy)	0,037	0,047	-0,046	-0,038	0,082	0,089	0,096	0,105
Tenure	0,152	0,038	0,073	-0,028	0,180	0,095	0,156	0,051
Task performance	-	0,790**	-	0,694**	-	0,587**	-	0,722**
F_{model}	1,366	59,357**	0,549	31,793**	6,657**	29,311**	0,916	38,142**
R^2_{model}	0,028	0,627	0,011	0,474	0,123	0,674	0,019	0,520
R^2_{change}	-	0,599**	-	0,463**	-	0,331**	-	0,501**

* $p < 0,05$, ** $p < 0,01$

To determine the effect of task performance on OCB and the dimensions of OCB, hierarchical multiple linear regressions were performed. Results show that task performance significantly and positively predicts OCB and all dimensions of OCB (Table 2).

Controlling for demographics (step A1), teachers' task performance ($\beta=0,790$) significantly and positively predicts their OCB (step A2; $R^2_{\text{change}}=0,0599$; $F_{\text{model}}=59,357$). This model explains 62,7% of the variance at OCB ($R^2_{\text{model}}=0,627$). This model shows that teachers displaying more task performance also display more OCB.

Teachers' task performance ($\beta=0,694$) significantly and positively predicts (step B2) the altruism dimension of OCB ($R^2_{\text{change}}=0,463$; $F_{\text{model}}=31,793$). At this model, gender is also significantly and negatively predicts altruism ($\beta=-0,127$). This model explaining 47,4% of the variance at altruism ($R^2_{\text{model}}=0,474$) shows that teachers display more task performance and male teachers display more altruistic behaviors.

Teachers' task performance ($\beta=0,587$) and gender ($\beta=0,243$) significantly and positively predict (step C2) the courtesy dimension of OCB ($R^2_{\text{change}}=0,331$; $F_{\text{model}}=29,311$). This model explaining 67,4% of the variance at the courtesy dimension ($R^2_{\text{model}}=0,674$), shows that female teachers, and teachers displaying more task performance behave in a more courteous manner. Similarly, controlling for demographics (step D1), the conscientiousness dimension of OCB is also predicted by task performance ($\beta=0,722$) both significantly and positively ($R^2_{\text{change}}=0,501$; $F_{\text{model}}=38,142$). This model explaining 52% of the variance at the conscientiousness dimension ($R^2_{\text{model}}=0,520$) shows that teachers that have higher task performance display more conscientiousness behaviors.

4. Discussion and Conclusion

As a school's organizational health has a positive effect on students' performance (Hoy and Hannum, 1997; Korkmaz, 2005; Roney, Coleman, and Schlichting, 2007), it can be expected that school health also has a positive effect on teachers' performance. The results of this study show that both the teachers' in-role (task) performance and extra-role performance (OCB) levels increase as their schools become healthier. Similarly, Buluç (2008) found that teachers display more OCB as their schools become

healthier. Also, Raza (2010) found that teachers perform better if their schools have a healthy organizational climate. As Hoy and Tarter (1992) proposed, in healthy schools where teachers are committed to teaching and learning, they set high but achievable goals for students, sustain high performance standards, and promote an effective learning environment. Thus, the teachers in healthy schools perform better.

According to the results, as teachers' tenure increases they tend to display more task performance and courteous behaviors of OCB. As Ng and Feldman's (2010) meta analysis on 350 empirical studies showed, longer tenured employees have greater in-role (task) performance and extra-role performance (OCB). As employees continue to learn and grow in their jobs, they learn how to do their jobs more effectively and, as a result, tenured ones perform better in-role behaviors. Also, tenured employees may invest more resources on social oriented tasks (e.g. courtesy behaviors at work) that emotionally satisfy them when they are aging and so they perform more OCB.

Results show that teachers display more courtesy behaviors of OCB as their schools become healthier. Celep's (2000) research explains why teachers in healthy schools tend to be more courteous. According to the results of Celep's (2000) research, in healthy schools teachers trust each other, relationships among teachers are more sincere, warm and friendly; and they perform their duties with a higher level of morale and enthusiasm. Therefore, in such a healthier school, teachers are expected to behave in a courtlier manner.

Both at the model that organizational health was an independent variable and at the model that task performance was an independent variable, female teachers were found to display courtesy behaviors of OCB more frequently than the males. Similarly, Sökmen (2011) and Köse, Kartal and Kayalı (2003) also found that females tend to behave more kindly and courteously and display courtesy behaviors more frequently in the workplace. In conjunction with this, Diefendorff, Brown, Kamin, & Lord (2002) found that as employees become more involved in their jobs, men are less likely to engage in courteous behaviors whereas women are more likely to display these kinds of behaviors. Sökmen (2011) proposed that females' courteous behaviors might have stemmed from some cultural codes learned in socialization.

In the model that task performance was an independent variable, male teachers were found to display more altruistic behaviors of OCB than female teachers. This finding contradicts Sökmen (2011), who found that females displayed more altruistic behaviors than men. In the current study, as to why male teachers displayed more altruistic behaviors, the results may have stemmed from some local conditions of these schools, such as organizational culture and climate, which give countenance to male teachers to be more altruistic. Also, this finding may have stemmed from these teachers' personal characteristics.

The results of this study showed that teachers who display more task performance also display more OCB in both general and more specific dimensions (altruism, courtesy and conscientiousness). MacKenzie, Podsakoff and Ahearne (1998) found that the relationship between in-role (task) performance and extra-role performance (OCB) was not a direct relationship, but rather have some mediating variables in this relationship. Some consequences of task performance such as organizational commitment and job satisfaction are also among the antecedents of OCB. Employees who display better task performance obtain more social, emotional and tangible rewards from their organizations, so they develop organizational commitment and job satisfaction. Employees who are more satisfied from their jobs and committed to their organizations display more OCB (MacKenzie, Podsakoff and Ahearne, 1998). In the current study, the effects of mediating variables were not studied, but the task performance was supposed to have an effect on OCB through some mediating variables such as organizational commitment and job satisfaction. This finding implies for educational administrators that they should appreciate and give appropriate rewards for teachers' task performance so they perform better and display more OCB. There is a need for further research to study as to why this is so and through which variables teachers' task performance has an effect on their OCB.

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The factors that have an influence on teacher performance are a matter of interest for educational administrators and policy makers for increasing effectiveness of schools. As the results of this study imply, it would be helpful for educational administrators to endeavor to create a more healthy school in which teachers can perform better in terms of both in-role and extra-role behaviors. Also, the ideas behind educational policies can be better determined to pave the way for a more healthy school climate.

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