

TEACHER BURNOUT AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR IN TURKISH ELEMENTARY SCHOOLS

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ABSTRACT

Today's organizations demand people who have the habit of working voluntarily without any need for supervision and control, who tolerate limited resources and negative circumstances, who refrain from being negative, who share expertise with others, and who quest for new developments for the wellbeing of the organization. Being a hard working, patient, altruistic, punctual, collaborative employee mostly depends on not developing a syndrome called burnout. Employee behaviors such as helping others (e.g. supportive actions to assist others and going beyond the job requirements), sportsmanship (e.g. tolerating the work conditions, refraining from complaining), civic virtue (e.g. active engagement in organizational development and improvement) are called Organizational Citizenship Behaviors (OCB) (Mackenzie, Podsakoff, & Praine, 1999). Such behaviors are critical for organizational effectiveness (George & Brief, 1992; Karambayya, 1990; Podsakoff and MacKenzie, 1997; Podsakoff, MacKenzie, and Aherne, 1997). Employees who exhibit these behaviors are those who have the dispositional personality characteristics such as agreeableness and conscientiousness (George & Brief, 1992; Konovsky & Organ, 1996). This study investigates whether there is a relationship between teacher burnout and OCB.

INTRODUCTION

The study investigates whether there is a relationship between teacher burnout and organizational citizenship behavior. Burnout is a phenomenon of physical, emotional, and mental exhaustion (Freudenberg, 1974). It manifests itself by decreasing job-involvement, depersonalization (isolation), and feeling of reduced personal accomplishment. The feelings of physical, emotional, and mental exhaustion are considered to be the results of work stress (Golembiewski, Munzenrider, & Carter; 1983). Burnout can be observed among individuals who work with people (Maslach, 1982), and it can be common among people who work in communication intensive professions. Stressful conditions resulting from lack of appreciation and recognition, limited self-development opportunities, isolation from coworkers, limited career advancement opportunities, lack of professional autonomy, low salaries, unmotivated students, heavy work-load, time consuming administrative procedures, low social status of teaching and like are all well-known reasons for teacher burnout (Briggs & Richardson, 1993). The level of burnout can explain why some teachers demonstrate OCB and others not. To make sure that any relation between OCB and burnout is a unique one, other contaminating effects must be ruled out. Therefore; in the present study, an attempt is necessary to rule out some possible effects of other variables. Otherwise any result showing a relation between OCB and burnout can be misleading. Organizational justice, life satisfaction, and self esteem variables were introduced to this study as control variables. OCB may be the result of these variables. Any variance explained by these variables needs to be partialled out. Furthermore, to find unique contribution of burnout, some dispositional characteristics that may have impact on organizational citizenship behaviors need to be considered. Personal values related to work may somehow produce or increase the likelihood of exhibiting OCB. Without partialing the effect of such work values from OCB, any relationship found between burnout and OCB will be misleading. Some of the variance in OCB can be due to these values rather than burnout. These statistical controls are carried out by regression procedures.

ORGANIZATIONAL CITIZENSHIP BEHAVIOR

In organizations, it is important for people to work in a harmony. Organizational performance is determined mostly by the state of employees' psychological wellbeing and their interactions. Most of the time official obligations and procedures are not enough for organizational effectiveness. A good employee is the one who goes beyond the official obligations. Behaviors not necessarily required by the job descriptions but beneficial for the organization and other members are defined as organizational citizenship behaviors. "Organizational Citizenship Behavior" (OCB) has long been a high priority for organizational scholars (Organ, 1988). Organ (1988, 4) defined OCB as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the

effective functioning of the organization.” According to Organ (1988), the operational definition has two types of behaviors: (a) active positive contributions, such as punctuality and attendance beyond what is strictly enforced, as well (b) avoidance from harm to colleagues or organization (sportsmanship), such as refraining from complaints, appeals, and accusations. Organ (1988) suggested that sportsmanship is less appreciated than other behaviors. According to Organ (1988), OCB has 5 dimensions: conscientiousness (e.g. punctuality), sportsmanship (e.g. avoiding unnecessary reactions), courtesy (e.g. giving advance notice), altruism (e.g. helping new comers), and civic virtue (e.g. learning and sharing for the good of organization). Constructs studied in relation to OCB as antecedents are job satisfaction, organizational commitment, interpersonal trust (Podsakoff, MacKenzie, Moorman, & Fetter, 1990), and mood of the employee and organizational justice (Konovsky & Pugh, 1994). The construct of OCB is widely studied in relation to other constructs such as job satisfaction, dyadic relationship quality, demographic variables, task characteristics, pay systems, and group characteristics; however, these variables account for approximately 10% of variance in OCB (Barr & Pawar, 1995). Thus, there is a continued need for more studies.

BURNOUT

There are three kinds of burnout (Pierce & Molloy, 1990). The first is the feelings of emotional exhaustion and fatigue. Second is the negative, cynical attitude toward their students. The third is the negative self-evaluation due to feelings of lack of personal accomplishment. Burnout has been considered to be resulting from prolonged exposure to intense emotional stress. Pines et al (1981) add that feelings of helplessness and hopelessness and development of negative attitudes towards work, life and other people are all characteristics of the phenomenon. Teacher burnout also leads to a decrease in the quality of teaching, absenteeism, and premature turnover from the profession (Cherniss, 1980). The phenomenon is a strong predictor of thought of quitting the job (Jackson et al, 1986). Because of limited employment opportunities outside, the majority of the teachers intending to quit the job are “lucked-in” (Garcia, 1981). This fact creates a high level of prolonged stress fed by inordinate time demands, large class size, lack of resources, and limited involvement in decision making (Brissie, Hoover-Dempsey, & Bassler, 1988; Cunningham, 1983; Friedman, 1991). Teachers become less flexible towards students, lower expectations from students, and display low commitment to teaching (Cherniss, 1980; Farber & Miller, 1981; Maslach, 1976).

Burnout starts with energy exhaustion. A person feels worn out and unable to find the power to continue daily life. The exhausted person thinks that things will not end as they should. Such person may even quit trying. The employee becomes horrified in the face of going to work one more day. Alienation from other people, insensitivity towards other people’s feelings and depersonalization are also common among burnout. Lastly, burnout individuals begin to believe that they are incompetent persons (Cordes & Dougherty, 1992).

If the expectations of teachers are not met in the work environment, it may trigger symptoms of burnout. Such organizational conditions as a reward system, advancement opportunities, friendly climate, and decision making processes are important determinants of burnout (Cordes & Dougherty, 1992). When expectations and organizational conditions are not met, work stress is inevitable (Iwanicki, 2001). People working in the same organization, however, may experience different levels of burnout. Differences in expectations and personality traits (Cordes & Dougherty, 1993), such as degree of locus of control (Schwab, 2001), are not the same for each person. For instance, people with external locus of control may experience higher levels of burnout than people with internal locus of control (Schwab, 2001). It is important to understand personal and environmental factors that may result in burnout because curing this illness is possible only by isolating and fixing these factors (Schwab, 2001).

CONTRIBUTION OF THE STUDY

The present study contributes to the theory by combining psychological and organizational construct into the same model. It becomes possible to examine the relative impact of individual characteristics and organizational conditions on teachers’ role behaviors. To fill the gap in theoretical and empirical knowledge on the patterns of organizational citizenship behavior (OCB) in school, the aim of this study was to explore the role of burnout, as well as personal and contextual variables. While most theories of burnout focused exclusively on work-related stressors, this research adopts a more integrative approach in which both environmental and individual factors are studied.

METHOD

Population and Sample

The population of the study consisted of 1,069 elementary (grades 1-5) school teachers working in the public school system of Usak Province, Turkey. Instruments were distributed to a random sample of 450 teachers in 42 elementary schools over the course of 5 days. The number of instruments returned was 367. Table 1 shows the distribution of male and female teachers in the population and sample.

Table 1:

Distributions of Male and Female Teachers

	Male	%	Female	%	Total
Population	657	61%	412	39%	1069
Sample	211	58%	156	42%	367

Dependent Variable

The study utilized OCB as the dependent variable. Behaviors such as helping others (e.g. supportive actions to assist others and going beyond the job requirements), sportsmanship (e.g. tolerating the work conditions, refraining him/herself from complaining), civic virtue (e.g. active engagement in organizational development and improvement) are considered as outcome variables that are more likely to be influenced by the feelings of teachers such as emotional exhaustion, fatigue, the negative, cynical attitude toward others, and the negative self-evaluation due to feelings of lack of personal accomplishment. OCB also may be influenced by personally held work values and perceived work conditions.

Instruments

To measure burnout and OCB, a set of item pools were generated. Previously, more than seven studies used different versions of the OCB instrument (Unal, 2003; Keskin, 2005; Atalay, 2005; Mercan, 2006; Donder, 2006; Samanci, 2006; Kaynak, 2007; & Samanci, 2007). Item development started in 2002. Reliabilities and validity improved over the time. The instrument properties were better than most of the instruments available in the literature. The pool of items generated over the years was examined and the best functioning were chosen for a new pilot test.

A pilot study was carried out for item analyses. The items that survive the item analyses, conducted using the pilot data, were subjected to a principal component analysis, conducted using the research sample data. A varimax rotation was used to extract factors. The factor structure resulting from the pilot sample data and in the research sample data were compared. A score on each dimension was calculated for each respondent by adding the teachers' responses to items grouped under each factor. This score was divided by the number of items in the dimension. The procedure yielded a score on each dimension for each teacher.

Likert type scaling was used in each item. For OCB items, teachers were asked to rate themselves for each item. Instructions were as follows: "if we ask your colleagues in your school, how would they describe you?" For OCB items, responses were: My coworkers would say (a) Never behaves like this, (b) Seldom behaves like this, (c) Time to time behaves like this, (d) Most of the time behaves like this, and (e) Always behaves like this. OCB items were grouped under four dimensions. Content and meaning of items in each dimension were examined and named accordingly. Dimensions were named as follows: the first dimension as altruism; the second as civic virtue; the third as conscientiousness; and, the fourth as sportsmanship. Overall reliability and reliability for each dimension were found acceptable.

For Burnout items, teachers were asked to rate their feelings for each item. They were asked to choose one of the following for each item: "(1) Never feel like this, (2) Seldom feel like this, (3) Occasionally feel like this, (4) often feel like this and (5) almost always feel like this" Table 3 shows the result of principal component analysis. Burnout items were grouped under three dimensions. Content and meaning of items in each dimension were examined and named accordingly. Dimensions were named as follows: The first dimension as emotional and physical exhaustion; the second as isolation

(depersonalization); the third as diminishing self-accomplishment. Overall reliability and reliability for each dimension were found acceptable.

Table 2:

Rotated Principal Component Matrix (Varimax) for OCB items

When compared to other teachers in the school:	Dimensions			
	Altruism	Virtue	Conscientiousness	Sportsmanship
1. offers more assistance to those who have job related or personal problems	.760			
2. provides guidance for the ways of doing things more	.682	.368		
3. shares his/her expertise and knowledge more	.625		.371	
4. gives motivation and encouragement to other teachers	.613	.501		
5. gives a helping hand to those who fall behind; takes some of their assignments	.462	.452		
6. works extra hours even it is not required		.757		
7. volunteers first without looking around, even for the duties not favored by the most		.705		
8. spends his/her personal time to investigate and develop ideas about how to make school better		.596		
9. reads, searches, and shares about how to improve instruction in school		.585		
10. pays extra attention to be punctual			.774	
11. takes his/her assignment very seriously			.758	
12. does his/her work very systematically and orderly			.702	
13. takes extra steps not to waste school's resources and time		.357	.640	
14. does not make big deal out of routine problems that most people will complain about				.805
15. pays extra attention for not being seen as a person who complains a lot				.773
16. bears negative circumstances and endures disturbances to related school operations	.460			.608
Eigenvalue	2.6	2.8	2.7	1.8
% variance	17.82	17.45	16.78	11.40
Alfa	.84	.77	.83	.66
Overall Alfa			.90	

Note: Loadings lower than .35 were intentionally left blank to improve readability

Table 3:

Rotated Component Matrix (Varimax Rotation) for Burnout Items

	Exhaustion	Component Isolation	Diminished self accomplishment
17. Difficulty waking up	.74		
18. Starting the day with stress	.74		
19. Thoughts like "Can not stand one more school day"	.69		
20. Get bored with your job	.68		
21. Going to work is a torture	.65		
22. Being tensed up, being strained because of work life	.63	.35	
23. Mentally and physically worn out because of work	.60		.52
24. Loose patience towards coworkers, coworkers tests your limits of patience		.80	
25. Suspicious of the intentions of coworkers		.79	
26. Want your coworkers to leave you alone and want not to be bothered	.44	.62	
27. besieged by ill intended coworkers		.56	
28. Your work does not contribute to people as it should be			.80
29. Unable to change things and have no power over results in school			.71
30. Think yourself as incompetent and unable to use your abilities in school			.63
Eigenvalue	3.7	2.5	2.0
% Variance explained (total 61%)	27	18	16
Alfa	.87	.76	.66
Overall Alfa		.90	

Note: Loadings lower than .35 were intentionally left blank to improve readability.

Table 4:

Rotated Component Matrix (Varimax Rotation) for Justice, Life satisfaction, and Self-esteem

Items	Justice	Life satisfaction	Lack of Self-esteem
31. Our administration is fair running the school	.94		
32. In assignments, schedules, and like, fairness is always meticulously followed	.93		
33. All procedures are fair and just in this school	.89		
34. I get satisfaction from life		.91	
35. May days pass with full of joy		.87	
36. I could not be happier than this		.86	
37. I wish I could have more self-esteem			.80
38. I do not like to be in the front line			.80

39. I do not have control over what is happening around me				.74
40. I give up easily when confronted with disagreement from other side				.72
Eigenvalue	2.6	2.4		2.4
Alfa	.91	.86		.76

Note: Loadings lower than .35 were intentionally left blank to improve readability. Items in self esteem dimensions were negatively worded.

A pool of items related to personal work values was tested by utilizing principal component analysis. During the item writing process, each item was written intentionally to fall under a specific value category. The result of the principal component analysis revealed that each item had a high loading on its own dimension as intended. Table 5 shows the items and dimensions. Reliabilities and loadings are acceptable. Teachers were asked to rank the importance of each statement. Responses were ranging from have no importance (1) to have a great importance (5).

Table 5:

Rotated Component Matrix (Varimax Rotation) for Work Values Items

How important are these for you? (1-5)	Component				
	Self development	Recognition	Friendly environment	Autonomy	Being influential
41. Opportunities to use your abilities	.77				
42. Opportunities for self accomplishments	.76				
43. Opportunities to improve your abilities	.76				
44. Experience success	.71				
45. Contributions acknowledged		.78			
46. Opportunities to show your abilities		.78			
47. Seen as a special person		.78			
48. Get acceptance from others		.73			
49. Opportunities to be visible		.58			
50. People in school get along with each other	.36		.75		
51. Enjoyed coworkers around			.68		
52. Easy to find people to chat with			.67		
53. Friendly environment in work place	.47		.61		
54. Being your own boss				.79	
55. Degree of freedom in your actions				.73	
56. Ability to follow your decisions				.66	

57. Flexibility in work schedule				.56	0
58. Have authority over things					.83
59. People listen to what you say					.74
60. Have a say in decisions	.40	.35			.48
Eigenvalue	3.2	3.1	2.1	2.1	1.9
% Variance explained (total 62%)	16.2	16	11	11	9
Alfa	.83	.84	.70	.70	.74
Overall Alfa			.86		

Note: Loadings lower than .35 were intentionally left blank to improve readability

For each work value item, an item representing organizational conduciveness for the corresponding item is generated during item writing process. These items were subjected to a principal component analysis. For example: while in work values section, teachers were asked “How important for you to have a say in decision making process in your school,” in organizational environment section, teachers were asked “to what extend your school is conducive for you to have a say in decision making process.”

Table 6:

Rotated Component Matrix (Varimax Rotation) for Environmental Items

To what extend is your school environment conducive for these? (1-5)	Components				
	Friendly environment	Recognition	Being influential	Self development	Autonomy
61. Easy to make friends in this school	.81				
62. Like coworkers	.78				
63. Friendly environment	.76				
64. Easy to find people to chat with	.75				
65. People get along with each other	.69				
66. Get acceptance from others		.73			
67. Opportunities to show your abilities		.71			
68. Seen as a special person		.71	.38		
69. Contributions acknowledged		.65			
70. Opportunities to be visible		.55	.44		
71. Have authority over things			.80		
72. Opportunities to lead			.67		
73. Have a say in decisions			.64		
74. People listens to what you say	.41		.63		
75. Opportunities to improve your abilities				.77	
76. Opportunities to use your abilities				.73	
77. Opportunities for self accomplishments				.73	

78. Experience success		.36		.52	
79. Degree of freedom in your actions					.77
80. Ability to act on your own					.71
81. Ability to follow your decisions					.68
82. Being your own boss					.60
83. Flexibility in work schedule			.39		.49
Eigenvalue	3.7	3.0	2.8	2.6	2.5
% Variance explained (total 63%)	16	13	12	11	11
Alfa	.87	.83	.83	.83	.68
Overall Alfa			.92		

Note: Loadings lower than .35 were intentionally left blank to improve readability

The Unit of Analysis

For the present study, the unit of analysis is the individual teacher. All variables in this study are concerned with behavior, feeling, or attitudes of teachers. The interest is on how teachers react to feelings of burnout. The study does not utilize school as the unit because it will be very difficult to interpret relationships between aggregate school burnout scores and other variables. Similarly, it is not very useful to aggregate school scores for such variables as personal values, self-esteem and life satisfaction. Finally, using school as the unit would result in a sample size of 42 (number of schools), which would create a problem of getting reliable results from regression procedures due to decreasing n/k ratio.

Research Questions

The following main research question is formulated for this study:

Is there a relationship between organizational citizenship behavior and the level of teacher burnout?

The following sub-research questions are formulated for the study:

1. Is there a relationship between civic virtue and dimensions of teacher burnout?
2. Is there a relationship between altruism and dimensions of teacher burnout?
3. Is there a relationship between conscientiousness dimensions of teacher burnout?
4. Is there a relationship between sportsmanship dimensions of teacher burnout?

RESULTS

The findings revealed that conscientiousness has the highest mean among the OCB dimensions. Among the work values, the highest dimension was self-development. Teachers in this sample value self development more than other work values. The findings suggest that the highest discrepancy is between value attached to autonomy and its realization in the work environment. A similar discrepancy exists between the value attached to self development and its realization in the work environment. The lowest discrepancy exists between value attached to friendly relations and actualization of it in school. For the burnout dimensions, teachers are more likely to feel diminished self accomplishment than exhaustion and isolation.

Table 8:

Correlations among Variables (n = 367)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1. OCB	1.00	.86	.89	.84	.65	.20	.19	-.25	.24	.33	.33	.14	.18	.15	.32	.16	.32	.48	.40	-.22	-.21	-.17	-.25
2. Civic Virtue	.86	1.00	.73	.65	.38	.20	.14	-.19	.22	.26	.22	.09	.09	.06	.26	.15	.34	.44	.38	-.20	-.18	-.18	-.23
3. Altruism	.89	.73	1.00	.66	.42	.17	.13	-.26	.16	.29	.30	.13	.16	.14	.34	.12	.26	.49	.38	-.18	-.16	-.09	-.18
4. Conscientiousness	.84	.65	.66	1.00	.42	.15	.16	-.21	.19	.34	.30	.15	.17	.15	.22	.15	.25	.37	.32	-.22	-.21	-.23	-.26
5. Sportsmanship	.65	.38	.42	.42	1.00	.12	.20	-.12	.21	.17	.24	.09	.15	.13	.21	.08	.20	.21	.21	-.10	-.16	-.08	-.14
6. Years in teaching	.20	.20	.17	.15	.12	1.00	-.03	.11	.00	-.04	-.16	-.13	-.12	-.10	.12	.08	.21	.24	.22	-.22	-.20	-.19	-.24
7. Life satisfaction	.19	.14	.13	.16	.20	-.03	1.00	-.05	.26	.04	.08	.02	.12	-.01	.23	.19	.25	.22	.22	-.22	-.20	-.19	-.24
8. (lack of) Self-esteem	-.25	-.19	-.26	-.21	-.12	.11	-.05	1.00	.06	-.06	-.29	-.20	-.10	-.08	-.14	.04	-.02	-.14	-.16	.34	.39	.24	.38
9. Organizational justice	.24	.22	.16	.19	.21	.00	.26	.06	1.00	.10	-.02	-.01	-.09	-.09	.25	.31	.29	.29	.28	-.24	-.21	-.23	-.27
10. Valuing recognition	.33	.26	.29	.34	.17	-.04	.04	-.06	.10	1.00	.34	.31	.38	.34	.26	.19	.17	.30	.39	-.09	-.12	-.11	-.12
11. Valuing self development	.33	.22	.30	.30	.24	-.16	.08	-.29	-.02	.34	1.00	.35	.48	.44	.21	-.02	.07	.13	.05	-.21	-.22	-.16	-.23
12. Valuing autonomy	.14	.09	.13	.15	.09	-.13	.02	-.20	-.01	.31	.35	1.00	.29	.28	.09	.18	.00	.04	.07	.00	-.04	-.02	-.02
13. Valuing friendly relations	.18	.09	.16	.17	.15	-.12	.12	-.10	-.09	.38	.48	.29	1.00	.36	.36	.06	.09	.17	.05	-.04	-.11	-.08	-.08
14. Valuing being influential	.15	.06	.14	.15	.13	-.10	-.01	-.08	-.09	.34	.44	.28	.36	1.00	.08	-.01	-.06	.09	.06	.00	-.07	-.07	-.04
15. Friendly environment in school	.32	.26	.34	.22	.21	.12	.23	-.14	.25	.26	.21	.09	.36	.08	1.00	.30	.49	.55	.47	-.20	-.29	-.26	-.28
16. Autonomy in workplace	.16	.15	.12	.15	.08	.08	.19	.04	.31	.19	-.02	.18	.06	-.01	.30	1.00	.46	.35	.39	-.21	-.13	-.24	-.22
17. Opportunities for self development	.32	.34	.26	.25	.20	.21	.25	-.02	.29	.17	.07	.00	.09	-.06	.49	.46	1.00	.53	.61	-.22	-.14	-.33	-.25
18. Opportunities for being influential	.48	.44	.49	.37	.21	.24	.22	-.14	.29	.30	.13	.04	.17	.09	.55	.35	.53	1.00	.64	-.18	-.17	-.25	-.22
19. Degree of recognition for contributions made	.40	.38	.38	.32	.21	.17	.22	-.16	.28	.39	.05	.07	.05	.06	.47	.39	.61	.64	1.00	-.15	-.15	-.30	-.21
20. Emotional exhaustion	-.22	-.20	-.18	-.22	-.10	-.09	-.22	.34	-.24	-.09	-.21	.00	-.04	.00	-.20	-.21	-.22	-.18	-.15	1.00	.62	.58	.93
21. Isolation	-.21	-.18	-.16	-.21	-.16	-.05	-.20	.39	-.21	-.12	-.22	-.04	-.11	-.07	-.29	-.13	-.14	-.17	-.15	.62	1.00	.51	.82
22. Diminished self accomplishment	-.17	-.18	-.09	-.23	-.08	-.10	-.19	.24	-.23	-.11	-.16	-.02	-.08	-.07	-.26	-.24	-.33	-.25	-.30	.58	.51	1.00	.76
23. Burnout overall	-.25	-.23	-.18	-.26	-.14	-.10	-.24	.38	-.27	-.12	-.23	-.02	-.08	-.04	-.28	-.22	-.25	-.22	-.21	.93	.82	.76	1.00

Note. Correlations larger than .11 (absolute value) are significant at .05 level

Table 7:

Descriptive Statistics (n=367)

	Mean	Std. Deviation
OCB	3.80	.60
Civic virtue	3.74	.70
Altruism	3.73	.74
Conscientiousness	4.05	.70
Sportsmanship	3.67	.83
Year in teaching	13.92	7.86
Life satisfaction	3.41	.85
(Lack of) Self-esteem	2.36	.80
Organizational justice	3.35	1.09
Valuing recognition	4.01	.70
Valuing self development	4.57	.54
Valuing autonomy	4.17	.68
Valuing friendly relations	4.13	.64
Valuing being influential	4.39	.62
Degree of recognition for contributions made	3.49	.68
Opportunities for self development	3.42	.79
Autonomy in workplace	2.87	.74
Friendly environment in school	3.82	.77
Opportunities for being influential	3.41	.71
Exhaustion	2.31	.75
Isolation	2.18	.75
Diminished self accomplishment	2.64	.76
Burnout overall	2.34	.65

Correlations revealed that OCB is more likely to be related to the opportunities given to the teachers to influence others and have a say in decision making. It seems that a teacher is more likely to exhibit OCB if he/she sees an opportunity to be visible and have a say in decisions. Also a teacher is more likely to show OCB when he/she see his/her contributions are acknowledged. It is also evident that teachers valuing friendly environment and self improvement are more likely to exhibit OCB.

Stepwise regression procedures were used to examine the contribution of burnout to OCB behaviors over and above work values of teachers and organizational conditions. It was found that burnout did not account for a significant change in explaining the variance in OCB over and above organizational factors and work values.

The stepwise regression analysis in Table 9 revealed that 39% of variation in OCB is explained by the linear combination of the opportunities for being influential, the degree of value attached to the self development, the degree of value attached to recognition, the degree of recognition for contributions made, the level of perceived organizational justice, years in teaching, gender, and the level of self-esteem. Burnout did not add any explanation in variance on OCB over and above what has already been explained by these variables. This may mean that in the presence of these conditions, the effect of burning out is compensated by values and organizational conditions. The most important variable in this model was the value attached to self-development.

Table 9:

Stepwise Regression for Prediction of Overall OCB

	β	Std. Error	Std. β	t	p
(Constant)	.713	.329		2.169	.031
Opportunities for being influential	.179	.049	.213	3.645	.000
Valuing self development	.277	.055	.246	5.007	.000
Degree of recognition for contributions made	.123	.053	.138	2.316	.021
Years in teaching	.012	.003	.161	3.508	.001
Organizational justice	.076	.025	.137	3.019	.003
(Lack of) Self-esteem	-.106	.034	-.144	-3.093	.002
Valuing recognition	.104	.043	.120	2.396	.017
Gender	.116	.052	.098	2.229	.026

$R^2 = .39$; Adj. $R^2 = .37$; $F = 25.74$ $p < .000001$

The same things can be said for the Table 10 where civic virtue is explained. The difference is the lack of value attached to recognition in the model. In this model, 27% of variance in civic virtue is accounted for by the linear combination of the opportunities for being influential, valuing self development, the degree of recognition for contributions made, gender, years in teaching, organizational justice, and self esteem. Burnout, again, did not add any explanation to the variance of OCB over and above what already has been explained by these variables. This may mean that, even if the teacher is burned out, when she or he feels that things are fair, is recognized for his/her contributions, values self development, is given opportunities to exert influence on things etc., he/she will continue to work extra hours. Even if it is not required, the teachers will volunteer first without looking around for the duties not favored by others, spend personal time to investigate and develop ideas about how to make the school better, and read, search, and share about how to improve the instruction in school.

Table 10:

Stepwise Regression for Prediction of Civic Virtue

	β	Std. Error	Std. β	t	p
(Constant)	.892	.416		2.147	.033
Opportunities for being influential	.212	.062	.216	3.423	.001
Valuing self development	.238	.066	.180	3.619	.000
Degree of recognition for contributions made	.170	.064	.163	2.642	.009
Gender	.153	.066	.111	2.329	.020
Years in teaching	.012	.004	.137	2.770	.006
Organizational justice	.073	.032	.113	2.289	.023
(Lack of) Self-esteem	-.092	.043	-.106	-2.118	.035

$R^2 = .27$; Adj. $R^2 = .26$; $F = 18.74$ $p < .000001$

In table 11, 37% of variance in altruistic behaviors is accounted for by the linear combination of opportunities for being influential, valuing self development, self-esteem, gender, degree of recognition for contributions made, years in teaching, and diminished self accomplishment. The difference in this model is the existence of a burnout variable. It seems that diminished self accomplishment still plays an important role over other variables. An interesting finding is that as a teacher feels greater loss of self accomplishment, he/she becomes more altruistic to substitute the feeling. It may also mean those who show altruism are more likely to be people who feel low self accomplishment.

Table 11:

Stepwise Regression for Prediction of Altruism

	β	Std. Error	Std. β	t	p
(Constant)	-.071	.443		-.160	.873
Opportunities for being influential	.326	.060	.315	5.419	.000
Valuing self development	.362	.065	.261	5.571	.000
(Lack of) Self-esteem	-.143	.043	-.157	-3.334	.001
Gender	.196	.065	.135	3.027	.003
Degree of recognition for contributions made	.186	.063	.170	2.939	.004
Years in teaching	.010	.004	.105	2.258	.025
Diminished self accomplishment	.104	.046	.105	2.256	.025

$R^2 = .37$; Adj. $R^2 = .35$; $F = 27.71$ $p < .000001$

In the model, shown in Table 12, 27% of variance in conscientiousness is accounted for by the linear combination of the opportunities for being influential, valuing recognition, valuing self development, years in teaching, organizational justice, and self-esteem. This may mean that even when a teacher is burned out he/she can still feel that things are fair and values self development. Given opportunities to exert influence on things, he/she will still continue to pay extra attention to be punctual and on time, take his/her assignments very seriously, do his/her work very systematically and orderly, and take extra steps not to waste the school's resources and time.

Table 12:

Stepwise Regression for Prediction of Conscientiousness

	β	Std. Error	Std. β	t	p
(Constant)	1.302	.383		3.400	.001
Opportunities for being influential	.187	.052	.192	3.605	.000
Valuing recognition	.209	.052	.209	4.041	.000
Valuing self development	.233	.069	.178	3.402	.001
Years in teaching	.013	.004	.147	2.983	.003
Organizational justice	.091	.031	.143	2.914	.004
(Lack of) Self-esteem	-.122	.043	-.142	-2.850	.005

$R^2 = .27$; Adj. $R^2 = .26$; $F = 20.76$ $p < .000001$

In the model shown in Table 13, 15% of variance in sportsmanship is explained by valuing self development, organizational justice, opportunities for being influential, years in teaching, and life satisfaction. Even if the teacher is burned out, when there is a feeling that things are fair, he/she values self development. Given opportunities to exert influence on things and be happy with life, he/she will not make a big deal out of routine problems about which most people will complain. The teacher will try to be seen as a person who does not complain a lot and attempts to bear negative circumstances and endure disturbances related to school operations.

Table 13:
Stepwise Regression for Prediction of Sportsmanship

	β	Std. Error	Std. β	t	p
(Constant)	.423	.447		.945	.345
Valuing self development	.382	.080	.244	4.762	.000
Organizational justice	.110	.041	.143	2.713	.007
Opportunities for being influential	.140	.066	.113	2.117	.035
Years in teaching	.015	.005	.140	2.704	.007
Life satisfaction	.124	.051	.129	2.447	.015

$R^2 = .15$; Adj. $R^2 = .14$; $F = 11.91$ $p < .000001$

From a post hoc perspective, Table 14 shows that 28% of variance in exhaustion is explained by self-esteem, organizational justice, autonomy in the workplace, gender, valuing self development, valuing autonomy in workplace, life satisfaction, and years in teaching. An interesting finding in this model is that as a teacher, who attaches more value to autonomy in working space, he/she is more likely to be exhausted than others who do not see autonomy very important. Those who see autonomy as an important issue are likely to be more prone to emotional and physical exhaustion. In the same model, however, when a teacher perceives that the school fosters autonomy, he/she is not likely to feel exhaustion.

Table 14:
Stepwise Regression for Prediction of Exhaustion

	β	Std. Error	Std. β	t	p
(Constant)	3.841	.444		8.655	.000
Lack of self-esteem	.314	.045	.340	7.018	.000
Organizational Justice	-.103	.034	-.150	-3.025	.003
Autonomy in workplace	-.184	.050	-.183	-3.662	.000
Gender	-.211	.068	-.144	-3.092	.002
Valuing self development	-.255	.071	-.181	-3.579	.000
Valuing autonomy in workplace	.145	.056	.128	2.570	.011
Life satisfaction	-.103	.041	-.119	-2.489	.013
Years in teaching	-.010	.004	-.109	-2.297	.022

$R^2 = .28$; Adj. $R^2 = .27$; $F = 16.99$ $p < .0000001$

Table 15 shows that 24% of variance in isolation is explained by self-esteem, organizational justice, and friendly environment in the school. Table 16 shows that 17% of variance in diminished self accomplishment is explained by self-esteem, organizational justice, and opportunities in school for self development.

Table 15:
Stepwise Regression for Prediction of Isolation

	β	Std. Error	Std. β	t	p
(Constant)	2.510	.227		11.066	.000
Lack of self-esteem	.352	.044	.377	7.963	.000
Friendly environment in school	-.192	.048	-.195	-4.023	.000
Organizational Justice	-.126	.033	-.183	-3.794	.000

$R^2 = .24$; Adj. $R^2 = .24$; $F = 37.11$ $p < .0000001$

Table 16.

Stepwise Regression for Prediction of Diminished Self Accomplishment

	β	Std. Error	Std. β	t	p
(Constant)	3.360	.206		16.294	.000
Opportunities for self development	-.262	.049	-.275	-5.398	.000
(Lack of) Self-esteem	.222	.046	.237	4.848	.000
Organizational justice	-.101	.036	-.145	-2.847	.005

$R^2=, 17; Adj. R^2= 17; F = 24.37 p < .0000001$

On overall, 32% of the variance in burnout is accounted for by the linear combinations of self-esteem, organizational justice, and autonomy in workplace, life satisfaction, and years in teaching, valuing self development, and valuing autonomy in workplace. Again, attaching too much importance to autonomy in school may result in quick burnout. More logically, those who feel burned out may want more autonomy in the work place.

Table 17:

Stepwise Regression for Prediction of Overall Burnout

	β	Std. Error	Std. β	t	p
(Constant)	3.447	.363		9.497	.000
Lack of self-esteem	.305	.038	.382	8.094	.000
Organizational Justice	-.114	.029	-.193	-4.004	.000
Autonomy in workplace	-.156	.042	-.179	-3.700	.000
Life satisfaction	-.096	.035	-.128	-2.753	.006
Years in teaching	-.011	.004	-.140	-3.064	.002
Valuing self development	-.220	.060	-.180	-3.670	.000
Valuing autonomy in workplace	.121	.048	.124	2.553	.011

$R^2=, 32; Adj. R^2= 31; F = 23.10 p < .0000001$

To examine the unique effects of sets of burnout dimensions, dispositional variables and organizational variables on OCB, a reduced regression procedure was utilized. Results obtained from the reduced regression model are shown in Table 18. It appears that in the presence of dispositional and organizational variables, burnout dimensions operationalized in this study do not contribute to explanation of variance in OCB. If dispositional and organizational variables were not put into the model, burnout dimension would account for 6% of the variation in OCB.

Table 18.

Effects of sets of variables on overall OCB

Set of variables tested against the full model ^b	<i>P</i> <i>Is</i> <i>contribution</i> <i>significant?</i>	<i>effect</i> $R^2_{full} - R^2_{reduced}$
<i>Dispositional and personal variables</i>		
Life satisfaction, (Lack of) Self-esteem, Valuing recognition, Valuing self development, Valuing autonomy, Valuing friendly relations, Valuing being influential, Gender, Years in teaching	.000	.12 ^a
<i>Environmental or organizational variables</i>		
Organizational justice, Degree of recognition in school for contributions made, Opportunities in school for self development, Autonomy in workplace, Friendly environment in school, Opportunities in school for being influential	.000	.10 ^a
<i>Burnout dimensions</i>		
Emotional Exhaustion, Isolation, Diminished self accomplishment	.689	.003 ^a

$R^2_{full} = .39$, $Adj. R^2_{full} = .36$, $F_{full} = 11.52$, $p < .00001$

a Tested against the full model.

b Predictors in the Full Model: (Constant), yearsofexp, justice, recogvalue, lackselfesteem, gender, lifesatis, autonvalue, lackslfaccomp, enfluenv, autoevnrmt, frienenv, slfdevvalue, isolation, frendvalue, slfdevenv, enfioppu, emotionalexhust, recegoppur.

DISCUSSION

The purpose in the present study was to examine whether the degree of burnout would explain organizational citizenship behaviors beyond the influence of selected work related values and conduciveness of organizational conditions for these values. Although burnout and its dimensions were related to OCB behaviors, in the presence of other personal variables and organizational variables, burnout dimensions did not explain what was already explained.

Individual characteristics as well as organizational related variables should be taken into consideration when studying the OCB and burnout phenomenon. Researchers need to focus more attention on the mediating role of characteristics of organizational context and personality characteristics on burnout to explain OCB. The findings suggested that job and person variables are important factors to consider for burnout prevention and improve teacher outcome behaviors. The study premised that teachers' feelings and perception of organizational conditions are important factors preventing burnout and reducing the negative results of burnout. Burnout can be by-passed by improving organizational settings by aligning them to teachers' work values. The study suggested that perceptions of conduciveness of school environment to values can help reduce the stress workers experience from the work demands. Teachers who perceived their organizations as supportive may feel a sense of greater control over their work. It may thus be posited that extra-role behaviors such as OCB is undertaken by individuals when they see a valued meaningful outcome, when they believe their contributions are valued and encouraged and when the organizational procedures are fair.

Further attempts focusing on individual characteristics to understand the OCB is needed. Studies examining outside work conditions of teachers may be fruitful to explain extra role behaviors. Furthermore, research may look at the effects of groups on OCB.

In so far as planning practices are concerned, planners and implementers should consider creating such an organizational climate that individuals feel at home even on-the-job. Training administrators on understanding teacher behavior may assist with implementation of plans. For plans to succeed, such behaviors as OCBs are invaluable.

The present study had some limitations. These included the small sample size and the difficulty of generalizing the present findings, which are based on a specific sample of teachers in a Turkish cultural

context. Sample size compared to the number of variables examined was a limitation of this study as well. The use of only self-reported and cross sectional data could be another concern. Such use could generate social desirability as well. Researchers can use interviews and anecdotal materials to investigate the issue. It is also possible that the construct OCB may mean two things at the same time. It may have positive qualities as literature cites. OCB also may be contaminated by other behaviors, such as showing off and substituting some weaknesses in self-efficacy or self esteem.

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