The Role Of Organizational Transparency Levels In Schools On Teachers' Organizational Citizenship Behaviors*

Musa Pullu, Teacher, Kutahya Provincial Directorate of National Education, Türkiye, musapullu@gmail.com
0000-0002-5784-3004

Aynur B. Bostancı, Prof. Dr., Uşak University, Türkiye, aynur.bozkurt@usak.edu.tr
0000-0002-7927-6063

Abstract

This study aims to examine the role of organizational transparency in schools on teachers' organizational citizenship behaviors (OCBs). Designed within the correlational design, the study involved 351 teachers working in public primary, secondary, and high schools in Kütahya, Türkiye. Conducted during the 2024–2025 academic year, the research employed convenience sampling. Data were collected with the School Transparency Scale and the Organizational Citizenship Behavior Scale, and analyzed using Independent Samples t-Test, One-Way ANOVA, Pearson Product-Moment Correlation, and Hierarchical Regression Analysis. Descriptive analyses indicated that teachers perceived high levels of organizational transparency and demonstrated high levels of OCBs. In terms of demographic variables, transparency perceptions differed significantly by gender, school level, number of teachers at the school, and length of service at the same school. Similarly, OCB levels varied significantly with respect to gender, school level, years of professional experience, and length of service at the same school. Furthermore, a moderate, positive, and significant correlation was found between organizational transparency and OCBs. Hierarchical regression analysis revealed that information flow and accountability were the significant predictors of OCB, while participation in decision-making was not. The results suggest that school leaders can foster OCBs by reinforcing accountability and ensuring effective information flow, two key dimensions of organizational transparency identified as significant predictors. Establishing teacher feedback mechanisms and formally recognizing voluntary contributions may further promote organizational citizenship behaviors. At the policy level, efforts should aim to standardize transparency practices across schools to support a more unified and participatory educational environment.

To cite this article: Pullu, M., & Bostancı, A.B. (2025). The role of organizational transparency levels ın schools on teachers' organizational citizenship behaviors. *Psycho-Educational Research Reviews, 14*(2), 51-70. doi: 10.52963/PERR_Biruni_V14.N2.02

---

* This manuscript was derived from the first author's master's thesis.

INTRODUCTION

Organizational Citizenship Behavior (OCB) demonstrated by teachers plays a critical role in the achievement of school objectives. OCB refers to "extra-role" behaviors performed voluntarily for the benefit of the organization, beyond formal job descriptions and without the expectation of any personal reward. In the school context, such behaviors are considered indispensable elements for fostering a positive school climate, ensuring quality education, and enhancing overall school success. Examples of OCBs include cooperating with colleagues, mentoring newly appointed teachers, and embracing a strong sense of school commitment (DiPaola & Hoy, 2005; Hoy & Miskel, 2012; Lunenburg & Ornstein, 2013; Polat, 2007). Although the personality traits and interpersonal relations of organizational members may contribute to the development of OCB, school-related contextual factors such as organizational culture, organizational structure, and organizational trust are also regarded as significant antecedents (Karaaslan, Ergun Özler & Kulaklıoğlu, 2009). Among these antecedents, organizational trust is closely linked to organizational transparency. Transparent practices within the school setting enhance teachers' trust in school administration and reinforce their perception that decisions are made fairly (Arlı, 2011; Bryk & Schneider, 1996). Teachers who work in an atmosphere of trust become more willing to go beyond their formal job descriptions and make sacrifices for the success of the school. In the literature, it is emphasized that practices of organizational transparency support teachers' voluntary behaviors (Klein, 2012). Similarly, the study conducted by Timuroğlu and Çokgören (2019) revealed a significant relationship between organizational trust and OCB, indicating that higher levels of trust were associated with increased levels of citizenship behaviors. In the same vein, the study by Tosun and Çelik (2024) also identified significant relationships between organizational transparency and organizational trust. Organizational transparency is defined as the presentation of information, decisions, and processes in an open, accessible, and understandable manner to all stakeholders. In schools, transparency enables stakeholders such as teachers, students, and parents to comprehend and monitor what is happening within the institution. This implies that school administrators communicate openly with teachers and regularly share decisions made. A transparent management approach reinforces the sense of trust between teachers and administrators and supports perceptions of fairness (Addi-Raccah & Arviv-Elyashiv, 2008; Rawlins, 2009). The relationship between organizational transparency and OCB can be explained through perceptions of organizational trust and justice. Kahveci and Babayiğit (2024) emphasize that trust in school administration increases teachers' motivation and willingness to contribute to school-related tasks. Accordingly, the literature suggests that trust built on organizational transparency may promote teachers' extra-role behaviors. In this regard, the main purpose of this study is to examine the role of organizational transparency in schools on teachers' OCB. In line with this purpose, the key variables of the study are explained in detail below.

CONCEPTUAL FRAMEWORK

This chapter presents the conceptual framework of the study by outlining two central constructs: organizational transparency and organizational citizenship behavior. Each concept is introduced with reference to its theoretical foundations and relevance to educational settings. The chapter also sets the stage for exploring the relationship between these constructs in the context of school administration.

ORGANIZATIONAL TRANSPARENCY

The concept of transparency originates from the Latin word *transparere*, meaning "to be seen through" (Costa, Prior & Rogerson, 2008). It has gained significant prominence in the literature, particularly in relation to anti-corruption efforts, openness in decision-making, and accountability (Piotrowski & Van Ryzin, 2007). Organizational transparency is most simply defined as the open, accurate, and accessible sharing of information related to the organization (Rawlins, 2009). In this

respect, it goes beyond mere information dissemination and is grounded in ethical values such as trust, accuracy, and openness (Selimoğlu, 2010). Transparency has become a fundamental element in today's organizations in terms of organizational culture, employee motivation, and the democratization of decision-making processes. Core principles such as timely access to information, stakeholder participation in decision-making, and managerial accountability form the cornerstone of a transparent management approach (Hatch, 2013). Associated with elements such as openness, honesty, and traceability, transparency contributes to the development of organizational trust and reinforces employees' sense of belonging (Grimmelikhuijsen, 2012). In this context, transparency is regarded not merely as a technical procedure but also as a management culture and a governance philosophy (Meijer, 2013). In the school context, transparency refers to the sharing of decisions with teachers, access to performance-related information, and the openness of administrative practices (Demirtaş & Güneş, 2002). A transparent school administration facilitates teachers' involvement in processes and promotes institutional belonging and collaboration. Beyond its practical applications in schools, transparency has also been conceptualized through various theoretical frameworks in the literature. Balkin (1999) described transparency in terms of information sharing, participation, and accountability, while Rawlins (2009) emphasized access to critical information, stakeholder involvement in processes, reduction of secrecy, and managerial responsibility. Schnackenberg and Tomlinson (2016) proposed three core dimensions of transparency: disclosure, accuracy, and clarity. In the present study, organizational transparency is examined in three dimensions: participation in decision-making, which reflects teachers' active involvement in administrative processes; information flow, which refers to the consistent and comprehensible sharing of information from administrators to teachers; and accountability, which entails administrators openly sharing the rationale behind their decisions with teachers (Tosun, 2022).

ORGANIZATIONAL CITIZENSHIP BEHAVIOR

Organizational citizenship behavior refers to the voluntary contributions made by employees beyond their formal job descriptions to enhance the overall effectiveness and social climate of the organization (Organ, 1988). As a form of extra-role behavior, OCB encompasses employees' sincere and creative efforts. It contributes to organizational effectiveness, facilitates the adaptation of newly recruited members, and reflects a spirit of altruism. Also described as proactive task engagement, OCB involves constructive and voluntary organizational efforts, emerging spontaneously in a purposeful and change-oriented manner (Çetin, Yeşilbağ & Akdağ, 2003). Extra-role behaviors are characterized by positivity and voluntarism. Although they are typically not directly tied to formal reward mechanisms, they contribute positively to the functioning and psychological climate of the organization. The distinguishing features of OCB lie in the individual's voluntary engagement and the potential of these behaviors to benefit the organizational structure or administrative dynamics (Organ, 1997). The roots of OCB can be traced back to the foundational work of early theorists such as Barnard (1938) and Katz and Kahn (1966), who emphasized the impact of efforts beyond standard roles on organizational success. The term OCB and its systematic examination began in the 1980s with the studies of Organ and his colleagues (Bateman & Organ, 1983; Smith, Organ & Near, 1983), and its theoretical foundations were strengthened by Organ's (1988) comprehensive analysis. Subsequent studies have emphasized the importance of OCB by revealing its positive relationships with key outcomes such as employees' organizational commitment, job satisfaction, and overall organizational performance (Organ, 1990; Podsakoff, MacKenzie, Paine & Bachrach, 2000). Academic interest in OCB within the context of schools has notably increased since the late 1990s (DiPaola & Tschannen-Moran, 2001). Studies in this area have demonstrated that the voluntary extra-role behaviors exhibited by teachers and other educational staff significantly contribute to overall school success by enhancing the school climate, increasing managerial efficiency, and strengthening collaboration among colleagues (DiPaola & Tschannen-Moran, 2001; Somech & Drach-Zahavy, 2000). Moreover, teachers who engage in OCB are often found to demonstrate higher levels of job satisfaction as well as a stronger sense of

organizational commitment. (Bogler & Somech, 2004). At this point, it is emphasized that supportive and trust-based leadership styles adopted by school administrators play a critical role in the development of OCB (DiPaola & Hoy, 2005). The dimensions of OCB include altruism, courtesy, conscientiousness, and civic virtue. Altruism refers to teachers' voluntary support for their colleagues (Organ, 1988). Courtesy involves adopting a constructive and tolerant attitude in the face of negative situations (Podsakoff, Whiting, Podsakoff & Blume, 2009). Conscientiousness encompasses the meticulous fulfillment of duties that contribute to the overall order and functioning of the school (Polat, 2007). Finally, civic virtue reflects active participation in decision-making processes in collaboration with school administration (Oğuz, 2011). These forms of behavior foster solidarity within schools, enhance institutional efficiency, and elevate teachers' levels of job satisfaction. Consequently, OCB is regarded not merely as an individual disposition but also as a strategic component influencing the overall success of the school (Somech & Drach-Zahavy, 2000).

As the aforementioned explanations suggest, a transparent management approach—through open information flow, participation in decision-making processes, and principles of accountability—enhances employees' trust in the institution and reinforces their sense of belonging. This environment fosters teachers' willingness to contribute beyond formal job descriptions, paving the way for the exhibition of OCBs. In schools, the adoption of a transparent administrative style by school leaders supports teachers' voluntary collaboration, sense of responsibility, and contributions to institutional development. In this regard, the study is expected to raise awareness among school administrators regarding the importance of transparent practices and citizenship behaviors. Furthermore, the number of studies that examine these two concepts together in the literature remains limited. Accordingly, this research aims to reveal the role of organizational transparency in schools on teachers' OCBs.

PURPOSE OF THE STUDY

This study aims to investigate the relationship between teachers' perceptions of organizational transparency in schools and their organizational citizenship behaviors (OCBs). In line with this aim, the following research questions were addressed:

1. What is the perceived level of organizational transparency among teachers in schools?
2. Do teachers' perceptions of organizational transparency significantly differ by their gender, school level, years of professional experience, educational background, number of teachers at school, and length of service at the same school?
3. What is the level of teachers' OCBs?
4. Do teachers' levels of OCB significantly differ based on their gender, school level, years of professional experience, educational background, number of teachers at school, and length of service at the same school?
5. Is there a significant relationship between teachers' perceptions of organizational transparency and their OCBs?
6. Do teachers' perceptions of organizational transparency significantly predict their OCBs?

METHOD

This section outlines the methodological framework adopted for the study. It includes details about the research design, study population and sampling method, data collection instruments, and statistical analysis techniques. The primary aim is to ensure transparency and clarity in the procedures followed, thereby allowing for the accurate examination of the relationship between organizational transparency and teachers' organizational citizenship behaviors.

RESEARCH DESIGN

The study was designed using the relational scanning model, as it aims to reveal the relationship between teachers' perceptions of organizational transparency in schools and their organizational citizenship behaviors. The correlational survey model is a quantitative research design that not only describes the current situation as it is but also seeks to determine the degree of relationship between two or more variables.

POPULATION AND SAMPLE

The population of the study consists of teachers working in public schools in Kütahya, Türkiye, during the 2024–2025 academic year. A total of 351 teachers were reached and included in the study through the convenience sampling method. The descriptive characteristics of the participating teachers are presented in Table 1.

Table 1. *Demographic Characteristics of Teachers*

Variable		*f*	*%*
Gender	Female	218	62.1
	Male	133	37.9
School level	Primary school	101	28.8
	Secondary school	130	37.0
	High school	120	34.2
Years of professional experience	1- 10 years	114	32.5
	11- 20 years	137	39.0
	21 years or more	100	28.5
Educational background	Associate/Bachelor's degree	211	60.1
	Graduate degree	140	39.9
Number of teachers at school	1- 20 teachers	163	46.4
	21 teachers or more	188	53.6
Length of service at the same school	1- 3 years	181	51.6
	4 years or more	170	48.4
Total		351	100

As shown in Table 1, the majority of the participating teachers were female (62.1%, n = 218), while male participants accounted for 37.9% (n = 133). In terms of school level, 28.8% (n = 101) worked in primary schools, 37.0% (n = 130) in middle schools, and 34.2% (n = 120) in high schools. Regarding years of professional experience, 32.5% (n = 114) had 1–10 years, 39.0% (n = 137) had 11–20 years, and 28.5% (n = 100) had 21 years or more. As for educational background, 60.1% (n = 211) held an associate or bachelor's degree, while 39.9% (n = 140) held a graduate-level degree. In relation to number of teachers at school, 46.4% (n = 163) worked in schools with 1–20 teachers, and 53.6% (n = 188) in schools with 21 or more. Lastly, in terms of length of service at the same school, 51.6% (n=181) had been teaching at the same school for 1–3 years, and 48.4% (n=170) for 4 years or more.

DATA COLLECTION

Data for the present study were collected using two primary instruments—the School Transparency Scale (Tosun, 2022) and the Organizational Citizenship Behavior Scale, as adapted by Polat (2007)—which were selected based on the psychometric properties reported in their respective development and adaptation studies. The following sections provide a detailed description of each instrument, including their structures, dimensions, and the reliability analyses conducted for this study.

SCHOOL TRANSPARENCY SCALE

The School Transparency Scale, developed by Tosun (2022), is a five-point Likert-type instrument comprising 16 items across three dimensions: participation in decision-making, information flow, and accountability. The Cronbach's alpha coefficients obtained in this study were α = .91 for participation in decision-making, α = .93 for information flow, α = .95 for accountability, and α = .97 for the overall scale. According to the commonly accepted classification in the literature, values above .90 are considered "excellent," those between .80 and .90 are "very good," and those between .70 and .80 are "adequate" (Büyüköztürk, 2018). In this regard, the reliability coefficients in this study closely resemble those in Tosun's (2022) original scale and meet the reliability criteria stated in the literature.

ORGANIZATIONAL CITIZENSHIP BEHAVIOR SCALE

The Organizational Citizenship Behavior Scale, adapted into Turkish by Polat (2007), is a five-point Likert-type instrument consisting of 20 items across four dimensions: altruism, courtesy, conscientiousness, and civic virtue. In the present study, the Cronbach's alpha coefficients were α = .89 for the overall scale, α = .89 for altruism, α = .80 for courtesy, α = .78 for conscientiousness, and α = .84 for civic virtue. According to the reliability criteria proposed by Büyüköztürk (2018), alpha values above .70 indicate sufficient reliability. These findings demonstrate that the scale possesses strong internal consistency and is suitable for use in this research. Furthermore, the reliability coefficients obtained in this study are consistent with those reported during the Turkish adaptation of the scale by Polat (2007), supporting the scale's reliability for the current sample.

DATA ANALYSIS

To determine the suitability of parametric tests, both graphical and statistical indicators of normality were examined. Visual assessments of the histograms and Normal Q-Q plots showed that the data were approximately normally distributed, without severe deviations. Although the Kolmogorov-Smirnov test yielded statistically significant results for both organizational transparency (p = .024) and organizational citizenship behavior (p = .041), the skewness and kurtosis coefficients were subsequently examined for a more robust assessment. These values were all found to be within the acceptable range of –3 to +3 according to Kline (2015). Therefore, the data were ultimately considered suitable for parametric analysis. Descriptive statistics regarding these distributions are presented in Table 2.

Table 2. *Skewness and Kurtosis Values for the Study Variables*

Dimension	Skewness	Kurtosis
Participation in Decision-Making	-.593	-.195
Information Flow	-.918	.483
Accountability	-.249	-.714
Organizational Transparency (Total)	-.589	-.185
Altruism	-.909	1.682
Courtesy	-1.591	2.885
Conscientiousness	-1.393	2.910
Civic Virtue	-.552	.022
Organizational Citizenship Behavior (Total)	-.787	1.227

As shown in Table 2, the data met the assumption of normality; therefore, parametric tests were used in the analyses. Independent samples t-tests were conducted to examine group differences based on gender, educational background, number of teachers at school, and length of service at the same school. For school level and years of professional experience, one-way analysis of variance (ANOVA) was employed. The assumption of homogeneity of variances was initially tested using Levene's test. When this assumption was met (p > .05), the Tukey HSD test was applied as a post hoc procedure to

identify the source of the significant difference. The significance level was set at .05 for all analyses. In addition, Pearson product–moment correlation coefficients were calculated to examine the relationship between teachers' perceptions of organizational transparency and their organizational citizenship behaviors. Finally, hierarchical regression analyses were conducted to evaluate the predictive power of the dimensions of organizational transparency on OCBs.

FINDINGS

This chapter presents the study's findings in four main parts. First, it details the descriptive statistics for organizational transparency and organizational citizenship behavior, along with analyses of how these variables differ across demographic groups. Second, it presents the results of the correlational analysis examining the relationship between these two main constructs. The chapter concludes by reporting the findings from the hierarchical regression analysis, which tested the study's predictive model.

FINDINGS RELATED TO ORGANIZATIONAL TRANSPARENCY

This section presents the descriptive findings regarding teachers' perceptions of organizational transparency in schools. These findings are provided in Table 3.

Table 3. *Teachers' Perception Levels of Organizational Transparency*

Dimensions	$\bar{x}$	SD	Level
Participation in Decision-Making	3.51	1.029	High
Information Flow	3.82	.936	High
Accountability	3.20	1.113	Moderate
Organizational Transparency (Total)	3.84	.965	High

As shown in Table 3, teachers' perceptions of organizational transparency in schools were high in the dimensions of *participation in decision-making* ($\bar{x}$ = 3.51) and *information flow* ($\bar{x}$ = 3.82), as well as in total organizational transparency ($\bar{x}$ = 3.84). On the other hand, their perceptions in the *accountability* dimension were at a moderate level ($\bar{x}$ = 3.20).

The findings regarding teachers' perceptions of organizational transparency in schools based on demographic variables are presented below. According to the results of the independent samples t-test based on gender, a statistically significant difference was observed in overall organizational transparency perceptions [$t_{(349)}$ -3.803; p < .001]. Male teachers ($\bar{x}$ = 3.75) reported higher levels of perception compared to female teachers ($\bar{x}$ = 3.36). Similarly, significant differences favoring male teachers were also found in participation in decision-making [$t_{(349)}$ = -3.491; p = .001], information flow [$t_{(349)}$ = -3.336; p = .001], and accountability [$t_{(349)}$ = -3.820; p < .001].

In terms of school level, the ANOVA results indicated a significant difference in overall perceptions of organizational transparency [$F_{(2, 348)}$ = 3.676; p < .05]. Specifically, significant differences were found in participation in decision-making [$F_{(2, 348)}$ = 3.846; p < .05] and accountability [$F_{(2, 348)}$ = 4.770; p < .05], with primary school teachers exhibiting higher levels of perception than high school teachers. However, no significant difference was observed in the information flow [$F_{(2, 348)}$ = 1.921; p > .05].

The results of the ANOVA conducted based on years of professional experience revealed no statistically significant differences in overall transparency perceptions [$F_{(2, 348)}$ = .722; p > .05]. Likewise, no significant differences were found in participation in decision-making [$F_{(2, 348)}$ = .011; p > .05], information flow [$F_{(2, 348)}$ = 1.248; p > .05], and accountability [$F_{(2, 348)}$ = 1.090; p > .05].

Regarding educational background, the t-test results indicated no significant differences in overall transparency perceptions [$t_{(349)}$ = -.158; p > .05]. Similarly, no significant differences were found in participation in decision-making [$t_{(349)}$ = -.006; p > .05], information flow [$t_{(349)}$ = -.356; p > .05], and accountability [$t_{(349)}$ = -.063; p > .05].

With respect to the number of teachers at the school, significant differences were found in overall transparency perceptions [$t_{(349)}$ = 3.042; p < .05]. Teachers working in schools with 1–20 teachers reported significantly higher perceptions in participation in decision-making [$t_{(349)}$ = 3.681; p < .05], information flow [$t_{(349)}$ = 2.439; p < .05], and accountability [$t_{(349)}$ = 2.714; p < .05] than those working in schools with 21 or more teachers.

Finally, the results based on length of service at the same school revealed a significant difference in overall transparency perceptions [$t_{(349)}$ = 2.292; p < .05]. Teachers with 1–3 years of experience at the same school (x̄ = 3.63) demonstrated higher perceptions than those with 4 or more years (x̄ = 3.39). Significant differences were also observed in participation in decision-making [$t_{(349)}$ = 2.039; p < .05] and accountability [$t_{(349)}$ = 2.412; p < .05], while no significant difference was found in information flow [$t_{(349)}$ = 1.936; p > .05].

FINDINGS RELATED TO ORGANIZATIONAL CITIZENSHIP BEHAVIOR

This section reports the findings derived from the statistical analyses conducted to explore teachers' organizational citizenship behaviors in schools. Descriptive statistics regarding these behaviors are presented in Table 4.

Table 4. *Teachers' Levels of Organizational Citizenship Behavior*

Dimensions	x̄	SD	Level
Altruism	4.02	.702	High
Courtesy	4.31	.759	Very High
Conscientiousness	4.37	.634	Very High
Civic Virtue	3.92	.799	High
Organizational Citizenship Behavior (Total)	4.13	.529	High

As shown in Table 4, teachers' OCB levels were generally high. The mean scores were 4.02 for *altruism*, 4.31 for *courtesy*, 4.37 for *conscientiousness*, 3.92 for *civic virtue*, and 4.13 for total OCB. Among these dimensions, courtesy and conscientiousness were reported at a very high level by teachers.

The findings regarding teachers' perceptions of organizational citizenship behavior based on demographic variables are presented below. According to the Independent Samples t-Test results based on gender, no statistically significant difference was found in teachers' total OCB levels [$t_{(349)}$ = 1.211, p > .05]. Likewise, no significant differences were observed in altruism [$t_{(349)}$ = 1.236, p > .05], courtesy [$t_{(349)}$ = 1.168, p > .05], and civic virtue [$t_{(349)}$ = −.936, p > .05]. However, a significant difference emerged in conscientiousness [$t_{(349)}$ = 2.102, p < .05], where female teachers (x̄ = 4.43) reported higher levels than male teachers (x̄ = 4.28).

According to the One-Way ANOVA results based on school level, a significant difference was found in overall OCB levels [$F_{(2, 348)}$ = 2.542, p < .05]. Primary school teachers (x̄ = 4.19) reported significantly higher levels than high school teachers (x̄ = 4.04). Among dimensions, only civic virtue showed a significant difference [$F_{(2, 348)}$ = 7.890, p < .05], with primary and middle school teachers reporting higher levels than their high school counterparts. No statistically significant differences were found in altruism [$F_{(2, 348)}$ = 2.475, p > .05], courtesy [$F_{(2, 348)}$ = 1.348, p > .05], or conscientiousness [$F_{(2, 348)}$ = .001, p > .05].

With regard to years of professional experience, the results revealed a significant difference in total OCB levels [$F_{(2, 348)}$ = 3.173, p < .05]. Teachers with 11–20 years of experience (x̄ = 4.20) reported higher levels than those with 1–10 years (x̄ = 4.03). Among the dimensions, only civic virtue showed a significant difference [$F_{(2, 348)}$ = 4.228, p < .05], again in favor of teachers with 11–20 years of experience. No statistically significant differences were observed in altruism [$F_{(2, 348)}$ = 2.550, p > .05], courtesy [$F_{(2, 348)}$ = .996, p > .05], or conscientiousness [$F_{(2, 348)}$ = 2.694, p > .05].

The t-Test results based on educational background revealed no significant differences in total OCB levels [$t_{(349)}$ = −.010, p > .05] or altruism [$t_{(349)}$ = −.602, p > .05], courtesy [$t_{(349)}$ = 1.002, p > .05], conscientiousness [$t_{(349)}$ = 1.708, p > .05], and civic virtue [$t_{(349)}$ = −1.279, p > .05].

Similarly, based on number of teachers at school, no significant difference was found in total OCB levels [$t_{(349)}$ = 1.355, p > .05]. However, a significant difference was found in the altruism dimension [$t_{(349)}$ = 2.166, p < .05], with teachers working in schools with 1–20 teachers (x̄ = 4.10) reporting higher levels than those in schools with 21 or more teachers (x̄ = 3.94). No significant differences were observed in courtesy [$t_{(349)}$ = −.052, p > .05], conscientiousness [$t_{(349)}$ = −1.008, p > .05], or civic virtue [$t_{(349)}$ = 1.541, p > .05].

Finally, according to the results based on length of service at the same school, a significant difference was found in total OCB levels [$t_{(349)}$ = 2.292, p < .05]. Teachers with 1–3 years of experience at the same school (x̄ = 4.15) reported slightly higher levels than those with 4 or more years (x̄ = 4.10). However, no statistically significant differences were observed in altruism [$t_{(349)}$ = .699, p > .05], courtesy [$t_{(349)}$ = 1.806, p > .05], conscientiousness [$t_{(349)}$ = −.450, p > .05], or civic virtue [$t_{(349)}$ = −.040, p > .05].

FINDINGS RELATED TO THE CORRELATION BETWEEN ORGANIZATIONAL TRANSPARENCY AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR

This section presents the correlation results regarding the relationship between teachers' perceptions of organizational transparency and their levels of organizational citizenship behavior. The relevant findings are displayed in Table 5.

Table 5. *Correlation Analysis Results Concerning Teachers' Perceptions of Organizational Transparency and Their Organizational Citizenship Behavior*

Organizational Transparency	Organizational Citizenship Behavior				
	Altruism	Courtesy	Conscientiousness	Civic Virtue	OCB (Total)
Participation in Decision-Making	.290**	.320**	.122*	.365**	.386**
Information Flow	.309**	.339**	.167**	.371**	.413**
Accountability	.358**	.245**	.142**	.391**	.413**
Organizational Transparency (Total)	.344**	.314**	.155**	.401**	.432**

*p< .05; **p< .01

As shown in Table 5, a statistically significant and moderate positive correlation was found between teachers' perceptions of organizational transparency and their organizational citizenship behavior levels (r = .432, p < .01). Similarly, moderate and significant relationships were observed with altruism (r = .344, p < .01), courtesy (r = .314, p < .01), and civic virtue (r = .401, p < .01). The correlation with conscientiousness was also significant but relatively low (r = .155, p < .01). These results suggested that higher levels of perceived organizational transparency were associated with increased levels of OCB.

FINDINGS RELATED TO THE PREDICTIVE ROLE OF ORGANIZATIONAL TRANSPARENCY ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR

Hierarchical regression analysis was conducted to examine the predictive power of organizational transparency dimensions on teachers' organizational citizenship behavior, as shown in Table 6.

Table 6. *Hierarchical Regression Analysis Results on The Predictive Role of Perceived Organizational Transparency in Schools on Teachers' Organizational Citizenship Behavior*

Predictor Variables	Organizational Citizenship Behavior					
	Model 1		Model 2		Model 3	
	ß	t	ß	t	ß	t
Model 1						
Information flow	.413	8.482*	.229	2.728*	.215	2.342*
Model 2						
Accountability			.226	2.689*	.206	2.077*
Model 3						
Participation in decision-making					.036	.364
R^2	.171		.188		.188	
ΔR^2	.171		.017		.000	
F	71.938*		40.227*		26.795*	

*p< .001

As shown in Table 6, hierarchical regression analysis was employed to determine the extent to which dimensions of teachers' perceptions of organizational transparency predict their organizational citizenship behavior. According to the results of the three-step model, the independent variables significantly explained 18.8% of the total variance in OCB (R^2 = .188, F = 26.795, p < .001). In Model 1, information flow alone explained 17.1% of the variance (ΔR^2 = .171, p < .001). In Model 2, the inclusion of accountability led to an additional 1.7% of variance explained, which was also statistically significant (ΔR^2 = .017, p < .001). However, in Model 3, the addition of participation in decision-making did not result in a significant increase in the explained variance (ΔR^2 = .000, t = .364, p > .05). These results indicate that information flow and accountability were significant predictors of teachers' organizational citizenship behavior, whereas participation in decision-making was not found to be a significant predictor.

DISCUSSION, CONCLUSION AND IMPLICATIONS

This study examined the relationship between teachers' perceptions of organizational transparency and organizational citizenship behavior (OCB), aiming to reveal the role of organizational transparency in schools on teachers' OCBs.

According to the research findings, teachers' perceptions of organizational transparency were generally found to be high. This result may be interpreted in light of organizational trust theory, which suggests that when communication is open and decision-making is inclusive, trust in leadership increases (Rawlins, 2008). Such trust can reinforce positive perceptions of transparency within educational institutions. Our finding is also consistent with various other studies conducted in educational settings. Kalman and Gedikoğlu (2014) revealed that school administrators were perceived as transparent by teachers, particularly in terms of accountability and information sharing. Similarly,

Gökçe (2020) emphasized that administrators' inclusion of teachers in decision-making processes strengthens perceptions of transparency. In a study by Ayral (2020), it was highlighted that teacher participation in decision-making is a key component of organizational transparency. Likewise, Elekoğlu (2021) stated that trust in school administrators and their communicative attitudes reinforce teachers' perceptions of transparency. Particularly, the high perception levels in the dimensions of information flow and participation in decision-making indicate the development of a school structure grounded in open communication and participatory management. Erdem (2021) emphasized that informing teachers about administrative decisions in a timely and sufficient manner enhances their trust in the management. Similarly, Tavşancıoğlu (2022) revealed that involving teachers in decision-making processes contributes positively to the perception of transparency in school leadership. These results suggest that the recent shift toward participatory management and improved communication tools may have helped strengthen teachers' perceptions of transparency. This aligns with democratic leadership theory, which highlights the importance of shared governance and participative practices in promoting perceptions of fairness and openness (Hoy & Tarter, 2008; Pateman, 1970). However, the study revealed that perceptions regarding the accountability dimension were comparatively lower than those of the other dimensions. This indicates a shortfall on the part of school administrators in offering transparent justifications for their decisions, assuming responsibility, and communicating performance outcomes effectively. This gap can be explained within the framework of ethical leadership theory, which emphasizes the importance of transparency, accountability, and moral justification in leadership processes (Brown & Treviño, 2006). According to this perspective, when leaders fail to clearly explain their decisions or take responsibility for outcomes, it can undermine trust and weaken perceptions of organizational transparency. Schnackenberg and Tomlinson (2016) define organizational transparency as a multidimensional construct and emphasize that perceptual differences may occur among its dimensions. Nevertheless, the fact that the perception of accountability, one of the core components of transparency, remains low indicates a need for improvement in this area. Furthermore, this result implies that administrators are more visible in day-to-day operational practices, while their presence appears limited in areas that require managerial transparency, such as fulfilling accountability responsibilities.

According to the findings, teachers' perceptions of organizational transparency were also analyzed across various demographic variables, revealing significant differences for some. In terms of gender, the analysis revealed that male teachers perceived significantly higher transparency levels across all dimensions compared to female teachers. These findings may also be interpreted using gender role theory, which suggests that social expectations shape how men and women act and how they are treated in organizations. According to Eagly and Karau (2002), traditional gender roles often link men with leadership, confidence, and involvement in decision-making. Because of this, male teachers may be more likely to perceive transparency—either because they are more often included by school leaders, or because they tend to engage more actively in decision-making processes. This result also aligns with Ekin (2019), who noted that male teachers were more frequently informed about decision-making processes. Similarly, Ayral (2020) stated that male teachers demonstrated higher levels of participation in administrative practices, which in turn enhanced their perceptions of transparency. On the other hand, Elekoğlu (2021) emphasized in his study that female teachers held more positive perceptions of transparency. In contrast, Gökçe (2020) found no significant difference based on gender. Similarly, the study conducted by Palanski et al. (2011) reported that gender did not have a determining effect on organizational transparency perceptions. These gender-based differences in perception may be shaped by cultural norms or institutional dynamics. Alternatively, this situation may be related to male teachers' more frequent communication with school administration or their more active roles in decision-making processes. Additionally, the findings revealed that primary school teachers had higher levels of transparency perception compared to high school teachers, a result consistent with Tosun (2022). On the other hand, Ayral (2020) did not identify a

significant difference based on school type. This difference may be explained by the fact that primary schools are settings where communication is more frequent, allowing teachers easier access to administrators and more direct involvement in decision-making processes. Furthermore, the closer and more interactive relationships between administrators and teachers in primary schools may serve as a factor that enhances perceptions of transparency. The study also revealed that perceptions of organizational transparency were higher in schools with fewer teachers (1–20 staff members). Similarly, Tosun (2022) reported that information flow was more effective in schools with fewer teachers, which in turn strengthened perceptions of transparency. This finding aligns with the present study's result indicating higher transparency perceptions in such settings. This may be because decision-making is often more collaborative in smaller schools, where teachers work more closely with administrators. It was found that teachers who had been working at their current school for a shorter period (1–3 years) reported higher levels of organizational transparency perceptions, a finding that contrasts with Tosun (2022). A possible explanation is that newly appointed teachers may hold more positive initial impressions, with expectations regarding administrative practices potentially declining over time. Furthermore, new teachers often approach school administrators with fewer preconceptions and a stronger motivation to foster a sense of belonging, which could enhance their perceptions. Conversely, neither professional experience nor educational background significantly affected teachers' perceptions of organizational transparency. This outcome aligns with findings from Tosun (2022), Gökçe (2020), and Elekoğlu (2021), which similarly reported no significant differences. However, some studies have reported significant findings for particular dimensions or within varied contextual settings. For instance, Ekin (2019) emphasized that this relationship is highly complex and that evaluations should be interpreted with sensitivity to contextual factors. In this regard, it is plausible that as teachers gain more professional experience, they may develop a more critical stance toward administrative practices or their expectations may shift over time, which could explain the absence of significant differences based on professional seniority.

The findings regarding the other variable in the study indicate that teachers' levels of OCB are generally high. This result is consistent with previous studies conducted in educational settings. For example, Polat (2007), who developed the Organizational Citizenship Behavior Scale for teachers in Türkiye, found that teachers commonly demonstrate high levels of OCB, considering it a professional and ethical responsibility. Similarly, DiPaola and Tschannen-Moran (2001) emphasized that teachers often exhibit OCBs voluntarily to support their schools' functioning, even when not formally required to do so. These findings indicate that teachers often go beyond their formal job descriptions, reflecting a professional culture that values commitment, cooperation, and organizational contribution, which makes high levels of OCB usual among them. This is well-documented in the national literature. For instance, Baykal (2013) highlighted teachers' voluntary engagement in institutional responsibilities. Further supporting this perspective, Kaya (2015) and Alarçin (2023) emphasized teachers' proactive involvement in operational processes and their willingness to offer support beyond assigned duties. The high levels of altruism and conscientiousness observed in the present study's data also underscore a strong sense of dedication, collaboration, and institutional belonging among teachers, a point also affirmed by Aycan (2020), Erdoğan (2021), and Yücesan (2022). However, other studies have reported more moderate levels of OCB. For instance, Çetin (2011) noted that teachers often limit such behaviors to formal job expectations, while Yılmaz and Bökeoğlu (2008) demonstrated that voluntary efforts tend to be situational and conditional. These contrasting findings underscore the influence of contextual and individual factors on teachers' willingness to engage in citizenship behaviors. According to Polat (2007), Tezer (2015), and Lunenburg and Ornstein (2013), such variance in OCB may result from differences in school climate, leadership styles, and individual motivation. These scholars emphasize that OCB is not a static characteristic but a dynamic behavior influenced by both internal dispositions and external conditions.

In the study, OCB levels were also analyzed in terms of demographic variables, revealing overall limited but statistically significant differences. In terms of gender, our findings indicated no statistically significant differences in teachers' overall OCB levels or across its dimensions, except for the conscientiousness dimension, where female teachers scored higher than male teachers. This result aligns with studies by Çetin (2011), Kaya (2015), and Aycan (2020), who reported that male and female teachers demonstrate comparable levels of citizenship behaviors, suggesting that gender does not significantly influence teachers' OCB levels. However, it's also important to acknowledge that some studies in the literature suggest gender can lead to significant differences in OCB. For instance, Çimili Gök (2010) reported that female teachers exhibited higher levels of citizenship behaviors in dimensions such as conscientiousness and altruism. The finding that female teachers scored higher in the conscientiousness dimension in the current study may be attributed to their sensitivity driven by social role expectations and a stronger sense of moral responsibility. Regarding school type, a statistically significant difference was found only in the civic virtue dimension, favoring primary school teachers. This finding aligns with the results of Mercan (2022), who reported that primary school teachers participated more actively in intra-school social responsibility activities. Similarly, Yücesan (2022) noted that teachers working in primary schools more frequently demonstrated civic virtue behaviors through student–parent interactions and collaborations with various school stakeholders. This may be attributed to the typically smaller and more interactive environments of primary schools, which foster closer relationships with administrators and create more opportunities for engagement in the school's social life—factors that naturally enhance civic virtue behaviors. Nevertheless, there are also studies that did not find any significant differences in OCB based on school type. Okalaner (2023) emphasized that teachers' OCBs are shaped more by personal attitudes and the prevailing school climate than by school type. In parallel, Alarçin (2023) reported no significant variation in OCB across different school levels. In the present study, a statistically significant difference emerged in teachers' OCB levels with respect to their years of professional experience. Notably, those with 1–10 years of experience differed from those with 11–20 years in both the civic virtue dimension and overall OCB scores. This suggests that as professional experience accumulates, teachers may develop a stronger sense of belonging and a greater willingness to contribute beyond formal responsibilities. Aycan (2020) also emphasized that increased professional experience can strengthen a sense of organizational accountability. In contrast, Çetin (2011) reported a decline in OCB with more years of experience. These divergent findings suggest that the relationship between experience and OCB may be shaped by additional contextual or motivational factors and does not necessarily follow a linear pattern. While experienced teachers might demonstrate a heightened sense of responsibility, factors such as burnout, decreased motivation, or resistance to organizational change may lead to a reduction in their engagement in citizenship behaviors. The findings revealed that teachers' educational background—particularly their latest academic degree—did not significantly influence their OCBs. This is consistent with studies emphasizing that such background variables may not play a decisive role in predicting OCB. For instance, Alanoğlu and Demirtaş (2019) argued that OCB levels among teachers are more influenced by personal dispositions and leadership styles within the school context than by academic qualifications. Similarly, Okalaner (2023) found limited evidence linking educational background to OCB, highlighting instead the influence of contextual and organizational variables. Therefore, this result may indicate that OCBs are more likely to emerge from teachers' interactions with their professional environment rather than from their formal education alone. In terms of number of teachers at school, the findings indicated a significant difference only in altruism dimension. This behavior was observed to be more prominent in schools with fewer teachers. Such a pattern may be explained by the closer social relationships that tend to develop among teachers in smaller schools, which in turn foster a more cooperative and supportive working environment. In these settings, it appears more common for teachers to share responsibilities, show solidarity, and engage in voluntary acts to support one another. Furthermore, the findings based on the variable of length of service at the same school indicated a statistically significant difference only in the total OCB scores. Specifically,

teachers who had been working at their current school for a shorter period (1–3 years) demonstrated higher levels of OCBs. It is plausible that early-career teachers exhibit higher motivation to integrate into the school community and demonstrate their commitment, thereby enhancing their engagement in OCB. Their efforts to build good relationships with school administrators and to establish their professional identity within the institutional environment could contribute to increased engagement in such behaviors. On the other hand, this result contradicts the findings of Erdoğan (2021), who reported no significant difference with regard to the same variable.

The significant positive correlation found between organizational transparency and OCBs is consistent with foundational theories like Social Exchange Theory, which posits that employees reciprocate an organization's positive actions—such as transparency—with beneficial behaviors (Blau, 1986; Cropanzano & Mitchell, 2005). In this theoretical framework, organizational transparency functions as a social mechanism that encourages voluntary participation. When teachers perceive communication as open, fair, and informative, they are more likely to engage in extra-role behaviors as a form of social return. This process is often facilitated by organizational trust; as Rawlins (2008) suggests, transparent communication practices are crucial for promoting this trust, which in turn is a key antecedent of citizenship behaviors. This emphasis on fairness and trust aligns directly with Organizational Justice Theory, as transparency enhances perceptions of procedural and informational justice (Colquitt et al., 2001). In an environment where teachers feel respected and that decisions are fair, they are more willing to engage in efforts beyond their formal job descriptions (Moorman, 1991; Polat, 2007). While the present study does not directly measure mediators like trust or a sense of justice, the findings strongly support a theoretical model where transparency fosters OCBs by creating a just and trusting environment. These findings are consistent with national studies that have revealed a strong link between teachers' perceptions of transparency in administrative processes and their OCBs. Similarly, Arlı (2011), Barutcu (2019), and Öge and Çiftçi (2017) reported that transparent management practices support teachers' voluntary contributions. Beyond national boundaries, the findings of the present study also resonate with international research. For example, Dilini and Rathnasekara (2021) reported that teachers' involvement in both technical and managerial decision-making processes in Sri Lanka positively influenced their OCBs, with empowerment emerging as a mediating factor. Similarly, in a mixed-method study conducted in the rubber industry in Vietnam, Tran and Binh (2024) found that transformational leadership practices contributed to a greater sense of transparency and improved work life quality among employees, which in turn fostered OCBs. These findings suggest that transparency-based management approaches may foster voluntary engagement across diverse professional contexts. Although Maruf and Altıntaş (2021) pointed out that transparency might, under certain circumstances, lead to negative emotions or critical attitudes, the prevailing view in the literature highlights that transparent administrative practices foster teachers' sense of commitment, motivation, and willingness to contribute voluntarily.

The hierarchical regression analysis showed that information flow was the strongest predictor of teachers' OCBs among the transparency dimensions. This dimension alone accounted for 17.1% of the variance, indicating a statistically significant impact. These findings suggest that open communication within schools plays a key role in encouraging teachers' voluntary engagement. In the second step, the accountability dimension contributed 1.7% to the explained variance, and this effect was also statistically significant. This result indicates that consistent and accountable managerial practices can still exert a measurable impact on teachers' behaviors. In contrast, participation in decision-making was not identified as a statistically significant predictor of OCB. This finding suggests that merely providing opportunities for participation may be insufficient to foster voluntary behaviors. According to the literature, for participation to be effective, it must be more than a formal exercise; employees must perceive that they have a genuine impact on the outcomes, a concept known as perceived influence (Spreitzer, 1995). If participation is viewed by teachers merely as a formality, and they do not believe their input has a concrete effect on final decisions, it cannot be expected to foster

the voluntary commitment required for OCB (Pateman, 1970). Therefore, the fact that information flow and accountability emerged as significant predictors suggests that teachers in this sample may place greater value on receiving clear information and observing managerial responsibility than on participating in processes they may not perceive as influential.

Overall, the significant and positive association between all dimensions of organizational transparency and teachers' OCBs confirms that transparency serves as a vital facilitator of voluntary and collaborative behaviors in school settings. Especially the strong predictive role of information flow underscores the value of clear and open communication in fostering teachers' extra-role engagement. This study contributes to the literature by empirically validating the link between transparency and OCB within the educational context and offering theoretical insight into how transparency dimensions differentially influence such behaviors. These findings also provide practical implications for school leaders, highlighting the importance of transparent administrative practices in strengthening teachers' collaboration and facilitating a work environment where extra-role contributions are sustained and valued.

Accordingly, this study outlines a set of targeted implications for key stakeholders-namely policymakers, school-level practitioners, and researchers-aimed at advancing organizational transparency and fostering teachers' organizational citizenship behaviors.

IMPLICATIONS FOR POLICYMAKERS

• Establishing Clear Frameworks: National educational policies should incorporate transparency-based standards across all school levels to minimize implementation disparities and support a unified school culture.

• Strengthening Legal and Structural Accountability: Legal and structural enhancements are crucial to reinforce managerial accountability, thereby contributing to greater organizational transparency throughout educational institutions.

• Mandating Professional Development: In-service training programs for school leaders should be standardized to include modules specifically addressing the relationship between organizational transparency and teachers' organizational citizenship behaviors.

• Promoting Independent Monitoring: Policies should support the independent monitoring of transparency practices in educational institutions, along with the establishment of standardized reporting systems to promote accountability and continuous improvement.

IMPLICATIONS FOR SCHOOL-LEVEL PRACTITIONERS

• Prioritizing Holistic Transparency: Beyond effective information flow and participatory decision-making, administrators must place equal emphasis on the robust implementation of accountability principles. Strengthening these mechanisms can foster a school culture where leaders feel more responsible for justifying their decisions and actions transparently.

• Fostering Trust through Feedback: Regularly collecting teachers' feedback and opinions can significantly help build institutional trust and cultivate voluntary citizenship behaviors.

• Adapting Best Practices: Communication and interaction patterns observed in smaller schools, particularly those that enhance transparency and collaboration, should be analyzed and adapted as best practice models for larger institutions.

• Developing Recognition Systems: School-based reward and recognition systems should be thoughtfully developed to encourage and sustain teachers' engagement in organizational citizenship behaviors, acknowledging their extra-role contributions.

• Leading with Transparency: Actively promote a transparent leadership style that recognizes and values teachers' discretionary efforts, which are vital for a cohesive and effective school environment.

LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

Despite its contributions, this study has certain limitations that should be acknowledged. First, the research adopted a quantitative design, which limited the depth of insight into teachers' subjective experiences; future studies using qualitative or mixed methods could provide a more comprehensive understanding of the dynamics between organizational transparency and OCB. Second, the sample did not distinguish between teachers working in urban and rural schools, which may have obscured context-specific differences in transparency perceptions and citizenship behaviors; future studies could address this limitation by employing a stratified sampling approach to better capture contextual diversity. Lastly, the use of convenience sampling may have limited the representativeness of the findings; employing more rigorous sampling techniques in future research would enhance the generalizability and objectivity of the results.

AUTHOR CONTRIBUTION

- The first author made substantial contributions to the conception and design of the study, data collection, statistical analysis and interpretation of data, manuscript preparation and final version for publication.
- The second author made design of the study, data statistical analysis and interpretation of data, provided critical academic supervision, revised the manuscript and final version for publication.

REFERENCES

Addi-Raccah, A., & Arviv-Elyashiv, R. (2008). Parent empowerment and teacher professionalism: Teachers' perspectives. *Urban Education*, *43*(3), 394–415. https://doi.org/10.1177/0042085907305037

Alanoğlu, M., & Demirtaş, Z. (2019). The effect of teachers' perceptions of organizational justice on organizational citizenship behavior. *Marmara University Atatürk Faculty of Education Journal of Educational Sciences*, 49, 1–16. https://doi.org/10.15285/maruaebd.525250

Alarçin, R. G. (2023). *Examining the relationship between collective competence and organizational citizenship behavior of teachers working in middle schools* (Publication No. 781114) [Master's thesis, Gazi University]. Council of Higher Education Thesis Center, Turkey.

Arlı, D. (2011). *The examination of teachers' organizational citizenship behaviours regarding their organizational culture perceptions and organizational trust level* (Publication No. 280359) [Doctoral dissertation, Ege University]. Council of Higher Education Thesis Center, Turkey.

Aycan, M. M. (2020). *The relationship between professional motivation and organizational citizenship behavior in teachers* (Publication No. 633192) [Master's thesis, İstanbul Sabahattin Zaim University]. Council of Higher Education Thesis Center, Turkey.

Ayral, T. (2020). *The relationship between school principals' management philosophies and school transparency levels* (Publication No. 628589) [Master's thesis, Pamukkale University]. Council of Higher Education Thesis Center, Turkey.

Balkin, J. M. (1999). How mass media simulate political transparency. *Journal for Cultural Research*, *3*(4), 393–413. https://doi.org/10.1080/14797589909367175

Barnard, C. I. (1938). *The functions of the executive*. Harvard University Press.

Barutcu, H. (2019). *The effect of organizational democracy on organizational citizenship behavior* (Publication No. 541115) [Master's thesis, Beykent University]. Council of Higher Education Thesis Center, Turkey.

Bateman, T. S., & Organ, D. W. (1983). Job satisfaction and the good soldier: The relationship between affect and employee "citizenship". *Academy of Management Journal*, *26*(4), 587–595. https://doi.org/10.2307/255908

Baykal, Ö. K. (2013). *A research on the relationship between school climate and teachers' organizational citizenship behavior* (Publication No. 345569) [Master's thesis, Yeditepe University]. Council of Higher Education Thesis Center, Turkey.

Blau, P. M. (1986). Exchange and power in social life (2nd ed.). Routledge. https://doi.org/10.4324/9780203792643

Bogler, R., & Somech, A. (2004). Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. *Teaching and Teacher Education*, *20*(3), 277–289. https://doi.org/10.1016/j.tate.2004.02.003

Brown, M. E., & Treviño, L. K. (2006). Ethical leadership: A review and future directions. The Leadership Quarterly, 17(6), 595–616. https://doi.org/10.1016/j.leaqua.2006.10.004

Bryk, A. S., & Schneider, B. (1996). Social trust: A moral resource for school improvement. *American Journal of Education*, *103*(1), 34–62.

Büyüköztürk, Ş. (2018). *Sosyal bilimler için veri analizi el kitabı (Manual of data analysis for social sciences)* (24th ed.). Pegem Akademi.

Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O. L. H., & Ng, K. Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology, 86*(3), 425–445. https://doi.org/10.1037/0021-9010.86.3.425

Costa, G., Prior, M., & Rogerson, S. (2008). Will the evolution of ICT ethics engage organizational transparency? In A. Vaccaro, H. Horta, & P. Madsen (Eds.), *Transparency, information and communication technology – Social responsibility and accountability in business and education* (pp. 31–50). Softbound

Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management, 31*(6), 874–900. https://doi.org/10.1177/0149206305279602

Çetin, Ş. (2011). *Effects of principal leadership and principal-teacher exchange on teachers' organizational citizenship behavior* (Publication No. 290711) [Doctoral dissertation, Gazi University]. Council of Higher Education Thesis Center, Turkey.

Çetin, M., Yeşilbağ, Y., & Akdağ, B. (2003). Organizational citizenship behavior of teachers. *Journal of Educational Sciences of Marmara University Atatürk Faculty of Education*, *17*, 39–54.

Çiftçi, N., & Öge, S. (2017). Effect of organizational democracy perception on intrapreneurship tendency. *TİDSAD: Journal of the Turkish Institute of Social and Economic Studies*, *15*, 450–462. https://doi.org/10.16989/TIDSAD.1436

Çimili Gök, E. B. (2010). *The effect of teacher perceptions with respect to school administrator leadership styles on organizational citizenship behaviours* (Publication No. 280561) [Master's thesis, Akdeniz University]. Council of Higher Education Thesis Center, Turkey.

Demirtaş, H., & Güneş, H. (2002). *Dictionary of educational administration and supervision*. Anı Publishing.

Dilini, N. I., & Rathnasekara, J. (2021, November). Participatory decision making and organizational citizenship behavior of teachers in public schools in Sri Lanka with the mediation role of empowerment [Conference presentation]. International Conference on Business and Information (ICBI 2021), University of Kelaniya, Sri Lanka.

DiPaola, M. F., & Hoy, W. K. (2005). Organizational citizenship of faculty and achievement of high school students. *The High School Journal*, *88*(3), 35–44. https://doi.org/10.1353/hsj.2005.0002

DiPaola, M. F., & Tschannen-Moran, M. (2001). Organizational citizenship behavior in schools and its relationship to school climate. *Journal of School Leadership*, *11*(5), 424–447. https://doi.org/10.1177/105268460101100503

Eagly, A. H., & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. Psychological Review, 109(3), 573–598. https://doi.org/10.1037/0033-295X.109.3.573

Ekin, G. T. (2019). *The relationship between organizational transparency and employee engagement* (Publication No. 590907) [Master's thesis, Marmara University]. Council of Higher Education Thesis Center, Turkey.

Elekoğlu, F. (2021). *Investigation of the relationship between leadership styles, effective school and transparency in school according to the teacher perceptions: Sample of Zonguldak province* (Publication No. 675480) [Master's thesis, Zonguldak Bülent Ecevit University]. Council of Higher Education Thesis Center, Turkey.

Erdem, N. (2021). *Organizational democracy applications in schools: A mixed method study* (Publication No. 692695) [Master's thesis, Van Yüzüncü Yıl University]. Council of Higher Education Thesis Center, Turkey.

Erdoğan, M. (2021). *Leadership capacity and organizational citizenship behaviour in educational institutions* (Publication No. 694749) [Master's thesis, Uşak University]. Council of Higher Education Thesis Center, Turkey.

Gökçe, F. (2020). *The relationship between transparency and organizational cynicism levels in schools* (Publication No. 619963) [Master's thesis, İstanbul Sabahattin Zaim University]. Council of Higher Education Thesis Center, Turkey.

Grimmelikhuijsen, S. (2012). Linking transparency, knowledge and citizen trust in government: An experiment. *International Review of Administrative Sciences*, 78(1), 50–73. https://doi.org/10.1177/0020852311429667

Hatch, M. J. (2013). *Organization theory: Modern, symbolic and postmodern perspectives* (3rd ed.). Oxford University Press.

Hoy, W. K., & Miskel, C. G. (2012). *Educational administration: Theory, research, and practice* (9th ed.). McGraw-Hill.

Hoy, W. K., & Tarter, C. J. (2008). Administrators solving the problems of practice: Decision-making cases, concepts, and consequences (3rd ed.). Allyn & Bacon.

Kahveci, G., & Babayiğit, N. (2024). Transparency in schools from the perspectives of school administrators and teachers: A qualitative study. *Cumhuriyet International Journal of Education, 13*(3), 607–628. https://doi.org/10.30703/cije.1396888

Kalman, M., & Gedikoğlu, T. (2014). An investigation of the relationship between school administrators' accountability and organizational justice. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi (H. U. Journal of Education), 29*(2), 115–128.

Karaaslan, M. H., Özler, D. E., & Kulaklıoğlu, A. E. (2009). A research on the effects of organizational justice on organizational citizenship behavior and workplace deviant behavior. *Journal of Naval Science and Engineering*, *5*(3), 100–116.

Katz, D., & Kahn, R. L. (1966). *The social psychology of organizations*. Wiley.

Kaya, Ö. Y. (2015). *Correlation between organizational culture and organizational citizenship behavior (Balıkesir central district sample)* (Publication No. 380151) [Master's thesis, Balıkesir University]. Council of Higher Education Thesis Center, Turkey.

Klein, J. (2012). The open-door policy: Transparency minimizes conflicts between school principals and staff. *International Journal of Educational Management*, 26(6), 550–564. https://doi.org/10.1108/09513541211251389

Kline, R. B. (2016). *Principles and practice of structural equation modeling* (4th ed.). Guilford Press.

Lunenburg, F. C., & Ornstein, A. C. (2013). *Educational administration: Concepts and practices* (G. Arastaman, Trans.). Nobel Publishing. (Original work published 2012)

Maruf, M., & Altıntaş, M. (2021). The effect of organizational democracy on organizational happiness: A public university case. *ESAM Journal of Economic and Social Research*, *2*(1), 129–155.

Meijer, A. J. (2013). Understanding the complex dynamics of transparency. *Public Administration Review*, *73*(3), 429–439. https://doi.org/10.1111/puar.12032

Moorman, R. H. (1991). Relationship between organizational justice and organizational citizenship behaviors: Do fairness perceptions influence employee citizenship? *Journal of Applied Psychology*, *76*(6), 845–855. https://doi.org/10.1037/0021-9010.76.6.845

Oğuz, E. (2010). The relationship between the leadership styles of the school administrators and the organizational citizenship behaviours of teachers. *Procedia- Social and Behavioral Sciences, 9*, 1188–1193. https://doi.org/10.1016/j.sbspro.2010.12.305

Okalaner, A. E. (2023). The effect of organizational identification levels of teachers working in secondary educational institutions on organizational citizenship behavior (Publication No. 804683) [Master's thesis, İstanbul Kültür University]. Council of Higher Education Thesis Center, Turkey.

Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington Books.

Organ, D. W. (1990). The motivational basis of organizational citizenship behavior. *Research in Organizational Behavior*, *12*, 43–72.

Organ, D. W. (1997). Organizational citizenship behavior: It's construct clean-up time. *Human Performance*, *10*(2), 85–97. https://doi.org/10.1207/s15327043hup1002_2

Organ, D. W., & Ryan, K. (1995). A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behavior. *Personnel Psychology*, *48*(4), 775–802. https://doi.org/10.1111/j.1744-6570.1995.tb01781.x

Palanski, M. E., Kahai, S. S., & Yammarino, F. J. (2011). Team virtues and performance: An examination of transparency, behavioral integrity, and trust. *Journal of Business Ethics*, *99*(2), 201–216. https://doi.org/10.1007/s10551-010-0650-7

Pateman, C. (1970). *Participation and democratic theory*. Cambridge University Press.

Piotrowski, S. J., & Van Ryzin, G. G. (2007). Citizen attitudes toward transparency in local government. *The American Review of Public Administration*, *37*(3), 306–323. https://doi.org/10.1177/0275074006296777

Podsakoff, N. P., Whiting, S. W., Podsakoff, P. M., & Blume, B. D. (2009). Individual- and organizational-level consequences of organizational citizenship behaviors: A meta-analysis. *Journal of Applied Psychology*, *94*(1), 122–141. https://doi.org/10.1037/a0013079

Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management*, *26*(3), 513–563. https://doi.org/10.1177/014920630002600307

Polat, S. (2007). *Relation between organizational justice perceptions, organizational trust levels and organizational citizenship behaviors of secondary education teachers* (Publication No. 220383) [Doctoral dissertation, Kocaeli University]. Council of Higher Education Thesis Center, Turkey.

Rawlins, B. L. (2008). Measuring the relationship between organizational transparency and employee trust. *Public Relations Journal, 2*(2), 1–21.

Rawlins, B. L. (2009). Give the emperor a mirror: Toward developing a stakeholder measurement of organizational transparency. *Journal of Public Relations Research*, *21*(1), 71–99. https://doi.org/10.1080/10627260802153421

Schnackenberg, A. K., & Tomlinson, E. C. (2016). Organizational transparency: A new perspective on managing trust in organization-stakeholder relationships. *Journal of Management*, *42*(7), 1784–1810. https://doi.org/10.1177/0149206314525202

Selimoğlu, Y. (2010). *Transparency and right to get information as an element of governance in public administration: An application in Karaman Directorate of National Education* (Publication No. 320152) [Master's thesis, Selçuk University]. Council of Higher Education Thesis Center, Turkey.

Smith, C. A., Organ, D. W., & Near, J. P. (1983). Organizational citizenship behavior: Its nature and antecedents. *Journal of Applied Psychology*, *68*(4), 653–663. https://doi.org/10.1037/0021-9010.68.4.653

Somech, A., & Drach-Zahavy, A. (2000). Understanding extra-role behavior in schools: The relationships between job satisfaction, sense of efficacy, and teachers' extra-role behavior. *Teaching and Teacher Education*, *16*(5–6), 649–659. https://doi.org/10.1016/S0742-051X(00)00012-3

Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. Academy of Management Journal, 38(5), 1442–1465. https://doi.org/10.2307/256865

Tavşancıoğlu, A. (2022). *The relationship between organizational democracy and organizational dissent according to the teachers' and administrators' perpections* (Publication No. 713645) [Master's thesis, Dokuz Eylül University]. Council of Higher Education Thesis Center, Turkey.

Tezer, A. (2015). *The relationship between primary school teachers' organizational citizenship behaviors and motivations of them* (Publication No. 417627) [Master's thesis, Okan University]. Council of Higher Education Thesis Center, Turkey.

Timuroğlu, M. K., & Çokgören, Ö. (2019). The relationship between the perception of organizational trust and organizational citizenship behavior. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 23*(4), 1767–1783.

Tosun, A. (2022). *The effect of organizational transparency, organizational trust and organizational health on school effectiveness* (Publication No. 740806) [Doctoral dissertation, Pamukkale University]. Council of Higher Education Thesis Center, Turkey.

Tosun, A., & Çelik, K. (2024). The effect of organizational transparency, organizational trust and organizational health on school effectiveness. *Korkut Ata Journal of Turkic Studies*, (15), 1471–1490. https://doi.org/10.51531/korkutataturkiyat.1448700

Tran, Q. B., & Binh, T. V. (2024). The invisible effects of self-compassion on organizational citizenship behavior through work-life quality and perceived organizational transparency: The case of rubber industry. *Journal of Tianjin University Science and Technology*, *57*(12), 217–226. https://doi.org/10.5281/zenodo.14504517

Yılmaz, K., & Bökeoğlu, O. C. (2008). Organizational citizenship behavior and organizational commitment in Turkish primary schools. *World Applied Sciences Journal*, *3*(5), 775–780.

Yücesan, B. (2022). The relationship between perception of teaching professional ethics and organizational citizenship behavior (Publication No. 735638) [Master's thesis, Fırat University]. Council of Higher Education Thesis Center, Turkey.