



NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
BUSINESS ADMINISTRATION PROGRAM

**CORPORATE SOCIAL RESPONSIBILITY AND
ORGANIZATIONAL CITIZENSHIP BEHAVIOURS THROUGH THE
MEDIATING EFFECTS OF JOB SATISFACTION AND
ORGANIZATIONAL IDENTIFICATION**

KEMAL ÇEK

PhD THESIS

NICOSIA
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PhD THESIS

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NICOSIA
2019

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ii

I Kemal Çek, hereby declare that this dissertation entitled 'CORPORATE SOCIAL RESPONSIBILITY AND ORGANIZATIONAL CITIZENSHIP BEHAVIOURS THROUGH THE MEDIATING EFFECTS OF JOB SATISFACTION AND ORGANIZATIONAL IDENTIFICATION' has been prepared myself under the guidance and supervision of 'Prof. Dr. ŞerifeEyüpoğlu' in partial fulfilment of the Near East University, Graduate School of Social Sciences regulations and does not to the best of my knowledge breach and Law of Copyrights and has been tested for plagiarism and a copy of the result can be found in the Thesis.

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ACKNOWLEDGEMENT

First and foremost I wish to thank my supervisor Prof. Dr. Şerife Eyüpoğlu for her expert advice, constant encouragement and unending patience. This help has been invaluable and without it this thesis would never have been completed.

I would like to thank Prof. Dr. Musatafa Sagsan director of graduate school of social sciences and the staff of Economics and Administrative Sciences Faculty and my fellow research students. I am grateful for all the help and encouragement that you have given me over the years.

Lastly, I want to give a very special thanks to my whole family and fiancée. I have dedicated this thesis to you and I am so grateful for all the support and encouragement you have given me.

Kemal Çek

ABSTRACT

CORPORATE SOCIAL RESPONSIBILITY AND ORGANIZATIONAL CITIZENSHIP BEHAVIOURS THROUGH THE MEDIATING EFFECTS OF JOB SATISFACTION AND ORGANIZATIONAL IDENTIFICATION

Corporate social responsibility is an important concept for organizations to consider it for a sustainable and long-term growth strategy. There are factors which affect and be affected by corporate social responsibility. The previous literature indicates that corporate social responsibility can influence employees and their organizational behaviours through perceptions of employees. Positive or negative perceptions can be developed by corporate social responsibilities initiatives of organizations. Positive perceptions are developed when an organization is perceived as socially responsible. Job satisfaction, organizational identification and organizational citizenship behaviours are examples of these behaviours that can be affected. In this study, the mediating effects of job satisfaction and organizational identification had been tested for the relationship between corporate social responsibility and organizational citizenship behaviours. The primary aim of this research was to present empirical evidences as to whether teachers' corporate social responsibility perceptions affect their organizational citizenship behaviours through the mediation of job satisfaction and organizational identification. Data were collected from questionnaires that were filled by 223 teachers working in high schools in Turkish Republic of Northern Cyprus. Structural equation modelling was employed to test the hypotheses. The results of this study suggested that employees' perceptions of CSR positively influence their organizational citizenship behaviours when job satisfaction and organizational identification mediate the relationship. The results of this study indicate that so long as employees are satisfied with their jobs and as long as they identify with their organization, corporate social responsibility favourably influences their voluntary behaviour which in turn influences the overall performance of the organization.

Keywords: Corporate Social Responsibility, Organizational Citizenship Behaviours, Job Satisfaction, Organizational Identification, Mediation Analysis

ÖZ

CORPORATE SOCIAL RESPONSIBILITY AND ORGANIZATIONAL CITIZENSHIP BEHAVIOURS THROUGH THE MEDIATING EFFECTS OF JOB SATISFACTION AND ORGANIZATIONAL IDENTIFICATION

Sürdürülebilir ve uzun vadeli bir büyüme stratejisi için kurumsal sosyal sorumluluk gerekli bir konsepttir. Kurumsal sosyal sorumluluğu etkileyen ve ondan etkilenen faktörler bulunmaktadır. Çalışanların davranışları ve performanslarının kurumsal sosyal sorumluluk dolayısı ile etkilendikleri geçmiş çalışmalarca kanıtlanmıştır. Çalışanlar sosyal sorumluluk aktivitelerini pozitif veya negatif olarak algılayabilir. Kurumsal sosyal sorumluluğu yüksek olarak algılanıyorsa pozitif, algılanmıyorsa negatif olarak ortaya çıkar. İş tatmini, örgütsel kimliklenme ve örgütsel vatandaşlık davranışları etkilenen bazı çalışan davranışlarıdır. Bu çalışmada kurumsal sosyal sorumluluk ve örgütsel vatandaşlık davranışları arasındaki ilişkiye bakılmıştır. İş tatmini ve örgütsel kimlik aracı değişken olarak kullanılmıştır. Çalışmanın örnekleri Kuzey Kıbrıs Türk Cumhuriyeti'nde çalışan öğretmenler olarak belirlenmiştir. 223 öğretmen dağıtılan anketleri doldurmuştur. Yapısal eşitlik modellemesi kullanılmış ve kurumsal sosyal sorumluluğun aracılar vasıtası ile örgütsel vatandaşlık davranışlarını etkilediği görülmüştür.

Anahtar Kelimeler: Kurumsal Sosyal Sorumluluk, Örgütsel Vatandaşlık Davranışları, İş Tatmini, Örgütsel Kimlik, Aracılık Analizi

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ABBREVIATIONS

CSR: Corporate Social Responsibility

JS: Job Satisfaction

OCB: Organizational Citizenship Behaviours

OI: Organizational Identification

SET: Social Exchange Theory

SIT: Social Identity Theory

ST: Stakeholder Theory

SEM: Structural Equation Modelling

CFA: Confirmatory Factor Analysis

EFA: Exploratory Factor Analysis

SPSS: Statistical Package for the Social Sciences

AMOS: Analysis of Moment Structures

TRNC: Turkish Republic of Northern Cyprus

INTRODUCTION

The business ethics and sustainability literature has been focusing on the Corporate Social Responsibility (CSR) as a concept with high importance. The reasons behind this importance are justified with the financial crisis, scandals and the thriving competitive climate around the businesses. These make it necessary for all organizations to engage in environmental, social, ethical, and normative ventures (Aizenman, Chinna and Ito, 2010; Lindgreen, Swaen, and Johnston, 2009; McWilliams, 2006; Kotler and Lee, 2005). In recent years, the CSR research has shifted from an antecedent-based focus to an outcome and process-based focus. The traditional financial performance approach is losing its relevance. The financial benefits of CSR have become a mainstream proposition and subject. CSR influences organizational behaviours, organizational reputation, competitive advantage and sustainability (Turker, 2009). Competitive advantage, financial performance and customers behaviours are some of the benefits of CSR for an organization (Branco and Rodrigues, 2006).

Consequently, an organizational outcomes approach is more relevant for the contemporary the business climate. According to a study by United Nations Global Compact 93 % of the CEOs perceived CSR as important for their companies' long-term success. In addition, countless companies from 150 different countries have signed the protocol by the UN Global Compact, dealing with human rights, labour conditions, the environmental, societal and fraud issues. Although considerable amount of extent of attention has been placed around the CSR, a vital question remains unanswered: does CSR contribute to organizational outcomes through employees? It has not been a long time that researches have focused on perceptions of employees as a major stakeholder which contributes the organizational performance (Brammer, Millington and Rayton, 2007; Branco and Rodrigues, 2006; Jones, 2010). However, inadequate number of papers focused on the employees' perceptions on the socially responsible behaviours of their organizations (Turker, 2009).

According to the CSR literature, employees develop positive organizational behaviours towards their organizations (Stites and Michael, 2011; Valentine and Fleischman, 2008). For instance, employees showed satisfaction, retention, motivation and commitment behaviours towards perceived socially responsible companies (Caligiuri, Mencia and Jiang, 2013; Hameed, Riaz, Arain and Farooq, 2014; Jones, Willness and Madey, 2014; Marin and Ruiz, 2007; Rupp, Skarlicki and Shao, 2013). Moreover, organizational identification (OI) lies in the centre of the process between CSR and organizational behaviours. It is asserted that OI influences employees' tendencies to show desired organizational behaviours (De Roeck and Farooq, 2017; Jones, 2010). CSR is a salient construct whereby employees can consider, evaluate and develop social identification towards their organizations (Carmeli, Gilat and Waldman, 2007; Jones, 2010). Thus it can be proposed that organizational citizenship behaviours (OCB) can be predicted by CSR (Newman, Nielsen and Miao, 2015). Employees develop OI through socially responsible activities which influences the OCB of employees (Evans and Davis, 2014). It is implied that the association between the CSR and organizational behaviours can be measure more accurately by adopting a mediation viewpoint (Castaldo, Perrini, Misani and Tencati, 2008). A social identity theory (SIT) (Mael and Ashforth, 1992; Tajfel, 1974) perspective implies that CSR actions of an organization can affect employees' behaviours through creating an OI (Ellemers, Gilder and Haslam, 2004).

The previous studies are either incomplete or limited. Instead of focusing on a wider organizational behavioural perspective, the studies focused on a single organizational construct such as organizational commitment, and job satisfaction (JS) (Turker, 2009; Rupp, Williams and Aguilera, 2011; Turban and Greening, 1997). Further, it is a common misapprehension to measure the CSR as a one-dimensional construct (Hameed et al., 2016; Jones, 2010). CSR is measured as a multifaceted construct which consist of employees, government, social stakeholders, non-social stakeholders and customers

(Turker, 2009). Lastly, recent research focused on the direct link between CSR and OCB. However, there are aspects which act as a mediator or a moderator between CSR and OCB (Castaldo et al., 2008). In that case OI and JS can be an acceptable mediator of the relationship of CSR and OCB. In addition, the link between JS and OCB has been tested and a positive link has been found by previous studies. The association between the JS and OCB is an eminent and proven nexus (Koys, 2001).

The current study offers a questionnaire-survey-based study that offers an extension to the current knowledge about the employees' behavioural perceptions about CSR. This research provides insights to the extant literature by evaluating the link between perceived CSR of employees and OCB. Through SIT, employees are expected to establish their citizenship behaviours when their organizations adopt CSR initiatives (DeRoeck and Delobbe, 2012; Newman et al., 2015). Therefore, drawing on the social identity theory and the stakeholder theory (ST) and by incorporating several contextual variables that were accessible from existing CSR and OCB literature a research framework is developed. In this research, we apply SEM analysis to examine the proposed link between CSR and OCB where we also tested for the mediating effect of two variables namely JS and OI. Further, we propose both direct and indirect effect of perceived CSR on OCB of teachers employed in Turkish Republic of Northern Cyprus.

It is widely known that today's organizations are dependent on the success of their human resource management capabilities. They contribute to the organizations' ability to enhance a successful organizational image and prestige, thereby, contribute to the employees' behaviors. In that sense, perceived CSR plays an important role in contributing to this positive association between the organization and the employee behavior in the context of developing countries. Despite excess studies within the field of citizenship behavior, the review of literature suggested that the context of developing countries, teachers and the relationship between CSR and OCB

still requires an in-depth research. Therefore, this study is expected to provide unique and valuable insights and findings to the field of CSR and employee behaviors.

In this study, primary data is collected to achieve the proposed research objectives. The questionnaire data are gathered by the use of surveys filled by the teachers working in the high schools in the TRNC.

This research expects to have the subsequent outcomes by the end of the research:

- a) To provide an evaluation of the link between perceived CSR and OCB of teachers.
- b) To provide an evaluation of the link between perceived CSR and JS of teachers.
- c) To provide an evaluation of the link between perceived CSR and OI of teachers.
- d) To provide an evaluation of the link between JS and OCB.
- e) To provide an understanding of the link between OI and OCB.
- f) To provide an evaluation of the mediatory effect of OI on the association between perceived CSR and teachers' OCB.
- g) To provide an evaluation of the mediatory effect of JS on the link between CSR and teachers' OCB.
- h) To evaluate the perceived CSR, JS, OI, and OCB levels of teachers in the TRNC.

CHAPTER 1

CORPORATE SOCIAL RESPONSIBILITY

1.1 Evolution of Corporate Social Responsibility

As discussed in the introduction section, this research aims to analyze the link between CSR and OCB through the mediation of OI and JS. In this section extant literature about the subject is provided. This section is structured as follows. First, to provide an understanding of the CSR concept, a literature review on the evolution of the concept, definitions and its theoretical conceptualization is provided. Second, the literature is provided on the OCB. Third, mediatory variables which are JS and OI are also discussed. Lastly, hypothesis development section is provided to explain and discuss the proposed relationships between the components. This section aims to justify the choice of the concepts, research questions and establish the importance of the topic.

CSR was initiated as a concept in 1930s by Berle and Means (1933). It is advocated that transparency and accountability should be enhanced within the organizations to serve the interests of the shareholders (Berle and Means, 1933). Later, Bowen (1953) defined CSR in his book *Social Responsibilities of the Businessmen*, as the commitments of businesses to contribute, operate and make decision by considering the values of the society. Heald (1957) was accordant with Bowen (1953) also described CSR as an obligation to be fulfilled. Therefore, it can be argued that at the initial stages of CSR literature, engaging in CSR initiatives were seen as an obligation (cited in Ullmann,

1985). Carroll (1999) adhered Bowen (1953) as the scholar who set the beginning of the CSR concept and literature and he is credited as the 'Father of CSR'.

In summary, Bowen (1953) implied four principles for CSR as:

- 1) Maintaining higher living standards.
- 2) Maintaining higher economic prosperity and security.
- 3) Maintaining a legal, just and independent environment for organizations.
- 4) Contributing to the evolution of the individual person.

Therefore, Bowen (1953) considered CSR as an obligatory concept which generally aims to contribute to the well-being of the whole society. Other scholars followed Bowen's (1953) claims and signified that organizations should go beyond the economic and profit making objectives of the organizations and contribute to the whole society and stakeholders (Davis, 1973; Frederick, 1960; Walton, 1967). The social issues that were taking place during the 1970s made CSR concept an inevitable aspect of businesses. Moreover, the environmental and social problems have increased the broad of CSR concept. Therefore, CSR moved from being a concept which is based on voluntariness towards being a must for companies.

A significant advance had been made in an attempt to conceptualize CSR by the Committee for Economic Development (CED) (1971). A triple concentric model had been established as illustrated in the figure 1 below. The inner circle includes economic aspects such as efficiency, profit making, and

effectiveness. The intermediate circle includes aspects to be considered when economic perspectives are being followed such as environmental protection, customer satisfaction, employee relations, and job security. Lastly, the outer circle involves aspects to be considered when contributing to the changing and improving social environment (Carroll 1979; Davis and Blomstrom, 1975; Du, Bhattacharya and Sen, 2011)

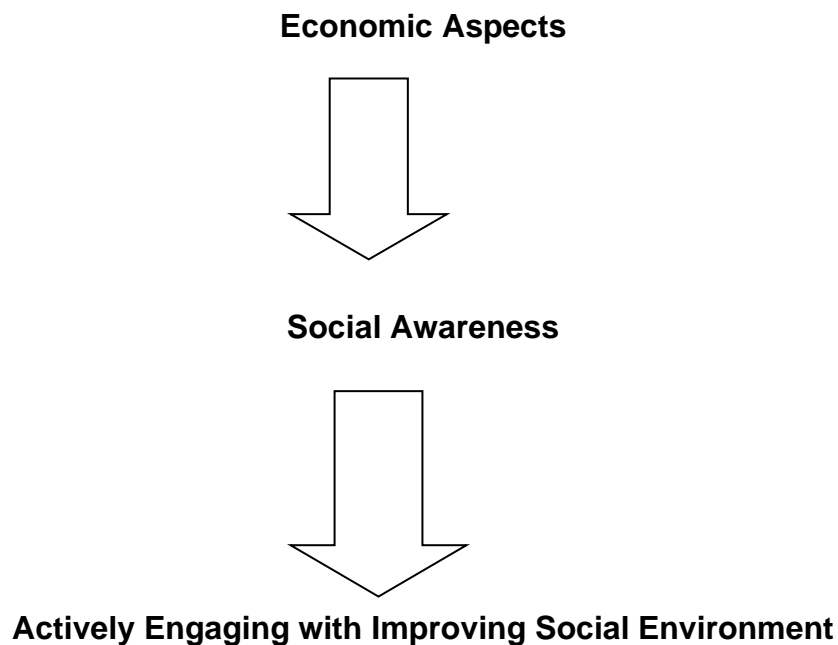


Figure 1: Three elements of CSR

According to Sethi (1975), CSR should not be simplified as a concept which solely focuses on describing the things to do to be socially responsible. Sethi (1975, p58) advocated that organizations should act socially responsible by considering the societal values, norms and anticipations. A three-tiered model was developed by Sethi (1975) which consists of social obligation including legal and market constraint; social responsibility including societal values,

norms and expectations, and social responsiveness including actively engaging in socially responsible activities.

In contrast with the obligatory perceptions of authors regarding the CSR, some authors claimed that CSR is a rather voluntary concept (Friedman, 1970; Manne and Wallich, 1972). Friedman (1970) proposed that the only social responsibility of companies is to make profit and ethical and societal actions are not obligatory but voluntary. This opinion is supported by Hopkins (1998) in their studies and CSR is defined by emphasizing on the voluntariness of the activities. However, Freeman (1984) criticized Friedman (1970) by being instrumental about profit making objectives.

The 21st century have seen a variety of scandals within the business industry and thus, created another era for CSR research. Dotcom case, Enron case and several others were shaken the business environments and made the concept of CSR a more critical subject area for both researchers and professionals. Stakeholders started to place more emphasis on these issues and demand more action from companies. Furthermore, their interest made CSR a concept with strategic importance. Thus, Baron (2001) separated the concept into two components namely strategic CSR and altruistic CSR. For instance, Baron (2001) suggested that strategic CSR should be the name of the concept as it is a major influencer of many stakeholders. In addition, Altruistic CSR based on the voluntariness and more of a normative basis for the CSR. The altruistic concept considers considering the wellbeing of all the stakeholders in a normative ideology. Contrarily, the strategic CSR implied that CSR can be used as a strategic tool to develop a competitive advantage within their industry (Baron, 2001)

Currently, CSR research is focused on the influence and potential benefit and risks of CSR on the organizations and analyzing different aspects of CSR (Wood, 2010). However, there is still a lack of consensus on the theoretical, methodical and assumptions of the concept of CSR within the CSR researchers. Thus, it could be argued that CSR is a multidimensional concept with various theories underlying its basis and assumptions.

1.2 Conceptualization Corporate Social Responsibility

CSR literature is an actively evolving subject area (Aguinis and Glavas, 2012; Lockett, Moon and Visser, 2006). The concept of CSR has been the centre of debates regarding its definition and constructs within the 20th century and it is one of the factors which limits the complete conceptualization of the CSR subject (Perrini, 2006). The debates over the definition of CSR last for a long time and Friedman (1970, p. 173) defined CSR as main duty of business to boost the profits. According to majority of researchers the definition of CSR is not clear, and it would be difficult to reach a consensual definition since it's a continuously evolving concept (Crane, Matten and Spence, 2008). The consequences and basis of CSR are still not consensually agreed (Crane et al., 2008). Particularly, CSR might imply different meanings to different people (Kuznetsov, 2008). Dahlsrud (2008) tried to come up with a definition of CSR and analysed different conceptualizations and definitions of CSR with the literature. In their study, 37 definitions of CSR have been implied (Dahlsrud, 2008).

Carroll (1979) provided a CSR construct with four main dimensions which is shaped in as a hierarchical pyramid (see. Figure 2 below). These dimensions include economic, legal, ethical, and philanthropic obligations respectively. Carroll (1991) explained the pyramid of CSR as fulfillment of steps and taking action regarding these dimensions respectively. In other words, CSR requires companies to be economically successful, adhere to the laws and regulations, follow the ethical rules and in general be a company with a good personanlity (Carroll, 1991). Carroll (1979) was criticized by Visser (2005) in the context of the generalizability issues of the pyramid.

In summary, the economic duties are located at the foundation as the basis of the pyramid. Therefore, Carroll (1979) emphasized the importance of the economic responsibilities as the foundation of the other steps of the pyramid. According to Schiebel and Pochtrager (2003) this can be referred to as the primary responsibility. Economic responsibilities need to be fulfilled in order to

proceed to the next phases of the pyramid (Carroll, 1979; Hemphill, 2004; Windsor, 2001). Legal responsibilities emphasize the fact the organizations need to follow the laws and rules (Carroll, 1979). Third step is the ethical responsibilities which imply that organizations need to participate in activities which are expected by society and stakeholders even though they might not be stated by laws (Carroll, 1991). The top level is the philanthropic obligations which consist of discretionary activities that are based upon voluntariness and no required by any law or regulation (Carroll, 1991).

Schwartz and Carroll (2003) suggested that there are some limitations of the pyramidal model of CSR. It is claimed that the pyramidal shape suggests a hierarchy which implies that top level is the most crucial. However, Carroll (1991) stated that the components are linked and cohesive to each other. Furthermore, it is argued that the pyramidal shape and its components were applicable to a developed country and it cannot be generalized for a developing country (Visser, 2006). Despite the debates, several CSR conceptualizations depend on this pyramidal model (Wartick and Cochran, 1985; Wood, 1991).



Figure 2: Carroll (1979) CSR Pyramid

CSR has become a predominant organizational phenomenon which sustains the synergy between the organizations and their stakeholders. Generally, CSR help organizations to manage perceptions and fulfil needs of the all stakeholders. All CSR scholarship shares a common thought regarding the definition of the concept. This is the difficulty of establishing a universally accepted and applicable definition of CSR (Saeidi, Sofian, Saeidi, Saeidi and Saeidi, 2015; Van Marrewijk, 2003; Wood, 2010). Several reasons have been claimed by authors such as Wood (2010) who claimed that the difficulty arises because of lack of conceptualization of the CSR. Some even gone further and claimed that conducting empirical research by taking CSR as a construct is not feasible (Lozano, 2008; Orlitzky, Siegel and Waldman, 2011; Van Beurden and Gössling, 2008).

CSR is defined as socially responsible practices that are not required by any law or authorities and not done for the interests of the organizations which are in line with societal expectations (McWilliams and Siegel, 2001). Jamali and Karam (2018) proposed a definition of CSR by incorporating the traditional definition by Carroll (1979, 1999) and more recent definitions (Kolk and Lenfant, 2010; Lindgreen et al., 2009; Nejati and Ghasemi, 2012). CSR has been defined as a bridge which links organizations and society which suggests organizations should go beyond basic profit making economic and legal practices and to contribute to the common interests (Jamali and Karam, 2018). Contemporary definitions of CSR focused on the voluntariness basis of the concept which implies CSR initiatives should be normative and cannot be prescribed.

The conceptualization and measurement of CSR is a vital question and a major concern for several years. This is due to the fact the CSR is a dynamic concept. Carroll (2000) stated that the measurement of CSR should be carried out and a scale should be developed as it is a vital element of the business environment. According to Carroll (2000), the major concern would be that developing a reliable concept. Furthermore, CSR is conceptualized by Turker (2009). This conceptualization is widely accepted by scholars. In Turker's (2009) conceptualization CSR was categorized into five categories. These

categories were CSR to social and non-social stakeholders, CSR to customers, CSR to employees, and CST to government.

CSR to social and non-social stakeholder constitutes to the organization's responsibility toward the society, environment, sustainable development, next generations and other nongovernmental organizations perceived by the employees (Turker, 2009). CSR to customers constitutes to organization's responsibility toward their customers in aspects such as product quality, product safety, handling complaints and caring for customers (Turker, 2009). CSR to employees constitutes to organization's responsibility toward the well-being, safety, job security of its employees and to adopt family friendly work policies and ensure the existence of organizational justice (Turker, 2009). Lastly, CSR to government constitutes to organization's responsibility toward their duties to comply with governmental rules and regulations including paying taxes (Turker, 2009).

Furthermore, it is proposed by several scholars that CSR contribute to the reputation and image of employees and makes the organization more attractive for prospective and current employees. This in turn can be reflected as positive organizational behaviours within the organization (Greening and Turban, 2000). Greening and Turban (2000) claimed that the CSR initiatives can reflect the image and culture of the organization to employees. Therefore, the influence of CSR and its vital role on the prospective employees is a proven advantage. Maignan and Ferrell (2004) claimed that CSR can increase and enhance OCB within an organization. The OCB can lead to a beneficial increase in other aspects of the organizational performance. In line with the social identity theory,

1.3 Stakeholder Perspective of the CSR

Stakeholders have increased their expectations of businesses over the past 20 years. Social, environmental issues, advances in technology, global warming, poverty, recent scandals by the businesses and influence of social media have raised the concerns of the society as a whole over the businesses actions and behaviors (Jenkins, 2006). Thus, the stakeholders' interest on the CSR of companies has been increased (Basu and Palazzo, 2008).

ST lies at the heart of this interest over the CSR initiatives of companies. ST emphasizes the importance of concerning and acting in benefit of not only shareholders but all the stakeholders (Carroll, 1991). Stakeholders can be defined as parties that have a contribution on the organization either voluntarily or obligatorily and either directly or indirectly to the overall activities of an organization and that is affect by the overall activities of an organization (Freeman, 1984).

Despite the fact that Freeman (1984) is the initial contributor of the ST and stakeholder management theories, Donaldson and Preston (1995) also made a significant contribution to the field. Donaldson and Preston (1995) implied that ST can be separated into three sub-theories such as descriptive, normative and instrumental ST. Moreover, Jones (1995) indicated that:

- Descriptive: provides reasons for the 'what happens?' question.
- Normative: provides reasons for the 'what happens if?' question.
- Instrumental: provides reasons for the 'what should happen?' questions.

In other words, instrumental ST focuses on the relationship between stakeholders and the financial profitability of a company. Normative ST focuses on the moral and philanthropic issues of the organizations and aims to provide guidelines for organizations on how to be morally concerned with their stakeholders. Descriptive ST focuses on solely explaining the behaviors

of organizations based on the stakeholders' interests. Despite this differentiation within the sub-theories, Donaldson and Preston (1995) insisted that these theories are interrelated with each other.

Initially, Freeman (1984) claimed the strategic importance of considering all the stakeholders' interests into the business activities. Carroll (1991) supported this view by mentioning that there is an organic link between CSR, organization and its stakeholders. Almost all CSR conceptions involve a consideration of stakeholders` such as environmental, societal, employee and consumer (El Akremi, Gond, Swaen, De Roeck and Igalens, 2015; Turker, 2009; Farooq, Rupp and Farooq, 2016). Davis (1973) indicated that CSR should not solely aimed at maximizing the shareholders` wealth but it is the right thing to do for companies considering the stakeholder perspective.

CSR is a useful bridge between organizations and their environments, employees, customers, and government (El Akremi et al., 2015; Waddock and Graves 1997; Hess, Rogovsky, and Dunfee, 2002). This consideration corresponds to the ST. ST theorizes that organizations should consider the needs of all the stakeholders (Freeman, 1984). Stakeholders of an organization can develop positive or negative perceptions towards the organization. According to Clarkson (1995), corporations which fail to fulfill stakeholders' societal expectations will end up in an unfavorable competitive position.

ST is the most extensively used theory within the CSR literature (Brammer and Millington, 2005; Crane et al., 2008; Christman, 2004). Valor (2005) claimed that the meaning and conceptualization of CSR is consistent with the ST. Turker (2009) developed a widely accepted conceptualization of CSR consisting CSR to employees, CSR to customers, CSR to social and non-social stakeholders and CSR to government. Further, a distinction has been made by scholars on these aspects and they are classified into two categories as internal and external CSR (Farooq et al., 2016; Werther and Chandler, 2010). Internal CSR refers to the organizations` operations towards employees` interests (El Akremi et al., 2015; Turker, 2009, Farooq et al.,

2016). The internal CSR practices can be exemplified as well being of employees such as pursue of necessary human rights, health and safety, training and prompting equal opportunity for every employee (Turker, 2009; Gond, Kang and Moon, 2011; Farooq et al., 2016). External CSR refers to the organizations' practices towards the interests of the environment, consumers and government (Jones, Willness and Glavas, 2017). External CSR can be exemplified as environmental friendly practices, pursuing the governmental obligations, and contributing to the overall well being of the society by philanthropic practices (Carroll, 1979; Brammer et al., 2007; Chen and Bouvain, 2008).

In this research, CSR is considered as a concept which has four stakeholder dimensions. CSR toward social and non-social stakeholders refers to the organizations' responsibility towards well being of society, considering next generations, protecting the environment and helping other non-governmental charity organizations (Turker, 2009). CSR toward employees refers to the organizations' responsibility towards the well-being of employees such as promoting job security, safety and organizational justice (Turker, 2009). Furthermore, customers are the most critical stakeholders of an organization for their survival. CSR toward customers refers to the organizations' responsibility toward customers such as providing quality products, considering product safety and complaints by the customers. CSR toward government refers to the organizations' responsibilities toward the governmental laws, rules and complying with the taxes.

1.4 Motives of Organizations for Adopting CSR Initiatives

CSR is proven to be an important aspect of organizations. Additionally, there are a variety of factors which motivate organizations to adopt CSR initiatives. According to Muller and Kolk (2010) motives for CSR can be adhered as two sided. First, CSR initiatives are perceived as internally motivated and the other point of view considers CSR initiatives to be externally motivated.

To start with, externally motivated organization are said to be motivated by external aspects of motivation such as stakeholder pressures, governmental pressures, media pressures, and other pressures from third parties (Muller and Kolk, 2010). It is implied that a positive attention were given within the media to CSR initiatives regarding social and environmental issues which affect different stakeholders in a positive manner. On the other hand, a negative media attention was given to organizations which act against CSR initiatives or refuses to engage in CSR initiatives (Muller and Kolk, 2010). These are in agreement with the basis of ST which implies that adoption of CSR initiatives depend on the stakeholder pressures (Aguilera, Rupp, Williams and Ganapathi, 2007).

In some countries, governments act as significant external influential factors which enhance the necessary motives for companies to engage in CSR initiatives such as enforcing laws and regulations. For instance, governments have laws which states that companies are obliged to declare their CSR initiatives and their programs within their annual reports and websites. It is obvious that organizations must adhere with governmental regulations and laws so that their survival depends on their capacity to act in line with those regulations and laws (Brown and Deegan, 1998). In addition, there might be significant penalties for not adhering these laws and also consumers might get a negative perception about the organization which affects companies' success.

As it is mentioned earlier in this chapter, there are also internal factor which motivates organizations' tendency to engage in CSR initiatives (Muller and Kolk, 2010). An internal motive is that CSR initiatives create a competitive

advantage for companies in terms of stakeholders satisfaction thus it can be seen as a competitive tool which contributes to the organizations' success (Campbell, 2007). Furthermore, an organization which engages in CSR can be seen to be in a strong financial position and investors might be willing to invest in those companies (Campbell, 2007; Waddock and Graves, 1997). In summary, a major internal motive is the benefit of profit maximization through CSR. Other internal motives include:

- creating positive working environment though the workplace,
- creating a strong corporate culture
- enhancing employee satisfaction, commitment, retention, motivation and other behavioral aspects,
- other motives include moral, ethical and normative aspects of the managers and directors.

CHAPTER 2

ORGANIZATIONAL CITIZENSHIP BEHAVIOURS

2.1 Evolution of Organizational Citizenship Behaviours

The antecedents and outcomes of OCB are still being suggested to be researched and require more in-depth research. Although the concept of organizational citizenship behaviour has been mentioned as early as Katz and Kahn (1966), the concept is pioneered by Smith, Organ and Near (1983). The dimensions of altruism and compliance were developed by Smith et al. (1983). Earlier, Katz and Kahn (1996) defined OCBs as voluntary and extra-role behaviours of the employees. Organ (1988) disclosed a definition of OCB as those behaviours that are voluntary and not indicated by the in-role job requirements and contribute to the performance of the organization. Recent definition of OCB is also presented by its pioneer Organ (2006). It is stated that OCB are those behaviours which are carried out voluntarily and are not asked by the supervisors or by the job descriptions (Organ, 2006).

Discretionary behavior implies the behavior that is extra and voluntary. According to Podsakoff, Podsakoff, MacKenzie, Maynes and Spoelma (2014), this definition emphasized the contribution of OCBs to overall organizational performance and not necessarily the individual outcomes. Therefore, with OCB the emphasis is on the discretionary and beyond the call of duty attitudes and behaviours of employees (Podsakoff et al., 2014). There can be two sections of the extra role behaviours as affiliative OCB and challenging

OCB. The affiliative OCB assumes that employees voluntarily shows these OCB behaviours. However, the challenging OCB assumes that employees engage in OCB because they feel that they must show OCB as a part of their jobs (Van Dyne and LePine, 1998).

2.2 Conceptualization of Organizational Citizenship Behaviors

Even though numerous components of OCB have been presented within the literature (Coleman and Borman, 2000; Le Pine, Erez and Johnson, 2002; Organ, Podsakoff and MacKenzie, 2006; Podsakoff, MacKenzie, Paine and Bachrach, 2000), the Organ Theory provides considerably more accurate and widely accepted dimensions (Podsakoff, MacKenzie, Moorman and Fetter, 1990; Konovsky and Organ, 1996; Podsakoff et al., 1990). The Organ Theory has been accepted as the framework of OCB research and was developed by Dennis Organ (1988). This theory supports that OCB can be classified as five dimensions, namely conscientiousness, altruism, civic virtue, sportsmanship, and courtesy, presented in Table 1 below:

Table 1: Summary of 5 dimensions of Organ Theory

Dimensions	Interpretations
Conscientiousness	Employees are dedicated to their jobs even under the most unfavourable circumstances (Organ, 1988). This dimension constitutes to going further than the minimum requirements of the proposed job duties.
Altruism	Friendship and cooperation exist between workers (Organ, 1988). This dimension

	constitutes to the helping behaviour of co-workers. Podsakoff et al. (2000) stated that altruism influences the efficiency of works.
Civic Virtue	Employees should participate in voluntary administrative tasks (Organ, 1988). Employees expected to keep themselves up-to-date about the whole organization (Organ, 1988). Walz and Niehoff (1996) indicated that this type of acts by the employees could increase customer satisfaction and help create positive perceptions.
Sportsmanship	Employees' tolerance levels to the environmental factors are high (Organ, 1988). Therefore, their endurance for difficult tasks is high. Employees show positive perceptions about their colleagues (Podsakoff, MacKenzie, Paine, and Bachrach, 2000).
Courtesy	Employees are respectful to their colleagues and try to increase motivation of each other (Organ, 1988). In other words, employees contribute to the performance of each other.

The five dimension model of Organ (1988) was further developed by various researchers. Furthermore, OCB is divided into seven aspects by Podsakoff et al. (2000). In their study, they contribute to the traditional components of OCB by Organ (1988). These components are namely:

- 1- **“Altruism**
- 2- **Sportsmanship**
- 3- **Loyalty**
- 4- **Compliance**

5- Individual initiatives**6- Civic virtue****7- Self-Development”**

These components that are proposed by Podsakoff et al. (2000) are explained below:

1- Helping Behavior:

Helping behavior indicates that employees' tendency to help other workers or colleagues and those who are external stakeholders of the organization such as customers or suppliers (Podsakoff et al., 2000). In accordance with the SIT and SET this can contribute to the reputation of the organization. This can create several organizational benefits such as loyalty, motivation and retention of employees and customers. According to Organ et al. (2006), helping behavior of organizations towards all stakeholders improve the organizations' competitive position in the long-term. This component is synonymous with the altruism component that is discussed earlier in this section and proposed by Organ (1988). Thus, considering this component OCB refers to employees helping behavior both with each other within the organization and with outsiders.

2- Sportsmanship:

As it is defined earlier by Organ (1990), it refers to the willingness of employees to have more toleration and have an empathy about inconvenient issues which might arise within the company. According to Podsakoff et al. (2000), employees are expected to show positive attitudes, sacrifice personal interest, and not offending by other factors in certain kind of circumstances. Thus, this component implies that there should be sportsmanship within an organization and employees should act with positive attitudes considering their co-workers including managers and colleagues.

3- Organizational loyalty:

In terms of organizational loyalty, employees are expected to be loyal to their organizations and to contribute their organizations willingly. According to George and Jones (1997), this can enhance organizational goodwill and organizational culture can become stronger. Organizational loyalty of employees are proven to be a significant contributor of organizational success and therefore, it is a critical component of OCB.

4- Organizational compliance:

It refers to an employees' level of compliance with an organizations' procedures, rules and regulations and to comply with those even when it is required or monitored by supervisors (Podsakoff et al., 2000). Despite the fact that these rules are expected to be followed by employees, not all the employees are following those rules. Therefore, an employee who shows OCB is expected to show organizational compliance as an important part of the concept. This component is very critical in the sense that failure to obey these laws and regulations may result in significant losses and drawbacks for the company (Organ et al., 2006). In their study, Williams and Anderson (1991), refer to these components as a part of the OCB towards organization which implies employees' OCB behaviors which are aimed at their organizations.

5- Individual Initiatives:

This component of OCB conceptualization by Podsakoff et al. (2000) suggests that employees should go beyond their formal tasks at the workplace and achieve higher standards. Employees are expected to show keen interest about their jobs and show increased performance within the work place (Organ, 1988).

6- Civic virtue:

This component of the OCB conceptualization of Podsakoff et al. (2000) implies that employees should show organizational commitment. In other words, they should be actively committed to meetings, debates and other organizational duties that can be adhered to as an extra-role duty and not part of their day-to-day tasks.

7- Self Development:

Employees can also engage in OCB initiatives for self development purposes such as: increasing their knowledge, skills and expertise about their jobs (George and Brief, 1992).

Another significant conceptualization of OCB was carried out by Williams and Anderson (1991). According to Williams and Anderson (1991), OCB can be categorized into two different categories. These were OCB towards organizations (OCB-O) and OCB towards individuals (OCB-I). OCB-O were the behaviours which are carried out towards the organization and OCB-I were the behaviours which are carried out towards other individuals. Therefore, in their proposition of the conceptualization of the OCB there should be these two categories. Courtesy and altruism were classified as OCB-I whereas conscientiousness, sportsmanship and civic virtue were classified as the OCB-O (Sesen and Basim, 2012).

2.3 Importance of Organizational Citizenship Behaviours

There are various advantages of OCB for companies and organizations in general. According to scholars, OCB can help to increase the effectiveness and efficiency of employees which can lead to increase the performance of the organization (Organ, 1988). Furthermore, Smith et al. (1983) stated the importance of OCB as they act as the catalyst within an organization and contribute to the functioning of the whole organization. These dimensions of OCB which are presented by Podsakoff et al. (2000) can enhance and contribute to the organizations' success. It can be said that workers performance, productivity, efficiency and effectiveness can be increased due to the fact that they are engaging in OCB (Waltz and Niehoff, 2000). Therefore, OCB is a critical aspect for organizations. Podsakoff et al. (2000) mentioned that OCB can help a company to:

- 1- Achieve a stable performance,
- 2- Optimize resources used,
- 3- Enhance cooperation and coordination,
- 4- Contribute to the overall relationship of the organization with its employees, and,
- 5- Increase the compliance of an organization to changes in the environment.

These factors proposed by Podsakoff et al. (2000) supports the importance of OCB for organizations.

Furthermore, according to Cooper and Thatcher (2010), OCB is as crucial aspect for organizations as the effectiveness and coordination. Moreover, it is claimed that employees with OCB become more favourable and they contribute to the functioning of the organization. However, OCB must be supported with a fair and ethical work place environment so that employees efficiently engage in extra role behaviours. Morrison (1994) claimed that OCB can be even adhered as a valuable asset for companies which is difficult to obtain. It can be said that workers with OCB are a source of goodwill for companies.

It can be also argued that increased OCB within the workplace makes that workplace an attractive workplace. This is due to the fact that OCB can enhance corporate image of companies. Moreover, it is argued by several scholars that employees' psychological wellbeing is also positively affected when they engage in OCB. According to studies OCB also contribute to other organizational behaviours such as intention to leave, performance, turnover and other employee behavior aspects which can be seen as beneficial for the organizations. According to Chiu and Chen (2005), OCB help to reduce employee turnover which in turn help an organization to perform effectively and become more successful in the long term. It is argued that employees who engage in OCB are less likely to show absenteeism or turnover than the employees who do not engage in OCB (Chiu and Chen, 2005). Coordination and cooperation of workers with each other is found to be significantly affected by OCB (Podsakoff et al., 1997).

A study by Podsakoff et al. (2014) showed that employees' OCB can result in various important outcomes which might have significant effects on the companies' performance. The findings of Podsakoff et al. (2014) are:

- 1- Economic performance
- 2- Team performance
- 3- Customer performance
- 4- Quality performance

It can be argued that these outcomes may have critical effects on the organizations as a whole. The individual OCB of employees can contribute to the performance of teams within the organization which can be expected to have an effect on the quality of the products and services. It is likely that the OCB can guide employees to show more importance to customers so customer satisfaction or loyalty can be achieved. Employees would be willing to show extra role behavior to satisfy the customers as a part of their engagement in OCB. This can help a company to have a competitive advantage in terms of market shares. As a result, the profitability and economic indicators can be expected to show favourable indications.

In summary, it is a clear fact that OCB can help a company in many ways to achieve its long term objectives. Thus, companies need to find ways of promoting OCB and increasing the circumstances for employees to show OCB. As the previous research suggests OCB can result in various aspects which benefits the organizations.

OCB is a subject area which attracted the interest of many scholars over the years and it is still attracting. However, majority of the OCB research have focused on the private companies as a study sample. This has created a need for studies that are carried out in the public sector. The public sector organizations are as important as private sector organizations. To fill in this gap this research has focused on the public schools in the TRNC. According to Vigoda-Gadot and Beerli (2012), the modern public sector organizations' goals and objectives include the importance of achieving OCB through out the organizations. Considering that the TRNC is a highly public dependend economic where majority of the locals work in public sector organizations, it is inevitable to conduct such study.

CHAPTER 3

JOB SATISFACTION AND ORGANIZATIONAL IDENTIFICATION

3.1 Evolution of Job Satisfaction

JS is defined by Hoppock (1935) as the physical, psychological, and physiological elements of the job which influence to the satisfaction of workers with their jobs. Moreover, JS is defined as feelings, emotions, psychological disposition and response of workers towards their jobs (Siegal and Lance, 1987). The most widely accepted definition of JS is made by Locke (1969) as the positive emotions created by employees' self-evaluation of their jobs by considering their expectations.

JS is considered as a multifaceted concept which involves cognitive, affective and behavioral aspects (Hulin and Judge, 2003). According to Gruenberg (1980), JS is the combination of subjective feelings that employees have towards their work. These feelings include wages, recognition, responsibilities, colleagues, and work environment (Gruenberg, 1980). Several theories have been proposed to evaluate the satisfaction and dissatisfaction of workers at the workplace and the reasons behind it. It is widely considered that JS is related with content and process theories (Campbell, Dunnette, Lawler and Weick, 1970).

Maslow (1970) claimed that workers' perceptions towards their organizations. There have been various definitions proposed for JS within the previous literature. According to Brief JS can be defined as:

“an internal state that is expressed by affectively and/or cognitively evaluating an experienced job with some degree of favor or disfavor.”

In addition, Locke (1976) mentioned JS as a favorable exciting mental state resulting from job. This conception included:

- 1- Job perception of employees.
- 2- Employees' expectations and values.
- 3- Judgement of values and perceptions.

In other words, Locke (1976) provided that employees develop perceptions regarding their jobs and compare their expectations with the actual conditions of the job and thus, develop JS. If their expectations are met, it can be said that they are satisfied with their jobs. However, if their expectations are not met, it can be said that they might not be satisfied with their jobs.

There are many studies within the literature which focused on the JS over the years. Their findings provided valuable insights for this research. For instance, the influence of demographic factors is a one major subject which is highly investigated by scholars. The concept of JS can be adhered as a multidimensional concept (Conklin and Desselle, 2007).

For instance, Furnham (2005) separated JS into three different components as:

- 1- Organizational policies which include factors such as compensation, supervision.
- 2- Job aspects which include factors such as physical working conditions, autonomy.
- 3- Personal attributes which include factors such as self-esteem.

As it is mentioned earlier, there is a huge multidimensionality within the concept of JS. Mullins (2005) mentioned this multidimensionality by saying that

“There is some doubt whether job satisfaction consists of a single dimension or a number of separate dimensions; some workers may be satisfied with certain aspects of their work and dissatisfied with other aspects. Job satisfaction itself a complex concept and difficult to measure objectively.”

In their study, Mullins (2005) classified JS into five categories as:

- 1- Personal aspects
- 2- Social aspects
- 3- Cultural aspects
- 4- Organizational aspects
- 5- Environmental aspects

Some of these aspects were similar with previous conceptualizations however, Mullins (2005) contributes by enhancing cultural and social aspects within their conceptualization of JS. Compensation, personal relationships, promotions within the organization, supervision activities were some important aspects affecting the JS of teachers. According to their conceptualization demographic factors can also play an important role in achieving JS (Gupta and Gehlawat, 2013). Gupta and Gehlawat (2013) investigated the effect of demographic variables on JS within a school in India. Their variables included gender, experience, age, qualifications and type of school. Their study concluded that these demographic variables significantly affected the JS of teachers.

Firstly, gender is a variable which is extensively researched. The findings stated that there are conflicting findings. Early studies found that women have higher JS than men (Clark, 1997; Sloane and Williams, 2000). The differences between men and women can be explained by the expectations theory (Clark, 1997). However, considering the ever changing world conditions, expectations and preferences. The differences between men and women are being minimized and diminished due to the women's increasing power over the job market and business world.

For instance, one study that was carried out in the United Kingdom between the years 1991 and 2000 (Sousa-Poza and Sousa-Poza, 2003). They have concluded that the women's JS is decreasing where men's JS is more stable. Furthermore, Rose (2005) concluded that men and women showed similar JS levels over the years in the United Kingdom. It can be said that the gender differences are vanishing almost for all workers in the developed and developing markets.

Secondly, another demographic factor which might have an influence on the JS and can vary across different groups is the age. This factor mostly followed a U-shaped association between age and JS. Therefore, it can be said that young and old people are more satisfied than the middle aged people (Clark, 1997). This can be supported by Herzberg et al. (1959). According to Herzberg et al., (1959) younger generations are more excited to work therefore, they can have a higher JS.

In addition, studies stated that old aged people can show a higher JS due to the previous achievements throughout the years. It can be said that over the years they gain more experience so that they can earn a higher salary, promotions and positions. Studies concerned with the teachers found that age is an important aspect that influences the JS of teachers.

Thirdly, experience of teachers also play an important role in the teachers JS. As the years of experience increases it can be expected that JS of teachers also to increase. For instance, Oshagbemi (2000) found that as the years of experience increases the JS increases. In other words, the low levels of experience can cause low JS among the teachers. In another study, Sharma and Jyoti (2009) reported a reverse u-shaped trend. They mentioned that JS is low in the early years then it increases to high levels and in the late stages of experience it decrease. A study carried out in Botswana among teachers found that years of experience can increase JS.

3.2 Theories of Job Satisfaciton

There are several theories which explain how JS is conceptualized and determined. These are content theories of JS, process theories of JS, situational theories of JS and dispositional theories of JS. These theories of JS are discussed in this section.

3.2.1 Content Theories of Job Satisfaction

The content theories suggest that JS is achieved by meeting the needs of individuals. Therefore, in this theory 'needs' of individuals are key for achieving JS. This theoretical perspective is in line with the Hierarchy of Needs theory (Maslow, 1943) which proposed that people are actively seeking to satisfy their needs such as:

1. Physiological needs (basic needs),
2. Safety (protection from threats and harms),
3. Social (relationships with other individuals),

4. Esteem (recognition by other individuals),
5. Self-actualization (achieving personal goals and self-fulfilment of needs).

According to Maslow (1943) when the low order needs are fulfilled, higher-order needs are appealed. Maslows' hierarchy theory supports that people in lower class work satisfied with physical, safety and monetary motivations. However, individuals who work in higher class jobs satisfied with social, esteem and self-actualization as their physiological and safety needs are supposed to be already met (Centers and Bugental, 1966). However, Locke (1976) criticized Maslow's theory as it cannot explain all the differences within the same or similar work places.

Scholars develop and contribute to the model proposed by Maslow in early 40s. In 1985 Handy proposed that subjective and extrinsic items to further strengthen and update the theory. There are criterias that are mentioned in the model (Handy, 1985). These were:

- 1- Needs which are determined and subjective by individuals' personality and environment. These are also identified by Maslow.
- 2- Results which are obtained as a result of the activity carried out.
- 3- Effectiveness is the point which workers are expected to judge and decide by their own consciouness minds whether or not their needs and results are met.

Another influential content theory is Herzberg's (Herzberg, Mausner and Snycerman, 1959) two-factor theory. Herzberg et al. (1959) divided JS into two sub categories namely hygiene aspects and motivational aspects. The motivational aspects are the intrinsic factors (achievement, responsibility,

recognition, and the nature of work) and the hygiene aspects are the extrinsic factors (wage, job security, working conditions and environment) (Herzberg et al., 1959). It is proposed that, lack of motivational aspects would not cause job dissatisfaction but causes absence of satisfaction. On the other hand, lack of hygiene aspects would cause dissatisfaction of employees.

Furthermore, Handy (1985) proposed motivation calculus as an extension to the Maslow (1943) hierarchy of needs. Handy (1985) claimed that needs, results and effectiveness are key for JS. Later, Deci and Ryan (1985) proposed the self-determination theory which focuses on the intrinsic motivations for JS.

3.2.2 Process Theories of Job Satisfaction

Content theories claim that JS is achieved through fulfillment of needs which are common for all human beings. However, process theories claim that nature of job and individuals' characteristics and expectations play an important role in determining JS. Thus, process theories support that JS can be observed when workers expectations are met.

According to Vroom (1964), JS depends on the fact that employees' contentiously develop perceptions whether their efforts and outcomes are met. This is called the instrumentality and expectancy theory (Vroom, 1964). According to this theory workers measure their level of linkage between efforts and outcomes and therefore develop satisfaction or dissatisfaction. As a result they can increase their efforts to observe increased outcomes and this can increase their performances.

Locke (1976) criticized Maslow's theory that it is not able to explain for differences between individuals at the same workplace. Moreover, Locke (1976) proposed value theory as an effective theory in this field. This theory supports that JS is achieved when the difference between expectations of a worker and the value they receive from their work is at its lowest. In addition, if the worker places a higher importance on specific aspects of job, the effect of that job will be higher on their JS. This implies that Locke (1976) claimed that there might be differences in JS amongst individuals at the same workplace.

There are three elements considered by Locke (1976) in his definition:

- 1) Perceptions on some aspects of the job
- 2) Perceptions on the values and expectations
- 3) Perceptions on the judgments and evaluations of employee's perceptions on aspects of the job and perceptions on his/her value standards and expectations.

The concept of JS is a deeply researched subject of management and organizational psychology studies (Spector, 1997). Through ST, it is evident that it is essential to achieve JS in order to enhance employee motivation and enhance their performance. It should be one of the primary objectives of the management of any organization to create an environment where employees can be satisfied with their jobs. This in turn is expected to have an influence on the organizations' performance and efficiency of daily activities (Rowden, 2002). According to De Nobile and McCormick (2008) JS influences the job commitment, turnover, however; it is not evident what factors contribute to teachers' organizational behaviors (De Angelis and Presley, 2011).

It is assumed that dissatisfaction of employees may cause unfavorable situations. Dissatisfaction may reduce employees' motivation and therefore, performances (Van Der Zee, 2009). A significant association has been found

between JS and job performance through a study conducted by Skibba (2002). Skibba (2002) insisted that the findings are in line with the SET which supports that performance of employees depends on their satisfaction. The SET supports that OCB enhance workers' cooperation and performance (Blau, 1964; Organ, 1988; Podsakoff, Ahearne, and MacKenzie, 1997). Workers' feelings and perceptions about the features of the job constitutes to intrinsic JS, on the other hand, workers' feelings and perceptions about external work conditions and factors constitutes extrinsic JS (Kalleberg, 1977).

Herzberg et al. (1966) listed the extrinsic factors as:

“supervision, working conditions, co-workers, pay, policies and procedures, status, personal life, and job security.”

On the other hand, the intrinsic factors have been listed as:

“achievement, recognition, the work itself, responsibility, advancement, and growth” (Herzberg et al., 1966) “

JS is a predictor of employee performance aspects such as overall job performance, lower absenteeism and turnover, and organizational citizenship behaviors (Saari and Judge, 2004). Smith et al. (1983) stated that JS can have various benefits for companies. According to Smith et al. (1983), JS can help achieve organizational behaviours which can be carried out by employees and that employee performance can be increased as a result of satisfaction. In accordance with this proposition, Organ (1997) also argued that these extra behaviours which can help to increase the performance of the organization as a whole may depend on the willingness on the employees. According to Organ (1997), these behaviours are not rewarded or punished so that they only depend on the willingness of employees.

3.3 Organizational Identification

3.3.1 Conceptualization of Organizational Identity

A better understanding of the theory requires an understanding of the meaning of the concept of identity. Identity defined by Foote (1951) as a feeling of acceptance and commitment towards a specific identity. Moreover, identity and citizenship are terms which are interconnected to each other. According to Tajfel and Turner (1985), SIT considers workers categorize themselves into social groups. For instance, organizational membership, political ideas, sports, culture and demographic factors can lead to different social groups.

Social identity means feeling sameness and loyalty to a social group (Ashforth and Mael, 1989). SIT suggests that a social identity comprises of every attitude attached to an image which a person perceived to belong (Hewstonde, Jaspars and Lalljee, 1982). Tajfel and Turner (1985) believed that individuals are willing to achieve a social identity with a positive image and it is expected by the employees to gain a positive social identity as a result of their belongingness to a group. SIT assumes that society's perceptions about the image and reputation of a company is important for the members of that company; because employees perceive themselves to be a member of that group (Bergami and Bagozzi, 2000).

In accordance with the SIT, it could be noted that CSR practices can create a positive social identity for a company; therefore, employees will be motivated to develop organizational citizenship behaviors (Peterson, 2004). Positive perceptions about an identity results to increased self-concept; on the other hand, negative perceptions lead to a decrease in the enhancement of the self-concept and self-esteem (Brammer et al., 2007; Tajfel and Turner, 1985; Maignan and Ferrel, 2004). Corporations' ethical and social values influence their prestige and therefore, perceptions of employees (Greening and Turban, 2000). Kim, Lee and Kim (2010) indicated that public's perceptions on the

corporate image of a company; influence the employees' company identifications.

SIT lies at the heart of studies on concerns such as economic and financial crisis, social issues and global warming for theorists. OI is crucial to understand and contribute to strategic change (Ravasi and Philips, 2011) and decision making (Riantoputra, 2009). SIT has been used to understand the link between employees' behaviours and organizations' performance (Ashforth, Harrison and Corley, 2008; Hogg and Terry, 2000). Moreover, through OI employees generate outcomes such as OCB, JS and increased job performance (Ashforth, et al., 2008). Employees' perception of the organizations' reputation and image affects their tendency to show OI.

According to Aberson et al. (2000), individuals strive for an attractive social identity. Therefore, organizations should be more attractive in terms of reputation and image to benefit from OI. CSR plays an important role in achieving OI and it is a strategic tool for companies to enhance an attractive image. CSR initiatives increases the positive image of the organizations, therefore, employees feel sense of honour to be a part of that organization. Research on the effect of CSR on the employee behaviours through OI is popular (Hansen, Dunford, Boss, Boss, and Angermeier, 2011; Vlachos, Theotokis, and Panagopoulos, 2010). However, there is still a gap exists in some employee behavior aspects (He and Brown, 2013; Farooq, Payaud, Merunka and Valette-Florence, 2014).

Foote (1951) defined OI as "appropriation of and commitment to a particular identity or series of identities" (p. 17). OI is conceptualized by Foote (1951) as the level of identification of an employee with their organization. Later, Brown (1969) stated that OI is rather a way for employees to define themselves by using their relationships with their organizations.

There were four different steps involved in the identification process proposed by Brown (1969). These were:

- 1- Employees attracted to their organizations. This should be enhanced because organizations need to be attractive to their employees. If the organizations are not attractive for employees, the employees might not develop attraction towards their organizations. In that aspect, organizational reputation and image plays a vital role.
- 2- Moreover, the organizational goals must be in line with the personal goals of the employee. This can help employees to follow and act in accordance with the organizational expectations and goals.
- 3- Employees' loyalty towards their organization. Employee loyalty is another vital aspect of the OI process and it can be said that it depends on organizations' behaviours towards their employees and other stakeholder.
- 4- In the last stage of OI, employees feel themselves as a part and member of organizations. This is the stage where employee gather the identity of their organizations as their own identity and that identity becomes their salient identity.

The concept of OI attracted scholars attention since its early stages. The OI is proven to be a significant contributor of various other organizational aspects. Ashforth and Mael (1989) claimed that there are organizational behaviours of employees which are affected by OI. Intention to leave or intention to stay at the organization, OCB, organizational commitment were some of the outcomes that were proposed by previous studies (Riketta, 2005). In addition, Dutton, Dukerich and Harquail (1994), concluded that OI increases the tendency of employees to cooperate with other employees. OCB is another behavior that is affected by the OI of employees (Bergami and Bagozzi, 2000). Employees with stronger OI were also proven to have lower intention to quit the organization and they are more willing to stay at their current

organizations (Riketta, 2005). JS is another factor which affected by the OI. According to Riketta (2005) there is a strong and significant relationship between OI and JS. In other words, OI increases the level of satisfaction among employees.

Thus, it is crucial to have OI among organizations so that employees contribute to organizational goals and objectives. This in turn would increase the performance of the organization. Therefore, the OI must be achieved. This has increased the importance of factors affecting OI such as demographic variables (Riketta, 2005). The influence of demographic factors have been analyzed in a study by Riketta (2005). Riketta (2005) reported that age and gender only showed a weak correlation with the employees' tendency to identify themselves with their organizations. However, administration of the organization is found to be a significant contributor of OI (Mael and Ashforth, 1992). Employees should feel a sense of belongingness to an organization so that they can identify themselves. This sense of belongingness can be achieved by enhancing a differentiation between the organization and other organizations. This can be also called as a prestige of an organization (Riketta, 2005).

According to Ashforth and Mael (1989), who made the early contributions to the concept of OI, claimed that workers develop OI with overall organization. It is claimed that there can be only a single identity which is salient. However, Ashforth and Johnson (2001), claimed that there can be multiple identities exist. Ashforth and Johnson (2001) presented an onion shaped figure to explain the identity salience. The figure below shows the nested identities of an individual's life. There can be organization identity however, within that identity workers can develop divisional and departmental identities which are placed at the inner layers of an organization. Furthermore, workgroup and the actual job are placed at the core of the OI onion.

Workers are more exposed to the inner layers of the onion. Thus, they are more likely to develop job, workgroup or departmental identity rather than organizational identity as an overall identity.

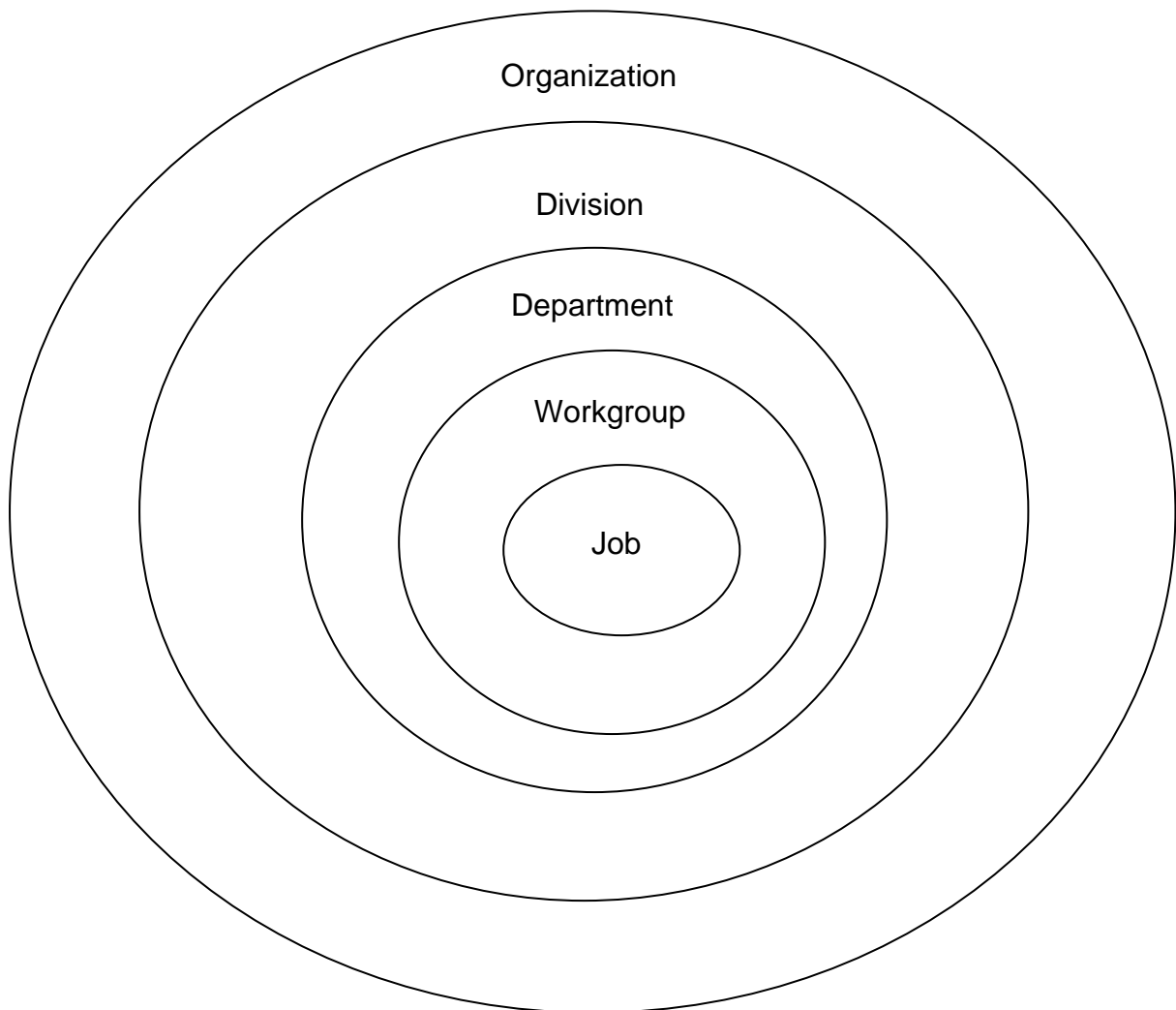


Figure 3: Nested identities (Ashforth and Johnson, 2001).

Thus, it is inevitable to conduct a study with analyzing the mediating effect of OI on other aspects of organizational behaviours. Because, in many organizations OI is contributing and affecting different outcomes.

CHAPTER 4

THEORETICAL FRAMEWORK AND HYPOTHESES DEVELOPMENT

OCB is an important aspect for organizations which can contribute the overall success of the organization. Therefore, it is inevitable to investigate the aspects which can enhance the OCB. In this section, the literature, previous research findings and theoretical basis is provided for the proposed hypotheses. Furthermore, the research model is depicted in the figure 3 as presented in the methodology section. Consequently, the main aim of this research is to analyze the link between CSR and OCB. In order to test the link between these variables which are the main focus of this research, it is important to test for the relationship of them with the mediating variables.

Firstly, the hypothesis 1 is developed for the direct relationship of CSR and OCB. This measures the influence of internal and external CSR on the OCB-I (hypothesis 1b) and OCB-O (hypothesis 1a). Secondly, the indirect relationship is also proposed between CSR and OCB through the mediation of OI and JS. Therefore, the link between internal CSR and OI (hypothesis 2a) and the link between external CSR and OI (hypothesis 2b) and the link between OI and OCB-O (hypothesis 3a) is proposed. Moreover, the link between OI and OCB-I (hypothesis 3b). In addition, the mediation effect of OI is proposed between CSR and OCB-O (hypothesis 4a) and the CSR and OCB-I (hypothesis 4b). Furthermore, the link between CSR and JS

(hypothesis 5) is proposed and then, the link between JS and OCB-O (hypothesis 6a) and JS and OCB-I (hypothesis 6b) is proposed. Lastly, the mediation effect of JS is proposed as CSR and OCB-O (hypothesis 7a) and CSR and OCB-I (hypothesis 7b).

4.1 Corporate Social Responsibility and Organizational Citizenship Behaviours

It is mentioned by Katz (1964) that the most important behaviors for an organization to be successful in the long term are the tendency of employees to stay at the organization, having reliable employees and having employees who are willing to perform at higher levels of performance so that they can go beyond their written job procedures and show extra role behaviours such as the OCB. Organizational behaviour literature suggests that employees' CSR perceptions have an effect on their behaviours and employees develop positive or negative attitudes depending on the CSR initiatives of their organizations (Folger, Cropanzano and Goldman, 2005). It is suggested that people have a tendency to punish those who violate the stakeholders around them and apprise those who act in the benefit of others around them (Cropanzano, Byrne, Bobocel and Rupp, 2001). Therefore, organizations behaviours towards other internal and external stakeholder also influence employees' perceptions and behaviours (Colquitt, 2001; Cropanzano et al., 2001). In other words, organizations socially irresponsible activities may lead employees to show unfavourable behaviours at the work place (Hansen et al., 2011). In other respects, organizations socially responsible activities may lead employees to show favourable behaviours at the work place (Hansen et al., 2011; Rupp, Ganapathi, Aguilere and Williams, 2006).

In this study, it is proposed that employees as individual members of the organizations have their own consciousness which develop perceptions on their organizations activities. In addition, according to Rupp et al. (2006), CSR initiatives of organizations have a normative basis; therefore, employees develop perceptions in an attempt to fulfil their psychological needs. Hansen et al. (2011) found sufficient results to support the influence of perceived CSR on the OCB of employees. It is suggested that employees who have positive

perceptions about their organizations socially responsible behaviours are likely to respond to these by showing extra-role and discretionary behaviours such as OCB (Blau, 1964; Organ, 1988).

Previous research support that employees have a tendency to show OCB when CSR activities are observed (Swaen and Maignan, 2003). This can be justified by the concept of social identity. The SIT suggests that CSR helps employees to develop self-esteem and therefore, it contributes to their self-concepts (Tajfel and Turner, 1986). According to Gond et al. (2010), this in turn reflected by increased job performance of employees and they are more likely to show OCB. In addition, Onkila (2015) and Newman et al., (2015), stated that positive attitudes, behaviours, self-esteem, self-efficacy and OI can be developed by employees. It can be said that OI can mediate the link between CSR and OCB.

Organizations that have earnest intentions to engage in CSR initiatives and consider the benefits of all stakeholders may benefit from the support of primary stakeholders such as employees, and customers (Bhattacharya, Korschun and Sen, 2009; Chang, 2015). In addition, employee perceptions and behaviours have a significant influence on the organization. Therefore, it is expected that higher JS of teachers may contribute to other employee behaviours such as OCB and organizational commitment (Kehoe and Wright, 2013). In addition, functioning of the organizations have been changed in the last century. According to Mahoney and Pandain (1992), CSR and OCB can create a unique advantage for companies to make a better use of their resources. One resource can be to increase the tendency of employees to show OCB. Employees can contribute to the performance of companies and OCB can be a vital asset for companies. This makes it inevitable to understand the link between perceived CSR and OCB through the JS of employees.

Hypothesis 1a: There is a positive relationship between CSR and OCB-O.

Hypothesis 1b: There is a positive relationship between CSR and OCB-I.

4.2 Corporate Social Responsibility and Organizational Identification

Through a micro perspective, perceived CSR of employees can be transformed into favorable organizational behaviors (Valentine and Fleischman, 2008). Researchers have analyzed the effect of perceived CSR on employees' behaviors and organizational consequences (Farooq et al., 2013; Swaen and Maignan, 2003; Turker, 2009). Employees' attitudes are influenced by organizations' CSR initiatives including social and environmental perspectives (Berger, Cunningham, and Drumwright, 2006; Kim, Lee, Lee, and Kim, 2010). In addition, previous research indicated that OI of employees is also influenced by these initiatives (Berger et al., 2006).

For instance, Jones (2010) claimed that employees show a sense of self-esteem for being a part of those organizations which engage in socially responsible activities. According to Jones (2010), participation of organizations in voluntary and charitable activities enhances prestige and image, which in turn, affects employees' self-esteem. Employees have a tendency to positively perceive the reputations and image of their organizations (Aberson et al., 2000). According to Tyler (1999) prestige and image of an organization might be appealing for the employees to be identified and therefore, develop their self-esteem and self-worth. It is argued that CSR initiatives of organizations create a positive perceived image for the organizations (Brammer and Millington, 2005; Fombrun and Shanley, 1990; Farooq et al., 2013). Therefore, an organization which acts for the benefit of all the stakeholders is likely to increase the salience of employees' OIs (Ashforth and Mael, 1992; Tajfel and Turner, 1985).

In other words, the perceived CSR prestige of an organization contributes to their social identity (Turker, 2009b). CSR initiatives are a channel of communication for organizations with their stakeholders; therefore, employees are likely to develop positive perceptions with those organizations and show OI (Rupp and Mallory, 2015). There are various studies analyzing the influence of CSR on the organizational behaviors of employees through the organizational identification. Some studies analyzed the influence of CSR initiatives on the prospective employees (Greening and Turban, 2000).

According to Greening and Turban (2000), CSR can enhance and contribute to corporate reputation which in turn can have various effects on the prospective employees by creating an attractiveness. The SIT helps in that case for employees to feel belongingness towards their companies.

Thus, employees would feel happy and proud to be a part of an organization which are sought to be an organization with a positive CSR reputation. According to Brammer et al. (2005) who carried out an analysis for the relationship between CSR and organizational commitment, CSR contribute to the self-concept of the employees.

Hypothesis 2a: There is a positive relationship between internal CSR and OI.

Hypothesis 2b: There is a positive relationship between external CSR and OI.

4.3 Organizational Identity and Organizational Citizenship Behaviours

OCB and OI are explained in detail in the previous sections. The link between OI and OCB is added to the hypotheses because it is a part of the mediatory relationship between CSR and OCB. Therefore, it is expected to find a positive association between these variables. The link between OI and OCB is explained by the help of SIT. Research suggested that employees can identify themselves with an organization (Mael and Ashforth, 1989). It is proposed that employees who developed strong OI are more likely to be concerned with their organizations' prosperity. Thus, these employees with strong OI tend to show OCBs as extra role behaviours and to increase their performances (Carmeli et al. 2007).

According to Aberson et al. (2000), individuals strive for an attractive social identity. Therefore, organizations should be more attractive in terms of reputation and image to benefit from OI. CSR plays an important role in achieving OI and it is a strategic tool for companies to enhance an attractive image. CSR initiatives increases the positive image of the organizations, therefore, employees feel sense of honour to be a part of that organization.

Research on the effect of CSR on the employee behaviours through OI is popular (Hansen, Dunford, Boss, Boss, and Angermeier, 2011; Vlachos, Theotokis, and Panagopoulos, 2010). However, there is still a gap exists in some employee behavior aspects (He and Brown, 2013; Farooq, Payaud, Merunka and Valette-Florence, 2014).

In consequence with the SIT, similar characteristics, behaviors, norms and values which are shared within the organization would led to even stronger OI (Bartels, Peters, de Jong, Pruyn and van der Molen, 2010). Moreover, it is stated that employees would increase their job performances and engage in more extra-role behaviors. Asforth and Mael (1989) stated that OI can be an essential condition for various organizational behaviours to be shown by employees.

The recent research indicated that there is a relationship between CSR and employees' tendency to show OCBs (Riketta, 2005; Rupp et al., 2013). Riketta (2005) implied that there is a significant association between OI and both in-role job requirements and extra-role behaviours and performance of employees. In addition, Riketta and Van Dick (2005) claimed that there is a strong association between OI and JS, job involvement, turnover and OCB. This proposition is also supported by Van Knippenberg (2000) that OI can be resulted in various forms of OCB. It can be said that OI's effect on the OCB are expected. However, considering the multidimensionality of both concepts different forms of OI can result in different forms of OCB. In general, it can be expected that OI is a must for OCB.

Hypothesis 3a: There is a positive relationship between OI and OCB-O.

Hypothesis 3b: There is a positive relationship between OI and OCB-I.

Hypothesis 4a: OI mediates the relationship between CSR and OCB-O.

Hypothesis 4b: OI mediates the relationship between CSR and OCB-I.

4.4 Corporate Social Responsibility and Job Satisfaction

It is argued that perceptions of employees about CSR can lead to positive behavioral outcomes including JS (Bauman and Skitka, 2012). Organizations attempts to consider the interests of all the related parties which are stakeholders that this can have a favourable influence on the employees in terms of self-esteem, devotion, fulfillment and satisfaction (Barakat, Isabella, Boaventure and Mazzon, 2016). However, actions which can be regarded as socially irresponsible and disturbing the interests of the stakeholders can have an unfavourable influence on the employees in terms of degradation, disrespect and apprehension (El Akremi et al., 2015; Onlika, 2015).

Green and Turban (2000) claimed that organizations which actively engage in socially responsible activities become more attractive to prospective employees. Previous research on the link between CSR and JS is limited. Studies have found that CSR have an influence on employees' JS (Barakat et al., 2016; Valentine and Fleischman, 2008). Furthermore, according to Bauman and Skitka (2012), CSR activities of organizations can prompy satisfaction of employees in terms of sense of security and safety, self-esteem, feeling of belongingness, fulfillment of social values, and promotion of organizational purposes. Moreover, it is stated that employees' perceptions of the moral values of their organizations is a key driver of JS (Weiss, Dawis, England, and Lofquist, 1967).

Hypothesis 5: There is a positive relationship between CSR and JS.

4.5 Job Satisfaction and Organizational Citizenship Behaviours

In this research it is stated that there is a relationship between JS and OCB. This is a proven nexus by several scholars over the years. However, there is still a need for further research on the case of a developing country and highschools. The competitiveness of the today's business environments makes it inevitable for organizations to look for ways of additional competitive advantage items. OCB is a vital asset for organizations. Podsakoff, Whiting, Podsakoff and Blume (2009) implied that managers tend to place a positive perception on employees who show OCB. In other words, it can be said that OCB is a performance and an indicator of a high performance. Managers may perceive employees who engage in OCB to be more effective in terms of performance. In addition, the rewards earned as a result of increased job performance might create a motivation for employees to show OCB and achieve higher performance levels (Podsakoff et al., 2009). It is suggested that JS is necessary to be achieved, so that companies can experience the positive extra-role behaviours (Bateman & Organ, 1983; Werner, 2007).

Positive and moderate correlations have been found between JS and OCB (Bateman & Organ, 1983; Smith et al., 1983). In another study, the relationship between dimensions of OCB and JS has been investigated and moderate levels of relationships have been found (Organ & Ryan, 1995). A similar study conducted by Munyon, Summers, Buckley, Ranft and Ferris (2010) indicated that employees with high optimism levels showed a positive relationship between OCB and JS. However, employees with lower levels of optimism showed fluctuating degrees of relationships between OCB and JS.

William and Anderson (1991) concluded that extrinsic and intrinsic JS have a positive relationship with OCB dimensions. However, Lee and Allen (2002) found that intrinsic JS only influence OCB towards organizations and found an insignificant relationship between intrinsic JS and OCB towards individuals. It is confirmed by previous studies that a two-factor model which includes

intrinsic and extrinsic has a better fit when compared with a one-factor model which includes an overall measure of JS (Hirschfeld, 2000; Rothmann, Steyn & Mostert, 2005). Vijayanthi, Shreenivasan, and Roy (2014) found that there is a positive relationship between JS and OCB. Thus, employees with a higher level of JS are more likely to engage in extra-role behaviours (Mitonga-Monga, Flotman & Cilliers, 2016).

A study conducted by Mehboob and Bhutto (2012) among faculty members of business institutes indicated that respondents have high levels of JS and moderate levels of OCB and the study concluded that JS could not be a significant predictor of OCB. In addition, JS and organizational commitment indicated to have a positive relationship with OCB (Bateman & Organ, 1983; Moorman, 1991; Moorman, Niehoff, & Organ, 1993; Organ, 1988; Smith et al., 1983). In an academic context, Cohen and Keren (2010) found that organizational climate resulted from superiors' leadership styles significantly influence the OCB of teachers. In many other studies the leadership style of the principals is found to be affecting the OCB of staff (Nguni et al., 2006). In addition, a statistically significant relationship between OCB and JS has been found by other studies (Nguni et al., 2006; Sesen & Basim, 2012; Zeinabadi, 2010).

Hypothesis 6a: There is a positive relationship between JS and OCB-O.

Hypothesis 6b: There is a positive relationship between JS and OCB-I.

Hypothesis 7a: JS mediates the relationship between CSR and OCB-O.

Hypothesis 7b: JS mediates the relationship between CSR and OCB-I.

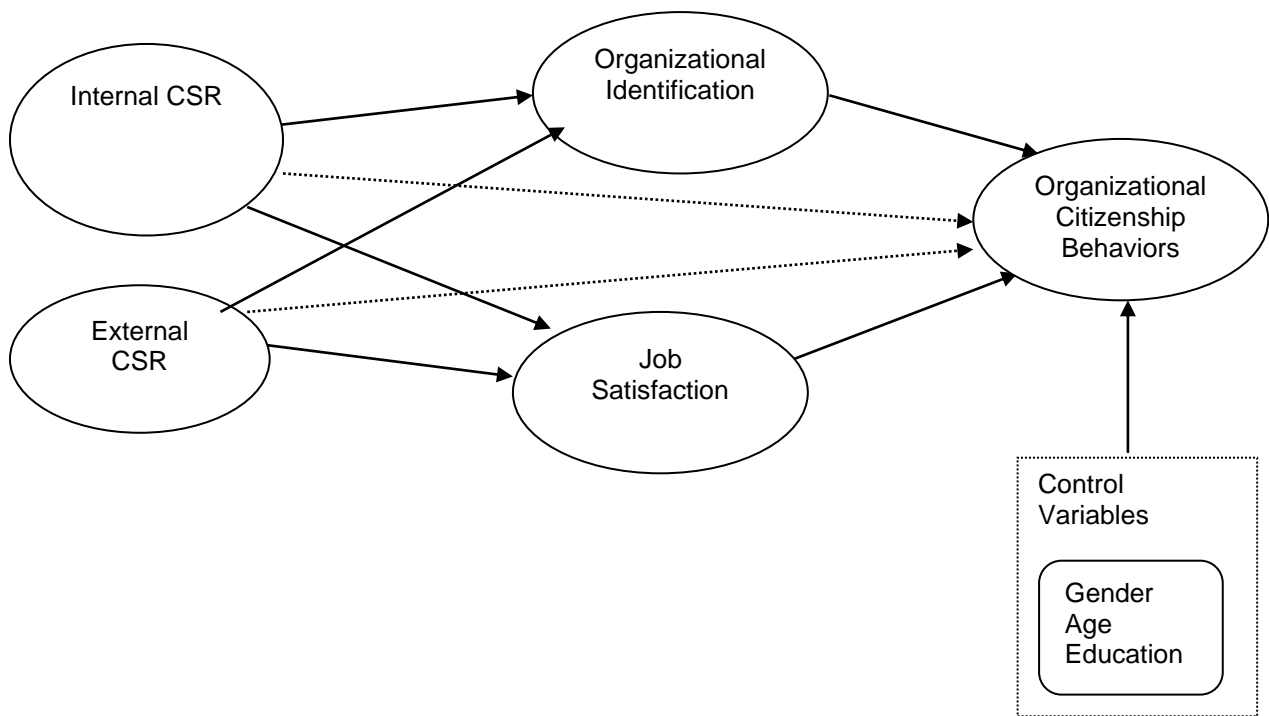


Figure 4: Research Model

Figure 4, above depicts the research model as well as the relationship between variables. Perceived CSR has a direct relationship with OCB, OI and JS. The identification and JS mediate the link between perceived CSR and OCB. The control variables are demographic variables including gender, age and level of education.

CHAPTER 5

METHODOLOGY

This chapter is outlined as follows; firstly, an introduction to research philosophy and paradigm is provided. The necessary sampling and data collection is explained. Thirdly, measurement instruments and research model is outlined. Fourthly, research hypotheses and questions are presented. Lastly, data analysis techniques are explained with their advantages and disadvantages.

5.1 Sample and Procedure

In this study, sample was chosen following a convenience sampling method consisting of the full-time teachers working in Cyprus. There are many public and private high schools operating in Cyprus. According to data provided by the TRNC Ministry of Education, the city of Nicosia where majority of the large size high schools operates; there are five public and 3 private high schools. Therefore, schools which employ the highest number of teachers were selected. There are approximately 1,050 teachers working in Nicosia. 223 teachers were filled the questionnaire out the 400 questionnaires that were distributed. The response rate was 55.7%. According to Sekeran and Bougie (2016) for a population of 1,050, distribution of 300 questionnaires is required.

To test the hypotheses, the data had been collected from a sample of teachers working in Nicosia, Cyprus with the ease of a survey. Before conducting the survey, permission was granted from the officials of Ministry of

Education. The school managers were contacted for approval and informed about the survey. The questionnaires were distributed to the candidates using a face-to-face technique by the authors. A cover letter was attached to the questionnaire indicating the aim, anonymity and confidentiality of the survey. The same procedure was carried out orally to reduce the social desirability bias (Chung and Monroe, 2003). A box was placed at the secretary's room at the school to enhance the anonymity (Mitchell, Vaze and Rao, 2009). Candidates drop the completed questionnaires to the box. Duration of the data collection was 2 months from 1st November to 31st December. To eliminate the common method bias, the data were collected by allowing one month lag between the collection dates (Podsakoff, MacKenzie, Lee and Podsakoff, 2003). The initial survey included variables related to demographics and CSR. The second survey included OI, JS and OCB.

These education institutions are involved in various CSR initiatives. These include initiatives such as fundraising and providing emotional support children in need; providing health support to the children; participating in environment protection activities; supporting the cultural and societal activities; providing awareness on the drug usage both to the children and families; express opinions on the government operations. Therefore, education institutions and teachers play an important role within the society.

5.2 Measurement

The survey consists of demographic questions about the candidates including gender, age, education level, experience, marital status, and number of children. The list of demographic questions which are considered as control variables and their objectives are shown in the table below.

Table 2: Control Variables

Control Variables	Objective
Gender	To identify the gender of the teachers and to find out the number of males and females participated in the study.
Age	To identify the age of the teachers participated in this study.
Education Level	To define their highest level of education: Bachelor's degree, Master degree, PhD or any other.
Experience	To find out the experience of the teachers in the teaching sector.
Marital Status	To identify the marital status of the teachers: married, single or any other.
Children	To identify the number of children teachers have: one, two or more, or none.

The questionnaire consist of CSR, OI, JS and OCB scales respectively. The type of variables and their objectives are shown in the table below.

Table 3: Dependent, Independent and Mediating Variables

Variables	Objectives
CSR (Independent Variable)	To assess the perceived CSR of teachers regarding their current institutions.
OI (Mediatory Variable)	To assess the OI of teachers towards their current institutions.
JS (Mediatory Variable)	To assess the JS of teachers at their current institutions.
OCB (Dependent Variable)	To assess the OCB of teachers at their current institutions.

5.3 Measurement Instruments

5.3.1 Corporate Social Responsibility Scale

The CSR scale has been adopted from CSR scale developed by Turker (2009). Turker (2009) conducted an in-depth analysis and provided a CSR scale with four main items including CSR to social and nonsocial stakeholders, employees, customers, and government.

Table 4: Corporate Social Responsibility Sclae

<i>CSR to social and non-social stakeholders</i>	This item of the CSR scale constitutes to the organization's responsibility toward the society, environment, sustainable development, next generations and other nongovernmental organizations perceived by the employees (Turker, 2009).
<i>CSR to customers</i>	This item of the CSR scale constitutes to the organization's responsibility toward their customers in aspects such as product quality, product safety, handling complaints and caring for customers (Turker, 2009).
<i>CSR to employees</i>	This item of the CSR scale constitutes to organization's responsibility toward the well-being, safety, job security of its employees and to adopt family

	friendly work policies and ensure the existence of organizational justice (Turker, 2009).
<i>CSR to government</i>	This item of the CSR scale constitutes to organization's responsibility toward their duties to comply with governmental rules and regulations including paying taxes (Turker, 2009).

Figure. Measure of Perceived CSR

5.3.2 Job Satisfaction Scale

The JS scale used in this study was developed by Macdonald and MacIntyre (1997). The initial scale consists of 44 items which are expected to measure JS. Factor analysis implied that these items can be reduced to 10 items which can measure JS and the Cronbach's alpha of the 10 item scale was .77. These include JS items such as job security, recognition, wages, and relationship with supervisors and colleagues.

5.3.3 Organizational Identity Scale

To evaluate the OI of the respondents' 6-item OI by Mael and Ashforth (1992) scale has been employed. Mael and Ashforth (1992) provided a valuable and accurate measurement scale for the OI which is widely used for conceptualization and measurement of OI (Riketta, 2005). An example item includes, "When someone criticize (company name) it feels like personal insult"

5.3.4 Organizational Citizenship Behaviours Scale

The OCB scale used in study is developed by Podsakoff et al. (1990). It includes the five dimensions which were originally proposed by Organ (1988). The dimensions included were altruism, sportsmanship, courtesy, civic virtue and conscientiousness. Example item include "I obey company rules and regulations even when no one is watching".

5.4 Research Questions and Hypotheses

Figure 4, above depicts the research model as well as the relationship between variables. Perceived CSR has a direct relationship with OCB, OI and JS. The identification and JS mediate the link between perceived CSR and OCB. The control variables are demographic variables including gender, age and level of education.

Thus, the following research questions are aimed to be answered in this study:

- 1) *Is there a direct link between teachers' perceived CSR and teachers' OCB?*
- 2) *Is there an indirect relationship between teachers' perceived CSR and teachers' OCB?*
- 3) *Does teachers' perceived CSR contribute to OI of teachers?*
- 4) *Does teachers' perceived CSR contribute to teachers' JS?*
- 5) *Is there a mediatory role of teachers' OI between teachers' perceived CSR and OCB?*
- 6) *Is there a mediatory role of teachers' JS between teachers' perceived CSR and OCB?*

In light of the research questions stated above the following hypotheses have been developed:

Hypothesis 1a: There is a positive relationship between CSR and OCB-O.

Hypothesis 1b: There is a positive relationship between CSR and OCB-I.

Hypothesis 2a: There is a positive relationship between internal CSR and OI.

Hypothesis 2b: There is a positive relationship between external CSR and OI.

Hypothesis 3a: There is a positive relationship between OI and OCB-O.

Hypothesis 3b: There is a positive relationship between OI and OCB-I.

Hypothesis 4a: OI mediates the relationship between CSR and OCB-O.

Hypothesis 4b: OI mediates the relationship between CSR and OCB-I.

Hypothesis 5: There is a positive relationship between CSR and JS.

Hypothesis 6a: There is a positive relationship between JS and OCB-O.

Hypothesis 6b: There is a positive relationship between JS and OCB-I.

Hypothesis 7a: JS mediates the relationship between CSR and OCB-O.

Hypothesis 7b: JS mediates the relationship between CSR and OCB-I.

CHAPTER 6

DATA ANALYSIS

6.1 Research Model

The tested model of direct and indirect relationship between CSR and OCB was:

Path a= CSR(x_1) influencing OI (y_2).

Path b= OI(x_4) influencing OCB(y_3).

Path c= CSR(x_1) influencing OCB (y_3).

Path c'=CSR (x_1) influencing OCB (y_3) through OI (x_4).

Path d= CSR (x_1) influencing teachers' JS (y_4).

Path e= JS (x_5) influencing OCB (y_3).

Path c''=CSR (x_1) influencing OCB (y_3) through JS (x_5).

6.2 Structural Equation Modelling

In this study, structural equation modelling (SEM) had been used to test for the effect of CSR on OCB and also to test for the mediatory effects of OI and JS on the proposed relationship. Bollen and Long (1993) indicated that SEM is a significant analysis technique in the field of social sciences. SEM can be considered as a compound of confirmatory factor analysis (CFA) and path analysis. SEM is defined as a multivariate technique which allows testing of relationship between dependent and independent variables either continuous or discrete (Ullman and Bentler, 2012). The initial purpose of SEM is similar to CFA which aims to provide an analysis of interrelationships among variables. Path and regression analysis which allows testing the relationships between hypothesized variables is another purpose of the SEM. As the interest on the SEM is growing amongst the scholars and researchers, several SEM software were developed including Analysis of Moment Structures (AMOS; Arbuckle, 2006).

Recently, SEM has grown in significance in many fields including psychology, education, and ethics, social and behavioural sciences (Fan, Thompson and Wang, 1999; Shaw and Shiu, 2002). The popularity of the SEM can be explained by its advantages. Anderson and Gerbing (1988) suggested that SEM is a useful method in analyzing and testing different theoretical models. In addition, the basic path analysis does not take into consideration of the error terms in measurement of exogenous variables which is considered as a drawback of the method. However, SEM considers the error in measurements which allows more accurate representations (Raykov and Marcoulides, 2000; Ullman and Bentler, 2012; Islam and Faniran, 2005). A significant advantage of SEM appears in its employability in examining for more than one hypothesized relationships at a single run (Bollen and Long, 1993). On the other hand, the traditional regression analysis allows for a single test on each run (Hair, Black, Babin, Anderson and Tatham, 2006).

SEM analysis depends on good model-fit statistics. They show whether the model fits the data. These include Chi-Squared test, RMSEA, GFI, AGFI, the

RMR and the SRMR. To start with, CMIN is the chi-square test with the likelihood ratio. This shows the coherence between the actual model and the proposed model (Hu and Bentler, 1999). Furthermore, this test is a difference measuring test which evaluates whether the sample covariance matrix is equivalent to the covariance matrix the population. The desirable chi-square value is to be insignificant to show the model's fit is sufficient.

6.3 Exploratory Factor Analysis

Exploratory factor analysis (EFA) is a multivariate statistical analysis method which is commonly used in the social sciences. It helps to reduce a larger number of constructs into a smaller significant number of variables. Another use of EFA is that it helps formation of theory by establishing dimensions between measured and latent factors (Hair et al., 2006). It is used for many objectives such as to analyze multicollinearity, unidimensionality, construct validity, factor extraction and construct development (Thompson, 2004). According to Fabrigar, Wegener, MacCallum and Strahan (1999), the issues to consider when conducting EFA include:

1. Appropriateness of the EFA for the purpose of the study
2. Sample size and nature of the study
3. Extraction procedure to select
4. Rotation method to achieve an interpretable solution

The sampling adequacy of the factor analysis can be assessed by using the Kaiser-Meyer-Olkin (KMO) statistic which is generated by the EFA. It ranges from 0 to 1 and a value of 0.5 can be accepted as a good value. (Hair et al., 2006). Moreover, Bartlett's test of Sphericity which is also generated by the EFA, provides a chi-square value that is expected to be significant for the assumption to be met. It measures whether the matrix is not an identity matrix. When the sample adequacy and identity matrix assumptions are met the researchers can move with the factor analysis procedures (Netemeyer, Bearden and Sharma, 2003).

In general, to implement EFA there are 5 steps that should be followed:

1. Sample adequacy should be checked by KMO and Bartlett's Test techniques
2. Factor extraction methods should be selected in accordance with the nature of the research and data.
3. Rotation method should be selected in accordance with the nature of the research (orthogonal or oblique rotation)
4. Factors should be interpreted and labeled in accordance with the underlying theory of the research.

CHAPTER 7

RESULTS AND DISCUSSIONS

Firstly, data analysis section consists of the results of the analysis which include descriptive statistics about demographic variables (age, gender, education, marital status, experience, and number of children), CSR items, JS items, OI items, and OCB items. Secondly, results of the exploratory factor analysis is presented. Thirdly, results of the structural equation modeling is presented. Lastly, the hypothesis testing is presented in more detail.

7.1 Descriptive Results

7.1.1 Descriptive Statistics: Demographic Variables

The demographic variables have been analyzed in detail by using the descriptive statistics such as mean, mode, median. The table 5 below shows the frequencies for age variables. It can be seen that 40.4% of the teachers were aged between 41 and 50; 6.3% were between 18 and 30; 28.3% were between 31 and 40; 25.1% were aged between 50 and 65.

Table 5: Age

		Freq	%	Vld. %	Cum ul. %
Vld.	18-30	14	6,3	6,3	6,3
	31-40	63	28,3	28,3	34,5
	41-50	90	40,4	40,4	74,9
	50-65	56	25,1	25,1	100,0
	Total	223	100	100	

The table 6 below shows the freq. statistics for the gender variable regarding the teachers. It can be seen that 56.1% of the teachers were female and 43.9% of the teachers were male.

Table 6: Gender

		Freq.	%	Vld. %	Cumul. %
	female	125	56,1	56,1	56,1
	male	98	43,9	43,9	100,0
	Total	223	100	100	

The table 7 below shows the education levels of the teachers. It can be said that majority of the teachers were undergraduates (74%), 22% were masters graduates and 4% were doctorate graduates.

Table 7: Education

		Freq.	%	Vld. %	Cumul. %
	Highschool	0	,0	,0	,0
	Bachelor	165	74,0	74,0	74,0
	Master	47	21,1	22,0	96,0
	PhD	9	4,0	4,0	100,0
	Total	223	100,0	100	

The table 8 below shows the experience of teachers at their organizations. It is clear that 74.9 % of the teachers have a high experience and they are experienced between 10 and 14 years. Only 0.4% of the teachers are newly strated their organizations. 6.3% of the teachers are experienced between 1 and 4 years. 18.4% of teachers had 5 and 9 years of experience.

Table 8: Years Experience

		Freq.	%	Vld. %	Cumul. %
	0-1	1	,4	,4	,4
	1-4	14	6,3	6,3	6,7
	5-9	41	18,4	18,4	25,1
	10-14	167	74,9	74,9	100,0
	Total	223	100,0	100	

Table 9 below shows the marital status of teachers. 13% of the teachers were single, 80% of them were married and 7% were chose the other option.

Table 9: Marital Status

		Freq.	%	Vld. %	Cumul. %
	,0	0	0	0	0
	Single	29	13,0	13,0	13,0
	Married	178	80,0	80,0	93,0
	Other	15	7	7	100,0
	Total	223	100	100	

The table 10 below shows the number of children that the teachers have. 22.4% had no children. 69.5% have one or two children. 8.1% had three and more children.

Table 10: Number of Children

		Freq.	%	Vld. %	Cumul. %
	0	50	22,4	22,4	22,4
	1-2	155	69,5	69,5	91,9
	3+	17	8,1	8,1	100,0
	0	0	0	0	
	Total	223	100	100	

The table 11 below summarizes the descriptive statistics for the demographic variables. Mean, median, std. deviation, variance, minimum and maximum statistics were included in the table.

Table 11: Descriptive Statistics of Control Variables

		Age	Gender	Education	Experience	Marital Status	Number of Children
N	Vld.	223	223	223	223	223	223
	Missing	0	0	0	0	0	0
Mean		2,8430	,4395	2,2825	3,6771	1,9283	,8655
Median		3,0000	,0000	2,0000	4,0000	2,0000	1,0000
Std. Dev.		,87381	,49744	,55019	,61054	,45940	,56935
Var.		,764	,247	,303	,373	,211	,324
Min.		1,00	,00	1,00	1,00	,00	,00
Max.		4,00	1,00	4,00	4,00	3,00	4,00

7.1.2 Descriptive Statistics: Corporate Social Responsibility Items

The tables below shows the first CSR items' frequency statistics for all the CSR items used in this study. From the 1st to the 6th CSR item, these were classified as the internal CSR items which involved the CSR towards social and non social stakeholders items. From the 7th to the 12th CSR item, these were classified as the external CSR items which involves the CSR towards employees items.

The first CSR item asked whether employees are perceiving their organizations environmentally protective and environmentally friendly activities. 35% of teachers agree that their organizations protect the environment. 11,2% strongly agree. However, in total, 31.4% of teachers disagree with the notion that their schools engage in environmentally friendly activities.

Table 12: CSR1 (Environmental Protection)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	30	13,5	13,5	13,5
	Disagree	40	17,9	17,9	31,4
	Neutral	50	22,4	22,4	53,8
	Agree	78	35,0	35,0	88,8
	Str. agree	25	11,2	11,2	100,0
	Total	223	100,0	100,0	

The table 13 below showed the second CSR item which proposed that organizations are investing in activities which creates a better future for next generations. In total 34% of teachers disagree or strongly disagree with the notion that their organizations invest in activities which aims to create a better environmental life for the next generations. 43,2% agree or strongly agree that their organizations contribute to the next generations.

Table 13: CSR2 (Next Generations)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	30	13,5	13,5	13,5
	Disagree	46	20,6	20,6	34,1
	Neutral	44	19,7	19,7	53,8
	Agree	74	33,2	33,2	87,0
	Str. agree	29	13,0	13,0	100,0
	Total	223	100,0	100,0	

The third item includes the notion that the organization engage in special plans to minimize their unfavourable effects on the nature. In total, 40% of the teachers disagree or strongly disagree with this notion. Only, 28,7% stated that they agree or strongly agree. Interestingly, 30,9% stated that they have a neutral point of view on this proposition.

Table 14: CSR3 (Minimize Harm)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	32	14,3	14,3	14,3
	Disagree	58	26,0	26,0	40,4
	Neutral	69	30,9	30,9	71,3
	Agree	52	23,3	23,3	94,6
	Str. agree	12	5,4	5,4	100,0
	Total	223	100,0	100,0	

Fourth item states the notion that employees are agree with the fact that their organizations supports and engages in sustainable growth. Majority of the teachers are dissatisfied or are neutral with the fact that their organizations support sustainable growth. 42,6% of the teachers are agree or strongly agree with the fact that their organizations support sustainable growth.

Table 15: CSR4 (Sustainable Growth)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	28	12,6	12,6	12,6
	Disagree	56	25,1	25,1	37,7
	Neutral	44	19,7	19,7	57,4
	Agree	70	31,4	31,4	88,8
	Str. agree	25	11,2	11,2	100,0
	Total	223	100,0	100,0	

The fifth notion indicates that organizations consider the support for non-governmental organizations. Approximately 50% of teachers are agree that their organizations support non-governmental organizations to some extent. Only, 27% indicated that they disagree with the fact. 25.1% stated that they are neutral with this proposition.

Table 16: CSR5 (Non-governmental Organization Support)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	19	8,5	8,5	8,5
	Disagree	42	18,8	18,8	27,4
	Neutral	56	25,1	25,1	52,5
	Agree	88	39,5	39,5	91,9
	Str. agree	18	8,1	8,1	100,0
	Total	223	100,0	100,0	

The sixth item indicates that organizations support societal well-being and support those campaigns and projects which contribute to societal well-being. Majority of the teachers (51%) agree that their organizations contribute to societal wellbeing. 25.1% of the teachers stated that they disagree that their organizations contribute to the societal well being and activities.

Table 17: CSR6 (Societal Wellbeing)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	20	9,0	9,0	9,0
	Disagree	36	16,1	16,1	25,1
	Neutral	51	22,9	22,9	48,0
	Agree	96	43,0	43,0	91,0
	Str. agree	20	9,0	9,0	100,0
	Total	223	100,0	100,0	

The first CSR towards employee item indicates that organizations support and provide incentives for teachers to engage in voluntary activities. Majority of teachers agree that their organizations support these voluntary activities.

Table 18: CSR7 (Voluntary Activities)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	16	7,2	7,2	7,2
	Disagree	43	19,3	19,3	26,5
	Neutral	57	25,6	25,6	52,0
	Agree	88	39,5	39,5	91,5
	Str. agree	19	8,5	8,5	100
	Total	223	100,0	100,0	

The second CSR towards employees notion states that organizations provides incentives to workers so that they can improve their skills, knowledge and abilities. Employees agree with this notion.

Table 19. CSR8 (Skills and Abilities)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	12	5,4	5,4	5,4
	Disagree	41	18,4	18,4	23,8
	Neutral	54	24,2	24,2	48,0
	Agree	94	42,2	42,2	90,1
	Str. agree	22	9,9	9,9	100,0
	Total	223	100,0	100,0	

The third CSR towards employees proposition states that organizations consider the needs and demands of the employees. 20 % disagree with this proposition and 57% agree with this proposition. This indicates that schools considers needs and demands of teachers.

Table 20: CSR9 (Needs of Employees)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	14	6,3	6,3	6,3
	Disagree	38	17,0	17,0	23,3
	Neutral	44	19,7	19,7	43,0
	Agree	101	45,3	45,3	88,3
	Str. agree	26	11,7	11,7	100,0
	Total	223	100,0	100,0	

The fourth CSR towards employees proposition states that organization considers the working conditions, and a balanced working environment for their employees. More than 50% of teachers said that their schools contribute to this notion. However, 25% said that their organizations are not adhering with this proposition.

Table 21: CSR10 (Environment Policies)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	12	5,4	5,4	5,4
	Disagree	45	20,2	20,2	25,6
	Neutral	52	23,3	23,3	48,9
	Agree	90	40,4	40,4	89,2
	Str. agree	24	10,8	10,8	100,0
	Total	223	100,0	100,0	

Fifth proposition indicates that organizations take fair actions, decision and have fair policies regarding their employees. Similar with other employee aspects 54% agree with this proposition and 25.5% disagree with this.

Table 22: CSR11 (Policies and Decisions)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	19	8,5	8,5	8,5
	Disagree	38	17,0	17,0	25,6
	Neutral	46	20,6	20,6	46,2
	Agree	96	43,0	43,0	89,2
	Str. agree	24	10,8	10,8	100,0
	Total	223	100,0	100,0	

Sixth CSR towards employees proposition implies that organizations provide incentives for those employees who are willing to take extra education and training. 19,3% disagree and almost 60% agree that their organizations provides incentives for extra training.

Table 23: CSR12 (Extra Training)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	12	5,4	5,4	5,4
	Disagree	31	13,9	13,9	19,3
	Neutral	45	20,2	20,2	39,5
	Agree	108	48,4	48,4	87,9
	Str. agree	27	12,1	12,1	100,0
	Total	223	100,0	100,0	

First CSR towards customers proposition implies that organizations care about consumer rights beyond the laws and regulations. 60% of the employee either disagree or remained neutral. Only 40% agree with the proposition.

Table 24: CSR13 (Consumer Rights)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	18	8,1	8,1	8,1
	Disagree	48	21,5	21,5	29,6
	Neutral	68	30,5	30,5	60,1
	Agree	78	35,0	35,0	95,1
	Str. agree	11	4,9	4,9	100,0
	Total	223	100,0	100,0	

The second CSR towards customers item includes the notion that organizations provide customers' with transparent information about the goods and services. In the case of schools teachers agree that their organizations provide the information about the goods and services. Only 22.4% disagree with this notion about their organizations.

Table 25: CSR14 (Customer Information)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	7	3,1	3,1	3,1
	Disagree	43	19,3	19,3	22,4
	Neutral	67	30,0	30,0	52,5
	Agree	80	35,9	35,9	88,3
	Str. agree	26	11,7	11,7	100,0
	Total	223	100,0	100,0	

Third CSR towards customers item involves the notion that organization perceive the customer satisfaction as a very important aspect. This item shows that 30.5% of teachers are neutral about this notion. Approximately 58% of the teachers agree that their organizations perceive customer satisfaction as important. Furthermore, only 11.7% disagree with this notion.

Table 26: CSR15 (Customer Satisfaction)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	7	3,1	3,1	3,1
	Disagree	19	8,5	8,5	11,7
	Neutral	68	30,5	30,5	42,2
	Agree	99	44,4	44,4	86,5
	Str. agree	30	13,5	13,5	100,0
	Total	223	100,0	100,0	

First CSR towards government items asks about the proposition that organizations pay their taxes regularly. Almost 72% of teachers agree with that proposition. It can be said that schools pay their taxes regularly as perceived by teachers.

Table 27: CSR16 (Taxes)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	6	2,7	2,7	2,7
	Disagree	7	3,1	3,1	5,8
	Neutral	51	22,9	22,9	28,7
	Agree	111	49,8	49,8	78,5
	Str. agree	48	21,5	21,5	100,0
	Total	223	100,0	100,0	

Second CSR towards government proposition indicates that the organizations follows the governmental laws and regulations beyond the proposed limits. 79.8% of the teachers agree or str. agree that their schools met this criteria. Only, 7.2% disagree with this notion.

Table 28: CSR17 (Laws and Regulations)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	2	,9	,9	,9
	Disagree	14	6,3	6,3	7,2
	Neutral	29	13,0	13,0	20,2
	Agree	128	57,4	57,4	77,6
	Str. agree	50	22,4	22,4	100,0
	Total	223	100,0	100,0	

The table 29 below shows the descriptive statistics for CSR which includes the mean, median, std. deviation, variance, minimum and maximum statistics. Most of the items showed a mean value between 3.10 and 4.00. Third, CSR towards social and non social stakeholders item was environmentally friendly activities by the organizations. The mean value of 2.80 indicates that teachers perceive their organizations to negatively contributing to their environments. The highest mean values observed with the CSR towards government items. Considering the fact that schools are governmental organizations it is expected that these schools adhere with the governmental responsibilities.

Table 29: Descriptive Statistics of CSR

Items	Vld.	Mean	Median	Std. Dev.	Variance	Min.	Max.
Social 1	223	3,13	3	1,22	1,50	1	5
Social 2	223	3,11	3	1,26	1,59	1	5
Social 3	223	2,80	3	1,11	1,24	1	5
Social 4	223	3,04	3	1,23	1,52	1	5
Social 5	223	3,20	3	1,10	1,21	1	5
Social 6	223	3,27	4	1,11	1,24	1	5
Employee 1	223	3,40	4	2,93	126	1	5
Employee 2	223	3,32	4	1,05	1,11	1	5
Employee 3	223	3,39	4	1,09	1,20	1	5
Employee 4	223	3,31	4	1,07	1,165	1	5
Employee 5	223	3,30	4	1,13	1,28	1	5
Employee 6	223	3,48	4	1,05	1,10	1	5
Customer 1	223	3,07	3	1,04	1,09	1	5
Customer 2	223	3,34	3	1,02	1,03	1	5
Customer 3	223	3,56	4	0,94	0,88	1	5
Government 1	223	3,84	4	0,89	0,79	1	5
Government 2	223	3,94	4	0,83	0,68	1	5

7.1.3 Descriptive Statistics: Organizational Identity Items

The table below shows the descriptive statistics about OI items. It can be observed from the mean values that the identification items have close mean values with each others. The items had mean values ranging from 3.34 to 3.84. The highest mean value of 3.84 is observed by the third item of the scale which indicates that using 'we' instead of 'they' when talking about the organization. The lowest mean value of 3.34 observed with the first identification item which proposed 'taking it personally when someone criticizes your organization'.

		OI1	OI2	OI3	OI4	OI5	OI6
N	Vld.	223	223	223	223	223	223
	Missing	0	0	0	0	0	0
Mean		3,34	3,67	3,84	3,79	3,49	3,55
Median		4,00	4,00	4,00	4,00	4,00	4,00
Std. Deviation		1,10	,93	,92	,93	1,05	1,02
Variance		1,20	,87	,83	,88	1,11	1,05
Minimum		1,00	1,00	1,00	1,00	1,00	1,00
Maximum		5,00	5,00	5,00	5,00	5,00	5,00

The first OI item proposes whether teachers take it personally when someone criticize their schools. 51.1% agree that they take it as personal when an outsider criticize their organizations. Only 26% disagreed with the proposition. 22.9% remained neutral with this proposition.

Table 31: OI1 (Critization)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	11	4,9	4,9	4,9
	Disagree	47	21,1	21,1	26,0
	Neutral	51	22,9	22,9	48,9
	Agree	84	37,7	37,7	86,5
	Str. agree	30	13,5	13,5	100,0
	Total	223	100,0	100,0	

The second OI item proposed that a teacher with OI wonders what others think about their organizations. While 14.3% disagree with this proposition, 70% of the teachers agree that they wonders what others think.

Table 32: OI2 (Others' Opinions)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	5	2,2	2,2	2,2
	Disagree	27	12,1	12,1	14,3
	Neutral	35	15,7	15,7	30,0
	Agree	125	56,1	56,1	86,1
	Str. agree	31	13,9	13,9	100,0
	Total	223	100,0	100,0	

The highest mean value of 3.84 is observed by the third item of the scale which indicates that using 'we' instead of 'they' when talking about the organization. Approximately 75% of the respondent teachers agree that they use this proposition.

Table 33: OI3 (We or They)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	2	,9	,9	,9
	Disagree	25	11,2	11,2	12,1
	Neutral	29	13,0	13,0	25,1
	Agree	117	52,5	52,5	77,6
	Str. agree	50	22,4	22,4	100,0
	Total	223	100,0	100,0	

This identification item proposed that employees perceive their organizations success as their own success. While 10.8% disagree with that proposition 69.1% agreed that they feel that their organizations' success indicates their own successes as well.

Table 34: OI4 (Organizations' Success)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	3	1,3	1,3	1,3
	Disagree	21	9,4	9,4	10,8
	Neutral	45	20,2	20,2	30,9
	Agree	105	47,1	47,1	78,0
	Str. agree	49	22,0	22,0	100,0
	Total	223	100,0	100,0	

The fifth OI item proposes that when someone praises their organizations, employees perceive this as a personal praise. 21.5% disagreed, and 20.5% were remained neutral. 58.2% stated that they agree with this proposition.

Table 35: OI5 (Self-praise)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	7	3,1	3,1	3,1
	Disagree	41	18,4	18,4	21,5
	Neutral	45	20,2	20,2	41,7
	Agree	96	43,0	43,0	84,8
	Str. agree	34	15,2	15,2	100,0
	Total	223	100,0	100,0	

The sixth and last identification item proposes that when the organization appear on the media with an unfavourable new, employees would feel ashamed. 37.7% were disagreed or remained neutral while, 62.3% agreed with this proposition.

The first JS item proposes that there is job recognition amongst the organization. 21.5% were disagreed with this proposition and 51.5% agreed that they got job recognition for the work done.

Table 38: JS1 (Job Recognition)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	11	4,9	4,9	4,9
	Disagree	37	16,6	16,6	21,5
	Neutral	60	26,9	26,9	48,4
	Agree	96	43,0	43,0	91,5
	Str. agree	19	8,5	8,5	100,0
	Total	223	100,0	100,0	

The second JS item proposes that employees feel close to their colleagues. Majority of the teachers agreed (87%) that they feel close to their colleagues. Only 3.1% disagreed with this proposition.

Table 39: JS2 (Colleagues)

		Freq.	%	Vld. %	Cumul. %
Vld.	Disagree	7	3,1	3,1	3,1
	Neutral	15	6,7	6,7	9,9
	Agree	141	63,2	63,2	73,1
	Str. agree	60	26,9	26,9	100,0
	Total	223	100,0	100,0	

The third JS item proposes that employees are happy to work for their organizations. 79% of the respondents agreed that they are happy for working at their organizations. Only 3.1% were disagreed to work at their organizations.

Table 40: JS3 (Happy)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	1	,4	,4	,4
	Disagree	6	2,7	2,7	3,1
	Neutral	40	17,9	17,9	21,1
	Agree	125	56,1	56,1	77,1
	Str. agree	51	22,9	22,9	100,0
	Total	223	100,0	100,0	

The fourth JS item proposes that employees are satisfied with the job security of their jobs. Only 4.9% were disagreed with job security conditions. 81.2% agreed that they are satisfied with their job security.

Table 41: JS4 (Job Security)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	3	1,3	1,3	1,3
	Disagree	8	3,6	3,6	4,9
	Neutral	31	13,9	13,9	18,8
	Agree	126	56,5	56,5	75,3
	Str. agree	55	24,7	24,7	100,0
	Total	223	100,0	100,0	

The fifth JS item proposes that employees are satisfied with their supervisors interests on them and they feel that supervisors care about them. 11.2% of teachers think that their supervisors do not care about them. Furthermore, 29.6% remained neutral with this proposition. 59.2% agreed that they are satisfied with their supervisors.

Table 42: JS5 (Supervisors)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	8	3,6	3,6	3,6
	Disagree	17	7,6	7,6	11,2
	Neutral	66	29,6	29,6	40,8
	Agree	106	47,5	47,5	88,3
	Str. agree	26	11,7	11,7	100,0
	Total	223	100,0	100,0	

This JS item proposes that employees are satisfied that their jobs are good for their physical health. 81.2% of the teachers agreed with this proposition. Only, 4% disagreed.

Table 43: JS6 (Physical Health)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	1	,4	,4	,4
	Disagree	8	3,6	3,6	4,0
	Neutral	33	14,8	14,8	18,8
	Agree	127	57,0	57,0	75,8
	Str. agree	54	24,2	24,2	100,0
	Total	223	100,0	100,0	

The seventh JS item involves that employees are satisfied with their salaries. Teachers stated that by 19.7% there are not satisfied with their salaries. 56.1% of the teachers are satisfied with their salaries.

Table 44: JS7 (Salary)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	18	8,1	8,1	8,1
	Disagree	26	11,7	11,7	19,7
	Neutral	54	24,2	24,2	43,9
	Agree	103	46,2	46,2	90,1
	Str. agree	22	9,9	9,9	100,0
	Total	223	100,0	100,0	

This JS item proposes that employees are satisfied with their jobs that they can use their skills and abilities efficiently. 15.7% disagreed with this proposition. 57.8% agreed that their jobs do not limit their skills and abilities.

Table 45: JS8 (Skills and Abilities)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	4	1,8	1,8	1,8
	Disagree	31	13,9	13,9	15,7
	Neutral	59	26,5	26,5	42,2
	Agree	100	44,8	44,8	87,0
	Str. agree	29	13,0	13,0	100,0
	Total	223	100,0	100,0	

The JS 9 item proposes that employees are satisfied with their managers and have good relationship. Teachers agreed by 82% that they are satisfied with their managers and superiors. However, 4.9% are not satisfied with their managers.

Table 46: JS9 (Managers)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	4	1,8	1,8	1,8
	Disagree	7	3,1	3,1	4,9
	Neutral	29	13,0	13,0	17,9
	Agree	135	60,5	60,5	78,5
	Str. agree	48	21,5	21,5	100,0
	Total	223	100,0	100,0	

The last JS item proposes that employees have good feelings about their works. 79.4% of the teachers were satisfied with their jobs and 5.5% were not satisfied.

Table 47: JS10 (Feelings about Job)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	2	,9	,9	,9
	Disagree	11	4,9	4,9	5,8
	Neutral	33	14,8	14,8	20,6
	Agree	121	54,3	54,3	74,9
	Str. agree	56	25,1	25,1	100,0
	Total	223	100,0	100,0	

7.1.5 Descriptive Statistics: Organizational Citizenship Behaviours

As it is mentioned earlier, OCB is divided into two components as OCB-I and OCB-O. The OCB-I includes altruism and courtesy components which are aimed at the individuals. The table 48 below shows the descriptive statistics for OCB-I items consisting of altruism and courtesy. The highest mean value (4.43) is observed within the altruism items on the fifth altruism item which proposes that I am willing to help others around me. The other altruism items also have mean values above 4 threshold.

Courtesy items three and four have 4.48 mean value which are the highest amongst the OCB-I items. Courtesy item three proposes that I do not violate others' rights and courtesy item four proposes that I avoid creating problems for my co-workers. The lowest mean value (3.81) amongst the OCB-I items observed with the courtesy item one which proposes I take precautions to prevent problems with other employees.

Table 48: Descriptive Statistics (OCB-I)[illegible]

The first conscientiousness item proposes that my attendance to work is above the average. Vast majority of teachers (94.2%) agree that their attendance is above the average. Only 2.2% disagreed with this proposition.

Table 50: Conscientiousness 1 (attendance)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	3	1,3	1,3	1,3
	Disagree	2	,9	,9	2,2
	Neutral	8	3,6	3,6	5,8
	Agree	59	26,5	26,5	32,3
	Str. agree	151	67,7	67,7	100,0
	Total	223	100,0	100,0	

The second conscientiousness item proposes that I do not take extra breaks during the work. 91.1% of teachers agreed that they do not take extra breaks. Only 4.5% of the teachers give extra breaks. 9.9% of teachers remained neutral with this proposition.

Table 51: Conscientiousness 2 (Extra Breaks)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	1	,4	,4	,4
	Disagree	9	4,0	4,0	4,5
	Neutral	12	5,4	5,4	9,9
	Agree	91	40,8	40,8	50,7
	Str. agree	110	49,3	49,3	100,0
	Total	223	100,0	100,0	

The third conscientiousness item proposes that I follow the rules and regulations of my organization. 92.9% of teachers agreed that they follow the rules and regulations of their schools. Only a small proportion of teachers disagree with this proposition.

Table 52: Conscientiousness 3 (Rules and Regulations)

		Freq.	%	Vld. %	Cumul. %
Vld.	Disagree	3	1,3	1,3	1,3
	Neutral	13	5,8	5,8	7,2
	Agree	88	39,5	39,5	46,6
	Str. agree	119	53,4	53,4	100,0
	Total	223	100,0	100,0	

The fourth conscientiousness item proposes that I am one of the most conscientious employees in my organization. 91% of the teachers agree or str. agree with this proposition. 9% remained neutral or disagree with the proposition.

Table 53: Conscientiousness 4 (Conscience)

		Freq.	%	Vld. %	Cumul. %
Vld.	Disagree	2	,9	,9	,9
	Neutral	18	8,1	8,1	9,0
	Agree	103	46,2	46,2	55,2
	Str. agree	100	44,8	44,8	100,0
	Total	223	100,0	100,0	

The fifth conscientiousness item proposes that I honestly respond and payback to the salary I earned with my performance. 96.9% of teachers agree or str. agree with this proposition.

Table 54: Conscientiousness 5 (Money and Honesty)

		Freq.	%	Vld. %	Cumul. %
Vld.	Disagree	1	,4	,4	,4
	Neutral	6	2,7	2,7	3,1
	Agree	82	36,8	36,8	39,9
	Str. agree	134	60,1	60,1	100,0
	Total	223	100,0	100,0	

The first sportsmanship item proposes that I do not spend time complaining about insignificant matters. 91% of teachers agree or str. agree with this proposition. 1.8% disagree with the proposition.

Table 55: Sportsmanship 1 (Complaining)

		Freq.	%	Vld. %	Cumul. %
Vld.	Disagree	4	1,8	1,8	1,8
	Neutral	16	7,2	7,2	9,0
	Agree	112	50,2	50,2	59,2
	Str. agree	91	40,8	40,8	100,0
	Total	223	100,0	100,0	

The second sportsmanship item proposes that I focus on rights instead of wrongs. 87% agree or str. agree with the proposition. 2.7 % disagree or str. disagree with the proposition.

Table 56: Sportsmanship 2 (Rights)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	1	,4	,4	,4
	Disagree	5	2,2	2,2	2,7
	Neutral	23	10,3	10,3	13,0
	Agree	113	50,7	50,7	63,7
	Str. agree	81	36,3	36,3	100,0
	Total	223	100,0	100,0	

The third sportsmanship item proposes that I do not make a mountain out of a molehill. 84.7% agree or str. agree with this proposition. While, only 3.1% disagree or str. disagree.

Table 57: Sportsmanship 3 (Minor Issues)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	3	1,3	1,3	1,3
	Disagree	4	1,8	1,8	3,1
	Neutral	27	12,1	12,1	15,2
	Agree	110	49,3	49,3	64,6
	Str. agree	79	35,4	35,4	100,0
	Total	223	100,0	100,0	

The

fourth sportsmanship item proposes that I do not waste my time on trying to find flaws of my organization. 80.8% agree or strongly agree while 5.8% disagree or strongly disagree with the proposition.

Table 58: Sportsmanship 4 (Nitpicking)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	2	,9	,9	,9
	Disagree	11	4,9	4,9	5,8
	Neutral	30	13,5	13,5	19,3
	Agree	121	54,3	54,3	73,5
	Str. agree	59	26,5	26,5	100,0
	Total	223	100,0	100,0	

The fifth sportsmanship item proposes that I do not whine on insignificant matters. 90.6% agree or strongly agree with this proposition while only, 3.6 % disagree or strongly disagree.

Table 59: Sportsmanship 5 (Whining)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	2	,9	,9	,9
	Disagree	6	2,7	2,7	3,6
	Neutral	13	5,8	5,8	9,4
	Agree	110	49,3	49,3	58,7
	Str. agree	92	41,3	41,3	100,0
	Total	223	100,0	100,0	

The first civic virtue item proposes that I attend to important meetings even though they are not compulsory. This item showed that only 4.5% of the teachers disagree or strongly disagree. 13% remained neutral with the proposition. However, 82.5% stated that they attend to those meeting even if it is not compulsory.

Table 60: Civic Virtue 1 (Important Meetings)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	1	,4	,4	,4
	Disagree	9	4,0	4,0	4,5
	Neutral	29	13,0	13,0	17,5
	Agree	115	51,6	51,6	69,1
	Str. agree	69	30,9	30,9	100,0
	Total	223	100,0	100,0	

The second civic virtue item proposes that I attend to the activities which contribute to the organizations' image even though it is not compulsory. 5.4% of the teachers do not attend to these activities. 24.2% remained neutral with the proposition. However, 75.8% of the teachers implied that they attend to those activities which contribute to the organizational image.

Table 61: Civic Virtue 2 (Image)

		Freq.	%	Vld. %	Cumul. %
Vld.	Disagree	12	5,4	5,4	5,4
	Neutral	42	18,8	18,8	24,2
	Agree	120	53,8	53,8	78,0
	Str. agree	49	22,0	22,0	100,0
	Total	223	100,0	100,0	

The third civic virtue item proposes that I follow updates and news about the organization. 1.8% disagree with the proposition. 16.1% stated that they are neutral. 83.9% of the teachers stated that they follow the updates and news about their organizations.

Table 62: Civic Virtue 3 (News and Updates)

		Freq.	%	Vld. %	Cumul. %
Vld.	Disagree	4	1,8	1,8	1,8
	Neutral	32	14,3	14,3	16,1
	Agree	129	57,8	57,8	74,0
	Str. agree	58	26,0	26,0	100,0
	Total	223	100,0	100,0	

The fourth civic virtue item proposes that I follow the announcements, informations and updates about the organization. Only 1.3% of teachers disagree with the proposition. 10.3% stated that they are neutral. 88.3% of teachers implied that they follow the announcements, information and updates about their schools regularly.

Table 63: Civic Virtue 4 (Announcements)

		Freq.	%	Vld. %	Cumul. %
Vld.	Disagree	3	1,3	1,3	1,3
	Neutral	23	10,3	10,3	11,7
	Agree	145	65,0	65,0	76,7
	Str. agree	52	23,3	23,3	100,0
	Total	223	100,0	100,0	

The first courtesy item proposes that I take precautions to prevent those problems related with other co-workers. 6.3% stated that they do not take these precautions. 19.7% stated that they neither agree or disagree. 74% stated that they do take precautions to prevent those problems related with other co-workers.

Table 64: Courtesy 1 (precautions)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	1	,4	,4	,4
	Disagree	13	5,8	5,8	6,3
	Neutral	44	19,7	19,7	26,0
	Agree	129	57,8	57,8	83,9
	Str. agree	36	16,1	16,1	100,0
	Total	223	100,0	100,0	

The second courtesy item proposes that I consider the way my attitudes and behavior will affect others around me. 2.7% of teachers stated that they do not consider. 12.1% neither agree or disagree with the proposition. 87,9% stated that they do consider how their attitudes and behaviours might affects others.

Table 65: Courtesy 2 (attitudes and behaviours)

		Freq.	%	Vld. %	Cumul. %
Vld.	Disagree	6	2,7	2,7	2,7
	Neutral	21	9,4	9,4	12,1
	Agree	121	54,3	54,3	66,4
	Str. agree	75	33,6	33,6	100,0
	Total	223	100,0	100,0	

The third courtesy item proposes that I do not violate rights of others around me. Only 0.9% of teachers disagree. 5.8% neither agree or disagree. 93.3% of teachers implied that they do not violate the rights of others.

Table 66: Courtesy 3 (rights of others)

		Freq.	%	Vld. %	Cumul. %
Vld.	Disagree	2	,9	,9	,9
	Neutral	13	5,8	5,8	6,7
	Agree	82	36,8	36,8	43,5
	Str. agree	126	56,5	56,5	100,0
	Total	223	100,0	100,0	

The fourth courtesy item proposes that I am not willing to create problems for others. 94.7% of the teachers agreed that they are not willing to create any problems for others.

Table 67: Courtesy 4 (problems)

		Freq.	%	Vld. %	Cumul. %
Vld.	Disagree	1	,4	,4	,4
	Neutral	11	4,9	4,9	5,4
	Agree	90	40,4	40,4	45,7
	Str. agree	121	54,3	54,3	100,0
	Total	223	100,0	100,0	

The fifth courtesy item proposes that I consider that my co-workers might be affected by my attitudes and behaviours. 0.4% disagreed with the proposition. 6.7% remained neutral and neither agree or disagree with the proposition. 92.8% of teachers stated that they consider that their attitudes and behaviours might affect their colleagues.

Table 68: Courtesy 5 (attitudes)

		Freq.	%	Vld. %	Cumul. %
Vld.	Disagree	1	,4	,4	,4
	Neutral	15	6,7	6,7	7,2
	Agree	107	48,0	48,0	55,2
	Str. agree	100	44,8	44,8	100,0
	Total	223	100,0	100,0	

The first altruism item proposes that I help my co-workers who do not attend to the work. 2.7% disagree that they will be willing to help those who missed the work. 10.3% neither agree or disagree with this proposition. 87% of the teachers implied that they might help their co-workers who missed the work.

Table 69: Altruism 1 (attendance)

		Freq.	%	Vld. %	Cumul. %
Vld.	Disagree	6	2,7	2,7	2,7
	Neutral	23	10,3	10,3	13,0
	Agree	120	53,8	53,8	66,8
	Str. agree	74	33,2	33,2	100,0
	Total	223	100,0	100,0	

The second altruism item proposes that I help my co-workers who have a lot of work to do. 3.6% stated that they will not help those with a lot of work load. 11.2% neither agree or disagree. However, 85.2% of teachers stated that they are willing to help.

Table 70: Altruism 2 (heavy work load)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	1	,4	,4	,4
	Disagree	7	3,1	3,1	3,6
	Neutral	25	11,2	11,2	14,8
	Agree	119	53,4	53,4	68,2
	Str. agree	71	31,8	31,8	100,0
	Total	223	100,0	100,0	

The third altruism item proposes that I help the co-workers who just started with my organization with their adaptation process. 1.8% stated that they do not help. 7.6% stated that they neither agree or disagree with this proposition. 90.6% of teachers stated that they are willing to help those new recruits within their adaptation and induction processes.

Table 71: Altruism 3 (adaptation)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	1	,4	,4	,4
	Disagree	3	1,3	1,3	1,8
	Neutral	17	7,6	7,6	9,4
	Agree	109	48,9	48,9	58,3
	Str. agree	93	41,7	41,7	100,0
	Total	223	100,0	100,0	

The fourth altruism item proposes that I am willing to help those co-workers who have problems about work. 1.3% stated that they are not willing to help. 9.4% neither agree or disagree with this proposition. 90.6% stated that they are willing to help their co-workers with problems.

Table 72: Altruism 4 (problems with work)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	1	,4	,4	,4
	Disagree	2	,9	,9	1,3
	Neutral	18	8,1	8,1	9,4
	Agree	118	52,9	52,9	62,3
	Str. agree	84	37,7	37,7	100,0
	Total	223	100,0	100,0	

The fifth altruism item proposes that I am always willing to help others around me. 1.8% stated that they disagree with this proposition. 3.1% neither agree or disagree with this proposition. 95.1% of teachers stated that they are always willing to help others.

Table 73: Altruism 5 (Helping Others)

		Freq.	%	Vld. %	Cumul. %
Vld.	Str. disagree	2	,9	,9	,9
	Disagree	2	,9	,9	1,8
	Neutral	7	3,1	3,1	4,9
	Agree	97	43,5	43,5	48,4
	Str. agree	115	51,6	51,6	100,0
	Total	223	100,0	100,0	

7.2 Results of Exploratory Factor Analysis

This section presents the results of the factor analysis which was conducted by SPSS.

Firstly, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) test and the Bartlett's test of sphericity showed acceptable values. Table belows presents the figures of the tests. A high KMO statistic value indicates that the sample is adequate. 0.835 indicates that this research's sample is adequate and met the cut-off criteria. The Bartlett's test value is significant which also meets the cut-off criteria.

Table 74: KMO and Bartlett's Test Results

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,835
Bartlett's Test of Sphericity	Approx. Chi-Square	4531,930
	df	741
	Sig.	,000

The table below presents variances explained by the factors and the extracted factors. The eleven factors found by the factor analysis showed that cumul. 60.56% of the variance is explained the factors which is an acceptable value.

Table 75: Total Variance Explained-Factor Analysis

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumul. %	Total	% of Variance	Cumul. %	Total
1	8,920	22,872	22,872	3,867	9,915	9,915	5,198
2	5,090	13,051	35,923	6,581	16,874	26,789	5,513
3	2,590	6,640	42,563	3,615	9,268	36,057	4,332
4	2,016	5,169	47,731	2,191	5,617	41,675	4,076
5	1,750	4,487	52,219	1,459	3,740	45,414	4,627
6	1,571	4,028	56,246	1,272	3,263	48,677	4,017
7	1,390	3,565	59,811	1,257	3,223	51,900	4,532
8	1,215	3,116	62,927	1,098	2,816	54,716	4,440
9	1,123	2,879	65,806	,950	2,436	57,153	3,870
10	1,093	2,802	68,608	,708	1,815	58,967	3,100
11	1,005	2,577	71,186	,624	1,599	60,566	3,279

The table 76 below shows the pattern matrix generated by the factor analysis. It shows the patterns of 11 factors and the items that are loaded on them. CSR towards social and non-social stakeholders items loaded on the factor 1 which is named as external CSR. CSR towards employees items are loaded on the factor 2 which is named as internal CSR. OI and JS items loaded on their factors successfully which are in line with the research literature. Moreover, the OCB items conscientiousness, sportsmanship, courtesy, civic virtue, and altruism also loaded on their factors successfully supporting the literature.

7.3 Results of the Confirmatory Factor Analysis and Structural Equation Modelling

Data collected by the use of questionnaires were processed through a data screening process which includes checking for missing data, outliers, homoscedasticity, linearity and normality of the data. EFA was conducted to see how the items were loaded on the factors of the study as presented in the previous section of the data analysis chapter. The results of the EFA implied that CSR can be divided as internal and external CSR.

The table 77 below shows the correlation matrix of the factors. The control variables used which are age, gender, education and experience did not have a significant correlation with any of the factors. Thus, they were not included in the final model where the hypotheses were tested. Petersitzke (2009) stated that use of control variables which are insignificant variables might affect the significance of other variables within the model.

Table 77: Correlation matrix of the factors

	1	2	3	4	5	6	7	8	9	10
1.Gender	-									
2.Age	.14*	-								
3.Education	-.01	-.13*	-							
4.Experience	.01	.68**	-.18**	-						
5.External CSR	.05	-.05	.05	-.07	.84					
6.Internal CSR	.02	-.04	.09	-.10	.60**	.75				
7.OI	.07	.01	.13	-.10	.32**	.46**	.74			
8.JS	-.03	-.00	.12	-.10	.23**	.41**	.34**	.73		
9.OCB-I	-.09	.15	-.01	.06	.01	.03	.20**	.41**	.74	
10.OCB-O	-.02	.05	.01	-.06	.01	-.04	.22*	.45**	.55**	.72

Moreover reliability, convergent and discriminant validity of the constructs were assessed using composite reliability, average variance extracted, and maximum shared variance. Hair et al. (2006) stated some cut-off values for the reliability and validity statistics. These cut-off values were:

- 1- AVE should be higher than 0.50 for convergent validity
- 2- CR should be higher than 0.70 for reliability
- 3- MSV should be lower than AVE for discriminant validity

Table below shows the measures which are reliable and meet the validity criteria and the mean values of the variables. It is observed that mean values of internal CSR and external CSR are considerably low. This may indicate that teachers' perceptions were low regarding their organizations' CSR activities. The mean scores of the mediators were higher than the CSR perceptions as JS and OI showed a mean score of 3.76 and 3.60 respectively. Lastly, OCB-I and OCB-O showed mean scores as 4.40 and 4.13 respectively which implies that teachers' OCB were higher than other variables. Furthermore, Podsakoff, MacKenzie and Podsakoff (2003) suggest that common method variance which is the loading of manifest variables' variance on a single latent factor, could be a problem for self-reported measurement constructs. The results showed that the common method bias is not an obstacle for this study.

Table 78: Scale items, construct means standard loadings, reliability, and validity measures.

Construct	Mean	Factors	Standard Loading	Composite Reliability	Average Variance Extracted	Maximum Shared Variance
I-CSR	3.36	CSR1	0.705	0.86	0.56	0.35
		CSR2	0.761			
		CSR3	0.736			
		CSR4	0.761			
		CSR5	0.705			
E-CSR	3.08	CSR5	0.839	0.90	0.70	0.35
			0.835			
		CSR6	0.853			
		CSR7	0.805			
JS	3.76	JS1	0.592	0.77	0.53	0.28
		JS2	0.816			
		JS3	0.751			
OI	3.60	ID1	0.615	0.78	0.55	0.22
		ID2	0.898			
		ID3	0.691			
OCB-I	4.40	OCB1	0.707	0.78	0.55	0.30
			0.744			
		OCB2	0.725			
OCB-O	4.13	OCB3		0.86	0.51	0.30
		OCB4	0.568			
			0.653			
		OCB5	0.619			
		OCB6	0.796			
			0.737			
		OCB7	0.764			
		OCB8				
		OCB9				

Confirmatory factor analysis (CFA) was conducted to establish construct validity using AMOS 21. The factor loadings of the constructs are shown in table 3 above. The model's goodness of fit indices were evaluated using: the comparative fit index (CFI), the Tucker-Lewis index (TLI), CMIN/df, the root-mean square error (RMSEA) and the standardized root mean square residual (SRMR). According to Hu and Bentler (1999) and Hair et al. (2006), a good model fit should have CFI and TLI above 0.90, RMSEA below 0.05 and SRMR below 0.09.

The first CFA model shows a poor fit which consists of CSR as a single factor. The second model also shows relatively poor fit which consists of OCB as a single factor and CSR is as internal and external. The third CFA model which have CSR as internal and external CSR and OCB as OCB-I and OCB-O shows a good model fit (CMIN/df) =1.267, $p < 0.05$, CFI=0.97, TLI=0.96, RMSEA=0.03, SRMR=0.05). The fifth CFA model includes all the variables including internal CSR, external CSR, JS, OI, OCB-I and OCB-O and shows a good model fit (CMIN/df)=1.247, $p < 0.05$, CFI=0.98, TLI=0.97, RMSEA=0.03, SRMR=0.05). Lastly, the hypothesized model shows a good model fit (CMIN/df)=1.267, $p < 0.05$, CFI=0.97, TLI=0.97, RMSEA=0.03, SRMR=0.05).

Unstandardized regression weights are shown in table below. There is a significant and positive relationship between internal CSR and JS ($b=0.369$, $p < 0.05$). Internal CSR also have a significant and positive relationship with OI ($b=0.441$, $p < 0.05$). External CSR failed to show a significant relationship between JS and OI. JS have a significant relationship with OCB towards organizations ($b=0.316$, $p < 0.05$) and OCB towards individuals ($b=0.213$,

$p < 0.05$). Furthermore, OI failed to show a significant relationship with OCB towards individuals and OCB towards organizations.

Table 79: Unstandardized Regression Weights

			Estimate	S.E.	C.R.	Significance-P
JS	<---	I-CSR	,369	,093	3,968	***
OID	<---	I-CSR	,441	,107	4,107	***
JS	<---	E-CSR	-,044	,060	-,730	,465
OID	<---	E-CSR	,062	,067	,933	,351
OCB-O	<---	JS	,316	,073	4,353	***
OCB-O	<---	OID	,043	,053	,816	,414
OCB-I	<---	JS	,213	,059	3,580	***
OCB-I	<---	OID	,041	,043	,950	,342

The table below shows the standardized regression weights of the variables. It can be seen that the variables loaded on their factors successfully. All factors have loadings that are above 5 threshold. The factors which have a loading below 5 threshold are removed from the model.

Table 80: Standardized Regression Weights

				Estimate
CSRS4	<---	E-CSR		,840
CSRS3	<---	E-CSR		,834
CSRS2	<---	E-CSR		,854
CSRS1	<---	E-CSR		,805
CSRC13	<---	I-CSR		,697
CSRE12	<---	I-CSR		,760
CSRE11	<---	I-CSR		,738
CSRE10	<---	I-CSR		,710
CSRE9	<---	I-CSR		,825
ORGI5	<---	OID		,690
ORGI4	<---	OID		,900
ORGI3	<---	OID		,615
JS4	<---	JS		,749
JS3	<---	JS		,822
JS2	<---	JS		,598
OCB3	<---	OCB-O		,720
OCB16	<---	OCB-I		,570
OCB17	<---	OCB-I		,652
OCB18	<---	OCB-I		,619
OCB22	<---	OCB-I		,795
OCB23	<---	OCB-I		,739
OCB24	<---	OCB-I		,767
OCB4	<---	OCB-O		,738
OCB5	<---	OCB-O		,724

7.4 Testing the Hypotheses

Initially, a model was tested where a direct path without the mediators from the internal and external CSR to teachers' OCB-I and OCB-O was added. The direct effect of internal and external CSR was not significant ($p > 0.05$). Thus, the hypothesis 1 which supports the direct link between CSR and OCB is rejected. Therefore, this suggests that the mediated model is superior to the direct model (Raykov and Marcoulides, 1999). The estimated path coefficients are shown in the Table below.

Table 81: Mediation results.

Mediation Paths	Coefficients	BC 95% CI	
		Lower	Upper
I-CSR→JS→OCB-O	0.16**	,063	,296
I-CSR→JS→OCB-I	0.10**	,044	,198
I-CSR→OI→OCB-O	0.04*	,000	,127
I-CSR→OI→OCB-I	0.03*	,009	,107
E-CSR→JS→OCB-O	-0.02	-,082	,027
E-CSR→JS→OCB-I	-0.01	-,055	,016
E-CSR→OI→OCB-O	0.01	-,004	,040
E-CSR→OI→OCB-I	0.01	-,003	,031

Regression Weights

I-CSR→JS 0.48**

I-CSR→OI	0.44**
E-CSR→JS	-0.09
E-CSR→OI	0.08
JS→OCB-O	0.54**
JS→OCB-I	0.41**
OI→OCB-O	0.23*
OI→OCB-I	0.16

R-Squared

JS	17%
OI	28%
OCB-O	30%
OCB-I	18%

(cmin/df)=1.267, $p < 0.05$, CFI=0.97, TLI=0.97, RMSEA=0.03, SRMR=0.05

The proposed model could explain 17% of the variance in JS, 28% of the variance in OI, 18% of variance in OCB-I and 30% of the variance in OCB-O. Moreover, the results showed that the direct effect of internal CSR is positive on the JS ($b = 0.48$, $p < 0.01$) and OI ($b = 0.44$, $p < 0.01$). This supports the hypotheses 3a and 5a which implies the influence of internal CSR on JS and OI. However, external CSR did not show a significant relationship with the mediators. Therefore, the hypotheses 3b and 5b were rejected.

Furthermore, JS showed positive effect on OCB-I ($b = 0.41$, $p < 0.01$) and OCB-O ($b = 0.54$, $p < 0.01$). Therefore, hypothesis 6 is supported. OI failed to show a significant effect on OCB-I, whereas showed a significant effect on OCB-O ($b=0.23$, $p < 0.05$). thus, hypothesis 3 is partially supported. To test the

indirect and mediation effects of JS and OI, 95% bias-corrected bootstrapped confidence intervals (N=5000) are used.

Hypothesis 7a and 7b proposed the indirect effect of internal and external CSR on OCB-I and OCB-O via JS. The results showed that the link between internal CSR and OCB-I and OCB-O is mediated by JS ($b = 0.16$ and $b = 0.10$, $p < 0.01$), fully supporting hypothesis 7a. External CSR did not show a significant effect on the OCB-I and OCB-O via JS, and hypothesis 7b was not supported. Hypothesis 4a and 4b proposed that OI would mediate the relationship between internal and external CSR and OCB-I and OCB-O. The indirect effect of teachers' perceptions of internal CSR on OCB-I via OI was positive at 95% confidence interval ($b = 0.03$, $p < 0.05$). In addition, the indirect effect of teachers' perceptions of internal CSR on OCB-O via OI was positive at 95% confidence interval ($b = 0.04$, $p < 0.05$). Therefore, hypothesis 4a was fully supported. Hypothesis 4b stated that OI would mediate the link between external CSR and OCB-I and OCB-O. This hypothesis was not supported.

In addition, the direct, indirect and total effects are shown in table below. The direct effect with the mediators of internal and external CSR on OCB-I and OCB-O is tested, and significant relationship is found between internal CSR and OCB, whereas an insignificant relationship between external CSR and OCB.

Table 82: Total effects, direct effects and indirect effects

	Point of BC 95% CI Estimate			Point of BC 95% CI Estimate		
	OCB-I	Lower	Upper	OCB-O	Lower	Upper
Total effect of E-CSR	0.05	-0.03	0.14	0.04	-0.05	0.14
Direct effect of E-CSR	0.06	-0.02	0.14	0.05	-0.03	0.15
Indirect effect of E-CSR	-0.01	-0.05	0.03	-0.01	-0.08	0.04
Total effect of I-CSR	-0.04**	-0.16	0.08	-0.07**	-0.21	0.08
Direct effect of I-CSR	-0.18**	-0.33	-0.04	-0.28**	-0.44	-0.14
Indirect effect of I-CSR	0.14**	0.06	0.26	0.21**	0.10	0.38

Initially, the direct effect without the mediators is found to be insignificant which supports mediation. The indirect effect of internal CSR through the mediators is positive on the OCB-O and OCB-I. However, direct effect with the

mediators of internal CSR is found to be negative on the OCB-O and OCB-I. According to Zhao, Lynch, and Chen (2010), if the direct and indirect effects of the independent variable on the direct variable are different in sign, it is called a competitive mediation. It can be said that the mediators created a negative direct relationship between teachers' perceptions of internal CSR and the OCB. Together, JS and OI enhances a positive indirect relationship between the internal CSR and OCB. Thus, it can be argued that to observe a positive relationship between the internal CSR and OCB, JS and OI should be observed.

7.5 Discussion

There is a significant amount of attention given to the CSR concept and research. Antecedents and consequences of CSR have been analyzed by the researches over the past decades. Moreover, several theories have been proposed to explain the contextual relationships and differences. The review of the literature suggested that there are gaps within the existing literature. This research aimed to provide findings which can contribute to the CSR literature by filling some of these gaps.

Stakeholders have increased their expectations of businesses over the past 20 years. Social, environmental issues, advances in technology, global warming, poverty, recent scandals by the businesses and influence of social media have raised the concerns of the society as a whole over the businesses actions and behaviors (Jenkins, 2006). Thus, the stakeholders' interest on the CSR of companies has been increased (Basu and Palazzo, 2008). Previous research support that employees have a tendency to show OCB when CSR activities are observed (Lindgreen et al., 2009). This can be justified by the concept of social identity. The SIT suggests that CSR helps employees to develop self-esteem and therefore, it contributes to their self-concepts (Tajfel and Turner, 1986). According to Gond et al. (2010), this in turn reflected by increased job performance of employees and they are more likely to show OCB. In addition, Onlika (2015) and Newman et al., (2015), stated that positive attitudes, behaviours, self-esteem, self-efficacy and OI can be developed by employees. It can be said that OI can mediate the link between CSR and OCB.

Organizations that have earnest intentions to engage in CSR initiatives and consider the benefits of all stakeholders may benefit from the support of primary stakeholders such as employees, and customers (Bhattacharya et al., 2009; Chang, 2015). In addition, employee perceptions and behaviours have a significant influence on the organization (DeVaro, 2006). Therefore, it is

expected that higher JS of teachers may contribute to other employee behaviours such as OCB and organizational commitment (Kehoe and Wright, 2013). This makes it inevitable to understand the link between perceived CSR and OCB through the JS of employees

It is observed that most of the CSR research were focused on developed countries. Thus, there is a need to focus on the developing countries. In addition, the studies conducted in North Cyprus is obviously limited. In this study, the study was conducted in North Cyprus which is a developing country. It is expected that the findings would provide important insights for the researchers and practitioners. Secondly, the case of teachers were mostly ignored by the researchers. In this study, teachers were selected as candidates and questionnaires were filled by the teachers. The findings expected to provide unique insights for education institutions and managers. The use of the variables used in this study were the OI and the JS which were used separately but were not used as a multiple mediation study model.

The study was conducted using age, gender, education and experience as control variables. OI and JS were used as mediating variables. CSR was the independent variable and OCB-I and OCB-O were the dependent variables. SEM was conducted and results were presented in the results section. As discussed in the literature review section, it is expected that there is a relationship between CSR and OCB through the mediation of JS and OI. Thus, past research showed that CSR have an effect on employee behaviours both directly and through the mediation of several variables. The results of the previous studies and research proved this relationship in different contexts. Furthermore, it is proven that CSR affect OCB through OI, JS, organizational commitment, organizational trust and attraction and retention of employees (Bhattacharya et al., 2008; Kim et al., 2010, Valentine and Fleischman, 2008; Hansen et al., 2011). In this research, the direct link between CSR and OCB was analyzed. In addition, the indirect relationship through OI and JS were analyzed.

This study explored the relationship between CSR and OCB though the multiple mediation of JS and OI based on SIT and SET. The findings implied

that the positive effect of internal CSR on OCB is not observed directly, but it affects OCB via JS and OI. Internal CSR was found to be a significant predictor of OCB-I and OCB-O through JS and OI whereas the effect of external CSR was non-significant. A major finding of this study is that external CSR did not show a significant influence on OCB-I and OCB-O. This implies that internal CSR plays an important role on OCB by establishing JS and OI.

The findings justify the social identity and SET which implies that identification and reciprocation should exist to observe OCB. In other words, JS and OI should be established within the organization. Employees who identify themselves with their organization engage in OCB (Brammer, He, and Mellahi, 2015; Hameed et al., 2016). Schools which take care of their employees' welfare might develop a reputation as a socially responsible organization (Hofman and Newman, 2014). Thus, enhancement of teachers' self-esteem can yield OI. Teachers who develop identification will be more likely to make extra effort to participate in OCB (Carmeli et al., 2007). Moreover, through the lens of SET, employees' who have a positive perception of CSR by their organization tend to be satisfied with their jobs and engage in OCB. Favourably perceived CSR might create JS and an obligation to respond by displaying OCB. This finding supports studies which have shown that perceived CSR towards employees can lead to increased job performance (Eisenberger, Armeli, Rexwinkel, Lynch, and Rhoades, 2001; Organ et al., 2006). External CSR is found to be an insignificant predictor of OCB. This implies that when considering OCB which are related to employees' behaviours within the workplace, the activities of organizations towards social and non-social stakeholders as external stakeholders do not have a significant effect on employees' behaviours within the workplace. Furthermore, CSR studies conducted in a developing country such as North Cyprus may imply that teachers can be locally oriented individuals. Therefore, the findings support Farooq et al.'s (2016) arguments that employees with local orientation background are more likely to develop identification from internal CSR rather than external CSR. This indicates that teachers might have individualist behaviours which posit that one's own welfare is more important than others' (Farooq et al., 2016; Markus and Kitayama, 1991).

Hofstede, Hofstede and Minkov (2010)'s 6 dimensions can be also used to explain the individualistic behavior of teachers in TRNC. According to Hofstede, Hofstede and Minkov (2010) power distance, uncertainty avoidance, individualism versus collectivism, masculinity versus femininity, long term versus short term orientation, indulgence versus restraint were the dimensions that are proposed. The findings can be explained by the individualism versus collectivism cultural differences. Hofstede, Hofstede and Minkov (2010) argued that "individualism on the one side versus its opposite, Collectivism, as a societal, not an individual characteristic, is the degree to which people in a society are integrated into groups. On the individualist side we find cultures in which the ties between individuals are loose: everyone is expected to look after him/herself and his/her immediate family. On the collectivist side we find cultures in which people from birth onwards are integrated into strong, cohesive in-groups, often extended families (with uncles, aunts and grandparents) that continue protecting them in exchange for unquestioning loyalty, and oppose other ingroups." Therefore, it can be said that the culture of the teachers in the TRNC is more an individualistic culture.

Prior CSR research related to educational institutions focused on higher education in developed countries, however, the effect of perceived CSR on school performance remains understudied in developing countries. In addition, the generalizability of findings in the context of developed countries is an issue for developing countries (Idemudia, 2011; Jamali and Karam, 2018). This study has several implications for practitioners and managers. Teachers as employees have been ignored by previous organizational studies (Oplatka, 2009). Therefore, this study provides substantial insight for educational institutions, managers and teachers. Organizational performance cannot be achieved solely through in-role requirements and extra-role behaviours such as OCB are required to achieve sustainable organizational performance (Somech and Bogler, 2005).

Schools should have teachers who are willing to display OCB and contribute to their organizations and colleagues (DiPaola and Hoy, 2005). The findings indicate that perceived internal CSR, which is CSR towards employees, has a positive indirect effect on OCB through JS and OI. Therefore, it is crucial for

organizations to initiate CSR activities which consider the welfare of their employees. The importance of enhancing JS and OI at the workplace has also been supported. The results implied that without JS and OI as mediators the direct effect of internal CSR would be insignificant on OCB. Thus, it is necessary to enhance JS and identification among the teachers to observe positive effects on OCB.

CONCLUSION

It is an important concept for organizations to consider it for a sustainable and long-term growth strategy. There are factors which affect and be affected by corporate social responsibility. The previous literature indicates that corporate social responsibility can influence employees and their organizational behaviours through perceptions of employees. Positive or negative perceptions can be developed by corporate social responsibilities initiatives of organizations. Positive perceptions are developed when an organization is perceived as socially responsible. Job satisfaction, organizational identification and organizational citizenship behaviours are examples of these behaviours that can be affected.

This study contributes to the CSR and organizational behaviour literature by providing insights on the mediation effects of JS and OI. Although a growing body of research has been conducted on the effects of perceived CSR on various organizational performance variables, the mediation effects still requires in-depth research. Another unique contribution of this study is that this is the first study known to evaluate teachers as employees under this context. The findings provide evidence of the indirect effects of perceived internal CSR on OCB. Moreover, the OCB constructs showed reasonably high mean values and majority of the teachers indicated that they highly engage in OCBs. However, CSR constructs did not show high values as OCBs.

In the case of the teachers working in the TRNC, JS and OI are found to be significant mediators of the relationship between internal CSR and OCB. Even though, there is a significant relationship between internal CSR and OCB,

external CSR did not show any significant relationship. This difference is explained by cultural and individual differences across communities. Furthermore, SIT and SET was used to help in explaining the results of the study through a theoretical perspective. The results supported that OI mediates the relationship between CSR and OCB. Thus, it can be said that the SIT is supported. Moreover, the results supported that JS mediates the relationship between CSR and OCB. Thus, it can be said that the SET is supported.

The findings of this study have implications both for practitioners and academics. The importance of the CSR concept for the practitioners were proven by the findings. Thus, school managers and education institutions should realize the importance of the CSR. Schools should improve their CSR initiatives so that teachers would develop more favorable CSR perceptions which might influence their behaviours and performances. Moreover, the findings also implied that teachers were individualistic. Therefore, awareness should be raised amongst the teachers about the importance of external CSR activities.

For the academics, the findings provided unique contribute to the CSR field of study by presenting results about education institutions and teachers. In addition, the consequences of CSR were analyzed in a developing countries' context.

This study has several limitations. First, the sample does not represent all teachers in North Cyprus, but rather it was comprised only of secondary school teacher employees in but rather was comprised only high school teachers in Nicosia. Therefore, this limits the generalizability of the findings to a larger population. Second, the data shares the limitations associated with the cross-sectional data which limits the causality tests. Thus, a longitudinal research design would yield better results. In addition, the roles of different mediating variables such as organizational commitment, justice, trust, and democracy each carry a potential for further research. Moreover, the type of schools can be divided into two as public and private which can be analyzed accordingly.

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APPENDIX

RESEARCH QUESTIONNAIRE

Bu çalışma Yakın Doğu Üniversitesi işletme doktora öğrencisi Kemal Çek ve danışmanı Prof. Dr. Şerife Z. Eyüpoğlu tarafından bilimsel amaçlar için gerçekleştirilmektedir. Elde edilen bilgiler hiçbir şahıs, kurum ve kuruluş ile paylaşılmayacaktır. Tüm sorularınız ve görüşleriniz için e-mail yolu ile irtibata geçebilirsiniz. Katılımınız için şimdiden teşekkür ederiz. [e-mail:kemal.cek@neu.edu.tr]

Genel Sorular

Yaş: 18-30 ☐ 31-40 ☐ 41-50 ☐ 51-65 ☐
Eğitim Seviyesi: Lise ☐ Üniversite ☐ Master ☐ Doktora ☐
İş Tecrübesi: 0-1 yıl ☐ 2-5 yıl ☐ 6-14 yıl ☐ 15 yıl ve üzeri ☐
Medeni Durumu: Bekar ☐ Evli ☐ Diğer ☐
Cinsiyet: Erkek ☐ Kadın ☐ Çocuk Sayısı: Yok ☐ 1-2 ☐ 3 ve üzeri ☐

Lütfen aşağıdaki soruları verilen ölçeğe göre cevaplayınız.

Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1	2	3	4	5

Kurumsal Sosyal Sorumluluk Anketi

1. Kurumunuz doğal çevre kalitesini koruma ve geliştirme çalışmalarına katılmaktadır.	1	2	3	4	5
2. Kurumunuz gelecek kuşaklara daha iyi bir yaşam sağlamak için yatırımlar yapmaktadır.	1	2	3	4	5
3. Kurumunuz doğal çevre üzerindeki olumsuz etkilerini azaltmak için özel programlar uygulamaktadır.	1	2	3	4	5
4. Kurumunuz gelecek kuşaklar için sürdürülebilir bir büyümeyi hedeflemektedir.	1	2	3	4	5
5. Kurumunuz problemleri olan alanlarda çalışmalar yapan sivil toplum örgütlerini desteklemektedir.	1	2	3	4	5
6. Kurumunuz toplumun refahını ilgilendiren kampanya ve projelere katkıda bulunmaktadır.	1	2	3	4	5
7. Kurumunuz çalışanlarını gönüllü etkinliklerde yer almaları hususunda teşvik etmektedir.	1	2	3	4	5
8. Kurumunuzun çalışma politikaları çalışanlarını mesleki bilgi ve becerilerini artırma ve geliştirme hususunda teşvik edicidir.	1	2	3	4	5
9. Kurumunuzun idarecileri öncelikle çalışanlarının gereksinimleri ve istekleri hususunda duyarlıdır.	1	2	3	4	5
10. Kurumunuz çalışanlarına dengeli bir iş ve yaşam ortamı sağlamak için esnek politikalar uygulamaktadır.	1	2	3	4	5
11. Kurumunuzun çalışanları ile ilgili verdiği idari kararlar genellikle adildir.	1	2	3	4	5
12. Kurumunuz ek eğitim almak isteyen çalışanlarını desteklemektedir.	1	2	3	4	5
13. Kurumunuz tüketici haklarını yasal gereksinimlerin de ötesinde korumaktadır.	1	2	3	4	5
14. Kurumunuz müşterilerine ürünleri/hizmetleri hakkında tam ve doğru bilgi vermektedir.	1	2	3	4	5
15. Kurumunuz için müşteri memnuniyeti son derece önemlidir.	1	2	3	4	5
16. Kurumunuz düzenli ve sürekli bir şekilde vergilerini ödemektedir.	1	2	3	4	5
17. Kurumunuz yasal düzenlemelere tamamiyle ve anında uymaktadır.	1	2	3	4	5

Organizasyonel Kimlik Anketi

18. Birileri çalıştığım kurumu eleştirdiğinde kişisel bir hakaret olarak hissediyorum.	1	2	3	4	5
19. Başkalarının kurumum hakkında ne düşündüklerini merak ediyorum.	1	2	3	4	5
20. Kurumum hakkında konuşurken onlar yerine biz diye hitap ediyorum.	1	2	3	4	5
21. Kurumumun başarıları benim başarılarımdır.	1	2	3	4	5
22. Birileri kurumumu övdüğünde, kişisel bir iltifat olarak algılıyorum.	1	2	3	4	5
23. Basında kurumumu eleştiren bir haber yer aldığında, utanç duygusu hissediyorum.	1	2	3	4	5

İş Tatmini Anketi

24. İyi şekilde yaptığım bir iş için takdir alıyorum.	1	2	3	4	5
25. İş arkadaşlarıma yakınlık hissediyorum.	1	2	3	4	5
26. Bu kurumda çalıştığım için kendimi iyi hissediyorum.	1	2	3	4	5
27. İşim konusunda güvende hissediyorum.	1	2	3	4	5
28. Yöneticilerin beni önemseydiğini düşünüyorum.	1	2	3	4	5
29. Genel olarak, iş fiziksel sağlığım için iyidir.	1	2	3	4	5
30. Maaşımdan memnunum.	1	2	3	4	5
31. İşte tüm beceri ve yeteneklerimi kullanabiliyorum.	1	2	3	4	5
32. Müdürlerimle iyi geçiniyorum.	1	2	3	4	5
33. İşimle ilgili iyi hissediyorum.	1	2	3	4	5

Örgütsel Vatandaşlık Davranışları Anketi

34. İşe devamlılığım ortalamanın üstündedir.	1	2	3	4	5
35. Fazladan molalar vermem.	1	2	3	4	5
36. Kimse kontrol etmesede kurumumun kurallarına ve düzenlemelerine uyarım.	1	2	3	4	5
37. En vicdanlı çalışanlardan biriyimdir.	1	2	3	4	5
38. Aldığım paranın hakkını dürüstçe vermem gerektiğine inanırım.	1	2	3	4	5
39. Zamanımı önemsiz konular hakkında şikayet ederek harcamam.	1	2	3	4	5
40. Yanlışlar yerine doğrular üzerine odaklanırım.	1	2	3	4	5
41. Pireyi deve yapma eğiliminde değilimdir.	1	2	3	4	5
42. Kurumun yaptıkları ile ilgili sürekli bir kusur bulmaya çalışmam.	1	2	3	4	5
43. Sürekli mızımlanıp birşeyler talep etmem.	1	2	3	4	5
44. Önemli toplantılara zorunlu olmasada katılırım.	1	2	3	4	5
45. Kurum imajına yararlı faaliyetlere zorunlu olmasada katılırım.	1	2	3	4	5
46. Kurumdaki gelişmeleri düzenli olarak takip ederim ve haberdar olurum.	1	2	3	4	5
47. Kurumdaki anonsları,duyguları vb. takip eder ve habedar olurum.	1	2	3	4	5
48. Diğer çalışanlarla ilgili sorunları önlemek için önlemler alırım.	1	2	3	4	5
49. Davranışlarımın diğer insanların işlerini nasıl etkilediğini göz önüne alırım.	1	2	3	4	5
50. Başkalarının haklarını ihlal etmem.	1	2	3	4	5

51. Çalışma arkadaşlarıma problem çıkartmaktan kaçınırım.	1	2	3	4	5
52. Çalışma arkadaşlarımdan etkilenebileceklerini göz önünde bulundururum.	1	2	3	4	5
53. İşe gelememiş arkadaşlarıma yardım bulurum.	1	2	3	4	5
54. İş yükü ağır olanlara yardımda bulunurum.	1	2	3	4	5
55. İşe yeni başlayanların uyum sağlamalarına zorunlu olmadığım halde yardımcı olurum.	1	2	3	4	5
56. İşle ilgili sorunları olan iş arkadaşlarıma kendi isteğimle yardım ederim.	1	2	3	4	5
57. Etrafımdakilere her zaman yardım eli uzatmaya hazırım.	1	2	3	4	5

****KATILIMINIZ İÇİN TEŞEKKÜR EDERİZ****

GOODNESS OF FIT INDICES

The table below presents the good model fit values that are adopted in this research (Bayram, 2013).

Tests	Goodness of Fit Indices
CMIN/DF	$0 < \text{CMIN/DF} < 2$
CFI	$0,97 < \text{CFI} < 1$
AGFI	$0,90 < \text{AGFI} < 1$
GFI	$0,95 < \text{GFI} < 1$
NFI	$0,95 < \text{NFI} < 1$
RMSEA	$0 < \text{RMSEA} < 0,05$
SRMR	$0 < \text{SRMR} < 0,05$

BIOGRAPHY

Kemal Çek was born in November 27th 1992 in Nicosia, Cyprus. His parents are both English teachers. He has a brother. Çek completed his primary, secondary and high school in Cyprus. He moved to the United Kingdom for higher education .

He completed Bsc Accounting and Finance and Msc Accounting and Finance between the years 2010-2016 at the University of Southampton. He started Phd Business administration in September 2016 at the Near East University. He is teaching financial accounting and managerial accounting courses since 2016.

TURNITIN REPORT

The Relationship between Corporate Social Responsibility and Organizational Citizenship Behaviour: Mediating Effects of Job Satisfaction and Organizational Identification

by Kemal Çek

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ETHICAL COMMITTEE APPROVAL

Onay


11.10.2018

Dear Prof. Şerife Z. Eyüpoğlu

Your application titled “**CSR and OCB: Mediating Effects of OI and JS**” with the application number YDÜ/SB/2018/107 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee



Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.