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THE ROLE OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR ON UNIVERSITY STUDENT'S ACADEMIC SUCCESS

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Abstract: The role of organizational citizenship behavior (OCB) on university students' academic success is recently a very popular topic in management literature. An individual's pro-social behavior affects an organization's productivity. But unfortunately institutions that give tourism education do not give enough importance to OCB. In this research, theoretical structure of OCB is analyzed and it is found out that there is an important relation between Akdeniz University, School of Tourism and Hotel Management's students' academic success and demographic aspects. Different advices are given to tourism education managers and the future researches on the basis of the results of the research.

Key words: Organizational Citizenship Behavior, University Students, Academic Success.

INTRODUCTION

Organizational citizenship behavior is; volunteer behaviors of workers which ensure the improvement of organization. This concept is very popular and attracts attention recently (MacKenzie and others., 1999: 396). At the end of researches in the last 20 years, it is found out that organizational and individual performance develops with OCB (Organ and Lingl, 1995: 339).

Researches especially focus on the scope of this behavior, factors which cause this behavior, effects of it on workers and organization, and relations between sector and culture. In this study, theoretic and empiric developments are overviewed and an application about the issue is completed.

Five dimensions of Dennis Organ (altruism, kindness, sportsmanship, conscientious and civil virtuous) evaluate OCB perfectly (Konovsky and Organ, 1996: 253). In this study, OCB is taken into consideration from the point of university students. Success, gratification, and some demographic aspects of university students and their relationship and differences with OCB level are researched and analyzed in this study.

1. DEFINITION AND AFFECTS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR

OCB; “individual behavior on the basis of “volunteerism”; serving without considering formal gratification system, which helps success and productivity of an organization” (Organ, 1997: 85).

These kind of behaviors are not required by the job or in case of any negligence, there will be no punishment; they are mostly personally preferred (Padsokoff et al., 2000: 513). “Volunteer” means there is nothing required by a job, the act is done without any compulsory rule. Greenberg and Baron define OCB as: working beyond the requirements of a job. So it is understood that volunteerism is the basis of OCB (Özdevecioğlu, 2003: 118).

As a term, OCB can be used in place of pro-social or extra-role behaviors (Dyne and others., 1994: 765). O’Reilly and Chatman explain these norms as; “although the actions are not required by a job, individuals have the wish to do more and help others” (O’Reilly et al., 1991: 487). As OCB includes informal and volunteer group work, some researchers call it as “good soldier behavior” (Organ, 1997: 85).

Smith, Organ, Near and Bateman mad the first researches about OCB; and they mentioned that business satisfaction is the basis of OCB. 12 years after these researches, Organ and Ryan finds out he same results in their researches (Bateman and Organ, 1983: 587).

In later researches, some other defining norms of OCB are found out (Table 1). According to O’Reilly and Chapman, OCB is a tool which ensures organizational harmony and success. O’Reilly (1986) mentions that the more citizenship behavior develops, the better organization success becomes. OCB effects organizational life in 3 ways. Firstly; it betters cooperation in an organization (Niehoff and Moorman, 1993: 527). So information is communicated more in that group which is a very important advantage for both old and new workers. Secondly it strengthens responsibility of workers; because citizenship behavior means thinking about an organization, making extra self-sacrifice when needed. When the feeling of responsibility strengthens, it will be easier for the organization to reach aims. If workers use their authorities when only needed, and they know their responsibilities, supervision will be easier and self-evaluation will be more successful. Third effect is about workers positive attitudes. This positive effect will also make the working environment more positive and less stressful (Özdevecioğlu, 2003: 117).

Development of a society is under the responsibility of people living in it; and the development of an organization is under the responsibility of people working for it. Workers are very important in the process of reaching goals and success and having competitive advantage. Ethical belief in OCB can only be strengthened by loyalty, self-sacrifice. So it can be said that OCB is a big affect on organizational life and commitment to ethical beliefs (Bingöl et al., 2003: 493).

Table 1: Researchs on Organizational Citizenship Behavior

Researcher	Other Determining factors of OCB	Year
Organ	Relationship with Personality	1990
Organ ve Lingl	Relationship with Personality	1995
Min-Huei	Relationship with Personality	2004
Penner ve Diğerleri	Relationship with Personality	1997
Moorman	Relationship with Organizational Justice	1993
Aguina	Relationship with Organizational Justice	1995
Skarlıcki ve Lothom	Relationship with Organizational Justice	1996
Podsakoff ve Diğerleri	Relationship with Organizational Justice	1996
Kemery ve Diğerleri	Relationship Motivation	1996
Tang ve İbrahim	Relationship with Motivation	1998
Batemann ve Organ	Relationship with Performance	1983
Moorman	Relationship with Performance	1993
Borman ve Motowidlo	Relationship with Performance	1997
Williams ve Anderson	Relationship with Performance	1991
Netemeyer ve Diğerleri	Relationship with Performance	1997
McKenzie ve Diğerleri	Relationship with Performance	1993

2. DIMENSIONS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR

Five dimensions of Dennis Organ (altruism, kindness, sportsmanship, work consciousness and civil virtue) are used in many researches about OCB (Allison and others, 2001: 283-284; Köse and others. 2003: 4-5).

Altruism: It means helping partners at work without demanding anything from them. University students can be an example; students who have good grades can share their notes, work with them in their homework and help others who have problems with lessons.

Civil Virtue: It means complete commitment to an organization or maximum interest. Attending activities in a university of faculty can be an example.

Consciousness: To be willing to work more than required, more than the minimum level. Attending conversations, making researches about courses and benefiting from them, following developments closely in a university can be examples to this norm.

Table 2: Key Dimensions of Organizational Citizenship Behavior

	Description	Business setting examples	Academic setting examples
Altruism	Voluntary actions that help a fellow employee with work-related problems	Help fellow employees use equipment, complete work assignments, prepare for presentations, understand a computer software program, or locate information	Help fellow students with their school work (e.g., complete an assignment, prepare for an examination, write a paper, run a computer program)
Civic Virtue	Voluntary participation in, and support of, organizational functions of both a Professional and social nature; in general, looking out for the organization's best interests.	Participate in organizational policy making and larger firm issues; attend optional meetings, forums, training sessions, etc.; monitor firm threats and opportunities; attend company-sponsored social events (e.g., company picnics); and assist with firm-supported philanthropic activities	Volunteer to help organize or participate in school activities such as student government, campus social events, athletic team pep rallies, speakers series, philanthropic activities (e.g., food drives), and school club duties.
Conscientiousness	A pattern of going well beyond minimally required role and task requirements.	Arrive at work early and leave late; avoid prolonged or unnecessary breaks; be punctual for meetings and appointments, complete assignments before they are due; conserve company resources; make constructive suggestions; assume added responsibilities to help firm performance	Attend class on time; turn assignments in early; participate in class discussion and activities with enthusiasm; and volunteer to do more work than is required, encouraging other students to do the same.

Courtesy	The discretionary enactment of thoughtful and considerate behaviors that prevent work-related problems for others	Notify employer if one is going to be late or absent from work; notify co-workers in advance of committing to actions that will affect them; inform fellow employees of delays in work progress; or inform fellow workers of possible roadblocks in the completion of a Project.	Inform instructors when unable to attend a class; inform team members when unable to attend meetings; obtain feedback from team members before making changes to team projects; or refrain from actions that would be disruptive to others during lectures.
Sportsmanship	A willingness to tolerate the inevitable inconveniences and impositions that result in an organization without complaining, and doing so with a positive attitude.	Refrain from complaining about having to work overtime to complete a Project; having a deadline moved up; annoying, but not harmful, work conditions (e.g., uncomfortable temperature); or having one's ideas and suggestions rejected.	Refrain from complaining about instructor's delays in grading an assignment; classroom equipment malfunctions; or when class members do not contribute equally to team projects.

Sportsmanship: It means tolerating any negative thing. For example sportsmanship or trying to settle down a disagreement can be called "gallantry". There are difficulties almost in all organizations, to be able to calm down the environment and find solutions are gallantry.

Kindness (Courtesy): positive relationship during co-operational processes in an organization. Being kind to other students, lecturers are examples.

Table 2 summarizes these dimensions (Reference: Allison, B., Voss, R., Dryer, S., 2001: 283):

3. RESEARCH

In this part of the research, techniques and information about level of citizenship behaviors of students in Akdeniz University School of Tourism and Hotel Management, the question of whether or not their interest in departments effect citizenship behaviors, effects of demographic aspects on these behaviors will be given.

3.1. Methodology of the Research

1st, 2nd, 3rd and 4th year students in Akdeniz University School of Tourism and Hotel Management; travel management and hospitality management department are the respondents of the research. 1034 students took part in this research. Prepared question

forms are given to them and they are informed about the aim and the scope of the research. 798 students fill in the questionnaires. All students did not fill in the form because some of them did not want or did not come to make registrations. On the other hand as 22 questionnaires were not filled properly, they were not valid. So 776 question forms included %75 of the students in 1st, 2nd, 3rd and 4th classes.

3.2. Data Collection Tool

In the survey, questionnaires are utilized as the data collection method. The questionnaire has two parts; first part consists different suggestions in order to evaluate students' organizational citizenship behaviors and the second part consists demographic questions.

This scale is based on Özdevecioğlu (2003) whose works are based on Organ's 5 organizational citizenship behavior dimensions. In order to evaluate these dimensions, researcher prepared a questionnaire on the basis of Allison, Voss and Dryer's study. (Allison and others 2001, pg.282) on the other hand a questionnaire form consisting 16 suggestions is prepared by taking country's and universities' situation into consideration. The students are required to indicate their opinion on each statement on a five point Likert type scale: 1=strongly agree to 5=strongly disagree. As a result of reliability analysis, two of 16 items in the organizational citizenship behavior scale is found to be inefficient while performing the factor analysis. Dimensions were not formed appropriately with these two items, because their factor loadings and communalities were found to be lower the 0.40. Therefore these two items were not included in the analysis. For the remaining 16 items, Cronbach Alpha value was calculated and it was found to be 0, 80. Mentioned values were found to be in the range of 0,60 and 0,90, hence it might be suggested that all the scales met the reliability condition (Hair et al., 1998, p.118).

3.3. Analyses

Collected data were entered in SPSS 11.0 (Statistical Package of Social Sciences) in order to perform statistical analysis. In order to comment on the data belonging to the demographic variables, frequencies and percentages were utilized. Factor analysis is used in order to see the level of organizational citizenship behavior of students. T-test and ANOVA analysis are utilized to determine whether there exists significant difference among the level of organizational citizenship behavior and demographic variables. Also regression analysis is done in order to determine the relationship between the aspects of students like of their school and level of organizational citizenship behavior.

3.4. Results and Discussion

At the end of the research, results are statistically analyzed and categorized as: demographic results, level/dimensions of organizational citizenship behavior of students, changes in students' organizational citizenship behavior according to demographic variables, effect of the aspects of students like of their school and level of organizational citizenship behavior.

3.4.1. Demographic Findings

The findings related to the demographic variables are presented in Table 3, as the distributions of frequencies and percentages. 64% of respondents are male, and 35,6 % of them are female.

Table 3: Demographic Characteristics

Sex	Frequency	Percentage
Female	276	35,6
Male	500	64,4
Age Group		
18-20 age group	270	34,8
21-25 age group	487	62,8
26-30 age group	13	1,7
Class		
1.class	206	26,5
2.class	186	24,1
3.class	168	21,6
4.class	216	27,8
Graduated high school		
Hospitality High School-Reception	127	16,4
Hospitality High School -Service	133	17,1
Hospitality High School -Kitchen	36	4,6
Hospitality High School -Travel	117	15,1
High school	144	18,6
Other	219	28,2
Education Type		
Formal education	411	53
Evening education	365	47
Department		
Hospitality management	336	43,3
Travel management	440	56,7
Repeat in classes		
Never	243	31,3
Between 1-3	317	40,9
Between 4-6	133	17,1
7 and more	83	10,7
Grade point avarege		
Between 1-1,99	131	16,9
Between 2-2,99	236	30,4
Between 3-3,99	57	7,3
Between 4-4,99	0	0

In terms of age groups, 62, 8% of the respondents is in 21-25 age group while 34, 8% of them is in 18-20 classification. 27, 8 % of students are in the fourth grade, %26, 5 are in the first grade, %24 are in the second grade and %21, 6 are in the third grade. 28, 2% of respondents was graduated from private schools, Anatolian or Super High School. 18, 6% of students were graduated from normal high schools, 17, 1% from Anatolian Vocational High School service department.

56, 7% of students are in travel management department, 43, 3% are in hospitality management department. And 53% of these students is in formal education, 47% in evening-education. On the other hand 40, 9% of students failed from 1-3 classes and had to repeat, 31, 3% never had to repeat any class. Grade point averages of students are; 30, 4% of students have grades between 2-2.29, while no students' grades 4-4, 99.

3.4.2. Descriptive Statistics

Average values and standard deviation values of questions about what kind of a citizenship behavior did the students show and about 14 items are presented under this title. Also in the table percentages of students' answers are presented. Respondents are divided into 3 groups; students who agree, who do not agree and who are not sure. In Table 4, descriptive statistic results are given. Average values presented in the table show students' positive or negative behavior towards items. According to this, low average values show negative attitude while high average values show positive attitude. Standard deviation values show how inspection values are different from average values.

85%-65% of students agrees on the items; "how much students join together in a school is important to me", "I try to help friends who are unsuccessful in class", "Generally I adhere the rules set by the school administration", "Generally I continue to the classes", "I would like to join all activities that will create a positive image for the school", "I would like to do something to better and warm up the atmosphere in a class".

On the other hand, 50%- 60% of students agreed on the items: "I become friends with all students in a class without making any group division", "when there is a problem between me and a student, I question myself rather than questioning him/her", "I would advice my school to candidates" and "I always complete my homework, seminars on time and with a great effort".

Another finding about these items is that 37, 3% of students do not agree and 37,1% couldn't make a decision on the item mentioning I spend most of my time on researches about my classes".

Table 4: Descriptive Statistics

İtems	Agree %	Do not agree %	%Not sure	Avarage Score	Std Deviation
Q1	81,8	8,3	9,9	2,02	,426
Q2	83,6	7,3	9,1	2,02	,404
Q3	42,4	22,9	34,7	2,12	,750
Q4	49,5	24,5	26,0	2,02	,711
Q5	59,9	15,5	24,6	2,09	,627
Q6	73,5	8,6	17,9	2,09	,507
Q7	50,4	21,8	27,8	2,06	,702
Q8	81,1	7,0	11,9	2,05	,433
Q9	65,9	11,2	22,9	2,12	,573
Q10	25,6	37,3	37,1	2,00	,863
Q11	65,3	12,4	22,3	2,10	,581
Q12	62,0	16,8	21,2	2,05	,615
Q13	64,3	16,8	18,9	2,02	,597
Q14	62,4	9,5	28,1	2,19	,585
Level of liking school	58,3	18	23,7	2,06	,644
Avarage score of OCB				3,68	

Under the light of these information, it can be said that students' attitude towards organizational citizenship behavior are positive. More than half of the tourism students like university and this is parallel to their organizational citizenship behavior.

Generally university students' level of organizational citizenship behavior according to 14 criteria is 3,68. If mid level is accepted to be 3.00, then it is seen that students' level is higher than the middle level.

3.4.3. Factor Analysis

14 items factor analysis is used in order to evaluate and define dimensions of students' organizational citizenship behaviors. As a result of factor analysis, self-adequacy of the factors are used mostly in order to find out the numbers of factors. Factor-Load value, which explains relation between factor and item, is used in order to define which items are grouped under which factor.

Varimax rotation technique is used in this study in order to ease the interpretation of factors. 5 dimensions are defined after the factor analysis on 14 items in the scale. In Table 5, these 5 factors and their Eigenvalues and rate of total variance explained, to which communalities they are connected are showed. KMO (Kaiser-Meyer-Olkin Measure of Sampling Adequacy), which show factor analysis application rule, is found out to be 0, 848 (which is a satisfactory adequacy). Bartlett's Test of Sphericity value, which shows that there can be important factors or variables, is found out to be 2180, 241 and on the level of 0,000, this value is found out to be statistically significant. On the other hand, total variance explained rate of 5 factors is 60, 431%.

Table 5: Factor Analysis

	1.Faktor	2. Factor	3.Faktor	4.Factor	5. Factor
Eigenvalues	2,033	2,008	1,624	1,435	1,360
Variance Explained (%)	14,521	14,344	11,601	10,253	9,712
Q1	,579				
Q2				,729	
Q3				,720	
Q4		,422			
Q5			,720		
Q6			,784		
Q7			,601		
Q8			,613		
Q9		,571			
Q10		,784			
Q11					,616
Q12			,807		
Q13					,618
Q14					,781
Total Variance Explained→	0,60431				
KMO (Kaiser-Meyer-Olkin Measure of Sampling)→	0,848				
Bartlett's Test of Sphericity→	2180,241				

When Table 5 is analyzed, it can be seen that the first factor's Eigenvalue is 2,033 and total variance explained rate is 14,521%. The item related to the first factor is; "I would try to help friends who are unsuccessful in class". This factor is called as altruism criteria.

Variables under the second factor, whose Eigenvalue is 2,008 and total variance explained rate is 14,344%, are made of these items: "I attend meetings, seminars and activities organized by our school", "I would like to attend all activities that can create a positive image for the school", "I spend most of my time with researches about the department". This factor is called civil virtue.

Eigenvalue of the third factor is 1,624 and total variance explained rate is 11,601%. Variables about this factor are; "I always prepare my homework and research on time and with great effort", "I usually go to the lessons", "I meet with my teachers and ask questions if I do not understand something in class", "I usually adhere to the rules set by the school administration", "I would advice my school to candidates", this factor is called consciousness criteria.

Number of variables of the fourth factor is two. Eigenvalue of the fourth factor is 1,435 and total variance explained rate is 10,253%. Variables under this factor are; "I give importance to students' joining together", "I actively involve in the activities to suppress any problems in the class". This factor is called "gallantry" (sportsmanship).

Number of variables of the fifth factor is three. Eigenvalue of the fourth factor is 1,360 and total variance explained rate is 9,712%. Variables under this factor are; "I try to warm up the atmosphere in the class", "I become friends with all students in a class without making any group division", "when there is a problem between me and a student, I question myself rather than questioning him/her". This factor is called "kindness".

It can be said that there are some similarities between the dimensions of the studies mentioned in literature search and the dimensions of students' organizational citizenship behavior.

3.4.4. Changes in Students' Organizational Citizenship Behavior According to Demographic Variables

Results of T-Tests, Correlation and ANOVA analysis will be explained in this section, in Table 6. These test are done in order to see if there appear any change in scores of students according to some demographic characteristics such as: age, gender, department or class, high-school, number of classes they failed, average grades...etc.

At the end of the analysis, it is found out that age, class, and average grades cause difference while gender causes no difference. These results show us that the fact that respondents are men or women do not cause any difference in their organizational citizenship behavior. On the other hand, it is seen that first and second class students'

organizational citizenship behavior is higher when compared to the other class' students.

ANOVA analysis is made in order to understand if high school type affects the level of organizational citizenship behavior. Results of this analysis are not statistically significant. According to these results, it can be sad that high schools of students do not have an important effect on organizational citizenship behavior.

Table 6: T Test, Correlation and ANOVA Results

Test type	Variables	Level of significant	Explanation
T test	Gender-independent variable. Average-dependent variable.	0,256	When gender is taken into consideration, there is not any difference among score groups.
Correlation	Age-average score	0,040	When age is taken into consideration, there are differences among score groups.
Anova	Class-independent variable. Average score-dependent variable.	0,006	When class is taken into consideration, there are differences among score groups.
T test	Department-independent variable. Average score-dependent variable	0,285	When department is taken into consideration, there is not any difference among score groups.
T-test	Education type-independent variable. Average score-dependent variable	0,905	When education type is taken into consideration, there is not any difference among score groups.
Anova	Average grade-independent variable. Average score-dependent variable.	0,000	When average grade is taken into consideration, there are differences among score groups.
Anova	High school-independent variable. Average score-dependent variable	0,203	When high school is taken into consideration, there is not any difference among score groups.
Anova	Number of failed classes-independent variable. Average score-dependent variable	0,000	When number of failed class is taken into consideration, there are differences among score groups.

T-test is made in order to understand if department of students affects the level of organizational citizenship behavior, but the results showed that there is no significant relation. According to the results, we can say that hospitality management department students and travel management department students do not make any difference according to their level of organizational citizenship behavior.

As a result of regression analysis, R^2 value is found out to be over ,431 which is calculate as a satisfactory value. F value that is found 176,431, is statistically significant in 0,000 level. The model, which is mentioned in Table 7, can be said that students who like their school show more organizational citizenship behavior than the other students.

Table 7: Effect of students' liking school on their organizational citizenship behavior

	β	t value	Level of significant
Liking school	3,196	13,283	,000

Average score: average organizational citizenship behavior

4. RESULTS AND SUGGESTIONS

In this new era, full of globalism and its continuous effects in our lives, there are big and important changes in all over the world. This is why there is a big competition among business executives. It is seen that they do not give enough importance to human factor on the way to success.

Organizational citizenship behavior of workers shows that they do these acts voluntarily. This is a big positive effect on the way to reach high performance, success and fame. Professional workers in tourism sector can only be educated by professional institutions. Akdeniz University, School of Tourism and Hotel Management is one of these professional institutions. Students of the school are analyzed in order to see if there is a relation between their organizational citizenship behavior and demographic characteristics, success in class and class levels.

As a result of analysis, it is found out that there is a significant relation between the levels of students' organizational citizenship behavior and liking of their school. It is possible to say that a student who likes his school will attend school activities voluntarily, undertakes responsibilities, and has positive interaction in class or school. Besides this, it is thought that as students get older, their social interests change and start to look for jobs, and this will affect their organizational citizenship behavior. Also students in the last class focus on more finding a job and improve their experience when compared to students in other classes. One other important result of the research is that there is a positive correlation between average grades of students and organizational citizenship behavior ($R=0.190$ **). It is found out those students

who like organizations, committed to them and do volunteer jobs are successful in their classes.

Here are some advices for school administrations, lecturers and students;

- It is figured out that organizational citizenship behavior level affects the success of students positively. So it is important for lecturers to create a proper atmosphere for students to develop the behavior.
- Various activities should be organized especially for the first and second class students and increase their commitment to the organization. School administration should undertake all responsibilities and ensure that student-organization fit.
- Students should be awarded for good organizational citizenship behavior in order to support them and set examples for other students.
- Regular meetings should be arranged to find out the missing points in classes and the points that students do not understand. In this way unsuccessful students will have the chance to see what they do not understand.
- All people in each level of the organization should attend activities organized by school administration and they should feel that they are an important part of those activities. Because if students like an organization they will have more positive organizational citizenship behaviors.

This study can be expanded to other universities and faculties. By doing so, it will be possible to analyze organizational citizenship behavior of all workers and students in an institution. In addition to this, more detailed analysis can be made in public organizations in order to understand organizational citizenship behavior's effects on other organizational variables (organizational commitment, performance, burnout, etc.)

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