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AN EXAMINATION OF THE MEDIATING ROLE OF ORGANISATIONAL CITIZENSHIP BEHAVIOUR ON THE EFFECT OF INTRINSIC MOTIVATION ON JOB PERFORMANCE OF TEACHERS

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ABSTRACT

This study aims to examine the impacts of intrinsic motivation on the job performance of teachers with the mediating effect of organisational citizenship behaviour. The research was conducted in eight elementary and secondary schools in Istanbul. A total of 277 teachers participated in the study. Results of the study suggest that intrinsic motivation had a positive impact on job performance (that measured self-determination) and that organisational citizenship behaviour partially mediated this impact. On the other hand, it was found that there was no relationship between job performance as measured by workers and by managers and intrinsic motivation had no positive impact on job performance as assessed by school managers.

Keywords: Job performance, Intrinsic motivation, Organisational citizenship behaviour, Teacher.

INTRODUCTION

Performance has been one of the most extensively-researched concepts in the field of human resource development (HRD). Yet it was not until the late 1980s that performance improvement began to be considered as an underlying component of the HRD definition (Weinberger, 1998). In the 1990s, critics of the performance paradigm of HRD viewed performance as a means to control and possibly deny “a person’s fundamental and inherent agency and self-determination” (Barrie and Pace, 1998, p. 295). Achieving higher performance is a requirement of every organisation, including schools (Joo and Park, 2010).

Since the 1990s, many scholars have been defining performance as a set of behaviours concerning organisational goals in which subjective appraisal was employed. Exploration of the performance construct is the first step to evaluate performance scientifically. Most of those results indicated that performance was a multidimensional construct. More recently, many studies indicate that an individual realises organisational goals in two different ways. One is a set of regulated organisational behaviours, and the other is a set of spontaneous role behaviours. The former set of behaviours is the task performance, and the latter set of behaviours is the contextual performance (Borman and Motowidlo, 1993; Cai and Lin, 2006).

Teacher performance evaluation not only provides powerful support for education system personnel decisions in promotion, prize and punishment, and in employment and dismissal, but also proves to be the key criterion in examining teacher qualification certificates and evaluation of the effectiveness of teacher training. Most teacher performance studies explored the evaluation of the effectiveness of college teaching. Researchers showed great interest in teaching effectiveness evaluation and proposed that teaching effectiveness constructs should be multidimensional (Cai and Lin, 2006; Marsh and Dunkin, 1992).

Teacher job performance is considered as teachers’ observable behaviours related to outcomes, which are relevant to educational goals (Cook, 2008). One of the main factors affecting job performance is work motivation, and it was found that there is a positive and significant relationship between teachers’ work motivation and job performance (Hutabarat,

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2015). Motivation and performance are very important in determining the organisation's success and the outcomes. If the external environment changes due to new developments in technology, it becomes necessary to adopt these changes, so that it can motivate the employees (Inayatullah and Jehangir, 2002). Therefore, in order to meet the organisational changes, it is necessary to upgrade employee skills and competencies in accordance with these technological developments, so they would be able to adapt into the new working environment (Latt, 2008). It was also found that motivated teachers are more satisfied than those less motivated, and this results in higher performance. (Iwu et al., 2013).

Based on the literature discussed above, the objective of the study is to examine how intrinsic motivation affects job performance via organisational citizenship behaviour.

THEORETICAL BACKGROUND

Intrinsic motivation and job performance

Intrinsic motivation is described as “any motivation that arises from the individual's positive reaction to qualities of the task itself; this reaction can be experienced as interest, involvement, curiosity, satisfaction, or positive challenge” (Amabile, 1996, p. 115). This concept refers to the state where organisational members are motivated and committed by the task itself and their own enthusiasm for the task (Amabile, 1988). In other words, they are not motivated so much by the external outcome, which refers to the desire to expend effort to gain outcomes external to the work itself (Amabile, 1993). Deci and Ryan (1985) note that the critical component of intrinsic motivation is self-determination. Individuals who are intrinsically motivated tend to be driven by inherent interest in the work itself and enjoyment, and thus they feel naturally drawn toward carrying out their work. Here, the decision to make the effort is self-determined (Grant, 2008).

Intrinsic motivation is marked by the interest, curiosity, continued learning, and a spirit of challenge experienced by an employee when stimulated by the work itself rather than external outcomes, such as rewards or the absence of punishment (Deci and Ryan, 1985). Intrinsic motivation is the motivation to perform an activity for itself, in order to experience the pleasure and satisfaction inherent in the activity (Deci, Connell and Ryan, 1989).

Previous research has suggested a consistent positive relationship between intrinsic motivation and job performance (Grant, 2008; Karatepe and Tekinkus, 2006; Lawler and Hall, 1970; Tierney, Farmer and Graen, 1999, Collins, 2010; Dinger et al., 2015). When individuals' performance in an organisation is based on intrinsic motivation, they tend to be highly engaged in the task itself, and as a result, their performance improves. According to Grant (2008), when people are intrinsically motivated, they tend to be process focused and thus, they view their task as “an end in and of itself” (p. 49). Accordingly, it is expected that intrinsic motivation will be positively related to job performance.

The results suggest that employees perceived higher in-role job performance when they had higher intrinsic motivation (Joo and Park, 2010). On the other hand, research results in Turkey show that intrinsic motivation does not have any significant effect on job performance (Turuç and Tabak, 2009). Based on the literature discussed above:

Hypothesis 1: Intrinsic motivation positively affects job performance.

Intrinsic Motivation and Organisational Citizenship Behaviour

Several job aspects influence an individual's work outcomes. One of the most important aspects is organisational citizenship behaviour, which has been identified as a significant feature of work design for employee outcomes. Studies have suggested that giving autonomy to individuals is expected to encourage higher motivation, satisfaction, and performance in a variety of settings.

Researchers have shown that intrinsic motivation has a positive effect on organisational citizenship behaviour (Bolino, 1999). In addition, employees are more concerned with performing the work itself rather than performing extra work beyond the formal job description (Grant, 2008).

Hypothesis 2: Intrinsic motivation positively affects organisational citizenship behaviour.

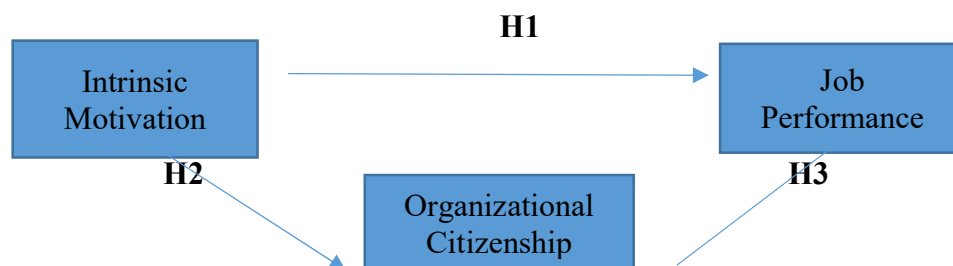
Citizenship behaviour and job performance

Organisational citizenship behaviour (OCB) refers to actions performed by employees which surpass the minimum role requirements expected by organisations and promote the welfare of co-workers, work groups, or the organisation (Witt, 1991). Examples include making innovative suggestions to improve the company, orienting new people to their work, and helping co-workers with heavy task loads (Becker and Randall, 1994). While the dimensionality of OCB has been debated (MacKenzie, Podsakoff and Fetter, 1991), past research identified a five-dimensional model of citizenship: altruism, conscientiousness, courtesy, sportsmanship, and civic virtue (Morrison, 1994; Smith, Organ and Near, 1983; Lovell et al., 1999).

MacKenzie, Podsakoff and Fetter (1991) assessed the relationship of altruism, civic virtue, courtesy, and sportsmanship to performance ratings and found that citizenship behaviours were just as important as objective measures of productivity in determining a subordinate's performance rating.

Hypothesis 3: Organisational citizenship behaviour positively affects job performance.

Figure 1. Conceptual (hypothesised) model



Hypothesis 4: Organisational citizenship behaviour plays a mediating role for the impact of intrinsic motivation on job performance.

In summary, the conceptual framework in this study links intrinsic motivation and job performance with a partially mediating role of organisational citizenship behaviour. Figure 1 illustrates the conceptual model of this study.

METHODS

With this in mind, related literature was reviewed within the context of the study; sub-dimensions of intrinsic motivation, job performance such as the impacts of intrinsic motivation on job performance with the mediating effect of organisational citizenship behaviours were examined in eight elementary and secondary schools in Istanbul.

Participants

Participants were 227 teachers and managers working in eight schools located in Turkey. The schools are public and at primary-secondary level. The response rate was 94% for teachers, but after dropping respondents who could not be matched to supervisors and for whom there were excessive missing data, 89% of the teachers asked to participate were included in analyses. The response rate for supervisors was 100%. Among the group members, 73.6% were men, 26.4% were women. The age range of the employee sample was 25.6 % between 20-29

years old, 38.3% between 30-39 years old, 21.7% between 40-49 years old, 8.3% above 40 years old and 6.1% of undisclosed age. The tenure range of the employee sample was 27.8% between 1-5 years, 18.8% between 6-10 years, 15.9% between 11-15 years, 19.9% between 16-20 years, 16.2% above 21 years and 1.4% undisclosed. The supervisor sample was composed of 100% men. Among the group members, 92.4% have a bachelor's degree, 4.7% have a Master's degree or PhD and 2.9% of members chose not to disclose their education level.

Measures

Three different scales were used to collect data. The intrinsic motivation scale was developed by Lawler and Hall (1970) and adapted to the Turkish language by Yılmaz (2008). It included 4 dimensions and 22 items. Items were rated on a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). Reliability of the scale in the current study was found to be .90. The organisational citizenship scale was developed by Podsakoff et al. (1990) and adapted to the Turkish language by Bitmiş, Sökmen and Turgut (2014). It consists of 21 items and 5 dimensions such as courtesy, sportsmanship, altruism, conscientiousness, and civic virtue (Bitmiş, Sökmen and Turgut, 2014). Items rated on a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). Reliability of the scale in the current study was found to be .77. Finally, the job performance scale was developed by Kirkman and Rosen (1999) and adapted to the Turkish language by Özkan (2017). It had four items rated on a 5-point Likert-type scale ranging from 1 (never) to 5 (always). Reliability of the scale in the current study was found to be .95. All measures were adapted to the Turkish language and had high-level reliability and validity. The intrinsic motivation scale and organisational citizenship behaviour scale were identified by workers; the performance scale was identified by both workers and supervisors (school managers) for all workers.

FINDINGS

Means and standard deviation of variables are shown in Table 1. Table 1 shows that the highest mean is self-determined job performance with 4.34. The second highest mean is organisational citizenship behaviour with 4.27, followed by manager-determined job performance with 4.08, and the lowest mean is intrinsic motivation with 4.04. It can be seen that all of the means are high.

Table 1: Descriptive Analysis

Variable	N	Mean	Standard Deviation
Intrinsic motivation	277	4,07	10,95
Organisational citizenship behaviour	277	4,27	9,39
Job performance (self-determined)	277	4,34	1,77
Job performance (manager-determined)	277	4,08	3,21

Linear regression analysis was conducted for Hypothesis 1, 2 and 3, using the same control and criterion variables with Hypothesis 1. The results (see Step 3 in Table 2) showed that the relationship between intrinsic motivation and job performance was significant and positive ($\beta = .368$, $p < .01$). Hence, Hypothesis 3 was supported. Hypothesis 4 was examined using the procedure proposed by Baron and Kenny (1986):

- The predictor (intrinsic motivation) must be related to the criterion (job performance), as supported by Hypothesis 1.
- The predictor must be related to the mediator (organisational citizenship behaviour), as supported by Hypothesis 2.
- The mediator (organisational citizenship behaviour) must be related to the criterion (job performance), as supported by Hypothesis 3.

(d) The effect between the predictor (intrinsic motivation) and the criterion (job performance) must decrease when the mediator is controlled.

When organisational citizenship behaviour was entered in the regression model (see in Table 3), the beta coefficient for job performance was statistically significant and reduced from $\beta = .368$ ($p < .001$) to $\beta = .235$ ($p < .01$), and the beta coefficient for organisational citizenship behaviour was still significant ($\beta = .233$, $p < .05$). In addition, we tested Sobel for mediating effect and found that the z value is significant. Thus, organisational citizenship behaviour partially mediated the relationship between intrinsic motivation and job performance, and Hypothesis 4 was supported.

Table 2: Linear regression analysis

Hypotesis 1					
Predictor	Criterion	β	R²	t	Sig.
Intrinsic Motivation	Job performance	.368	.132	6.449	.000
Hypotesis 2					
Predictor	Mediator	β	R²	t	Sig.
Intrinsic Motivation	Organisational Citizenship Behavior	.656	.428	13.565	.000
Hypotesis 3					
Mediator	Criterion	β	R²	t	Sig.
Organisational Citizenship Behavior	Job performance	.314	.143	6.540	.000

Table 3: Linear regression analysis

Hypotesis 4						
Predictor	Criterion	β	R²	t	Sig.	Sobel (z)/Sig.
Intrinsic Motivation	Job performance	<u>.235</u>	.175	3.032	.000	12.632/0.000
		<u>.233</u>		3.060	.000	
Organisational Citizenship Behavior						

Results of the study suggest that intrinsic motivation had a positive impact on job performance (that measured self-determination) and that organisational citizenship behaviour partially mediated this impact. On the other hand, it was found that there was no relationship between job performance measured by workers and by managers and intrinsic motivation had no positive impact on job performance assessed by school managers.

DISCUSSION AND CONCLUSION

Means of the variables show that (Table 1) the highest mean is self-determined job performance with 4.34. The second-highest mean is organisational citizenship behaviour with 4.27, followed by manager-determined job performance with 4.08, and the lowest mean intrinsic motivation was 4.04. Results show that all means are high and many teachers have strong intrinsic motivation and organisational citizenship behaviour. The self-determined job performance

mean is higher than manager-determined job performance mean. Teachers perceive their performance as higher than managers do. Similar to this finding, it was found that there was no relationship between job performance as measured by workers and by managers. This result could be explained with the suggestion that neither side knows its expectations about job performance.

Based on the results above, it was found that the effect of intrinsic motivation on self-determined job performance is 13.20%, which means that intrinsic motivation is “the glue” in school organisation and works well to motivate teachers. Previous results also support this finding and it was found that intrinsic motivation affects job performance (Deci and Ryan, 1985; Grant, 2008; Karatepe and Tekinkus, 2006; Lawler and Hall, 1970; Tierney, Farmer and Graen, 1999; Collins, 2010; Dinger et al., 2015; Joo, 2010). Individuals who are intrinsically motivated tend to be driven by their inherent interest in the work itself and enjoyment, and thus feel naturally drawn toward carrying out their work. Here, the decision to make effort is self-determined (Grant, 2008). Intrinsic motivation is the motivation to perform an activity for itself, in order to experience the pleasure and satisfaction inherent in the activity (Deci, Connell and Ryan, 1989). When individuals’ performance in an organisation is based on intrinsic motivation, they tend to be highly engaged in the task itself, and as a result, their performance improves. According to Grant (2008), when people are intrinsically motivated, they tend to be process focused and thus, they view their task as “an end in and of itself” (p. 49). In addition, the results suggest that employees perceived higher in-role job performance when they had higher intrinsic motivation (Joo and Park, 2010).

It was found that the effect of organisational citizenship behaviour on self-determined job performance is 14.30%. This shows how organisational citizenship behaviour is significant in shaping schools and enhancing school performance (MacKenzie, Podsakoff and Fetter, 1991). MacKenzie, Podsakoff and Fetter (1991) assessed the relationship of altruism, civic virtue, courtesy, and sportsmanship to performance ratings and found that citizenship behaviours were just as important as objective measures of productivity in determining a subordinate’s performance rating. When we evaluate independently, the current research shows that organisational citizenship behaviour effects job performance more than intrinsic motivation. These results could be explained with the suggestion that motivation is only an impulse but citizenship behaviour is “behaviour”, such as performance; so, organisational citizenship behaviour affects performance more than intrinsic motivation.

As a result, intrinsic motivation had a positive impact on job performance (that measured self-determination) and organisational citizenship behaviour partially mediated this impact. Therefore, it can be said that employees are more concerned with performing the work itself rather than performing extra work beyond the formal job description (Grant, 2008).

IMPLICATIONS

There are practical implications of this study. Given the importance of the teachers’ job performance for the survival and development of a society in a fiercely competitive market environment (Morrison and Phelps, 1999), managers need to provide supportive behaviour (e.g., developmental feedback) to improve teacher job performance. For example, managers can provide supportive measures such as mentoring (Allen et al., 2004) and relevant training programs (Joo and Park, 2010), to stimulate employees’ intrinsic motivation and organisational citizenship behaviour, which is positively linked to employee job performance (Gou et al., 2014). The results support the value of supervisors’ intrinsic motivation as a possible way to facilitate the improvement of employee job performance. Positioning the sense of calling as an antecedent to intrinsic motivation is an important contribution because intrinsic motivation has been connected to many positive workplace outcomes, including high performance (Dinger et al., 2015). In this sense, it is important to identify what motivates individuals intrinsically and

to structure their activities around these motivators to facilitate a high performance (De Jesus et al., 2013).

LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

There are several limitations to this study. First, the generalisability of our findings may be limited because the study was conducted in Turkey and results may be different in another cultural context. Future researchers could replicate our findings in another cultural context. Second, common method variance may have influenced the results. Thus, different information sources should be used to assess independent variables in future research. Third, a cross-sectional design limits the ability to test causal associations between variables. We cannot exclude the possibility that employees with a high level of job performance may be biased toward supervisors and the organisation. To address this, a longitudinal design should be considered in future research. Finally, because organisational citizenship behaviour only partially mediated the effect of intrinsic motivation on job performance in this study, other mediators, such as self-efficacy, job crafting, and social exchange should be considered in future research.

Job performance was operationalised via self-report and school manager measure. But the results show that there are differences between them. Future researchers could investigate the cause of that and design action researches to close the gap between employees and school manager evaluation.

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