Perceptions of Organizational Citizenship Behaviors of EFL Instructors: An Example of State University in Konya

Feyza Nur Ekizer[1*], Hacer Aker[2]

[1]School of Foreign Languages, Necmettin Erbakan University, Konya, Turkey
[2]Radio, Television and Cinema Department, Selcuk University, Konya, Turkey

ABSTRACT

Organizational Citizenship Behavior (OCB) plays a pivotal role in enhancing the performance and success of educational institutions. Therefore, the aim of this study is to examine English as a Foreign Language (EFL) instructors' perceptions and manifestations of OCB. Ten instructors were interviewed using a qualitative phenomenological method and research design. Thematic analysis revealed that instructors actively engage in all five dimensions of OCB: Courtesy, altruism, sportsmanship, civic virtue, and conscientiousness. Mutual support, proactive communication, commitment to professional development, maintaining a positive attitude, and participation in organizational activities are the points that the participants emphasized in the study. The participating instructors reported that they actively utilized mutual support mechanisms and demonstrated altruistic behaviors aimed at assisting their colleagues. Additionally, behaviors such as engaging in proactive communication, proposing solutions to institutional challenges, and maintaining a positive attitude were commonly highlighted. The educators described their commitment to professional development opportunities and voluntary participation in organizational activities as elements that enhance educational environments. In this context, within the dimension of sportsmanship, the ability to exhibit resilience and remain open to collaboration when faced with institutional difficulties stood out. In the dimension of civic virtue, the educators' involvement in decision-making processes within the institution and their advocacy for organizational values were noteworthy. The results of the research show that promoting OCB in educational settings will both strengthen the collaboration among instructors and create a positive atmosphere throughout the institution. This is considered a strategy that will increase organizational success and student achievement in the long run.

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Organizational Citizenship Behavior (OCB) arises from the voluntary and intrinsic motivation of an organization's members to strive for improvement (Park et al., 2013). It can also be defined as the additional voluntary efforts of group members that surpass their official job roles and established work standards (Organ, 1988). OCB transcends individual initiatives, involving members' enthusiastic execution of their duties and voluntary assistance to others to enhance overall performance (Eisenberger et al., 2001; Pooja et al., 2016; Turnipseed & Murkison, 2000). This concept emerged in the 1980s and has been extensively examined since then (Gürbüz, 2006; Şahin & Gürbüz, 2012).

OCB directly impacts the overall success of organizations (Chun et al., 2013; Peng et al., 2016). Organizations that hire individuals who consistently exert maximum effort are more likely to thrive and endure. Consequently, organizations seek to recruit personnel who exhibit a high level of OCB (Gürbüz, 2009). Similarly, examining the organizational citizenship of language instructors is essential to broaden the understanding of OCB and collect relevant data within the educational sector (Elstad et al., 2012; Oplatka, 2006). Naturally, educators who display significant OCB invest additional time and effort into their roles, leading to substantial enhancements in their educational environments (Somech & Bogler, 2002). The standard of education benefits from committed teachers who willingly go beyond typical expectations (Skaalvik & Skaalvik, 2011). In essence, teachers with elevated OCB not only boost their own performance but also foster a supportive environment where their peers and other stakeholders are encouraged to contribute more effectively towards achieving the institution's objectives (Beloglovsky & Somech, 2010).

This is a study of the problem that there is a lack of understanding of Organizational Citizenship Behavior (OCB) in the language education sector in general and among English as a Foreign Language (EFL) instructors in particular, whose OCB has a great influence on institutional effectiveness. Although there has been a great deal of research into OCB in educational settings, there is a noticeable gap in the literature concerning the existence of OCB in language education in higher education settings, particularly in Turkey. As there has been limited study into how EFL instructors perceive and enact OCB in their professional communities, this investigation is important in facilitating a more collaborative and productive academic environment that contributes to both student outcomes and institutional success. Building on key variables of OCB, such as altruism, courtesy, job satisfaction, emotional commitment, and institutional loyalty (Baltacı, 2019; Işık, 2021), this study puts these traits into the context of EFL instructors' work and investigates the ways they manifest themselves in interactions with students, peers, and institutions. Unlike research that looks at the big picture of these variables in the broader educational sector, this study limits its scope to understanding the way these variables work in the language teaching context. Its importance is in approaching EFL instructors at a state university in Konya as a novel focus on a population that has not been emphasized before, and using phenomenological methods to reveal nuanced perceptions and self-reported behaviors to bridge the gap between general OCB studies and language education. The research, conducted through semi-structured interviews, which provide detailed personal narratives that are missed in quantitative studies, offers implications for both theory and practice in the area of improving organizational citizenship in the context of language education.

Studying the OCB of language teachers can also contribute to language education. This study aims to investigate and render the current perceptions and manifestations of OCB in English as

a Foreign Language (EFL) instructors of a state university in Konya. This paper seeks to understand the specific behaviors that go beyond basic job expectations and enhance the objectives of the university by examining how these instructors recognize and display OCBs in their academic and work environments. In this respect, the following research questions are to be investigated:

1) How do EFL instructors in the School of Foreign Languages articulate their present perceptions of OCBs within their professional community?
2) What are the observed patterns of self-reported OCBs exhibited by EFL instructors towards their higher education institution?

Conceptual Framework
Organizational Citizenship Behavior (OCB)

Organizations are crucial elements of society, significantly impacting human life. Similarly, human resources or employees represent the most strategic and indispensable parts of any organization. Research in business, management, and educational administration has consistently shown that organizational Behaviors greatly influence an organization's success. Jafari and Bidarian (2012) emphasized that responsible, committed, courageous, and intelligent employees are key to organizational success. In this context, OCB, initially called extra-role Behaviors by Katz and Kahn (1978), has gained significant attention in recent years. However, as previously noted in the introductory chapter, the concept of OCB, as it is understood today, was first introduced by Organ et al. (2006).

Once the concept started to captivate researchers, numerous scholars began to scrutinize and debate the dimensions and areas encompassing the OCB construct. As highlighted in the introduction, various scholars proposed different models. Nevertheless, the framework most frequently adopted in the mentioned disciplines is Organ's (1988) five-dimensional model, which encompasses altruism (a selfless concern for the well-being of others), conscientiousness (marked by meticulous, thorough dedication to the organization's rules and guidelines), sportsmanship (Behavior and attitude that show tolerance for less-than-ideal situations), courtesy (Behavior that is respectful, polite, and considerate), and civic virtue (active engagement in promoting the organization's cohesion) (Harper & College, 2015).

Dimensions of OCB

A review of the literature points to the absence of agreement on the dimension of OCB, as the researchers have approached OCB from different perspectives, such as outcomes (Williams & Anderson, 1991), organizational politics (Graham, 1991; Van Dyne et al., 1994), and individualistic or collectivistic norms (Moorman & Blakely, 1995). The five-dimensional model has been generally accepted by many scholars including Moorman (1991), Polat (2007), Tansky (1993), and Witt (1991), including the current study, which uses Organ's (1988) dimensions to examine altruism, courtesy, conscientiousness, sportsmanship, and civic virtue.

Altruism

Researchers such as Borman and Motowidlo (1993, 1997), Deluga (1994), and Organ (1988) all agree that altruism is universally acknowledged as being a major dimension of OCB. Altruism, often referred to as prosocial behavior (Puffer, 1987) or helping Behavior (Podsakoff

et al., 2000), is the act of voluntarily helping others within the organization. According to Organ and Hamner (1982) and Moorman and Blakely (1995), it is helping coworkers with their tasks and problems when they go through problems.

Courtesy

Courtesy involves behaviors aimed at preventing potential issues for coworkers displaying a proactive approach to helping others (Podsakoff et al., 2000). While similar to altruism in its foundational goal of assistance, courtesy differs in that it seeks to prevent problems before they arise, as opposed to altruism, which addresses existing problems (Organ, 1988). Courtesy also includes effective communication, such as informing colleagues about impending actions that may impact them allowing them to prepare or adapt efficiently (Organ, 1988).

Conscientiousness

Conscientiousness pertains to role behaviors that exceed standard job requirements (Organ, 1988). Originally referred to as 'Generalized Compliance' by Smith et al. (1983), Organ renamed it to reflect more than mere obedience to authority, emphasizing the self-motivated aspect of these behaviors. Job responsibilities are designed to meet a basic level of adequacy, not perfection, and actions going beyond these minimum requirements are recognized as conscientiousness (Organ, 1988).

Sportsmanship

Following a reevaluation of data originally gathered by Bateman and Organ (1983), Organ (1988) incorporated sportsmanship into the dimensions of OCB. Sportsmanship involves avoiding negative behaviors, specifically refraining from complaints (Organ, 1988). Despite efforts to maintain seamless operations, organizations may occasionally encounter disruptions that can evoke negative reactions among affected individuals, who might naturally feel inclined to complain, make demands, or show resistance (Organ, 1988). Those who continue to fulfill their duties, recognizing that such disruptions do not compromise fairness and justice, demonstrate sportsmanship (Organ, 1988).

Civic Virtue

Civic virtue, also known as organizational participation or protecting the organization, embodies a macro-level engagement and commitment to the organization, often at the expense of personal sacrifices (Graham, 1991; Podsakoff et al., 2000). This behavior reflects a member's acknowledgment of their integral role within the organization, akin to a citizen's sense of duty towards their country (Graham, 1991; Podsakoff et al., 2000).

Teacher OCB

OCB is a dynamic concept that continuously changes with different contexts, and contexts are different across various settings (Jackson, 2009). Teacher OCB in educational environments consists of both in-role and extra-role behaviors as defined by DiPaola and Hoy (2005) as voluntary actions beyond formal responsibilities to help students, colleagues, and the

educational process. Examples include providing help to colleagues with heavy workloads, helping students after hours, putting in unpaid work, working overtime, and innovating teaching methods (Somech & Oplatka, 2015). Like Zeinabadi (2010), the researchers argue for the important role of OCB in the pursuit of school objectives, while Sesen and Basim (2012) emphasize the role of OCB in the social and psychological climate, freeing up resources and facilitating coordination, enabling the school to function more effectively.

Somech and Drach-Zahavy (2004) were among the first to introduce a multidimensional framework for teacher OCB, with behaviors at the student, team, and organizational levels. Oplatka (2006) expanded this model to four dimensions, including class-directed OCB, which entails the implementation of teaching innovations and participation in class social events. Jimmieson et al. (2010) developed a taxonomy of student-directed, civic, and professional development behaviors, and Sesen and Basim (2012) associated OCB with Williams and Anderson's (1991) two-dimensional model with OCBI (individual focus) and OCBO (organization focus). Building on DiPaola and Hoy (2005), the work of DiPaola et al. (2009) proposed a single-dimensional framework that integrates organizational and individual assistance within a unified construct.

Overall, teacher OCB is a multi-faceted construct influenced by organizational support, leadership, cultural context, and individual motivations. Frequently, in educational institutions, these dimensions and the related factors are not properly understood, which demotes the advocacy and practice of OCB to an extent, a move that is not expected to contribute to institutional effectiveness or teaching quality.

Literature Review

Research on Organizational Citizenship Behavior (OCB) in education has shown that OCB has a powerful impact on educational outcomes, institutional effectiveness, and the learning environment (Stoner et al., 2011). It has been found that teachers' OCBs, which are described as voluntary and discretionary behaviors above and beyond formal job responsibilities, are useful in significantly improving educational quality. Jurewiez (2004) gave an instance by teachers showing that OCB evolves a good and constructive partnership school environment; this not only enhances scholars' performance but also nourishes spiritual relationships amongst policymakers in the educational community. These behaviors — mentoring colleagues, helping students outside of the classroom, and giving to extracurricular activities are the epitome of the importance of OCB in building an absolutely thriving educational ecosystem.

In addition, Uyanık (2019) underscored that value-based management practices play an important role in increasing the level of teachers' commitment to institutions and their engagement in OCBs. Value-based management seeks to align organizational policies with shared ethical principles in order to encourage teachers to take on additional responsibility and contribute to institutional goals beyond a mandated duty. For example, teachers in these situations are more likely to mentor new staff, coordinate community events, or invent new teaching strategies, showing the powerful effect of institutional values in breeding OCB.

Research also demonstrates, however, the potential barriers to OCB. Eker (2019) discovered that teachers' personal time deficiency degrades their engagement in OCB and elucidated the vital relationship between employee's well-being, work-life balance, and organizational commitment. Overworked and under–personal time teachers are less likely to volunteer for

extra responsibilities, like after-school programs or student mentorship, which can ultimately hurt the workings of the institution. Consequently, these findings suggest that organizational policies that promote teacher well-being (e.g., manageable workloads, flexible schedules, and availability of mental health resources) are necessary.

Similarly, leadership style has also been a prominent antecedent of OCB in educational literature. One example of transformational leaders is to inspire and motivate members of a team by creating a positive and accepting environment that allows teachers to feel important and motivated to do more than they are expected to do in their formal responsibilities. However, leadership styles that are authoritarian or more bureaucratic typically constrain OCB, constraining participatory and innovative behaviors at the core of OCB by creating rigid hierarchies that inhibit autonomy.

Yet, not all organizational structures are supportive of the growth of OCBs. As stated in Özünal Yuva's (2023) dissertation, OCB is reduced by bureaucratic environments, which create a rigid formalism that discourages voluntary and creative contribution. The insight from this is that organizational flexibility and adaptability can drive the culture of citizenship behaviors. Teachers can better engage in OCBs when working in flexible environments that emphasize collaboration and minimization of unnecessary administrative burdens, thereby providing teachers with the autonomy and support to do so, and in so doing, cause enhanced institutional outcomes.

With regard to language education, Baltacı (2019) found that the personal and professional identities of instructors have a huge impact on OCBs in language schools. The most often observed OCB dimensions among language instructors were found to be altruism (selfless concern for others) and courtesy (proactive behaviors that prevent potential problems for colleagues). The results of this study indicate that interpersonal relationships and professional ethics are important influences on the occurrence of OCB in language education, with a higher probability of OCB being displayed by instructors who consider their jobs to be essential to students' and institutions' success.

In addition, Işık (2021) found that job satisfaction and emotional commitment are major predictors of OCB. Satisfaction with a job and an emotional investment in an institution leads to behaviors that improve teaching performance and quality of education. For example, such teachers may want to make an effort to attend professional development workshops, create innovative lesson plans, or mentor other teachers. The existence of this connection highlights the need to create an environment that promotes a supportive and rewarding work environment to stimulate OCB, which is beneficial for both teachers and students.

Overall, research shows that OCB in education is a multi-faceted phenomenon that benefits students, teachers, and institutions (Hruschka et al., 2004). In order to foster OCB, however, the organization must have a supportive culture, good leadership, and policies to overcome the barriers of excessive workloads and bureaucratic constrains. In language education, personal and professional identities and job satisfaction are particularly central to the prevalence and nature of OCB, and institutions must foster these behaviors to achieve long-term success (George & Brief, 1992).

Although these studies reveal very useful results, there is a critical gap in what OCB looks like in the specific context of EFL instructors in higher education in Turkey. Existing research on perceptions and behavior of EFL teachers has primarily been done in broader educational

settings or for the general teacher population, and the specific perceptions and behaviors of university EFL teachers have not been studied adequately. To fill this gap, this study looks at how EFL instructors perceive and exhibit OCB in their academic and professional environments. The research focuses on the language education sector in order to contribute to a more nuanced understanding of the determinants of OCB and its consequences for institutional and educational success.

Using this background, recent empirical findings are integrated to provide a critical review of the literature, identifying areas of further research, especially at the nexus of OCB and language education.

Method
Study Design
This article applied a qualitative research approach. A qualitative approach and phenomenological research design were employed for the purpose of understanding perceptions and self-reported OCBs by EFL instructors working at a state university in Konya as the research aimed at unraveling the essence of the instructors' perceptions and common themes that emerge from their narratives (Creswell, 2013; Campbell et al., 2013; Moustakas, 1994; Van Manen, 1990).

Participants
The study participants were the EFL teaching staff of the School of Foreign Languages at the specified higher education institution. Patton (2002) describes a purposeful sampling method that was used for selecting the participants. This method intentionally selects people who are knowledgeable or have experience related to the topic of research in order to ensure the collection of rich and meaningful data.

Several criteria were established to ensure the suitability of the participants. Participants had at least three years of teaching experience to understand the institutional norms and practices. To represent a commitment to improving teaching practices, those who were involved in professional development activities (i.e., workshops, training, etc.) were included. The selection included teachers involved in extracurricular or voluntary activities (i.e., mentoring or events) to capture behaviors beyond formal job roles. Understanding Organizational Citizenship Behavior (OCB) was a prerequisite, and teachers from different roles (coordinator, course designer, etc.) were included. The criteria for selecting these participants allowed for the identification of people who were knowledgeable and experienced and could give valuable insights into OCB within the EFL teaching context.

Qualitative studies suggest that data collection should continue until the data has reached saturation (Rubin & Babbie, 2010). Therefore, the sample size of 10 instructors was sufficient since data saturation was achieved. Demographic information about the participants is provided in Table 1.

Table 1

Demographic Information About Participants

ID	Age	Gender	Years of Teaching Experience	Professional Development Activities	Extracurricular Activities	Familiarity with OCB	Role
P1	35	Female	8	Yes	Yes	High	Coordinator
P2	40	Male	15	Yes	Yes	High	Course Designer
P3	29	Female	4	Yes	Yes	Moderate	Instructor
P4	33	Female	6	Yes	Yes	Moderate	Instructor
P5	45	Male	20	Yes	Yes	High	Coordinator
P6	38	Female	10	Yes	Yes	High	Instructor
P7	31	Male	5	Yes	Yes	Moderate	Course Designer
P8	42	Male	12	Yes	Yes	High	Instructor
P9	36	Female	9	Yes	Yes	High	Mentor
P10	34	Male	7	Yes	yes	Moderate	Instructor

The demographic information on the study participants, 10 EFL instructors from the School of Foreign Languages, is presented in Table 1. Participants were between the ages of 29 and 45, evenly slanted across genders (five females, five males). The professional expertise varied from 4 to 20 years of teaching experience. All participants were involved in professional development activities (workshops and trainings) and majority of them participated in extracurricular activities (mentoring, running events). They could provide relevant insights as familiarity with Organizational Citizenship Behavior (OCB) varied from moderate to high. As such, participants were spread across different roles such as coordinators, course designers, instructors, as well as mentors, which allowed for a holistic view of OCB in terms of various professional contexts.

Ethics

Informed consent was obtained from all participants included in the study. To ensure participants' confidentiality and anonymity, we removed all identifying information from the transcripts and referred to participants by their identification codes, which include the unique participant (P) (e.g., P1) used to identify the source of quotations in the Results section. This study received ethical approval from the ethics committee of the host institution.

Data Collection Tools

Relevant data was collected using semi-structured interviews as this method is well suited to phenomenological studies and elicits detailed, personal accounts (Seidman, 2006). The data collection procedure was performed in two parts. The first part aimed at understanding participants' perceptions and experiences from the aspect of Organizational Citizenship Behavior (OCB) through one open-ended question (See Appendix 1). These questions allowed the respondents to answer with in-depth narrative style based on their personal and professional insights. The second part included hypothetical scenarios regarding OCB (See Appendix 2). Additional insight was gained into how participants might think and behave in these contexts by asking them to reflect on these scenarios and how they would respond or behave in such contexts. By taking this dual approach, it guaranteed a comprehensive understanding of

participants' perceptions and practices of OCB. Interviewing was carried out in a secure environment for nearly 40 minutes each. Interviews were tape-recorded after permission was given by participants for the purpose of transcription and then transcribed.

Data Analysis

The qualitative data obtained from the semi-structured interviews were analyzed using thematic analysis which is useful in identifying, analyzing, and interpreting the prevalent patterns (themes) in data (Braun & Clarke, 2006). This method was selected and employed, as it provides a systematic, accurate, and detailed analysis of qualitative data (Nowell et al., 2017).

The purpose of enhancing reliability and validity was achieved by incorporating inter-coder reliability, which pertains to the degree of agreement among individual coders. This approach helps enhance the level of assurance that the data coding is not solely by one researcher's views, hence enhancing the accuracy and credibility of the findings (Miles et al., 2014).

The comparison of the coding results involved coded segments of the texts and focused on both the naming of themes and the application of text segments to codes (O'Connor & Joffe, 2020). The formula to calculate the consensus percentage was the number of agreements divided by the sum of total Coding decisions (Miles et al., 2014). In this study, 94% of the coding agreement was achieved, indicating a high level of inter-coder reliability. According to Landis and Koch (1977), a consensus percentage above 80% represents a substantial agreement, supporting the reliability of the coding process. For interview questions and hypothetical scenarios, see appendices.

Results

The findings of the thematic analysis are provided in Table 2. Thematic analysis was carried out according to the procedure suggested by Braun and Clarke (2006). Findings include themes, sub-themes, codes, and sample statements from participants.

Table 2

Thematic Analysis of Interview Questions Related to Altruism

Theme	Sub-theme	Codes	Relevant Samples of Participant Answers
Supportive Relationships	Mutual Support among Colleagues	Collaborative environment, supportive network, mutual respect	-"The collaborative and supportive environment here has made me feel like an integral part of the language education community." (P1) -"The organization's emphasis on professional growth and mutual respect among colleagues has fostered a sense of unity and camaraderie." (P2)
	Building Strong Connections	Genuine interactions, building relationships, bonding	-"I enjoy connecting with colleagues outside of work through social events." (P1) - "I'm an active participant as I see social activities as a chance to build relationships." (P3)
Mentorship and Guidance	Receiving Mentorship	Mentorship from experienced educators, guidance	-"I've received mentorship and guidance from experienced educators that improved my teaching effectiveness." (P4)
	Providing Support to Others	Sharing knowledge, helping colleagues	-"The institution's collaborative environment has helped me build a supportive network of colleagues." (P3)

Collaborative Environment	Fostering a Sense of Community	Friendly coworkers, sense of community, camaraderie	-" Friendly coworkers and a strong sense of community." (P1) - "The collaborative initiatives and shared values among instructors have made me proud to be a part of this organization." (P8)
	Participating in Social Activities	Voluntary participation, connecting with colleagues	"Yes, I enjoy connecting with colleagues outside of work through social events." (P1) - "While I'm not always present, I do make an effort to join when I can." (P4)
Empathy and understanding	Caring about Colleagues' Well-being	Genuine interactions, nurturing environment	-"My sense of belonging is strong due to the genuine interactions I have with both fellow instructors and students." (P5)
	Supporting Inclusivity	Inclusive atmosphere, cultural diversity	"The institution's dedication to creating an inclusive environment has enriched my understanding of cultural diversity." (P10)

Results of the thematic analysis reveal that the theme of altruism is a strongly self-perceived dimension of OCB by EFL instructors. Mutual support among colleagues with a collaborative environment, a supportive network, and mutual respect were identified as key themes. In addition, mentorship and guidance were emphasized, as participants were mentored by experienced educators and mentored others by sharing knowledge. This collaborative environment also helped create a sense of community, and instructors used voluntary social activities to develop close relationships. Contributing to others' development and empathy and understanding reflects the instructors' commitment to supporting the development of peers and inclusivity within the organization.

As presented in Table 3, three themes concerning the courtesy dimension of OCB among EFL instructors were revealed by the thematic analysis of interview questions 6, 7, 11, and 17. The first theme, Proactive Conflict Prevention, identifies how participants approach issues before they escalate and facilitate dialogue. Participants think tackling problems as opposed to waiting for them to come is because it keeps things harmonious. The second theme, Supportive Attitude, is a manifestation of how the instructors actually take care of their colleagues' well-being without sacrificing any of their responsibilities. For instance, participant 2 tries to be empathetic and willing to help colleagues struggling with problems. The third theme, Active Involvement in Problem-Solving, is about collaborative efforts as well as an institutional commitment to living in a more positive manner. In this respect, participants believe in working together for the betterment of the organization.

Table 3

Thematic Analysis of Interview Questions Related to Courtesy

Theme	Sub-theme	Codes	Relevant Samples of Participant Answers
Proactive Conflict Prevention	Addressing Issues Before Escalation	Proactively addressing issues, maintaining harmony	"I believe in addressing issues proactively to maintain a harmonious environment." (P 1) - "I'm proactive in discussing problems and seeking improvements." (P3)
	Encouraging Open Dialogue	Open communication, preventing conflicts	"I encourage open dialogue to prevent them." (P4) -"I tackle issues by communicating openly with colleagues and superiors." (P6)

Supportive Attitude	Caring About Colleagues' Well-being	Genuinely caring, empathetic, offering support	- "I genuinely care and offer support when I can, as we're a team." (P1) - "I'm empathetic and always willing to help colleagues facing challenges." (P2)
Active Involvement in Problem-Solving	Collaborative Resolution Efforts	Working together, contributing positively	"Yes, I believe in working collaboratively to find solutions for the betterment of the organization." (P5) - "I'm solution-focused and work together with others to find answers." (P7)
	Commitment to Positive Changes	Addressing problems constructively, enhancing institution	"I'm committed to addressing problems constructively and productively." (P8) - "I engage in problem-solving discussions to enhance our institution." (P9)

As shown in Table 4, the thematic analysis found that EFL instructors have a strong conscientiousness belief when they manage time effectively and are committed to self-development for the benefit of their organization. Instructors focused on planning and organization under the theme of Time Management and Productivity. Participants reported using time management techniques to organize and work productively. They also discussed balancing workload and well-being so as to achieve work-life balance and prevent burnout. The theme of self-development for Organizational Benefit indicates that instructors are always looking for development opportunities and always want to expand their skills. They grow professionally with the institution because they know that their improvement leads to the success of the institution.

Table 4

Thematic Analysis of Interview Questions Related to Conscientiousness

Theme	Sub-theme	Codes	Relevant Samples of Participant Answers
Time Management and Productivity	Planning and Organization	- Use of time management techniques - Staying organized - Being mindful of time	- "I use time management techniques to stay organized and deliver effective lessons." (P10) - "I'm mindful of time to ensure I can provide quality education to my students." (P7)
	Balancing Workload and Well-being	- Maintaining work-life balance - Avoiding burnout	- "Time management helps me accomplish tasks while maintaining work-life balance." (P5) - "Balancing tasks and breaks help me stay focused and avoid burnout." (P9)
Self-Development for Organizational Benefit	Continuous Learning and Skill Enhancement	- Continuously expanding skills - Staying updated - Applying new methods in teaching	- "Definitely, I contribute by continuously expanding my skills." (P5) - "I contribute by staying updated and applying new methods in teaching." (P10)
	Alignment with Organizational Goals	- Improvement contributes to success - Influencing environment positively	- "Yes, my improvement directly contributes to our institution's success." (P9) - "Certainly, I work on my development to positively influence our environment." (P8)
	Contribution to Organizational Success	Growth benefits the organization - Progress impacts overall quality	"Yes, I believe my growth benefits the organization as well." (P1) - "Absolutely, my progress positively impacts the overall quality." (P2)

Interview questions 3, 10, 12, and 14 were thematically analyzed and showed three key themes related to the sportsmanship dimension of OCB among EFL instructors (See Table 5). The theme of Positive Outlook Despite Challenges reflects that instructors pay attention to positive aspects to sustain motivation and keep the mindset healthy. Although acknowledging negatives, they still remain positive for the sake of productivity and a note to try to stay positive. The second theme, Constructive Participation, is about being involved but not complaining. Instructors contributed ideas and focused on positive changes. In addition, they proposed practical and relevant solutions for mindful contribution. The third theme is called Refraining from Negative Behaviors, and it shows that instructors don't spend time on the negatives and adopt a positive stance when dealing with challenges.

Table 5
Thematic Analysis of Interview Questions Related to Sportsmanship

Theme	Sub-theme	Codes	Relevant Samples of Participant Answers
Positive Outlook Despite Challenges	Emphasizing Positive Aspects	- Focus on positives - Maintain motivation -Constructive mindset - Better work environment	- "I tend to focus on the positive aspects to create a constructive mindset." (P3) - "I find it helpful to focus on the positive aspects for a better work environment." (P7)
	Acknowledging Negatives but Remaining Positive	- Address negatives constructively - Emphasize positives for productivity	- "I try to maintain a positive outlook, although I address negatives when necessary." (P5) - "I acknowledge both, but I believe emphasizing the positive is more productive." (P9)
Constructive Participation	Active Involvement Without Complaining	- Contribute ideas - Focus on positive changes	- "I make an effort to engage in discussions and suggest innovative solutions." (P3) - "I participate in meetings and offer suggestions to support school improvement." (P5)
	Mindful Contribution	- Practical suggestions - Propose creative solutions when relevant	- "While I contribute, I'm also mindful of practicality when suggesting improvements." (P7) - "I make an effort to participate and propose creative solutions when relevant." (P9)
Refraining from Negative Behaviors	Avoiding Complaints	- Do not dwell on negatives - Focus on job satisfaction	"Not often, I'm invested in the institution's goals and values." (P6) - "Rarely, I'm generally content with my role and colleagues." (P1)
	Constructive Approach to Challenges	-Address concerns constructively - See bigger picture - Emphasize positives	"I aim to appreciate the positive aspects while addressing concerns constructively." (P6) - "I try to see the bigger picture and focus on the positive aspects." (P10)

Interview questions 9, 19, and 20 were thematically analyzed, and a significant civic virtue self-perception was found among EFL instructors (See Table 6). The first theme, Commitment to Organizational Improvement, shows that instructors are doing more than their formal duties. Participants were willing to stay after school, which is an act of sacrificing personal time, to support students, provide after-school support, and build stronger teacher-student relationships through personal interactions. The last theme, Prioritizing Organizational Interests, is great evidence of spending time for the sake of organizational needs and willingness to sacrifice personal time and acknowledgment of the role one plays in shaping the organization's image.

Table 6

Thematic Analysis of Interview Questions Related to Civic Virtue

Theme	Sub-theme	Codes	Relevant Samples of Participant Answers
Commitment to Organizational Improvement	Active Involvement Beyond Duties	-Staying after school to help students - Offering after-school support - Building teacher-student bonds	"I'm usually here after school to help students with class material." (P8) - "Certainly, I'm glad to stay after school and help with their questions." (P9) - "Absolutely, I offer after-school support to students as required." (P10) - "Definitely, I believe it helps build a stronger teacher-student bond." (P2)
	Supporting Students During Breaks	-Staying during breaks - Valuing interaction with students - Sensing when students want to share	"I do stay sometimes, as students might open up more during breaks." (P1) - "Yes, I value this time to interact with students on a more personal level." (P3) - "I stay during breaks when I sense students want to share something." (P4)
Prioritizing Organizational Interests	Balancing Personal Time and Organizational Needs	-Willingness to sacrifice personal time - Recognizing importance of organizational contribution - Open to assisting when necessary	"I prioritize my teaching responsibilities, but I'm open to assisting when necessary." (P9) - "While I focus on teaching, I understand the value of portraying a positive image." (P4) - "Not my primary focus, but I do what I can to maintain a professional image." (P9)

Scenarios 1, 7, 8, and 18 were thematically analyzed to provide significant insight into the altruism dimension of OCB among EFL instructors (See Table 7). The first theme, Willingness to Assist Colleagues, is about instructors' willingness to provide immediate help and to be available. For example, participants wanted to be there to help them understand the system step by step, be available to help and ensure they were confident using it. The second theme, Addressing Colleagues' Professional Issues, involves making private conversations and providing support to colleagues to enhance their profession. The theme Supporting Colleagues' Voices encourages open communication by asking for feedback and asking for input privately. Finally, Collaborative Problem-Solving represents a pledge to cooperatively solve issues and foster skill development such that colleagues understand and can navigate problems.

Table 7

Thematic Analysis of Scenarios Related to Altruism

Theme	Sub-theme	Codes	Relevant Samples of Participant Answers
Willingness to Assist Colleagues	Providing Immediate Help	-Guide through the system -Share knowledge	- "I'd assist them step by step to ensure they understand the system." (P3) - "I'd be happy to provide support and share my knowledge." (P4)
	Making Oneself Available	-Be available to help - Willing to help with technical challenges	- "I'd be willing to help them with any technical challenges they face." (P8)
Addressing Colleagues' Professional Issues	Initiating Private Conversations	- Discuss concerns privately - Approach tactfully	- "I'd have a private conversation with them to discuss the grading concern." (P1) - "I'd consider having an open conversation to address the grading issue." (P10)
	Offering Support and Solutions	- Suggest seeking assistance - Provide support	- "I'd offer support and discuss finding solutions to the lateness." (P8) - "I might ask if there's anything they need help with to improve their timeliness." (P10)

Supporting Colleagues' Voices	Encouraging Open Communication	- Inquire about feedback - Encourage open dialogue	- "I'd encourage open dialogue and invite their input privately." (P6) - "I'd make it easy for them to share their feelings later on." (P10)
Collaborative Problem-Solving	Working Together to Resolve Issues	- Build their skills - Ensure understanding	- "I'd assist them step by step to ensure they understand the system." (P3) - "I'd help them navigate the system and troubleshoot the problem." (P6)
	Facilitating Skill Development	- Make sure they understand - Share expertise	- "I'd be available to help and ensure they're confident using the system." (P10) - "I'd gladly offer my help and guide them through the system." (P1)

The thematic analysis of Scenarios 2, 3, 10 and 12 showed that EFL instructors show courtesy dimension of OCB through proactive assistance, effective communication, and conflict prevention (See Table 8). Instructors under the theme of Proactive Offer of Assistance anticipate their colleagues' needs and offer assistance proactively. Preventing Potential Issues is the theme and shows their readiness to help colleagues, if there is any situation that might arise. In Effective Communication to Prevent Issues, instructors show their appreciation by thanking friends in real life for stepping in; in Preventing Escalation of Conflicts, instructors are ready to help in tense situations by being available and offering help.

Table 8
Thematic Analysis of Scenarios Related to Courtesy

Theme	Sub-theme	Codes	Relevant Samples of Participant Answers
Proactive Offer of Assistance	Anticipating Needs	- Offering help proactively - Being on standby	- "I'd make myself available in case they need any additional support." (P4) - "I'd stay ready to step in if needed, just in case." (P5)
Preventing Potential Issues	Being Accessible and Ready	- Staying available - On standby to help - Ready to support	- "I'd be on standby to help out if any situation arises." (P8) - "I'd offer to support any activities or tasks in the school." (P9) - "I'd remain flexible and ready to help in any capacity." (P10)
Effective Communication to Prevent Issues	Expressing Gratitude to Foster Good Relations	- Thanking genuinely - Conveying appreciation - Showing deep gratitude	- "I'd thank my friend genuinely for stepping in." (P2) - "I'd make sure to convey my sincere appreciation for their help." (P5) - "I'd express my deep gratitude for their willingness to help." (P10)
Preventing Escalation of Conflicts	Being Prepared to Assist if Needed	-Being ready to help defuse tension - Staying approachable - Offering a listening ear - Supporting resolution	"I'd be prepared to help defuse the tension if it escalates." (P6) - "I'd be empathetic and provide a listening ear if they wanted to talk." (P4) - "I'd work professionally and be available if they needed assistance." (P10)

The analysis of Scenarios 4, 16, and 20 based on the thematic analysis showed how key themes of the conscientiousness dimension of OCB can be found in EFL instructors (See Table 9). Volunteering for Extra Responsibilities is the first theme, which includes instructors' willingness to take part in organizational initiatives. Participants expressed enthusiasm at the idea of joining research teams and working with colleagues. The second theme, Ensuring Fairness and Integrity, includes sub-themes of addressing issues responsibly and looking for a

solution through collaboration. Instructors showed that they had made an effort to do fair assessment practices by giving students another opportunity and talking to colleagues about options. The last theme, Commitment to Professional Duties, is about making the best use of time and working in collaboration. The participants said they would use spare time to plan lessons and reach out to colleagues. The findings of this study indicate that EFL instructors are conscientious in terms of proactive engagement in other responsibilities, ethical practices, and good time management, all of which positively impact their organization.

Table 9

Thematic Analysis of Scenarios Related to Conscientiousness

Theme	Sub-theme	Codes	Relevant Samples of Participant Answers
Volunteering for Extra Responsibilities	Participation in Organizational Initiatives	-Excited to join research team - Happy to help out - Willing to collaborate	"I'd be excited to join the research team and help out." (P1) - "I'd be happy to help out and share my thoughts on how to make things better." (P2) - "I'd totally be down to participate and collaborate with my fellow instructors." (P3)
Ensuring Fairness and Integrity	Addressing Issues Responsibly	- Considering alternative evaluations - Striving for fair assessment	- "I might think about other ways to evaluate." (P2) - "I'd just try to give a fair assessment overall." (P3)
	Seeking Solutions and Collaboration	- Prioritizing fairness - Communicating openly with students	"I'd chat with my colleagues to figure out some options and find a solution." (P4) - "I'd make fairness a priority and chat about possible solutions." (P7) - "I'd totally be upfront with the student about what's going on." (P6)
Commitment to Professional Duties	Using Time Efficiently	- Planning ahead - Preparing for future tasks	"I'd use the time to plan my upcoming lessons." (P3) - "I'd take advantage of the quiet time to organize my materials." (P6)
	Engaging in Collaboration	-Reaching out to colleagues - Sharing ideas	-I'd consider reaching out to colleagues for a chat." (P4) -"I'd be down to collaborate and bounce ideas off each other." (P7)

The analysis of scenarios 9, 11, 12, 13, 14, 17, and 19 also showed some key themes related to the sportsmanship dimension of OCB among EFL instructors (See Table 10). The first theme, Maintaining Positive Attitude, includes subthemes of acceptance and understanding and avoidance of negative reactions. Instructors didn't expect gratitude and didn't complain about situations. They also didn't take things personally and moved on without negativity. The second theme, Constructive Engagement, shows how instructors solve problems and promote balanced views in difficult conversations. The third theme is Professionalism in Adversity, which involves instructors being ready to assist in the event of conflict and, in their professionality, maintain neutrality and assist students in a conflict. The last theme, Avoiding Negative Judgments, demonstrates that instructors still work professionally even when they have doubts about what other colleagues have done without allowing these doubts to impact their own behavior. It was found that these EFL instructors exhibit a positive attitude, constructive engagement, professional Behavior in adversity, and negative judgements free of sportsmanship, which create a supportive and collaborative organizational environment.

Table 10

Thematic Analysis of Scenarios Related to Sportsmanship

Theme	Sub-theme	Codes	Relevant Samples of Participant Answers
Maintaining Positive Attitude	Understanding and Acceptance	- Focusing on the act of helping - Accepting situations without complaint	- "I'd focus on the support I provided rather than expecting gratitude." (P2) - "I'd accept the situation and not let it affect my interactions." (P10)
	Avoiding Negative Reactions	- Not taking it personally - Moving on without negativity	- "It could bother me a little, but I wouldn't take it personally." (P8) - "I'd acknowledge my feelings and then move on from it." (P9)
Constructive Engagement	Focusing on Solutions	- Steering conversations towards solutions - Highlighting positives	"I'd listen respectfully but also try to steer the conversation towards solutions." (P3) - "I'd be part of the conversation while suggesting ways to address concerns." (P9)
	Encouraging Balanced Perspectives	- Offering different perspectives - Encouraging a balanced view	- "I'd be empathetic to their frustrations but also try to offer a different perspective." (P2) - "I'd engage in the conversation while encouraging a balanced view." (P5)
Professionalism in Adversity	Staying Neutral and Supportive	- Focusing on tasks - Being ready to assist if needed	- "I'd focus on my tasks but be ready to support if needed." (P1) - "I'd focus on my tasks but be open to helping if they want to resolve it." (P8)
	Avoiding Escalation	- Not interfering unless necessary - Providing support without taking sides	-"I'd respect their space but offer assistance if asked." (P2) - "I'd give them space but also let them know I'm here to support." (P9)
Avoiding Negative Judgments	Maintaining Professional Relationships	- Continuing to work professionally despite doubts - Not letting others' actions affect own behavior	"I might find their actions hard to trust." (P9) - "I could question the sincerity of their words." (P10)

A thematic analysis revealed that EFL instructors engage in the civic virtue dimension of OCB, such as active participation in the organizational community, an investment in organizational improvement, and support for organizational events (See Table 11). Instructors engage in professional discussions through the sharing of teaching experiences, discussion of student progress and brainstorming of teaching strategies under Engagement in Organizational Community. Moreover, they socialize and connect with their colleagues during breaks. The theme of Willingness to Invest in Organizational Improvement states that instructors are willing to invest in the organization even if there is no financial support and even consider training opportunities. The information seekers and their colleagues collaborate to make informed decisions. In Supporting Organizational Events, instructors make personal sacrifices to participate, balancing energy levels with organizational commitment.

Table 11

Thematic Analysis of Scenarios Related to Civic Virtues

Theme	Sub-theme	Codes	Relevant Samples of Participant Answers
Engagement in Organizational Community	Participating in Professional Discussions	- Discussing students' progress and challenges - Brainstorming teaching strategies	- "I might discuss students' progress and challenges with my colleagues." - "I could brainstorm new teaching strategies with colleagues."
	Building Collegial Relationships	- Connecting and recharging - Enjoying friendly company	- "I'd use the lunch break to recharge and connect." - "I'd enjoy a leisurely lunch and friendly company."
Willingness to Invest in Organizational Improvement	Considering Personal Investment for Organizational Benefit	-Evaluating training opportunities - Considering covering costs personally	"I'd consider the potential benefits of the training and the application for my work." - "I might consider covering some costs myself if the training is very beneficial." - "I'd analyze if the training and application could positively impact my career."
	Seeking Information and Collaboration	-Discussing with colleagues - Inquiring about reasons for no support - Getting different perspectives	"I might discuss the situation with colleagues to get different perspectives." - "I'd likely inquire about the reasons for no financial support before making a decision." - "I'd assess if the training aligns with my professional goals before deciding."
Supporting Organizational Events	Making Effort to Participate Despite Fatigue	- Showing support by attending briefly - Checking if able to join	"I might show my support by going for a short time." - "I'd check to see if I could join for a short time." - "If I can get some rest, I might go to the party afterward."
	Prioritizing Organizational Commitment	- Considering health but open to attending - Deciding based on potential benefits	- "I'd pay attention to how my body feels and decide if I can go." - "I'd think about how tired I am and go if I could."

Discussion

The findings shed light on how present perceptions of OCB are articulated by EFL instructors. Supportive Relationships is the theme that represents the instructors' focus on the support of one another, collaboration, and mentorship among the members of their professional community. Participants noted the importance of a mutually agreed upon environment and mutual respect. This aligns with Organ's (1988) definition of altruism as voluntary acts to help other employees within the organization. In the educational spheres, such OCBs embody actions of helping colleagues and creating a support net (Finkelstein, 2006; Moorman & Blakely, 1995; Jurewiez, 2004; Somech & Oplatka, 2015; Baltacı, 2019). Mentorship, guidance, empathy, and understanding show that instructors care about both giving and getting mentorship, creating an environment in which to be nurtured. This finding is consistent with Oplatka's (2006) expansion of teacher OCB to include class-directed behaviors such as implementing teaching innovations.

Courtesy findings also show how instructors proactively prevent conflicts and maintain harmonious relationships. Proactive Conflict Prevention and Supportive Attitude are themes that reflect behaviors of preventing potential problems with colleagues, as Organ (1988) describes courtesy, proactive behavior to help others. Participants also stressed addressing the problems before they become problems and encouraging open dialogue. This corresponds to

Podsakoff et al.'s (2000) assertion that courtesy includes avoiding problems before problems appear, which facilitates organizational effectiveness. The professional environment where open communication, mutual respect, and a supportive attitude are valued is indicated by the instructors' supportive attitude, real care, and empathy. This proactive approach to conflict prevention through good relationships not only brings about positive relationships but also indicates a more effective and cohesive organization (Organ, 1988).

Instructors' devotion to going beyond standard job requirements, in line with Organ's (1988) conscientiousness, is reflected in the themes of Time Management and Productivity and Self Development for Organizational Benefit. Participants talked about how to use time management techniques and continuous learning to improve their teaching effectiveness. All of this is consistent with the idea that conscientiousness involves behaviors beyond role minimums that improve the success of the organization (Organ, 1988; Somech & Oplatka, 2015). Similar to the idea that teachers with highly developed OCBs spend more time and effort in their roles, the teachers are devoted to their own development. Instructors add positively to the institution's effectiveness by continuously expanding skills that allow them to grow professionally and align their professional development with the institution's goals.

Sportsmanship is found to be positive by the instructors despite challenges and not performing negative behaviors. The negativity-free theme of Positive Outlook Despite Challenges and Constructive Participation corresponds to Organ (1988) definition of sportsmanship as doing away with negative behavior and stopping the practice of complaining. Participants recommended keeping a positive mindset by focusing on what is good. In line with Borman and Motowidlo's (1993) sportsmanship as 'helping and cooperating with others,' the importance of a positive attitude in the workplace is reinforced. Instructors acknowledge the negatives but maintain a positive attitude towards the same.

Commitment to Organizational Improvement demonstrates the dimension of civic virtue since it shows that instructors are engaged in organizational activities beyond their formal duties. Participants were willing to stay after school to help students and to support the institution's success. Organ (1988) writes that this represents civic virtue, participatory governance, and the willingness to sacrifice personal time for organizational benefit. This mirrors Graham's (1991) conception of civic virtue as the sense of responsibility for the organization's well-being and success, and the instructors prioritize organizational interests, even over personal time. Their actions help build stronger teacher-student bonds that improve the whole educational experience, as found in earlier studies (Baltacı, 2019; Işık, 2021; Jurewiez, 2004).

The analysis of scenarios provides some insights into the observed patterns of self-reported OCBs exhibited by EFL instructors. The themes of Willingness to Assist Colleagues and Collaborative Problem-Solving indicate that instructors are willing to assist colleagues solving problems together. They said they would be ready to help colleagues navigate through systems and provide technical assistance in such scenario cases similar to the findings of Baltacı (2019) and Jurewiez (2004). This corresponds with Organ's (1988) definition of altruism as voluntary help to others and is important in the context of organizational performance (Williams & Anderson, 1991). In addition, the subtheme of Addressing Colleagues' Professional Issues involves instructors initiating private conversations and providing support to colleagues to work on professional practices. This proactive approach is in line with Podsakoff et al.'s (2000)

extension of altruism, which aims to help prevent work-related problems for others to enhance the effectiveness and work-group cohesion of the organization.

Findings on Courtesy are similar to Organ's (1988) description of courtesy as behaviors aimed at preventing problems before they occur, with instructors proactively assisting and working to prevent potential problems. Participants reported that they would be on standby to help and made themselves available in such cases, similar to the findings of Baltacı (2019) and Jurewiez (2004). A proactive stance about this is beneficial to the organization as it reduces the chances of being disrupted and forgives easier running of the organization (Podsakoff et al. 2000). The theme of Effective Communication to Prevent Issues highlights the importance of thanking and building up relationships both because it brings the happy of being related and also because this communication is critical to preventative courtesy which helps in the development of a nice work environment and corresponds with the aspect of courtesy that demands prevention.

Instructors conscientiously go beyond standard job requirements, and the themes Volunteering for Extra Responsibilities and Commitment to Professional Duties indicate that. Participants expressed enthusiasm for working in research teams and contributing to organizational efforts in such cases. Such willingness to take on additional roles reflects Organ's (1988) notion of conscientiousness, which includes behavior beyond the minimum role requirements, as a means to success for the organization. The sub-theme of Ensuring Fairness and Integrity further shows conscientiousness by the ethical practices of instructors to ensure that the assessments are fair and that they consult with colleagues to find the right solutions.

Findings are consistent with Organ's (1988) definition of sportsmanship as refraining from negative behaviors and complaints and are related to Maintaining Positive Attitude and Professionalism in Adversity, as named by instructors. Instructors said they would focus on the support they offered without expecting gratitude and not taking things personally in such cases. This positive attitude creates a harmonious work environment, which agrees with Borman and Motowidlo's (1993) categorization of sportsmanship as helping and cooperating with others.

The themes of Engagement in the Organizational Community and Supporting Organizational Events demonstrate instructors' active participation in organizational life and the dimension of civic virtue. The participants talked about sharing teaching experiences, brainstorming strategies, and attending events even when they themselves were fatigued. This fits Organ's (1988) description of civic virtue as the personal sacrifice of self for the organization's benefit through participation in the organization's governance and activities. Findings also resemble Işık's (2021) results that emotional commitment fosters OCBs. The theme of Willingness to Invest in Organizational Improvement is that instructors are willing to invest their time and money to participate in training, regardless of whether they get paid to attend. This is similar to Graham's (1991) conception of civic virtue as being a sense of responsibility for the organization's well-being and success.

Limitations

This study, focusing on the perceptions of Organizational Citizenship Behaviors (OCBs) among EFL instructors at a state university in Konya, has several limitations that should be acknowledged for a comprehensive understanding of its findings. The research is limited to a single state university in Konya, which restricts the generalizability of the findings. The

perspectives gathered may not represent the experiences of EFL instructors in different regions, institutional types, or cultural contexts. This study employs a cross-sectional design, capturing data at a single point in time. This limits the ability to observe changes or trends in OCBs over time and may not fully reflect the dynamic nature of instructors' behaviors in varying circumstances. The study specifically examines OCBs in the context of English as a Foreign Language (EFL) instruction. While valuable for this field, the findings may not be entirely applicable to instructors of other disciplines or broader educational settings. While the study addresses key dimensions of OCB, such as altruism, courtesy, conscientiousness, sportsmanship, and civic virtue, it may not capture all nuanced aspects of OCBs that could emerge in different organizational contexts. Despite efforts to maintain objectivity, researcher interpretations of qualitative data may have introduced biases, affecting the categorization and emphasis of themes.

Future research could address these limitations by employing larger, more diverse samples, incorporating mixed-method approaches, and extending the investigation to multiple institutions and disciplines to enhance the generalizability and depth of understanding of OCBs in educational settings.

Conclusion

Through qualitative analysis, it was found that instructors not only understand but actively engage in all five dimensions of OCB as defined by Organ (1988): courtesy, conscientiousness, sportsmanship, altruism, and civic virtue. Perceptions were also articulated by language through which instructors emphasized mutual support, proactive and successful communication, commitment to professional development, maintaining a positive outlook, and involvement in organizational activities. Existing literature indicates that these behaviors are consistent with existing literature that such practices improve educational environments and contribute to organizational success (DiPaola & Hoy, 2005; Somech & Oplatka, 2015). The patterns of self-reported OCBs to the institution showed consistent engagement in offering assistance to colleagues, ethical practices, professionalism in adversity, and being willing to invest personal resources for organizational improvement. This shows a very strong collective commitment and an organizational culture rooted in collaboration and continuous improvement.

The study makes several important contributions to the extant knowledge of OCB in education. Focusing on EFL instructors in the higher education context offers a fine-grained understanding of how OCB is manifested in this context of work and, in doing so, addresses a gap in the literature. The results emphasize the need to encourage OCB to bolster institutional effectiveness and teaching quality, providing practical implications for administrators. Take, for example, the recognition and promotion of OCB through professional development opportunities, the acknowledgment of extra role efforts, and the creation of a culture of open dialogue, which can all greatly increase the incidence of these behaviors. Additionally, this study contributes to knowledge by showing how instructors' proactive engagement in OCB leads to the development of not only an individual but also an organizational culture that leads to sustainable performance.

Consequently, the implications are that engendering OCB in educators can markedly improve teaching quality and institutional effectiveness. This is not to say that administrators should not reward OCB; the fact is that administrators should recognize and promote OCB by

providing professional development opportunities, encouraging open dialogue, and acknowledging extra-role efforts. The latter limitation includes the qualitative nature of the study and the focus on a single institution, which limits generalizability. In addition, self-reported data may be biased. Future work may expand OCB in various educational settings and assess its effect on organizational results.

Finally, the positive influence of EFL instructors' alignment with OCB principles on their professional community and institution is concluded. Educational organizations are able to create an environment that is supportive and effective in promoting excellence by nurturing such behaviors.

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Ethics Approval
This research was conducted in compliance with ethical standards for research involving human participants. The confidentiality of participants was upheld throughout the research process, and all data were anonymized to protect their identities. This study was approved by the Selçuk University Department of Communications Scientific Research Ethics Committee (Meeting Date: 14/11/2024, Meeting No: 2024/19) and adheres to all ethical standards for research involving human participants.

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Appendices

Appendix 1

Open-ended Questions

1. What do you think about your sense of belonging to your organization?
2. Do you want to spend the rest of your professional life in this institution?
3. Have you ever thought about leaving your organization? Why?
4. What are the factors that enable you to continue working in your current organization?
5. How do you think the institution you are working for contributed to you?
6. How do you find your colleagues' behaviors and attitudes towards each other?
7. Do you play an active role in resolving conflicts and problems within the organization?
8. Do you voluntarily participate in the organization's social activities?
9. Is it important for you to contribute to the image of your organization?
10. How often do you think of the idea of quitting the job?
11. To what extent do you care about the problems experienced by other employees in your organization?
12. In your opinion, do you focus more on the positive aspects or the negative aspects of the school?
13. In your opinion, could the school's functioning proceed in accordance with the rules without any supervision?
14. Are you actively involved in discussions at school meetings? Do you make innovative suggestions to improve your school?
15. How often do you work overtime for education, training or other tasks even if you don't have to do so?
16. What is your attitude towards time management during your working hours?
17. What kind of a stance do you have against the problems in your institution?
18. Do you contribute to your professional development in order to improve your organization?
19. Do you stay after school to help students with class material? How often?
20. Do you stay in class during breaks in order to listen to your students? How often?

Appendix 2

Scenarios

1. One of your newly recruited colleagues had a problem with the information systems and requested assistance from you.
2. A colleague could not come to school for some reason you didn't know, and other substitute teachers were in class. You do not have any class at that hour.
3. A colleague is organizing a workshop in the department and s/he needs to make some preparations for his/her presentation as well as his lectures. You realize s/he is in a hurry.
4. You are finished and you are in the office. You have no academic or administrative work.
5. That day is finished in the morning and there is no meeting in the afternoon and you are eating your lunch with your colleagues.

6. Your school announced that it will send some of its staff to training for a week outside the province without any award and financial support for a new application that will start in the school.
7. You have noticed that a colleague is constantly going to his/her classes late.
8. You witnessed that your teaching partner was not fair while grading.
9. You have been assigned to replace a colleague who is unable to attend a marking session for any reason. The next day you saw him/her in the corridor and did not receive a thank you about it.
10. You could not go to the speaking exam for any reason. The next day you saw your friend in the corridor who took over the task for you.
11. It is break time and you've stopped by a colleague's room. When you stepped into the room, some colleagues were talking about the things that were not going well in the institution.
12. For a reason you didn't know, there was a tension between two of your colleagues during the marking session.
13. Your partner said that you have taught any subject matter superficially.
14. You are very busy and you went home after work. You have repeatedly received mails from your institution about some ongoing arrangements and organizations.
15. Your school held a celebration and it is the last day of the week. You're too tired.
16. It has been announced that a classroom research team will be formed in your school.
17. You have witnessed that a colleague who is constantly complaining about the management in your school is praising management staff in the presence of them.
18. You have seen that a colleague who has problems with the curriculum and the course syllabus and is not satisfied with the current system remains silent at a meeting on these issues.
19. You have observed that a colleague who states that the professional development of the school is limited does not attend any professional development seminars.
20. At the end of a speaking exam, you noticed that the voice recorder did not record at one point and the exam was over.