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## Perceived Organizational Support and Organizational Citizenship Behavior: Evidence from Teachers' Perspectives

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In contemporary organizations, success is not solely determined by formal performance indicators but is also closely linked to organizational citizenship behaviors that reflect employees' voluntary contributions. Accordingly, this study aimed to examine the effect of perceived organizational support on teachers' organizational citizenship behaviors. The study group consisted of 504 teachers working in public schools across eight provinces of Türkiye, selected through a convenience sampling approach. Data were collected using the Perceived Organizational Support Scale and the Organizational Citizenship Behavior Scale. The data were analyzed using descriptive statistics, independent samples t-test, one-way analysis of variance (ANOVA), correlation analysis, and regression analysis. The findings revealed that teachers' perceptions of organizational support and organizational citizenship were at a moderate level. The study also demonstrated that teachers' perceptions of organizational support and organizational citizenship differed significantly based on gender, teaching branch, and school level. Furthermore, a significant positive relationship was found between perceived organizational support and organizational citizenship behavior, indicating that teachers' perceptions of organizational support significantly predict their organizational citizenship behaviors. These results suggest that teachers who perceive higher levels of organizational support are more likely to engage in organizational citizenship behaviors. Therefore, school administrations should foster supportive work environments to enhance the occurrence of organizational citizenship behaviors among teachers.

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## **Introduction**

In contemporary organizations, sustainable success depends not only on economic performance but also on the level of employees' voluntary contributions, often conceptualized as organizational citizenship behaviors that support organizational effectiveness (Organ, 1988; Podsakoff et al., 2009). Dynamics such as digitalization, global competition, and workforce transformation have heightened the significance of deeper forms of psychological commitment within employee–organization relationships. In this context, the concept of Perceived Organizational Support (POS), which is grounded in Social Exchange Theory, serves as a fundamental theoretical framework for understanding organizational attitudes toward employees and how these attitudes evolve into behaviors through the principle of reciprocity (Blau, 2017; Eisenberger et al., 1986). POS refers to individuals' perceptions that their organization values their contributions and cares about their well-being, whereas Organizational Citizenship Behavior (OCB) denotes discretionary behaviors performed by employees beyond their formal job requirements that contribute to the effective functioning of the organization (Organ, 1988; Podsakoff et al., 2000).

International research has consistently demonstrated strong and stable relationships between POS and OCB (Muhammad, 2014; Ridwan et al., 2020; Uzun, 2018). These relationships are typically explained through psychological mechanisms such as employee engagement, affective commitment, and organizational identity, yielding comparable results across various cultural contexts (Freire & Pieta, 2022; Purwanto et al., 2021; Soelton, 2023; Sumardjo & Supriadi, 2023). Cultural values- particularly dimensions such as collectivism, power distance, and hierarchical norms- are known to shape employee- organization relationships (Hofstede, 2001; Triandis, 1995). In societies characterized by high power distance, collectivist values, and hierarchical organizational structures, the nature of perceived support and its behavioral reflections may exhibit distinct and context-specific patterns (Anand et al., 2018; Bedük & Ertürk, 2015; Chiaburu et al., 2015; Jehanzeb, 2022). Within this framework, Türkiye represents a meaningful example of a collectivist and high power-distance culture, where group solidarity and respect for authority are emphasized over individualism. Conducting research in the Turkish context may therefore contribute not only to documenting local dynamics but also to developing conceptual generalizations applicable to other societies with similar cultural characteristics. However, most studies on POS in Türkiye have primarily focused on outcome variables such as job satisfaction, job performance, motivation, psychological capital, and organizational commitment (Annakkaya & Baskan, 2021; Gültekin et al., 2023; Karadirek, 2020; Karagöz & Uzunbacak, 2024; Pabuçcu & İşcan, 2024; Sökmen & Benk, 2019; Yuvka & Gül, 2022). The relationship between POS and OCB, however, has not been sufficiently examined in depth- either in terms of scope or methodological approach. In this regard, the present study aims not only to fill this research gap within the Turkish context but also to contribute theoretically and empirically to the international literature by re-evaluating the POS-OCB relationship across different cultural settings. Accordingly, this research investigates the effect of teachers' POS on their organizational citizenship behaviors and seeks to answer the following research questions:

- (1) What are the levels of teachers' POS and OCB?
- (2) Do demographic variables (gender, teaching branch, and school level) lead to significant differences in teachers' POS and OCB levels?
- (3) Is there a significant relationship between POS and OCB?
- (4) Does teachers' POS significantly predict their OCB?



## **Conceptual framework**

### ***Perceived organizational support***

POS describes employees' beliefs that their organization appreciates their efforts and shows concern for their overall welfare (Eisenberger et al., 1986). This perception represents a general judgment regarding the extent to which the organization is concerned with employees' welfare and acknowledges their efforts. The concept is based on Social Exchange Theory (Blau, 2017), which argues that employees respond to organizational support with greater commitment, accountability, and voluntary effort (Rhoades & Eisenberger, 2002).

In the context of educational organizations, POS is considered one of the fundamental variables influencing teachers' and administrators' morale, organizational commitment, and job satisfaction. Research conducted within the Turkish context indicates that teachers' perceptions of organizational support affect not only their individual psychological well-being but also their contributions to the collective school culture (Erdoğan & Demir, 2023; Gül et al., 2017; Güngör & İlişen, 2018; Turgut, 2020). Managerial support, participation in decision-making processes, and opportunities for professional development are among the primary factors that enhance teachers' perceptions of POS (Aktürk, 2024; Derin et al., 2020; Sumardjo & Supriadi, 2023). These findings suggest that POS in educational institutions should not be regarded merely as a variable associated with individual performance outcomes, but rather as a strategic element that directly shapes organizational functioning and the social capital of schools. In this regard, the consistency and continuity of the support perceived by teachers can be viewed as a critical mechanism fostering the development of organizational citizenship behaviors.

### ***Organizational citizenship behavior***

OCB refers to voluntary actions exhibited by employees that, although not formally stipulated within their job descriptions, contribute to the effective functioning of the organization (Organ, 1988). These behaviors encompass several dimensions, including altruism, sportsmanship, conscientiousness, courtesy, and civic virtue (Podsakoff et al., 2000). In the literature, OCB is conceptualized as a form of performance that extends beyond the formal structure of organizations and is thus regarded within contemporary management approaches as an indicator of employee engagement and organizational commitment (Karaalioglu, 2019; Koç & Özyılmaz, 2020; Sökmen et al., 2017). In educational organizations, OCB is conceptualized within a framework that encompasses teachers' contributions beyond classroom duties, their tendencies to support colleagues, and their sense of belonging toward the overall school climate (Graham, 1991; Organ, 2018; Podsakoff et al., 2000). Empirical studies indicate that teachers' citizenship behaviors play a crucial role in students' academic achievement and in strengthening school culture (Jurewicz, 2004; Somech & Drach-Zahavy, 2013).

In the literature, OCB is conceptualized through various dimensional structures, ranging from the classic five-factor model proposed by Podsakoff et al. (2000) to more condensed frameworks. To ensure alignment between the theoretical discussion and empirical measurement, this study operationalizes OCB through the two-dimensional structure developed by Vigoda-Gadot et al. (2007). This model categorizes the construct into institutional responsibility and individual responsibility, providing a parsimonious yet comprehensive framework suitable for the current organizational research context.

Accordingly, all subsequent analyses and discussions regarding OCB throughout this study are based on this specific two-dimensional conceptualization.

### ***The relationship between perceived organizational support and organizational citizenship behavior***

The relationship between POS and OCB has long been a subject of investigation within the organizational psychology literature (Afsar & Badir, 2016; Andriyanti & Supartha, 2021). Theoretically, this relationship is grounded in Social Exchange Theory, which posits that employees tend to reciprocate the support they receive from their organization through voluntary, prosocial contributions (Cropanzano & Mitchell, 2005). In this framework, when employees perceive high levels of organizational support, such as recognition, fairness, and care for their well-being, they develop a sense of obligation and loyalty that motivates them to engage in citizenship behaviors benefiting the organization. However, recent international evidence suggests that the POS–OCB relationship should not be interpreted solely through reciprocal exchange. A cross-cultural meta-analysis conducted across 54 countries demonstrated that POS effects vary systematically across cultural contexts, suggesting that the relationship between perceived organizational support and organizational citizenship behavior may operate differently across national contexts (Rockstuhl et al., 2020).

Recent empirical research confirms the positive association between POS and OCB in international settings, highlighting that this relationship is often conditioned by contextual factors like transformational leadership and organizational climate (Kao et al., 2023). Beyond direct effects, recent evidence identifies affective commitment as a key explanatory mechanism. For instance, Chernyak-Hai et al. (2024) found that POS influences OCB through a serial mediation involving hope and affective commitment, while Firmansyah et al. (2022) similarly reported that organizational commitment mediates this link by strengthening employees' psychological bonds. Furthermore, organizational identification provides an additional pathway, as POS enhances employees' identification with the organization, subsequently fostering more positive work behaviors (Shen et al., 2014; Sluss et al., 2008). Collectively, these findings suggest that the POS–OCB relationship is not merely a reciprocal exchange but a culturally contingent and psychologically mediated process, positioning the current study within a contemporary international framework.

## **Method**

### ***Research design***

This study employed a quantitative research approach, specifically utilizing correlational and causal-comparative survey designs to address the research questions. The correlational design was selected to examine the strength and direction of the relationship between Perceived Organizational Support (POS) and Organizational Citizenship Behavior (OCB), as this design is appropriate for identifying associations between variables without manipulation (Creswell & Creswell, 2018). Simultaneously, a causal-comparative design was adopted to investigate whether POS and OCB significantly differ based on teachers' demographic variables, a method justified when exploring the effects of pre-existing group differences (Fraenkel et al., 2012). Accordingly, in the research model, POS was treated as the independent variable, while OCB was considered the dependent variable.



### Study Group

The sample consisted of 504 teachers working in public schools located in eight provinces representing different regions of Türkiye. The participants were selected using a convenience sampling approach within the accessible population. Although teachers from various provinces representing diverse regional contexts were included in the study, participation was based on voluntary response and accessibility during the data collection process. Therefore, the sampling strategy can be characterized as convenience sampling rather than strict random sampling.

The participants voluntarily took part in the research during the 2024–2025 academic year. Considering the socioeconomic and cultural differences across regions, teachers from multiple provinces helped ensure diversity within the sample. The demographic characteristics of the participants are presented in Table 1.

Table 1. Descriptive statistics of the participants

Variables	Groups	n	%
Gender	Female	300	59,5
	Male	204	40,5
	<b>Total</b>	<b>504</b>	<b>100,0</b>
Age	35 years and below	74	14,7
	36-45 years	228	45,2
	46 years and above	202	40,1
	<b>Total</b>	<b>504</b>	<b>100,0</b>
Subject Area	Classroom Teacher	182	36,1
	Subject Teacher	322	63,9
	<b>Total</b>	<b>504</b>	<b>100,0</b>
Educational Level	Associate's degree	3	0,6
	Bachelor's degree	419	83,1
	Master's degree	78	15,5
	Doctorate (PhD)	4	0,8
	<b>Total</b>	<b>504</b>	<b>100,0</b>
School Level	Preschool	16	3,2
	Primary School	202	40,1
	Secondary School	205	40,7
	High School	81	16,0
	<b>Total</b>	<b>504</b>	<b>100,0</b>
Seniority	5 years or less	20	4,0
	6-10 years	55	10,9
	11-15 years	83	16,5
	16-20 years	131	26,0
	21 years and over	215	42,6
	<b>Total</b>	<b>504</b>	<b>100,0</b>

As presented in Table 1, the majority of the participants were female teachers (59.5%), and most participants were between 36 and 45 years old (45.2%). The sample mainly consisted of subject-matter teachers (63.9%) and teachers holding a bachelor's degree (83.1%). In terms of school level, most teachers were employed in primary and secondary schools. Additionally, a substantial proportion of the participants had more than 21 years of professional experience

(42.6%).

### ***Data collection instruments***

The data collection tool employed in this research contained three main parts. The first part gathered information on participants' gender, age, teaching field, educational background, school type, and years of professional experience. The second part consisted of the POS Scale, and the third part incorporated the OCB Scale. Information regarding the validity and reliability of these scales is presented in the following section.

#### *Perceived organizational support scale*

The study employed the POS Scale, developed by Derinbay (2011), to measure teachers' perceptions of the level of support they receive from their institutions. The scale is structured on a five-point Likert-type format and consists of 29 items distributed across three dimensions. Three items (Items 3, 6, and 7) are negatively worded and were reverse coded prior to the analysis. The example items include statements such as "I can make decisions that affect my work" and "The school administration is tolerant of staff mistakes." According to the Exploratory Factor Analysis (EFA) conducted by Derinbay (2011) as part of the validity and reliability assessment, the first factor, Instructional Support, explained 5.02% of the variance with 9 items; the second factor, Administrative Support, explained 5.25% of the variance with 9 items; and the third factor, Justice, explained 44.5% of the variance with 11 items. The factor loadings of the items varied between .39 and .76. In the same study, the Cronbach's alpha coefficient ( $\alpha = .95$ ) revealed strong internal consistency. Similarly, the reliability analysis conducted in the present research confirmed the scale's high internal consistency ( $\alpha = .95$ ), indicating that it serves as a dependable measurement tool for this sample. To further examine the construct validity of the measurement model, a Confirmatory Factor Analysis (CFA) was conducted. The results indicated an acceptable level of model fit ( $\chi^2/df = 4.312$ , CFI = .909, TLI = .901, IFI = .909, RMSEA = .081), suggesting that the three-factor structure of the POS scale adequately represents the data.

#### *Organizational citizenship behavior scale*

In this study, the Organizational Citizenship Behavior (OCB) Scale developed by Vigoda-Gadot et al. (2007) and adapted into Turkish by İpek (2012) was used. Although the conceptual framework of the study addresses organizational citizenship behavior based on the five-dimensional model proposed by Podsakoff et al. (2000), the measurement was conducted using the two-dimensional structure developed by Vigoda-Gadot et al. (2007). This scale was preferred because it provides a more parsimonious and empirically validated measurement structure that conceptualizes organizational citizenship behavior under two main dimensions: institutional responsibility and individual responsibility. The scale is structured on a five-point Likert-type format and consists of a total of 25 items. It includes two sub-dimensions: institutional responsibility and individual responsibility. Example items include statements such as "They compensate for the absence of colleagues who do not come to work" and "They devote considerable time to their personal matters at school."

According to the results of the confirmatory factor analysis (CFA) reported by İpek (2012) as part of the validity and reliability study, the model fit indices were found to be at an acceptable level ( $\chi^2/df = 1.798$ ; GFI = .919; CFI = .962; TLI = .956; RMSEA = .052). In the same study, Cronbach's alpha coefficients were reported as .89 for institutional responsibility



and .90 for individual responsibility. The reliability analysis conducted in the present study also indicated high internal consistency ( $\alpha = .90$ ), demonstrating that the scale is a reliable instrument for measuring teachers' organizational citizenship behaviors. A Confirmatory Factor Analysis (CFA) was also conducted to test the construct validity of the OCB scale in the present study. The results demonstrated an acceptable level of model fit ( $\chi^2/df = 4.311$ , CFI = .918, TLI = .908, IFI = .918, RMSEA = .081). These results indicate that the two-factor structure of the OCB scale is acceptable for the current sample.

### *Convergent validity and construct reliability of measurement instruments*

In addition to Cronbach's alpha coefficients, the convergent validity and construct reliability of the measurement model were examined by calculating Average Variance Extracted (AVE) and Composite Reliability (CR) values. According to Fornell and Larcker (1981), AVE values of .50 or higher indicate adequate convergent validity, while CR values above .70 demonstrate acceptable construct reliability. The calculated AVE and CR values for the constructs used in this study are presented in Table 2.

Table 2. Convergent validity and composite reliability values

Construct	AVE	CR
Instructional Support	0.450	0.852
Administrative Support	0.678	0.949
Justice	0.674	0.957
Individual Responsibility	0.650	0.948
Institutional Responsibility	0.667	0.821

As shown in Table 2, most constructs met the recommended threshold values for AVE and CR. Although the AVE value of one dimension was slightly below the suggested .50 level, its composite reliability was within acceptable limits, indicating adequate construct reliability for the measurement model.

### *Data collection and analysis*

Upon approval from the Yıldız Technical University Social and Human Sciences Research Ethics Committee (Meeting No: 2025.03, Date: 04.03.2025), the data collection process commenced. Data were gathered via an online questionnaire comprising demographic questions, the Perceived Organizational Support (POS) Scale, and the Organizational Citizenship Behavior (OCB) Scale. Before implementation, necessary permissions were obtained from both the original scale authors and school administrations. Participation was strictly voluntary; teachers were informed of the research objectives and their right to withdraw. The survey was distributed via email and WhatsApp. To ensure ethical compliance, no personal identifying information was collected, and all responses were analyzed anonymously.

The collected data were first transferred into Microsoft Office Excel, and the demographic variables were appropriately coded. The finalized dataset was subsequently transferred into SPSS software for statistical analysis. The analysis process initially began with data obtained from 510 participants who had completed the questionnaire in full. After preliminary

screening, no missing data were detected; however, six cases identified as outliers were removed from the dataset. Consequently, statistical analyses were conducted using data from 504 participants.

Prior to the main analyses, the fundamental statistical assumptions were also rigorously assessed to ensure the suitability of the data for parametric testing. Normality was evaluated through multiple indicators: mean, median, and mode values were found to be closely aligned, and a visual inspection of histograms, normal Q-Q plots, and boxplots further supported the assumption of a normal distribution. Given the relatively small sample size of the preschool group ( $n = 16$ ), particular attention was paid to the skewness and kurtosis coefficients across all school-level categories. According to Kline (2015), values within  $\pm 3$  for skewness and  $\pm 10$  for kurtosis indicate an acceptable approximation of normality. As presented in Table 3, the skewness values for the study variables ranged from -0.653 to 0.480, while kurtosis values ranged from -0.520 to 2.167. These results, alongside the non-significant results of Levene’s test for homogeneity of variances, confirmed that the necessary assumptions were satisfied. Consequently, considering the robustness of ANOVA to moderate deviations from normality, the use of parametric statistical techniques was deemed appropriate for the subsequent analyses.

Table 3. Normality test results

Scales	Skewness	Kurtosis
Instructional Support	-0.118	0.416
Administrative Support	-0.525	-0.433
Justice	-0.653	-0.279
<b>Perceived Organizational Support</b>	-0.448	-0.520
Individual Responsibility	-0.432	-0.244
Institutional Responsibility	0.480	2.167
<b>Organizational Citizenship Behavior</b>	-0.177	0.086

Based on these findings, both the POS Scale and the OCB Scale, along with their subdimensions, were determined to meet the assumption of normality, thereby allowing for the application of parametric statistical analyses. Accordingly, the collected data were examined through descriptive statistics, independent samples t-tests, one-way ANOVA, as well as correlation and regression analyses.

## Findings

As part of the research subproblems, the levels of teachers’ perceived organizational support (POS) and organizational citizenship behavior (OCB) were first examined. The descriptive statistics corresponding to these variables are displayed in Table 4.

Table 4. Descriptive findings related to the scales

Scales	N	$\bar{X}$	SD
Instructional Support	504	3.05	.43
Administrative Support	504	3.58	1.01
Justice	504	3.65	1.01
<b>Perceived Organizational Support</b>	504	3.44	.76
Personal Responsibility	504	3.59	.92
Institutional Responsibility	504	3.30	.45
<b>Organizational Citizenship Behavior</b>	504	3.42	.59

According to the findings presented in Table 4, teachers reported the highest mean scores in the dimensions of Justice ( $M = 3.65$ ,  $SD = 1.01$ ) and Administrative Support ( $M = 3.58$ ,  $SD = 1.01$ ). The Personal Responsibility dimension ( $M = 3.59$ ,  $SD = 0.92$ ) also displayed a similarly high average. Conversely, the overall levels of POS ( $M = 3.44$ ,  $SD = 0.76$ ) and OCB ( $M = 3.42$ ,  $SD = 0.59$ ) were found to be moderate. In comparison, Instructional Support ( $M = 3.05$ ,  $SD = 0.43$ ) and Institutional Responsibility ( $M = 3.30$ ,  $SD = 0.45$ ) yielded relatively lower means. These results indicate that participants perceive Justice and Administrative Support more strongly within their organizations, whereas Instructional Support and Institutional Responsibility represent potential areas for further development.

To examine whether teachers' POS and OCB levels differed significantly by gender, an independent samples t-test was performed. The results derived from this analysis are summarized in Table 5.

Table 5. Comparison of teachers' POS and OCB by gender

Scales	Group	N	$\bar{X}$	SD	<i>t</i>	DF	<i>p</i>
Instructional Support	Female	182	2.988	.4391	-3.647	502	.000
	Male	322	3.127	.3884			
Administrative Support	Female	182	3.500	1.0182	-2.036	502	.042
	Male	322	3.686	.9983			
Justice	Female	182	3.595	1.0171	-1.416	502	.157
	Male	322	3.725	1.0011			
<b>Perceived Organizational Support</b>	Female	300	3.377	.7701	-2.183	502	.029
	Male	204	3.527	.7408			
Personal Responsibility	Female	182	3.532	.9274	-1.988	502	.047
	Male	322	3.696	.8868			
Institutional Responsibility	Female	182	3.277	.4357	-1.781	502	.075
	Male	322	3.348	.4450			
<b>Organizational Citizenship Behavior</b>	Female	182	3.379	.5791	502	-2.081	.038
	Male	322	3.487	.5660			

\*  $p < 0.05$ . \*\*  $p < 0.01$

As indicated in Table 5, notable gender-related differences emerged in the Instructional Support dimension ( $t_{(502)} = -3.647$ ,  $p < .001$ ), Administrative Support ( $t_{(502)} = -2.036$ ,  $p < .05$ ), the overall POS scale ( $t_{(502)} = -2.183$ ,  $p < .05$ ), Personal Responsibility ( $t_{(502)} = -1.988$ ,  $p < .05$ ), and Institutional Responsibility ( $t_{(502)} = -1.781$ ,  $p < .05$ ).

.05), and the overall OCB scale ( $t_{(502)} = -2.081, p < .05$ ). In all these dimensions, male teachers reported higher mean scores than female teachers. Conversely, the analysis revealed no statistically significant differences in the Justice ( $t_{(502)} = -1.416, p > .05$ ) and Institutional Responsibility ( $t_{(502)} = -1.781, p > .05$ ) dimensions.

To assess whether teachers' POS and OCB levels varied significantly according to their subject area, an independent samples t-test was carried out. The results of this analysis are displayed in Table 6.

Table 6. Comparison of teachers' POS and OCB by subject area

Scales	Group	N	$\bar{X}$	SD	t	DF	p
Instructional Support	Classroom Teacher	182	3.146	.4130	4.103	502 381.454	.000
	Subject Teacher	322	2.987	.4206			
Administrative Support	Classroom Teacher	182	3.743	1.0016	2.814	502 378.076	.005
	Subject Teacher	322	3.480	1.0091			
Justice	Classroom Teacher	182	3.824	.9823	2.966	502 386.380	.003
	Subject Teacher	322	3.548	1.0159			
<b>Perceived Organizational Support</b>	Classroom Teacher	182	3.588	.7441	3.372	502 381.895	.001
	Subject Teacher	322	3.353	.7587			
Personal Responsibility	Classroom Teacher	182	3.691	.9059	1.711	502 379.097	.088
	Subject Teacher	322	3.546	.9156			
Institutional Responsibility	Classroom Teacher	182	3.377	.4117	2.744	502 405.176	.006
	Subject Teacher	322	3.265	.4516			
<b>Organizational Citizenship Behavior</b>	Classroom Teacher	182	3.502	.5512	2.346	502 394.813	.019
	Subject Teacher	322	3.378	.5853			

\*  $p < 0.05$ . \*\*  $p < 0.01$

As shown in Table 6, significant differences based on subject area were found in the dimensions of Instructional Support ( $t_{(502)} = 4.103, p < .001$ ), Administrative Support ( $t_{(502)} = 2.814, p < .01$ ), Justice ( $t_{(502)} = 2.966, p < .01$ ), the overall POS scale ( $t_{(502)} = 3.372, p < .01$ ), Institutional Responsibility ( $t_{(502)} = 2.744, p < .01$ ), and the overall OCB scale ( $t_{(502)} = 2.346, p < .05$ ). In all these dimensions, classroom teachers scored higher than subject teachers. However, the analysis revealed no statistically significant difference in the Personal Responsibility dimension ( $t_{(502)} = 1.711, p > .05$ ). These results indicate that classroom teachers perceive organizational support and citizenship behaviors more positively than subject teachers.

To investigate whether teachers' POS and OCB levels varied across different school levels, a one-way ANOVA was performed. The results derived from this analysis are summarized in Table 7.



Table 7. Comparison of teachers' POS and OCB by school level

Scales	School Level	N	$\bar{X}$	SD	Df	F	p	Significant Difference
Instructional Support	(A) Preschool	16	3.035	.3577	3 500 503	6.180	.000	B>C B>D
	(B) Primary School	202	3.131	.4368				
	(C) Secondary School	205	3.013	.4073				
	(D) High School	81	2.908	.4070				
Administrative Support	(A) Preschool	16	3.660	1.0403	3 500 503	8.280	.000	B>D C>D
	(B) Primary School	202	3.717	1.0126				
	(C) Secondary School	205	3.624	.9621				
	(D) High School	81	3.081	1.0054				
Justice	(A) Preschool	16	3.875	1.0580	3 500 503	8.228	.000	A>D B>D C>D
	(B) Primary School	202	3.803	1.0049				
	(C) Secondary School	205	3.665	.9553				
	(D) High School	81	3.171	1.0289				
Perceived Organizational Support	(A) Preschool	16	3.547	.7983	3 500 503	9.124	.000	B > D C > D
	(B) Primary School	202	3.568	.7608				
	(C) Secondary School	205	3.450	.7154				
	(D) High School	81	3.061	.7584				
Personal Responsibility	(A) Preschool	16	3.600	1.2000	3 500 503	3.414	.017	B>D C>D
	(B) Primary School	202	3.671	.9280				
	(C) Secondary School	205	3.642	.8510				
	(D) High School	81	3.305	.9300				
Institutional Responsibility	(A) Preschool	16	3.333	.4893	3 500	4.232	.006	B>D

	(B) Primary School	202	3.371	.4302	503			
	(C) Secondary School	205	3.293	.4308				
	(D) High School	81	3.169	.4541				
<b>Organizational Citizenship Behavior</b>	(A) Preschool	16	3.440	.7517				
	(B) Primary School	202	3.491	.5725	3 500	4.288	.005	B > D
	(C) Secondary School	205	3.433	.5444	503			C > D
	(D) High School	81	3.223	.5889				

\* p<0.05. \*\* p<0.01

As shown in Table 7, significant differences were found across school levels in Instructional Support ( $F_{(3, 500)} = 6.180, p < .001$ ), Administrative Support ( $F_{(3, 500)} = 8.280, p < .001$ ), Justice ( $F_{(3, 500)} = 8.228, p < .001$ ), the overall POS scale ( $F_{(3, 500)} = 9.124, p < .001$ ), Personal Responsibility ( $F_{(3, 500)} = 3.414, p < .05$ ), Institutional Responsibility ( $F_{(3, 500)} = 4.232, p < .01$ ), and the overall OCB scale ( $F_{(3, 500)} = 4.288, p < .01$ ). Post-hoc comparisons conducted with Tukey's HSD test indicated that primary school teachers scored significantly higher than high school teachers on most variables- namely Instructional Support, Administrative Support, Justice, Perceived Organizational Support, Personal Responsibility, Institutional Responsibility, and OCB ( $B > D$ ). Moreover, primary school teachers reported higher mean scores than middle school teachers across several dimensions ( $B > C$ ). These findings suggest that as the school level rises, teachers' perceptions of organizational support and citizenship behaviors tend to decline.

To explore the associations among the variables, a Pearson correlation analysis was performed. The results of this analysis are displayed in Table 8.

Table 8. Results of the correlation analysis between POS and OCB

	Organizational Support	Instructional Support	Administ. Support	Justice	Organizational Citizenship Behavior	Pers. Resp.	Organ. Resp.
<b>Organizational Support</b>	1						
<b>Instructional Support</b>	.640**	1					
<b>Administ. Support</b>	.970**	.536**	1				
<b>Justice</b>	.969**	.487**	.921**	1			
<b>Organizational Citizenship Behavior</b>	.665**	.411**	.628**	.662**	1		
<b>Pers. Resp.</b>	.674**	.361**	.647**	.682**	.939**	1	
<b>Organ. Resp.</b>	.517**	.397**	.474**	.500**	.880**	.663**	1

\* p<0.05. \*\* p<0.01



As seen in Table 8, the relatively high correlations observed among the dimensions of perceived organizational support may be attributed to the multidimensional nature of the construct. Instructional support, administrative support, and justice represent theoretically related facets of the broader organizational support concept; therefore, strong associations among these dimensions are conceptually expected rather than indicating measurement redundancy. Nevertheless, to ensure the adequacy of the measurement model, additional validity analyses were conducted. Specifically, the convergent validity and construct reliability of the scales were examined using Average Variance Extracted (AVE) and Composite Reliability (CR) values. As reported in the method section (Table 2), the obtained AVE and CR values demonstrate that the constructs exhibit acceptable levels of validity and reliability, indicating that the measurement model is statistically sound.

As shown in Table 8, there is a positive and significant correlation between POS and OCB ( $r = .665$ ,  $p < .01$ ). The subdimensions of organizational support (Instructional Support ( $r = .411$ ), Administrative Support ( $r = .628$ ), and Justice ( $r = .662$ )) were also found to be significantly associated with organizational citizenship behavior. Furthermore, significant relationships were identified between OCB and the dimensions of personal responsibility ( $r = .674$ ) and institutional responsibility ( $r = .517$ ) ( $p < .01$ ). These findings suggest that higher levels of perceived organizational support are associated with a greater tendency among teachers to engage in organizational citizenship behaviors.

To determine whether POS predicts teachers' OCB, a regression analysis was conducted. The results derived from this analysis are summarized in Table 9.

Table 9. Results of the regression analysis predicting teachers' OCB from POS

Scales	Non-Standardized Coefficients		Standardized Coefficients	t	p
	B	SE	$\beta$		
OCB	1.694	.089		19.075	.000
Organizational Support	.503	.025	.665	19.932	.000

**R=.665; adjusted R<sup>2</sup>=.441; F=397.295; p=.000**

As illustrated in Table 9, teachers' POS levels significantly predicted their OCB ( $F(1, 501) = 397.295$ ,  $p < .001$ ;  $\beta = .665$ ;  $t = 19.932$ ). The regression results showed that POS accounted for 44% of the variance in OCB ( $R = .665$ ;  $R^2 = .441$ ).

## Discussion

This study examined the impact of teachers' perceived organizational support (POS) on organizational citizenship behaviors (OCB). Results showed moderate POS levels, consistent with findings in resource-limited or weakly communicative institutions (Demir, 2021; Strati et al., 2017). Notably, the Instructional Support dimension yielded a lower mean ( $\bar{X} = 3.05$ ), likely due to the Turkish educational system's centralized curricula, standardized assessments, and bureaucratic structures that limit autonomy and collaboration (Çelikten et al., 2019; Toprak et al., 2022). Hierarchical structures and restricted decision-making often diminish teaching-related support perceptions (Buluç, 2009; Şişman, 2016). Additionally, systemic challenges like heavy workloads and exam-oriented cultures further restrict instructional resources (OECD, 2020). Thus, lower instructional support reflects broader institutional and cultural patterns, such as school climate and leadership, rather than just

individual administrative attitudes (Hoy & Tarter, 2011; Somech & Drach-Zahavy, 2013). This underscores that supportive climates fostering participation significantly enhance POS (Katz & Shahar, 2015; Rhoades & Eisenberger, 2002; Tao et al., 2022).

In the current study, teachers' perceptions of OCB were found to be at a moderate level. However, previous research has reported varying results in this regard. Numerous studies have concluded that teachers generally exhibit high levels of OCB (Akdemir, 2018; Alarçin, 2020; Aycan, 2020; Baltan & Aladağ, 2025; Ertürk, 2021; Güneş, 2019; Hasan, 2022; İmalı & Kaya, 2022; Özdemir, 2022). This discrepancy may be related to differences in the organizational climate and management approach of the schools where teachers work. Teachers working under supportive, communicative, and fair administrators tend to experience a greater sense of belonging and job satisfaction, which subsequently increases their propensity to engage in organizational citizenship behaviors. In other words, as psychological safety and organizational commitment increase within schools, teachers tend to assume greater responsibility, collaborate more effectively with colleagues and administrators, and contribute more actively to the overall functioning of the institution. Within this framework, the moderate level of OCB observed in the present study suggests that teachers already demonstrate a certain degree of institutional responsibility, yet these behaviors could be further strengthened through enhanced administrative and emotional support within their organizations.

The study revealed that POS significantly differed according to gender, school level, and subject area. Male teachers reported higher levels of POS compared to female teachers. Similarly, classroom teachers perceived greater organizational support than subject teachers, while primary and middle school teachers reported higher support levels than high school teachers. These results suggest that teachers' feelings of being valued and supported by their institutions may depend on both contextual and role-related factors. Numerous studies confirm that demographic variables (particularly gender, teaching field, and work context) can influence perceptions of organizational support (Kurtessis et al., 2017; Rhoades & Eisenberger, 2002; Sarıkaya, 2019). The finding that male teachers perceive higher support levels may reflect traditional role expectations within schools or differences in workload and recognition practices. Moreover, classroom teachers' stronger perceptions of support may stem from their closer interactions with school administrators and parents, which can foster a greater sense of belonging and organizational connection. In this regard, the findings align with previous research suggesting that POS is shaped more by organizational climate than by individual characteristics (Bogler & Nir, 2012; Huang & Teo, 2020; Nayir, 2012).

The findings also indicated that classroom teachers reported higher levels of OCB than subject teachers. This difference may be associated with the nature of classroom teachers' roles within schools. Classroom teachers generally maintain more continuous interaction with students, parents, and school administrators, which may strengthen their sense of organizational belonging and responsibility toward the school community. Such continuous interaction may encourage classroom teachers to participate more actively in voluntary organizational behaviors that contribute to the functioning of the school.

Findings also indicated that OCB varies significantly by school level, with primary and middle school teachers displaying higher levels than their high school counterparts. This disparity may stem from the structural characteristics of secondary education; high schools often operate in exam-oriented, performance-driven environments with intensive curriculum requirements and high accountability. Such pressures can limit the time and motivation for



discretionary behaviors exceeding formal responsibilities (OECD, 2020). Therefore, the lower OCB observed in high schools likely reflects the unique contextual and organizational dynamics associated with secondary education settings.

Findings indicate that OCB is shaped primarily by situational and contextual factors, social interaction, organizational climate, and leadership style, rather than demographic characteristics. This aligns with research suggesting that contextual dynamics outweigh personal demographics in determining OCB (Organ, 1988; Podsakoff et al., 2009). Crucially, this study identifies a significant relationship between perceived organizational support (POS) and teachers' OCB, with POS emerging as a strong positive predictor. Consequently, when teachers feel valued and supported, they exhibit more voluntary, prosocial behaviors within the school community (Andriyanti & Supartha, 2021; Thompson et al., 2020). This confirms prior studies stating that POS fosters a willingness to exceed formal job duties, thereby enhancing OCB (Kurtessis et al., 2017; Moorman et al., 1998; Rhoades & Eisenberger, 2002; Ridwan et al., 2020).

According to Organizational Support Theory (Eisenberger et al., 1986), employees who feel valued develop a perceived obligation to reciprocate this support (Blau, 2017). This reciprocity norm manifests as heightened organizational commitment and citizenship behaviors (Dai et al., 2022; Yildirim et al., 2012). In educational settings, teachers perceiving strong support from administrators and colleagues form deeper emotional bonds with their institutions, encouraging them to exceed formal duties and voluntarily contribute to school development (Bui et al., 2024; Ruzain, 2024). Such reciprocal relationships reinforce a collaborative climate, enhancing both effectiveness and teacher satisfaction. Thus, the positive predictive effect of POS on OCB underscores the critical role of supportive leadership and collegial relationships in fostering teachers' voluntary efforts.

## **Conclusion and Recommendations**

This study provides a fresh perspective on social exchange within educational organizations by demonstrating that teachers' POS strongly and positively influences OCB. Findings suggest that when teachers feel valued and supported, they exceed formal duties to actively foster school improvement. Thus, supportive leadership, equitable administration, and collegial relationships are essential for enhancing institutional commitment and prosocial conduct. Institutionally, organizational support should be viewed as a strategic management approach, rather than a mere administrative orientation, that promotes teacher satisfaction and school effectiveness through sustainable practices. Consequently, administrators should cultivate environments of appreciation and respect by implementing constructive feedback systems, acknowledging accomplishments, and involving teachers in decision-making processes.

Considering the findings of the present study, particular attention may be given to groups that demonstrated comparatively lower levels of organizational citizenship behaviors, such as subject teachers and high school teachers. School leaders may prioritize targeted support strategies for these groups, including shared decision-making practices, collaborative professional learning environments, and mentoring or peer-support programs that encourage stronger organizational engagement. Such practices may help increase teachers' perceptions of organizational support and foster greater participation in voluntary organizational activities that contribute to school development.

Moreover, school leaders' in-service training in communication and leadership, alongside

mentoring or peer-support systems, can foster a culture of trust and collaboration. Policymakers should also prioritize national strategies that enhance teachers' psychological well-being and job satisfaction through institutional support and recognition. Future research should investigate mediating variables, such as psychological safety, leadership style, organizational justice, and burnout, to further clarify how organizational support influences citizenship behaviors. Additionally, employing mixed method designs with qualitative analyses could provide deeper insights into teachers' personal experiences and the psychosocial dynamics of these relationships.

## Limitations

Based on the findings, a few limitations of this research should be noted. First, the cross-sectional nature of the study restricts the ability to draw causal conclusions between the examined variables. The research primarily explored the direction and magnitude of associations among the variables. Future studies could utilize longitudinal or experimental designs to provide stronger evidence for causal inferences. Another limitation concerns the sample, which included only teachers employed in public K–12 schools. Incorporating participants from private institutions or diverse educational settings in future research would enhance the generalizability of the results.

## Declarations

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