

Effect of Gender on Teachers' Organizational Citizenship Behavior: A Meta-Analysis

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Abstract

The purpose of this study is to determine the varying effect sizes of teachers' perception and opinions about organizational citizenship behavior in accordance with gender. All quantitative studies dealing with the organizational citizenship behaviors (OCB) of teachers in Turkey is taken into the scope of the meta-analysis. 38 studies included in this review were collected from the National Thesis Archive, ULAKBIM, Google Academic, ERIC and EBSCO databases. Total number of samples in this study composed of 18954 (teachers); 9622 of which are female teachers whereas 9322 of which are male teachers. In addition, several variables such as publication type, publication year, the region used for the research and educational level, instruction level, scale type and researcher's gender that could not be included in the evaluation as a moderator in primary researches were analyzed. In accordance with the results of this study, an effect size with statistical significance at an insignificant level was determined on the part of female teachers according to fixed effect model ($d=0.02$) and random effect model ($d=0.03$). In the consequence of the moderator analysis conducted, and educational level ($p=0.75$) were determined to be moderators. Moreover, effect sizes obtained from the studies showed that gender difference has a tendency to decrease by year. No effect of the region in which the research was conducted ($p=0.31$) the scale type used for the study (set or developed) ($p=0.90$) publication type ($p=0.29$) and the researcher's gender ($p=0.97$) as a moderator was determined. As a result, gender may not be recommended to be used as a significant variable for the future studies dealing with teachers' opinions about OCB. Apart from the gender variable, meta-analysis studies can be conducted using personal and professional traits, which are expected to affect teachers' OCB perceptions.

Keywords: Organizational citizenship, Meta-analysis, Teacher, Gender, Organizational Commitment

DOI: 10.29329/epasr.2019.208.6

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Introduction

Looking at those employees working for successful organizations, it may be said that they perform tasks other than and go beyond those tasks, roles and responsibilities written in their job description. In recent years during which competition among education organizations and particularly among schools has been rapidly increasing, there existed a strong need for managers and teachers with the above-mentioned qualities.

Recently, teachers are expected to perform voluntary tasks aimed at improving schools moving beyond their function as teachers in classes as officially prescribed in their job descriptions (Harper & College, 2015; Somech & Bogler, 2002) Within this context, creating organizational citizenship behavior (OCB) and ensuring the sustainability of this behavior has increasingly been of vital importance in increasing the efficiency of schools (Demir, 2015; Bostanci, 2013; Ozdemir, 2010). However, there are various obstacles in teachers' way to exhibit OCB. Various factors such as over competitive climate in schools (DiPaola & Tschannen-Moran, 2001), non-effective management of organization (Oğuz, 2010), unsuccessful leadership (Sagnak, 2016; Belenkuyu, 2015), negative effects of psychosocial working environment on communication and cooperation processes (Uçanok & Karabatı, 2013), excessive frequency of inspection on teachers and the existence of a structure of an over autocratic nature preclude teachers from exhibiting OCB (Çevik, 2018). Within this scope, the contribution of OCB to the efficiency of a school, which is a social organization with strong informal aspects, where activities based on cooperation could be conducted, may be regarded as obvious.

Organizational Citizenship Behaviors

The concept of organizational citizenship behavior (OCB), which was first mentioned by Bateman and Organ (1983), has recently attracted the attention of academia in literature on organization and its management and it has been used to refer to the behavior characterized as extra role behavior during examination of relations concerning job satisfaction. OCB refers to extra role behavior, which is not included in official job descriptions (Belogolovsky & Somech, 2012); is beyond the job requirements and exceeding the job expectations; and exhibited voluntarily to contribute to the efficient operation of the organization (Karaman & Aylan, 2012; Podsakoff et. al., 2000; Robbins & Judge, 2012; Sezgin, 2005). In other words, OCB is the behavior that is exhibited by employees voluntarily regardless of orders without any pressure and that contributes to the organization (Yılmaz & Çokluk-Bokeoglu 2008). In different studies, OCB is described through different names such as surplus behavior (Yaylacı 2004), extra role behavior (Belogolovsky & Somech, 2012; Robbins & Judge, 2012), social organization behavior (Çevik, 2018), good soldier syndrome (Kidder & McLean, 1999; Podsakoff et.al. 2000), organizational spontaneity or civil organizational behavior (Turnispeed & Murkison 2000).

OCB contributes to the social and psychological atmosphere of the organization as a personal behavior performed on a voluntary basis, which also helps the organization with the attainment of its goals (Organ 1997; Aydođan & Dinçer, 2017). Robbins & Judge (2012) state that those employees, who exhibit the behavior of a “good citizen”, support their colleagues in their team; share the extra work load voluntarily; avoid unnecessary arguments; respect both the soul of the work and written instructions and rules regarding it; and welcome the obstacles they face during performance of their tasks.

In a number of studies, dimensions of OCB are classified as positive behavior (courtesy) exhibited by members who are affected by each other’s work and decisions; providing other employees who face problems with unreturned and voluntary help (Altruism-generosity) (Moorman & Blakely, 1995); welcoming, willing to accept the problems, disturbances and pressures and maintain the positive position (gentlemanliness) (Organ, 1997); perform role behaviors concerning the internal order of the organization such as sustain work, punctuality and protecting the resources in a better manner than that is expected from them (scrupulosity) (Sezgin, 2005); commitment to the organization, active and accountable participation in the political life of the organization and developing new ideas (organizational and civil virtue). Podsakoff et.al. (2000) deal with OCB through seven dimensions: helping; fairness, organizational loyalty, organizational obedience, personal initiative, civil virtue and self-development.

Teachers’ Organizational Citizenship Behaviors

Considering the positive effects of OCB on school organization, it may be said that it increases teachers’ organizational attachment and commitment, their sense of justice, and their motivation while it decreases the labor turnover. A low level of OCB exhibited by teachers and managers in schools has a negative influence on the performance of employees and it undermines the school’s efficiency (Buluç, 2008; Christine, 2011). Behaviors such as helping colleagues, providing proposals aimed at developing the work and processes; being careful about being at work on time; making the best of working time; helping the new-comers with their socialization (Demir, 2015; DiPaola & Tschannen-Moran 2001); attending the workplace more than that is necessary (i.e. take leave less than officially deserved); informing the management of absence in advance (Othman, 2018); helping the inspectors or managers with their works; supporting them; and providing new and creative proposals which would contribute to the organization (Podsakof et. al., 2000) are significant indicators of organizational citizenship (DiPaola et. al., 2005). Those teachers who have strong OCB help their new colleagues voluntarily; take part in councils and committees; participate in extra activities not included on the schedule; help students during their leisure times; work efficiently in cooperation with their counterparts and attach priority to professional activities (Yancı & Saglam, 2014). They use their

personal and professional skills to ensure that students and the school achieve their goals (Demir, 2015).

OCB is known to be in a positive relationship with personal and organizational performance and make contributions to organizational efficiency. OCB makes the school more appealing and it therefore increases the organization's ability to attract the attention of and maintain qualified managers and teachers (Ozdemir, 2010; Yucel & Kalaycı, 2009). There is a close relationship between the students' success and their teachers' OCB. Teachers' efficiency depends on their exhibition of OCB (DiPaola & Neves, 2009). Teachers' OCB in schools is influenced by their personality (Moorman 1991), job requirements and managers' leadership behaviors (Ozdemir, 2010; Podsakof et. al., 2000; Sagnak, 2016). In the consequence of various researches made, teachers who exhibit OCB have been found to have higher performance. Students' success and teachers' OCB have also been stated to have a close relationship and teachers' efficiency to depend on teachers' exhibition of OCB in school (Bogler & Somech, 2005; DiPaola & Neves, 2009; Moorman, 1991). OCB is also affected by attitude towards the school, behaviors and perception. Creating a strong organizational climate to support teachers' exhibition of OCB facilitates the cooperation, information exchange, help and sharing between the teachers (Demir, 2015; Sezgin, 2005). OCB is vital both for information transfer and bringing positive behaviors. OCB behaviors which influence teachers' relationship with managers, other teachers and parents have been recently put on the agenda frequently.

Organizational Citizenship Behaviors within the Context of Various Variables

Significance of OCB stems from its relationship with a number of variables such as job satisfaction, organizational justice, organizational commitment, organizational confidence, organization culture. Recent researches on OCB accept and suggest the positive effects of OCB on the employee and its organization; however, there are also researches which suggest that OCB has negative effects. In majority of researches conducted home and abroad, it is concluded that strong OCB of the employees has positive effects on the variable studied (Karaman & Aylan 2012; Moorman & Blakely 1995; Sezgin, 2005; Vey & Campbell 2004).

Along with researches putting forward the fact that there are relationships between the demographic characteristics (gender, marital status) of the employees and OCB (Organ & Ryan 1995) there are a number of researches suggesting that there is not any relationship between these two factors (Dogan, 2013, Podsakoff et. al., 2000).

The number of studies on the relationship between OCB and gender is not sufficient (Lin 2008; Yucel & Taşçı 2008). In the context of gender variable, male-female roles and stereotypes can affect the OCB behaviors and perception of employees. In particular, while the relationship between OCB and teachers' job satisfaction, organizational commitment and performance is explained, gender seems to be an important moderator (Allen, 2006; Kidder 2002). In this context, it is important to

determine whether women employees have an impact on gender roles in OCB (Kidder & McLean, 1999; Miao & Kim, 2009; Organ & Ryan, 1995; Piercy et. al., 2001; Blackwell, 2010). The patriarchal paradigm, which determines attitudes and behaviors in every aspect of social and organizational life, expects women to accept male supremacy (Karabacak & Akın, 2014). The question of whether there is a gender dimension of the organizational citizenship behaviors that can be seen in every institution in the work life which is part of the system, designed to ensure the acceptance and continuity of this superiority, has been sought with this meta-analysis study.

OCB is one of the commonly studied research topics particularly in the field of education in Turkey and it has been discussed with its different aspects. Relationships between OCB and student achievement (Demiröz, 2014), organizational commitment (Gürbüz, Sert,& Ayhan, 2014), organizational health, organizational justice, job satisfaction and exhaustion have been considered in terms of various education levels and variables (Buluç, 2008; Çelik, 2007; Donder 2006; Karaman et. al., 2008; Keskin, 2005; Polat, 2007; Polat & Celep, 2008; Yaylacı 2004; Yılmaz 2010). Various researches conducted in Turkey teachers have been determined to have a mid-level positive opinion about OCB (Donder, 2006; Keskin, 2005; Mercan, 2006; Yaylacı, 2004; Yılmaz & Taşdan, 2009). Researchers conducted by Aktaş (2008), Altunbaş (2009) and Yancı and Sağlam (2014) on high school teachers suggest that they exhibit OCB at a high level.

Research conducted by Yucel and Kalaycı (2009) suggests that those teachers who are working in a reliable working environment have a tendency to exhibit OCB. The most influential variable on OCB has been determined as teachers' term of office in their school. In the meta-analysis of Organ and Ryan (1995) determiners of OCB have been determined as job satisfaction, perceived organizational justice, organizational commitment and leader support. Research made by Sezgin (2005) shows that there is a significant relationship between emotional commitment and OCB and emotional commitment of the employees is one of the factors leading to exhibition of OCB.

Even though no evidence has been found indicating that gender (male or female) is effective upon teachers' OCB in school, demographic variables have been used and interpreted in majority of researches. Teachers' OCB may be affected by factors such as their personal and professional qualities; particularly by their gender, age, term of office, marital status, socio-economic situation and the region where they work. In terms of variables determining OCB, along with demographic and behavioral qualities of the employees, their gender may also be influential. Various researches show that teachers' gender is a significant predictor of teachers' OCB (Bogler & Somech, 2005; DiPaola & Tschannen-Moran, 2001; Dogan, 2013; Ipek, 2012; Kidder, 2002; Martinez 2012; Kidder 2002; Suresh & Venkatammal, 2010; Yener & Akyol, 2009; Yucel et. al., 2009).

Different researches in which OCB perceptions are compared in terms of gender in literature have different conclusions. Some of these researches (Celep et. al., 2004; Ölçüm-Çetin, 2004; Polat

2007; Yılmaz, 2010) reveal that teachers' perception and opinions vary depending upon their gender. Others (Allen & Rush, 2001; Altınkurt & Yılmaz, 2012; Aquino & Bommer, 2003; Ayatse & Ikanyon, 2012; Çetin, 2011; Donder, 2006; Yancı, 2011; Gokmen 2011; Yarım, 2009; Yılmaz & Taşdan, 2009) suggest that teachers' gender does not have any significant role in their exhibition of OCB; and that they exhibit OCB at same levels. Number of quantitative and qualitative researches made on OCB in the field of education in Turkey has been increasing in recent years. In general, various scales and different independent variables (gender, branch, marital status, education level, faculty from which teachers graduate, seniority etc.) have been used in researches conducted on OCB in schools through quantitative and qualitative methods. As a result of these researches, some results have been obtained which are both statistically significant and insignificant; and varying in terms of subgroups of independent variables. Meta-analyses are required to synthesize the results of all these researches and to pave the way for new researches on teachers' opinions about OCB.

Increase in the studies on teachers' opinions about OCB in schools witnessed recently led to a necessity to draw a common conclusion through considering the number of samples and synthesizing the results of these studies. These research findings on OCB differ from each other. Therefore, the synthesis of the studies conducted with the same variables related to the subject of OCB will contribute to the employees working in the field with education administrators and politicians. Therefore, it is important to conduct a meta-analysis study on OCB studies.

Since there are few meta-analysis studies on teachers' opinions about OCB has been found, this study would be an original one in both domestic and international sense and it would pave the way for new researches in this field in terms of different variables. Within this context, this study will examine the effect sizes of organizational citizenship and whether there is a difference between the effect sizes obtained through various variables ignored in primary researches. In this context, the relationships between teachers' gender and OCB behaviors and perceptions in educational organizations are important in interpreting and evaluating the roles and behaviors of the school organization. In this study, a meta-analysis study was conducted with the assumption that gender is an important variable in explaining teachers' OCB behaviors and perceptions.

Objective

The aim of this study is to determine the effect of gender on teachers' organizational citizenship behavior. To this end, the effect size of teachers' perceptions and opinions regarding to organizational citizenship behavior is determined.

Methodology

Research Model

Meta-analysis method, which is one of the methods used for synthesizing the research results, constitutes this research's model. The process including analysis, synthesis and interpretation of quantitative findings obtained from independent studies through advanced statistical techniques is called meta-analysis. The aim of meta-analysis is to combine the findings of various studies conducted at different times in different places on the same subject so as to reveal the facts about this subject and to achieve the most reliable fact in quantitative terms through increasing the number of samples (Cumming, 2012; Ellis, 2012; Hartung, 2008). In this study, CMA ver. 2.2.064 [Comprehensive Meta-Analysis], Statistical Package Software for Meta-Analysis was used for measurement of the effect sizes, variances and comparisons of the groups included in each study. SPSS ver. 20.0 package software was used for the rater reliability test.

Data Collection

MA theses and PhD dissertations with research articles on teachers' perception and opinions about OCB in Turkey are the basic data sources of this study. The keywords "organizational citizenship" and "organizational allegiance" were used to find the related material and researches in the National Thesis Archive of the Council of Higher Education, EBCSHO, Tubitak ULAKBIM, ERIC and Google Academic etc. data base (2019 year). 38 studies included in this review were collected from this databases. Following the browsing process, 38 of 52 studies on the subject of this study were found convenient for inclusion criteria. In choosing the studies to be included in this study, the following criteria were used:

- (i) *Criterion 1*: Published or unpublished references: MA, PhD theses and research articles.
- (ii) *Criterion 2*: Convenience of the research method of the study: the requirement for being an empirical study and use of tenure of office as an independent variable to obtain the effect size during the meta-analysis.
- (iii) *Criterion 3*: Existence of sufficient numeric data: Sample size, mean, standard deviation, F value, t value, X² value, Kruskal Wallis value, Mann Whitney U data and p value were considered for male and female teacher groups to determine the effect sizes necessary for a meta-analysis.

13 studies were not included in the study on the grounds that they used different variables (managers, academic members) and they lacked the data necessary for a meta-analysis. The sample of this study is limited to 38 studies and MA theses and PhD dissertations on this subject written in Turkey between the years 2006 and 2019.

Research Reliability: A coding protocol which includes the name, content and data of this study has been created. A secondary researcher who has an in-depth knowledge on the “Study Content” section of the Rating Protocol and on what to do has rated using an inter-rater reliability form in order to ensure the inter-rater reliability. The first rater is the first researcher himself. Cohen’s Kappa statistics was used to ensure the inter-rater reliability and it was found to be 0.94. This result indicated almost a perfect compliance between the raters.

Research validity: The validity and reliability of meta-analysis depends on the validity and reliability of the studies included in the research. Also, screening and including all related studies which meet the criteria of meta-analysis increases the validity of the study. As Decoster (2004) and Petitti (2000) pointed out, the combined effect size in meta-analysis as valid as the validity of the studies included. It has seen that, all the thesis and articles included in this study have carried out with valid and reliable research instruments. The researchers reached all the thesis and research articles meeting the criteria of the study. In this context, it was determined that the validity of data collection instruments had been ensured in all of 38 studies included in the meta-analysis.

Analysis of Data

During the analysis of data, one of the methods of meta-analysis comparing group (fixed and random-effects models) Group differences method was used. During this study, the effect sizes, variances and comparisons of the groups included in each study was measured through CMA ver. 2.2.064 [Comprehensive Meta-Analysis], Statistical Package Software for Meta-Analysis (Borenstein et. al., 2009; Card, 2012). This study includes female teachers as sample group and male teachers as control group. Thus, positive status of the effect size is interpreted as being in favor of female teachers while its negative status is interpreted as being in favor of male teachers. SSPS ver. 20.0 package software was used for rater reliability test. Since the significance level was taken as 0.05 in the studies included in this study, the significance level of statistical analyses to be used in this study was determined as 0.05.

Results

The related data covered in the studies included in this study were analyzed so as to find an answer to the question of the study. Findings concerning the publication bias, descriptive statistics, forest plot, fixed effect model findings, homogeneity test, random effect model findings and moderator analysis findings obtained from these analyses are given in this part.

Publication Bias

As reflected in Figure 1, majority of 38 studies that were included in this study is located at upper side of the figure and very close to the conjoined effect size. In case there is no publication bias, studies are expected to expand symmetrically on both sides of vertical line showing the effect size

(Pigott, 2012). If there was a publication bias in 38 studies that were included in this study, then, the majority of the studies will be located at the bottom of the figure or only at a single part of the vertical line. In this sense, this cone graphic is one of the indicators of the absence of a publication bias in terms of the studies included in this study.

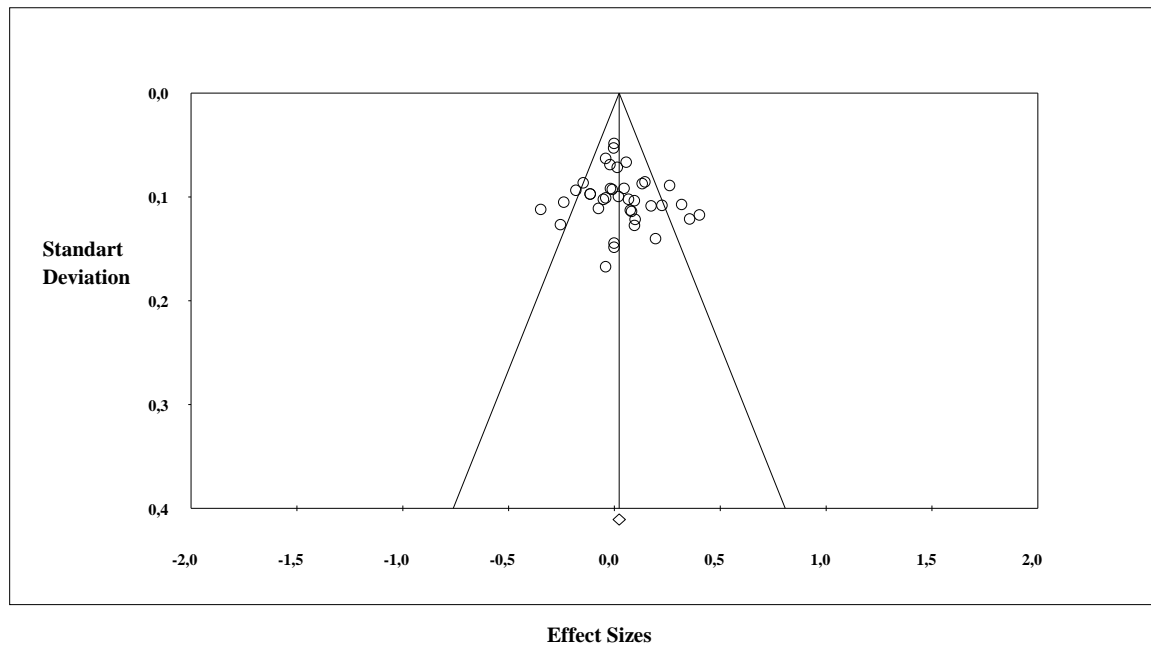


Figure 1. Cone Dispersion Graphic of the Studies with Effect Size Data on Differences among Teachers' Perceptions about OCB in accordance with their Gender

Orwin's Fail-Safe N Evaluation was also conducted to test the publication bias. Orwin's Fail-Safe N calculates the number of studies that are likely to be excluded from the meta-analysis (Borenstein et. al., 2009; Pigott, 2012).). In the consequence of this analysis, Orwin's Fail-Safe N was found to be 48. The necessary number of study for the average effect size found as 0.030 in the consequence of the meta-analysis to reach 0.01 (trivial) level, in other words, almost to zero effect size is 51. However, 48 studies which were included in this study are the total number of studies which meet the inclusion criteria and which are available among all the studies conducted on this subject in Turkey (qualitative, quantitative, theoretical etc.). Impossibility to attain 48 other studies may be accepted as another indicator of the absence of publication bias in this meta-analysis.

Conjoined Findings of Effect Size Analysis Based on Teacher Gender

The effect sizes of male and female teachers' perception about OCB, standard error and its upper and lower limits based on a reliability level of 95% are given in an order from positive to the negative values on Table 1.

Table 1. Effect Sizes of Teachers' Opinions about OCB Based on Their Gender

Model	Research Name	Effect size (d)	Standard error	Variance	Lower limit	Upper Limit	Z-Value	p-Value	Number Female	Of Samples Male
	Aktay, 2008	0,096	0,128	0,016	-0,154	0,347	0,754	0,451	113	134
	Altunbaş, 2009	-0,347	0,112	0,013	-0,567	-0,127	-3,086	0,002	133	203
	Bulut, 2011	-0,181	0,094	0,009	-0,365	0,003	-1,925	0,054	276	194
	Büyüközkan, 2012	0,000	0,049	0,002	-0,096	0,096	0,000	1,000	930	769
	Dönder, 2006	-0,113	0,097	0,010	-0,304	0,078	1,158	0,247	218	204
	Gökmen, 2011	0,076	0,113	0,013	-0,145	0,298	0,675	0,499	142	174
	Karagöz, 2007	-0,074	0,111	0,012	-0,292	0,144	-0,663	0,508	176	149
	Kepenek, 2008	0,262	0,089	0,008	0,087	0,437	2,938	0,003	295	222
	Korkmaz, 2011	0,057	0,067	0,004	-0,074	0,188	0,855	0,393	378	549
	Köprülü, 2011	0,226	0,108	0,012	0,013	0,438	2,082	0,037	332	115
	Özer, 2009	0,175	0,109	0,012	-0,039	0,388	1,603	0,109	144	205
	Öztürk, 2009	-0,055	0,212	0,045	-0,471	0,361	-0,258	0,796	30	85
	Polat, 2007	-0,020	0,069	0,005	-0,155	0,116	-0,284	0,776	407	429
	Uslu, 2011	-0,146	0,087	0,008	-0,316	0,024	-1,683	0,092	320	228
	Yancı, 2011	0,486	0,120	0,014	0,252	0,721	4,061	0,000	116	188
	Yarım, 2009	0,099	0,122	0,015	-0,140	0,338	0,815	0,415	141	129
	Zengin, 2011	-0,040	0,101	0,010	-0,238	0,159	0,393	0,694	168	233
	Titrek, Bayrakçı ve Zafer, 2009	0,015	0,072	0,005	-0,126	0,155	0,206	0,837	394	383
	Karacaoğlu ve Güney, 2010	0,000	0,145	0,021	-0,284	0,284	0,000	1,000	75	131
	Karaman, Yücelve Dönder, 2008	-0,113	0,097	0,010	-0,304	0,078	-1,158	0,247	218	204
	Baş ve Şentürk, 2011	0,021	0,100	0,010	-0,175	0,216	0,205	0,837	204	197
	Oğuz, 2011	0,040	0,140	0,020	-0,235	0,315	0,284	0,776	107	97
	Çetin, Yeşilbağ ve Akdağ, 2003	0,074	0,075	0,006	-0,074	0,221	0,979	0,328	350	359
	İpek, 2012	0,143	0,121	0,015	-0,094	0,381	1,185	0,236	110	181
	Argonve Alğan, 2013	0,319	0,108	0,012	0,108	0,530	2,967	0,003	233	140
	Çevik, 2018	0,068	0,103	0,011	-0,133	0,269	0,661	0,508	195	186
	Burulday, 2018	0,146	0,086	0,007	-0,023	0,314	1,698	0,090	259	287
	Bozkurt, 2018	-0,040	0,063	0,004	-0,164	0,084	-0,632	0,527	587	438
	Aydın, 2017	-0,009	0,093	0,009	-0,191	0,174	-0,093	0,926	444	156
	Göksal, 2017	-0,238	0,105	0,011	-0,445	-0,032	-2,260	0,024	157	215
	Yıldırım, 2017	-0,017	0,092	0,009	-0,198	0,164	-0,185	0,853	274	206
	Tezer, 2015	-0,303	0,127	0,016	-0,553	-0,054	-2,382	0,017	174	97
	Ülger, 2015	-0,051	0,103	0,011	-0,252	0,150	-0,496	0,620	181	200
	Akgüney, 2014	0,133	0,088	0,008	-0,039	0,304	1,515	0,130	302	231
	Duyurucu, 2014	0,000	0,149	0,022	-0,292	0,292	0,000	1,000	131	69
	Demiröz, 2014	0,047	0,092	0,008	-0,134	0,228	0,510	0,610	357	176
	Özdemirve Orhan, 2018	0,096	0,104	0,011	-0,108	0,299	0,921	0,357	228	156
	Avcı, 2015	-0,002	0,053	0,003	-0,107	0,102	0,046	0,963	496	1227
	ÖzdemirveOrhan, 2018	0,083	0,114	0,013	-0,142	0,307	0,722	0,470	177	135
Random		0,030	0,025	0,001	-0,018	0,078	1,210	0,226	9622	9322

In accordance with Table 1, the standardized mean difference (SMD=SOE) based on gender in these 38 studies, varies from -0.567 in favor of male teachers to 0.721 in favor of female teachers. A statistically significant difference ($p < 0.05$) was found in 8 studies while no significant difference was determined in 30 studies. The confidence interval of 38 studies was also found to vary from -0.567 to 0.721.

Forest Plot of the Studies Including Data on Gender

The forest plot of 26 studies included in this study and consisting of the data concerning gender is given in Figure 2.

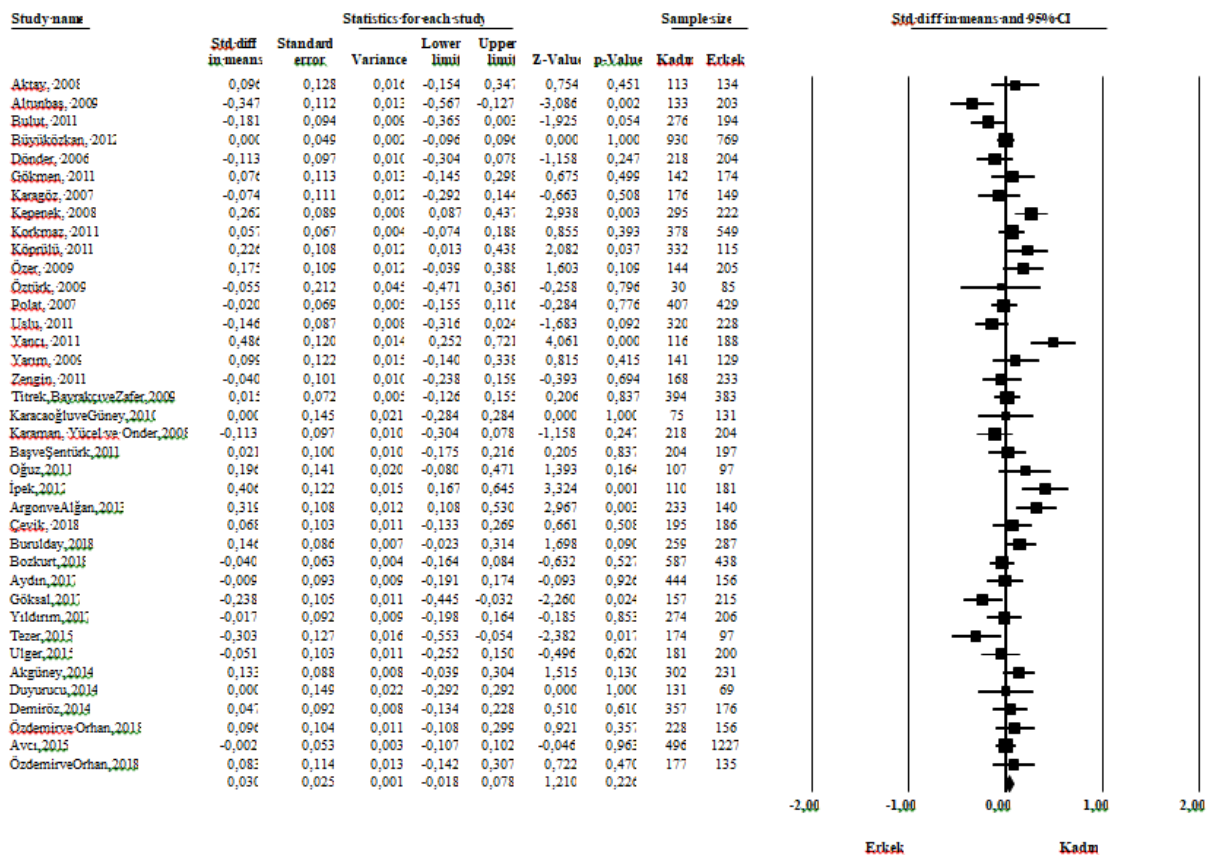


Figure. 2. Forest plot of the effect sizes of teachers' perception about OCB based on gender

When Figure 2 is examined, a difference higher than zero in favor of female teachers is observed. The fact that there is a difference in favor of female may be interpreted as a sign of the fact that they perceive and encounter OCB more in proportion to male teachers.

Findings of Effect size Meta-Analysis of Teachers' Term of Office Conjoined in accordance with fixed and random effect models

The average effect size of the perception of male and female teachers about intimidation they face in schools conjoined in accordance with fixed and random effect models (without subtracting the outliers), standard error and its upper and lower limits based on a confidence interval of 95% are given on Table 2.

Table 2. Findings of Effect Size Meta-Analysis Based on Gender Variable Conjoined in accordance with the fixed effect model and random effect model and Homogeneity Test

Model	Effect size and confidence interval of 95%						Heterogeneity			
	Number of studies	Point estimate	Standard error	Variance	Lower limit	Upper limit	Z-value	Q-value	df (Q)	I^2
Fixed effect	38	0,022	0,015	0,000	-0,007	0,052	1,506	92,261	37	59,896
Random effect	38	0,030	0,025	0,001	-0,018	0,078	1,210			

The average effect size value obtained from the effect size values of the studies included in this study based on gender variable in accordance with random effect model was calculated as $d=0.030$ whereas the standard error of the average effect size, the upper limit and lower limit of confidence interval of the average effect size was calculated as $SE=0.025$; 0.078 ; and -0.018 , respectively (Table 2). Data obtained from 38 studies included in this study based on the calculations showed that female teachers experience OCB more than male teachers in accordance with fixed effect model. However, since the effect size value is lower than 0.20, it was determined as an effect even less than the lower level in accordance with Cohen's classification (Cohen 1988). According to Lipsey's classification, there is an effect even less than the lower level when the effect size is lower than 0.15. The classification of Thalheimer and Cook (2002) shows that there is an insignificant difference ($-0.15-0.15$).

When statistical significance is calculated according to Z test, $Z=1.210$ was found. The obtained result was found to have statistical significance with $p=0.226$. Only 18 of the 38 studies included in this study based on gender variable have remained within the upper and lower limits of effect size and reached a result close to the existent effect size whereas the remaining 20 studies have remained over or below these limits.

The data were tested for homogeneity/heterogeneity (Borenstein et. al., 2009). In this sense, the Q ($df=37$) statistic was found to be 92.261 ($p < .05$). the Q-value must be found and compared to the degree of freedom value ($df=n-1$) in the χ^2 table. If $Q < \chi^2$ ($p > .05$), the effect sizes of studies are interpreted as homogeneous and the combination process is applied according to the fixed effects model. If $Q > \chi^2$ ($p < .05$), the effect size is interpreted as heterogeneous and the random effects model

is employed (Cooper et. al. 2010; Pigott, 2012). Q statistic value exceeding the 37 degrees of freedom and .05 confidence interval ($df=37, \chi^2 (.05) =25.552$) in the chi-square distribution table showed that the data were heterogeneous. Thus, effect sizes distribution was determined to be heterogeneous in accordance with fixed effect model. I^2 , which was developed as a supplement to Q statistics, put forth a clearer result concerning heterogeneity (Petticrew and Roberts 2006). I^2 shows the rate of total variance about the effect size. As opposed to Q-statistics, I^2 Statistics are not affected by the number of study. During the interpretation of I^2 25% indicates a low-level heterogeneity, 50% indicates a mid-level heterogeneity and 75% shows a high-level heterogeneity (Cooper et. al. 2009; Higgins & Thompson, 2002). The I^2 , computed from the data was 59.89%, which indicated high heterogeneity. Since a level of heterogeneity close to medium-level heterogeneity was found in the consequence of the homogeneity for the purpose of gender variable (Q and I^2) the model to be used for conjoining process was transformed into a random model. The results of the moderator analysis made to put forth the reasons for this heterogeneity are given on Table 3.

Table 3. Categorical Moderator Results about the Effect of Gender on OCB

Moderator	k	d	SE	%95 CI	Q
Education level					0,552
Primary	23	0,017	0,032	[-0,045; 0,079]	
High School	12	0,060	0,055	[-0,047; 0,167]	
Primary/High school	3	0,013	0,039	[-0,064; 0,090]	
Region of the study					29,065
Mediterranean	2	-0,007	0,040	[-0,085; 0,072]	
Eastern Anatolia	7	0,058	0,003	[0,216; 1,763]	
Aegean	3	-0,126	0,054	[-0,232; 0,020]	
Central Anatolia	6	-0,003	0,072	[-0,144; 0,139]	
Black Sea	3	0,317	0,070	[0,180; 0,454]	
Marmara	13	0,021	0,042	[-0,061; 0,103]	
Southeastern	3	-0,065	0,077	[-0,216; 0,087]	
Aegean, Central Anatolia and Eastern Anatolia	1	0,015	0,072	[-0,126; 0,155]	
Scale Type					0,002
Ready	33	0,027	0,029	[-0,030; 0,084]	
Developed	5	0,029	0,031	[-0,033; 0,090]	
Publication Type					2,463
Article	10	0,087	0,047	[-0,005; 0,178]	
Master Thesis	26	0,010	0,032	[-0,052; 0,073]	
PhD	2	-0,012	0,052	[-0,114; 0,090]	
Researcher's gender					0,057
Male	20	0,027	0,034	[-0,039; 0,094]	

Female	17	0,034	0,040	[-0,045; 0,113]
Male/Female	1	0,015	0,072	[-0,126; 0,155]

Note: k=number of studies, d=Cohen's d, SE= Standard Error, CI= Confidence Interval, Q=heterogeneity among the studies

Comparison analyses were made for those studies whose number of subgroups is 2 and more.

*p<.05

In the consequence of the moderator analysis conducted, the effect sizes weren't found to vary depending on the education level (p=0.075) and region (p=0.31). Researches made in Eastern Anatolia, Black Sea and Marmara regions had results in favor of female teachers whereas the effect sizes of the researches, the sample groups of which resided in Mediterranean, Southeastern Anatolia and Aegean regions, varied in favor of male teachers. Moderator effect of the scale used in the studies (ready or developed) (p=0.90), publication type (p=0.29) and of the researcher's gender was not determined (p=0.97).

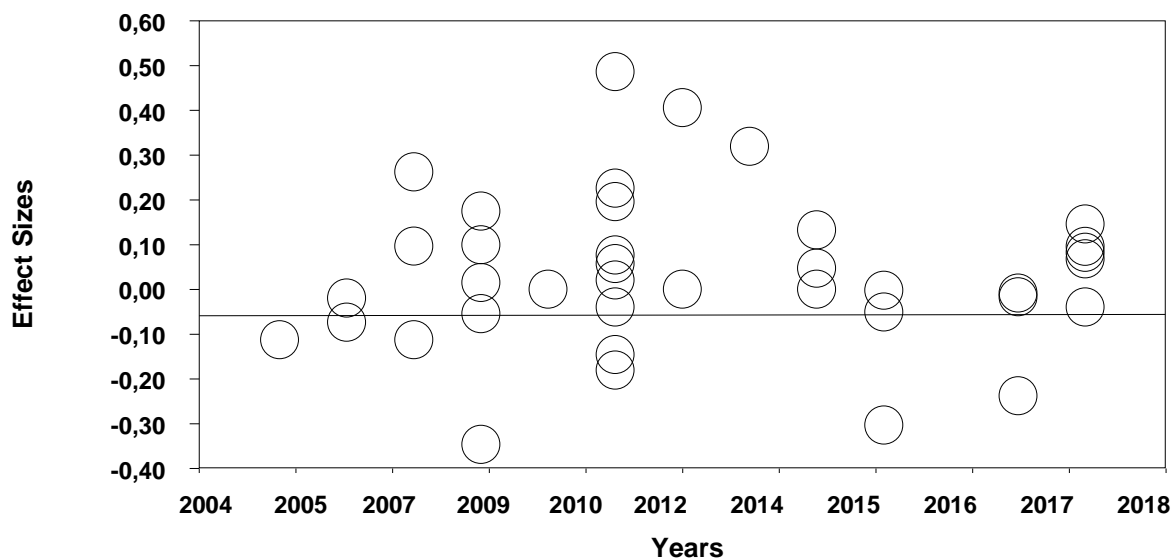


Figure 3. Effect Sizes Meta-Regression Results based on the Years in Which the Research Was Conducted.

As highlighted in Figure 3, a decrease tendency in female difference by years in terms of the effect sizes of the studies is observed.

Discussion and Conclusion

In this study, 38 effect sizes related to 38 studies constituting a sample of 18954 people were calculated. A statistically significant difference was detected in 5 studies while no significant

difference was found in 33 studies. In random effect model, as a result of the conjoining process, a statistically significant effect size of 0.03 in favor of female teachers was found. In random effect model, as a result of the conjoining process, a statistically significant effect size of 0.03 in favor of female teachers was found. This result may also be regarded as low and insignificant in accordance with the classification of Cohen (1988) and Thalheimer and Cook (2002). When these results are evaluated together, they show that there is a difference which may be regarded as insignificant among teachers' perceptions about OCB in schools in terms of gender variable. Thus, not using gender as a variable in future studies may be brought to the agenda. The results of this study are consistent with the results of a meta-analysis study on the effect of gender of teachers conducted by Yılmaz, Altinkurt and Yıldırım (2015).

Results of the studies conducted by Uçanok ve Karabatı (2013), Altinkurt and Yılmaz (2012), Fournier (2008), Karakuş (2008), Koprulu (2011), Ozsaker et. al. (2012), Polat (2007), Sokmen and Boylu (2011), Titrek, Bayrakçı and Zafer (2009), Blackwell (2010) and Yıldırım et. al. (2012) indicating that there is an insignificant difference among teachers' opinions about OCB based on their gender in favor of female teachers are in compliance with the results of this study. According to these results, it may be said that female teachers probably have more time to work for the benefit of their school than male teachers, that they are more willing to help with the tasks concerning the organization; and that they do extra work more willingly. Within the context of the findings of this study, as Erturk also states (2013), the fact that male teachers experience mobbing more frequently even if it is at an insignificant level, common perception that teaching profession is more convenient for women; and a more protective attitude towards women existent in schools in Turkey may be regarded as reasons for the fact that female teachers have more OCB than their male counterparts in Turkey. Research conducted by Ipek (2012) the findings of which show that OCB perception of female teachers who work at high school level is statistically higher than OCB perception of their male counterparts may be regarded as consistent with this research the results of which indicate that OCB perception of female teachers at high school level is higher than male teachers in proportion to other education levels (primary and primary/secondary schools) based on education level moderator variable ($p=0.013$). In contrast, researches made by Aktay and Ekşi (2009), Ayatse and Ikanyon (2012), Celep et. al. (2004), Çetin (2011), Yancı (2011), Gokmen (2011), Yancı (2009) Yılmaz and Taşdan (2009) suggest that there is no significant differences between teachers' perceptions based on their gender. In various researches, significant differences are claimed to occur among teachers' OCB perceptions based on gender variable in favor of male teachers (Altunbaş, 2009; Eres, 2010; Polat a& Celep, 2008). In some researches self-development and voluntariness sub-dimensions of OCB subgroups are observed to be in favor of male teachers based on gender variable (Aktaş, 2008; Çimli-Gok, 2010; Bulut, 2011). Within the context of the results of this study, a decrease tendency in teachers' gender difference in terms of effect sizes of researches based on the year of the research moderator is

observed. One of the findings of this study reflecting the fact that there is not any significant difference among teachers' perception about OCB depending on gender variable may suggest that it will not be possible to use this variable as a significant independent one in future studies. Results obtained from recent studies support this finding as well.

It may be finally said that school managements should create an environment which ensures that the highest priority is attached to qualities such as confidence, cooperation, conscience and courtesy regardless of gender and which is supporting in terms of OCB exhibition. Rewarding those teachers who exhibit OCB may be helpful in ensuring the efficiency of both teachers and schools. Further studies to reveal and discuss the reasons for the low level of difference among teachers' perceptions about OCB based on gender variable in schools and for the fact that women exhibit more OCB than their male counterparts even if it is at a low level may be recommended. Further meta-analyses may be conducted various variables predicting OCB such as marital status, school type and seniority.

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(The symbol of * refers to the studies included in the meta-analysis).

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