

The Prediction Level of Teachers' Perceptions of Psychological Empowerment on Job Satisfaction and Organizational Citizenship Behaviors

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Abstract:

The purpose of this study is to determine the prediction level of teachers' psychological empowerment perceptions on their job satisfaction and organizational citizenship behaviors. The research is designed in the relational survey model. 400 teachers working in primary schools in Bolu, Turkey participated in the study and out of 356 teachers participating in the study voluntarily, 314 scales were delivered back and evaluated. Psychological Empowerment Scale, Job Satisfaction Scale and Organizational Citizenship Scale were used as data collection instruments. The findings indicated that teachers' perceptions of psychological empowerment were moderate in self-determination, and high in other dimensions and the whole scale. The moderate level of teachers' perceptions of job satisfaction and organizational citizenship is a striking and concerning result. When teachers do not have high level of job satisfaction, their performance will decrease, and it will be difficult for these teachers to exhibit organizational citizenship behavior. In the study, that the teachers' perceptions of psychological empowerment affect both job satisfaction and organizational citizenship behaviors necessitates the importance of psychological empowerment in increasing teachers' job satisfaction and organizational citizenship behaviors. In this sense, it is an important finding that teachers' job satisfaction and organizational citizenship behaviors will be increased by means of them having self-determination over their work, increasing their competence, making them influential by allowing to think, talk about and intervene the incidents that occur in the school, and ensuring their participation in work-related decisions. The finding indicating that teachers' perceptions of psychological empowerment play an important role in increasing their job satisfaction and organizational citizenship behavior reveals the authenticity of the research.


Keywords: Psychological empowerment, job satisfaction, organizational citizenship, teacher

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INTRODUCTION

One of the issues that organizations must deal with is their efforts to protect their own assets in the situation of harsh competition brought about by globalization and the ability to cope with rapidly changing information and technological innovations. It is one of the main tasks of the organization to make employees feel that they are part of the organization and benefit from them more effectively and efficiently. Today, psychological empowerment is an important management technique for organizations in order for the employees to easily demonstrate their creativity and skills and utilize their experiences and knowledge. Psychological empowerment can make the employees view their work more meaningful, give them the chance to plan and implement their work, show them that they can have a certain impact on their decisions and make them feel more competent and powerful within the organization. Psychologically empowered employees can see themselves as an asset for the organization and feel safe within it. Working covers a long period of the lives of individuals. The fact that the individuals spend most of their day working means that they integrate themselves with the work and get affected by that. Therefore, the compatibility and happiness of the individuals in work life is an indicator of the degree to which they reach their job satisfaction at the end of the day. Job satisfaction is defined as the pleasure, happiness or satisfaction that the individuals receive from their work. If they are satisfied with their work, they can establish a bond with the organization, which leads to showing themselves comfortably (Demiray, 2018). Therefore, the employees' perceptions of psychological empowerment will contribute to job satisfaction and organizational citizenship behaviors.

Psychological Empowerment

The concept of empowerment has become a popular management approach through the development and change in organizations in recent years. Empowerment is a process with behavioral and psychological dimensions. While behavioral empowerment focuses on administrative practices in employee empowerment, psychological empowerment focuses on whether the employees feel empowered (Ertürk, 2021a). In many studies, the importance of psychological empowerment has been emphasized (İşcan & Çakır, 2016). Spreitzer (1995) examined the psychological empowerment in four dimensions: *meaning* resulted from the employees' experiencing the success of empowerment activities, *competence*, *self-determination* and *impact*. *Meaning* is defined as the value judgements towards the purposes and objectives of the work in relation to the employee's own ideals and standards; *competence* accounts for the self-belief that the employee can do the job successfully having the skill and capability; *self-determination* is the employee's ability to make decisions about what methods to use during the execution of the work, the speed of it and the effort to be performed without consulting the administrator; *impact* is defined as the degree to which the employee can influence the strategy, method and results of the work (Spreitzer, 1995). Psychological empowerment makes individuals' work more

meaningfully, gives them the opportunity to plan and implement their work freely, influence these decisions by incorporating them into the decision-making process within the organization, and use and develop their skills to the extent required by their work. The employees who feel psychologically empowered develop feelings of trust and perceive themselves as valuable to the organization. The employee who feels valued and safe within the organization will view their work more meaningful and will be able to show their abilities, knowledge and skills more easily when facing the problems (Karakuş, 2019).

Psychological empowerment has gained importance with changes in administration through the provision of organizational development in schools. The psychological perceptions of teachers which is the most important component of the educational organization have a big role to play in achieving this development. The teacher who does not only have the role of conveying information is the person who constantly updates the behaviors, attitudes and information of the people in the organization according to the requirements of the era and add this to the organization. The more the teachers' perceptions are improved by the administrators, the more the success of the teacher and the quality of the education will increase. In order to increase the teachers' perceptions, administrators will make the educational institution more efficient by empowering the dimensions of individual competencies, self-determination, the meaning of their profession and impact in the organization (Tanrıöğen, 2014).

Since the administrators will transfer more powers and responsibilities to the employees in the organizations with psychological empowerment practices, these employees will have new experiences and learn more as a result of the powers and responsibilities they receive (Doğan, 2019). Supportive behaviors of the administrators towards the employee empowerment positively affects the job satisfaction of employees (Podsakoff et al., 2000) and improves the organizational efficiency and productivity (Sheikhpoor & Sheikhpoor, 2015). Psychologically empowered employees see themselves as more capable, believe that they will affect their work in a meaningful and valuable way and feel happy and can create a spacious organizational climate by reflecting their positive feelings to their colleagues (Çavuşoğlu & Güler, 2016). In the related literature, psychological empowerment has been found to have a positive relationship with job satisfaction, organizational commitment, work performance, organizational citizenship behaviors and innovative behaviors, but have a negative relationship with turnover intentions and work stress (Seibert, Wang & Courtright, 2011).

Job Satisfaction

Job satisfaction explains the attitudes and expectations of the employee regarding their job and the organization (Miner, 1992), the pleasure and happiness that the employee gets from the job and the factors related to that. Job satisfaction which is the most investigated psychological variable refers to the attitudes towards the work (Tsai & Wu,

2008). It is a combination of the employees' emotions and thoughts towards the work, a positive or pleasant emotional situation that arises because of employees evaluating their work or experiences in the workplace and the result of the employees' perceptions of how much of what they think is important they obtain from their work (Akehurst, Comeche & Galindo, 2009). Job satisfaction can occur when the earnings of the work and the expectations of the employee comply with each other (Bingöl, 1990). If the employee is not doing a job that suits their interests and abilities, this will lead them to have discontent, discomfort and unrest after a certain period of time. In this case, talented and skilled people who work in the jobs that do not suit to their interests and abilities will experience symptoms such as feeling worthless, frustration, loose ties with life, tension and job dissatisfaction (Ada, 2014). The employees with job satisfaction come to work regularly, have low turnover intentions, and apply for fewer medical reports to take the day off. Therefore, the employees show up at work more voluntarily in the organizations where job satisfaction is provided (Erdoğan, 1996). By means of available job satisfaction, the employees' self-confidence, morale, performance and productivity will increase. Along with the effects that increase such positive aspects, mitigating effects will emerge in negative issues such as stress, anxiety, complaints and tension (Akşit Aşık, 2010). While the performance of the employee and quality of work increase within the organization on the condition of increased job satisfaction (Özdevecioğlu & Doruk, 2009), in cases where job satisfaction is not achieved, negative aspects emerge in the employee such as low performance, absence, turnover intentions in cases of job dissatisfaction (Luthans, 2011).

Job satisfaction which is one of the most important aspects of organizational life is also very important for teachers because the satisfaction that the teachers get from their jobs will directly affect the younger generation in educational organizations that are the most important institution for a country. In addition, the fact that teachers have a higher level of stress when compared to other occupations is important considering job satisfaction (Kumaş & Deniz, 2010). Job satisfaction is necessary for a quality education (Taşdan & Tiryaki, 2008). Job satisfaction of teachers also affects the student success (Michaelowa, 2002; Patrick, 2007; Tek, 2014) Since the teachers with high job satisfaction have a higher commitment to work, they work harder for student success (Tek, 2014). This situation highlights the extra roles of teachers. Therefore, job satisfaction is one of the variables frequently correlated with organizational citizenship behavior (Wagner & Rush, 2000). Job satisfaction, which is an emotional reaction of the individual to work-related factors and organization shows consistent relations with organizational citizenship behavior (Turnipseed & Murkison, 2000). Organizational citizenship behavior is related to job satisfaction, so job satisfaction leads to organizational citizenship behavior (Kaskel, 2000; Kaplan, 2011). Job satisfaction is one of the significant organizational behaviors. because a highly satisfied individual will have positive attitudes and behaviors regarding the work being carried out (Gamsız, Yazıcı & Altun, 2013). This will allow the employee to be positive about the work and make extra efforts for it. Therefore, it is considered that

high job satisfaction of teachers will also affect organizational citizenship behaviors since the satisfied teachers are expected to fulfill extra role apart from the requirements of the work routine.

Organizational Citizenship

One of the features of organizational citizenship behavior which was first used by Bateman and Organ (1983) in the literature is that they are not formally rewarded by the organization (DiPaola & Neves, 2009). Organizational citizenship behavior basically consists of altruism, sense of ownership and behaviors without waiting for recompense (Deluga, 1995). Organizational citizenship behavior is defined as extra-role behaviors of the employees in the work environment beyond existing standards and job definition (Organ, 1988), the voluntary behaviors of the employees to contribute to the organization going beyond the requirements it formally sets (Schnake & Dumler, 2003) and doing more than required (Greenberg & Baron, 2000). Organizational citizenship behavior is behaviors contributing to work environment psychologically and socially apart from the related technical efforts (Blakely, Andrews & Moorman, 2005). The concept of organizational citizenship behavior focuses on individual behaviors with voluntary basis which help achieve organizational objectives contributing to the social and psychological environment of the organization (Lievens & Anseel, 2004). Apart from the job requirements, that the members of the organization contribute to organizational activities of their own desires, that help other colleagues voluntarily and make extra efforts for other work is within the scope of organizational citizenship behaviors along with similar sacrifices made on behalf of the organization, which is all very important for the success of the organization (Sezgin, 2005). Organizational citizenship behaviors increase cooperation within organizational life, help employees develop feeling of responsibility and ensure that members of the organization have positive thoughts (Şenturan, 2014). Employees who exhibit organizational citizenship behavior can increase the organizational efficiency by making the organization a more convenient place, using opportunities more effectively and efficiently, establishing more positive relationships and showing more extra role behaviors (Özler, 2012).

Organizational citizenship has a significant impact on the potential of the organization to achieve its goal in schools as in all organizations. In the schools with a high level of organizational citizenship behaviors, the teachers strive to improve themselves in order to meet the needs of students and contribute to the school in reaching its goals more effectively and rapidly (Avcı, 2015). Teachers who exhibit organizational citizenship behavior in schools cooperate with their colleagues with high workloads, help them in the preparation of classes, work on boards and commissions, gain expertise in areas that contribute their profession, prepare extra assignments suitable for the proficiency level of students, and participate voluntarily in extracurricular activities (Bogler & Somech, 2004; DiPaola, Tarter & Hoy, 2005). Organizational citizenship behaviors may vary depending

on many factors such as the characteristics of the employee, task, organization or leader etc. (Podsakoff et al., 2000) As a result, teachers' organizational citizenship behaviors are expected to be affected by their perceptions of psychological empowerment.

When the research conducted in Turkey and abroad on teachers' perceptions of psychological empowerment are examined, psychological empowerment is based on trust in the school principal (Freire & Fernandes, 2014; Moye, Henkin & Egley, 2005), organizational commitment (Dee, Henkin & Duemer 2002; Chen et al., 2007; Balçık, 2018; Akkoç, 2019), organizational citizenship behavior (Aksel, Serinkan, Kızıloğlu, & Aksoy, 2013; Bogler & Somech, 2004; Shapira-Lishchinsky & Tsemach, 2014), work engagement (Örücü & Hatipoğlu, 2018), job performance (Spreitzer et al., 1997), intention to leave (Podsakoff et al., 2000), organizational efficiency and productivity (Sheikhpoor & Sheikhpoor, 2015). It is thought that it is important for teachers, who have important duties and responsibilities such as educating future generations and directing their lives, to see their work as meaningful, to believe that they have the competence required by their work, to be autonomous while doing their work and to have an impact on the outputs related to their work. It is thought that the job satisfaction and organizational citizenship behaviors of teachers who have the knowledge and skills required by the teaching profession, who believe that their job is meaningful, who have self-control over their work and who feel that they are effective on their work outputs, will be at a high level. In this sense, revealing the predictive power of teachers' psychological empowerment perceptions on both their job satisfaction and organizational citizenship behaviors indicates the originality of this research. In addition, the scarcity of research on teachers' perceptions of psychological empowerment in Turkey makes this research important as the results of the research will guide school administrators, policy makers and decision makers in teacher empowerment. Therefore, the aim of this study is to determine the predictive power of teachers' perceptions of psychological empowerment on their job satisfaction and organizational citizenship behaviors. The study is designed in the relational survey model to demonstrate the predicting level of the independent variable (teachers' perceptions of psychological empowerment) on dependent variables (job satisfaction and organizational citizenship behaviors). Thereby, the following questions are addressed for answers:

- 1) What is the level of the teachers' perceptions of psychological empowerment, job satisfaction and organizational citizenship?
- 2) Are there statistically significant relationships among the teachers' perceptions of psychological empowerment, job satisfaction and organizational citizenship?
- 3) Are the teachers' perceptions of psychological empowerment predictor of their job satisfaction?
- 4) Are the teachers' perceptions of psychological empowerment predictor of their organizational citizenship behaviors?

METHOD

Research Design

In this research, relational survey model as a quantitative research method was used. The purpose of using this model is to find out the thoughts and attitudes of the teachers participating in the study and determine the level of the relationship between the variables through strong statistical techniques such as regression (Balci, 2013). This research was ethically approved after being evaluated at the meeting of the Human Research Ethics Committee of Bolu Abant İzzet Baysal University, dated 29.04.2021 and numbered 2021/04.

Participants

400 teachers working in primary schools in Bolu, Turkey were determined as the participants of the study. As all the participants were contacted successfully, no samples were taken. The subjects participated in this study voluntarily. Of 356 participatory teachers, 314 scales were delivered back and evaluated.

Data Collection Tools

Psychological Empowerment Scale, Job Satisfaction Scale and Organizational Citizenship Scale were used to collect the data.

Psychological Empowerment Scale

Psychological Empowerment Scale, which was developed by Spreitzer (1995), adapted by Sürgevil, Tolay and Topoyan (2013) consists of 4 dimensions which are *meaning*, *competence*, *self-determination* and *impact* and has 3 items under each dimension. This scale was graded with 5-point Likert type as in *1-strongly disagree*, *2-disagree*, *3-neutral*, *4-agree*, *5-strongly agree*. Sürgevil et al., (2013) calculated the Cronbach Alpha coefficient as .84 in *meaning*, .85 in *competence*, .85 in *self-determination*, and .90 in *impact*. As for this study, the Cronbach Alpha coefficient was calculated as .87 in *meaning*, .86 in *competence*, .88 in *self-determination* and .91 in *impact*. Depending on the reliability score, the scale is considered reliable because the reliability scores of the dimensions in all structures are over Cronbach $\alpha=0.70$.

Job Satisfaction Scale

Job Satisfaction Scale, which was developed by Ho and Au (2006) and adapted to Turkish by Demirtaş (2010) consists of 5 items and one dimension. The Cronbach Alpha coefficient of the scale that was developed in a 5-point Likert type was calculated as .84 by Demirtaş (2010). In this study, the Cronbach Alpha coefficient was determined as .86 upon the reliability analysis. Therefore, it can be said that the reliability level of the scale is high.

Organizational Citizenship Scale

The scale, which was developed by DiPaola, Tarter and Hot (2005) was adapted to Turkish by Taşdan and Yılmaz (2008). Having 12 items and developed in 5-point Likert type, the scale has one dimension. The Cronbach Alpha score for the internal consistency was calculated as .85 in this scale, which was determined as .87. by Taşdan and Yılmaz (2008). So, it is concluded that the reliability coefficient of the scale is high. The scale which was developed in 5-point Likert is considered low between 1.00 and 2.60; medium between 2.61 and 3.40; high between 3.41 and 5.00.

Data Analysis

The data obtained in the research were analyzed in Statistical Package of Social Sciences (SPSS), version 20. As for the normality of the data, Skewness and Kurtosis coefficients were tested. Skewness and Kurtosis values of between +1.5 and -1.5 indicates that the data shows normal distribution (Tabachnick & Fidell, 2013). Accordingly, as the normality scores of Total Psychological Empowerment Scale (Skewness: -.466; Kurtosis: .166), and sub-dimensions of *meaning* (Skewness: -1.180; Kurtosis: -.170), *competence* (Skewness: -.863; Kurtosis: .007), *self-determination* (Skewness: -.709; Kurtosis: .616) and *impact* (Skewness: -.119; Kurtosis: -.189), and also Total Job Satisfaction Scale (Skewness: -.257; Kurtosis: -.123) and Organizational Citizenship Scale (Skewness: -.257; Kurtosis: -.123) were between +1.5 and -1.5, the data were determined to have normal distribution. Thus, parametric tests were used in the analysis.

The autocorrelation problem among the variables was examined with the coefficient ($d=1.99$) and it was determined that there was no autocorrelation problem now that the Durbin-Watson coefficient is between 1.5 and 2.5 shows that there is no autocorrelation problem (Kalaycı, 2009). When the r coefficients between the variables were examined, they were found to be lower than .80. These results show that there is no multicollinearity problem between the independent variables since that the r coefficient among the independent variables is below 0.9 shows that there is no problem of multiple collinearity (Field, 2009; Tabachnick & Fidell, 2013). In addition, it was determined that the Variance Amplification Factor value varied between 3.28 and 5.91 (below VIF:10) and the tolerance values were between .47 and .84 (greater than 0.2). These obtained values show that there is no multicollinearity problem in the analysis (Field, 2009; Stevens, 2009).

Ethical considerations

The collection of research data was carried out electronically on the basis of the volunteers of the participants. No private information (name, surname, etc.) of the participants was requested. The data were kept confidential by the researcher. In this study, all rules stated to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions

stated under the title "Actions Against Scientific Research and Publication Ethics", which is the second part of the directive, were not taken.

Ethical review board name: Human Research Ethics Committee of Bolu Abant İzzet Baysal University

Date of ethics review decision: 29.04.2021

Ethics assessment document issue number: 2021/04

RESULTS

In this section, the findings on teachers' perceptions of psychological empowerment, job satisfaction and organizational citizenship, the relationships between psychological empowerment, job satisfaction and organizational citizenship, and the predictive level of psychological empowerment on job satisfaction and organizational citizenship are given. Teachers' perceptions of psychological empowerment, job satisfaction and organizational citizenship are shown in Table 1.

Table 1

Teachers' Perceptions of Psychological Empowerment, Job Satisfaction, and Organizational Citizenship

Scales and Dimensions	N	\bar{x}	SS
Meaning	314	3.68	0.48
Competence	314	3.52	0.49
Self-determination	314	2.21	0.68
Impact	314	3.39	0.89
Total of Psychological Empowerment	314	3.28	0.51
Job Satisfaction	314	3.36	0.28
Organizational Citizenship	314	3.41	0.62

As Table 1 shows, teachers' perceptions of psychological empowerment were found at *high* level in the dimensions of *meaning* ($\bar{x}=3.68$); *competence* ($\bar{x}=3.52$), *impact* ($\bar{x}=3.39$) and the total psychological empowerment scale ($\bar{x}=3.28$), but at *moderate* level in *self-determination* ($\bar{x}=2.21$). These findings show that teachers' perceptions of psychological empowerment are high in the dimensions of meaning, competence, impact and the whole scale, but moderate in self-determination. It is a remarkable finding that the teachers' perceptions of psychological empowerment are moderate in the dimension of self-determination. Teachers' perceptions of job satisfaction ($\bar{x}=3.36$) and organizational citizenship ($\bar{x}=3.41$) are moderate.

Pearson Correlation Coefficient results for the relationships between teachers' perceptions of psychological empowerment, job satisfaction and organizational citizenship are shown in Table 2.

Table 2

Pearson Correlation Coefficient Results for the Relationships Between Teachers' Perceptions of Psychological Empowerment, Job Satisfaction and Organizational Citizenship

Psychological Empowerment Scale and Dimensions		Job Satisfaction	Organizational Citizenship
Meaning	r	.71**	.75**
Competence	r	.70**	.74**
Self-determination	r	.73**	.79**
Impact	r	.64**	.67**
Psychological Empowerment	r	.72**	.77**

**p <0.05

**p<0.05: Correlation coefficient as absolute value indicates a strong correlation between 0.71-1.00, a moderate correlation between 0.70-0.31, a weak correlation between 0.30-0.00 (Büyüköztürk, 2011).

Table 2 provides the magnitude and level of correlation between psychological empowerment with its dimensions and job satisfaction and organizational citizenship. According to the table, it was found that there was a strong positive relationship between the total of psychological empowerment scale ($r=.72$; $p<0.05$), the dimensions of *meaning* ($r=.71$; $p<0.05$), *competence* ($r=.70$; $p<0.05$), *self-determination* ($r=.73$; $p<0.05$) and *job satisfaction*; a moderate positive significant relationship between *impact* and *job satisfaction* ($r=.64$; $p<0.05$). Also, it was concluded that there was a strong positive relationship between the total of psychological empowerment scale ($r=.77$; $p<0.05$), the dimensions of *meaning* ($r=.75$; $p<0.05$), *competence* ($r=.74$; $p<0.05$), *self-determination* ($r=.79$; $p<0.05$) and *organizational citizenship*; and a moderate positive significant relationship between *impact* and *organizational citizenship* ($r=.67$; $p<0.05$)

The results of the multiple regression analysis for teachers' perceptions of psychological empowerment to predict their job satisfaction are presented in Table 3.

Table 3

The Results of the Multiple Regression Analysis for Teachers' Perceptions of Psychological Empowerment to Predict Their Job Satisfaction

Dependent Variable	Independent Variable	β	t	p	F	p	R ²
Job Satisfaction	Stability	1,11	3,86	0.00	76.36	0.00	0.76
	Meaning	0.68	0.33	0.00			
	Competence	0.59	4.84	0.00			
	Self-determination	0.86	5.42	0.00			
	Impact	0.77	4.03	0.00			
Job Satisfaction	Psychological Empowerment	0.82	18.62	0.00	82.04	0.00	0.79

As illustrated in Table 3, it was found that all sub-dimensions of psychological empowerment were significant predictors of job satisfaction ($F=76.36$; $p<0.01$), as well as total psychological empowerment scale being a significant predictor of job satisfaction ($F=82.04$; $p<0.01$). All sub-dimensions of psychological empowerment explained 76% of the total variance in teachers' perceptions of job satisfaction ($R^2=0.76$), and the total of psychological empowerment scale explained 79% ($R^2=0.79$) of the total variance in teachers' perceptions of job satisfaction. p values indicated that the dimensions of meaning, competence, self-determination and impact and the total of psychological empowerment scale were significant predictor variables of teachers' job satisfaction ($p<0.01$). These findings suggest that teachers' perceptions of psychological empowerment have an effect on their job satisfaction. It could be concluded that when teachers see their work as meaningful, perceive that they are competent and self-determined to perform their job, and feel that they have an impact on the school, their job satisfaction will also increase.

The results of multiple regression analysis for teachers' perceptions of psychological empowerment to predict organizational citizenship behaviors are presented in Table 4.

Table 4

The Results of Multiple Regression Analysis for Teachers' Perceptions of Psychological Empowerment to Predict the Organizational Citizenship Behaviors

Dependent	Independent Variable	β	t	p	F	p	R ²
Organizational Citizenship	Stability	1.41	3.91	0.00	80.12	0.00	0.83
	Meaning	0.79	2.48	0.00			
	Competence	0.75	3.71	0.00			
	Self-determination	0.89	5.03	0.00			
	Impact	0.68	3.14	0.00			
Organizational Citizenship	Stability	1.07	8.03	0.00	75.44	0.00	0.72
	Psychological	0.86	19.32	0.00			

As illustrated in the table, it was found that the sub-dimensions of psychological empowerment were significant predictors of organizational citizenship ($F=80.12$; $p<0.01$), and also the total of psychological empowerment scale were significant predictor of organizational citizenship ($F=75.44$; $p<0.01$). All sub-dimensions of psychological empowerment explained 83% of the total variance in teachers' perceptions of organizational citizenship ($R^2=0.83$), and the total of psychological empowerment scale explained 72% ($R^2=0.72$) of the total variance in teachers' perceptions of job organizational citizenship. p values showed that the dimensions of meaning, competence, self-determination and impact and the total of psychological empowerment scale were significant predictor variables of teachers' perceptions of organizational citizenship ($p<0.01$). These findings suggest that teachers' perceptions of psychological empowerment

have an effect on their perceptions of organizational citizenship. It could be concluded that organizational citizenship behaviors of the teachers will increase depending on the increase in their perceptions of psychological empowerment.

DISCUSSION

Teachers' perceptions of psychological empowerment are at high level in the dimensions of competence, impact, and the whole psychological empowerment scale but at a moderate level in self-determination. It is a positive result that teachers' perceptions of psychological empowerment are at a high level in the dimensions of meaning, competence and impact throughout the scale as by means of psychological empowerment, the employees increase their work performance; quality products and services emerge in a certain period of time as a result of the employees' taking their own responsibilities; the employees take more responsibility; creative and innovative thoughts emerge; the administrators take more time to do their important work (Baltaş, 2001); the employees take initiative and risk; innovation is encouraged; intra-organizational entrepreneurship and creativity increase and uncertainties are handled (Bakan, 2015). Employees with a high level of psychological empowerment perception can manage themselves with higher intrinsic motivation and be more efficient and productive in their work (Kanbur, 2017). In this context, it can be said that the job satisfaction and organizational citizenship behaviors of teachers with a high perception of psychological empowerment will increase. In the literature, it is possible to come across studies (eg., Altinkurt et al., 2016; Odabaş, 2014; Okan & Yılmaz, 2017; Taştan, 2014) in which it was concluded that teachers' perceptions of psychological empowerment are high and that are similar to the results of this research.

Teachers' having a high level of psychological empowerment in the dimension of meaning will enable them to display an extra role in addition to their official duties as a result of finding their jobs meaningful and increasing their job satisfaction. When the meaning that the employee adds to the work is low, he can be insensitive, indifferent and carefree to events, and when it is high, he is closely interested in his work (Balçık, 2018). This situation, on the other hand, will enable teachers to display an extra role in addition to their official duties because of finding their job meaningful and increasing their job satisfaction since the activities carried out in schools necessitate doing activities outside of the officially planned ones. For example, activities such as the celebration of certain days and weeks, values education, projects, etc. are what teachers do and participate in voluntarily. Therefore, it can be said that teachers' willingness to carry out these activities is closely related to their view of their work as meaningful. In addition, employees with a high level of significance are satisfied with their work and do their job with pleasure; this, in turn, can increase personnel empowerment and thus the effectiveness of the organization (Doğan & Demiral, 2009; Spreitzer, Kizilos & Nason 1997).

Teachers' having a high level of psychological empowerment in the dimension of competence will enable them to be self-confident and courageous about their work, thus, taking more initiative. It can be said that teachers who think that they have the competence related to their job are confident in their abilities. In addition, the perception of high efficacy can be interpreted as the belief that teachers have the capacity to perform the activities carried out at school. As a matter of fact, the fact that employees with competence based on skills and abilities do their jobs better improves their job satisfaction, job performance and loyalty, and reduces job stress and tension (Cho & Faerman, 2010). Employees with high competency make a high degree of effort and are persistent against obstacles. When employees have the knowledge, skills and abilities related to their jobs, they can perform their jobs in a flexible range of tasks (Muduli, 2017). All these will increase teachers' job satisfaction and organizational citizenship behaviors.

Teachers' having a high level of psychological empowerment in the impact dimension will increase teachers' motivation, job commitment, and thus, increasing their job satisfaction and organizational citizenship behaviors. The motivation of the employee who thinks that he has an impact on the work he has done in the organization, the energy and effort he spends for the organization increases, thus contributing to organizational efficiency by doing quality work in the organization. Thanks to the dimension of impact, it is thought that the work and decisions of the employee can be affected at every stage (Sigler & Pearson, 2000). According to Spreitzer, psychologically empowered individuals perceive themselves as active participants in shaping organizational outcomes, believing that their work has a significant impact on others and that their contributions are taken seriously. Employees with a high sense of control feel empowered to take action and experience less burnout (O'Brien, 2010). Therefore, the job satisfaction and organizational citizenship behaviors of these employees will increase. Considering that teachers are at an important point in the quality education and training activities, the positive results of these activities and the fact that they think or feel they have an impact on the success of the student and the school will increase their job satisfaction and motivation, thus, enabling them to work more diligently. In addition, teachers who believe that they have control over the activities will feel empowered and will be more willing to do their work.

It is a remarkable finding that the teachers' perceptions of psychological empowerment are moderate in the dimension of self-determination. That the teachers' perceptions of psychological empowerment are moderate in the dimension of self-determination can be interpreted that their free and independent act in doing their work and their participation in the decision-making process is limited. However, this can cause educational activities that require teachers to work autonomously to occur in a vicious circle since self-determination allows teachers to use their decision-making skills and professionalism in line with different paradigms, know what, how and why they are doing, and pass this notion onto their colleagues. Self-determination offers employees

many contributions such as freedom to choose alone, creativity, flexibility, convenience, entrepreneurship, self-regulation and taking initiative. When not given self-determination, employees will feel being controlled, experience emotional distress, thus, having stress and lose of motivation, and their self-esteem will be affected negatively (Thomas & Velthouse, 1990). The idea of self-determination basically suggests that teachers should have a certain area of authority and freedom in work-related matters. It is of great importance to provide a free working environment in expanding the field of authority and self-determination of teachers since it allows them to reveal their potential, increasing their commitment to the organization (Ertürk, 2020). Teachers' self-determination plays an important role in exposing students' creative behaviors as well (Iwata, 2013). It will increase the student achievement as a result of making teachers more effective. In addition, since the autonomous behavior of teachers contributes positively to the education, teachers should be given the opportunity to use new methods and techniques, care about the needs of their students, make their own decisions and implement these in teaching. Teachers can be more willing and efficient in implementing the decision if they have a say in the decision-making process (Ertürk, 2020). That's why, it is very important that teachers have a high level of self-determination perceptions.

Teachers' perceptions of job satisfaction were found to be moderate. Essex (2000), Ersözülü (2012), Karakuzu (2013), Ayyıldız Erbek (2017), Bil (2018), Jahan and Ahmed (2018), Köse (2020), Ertürk (2021b) concluded that teachers' job satisfaction is moderate. while Karataş and Güleş (2010), Berry (2012), Bogler and Nir (2014), De Nobile (2016), Larkin, Brantley-Dias and Lokey-Vega (2016), Schreyer and Krause (2016), Idi (2017), Kerim (2021) have found that teachers' job satisfaction is high. The quality of education varies depending on the job satisfaction of the teachers. Teachers' job satisfaction can be considered a good instrument in improving the quality of education. The employees with high job satisfaction spend their time, energy and effort on their work, which results in high productivity. So, it is important whether teachers are satisfied with what they do (Scott, 2004; Gamsız, Yazıcı & Altun, 2013). In this sense, moderate satisfaction of teachers can also reduce the quality and effectiveness of educational activities. In addition, job satisfaction is one of the factors of turnover intentions (Ingersoll & Smith, 2003; Makela, 2014). As a matter of fact, employees with high job satisfaction stay in the organization longer (Shalley, Gilson, & Blum, 2000), their intention to leave the organization decreases or disappears (Aghaei, Keivan, & Shahrbanian, 2012), and positively affects organizational productivity and the physical and psychological conditions of employees (De Simone, Cicotto and Lampis, 2016). By increasing the job satisfaction of teachers to a high level, their performance, professional dedication and subjective well-being can be increased. For this, the teaching profession should be made an ideal profession and teachers should be able to perform their profession in better environments. Moreover, it is expected that negative situations such as burnout, desire to leave work, stress, alienation and withdrawal will decrease while their attitudes towards work will become more positive

and the quality of educational activities and the success of students and school will increase upon an increase in teachers' job satisfaction (Ertürk, 2021b). Therefore, it is concerning that the teachers' job satisfaction is moderate. For this reason, necessary measures should be taken starting off the schools in order to increase the job satisfaction.

Teachers' perceptions of organizational citizenship were found to be moderate. In addition to the studies in the literature concluding that teachers' perceptions of organizational citizenship are at a high level (Akdemir, 2018; Alarçin, 2020; Altinkurt & Yılmaz, 2012; Bayrak, 2017; Çelik & Konan, 2021; Çerezci, 2019; Ertürk, 2018; Güneş, 2019). It is also possible to come across studies (Çetin, 2011; Gökmen, 2011; Kurtulmuş, 2016; Uslu, 2011; Yılmaz, 2012), which concluded that teachers' organizational citizenship perceptions are at a moderate level, supporting the result of the research. The emergence of different results in the mentioned studies may be due to sample differences and the different places where the studies were conducted since the working conditions, managers and environmental factors of each sampling group differ. This situation may affect teachers' organizational citizenship behaviors.

The main factor that the organizations operating in today's harsh competitive world can maintain their presence is to have employees who can internalize the objectives and values of the organization by adopting them and contribute positively to change not only through their official work, but also through unofficial ones (Somech & Drach-Zahavy, 2004). Since the teachers' organizational citizenship behaviors are characterized as a positive behavior performed in an organization (Altinkurt, Anasız & Ekinci, 2016) and an important factor that contributes to the effectiveness of school and facilitates the administrative roles of school administrator (DiPaola & Tschannen-Moran, 2001), the moderate level of organizational citizenship behavior of teachers can lead to a decrease in teachers' acting extra-role behaviors in making the school efficient and effective. Organizational citizenship behavior is positively correlated to individual performance and organizational efficiency, contributes to the effectiveness of the organization, strengthens the social structure of the organization and reduces the conflicts and arguments in the organization (Sezgin, 2005). Organizational citizenship behavior is critical for creating a quality educational environment in schools (DiPaola & Hoy, 2005). With all this in mind, high levels of teachers' perceptions of organizational citizenship can improve the teachers' performances, improve the quality of educational activities carried out in schools, and make the school more successful. However, the moderate level of perceptions of organizational citizenship obtained in this study can be viewed as inadequate for teachers to exhibit the desired level of organizational citizenship behavior because there could be other things that the teachers do or various situations in which the teachers encounter other than their official duties. It may be possible for teachers to take part in extra-role situations voluntarily apart from their official duties by exhibiting a high level of organizational citizenship behavior.

In this study, it emerged that the total of psychological empowerment scale, the dimensions of meaning, competence, self-determination had a strong positive correlation with both job satisfaction and organizational citizenship, but the dimension of *impact* had a moderate positive relationship with job satisfaction and organizational citizenship. As the teachers' perceptions of empowerment increase, their job satisfaction also increases, and they exhibit more organizational citizenship behavior. In some studies in the literature, it has been found that there is a positive significant relationship between teachers' perceptions of psychological empowerment and job satisfaction (eg., Holdsworth & Cartwright, 2003; Buitendach & Hlalele, 2005; Zembylas & Papanastaiou, 2005; Wang & Lee, 2009; Somuncuoğlu, 2013; Lee & Nie, 2014; Khany & Tazik, 2016; Demiray, 2018; Kızılay, 2018) while in other studies, a positive significant relationship has been found between teachers' perceptions of psychological empowerment and organizational citizenship (eg., Aksel, Serinkan, Kızıloğlu & Aksoy, 2013; Bogler & Somech 2004; Shapira-Lishchinsky & Tsemach, 2014). In this sense, the findings of this study are in line with the related literature.

The sub-dimensions of psychological empowerment and the total of psychological empowerment scale are significant predictors of job satisfaction. It shows that the teachers' perceptions of psychological empowerment have an effect on their job satisfaction. It could be concluded that when the teachers deem their work as meaningful and perceive that they are competent and self-determined to do their job and they have an impact in the school, their job satisfaction will also increase positively. The employees who believe that there is a meaning in what they do are satisfied with their work (Dickson & Lorenz, 2009; Boonyarit, Chomphupart & Arin, 2010). Karakuş (2019) has also found that there is a moderate positive relationship between psychological empowerment and teachers' job satisfaction based on the teachers' perceptions, and the sub-dimensions of psychological empowerment are significant predictors of the teachers' job satisfaction. There are also other studies in the literature concluding that psychological empowerment is a predictor of job satisfaction, which is also in line with this study (eg., Savery & Luks, 2001; Dewettinck, Singh & Buyens, 2003; Laschinger et al., 2004; Tolay, Sürgevil & Topoyan, 2012). Therefore, it has been revealed that the perceptions of psychological empowerment are important in increasing teachers' job satisfaction.

The sub-dimensions of psychological empowerment and the total of psychological empowerment scale are significant predictors of organizational citizenship. These results show that the teachers' perceptions of psychological empowerment have an effect on their perceptions of organizational citizenship. It could be stated that the teachers' organizational citizenship behaviors will increase as their perceptions of psychological empowerment increase. The implementation of a work in a way that provides continuous feedback and self-determination allows employees to develop a sense of control. In some studies (eg., Yücel & Demirel, 2012; Çavuşoğlu & Güler, 2017), it was concluded that

empowerment positively affects organizational citizenship behavior. The results obtained in this study show similarities with the mentioned studies. In addition, some studies in the literature have concluded that psychological empowerment increases job performance and positively affects creative behaviors and organizational commitment (Çekmecelioğlu & Eren, 2007; Çöl, 2008; Gürbüz, 2012; Erdem, Gökmen & Türen, 2016). As seen in the situation of feedback and self-determination, the task found meaningful by the employees is one of the factors that will increase the sense of responsibility and the possibility of the intrinsic motivation of employees. The characteristics of a work increase the level of responsibility that the employee feels towards their work or institution, and this sense increases the likelihood of individuals demonstrating organizational citizenship behavior (Özcan, 2011). The employees are encouraged and allowed to take the initiative by means of the empowerment (Gilbert, Laschinger & Leiter, 2010). Empowered employees have control and authority over their work, adopt and internalize the missions of the organization, attach to their organizations emotionally and demonstrate organizational citizenship behavior (Menon, 2001). Psychologically empowered employees have acquisitions such as knowledge, rewards, the ability and self-determination to do work, the power to make an impact and participation in decisions. It will be more likely that in return for these acquisitions, the employee will show effort and performance; that is, organizational citizenship behaviors, beyond the defined requirements (Chiang & Hsieh, 2012). For this reason, the fact that the teachers find their work meaningful, have self-determination and impact over their work will enable them to be willing, responsible, creative and internalize their work, thus, increasing organizational citizenship behavior .

CONCLUSION AND RECOMONDATIONS

It is concerning that the teachers' perceptions of psychological empowerment are at a *moderate* level in the dimension of self-determination because teachers' having a certain level of self-determination in work-related matters makes it easier for them to do their work depending on the condition of their classrooms. In other words, when teachers are self-determined, they will operate their classes depending on the status and level of the students and prepare additional activities diversifying the methods and techniques. Giving teachers a strict program to follow will hinder their creativity and make it harder for them to get out of the limits. However, teachers should have a certain self-control over their work and be able to act outside the program accordingly. This is a result that shows the authenticity of the study in terms of highlighting the teachers' self-determination.

Given that teaching is characterized as a profession that requires extra role apart from official duties, it is concerning and striking that the teachers' perceptions of satisfaction and organizational citizenship are moderate since they will have poor performance when their job satisfaction levels are not high. In this case, it would be a fallacy to expect the teachers with low job satisfaction to exhibit organizational citizenship behaviors since satisfied individuals view the work as meaningful, do it willingly and

make more effort than necessary to make it better quality. Considering that one of the findings of the study is that the teachers' job satisfaction is a predictor of organizational citizenship behaviors, it can be stated that job satisfaction is crucial for organizational citizenship behavior.

According to the findings, as the teachers' perceptions of psychological empowerment affect both job satisfaction and organizational citizenship behaviors, psychological empowerment is considered as necessary in increasing teachers' job satisfaction and organizational citizenship behaviors. In this sense, the fact that teachers have autonomy over their work, that their competency is increased, that they are ensured to be effective by allowing them to think about, talk, and intervene in events, and that their participation in work-related decisions are ensured will increase their job satisfaction and organizational citizenship behavior as well.

In summary, in order to increase teachers' job satisfaction and organizational citizenship behaviors, it would be good for policy makers and decision makers, especially school administrators, to consider teacher empowerment and to give importance to studies on teacher empowerment. Especially, teachers should be empowered in terms of autonomy. In the 21st century, teacher empowerment emerges as an important issue both in the literature and in practice. In addition, teachers who feel empowered will have higher self-confidence and will work more willingly and diligently. In this context, all education administrators, including school administrators, should provide a working environment where teachers can work autonomously and make independent decisions on issues that concern them.

Some recommendations have been developed in the context of research findings and results. Psychological empowerment perceptions can be increased in the dimension of self-determination by enabling teachers to participate in decision-making processes related to their work and act independently and freely in doing their jobs. Teachers' job satisfaction can be improved by increasing the teacher salaries, providing teachers with development opportunities required by the profession, and making the teaching profession an ideal, attractive and respectable profession in society. Considering the effect of psychological empowerment on job satisfaction and organizational citizenship, and the effect of job satisfaction on organizational citizenship, it would be useful to take actions that ensure psychological empowerment and job satisfaction of teachers in terms of school and higher institutions. A study can be designed on whether job satisfaction predicts organizational citizenship. A qualitative study could be conducted on teachers' perceptions of organizational citizenship and job satisfaction.

LIMITATIONS

This research is limited to the opinions of 314 teachers working in primary schools in Bolu city center in the 2020-2021 academic year on psychological empowerment, job

satisfaction and organizational citizenship scales. The findings and results of this research reflect the views of the teachers as participants of this study, and it would not be scientifically correct to make a sharp generalization.

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