PSYCHO-EDUCATIONAL RESEARCH REVIEWS

The Mediating Role of Organizational and Professional Commitment in the Relationship between Teacher Empowerment and Organizational Citizenship Behaviors[*]

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Keywords	Abstract
	The aim of this research is to determine the perception levels of teachers regarding their own empowerment, organizational commitment, professional commitment and organizational citizenship behaviors(OCBs) and to determine the mediating role of organizational and professional commitment in the relationship between teachers' empowerment and OCBs. The research is in correlational survey model. The sample of the research is 441 teachers working for public secondary schools in the central districts of Denizli during the 2019-2020 academic year. For analyzing the data "*mediation effect analysis*" was performed. It has been determined that teachers have "*very high*" level of perceptions about OCBs, "*high*" level of perceptions about their empowerment, ethical and professional commitment, "*moderate*" level of perceptions of calculative commitment, and "*very low*" level of perceptions of alienative commitment. In the multi-mediation model, in which the effect of teacher empowerment on OCBs was examined through the dimensions of professional commitment and organizational commitment, it was determined that the variables of professional commitment and ethical commitment had a significant partial mediation effect between teacher empowerment and OCBs. As teachers' empowerment increases, OCBs also increase, and 59% of this increase is explained by the positive effects of professional commitment and ethical commitment on OCBs.

To cite this article: Özkan Hıdıroğlu, Y., & Tanrıöğen, A. (2022). The mediating role of organizational and professional commitment in the relationship between teacher empowerment and organizational citizenship behaviors. *Psycho-Educational Research Reviews, 11*(1), 227-245. doi: 10.52963/PERR_Biruni_V11.N1.14

INTRODUCTION

Teachers have great responsibilities in preserving civilization, developing culture and transferring it to younger generations, strengthening the belief and value judgments of society, raising awareness of development and development as a social consciousness, and establishing a democratic social order. Along with the developing and changing conditions, the opportunity structures, powers and psychology of teachers should be directed in line with the changes. For this reason, teacher empowerment is considered as a subject that should be researched and will always be up to date as long as there is change. The situation where the teacher is both the subject and the object of change, makes teacher empowerment a more remarkable and compulsory field than in previous years (Fandiño, 2010).

Empowering teachers, ensuring that they continue to progress and improve is important for their performance at school. Wallace (1995) and Tannenbaum (1966) state in their research that teachers' desire for further progress results in higher school commitment. In this direction, one of the factors that creates organizational commitment, which is shown as the antecedent of many positive organizational behaviors, is empowerment (Kaplan, 2010). Odabaş (2014) states that the purpose of empowering the employee is to make the employee the owner of his job. Because the employee who considers himself as the owner of his job will be more committed to his institution.

It is important to ensure the organizational commitment of the employees in order for the personnel empowerment and personnel empowerment process, which is defined as the process of helping, sharing, educating the employees and ensuring the teamwork of the employees, increasing their decision-making powers and developing the employees, to function effectively (Doğan & Kılıç, 2007). The fact that the success of schools depends on qualified employees, keeping qualified employees at school and establishing organizational and professional commitment make these concepts important (Karataş & Güleş, 2010). In addition, organizational supervision that supports the minimum efforts of teachers in educational organizations is not sufficient by itself. There is a need for highly motivated teachers who are highly identified with their school. This situation highlights the emphasis on organizational commitment. In the literature, there are studies showing that organizational commitment positively affects organizational performance, motivates employees and makes them determined to stay in the organization (Balay, 2014; Doğan & Kılıç, 2007). Cunningham and Hyman (1996) stated that high levels of organizational commitment can be reached by empowerment and managerial support. Joo and Shim (2010) also state that empowerment is related to organizational commitment. There are also studies showing that organizational commitment reduces the turnover rates and absenteeism behaviors, and increases job satisfaction and OCBs (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002; Tett & Meyer, 1993).

While examining the studies on organizational commitment, another concept that has been encountered recently is the concept of professional commitment. Professional commitment is of great importance in a profession such as teaching, which is based on gaining knowledge and skills to the individual and society. It has been determined that individuals who are committed to their profession show more research activities to improve their profession, work more and are motivated by intrinsic rewards (Morrow, 1983). For this reason, professional commitment, which is an important variable for the school organization, was determined as another variable in this study.

Organizational commitment is one of the most important topics of organizational behavior and organizational psychology. The attitudes and behaviors of employees towards their professions and organizations have been the subject of many studies in the last 50 years. The hypothesis that professional individuals are more committed to their professions rather than their organizations is put forward by many researchers (Çöl, 2004). Blau and Holladay (2006) also state that employees shift their commitment to their profession, which they see as more stable, and that they bring professional commitment to the forefront over other types of commitment. This situation is interpreted as that

professional commitment has a meaning above organizational commitment for some employees. Balay (2014), on the other hand, states that professional and organizational commitment are mutually exclusive attitudes and that the norms and values of professional and organizational commitment are fundamentally incompatible. Thornton (1970), on the other hand, states that it is not necessary to sacrifice one of organizational and professional commitment, and that employees can show commitment to both their organizations and their professions at the same time. These different findings regarding these two important variables make the research important.

The basic element of organizational success is qualified manpower. Teachers are expected to be willing to do more than their job descriptions for the effective functioning of the school, whose field of activity is to train and transform people. The manpower that today's organizations should have is employees who are empowered and exhibit OCBs (Camgöz, 2018). Camgöz (2018) states that employees who have an advanced sense of duty, have a culture of cooperation, have expanded their sphere of influence, act as an extra role for the benefit of the organization beyond the expected, are solution-oriented, and can take risks, also ensure success in the education sector. For this reason, it is thought that exhibiting OCBs is important for the school organization. The reasons that push individuals to exhibit OCBs emerge with the shaping of their needs such as belonging, being successful, being useful, being honored, etc. (Kendirligil, 2006). Individuals whose needs are met show more effort to contribute to the collaborative work in the organization (Aydın, 1993).

When the studies on teacher empowerment were examined, the teacher empowerment scale developed by Short and Rinehart (1992) was encountered. The original name of this scale is "School Participants Empowerment Scale". This scale was adapted into Turkish by Mete (2004) as "School Participants Empowerment Scale" and as "School Stakeholders Empowerment Scale" by Baloğlu, Karadağ and Gavuz (2009). In addition, there are studies in which structural empowerment scales and psychological empowerment scales are used separately. Somech (2005) states that considering each form of empowerment separately is insufficient to fully explain the phenomenon of empowerment. In this study, a more comprehensive, up-to-date, local and useful scale with high validity and reliability values related to the empowerment of teachers, developed by Özkan Hıdıroğlu and Tanrıöğen (2020), was used. In addition, Etzioni's (1961) classification of organizational commitment, which is ethical commitment, alienative commitment and calculative commitment, was used in this study, unlike other studies examining the relationship between organizational commitment and OCBs. Although the interest in the subject of professional commitment, which is another variable of the research, has increased recently, there are only a limited number of theses (Zedef, 2017; Uştu, 2014) and articles (Jan & Khan, 2018; Utkan & Kırdök, 2018; Kırdök & Doğanülkü, 2018, Bashir, 2017; Kozikoğlu, 2016; Somech & Bogler, 2002) on this subject. A limited number of studies have been encountered in which teacher empowerment and professional commitment are discussed together (Bogler & Somech, 2004; Wu & Short, 1996). In addition, only one study (Bogler & Somech, 2004) was found in which the relationship between professional commitment and OCBs was examined. The lack of research on these concepts, which are thought to be important from an organizational point of view, draws attention. For these reasons, it is thought that the research will contribute to the literature and that the research findings may have important effects for teachers, principals and therefore all educational organizations.

The main question was developed as follows: "What is the effect of empowering teachers on organizational commitment, professional commitment and organizational citizenship in schools?" In order to answer this question, the following sub-questions were asked:

a) What are the teachers' perceptions of their empowerment, organizational commitment, professional commitment and OCBs?

b) Do teachers' perceptions of their empowerment significantly explain their perceptions of OCBs through organizational commitment and professional commitment?

METHOD

The study, which investigates the effect of teacher empowerment on organizational commitment, professional commitment and OCBs in schools, is in the correlational survey model, which is one of the quantitative researches in this respect. According to Fraenkel and Wallen (2000) and Karasar (2005), the research model that aims to determine the existence and degree of change between variables is the correlational survey model.

POPULATION AND SAMPLE

The population of the research consists of 2276 secondary school teachers working for public schools in Merkezefendi (1159) and Pamukkale (1117) central districts in Denizli province during the 2019-2020 academic year. Due to Covid 19 process, the convenience sampling was used in the research. Convenience sampling is to choose the sample from easily accessible and applicable units due to the limitations in terms of time, money and labor (Büyüköztürk, 2012). The data of the research were collected online only from the volunteer teachers working in public secondary schools in both districts. The number of samples to represent the universe was calculated by taking into consideration the following formula suggested by Şahin (2014).

$$n = \frac{\dfrac{t^2 \cdot (PQ)}{d^2}}{1 + \dfrac{1}{N} \cdot \dfrac{t^2 \; (PQ)}{d^2}}$$

N= Population size
n= Sample size
d= Degree of freedom
t= The table value of confidence level (t: 1.96)
PQ= (.50).(.50)=.25 Sample percentage for maximum sample size

According to the sample calculation formula, it is considered sufficient to reach a sample group of 329 people for a population of 2276 people. This research was carried out with 473 volunteer teachers. The study was carried out on 441 teachers by not including the forms from different provinces, different school levels, the forms filled by the school principals and the forms filled by associate degree graduates.

The demographic characteristics of the teacher group included in the study are given in Table 1.

Table 1. *The demographic characteristics of the teachers*

Variables		n	%
Gender	Female	262	%59.4
	Male	179	%40.6
	Total	441	%100
School type	Secondary	413	%93.7
	Primary-Secondary	28	%6.3
	Total	441	%100
Age	20-30	34	%7.7
	31-40	228	%51.7
	41-50	141	%32
	51 and above	38	%8.6
	Total	441	%100
Branch	Sciences	185	%42
	Social	151	%34.2
	Art	25	%5.7
	Spot	26	%5.9
	Foreign Languages	54	%12.2
	Total	441	%100
Seniority	0-5 years	22	%5
	6-10 years	76	%17.2

	11-15 years	127	%28.8
	16-20 years	106	%24
	21 years and above	110	%25
	Total	441	%100
Working duration in the same school	0-2 years	138	%31.3
	3-5 years	123	%27.9
	6 years and above	180	%40.8
	Total	441	%100
Educational Status	Under Graduate	393	%89.1
	Graduate	48	%10.9
	Total	441	%100
Union status	Yes	324	%73.5
	No	117	%26.5
	Total	441	%100
School District	Merkezefendi	250	%56.7
	Pamukkale	191	%43.3
	Total	441	%100

DATA COLLECTION

"*Personal Information Form*", "*Teachers Empowerment Scale*", "*Organizational Commitment Scale*", "*Professional Commitment Scale*" and "*Organizational Citizenship Behaviors Scale*" were used to collect the necessary data for the purpose of the research.

TEACHER EMPOWERMENT SCALE

The "*Teacher Empowerment Scale*" developed by Özkan Hıdıroğlu and Tanrıöğen (2020) was used in the research. The Teacher Empowerment Scale consists of four dimensions and 37 items. The "*Trust*" dimension of the scale consists of 12 items (12,21,22,23,24,25,26,27,28,29,35,37); "*Professional Development*" consists of 11 items (1,2,3,4,5,6,7,8,9,10,11); "*Status*" consists of 8 items (13,14,15,16,17,18,19,20) and "*Cooperation*" consists of 6 items (30,31,32,33,34,36). The Cronbach alpha reliability coefficient of the scale was calculated as 0.97.

ORGANIZATIONAL COMMITMENT SCALE

The "*Organizational Commitment Scale*" developed by Penley and Gould (1988) based on Etzioni's (1961) organizational commitment theory and adapted into Turkish by Ergün (2017) was used in the research. Organizational commitment scale consists of 15 items, three dimensions and five items in each dimension. The dimensions of the scale are moral commitment (items 3,6,9,12,15), alienative commitment (items 2,5,8,11,14), and calculative commitment (items 1,4,7,10,13). The Cronbach alpha reliability coefficients of the scale in Ergün's (2017) study were found to be 0.94 for moral commitment, 0.92 for alienative commitment, and 0.93 for calculative commitment.

In this study, the reliability of the ethical commitment dimension was 0.77, the reliability of the compulsive commitment dimension was 0.78, and the reliability of the calculative commitment dimension was 0.58. Since a total score could not be obtained from the Organizational Commitment Scale, dimensions-based reliability were included instead of total reliability.

PROFESSIONAL COMMITMENT SCALE

"*Teachers' Professional Commitment Scale*" developed by Ergen (2016) was used in the research. The scale consists of 14 items and 3 dimensions. These are "*professional pleasure*" (items 1,2,3,4,5,6), "*social gain*" (items 7,8,9,10,11), "*professional career*" (items 12,13,14) dimensions. The Cronbach's alpha value of the scale was calculated as 0.84. In this study, the reliability of the Professional Commitment Scale was calculated as 0.87.

ORGANIZATIONAL CITIZENSHIP BEHAVIORS SCALE

The "*Organizational Citizenship Behaviors Scale*" developed by Podsakoff, MacKenzie, Moorman, and Fetter (1990) and adapted into Turkish by Polat (2007) was used. The original 5-dimensional scale was collected in 4 dimensions. These dimensions are "*cooperation*" (items 1,2,3,4,5,6,7,8), "*kindness*" (items 9,10,11,12), "*conscientiousness*" (items 13,14,15,16) and "*civil virtue*" (items 17,18,19,20). All of the items in the "*helping*" and "*kindness*" dimensions of the scale were gathered under the dimension of helping each other. The Cronbach Alpha reliability coefficient of the scale was found to be 0.89. In this study, the reliability of the OCBs scale was determined as 0.77.

ANALYSIS OF DATA

Descriptive statistics were used to determine the perception levels of teachers' empowerment, organizational commitment, professional commitment and OCBs. In addition, a mediation analysis was conducted to determine the mediating role of organizational and professional commitment in the relationship between teacher empowerment and OCBs. In mediation analyzes, the indirect relationship between dependent and independent variables in situations where no direct dependent relationship is seen is examined and revealed (Baron & Kenny, 1986). In the research, the mediation effect was tested using the PROCESS macro of SPSS developed by Hayes (2017). Model 4 was applied. With this method, within the scope of the research, the relationship between the independent variable (teacher empowerment), the mediating variables (professional commitment, moral, alienative and calculative commitment) and the dependent variables (OCBs) were examined and the role of the mediating variable was questioned at the last phase.

FINDINGS

FINDINGS AND COMMENTS RELATED TO FIRST SUB-QUESTION

The degree of participation of the teachers to the items in the scale was calculated with the n-1/n formula. Since all scales are in 5-point Likert type, the interval width between 1 and 5 was determined as 0.8 as a result of the calculation. In Table 2., the levels of participation in the scale items, the level of these participation and the arithmetic mean ranges related to this level are given.

Table 2. *Level ranges for scale items*

Teacher Empowerment Scale	Organizational Commitment Scale	Professional Commitment Scale	OCBs Scale	Level	Arithmetic Mean Range
Strongly Disagree	Never Agree	Never	Strongly disagree	Very Low	1.00-1.80
Disagree	Little Agree	Seldom	Disagree	Low	1.81-2.60
Partially Agree	Moderately Agree	Sometimes	Not Sure	Average	2.61-3.40
Agree	I Agree a lot	Generally	Agree	High	3.41-4.20
Strongly Disagree	Completely Agree	All the time	Completely agree	Very High	4.21-5.00

TEACHERS' PERCEPTION LEVELS ON EMPOWERMENT

In line with Table 2, teachers' participation and empowerment levels were determined. Empowerment levels ranged from high to very high. Data on teacher empowerment and its sub-dimensions are given in Table 3.

Table 3. *Teachers' Perceptions on Teacher Empowerment*

Dimensions	n	x̄	df	Level of Agreement	Degree
Professional Development		4.22	0.671	Strongly Agree	Very High
Status		3.51	0.822	Agree	High
Trust	441	4.08	0.791	Agree	High
Cooperation		4.06	0.746	Agree	High
Teacher Empowerment		3.99	0.608	Agree	High

When Table 3 is examined, they have a very high (x̄=4.22) perception of teachers' empowerment in the dimension of "*professional development*". On the other hand, it was determined that their perceptions regarding the dimensions of "*status*" (x̄=3.51), "*trust*" (x̄=4.08) and "*cooperation*" (x̄=4.06) were high. According to teacher perceptions, the existing conditions contribute the most to professional development among the dimensions of teacher empowerment, while they contribute the least to the status dimension. Professional development refers to the perception that school provides opportunities for teachers to develop professionally, continue learning, and improve their educational skills during their work at school (Short, 1994). In this respect, it can be said that teachers perceive their schools as supportive of their professional development. Although teachers generally have a high level of perception about their empowerment, it is seen that they have a lower perception of status than other dimensions. In other words, teachers perceive their status as lower than other dimensions.

PERCEPTION LEVELS OF TEACHERS REGARDING THEIR ORGANIZATIONAL COMMITMENT

In accordance with Table 2, teachers' participation and commitment levels were determined. Commitment levels range from very low to high. Since a total score could not be obtained from the scale, only the data for its sub-dimensions are given in Table 4.

Table 4. *Teachers' Perceptions of Organizational Commitment*

Dimensions	n	x̄	df	Agreement Levels	Agreement Degree
Moral Commitment		3.98	0.730	Strongly Agree	High
Alienative Commitment	441	1.56	0.684	Strongly Disagree	Very Low
Calculative Commitment		3.29	0.734	Moderately Agree	Average

When the means of the data in Table 4 are examined, teachers perceive their "*moral commitment*" (x̄=3.98) as high, their "*calculative commitment*" (x̄=3.29) at medium level and their "*alienative commitment*" (x̄=1.56) at very low level. In other words, according to teachers' perceptions, teachers have a high level of moral commitment, a very low level of alienative commitment, and a medium level of calculative commitment. Organizational values and norms are internalized in moral commitment (Ergün, 2017, Penley & Gould, 1988). So, it can be said that teachers perceive themselves as having adopted the values and norms of the school. Calculative commitment refers to the teacher's development of commitment to the school because it requires the interests of the teacher (Hornung, 2010). Teachers perceive their commitment to the school as medium due to their interests. The least preferred type of commitment in organizations is alienative commitment. Because compulsory commitment can be considered as the lowest form of commitment (Duska, 2008). In alienative commitment, the person does not feel any commitment to the organization and forces himself to stay in the organization (Bayram, 2006). Teachers perceive their alienative commitment as very low. For this reason, it can be said that teachers think that they do not show commitment to their organizations due to obligations.

PERCEPTION LEVELS OF TEACHERS REGARDING THEIR PROFESSIONAL COMMITMENT

Table 2 shows the participation and commitment levels of teachers. Accordingly, teachers' professional commitment levels ranged from high to very high. In this section, data on teachers' professional commitment and its sub-dimensions are given in Table 5.

Table 5. *Teachers' Perceptions of their Professional Commitment*

Dimensions	n	$\bar{x}$	df	Agreement Levels	Agreement Degree
Professional Pleasure		4.33	0.651	Always	Very High
Social Gain		3.52	0.776	Mostly	High
Professional Career	441	3.58	0.765	Mostly	High
Professional Commitment		3.88	0.575	Mostly	High

When the means of teachers' perceptions regarding their professional commitment are examined, it is seen that they have a very high perception in the dimensions of "*professional pleasure*" ($\bar{x}$=4.33) but their perceptions are high regarding following dimensions: "*social gain*" ($\bar{x}$=3.52) and "*professional career*" ($\bar{x}$=3.58). Teachers perceive their professional commitment ($\bar{x}$=3.88) at a high level. Occupational pleasure is expressed as satisfaction with the profession and desired results (Hoy & Tarter, 2011). In line with the above data, teachers stated that their professional satisfaction, in other words, their satisfaction with their profession is at a very high level. When the data were examined, it was determined that teachers perceived their social gain levels, which means their prestige in the society and working conditions, and their professional career levels, which means their success and expertise in the profession, as high. In addition, it was determined that teachers perceived their professional commitment at a high level. When interpreted on the basis of items related to the scale, teachers; It can be said that they love and accept their profession, follow professional developments, contribute to the development of their profession and are proud of being in the profession. When the scale is interpreted on the basis of the items, it can be said that teachers like and accept their profession, follow professional developments, contribute to the development of their profession and are proud of being in the profession.

TEACHERS' PERCEPTION LEVELS OF ORGANIZATIONAL CITIZENSHIP BEHAVIORS

In accordance with Table 2, teachers' levels of participation and OCBs were determined. Accordingly, teachers' perceptions of OCBs range from high to very high. In this section, data on OCBs and dimensions are given in Table 6.

Table 6. *Teachers' Perceptions on OCBs*

Dimensions	n	$\bar{x}$	df	Agreement Levels	Agreement Degree
Helping		4.19	0.546	Agree	High
Sportmanship		4.31	0.745	Strongly Agree	Very High
Conscientiousness	441	4.40	0.633	Strongly Agree	Very High
Civic Virtue		3.99	0.652	Agree	High
ÖVD		4.22	0.486	Agree	Very High

When Table 6 is examined, according to teachers' perceptions, while the behaviors of sportmanship ($\bar{x}$=4.31) and conscientiousness ($\bar{x}$=4.40) are found at a very high level, the behaviors of ($\bar{x}$=4.19) and civil virtue ($\bar{x}$=3.99) are found at high level. Teachers perceive their OCBs as very high ($\bar{x}$=4.22). While the organizational citizenship behavior perceived by the teachers at the highest level is conscientiousness ($\bar{x}$=4.40), the organizational citizenship behavior perceived at the lowest level is civil virtue ($\bar{x}$=3.99).

Teachers have a very high level of perception of conscientiousness, which means their willingness to behave beyond what is expected of them, and of sportmanship, which is defined as

avoiding negative behaviors that will cause tension in the school, and expressing positive behaviors related to the school despite the negativities (Organ, 1990). Teachers have high-level perceptions of helping, which means voluntary behaviors to help other employees in tasks and problems related to their schools, and civic virtue, which means collecting information about what is happening in their schools and participating in the political life of their schools as responsible and constructive individuals. In other words, teachers perceive themselves as helpful, responsible and constructive individuals in school-related work. In addition, teachers perceive that they exhibit organizational citizenship behavior at a very high level. In other words, it can be said that teachers think that they exhibit roles and behaviors in line with the goals and needs of the school.

FINDINGS REGARDING THE SECOND SUB-QUESTION

The second sub-problem of the study was formed as "*Does teachers' perceptions of their empowerment significantly explain their perceptions of organizational citizenship behaviors through organizational commitment and professional commitment?*". In order to find an answer to this sub-problem, first of all, the data related to the measurement model were examined. According to Jöreskog (1973), structural equation models consist of two parts. The first of these is the "measurement model", which is applied by connecting the observed variables to the latent variables with confirmatory factor analysis, and the second is the "*structural model*", which is applied by connecting the latent variables to each other with simultaneous equation systems. The measurement model forms the beginning of the structural equation model analysis. Model parameters were calculated from the available data (χ^2=321.65; df=69; χ^2/df=4.66, RMSEA=0.091). Despite the modifications, the model could not be provided as a measurement model and structural relations could not be established. Instead, the PROCESS macro for SPSS developed by Hayes (2017) was used to test the mediation effect of the associated norms and the mediation effect was examined with the regression model.

For the second sub-problem, it was examined whether the variables of moral, alienative, calculative commitment and professional commitment have a mediating effect together in the multiple mediation model established between the independent variable of teacher empowerment and the dependent variable of OCBs. The bootstrap method was used in the mediation analysis and the coefficients related to the direct and total effect obtained as a result of the analysis are given in Table 7.

**Table 7.** *Multiple Mediation Model Impact Coefficients*

Parameter	B	SH_B	t	p
a_1	.4913	.0386	12.7408	.0000
a_2	.6468	.0483	13.3940	.0000
a_3	-.4949	.0482	-10.2640	.0000
a_4	.0162	.0576	.2811	.7788
b_1	.1012	.0326	3.1072	.0020
b_2	.1267	.0278	4.5616	.0000
b_3	.0521	.0262	1.9782	.0485
b_4	-.0034	.0211	-.1619	.8715
c	.2242	.0257	8.7413	.0000
$c^{'}$	.1183	.0315	3.7536	.0002

Parameters a_1, a_2, a_3 and a_4 indicated in Table 7 are non-standardized regression coefficients representing the effect between the teacher empowerment independent variable and the mediator variables of professional commitment, moral, alienative and calculative commitment, respectively. The b_1, b_2, b_3 and b_4 parameters are non-standardized regression coefficients representing the effect between the variables of professional commitment, moral, alienative and calculative commitment, and OCBs, respectively. According to the findings presented in Table 7, there is a positive and significant relationship between teacher empowerment and OCBs (c=0.2242; t=8.7413; p=0.0000). A single-unit increase in teacher empowerment causes an increase of 0.2242 units in organizational

citizenship behavior scores. There is a positive correlation between teacher empowerment and professional commitment (a_1=0.4913; t=12.7408; p=0.0000), teacher empowerment and moral commitment (a_2=0.6468; t=13.3940; p=0.0000). there are significant negative correlations between teacher empowerment and alienative commitment (a_3=-0.4949; t=-10.2640; p=0.0000). There was no significant relationship between teacher empowerment and calculative commitment (a_4=0.0162; t=0.2811; p=0.7788). When the effects of mediator variables on dependent variables are examined, there is a difference between professional commitment and OCBs (b_1=0.1012; t=3.1072; p=0.0020), between moral commitment and OCBs (b_2=0.1267; t=4, 5616; p=0.0000), there are positive significant relationships between alienative commitment and OCBs (b_3=0.0521; t=1.9782; p=0.0485). There is no significant relationship between calculative commitment and OCBs (b_4=-0.0034; t=-0.1619; p=0.8715). A single-unit increase in professional commitment leads to a 0.1012-unit increase in organizational citizenship behavior scores; one unit increase in moral commitment leads to an increase of 0.1267 units in organizational citizenship behavior scores; A one-unit increase in alienative commitment scores causes an increase of 0.0521 units in organizational citizenship behavior scores. There is no significant relationship between calculative commitment and OCBs (b_4=-0.0034; t=-0.1619; p=0.8715). A single-unit increase in professional commitment causes an increase of 0.1012 units in OCBs scores, a single-unit increase in moral commitment causes an increase of 0.1267 units in OCBs scores, and a single-unit increase in alienative commitment scores causes an increase of 0.0521 units in OCBs scores.

In the multiple mediation model established between teacher empowerment independent variable and OCBs dependent variable, the effect coefficients were calculated as follows: a_1=0.4913, a_2=0.6468, a_3=-0.4949, a_4=0.0162 and b_1=0.1012, b_2=0 .1267, b_3=0.0521, b_4=-0.0034. In Figure 1, the model for the mediation effect of professional commitment, moral commitment, alienative commitment and calculative commitment variables between teacher empowerment and OCBs and the effect coefficients in this model are presented.

Figure 1. *Model of Mediation Effect and Effect Coefficients*
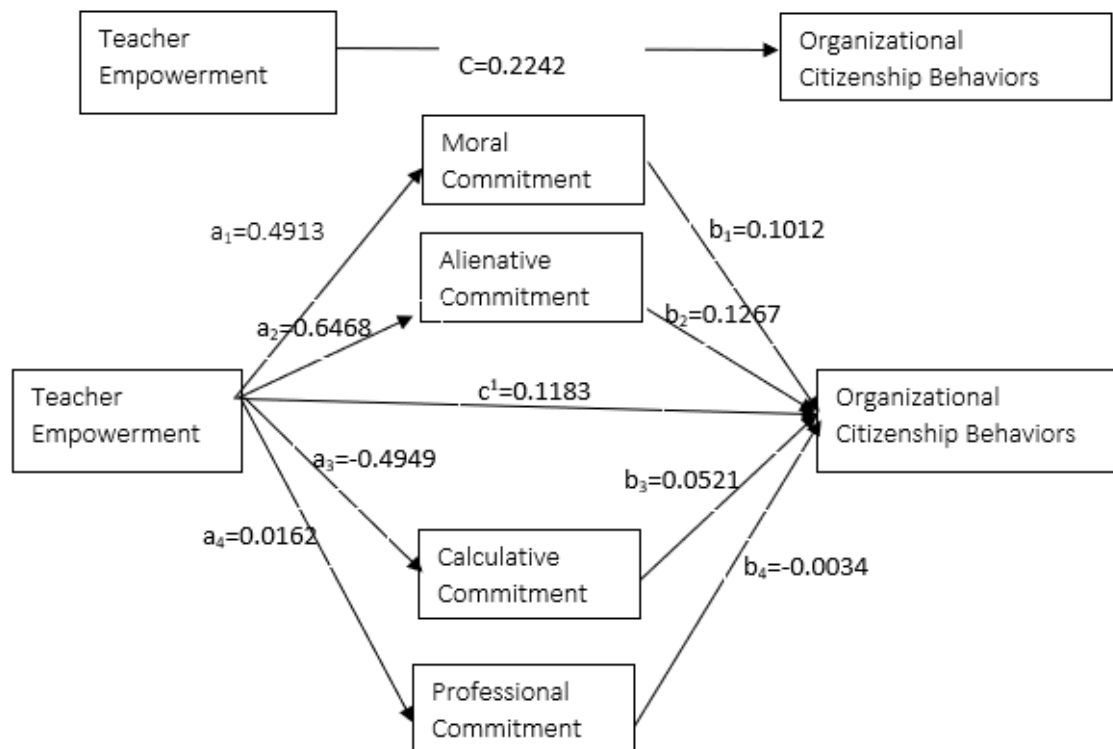
When the coefficient c(c=0.2242), which represents the total effect between teacher empowerment and OCBs, and c'(0.1183), which represents the direct effect between these two

variables, is compared, it is seen that teacher empowerment has a decrease in the predictive power of OCBs under the influence of mediator variables. This decrease in the mediator variable effect means that there is partial mediation (Baron & Kenny, 1986). After determining the direct and total effects, the indirect effects between the variables were determined. Confidence intervals for the significance of indirect effects with 95% accuracy were examined with 5000 bootstrap samples. Related findings are listed in Table 8.

Table 8. *Multiple Mediation Model Indirect Effect Coefficients*

Parameter	Effect	SH_B	95% Confidence Interval	
			Lower	Upper
$\sum ab$	.1059	.0254	.0564	.1535
a_1b_1	.0497	.0204	.0072	.0894
a_2b_2	.0820	.0217	.0401	.1267
a_3b_3	-.0256	.0163	-.0610	.0045
a_4b_4	-.0001	.0014	-.0034	.0030

When the confidence intervals and indirect effects in Table 8 are examined, it is seen that the mediation effects of the variables of professional commitment and moral commitment between teacher empowerment and OCBs are confirmed. This is because the confidence interval for the indirect effect of a_1b_1 with 95% accuracy does not include 0 (a_1b_1=0.0497; C^l=[0.0072-0.0894]; a_2b_2=0.0820; C^l=[0.0401-0.1267])). It is seen that the confidence interval for the alienative and calculative commitment variables includes 0 (a_3b_3=-0.0256; C^l=[-0.0610-0.0045]; a_2b_2=-0.0001; C^l=[-0.0034-0.0030]. This is interpreted as coercive and calculative commitment does not have a significant mediating effect between teacher empowerment and OCBs. The confidence interval for the total indirect effect also does not include 0 ($\sum ab$=0.1059; C^l=[0.0564-0.1535). This shows that the variables of professional commitment and moral commitment have a significant mediating effect between teacher empowerment and OCBs (Jose, 2013; MacKinnon, 2008).

Effect size values were obtained according to the ratio-proportion approach regarding the mediation effect of the variables of "*professional commitment*", "*moral commitment*", "*alienative commitment*" and "*calculative commitment*" within the scope of OCBs. Accordingly, the mediation effect size values obtained by the ratio of the indirect effect to the total effect (ab/c) are 0.2217 for the "*professional commitment*" variable and 0.3657 for the "*moral commitment*". On the other hand, "*alienative*" and "*calculative commitment*" do not have a significant mediating effect. These rates show that 22% of the total effect of teacher empowerment on OCBs is explained by the "*professional commitment*" variable, and 37% by the indirect effect created by "*moral commitment*". As a result, as teachers' perceptions of their empowerment increase, OCBs also increase, and 59% of this increase is explained by the positive effect of teacher empowerment on OCBs.

DISCUSSION, CONCLUSION AND IMPLICATIONS

THE RESULTS OF DESCRIPTIVE ANALYSIS AND DISCUSSION

Teachers perceive their level of empowerment as high. When the literature is examined, different results are encountered in the perceptions of teachers regarding their empowerment. Similar to this research, Cheasakul and Varma (2016), Ganiban, Belencia, and Ocampo (2019), Mehmet and Yılmaz (2017), Odabaş (2014), Tindowen (2019) determined that they perceive teachers' empowerment levels to be high. On the other hand, Marks and Louis (1999) determined that teachers perceive the level of empowerment as moderate, Squire Kelly (2012) at low level, and Al-Yaseen and Al-Musaileem (2013) as very low level.

The empowerment of teachers in schools are being achieved by school administrators delegate their authority to teachers, involve teachers in their decisions, create "*awareness of us*" in schools,

communicate by spending time together in different parts of the school including canteen, garden, teachers' room, cafeteria and classrooms, encourage teachers for professional and personal development and taking into account the special situations of teachers in their curriculum preparations and shifts (Kıral, 2019). Within the scope of this study, teacher empowerment is carried out by increasing their professional development, ensuring their confidence in their schools, and increasing their status and cooperative behaviors. Employees with high perceptions of empowerment are more willing to achieve organizational goals and have the belief that ensuring the efficiency of the organization is effective in meeting their personal needs (İhtiyaroğlu, 2017). An important reason for the growth of developed countries is education investments made in human capital (Tunç, 1993). Investments made in education by empowering teachers will enable teachers to be more productive and productive, both themselves and the individuals they are in contact with; high productivity means higher profit (Üstün, 2006). Developments in information processing technology, increase in competition, increase in the level of education and expectations of individuals in the society, and the formation of a globalizing and constantly changing external environment make it important for teachers to be empowered and to perceive themselves as empowered.

In this study, teachers' perceptions towards their organizational commitment were examined. According to teachers' perceptions, teachers have a high level of moral commitment, a very low level of alienative commitment, and a medium level of calculative commitment. Unlike the results of this study, Ergün (2017) found the moral commitment of teachers at a moderate level, while they found their alienative and calculative commitment at a below-moderate level. Similarly, Uludağ Kodal (2019) determined teachers' commitment levels as "*moral commitment*", "*calculative commitment*" and "*alienative commitment*", from high to low respectively. Yavuzkılıç (2019), on the other hand, determined the moral and calculative commitment of teachers at a very high level, while she determined their alienative commitment at a very low level. Alienative commitment dimension has the lowest average among organizational commitment dimensions. In this direction, it can be said that teachers show loyalty to their schools according to their own wishes, not because they have to work. In this study, it was revealed that teachers had the highest moral commitment. This is a desirable situation for the school organization. Because, high moral commitment shows that employees develop a sense of belongingness to their institutions, internalize their sense of duty at school, and thus embrace their institutions. The content of moral commitment parallels the "*Creation of Shared Vision"* in Senge's Fifth Disciplin laws. The law of "*creating shared vision*" is that people should strive to gather around a common sense of identity and togetherness without being under pressure, and show all their talents sincerely in order to ensure that the organization achieves its goals. The research also reveals that teachers have a moderate level of calculative commitment. The reasons for their calculative commitment to their school may be the financial losses they will face if they leave their school and the responsibilities they feel towards the institution they work for. Teachers stay in their institutions and earn salary, health insurance, retirement, etc. and their desire to stay in their institutions may stem from these reasons.

When the perceptions of teachers regarding their professional commitment are examined, teachers perceive their professional commitment as high. In this case, it can be said that teachers love their profession. In different studies, it has been determined that teachers' professional commitment is at different levels. For example, Bogler and Nir (2014), Khan and Hussain (2014), Ergen (2016), Sorensen and McKim (2014) and Tindowen (2019) have high professional commitment, Çalık (2019), Soon and Anand (2010) medium, Blau (1985), Uştu and Tümkaya (2017) determined it as low. Professional commitment of teachers is one of the most important factors for the success of education and schools. In addition, less professional commitment has an impact on the effectiveness of schools, causing teachers to decrease their professional performance or leave the profession in extreme cases (Shukla, 2018).

When teachers' perceptions of OCBs were examined, it was determined that teachers generally perceived their OCBs as very high. Studies have shown that teachers' OCBs are generally "*very high*" (Alğan, 2011; Karakuş, 2008; Köprülü, 2011) and "*high*" levels (Baş & Şentürk, 2011; Coşkun & İsmailoğlu, 2020; Çevik & Can, 2020; Koşar & Yalçınkaya, 2013); Polat, 2007; Somech & Ron, 2007; Sönmez & Cemaloğlu, 2017). This situation indicates that teachers are willing to work voluntarily in their schools; show that they exhibit OCBs such as helping, conscientiousness, sportsmanship and civic virtue (Çetin, Korkmaz, & Çakmakçı, 2012). There is a direct relationship between teachers' OCBs and student achievement (DiPaola & Tschannen-Moran, 2001, Somech & Ron, 2007). In other words, the success of schools depends on teachers' willingness to do what needs to be done beyond their duties in order to achieve the goals of the organization (Somech & Ron, 2007). For this reason, it is important for teachers to make extra contributions to their schools in order for the school to reach its goals effectively (Sezgin & Kılınç, 2008).

THE RESULTS OF MEDIATION EFFECT AND DISCUSSION

Teacher empowerment, professional commitment, moral, alienative and calculative commitment variables were discussed in the research conducted to determine the factors that directly or indirectly affect OCBs according to teachers' perceptions. Direct and indirect effects were determined by performing mediation analyzes for multi-mediation models and multi-level mediation models.

In the multi-mediation model, in which the effect of teacher empowerment on OCBs is examined through the dimensions of professional commitment and organizational commitment, it is revealed that the variables of professional commitment and moral commitment have a significant mediating effect between teacher empowerment and OCBs, and this mediation effect has a partial mediation effect. In other words, professional commitment and moral commitment have a partial mediating effect in the relationship between teacher empowerment and OCBs. Alienative and calculative commitment does not show a significant mediating effect between teacher empowerment and OCBs.

Teacher empowerment positively affects OCBs both directly and indirectly. This situation is in parallel with other studies in the literature (Bogler & Somech, 2004; Herawaty et al., 2019; Wall and Rinehart, 1998; Tindowen, 2019). In this direction, it can be said that as teachers become stronger and feel stronger, they help their colleagues with their work problems, show them realistic courtesy, and share their work resources (technology, materials, equipment, etc.) with their colleagues. In addition, it can be stated that strong teachers support the social image of the organization, think beyond the job requirements, think about the future of the organization, protect the organization from possible problems, adapt more quickly to new developments in the organization, and cooperate and help their organization.

The increase in teachers' professional and organizational commitment, especially moral commitment, also increases their OCBs. This situation shows parallelism with other studies in the literature. Although Etzioni's organizational commitment classification was not used in these studies, they contain similar dimensions that mean adopting organizational values, which include the meaning of moral commitment, working for the benefit of the organization, being proud of being a member of the organization, etc. Atakan Duman, Paşamehmetoğlu and Poyraz (2013); Çelik and Üstüner (2020); Cetin (2011); Mogotsi, Boon and Fletcher (2011); Ozcan (2008); Özdem (2012) and Yılmaz and Bökeoğlu (2008) state that there are positive and significant relationships between teachers' organizational commitment and OCBs. Demirel and Aslan (2008), Cohen (2006), Dennis and Katherine (2006), Özdem (2012) determined positive significant relationships between professional commitment and OCBs.

In this study, as teachers' empowerment increased, OCBs also increased, and 59% of this increase was explained by the positive effects of professional commitment and moral commitment on OCBs. Özdem (2012), who examined the relationship between organizational commitment, professional commitment and organizational citizenship, determined that professional commitment

and organizational commitment together explained 26% of OCBs. He determined that only professional commitment explains 33% of organizational citizenship and only organizational commitment explains 9% of organizational citizenship (Özdem, 2012). According to the standardized regression (beta) coefficient, the relative importance of the predictive variables related to OCBs was revealed as professional commitment and organizational commitment (Özdem, 2012). According to the literature, it can be suggested that measures should be taken in schools to increase teachers' professional commitment, organizational commitment and their moral commitment, which is one of the organizational commitment types.

SUGGESTIONS

SUGGESTIONS FOR RESEARCHERS

In this study, organizational and professional commitment, which are types of commitment, are discussed. By considering other types of commitment, their relationship with teacher empowerment can be revealed. This study is limited to the central districts of Denizli in the sample of Turkey. Studies can be carried out in different countries and cultures and the results can be discussed. In addition, this study was carried out with teachers working in secondary schools. The study can be repeated with teachers working at different teaching levels. In this study, no distinction was made between individual and team empowerment in the concept of teacher empowerment. In future studies, the effects of teacher empowerment on other variables can be investigated in line with this distinction.

SUGGESTIONS FOR PRACTITIONERS

One of the most important roles in empowering teachers belongs to school administrators. School administrators can ensure teachers' empowerment by using their power resources correctly and effectively. With the empowerment of teachers, it is possible for teachers to be more prone to extra-role behaviors (Altınkurt et al., 2016). For this reason, school administrators need to use their managerial and leadership skills more effectively. Schools can be served by developing a detailed repertoire of empowerment practices. In order for teachers to increase both their professional commitment and moral commitment, needs analyzes can be made and various applications can be made and trainings can be given in this direction. In addition, longitudinal survey studies can be carried out in order to monitor the change in teachers' perceptions of their empowerment, organizational commitment, professional commitment and OCBs.

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