



ORGANIZATIONAL CITIZENSHIP BEHAVIOUR AND PSYCHOSOCIAL WORK CONDITIONS IN SCHOOLS: A CASE OF TEACHERS FROM POLAND AND SPAIN

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Abstract. Organisational citizenship behaviours are behaviours that go beyond the formal role and are organisationally functional. They may be linked, among others, to psychosocial working conditions. One of the instruments to study them is the Copenhagen Psychosocial Questionnaire (COPSOQ). Only three studies were identified where the COPSOQ was used in the context of OCBs. However, this was done to a limited extent. Furthermore, no studies have been identified that have tested correlations between OCBs and COPSOQ subscales among teachers. The aim of this article is to establish the relationship between teachers' organisational citizenship behaviours and psychosocial working conditions in school. To achieve this aim, a survey was conducted (among Polish and Spanish teachers), using the scales: OCB developed by Lee and Allen (2002) and COPSOQ. Statistical

analyses were carried out using Statistica software. The study shows that for organisation-oriented citizenship behaviours (OCB-O), there are weak relationships with the variables: 'Possibilities for Development', 'Meaning of Work' and 'Job Satisfaction'. In contrast, organisational citizenship behaviours towards helping individuals (OCB-I) correlated only weakly with the 'Meaning of Work'.

ORGANIZACYJNE ZACHOWANIA OBYWATELSKIE A PSYCHOSPOŁECZNE WARUNKI PRACY W SZKOŁACH PRZYKŁAD NAUCZYCIELI Z POLSKI I HISZPANII

Słowa kluczowe: organizacyjne zachowania obywatelskie, psychospołeczne warunki w pracy, nauczyciel

Streszczenie. Organizacyjne zachowania obywatelskie to zachowania, które wykraczają poza formalną rolę i są organizacyjnie funkcjonalne. Mogą być one związane m.in. z psychospołecznymi warunkami pracy. Jednym z narzędzi służących do ich zbadania jest Kopenhaski Kwestionariusz Psychospołeczny (COPSOQ). Zidentyfikowano tylko trzy badania, w których zastosowano to narzędzie w kontekście OCB. Zrobiono to jednak w ograniczonym zakresie. Ponadto, nie ustalono badań, w których testowano korelacje między OCBs a subskalami COPSOQ wśród nauczycieli. Celem artykułu jest ustalenie zależności między organizacyjnymi zachowaniami obywatelskimi nauczycieli a psychospołecznymi warunkami pracy w szkole. Aby go zrealizować, przeprowadzono badania ankietowe (wśród polskich i hiszpańskich nauczycieli), za pomocą skal: OCB opracowanej przez Lee i Allen (2002) oraz COPSOQ. Analizy statystyczne przeprowadzono stosując program Statistica. Z badań wynika, że w przypadku zachowań obywatelskich zorientowanych na organizację (OCB-O), istnieją słabe relacje ze zmiennymi: „Możliwość rozwoju”, „Sens pracy” i „Satysfakcja z pracy”. Obywatelskie zachowania zorientowane na pomaganie współpracownikom (OCB-I) korelowały natomiast w niewielkim stopniu z „Sensem pracy”.

Introduction

The teaching profession entails the frequent need to undertake actions that go beyond the described role (cf. DiPaola, Tschannen-Moran, 2001), such as assisting colleagues and students, initiating improvements within the school, defending the school's reputation, and engaging in self-development, among others. Such behaviours, firstly, have a practical dimension as they facilitate collaboration with colleagues (other teachers), and secondly, they have a moral dimension as they involve being a role model for students.

Behaviours of this nature are referred to in the literature (e.g., Organ, 1988; Lee, Allen, 2002; Moorman, 1991; Podsakoff, MacKenzie, 1997) as organizational

citizenship behaviours (OCB). Their occurrence may be related to various organizational factors, including psychosocial working conditions.

Various research tools are used to measure psychosocial working conditions, including the Copenhagen Psychosocial Questionnaire (COPSOQ). It encompasses dimensions such as 'Quantitative Demands', 'Meaning of Work', 'Possibilities for Development', 'Social Support', 'Job Satisfaction', 'Quality of Leadership', and 'Influence at Work'. A review of the relevant literature revealed limited studies utilizing this instrument in the context of OCB (Jeon, Park, Choi, Kim, 2018; Kosenkranius, Rink, de Bloom, van den Heuvel, 2020; Wemken, Janurek, Junker, Häusser, 2021). However, these studies were conducted to a limited extent and did not specifically focus on teachers' work.

The aim of this article is to establish the relationship between teachers' organizational citizenship behaviours and psychosocial working conditions in schools.

The article consists of the following sections: introduction, literature review, methods, results, discussion, and conclusions.

Organizational citizenship behaviour

In the literature, several concepts regarding behaviours oriented towards helping colleagues or supporting the organization as a whole can be found: organizational citizenship behaviours (OCB; Bateman, Organ, 1983; Smith, Organ, Near, 1983; Organ, 1988; Organ, Konovsky, 1989), prosocial organizational behaviours (Brief, Motowidlo, 1986), extra-role behaviours (Van Dyne, Cummings, Parks, 1995), contextual performance (Borman, Motowidlo, 1997), and citizenship performance (Borman, Penner, Allen, Motowidlo, 2001). The most commonly used concept is OCB, as confirmed by an analysis of the EBSCO database. According to the classical definition presented by D.W. Organ (1988), OCB refers to individual behaviour that is discretionary, not explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization. In other words, OCB encompasses behaviours that go beyond role requirements and are organizationally functional. However, some researchers have noted that citizenship behaviours are influenced by the way in which employees perceive their job duties (Morrison, 1994). Furthermore, such behaviours are often considered by managers in processes such as recruitment and employee evaluation (Podsakoff, Podsakoff, Whiting, Mishra, 2011; MacKenzie, Podsakoff, Fetter, 1993). As a result of these discussions, D.W. Organ

(1997) modified his original definition, stating that OCB supports the social and psychological environment in which task performance occurs.

An important aspect of conceptualizing organizational citizenship behaviours has been the identification of their dimensions. The literature provides numerous examples of OCB typologies (Smith, Organ, Near, 1983; Organ, 1988; Graham, 1991; Van Dyne, Cummings, Parks, 1995; Podsakoff, MacKenzie, Paine, Bachrach, 2000; Borman, Penner, Allen, Motowidlo, 2001). However, Larry J. Williams and Stella E. Anderson (1991; cited in Lee, Allen, 2002) noted that OCB can be reduced to two types of behaviours: 1) those that benefit the organization as a whole (OCBO) and 2) those that benefit specific individuals but indirectly benefit the entire organization (OCBI).

Antecedents of organizational citizenship behaviour

From the beginning of research on organizational citizenship behaviours (OCB), an important direction has been to identify the antecedents of OCB. Initially, the focus was on correlations between OCB and job attitudes such as job satisfaction (Bateman, Organ, 1983; Smith, Organ, Near, 1983), organizational justice (Farh, Podsakoff, Organ, 1990; Moorman, 1991; Niehoff, Moorman, 1993), employee commitment (Williams, Anderson, 1991; Moorman, Niehoff, Organ, 1993; Urbini, Callea, Chirumbolo, 2020), work alienation (Suárez-Mendoza, Zoghbi-Manrique-de-Lara, 2008), and job burnout (e.g., Baranik, Eby, 2016; Schepman, Zarate, 2008; Van Emmerik, Jawahar, Stone, 2005; Wang et al., 2022). Relationships between OCB and organizational identification (van Dick, Grojean, Christ, Wieske, 2006) were also examined. The cognitive and affective components of attitudes were analysed to determine which component serves as a determinant of OCB (Lee, Allen, 2002; Organ, Konovsky, 1989; Williams, Anderson, 1991). Relationships between OCB and emotions in the workplace (Spector, Fox, 2002; Ziegler, Schlett, Casel, Diehl, 2012) were also considered. Researchers also examined individual differences such as agreeableness, conscientiousness, positive and negative affectivity (Organ, Lingl, 1995; Organ, Ryan, 1995; Konovsky, Organ, 1996; Borman, Penner, Allen, Motowidlo, 2001), equity sensitivity (Blakely, Andrews, Moorman, 2005; Konovsky, Organ, 1996), locus of control (Blakely, Srivastava, Moorman, 2005; Borman, Penner, Allen, Motowidlo, 2001), individualism/collectivism orientation (Moorman, Blakely, 1995), emotional intelligence (Turnipseed, 2017), empathy (McNelly, Meglino, 1992), and motives and role identity (Finkelstein, Penner, 2004; Finkelstein,

2006; Rioux, Penner, 2001). In other studies, the relationships between OCB and leadership behaviours were examined (Babcock-Roberson, Strickland, 2010; Harris, Li, Kirkman, 2014; Podsakoff, MacKenzie, Moorman, Fetter, 1990; Podsakoff, MacKenzie, Bommer, 1996a, 1996b), as well as factors related to job characteristics and organizational functioning, such as organizational formalization, organizational inflexibility, and spatial distance (Podsakoff, MacKenzie, Bommer, 1996a, 1996b), perceived organizational support (Alshaabani, Naz, Magda, Rudnák, 2021; Moorman, Blakely, Niehoff, 1998), or social support (Bastian, 2022; Han, 2010; Kim, Van Dyne, Kamdar, Johnson, 2013).

Among the factors related to job characteristics and organizational functioning, there are also those related to the psychological and social working conditions. For example, David L. Turnipseed and Gene Murkison (1996) examined the relationship between organizational citizenship behaviours and the work environment. They used the Work Environment Scale (WES) (Moos, 1986; cf. Leka, Stavroula, 2010), which measures the work climate using ten subscales: involvement, peer cohesion, supervisor support, autonomy, task orientation, work pressure, clarity, control, innovation, and physical comfort. Other researchers (Jeon, Park, Choi, Kim, 2018; Kosenkranius, Rink, de Bloom, van den Heuvel, 2020) adapted the Copenhagen Psychosocial Questionnaire (COPSOQ) to study OCB, which includes dimensions such as ‘Quantitative Demands’ and ‘Meaning of Work’. Let us take a closer look at this issue.

Organizational citizenship behaviour and psychosocial work conditions

An analysis of the Google Scholar database revealed that the COPSOQ tool has been used in research on OCB, albeit to a limited extent. For example, S.H. Jeon, M. Park, K. Choi, and M.K. Kim (2018) conducted a quasi-experimental study evaluating the effects of a six-month intervention program focused on ethical leadership for managers in nursing units. M.K. Kosenkranius, F.A. Rink, J. de Bloom, and M. van den Heuvel (2020) examined whether off-job crafting could offer benefits to employers, such as an increase in OCB among employees¹.

¹ G. Wemken, J. Janurek, N.M. Junker, J.A. Häusser (2021) also mentioned the utilization of six COPSOQ items in their study for measuring job demands. However, they did not present the obtained results as they exceeded the scope of the article.

During research on OCB, some variables included in the COPSOQ were also examined, but different scales were used:

1. *Social Support*: Jonathon R.B. Halbesleben and Anthony R. Wheeler (2015) found that a higher level of perceived co-worker support was positively associated with greater investment in OCB directed toward those co-workers. Y.J. Kim, L. Van Dyne, D. Kamdar, and R.E. Johnson (2013), using the assumptions of motive concepts (cf. Rioux, Penner, 2001; Finkelstein, Penner, 2004), established that the quality of social support functions as a boundary condition for the relationship between motives and OCB. Relationships between OCB and perceived organizational support (POS) were also examined, and a positive relationship between POS and OCB was found (Wayne, Shore, Liden, 1997; Chiang, Hsieh, 2012). According to R.H. Moorman, G.L. Blakely, and B.P. Niehoff (1998), procedural justice is an antecedent of POS, which in turn mediates its relationship with the three dimensions of OCB.
2. *Job satisfaction*: Classic studies on the relationship between OCB and job satisfaction have shown a correlation between these two variables (Bateman, Organ, 1983; Smith, Organ, Near, 1983; Williams, Anderson, 1991; Organ, Ryan, 1995). However, further analysis has confirmed that the perception of fairness is a better predictor of OCB than job satisfaction (Farh, Podsakoff, Organ, 1990; Moorman, 1991; Moorman, Niehoff, Organ, 1993).
3. *Possibilities for Development*: Relationships between employee competence and OCB have been examined (e.g., Chuang, Chiang, Lin, 2019; Hardin, Azizu, Sari, 2020; Sumarsi, Rizal, 2022), as well as the relationship between HR practices and OCB (Gupta, Singh, 2010; Snape, Redman, 2010; Sun, Aryee, Law, 2007). Yu-Chen Wei, Tzu-Shian Han, and I-Chieh Hsu (2010) found, contrary to their expectations, that high-performance HR practices (including internal career opportunities and intensive training) were not significantly related to OCB. Different conclusions were reached in the study by Nadeem, Riaz, Danish (2019).
4. *Meaning of Work*: Research has shown that the meaning of work is significantly correlated with OCB and predicts variance in OCB (Sharma, 2019). Based on the research, it was also found that employees' perception of the meaning of work had a significant positive impact on OCB (Youn, Kim, 2022).
5. *Quality of Leadership*: Research on the relationship between leadership and OCB has been conducted by J.L. Farh, P.M. Podsakoff, and D.W. Organ

(1990), Kwasi Dartey-Baah and Seth Ayisi Addo (2019), Changquan Jiao, David A. Richards, and Kai Zhang (2011), and Fu Yang and Ying Zhang (2022). For example, P.M. Podsakoff, S.B. MacKenzie, R. Moorman, and R. Fetter (1990; cf. Podsakoff, MacKenzie, Bommer, 1996a) found that the influence of transformational leader behaviours on OCB is mediated by trust in the leader. A significant positive relationship between charismatic leadership and OCB was also identified (Babcock-Roberson, Strickland, 2010), as well as between leader-member exchange (LMX) and OCB (Harris, Li, Kirkman, 2014).

6. *General Health*: According to Bo Fu, Jian Peng, and Tao Wang (2022), OCB is positively related to employee health complaints, and health and safety significantly positively influence OCB (Htun, 2022; cf. Baranik, Eby, 2016; Jain, 2009). However, the study by Sadia Naz, Tehziba Kousir, and Amina Obaid Khawaja (2021) found no significant correlation between general health and OCB.

Finally, it should be noted that no studies were identified that specifically analysed the relationships between OCB and ‘Quantitative Demands’ and ‘Influence at Work’.

Organizational citizenship behaviour among teachers

Teachers are willing to voluntarily go beyond the expectations of their role (DiPaola, Tschannen-Moran, 2001; Zeinabadi, Salehi, 2011; Lavy, 2019). Such behaviours can be manifested not only towards colleagues and superiors but also towards students (DiPaola, Tarter, Hoy, 2004; cf. Somech, Drach-Zahavy, 2000). They contribute to improving the effectiveness of school functioning (Cheng, 2016). Research by various authors has shown that teachers who engage in OCB activities suggest innovative ideas, support and propose extracurricular activities, and participate in various committees and teams. Furthermore, they assist students during their free time, stay after classes to help them if needed, and avoid assigning homework (cf. DiPaola, Tschannen-Moran, 2001; DiPaola, Hoy, 2005).

Researchers studying OCB among teachers have analysed the relationships between OCB and various factors, including job satisfaction (Hidayat, Patras, 2022; Zeinabadi, 2010; Zeinabadi, Salehi, 2011; cf. Somech, Drach-Zahavy, 2000), career satisfaction (Bogler, Somech, 2004), quality of work life (Nair, 2013), working conditions (including work atmosphere, relationships with co-workers, availability of work facilities; Naully, Purba, Gultom, 2022), school

climate (DiPaola, Tschannen-Moran, 2001; Oplatka, 2006; Cohen, Keren, 2010; Dixon, 2013), social support (Lavy, 2019), trust (Choong, Ng, Ai Na, Tan, 2020; Zeinabadi, Salehi, 2011; Hidayat, Patras, 2022), organizational commitment (Zeinabadi, 2010; Zeinabadi, Salehi, 2011), mindfulness (Naully, Purba, Gultom, 2022), transformational leadership (Naully, Purba, Gultom, 2022), empowerment (Bogler, Somech, 2004), organizational justice (Yilmaz, Taşdan, 2009), work-family culture and work-family conflict (Bragger et al., 2005).

Methods

The research process consisted of the following stages: literature analysis, identification of a research gap, formulation of research questions and hypotheses, selection of sample and research tools, data collection and analysis, formulation of conclusions, identification of research limitations, and directions for future research. The research hypotheses were formulated as follows:

H₁: Teachers' OCB-I is positively related to psychosocial working conditions in schools.

H₂: Teachers' OCB-O is positively related to psychosocial working conditions in schools.

The survey research was conducted among 145 teachers in April and May 2023, including 128 Polish teachers and 17 Spanish teachers². The surveys were administered using a Google form distributed to schools in the Lubuskie Voivodeship in Poland and the Galicia region in Spain. The sample size for the Spanish teachers was relatively small, but the obtained research results were presented for comparative purposes. Participation in the study was voluntary.

Among the surveyed Polish teachers, there were more female participants (75.78%) than male participants. The average age of the research participants was 42 years. The majority of them (96.09%) worked in public schools. The largest percentage (46.09%) had over 20 years of tenure in their current place of employment. There were half as many teachers who had been working in their current school for 4-10 years (19.53%) or 11-20 years (21.09%). The smallest percentage of respondents (13.28%) had less than three years of work experience. The most represented types of schools were secondary schools (44.53%) and primary schools (42.19%), while higher education institutions were less

² The sample selection was non-random. There was no available list of employees employed in schools, both in Poland and Spain.

represented (11.72%). Only one person worked in a vocational school, and one person worked in a post-secondary institution, making a total of 1.56%. The majority of the participants (78.91%) worked in workplaces with more than 49 employees, while the remaining participants worked in smaller institutions.

The Spanish teachers were also predominantly represented by female participants (58.82%). The average age of the respondents was 52 years. The majority (88.24%) worked in public schools. More than half (58.82%) had over 20 years of tenure in their current place of employment, while one-third (35.30% in total) had been working for 4-10 or 11-20 years. One person had been employed in their current position for less than 3 years. The majority of the Spanish teachers surveyed (70.59%) worked in secondary schools, specifically in high schools/technical schools (in Spanish, *bachillerato - instituto/escuela técnica*). The remaining respondents were from primary schools (in Spanish, *primaria*; 11.76%), middle schools (in Spanish, *ESO*; 11.76%), and vocational schools (in Spanish, *escuela de formación profesional*; 5.88%). The number of employees in the workplaces of the Spanish participants was typically greater than 50 (58.82%).

During the own research, a 16-item OCB (Organizational Citizenship Behaviour) scale developed by Lee and Allen (2002) was utilized. The respondents were asked to choose one response from a 7-point scale (ranging from 'never' – 1 to 'always' – 7). The scale values were calculated as the mean score ranging from 1 to 7. Eight items were focused on behaviours directed towards individuals (OCB-I)³. The subsequent eight items were focused on behaviours oriented towards the organization (OCB-O)⁴.

Psychosocial working conditions were assessed using the Copenhagen Psychosocial Questionnaire (broadly referenced, e.g., Baka, Łuczak, Najmiec, 2019).⁵ The Copenhagen Psychosocial Questionnaire (COPSOQ), developed in 2000 by Tage S. Kristensen and Vilhelm Borg, is available in 25 languages (<https://www.copsoq-network.org/> accessed on July 5, 2022). This tool encompasses a wide range of psychosocial working conditions and can be applied in various sectors of the labour market, such as industry, services, and communication (Baka, 2019).

³ For example: 'Help others who have been absent' or 'Willingly give your time to help others who have work-related problems'.

⁴ For example: 'Defend the organization when other employees criticize it' or 'Offer ideas to improve the functioning of the organization'.

⁵ Currently, the COPSOQ III is available in short, medium, and long versions (Burr et al., 2018; Llorens, 2019).

The Polish teachers were asked to complete the Polish version of COPSOQ, validated for the Polish conditions by Maria Widerszal-Bazyl (2017). The author confirmed the reliability of the following eight subscales: ‘Quantitative Demands’, ‘Influence at Work’, ‘Meaning of Work’, ‘Social Support’, ‘Job Satisfaction’, ‘Possibilities for Development’ (in the 4-item version, as the 2-item version has low reliability), ‘Quality of Leadership’, and ‘General Health’⁶. As in the original version, the participants in the study responded to most questionnaire items using a 5-point scale (ranging from ‘to a very small extent’ to ‘to a very large extent’ or from ‘never/hardly ever’ to ‘always’). An exception was the ‘Job Satisfaction’ scale, which included response options of ‘very satisfied’, ‘satisfied’, ‘unsatisfied’, ‘highly unsatisfied’, or ‘not relevant’. The items were assigned weights of 100, 75, 50, 25, and 0. According to the instructions, if a respondent provided responses to fewer than half of the scale items, it should be considered as a missing response (http://www.mentalhealthpromotion.net/resources/english_copsoq_2_ed_2003-pdf.pdf, accessed on May 20, 2022). For the Spanish teachers, the Spanish version of COPSOQ (Moncada Lluís, Llorens Serrano, Font Corominas, Galtés Camps, Navarro Giné, 2008) was used. It is worth noting that the Spanish version did not include the subscales ‘General Health’ and ‘Job Satisfaction’. Instead of the single subscale ‘Social Support’, there were two separate subscales: ‘Social Support from Colleagues’ and ‘Social Support from Supervisors’.

The statistical analysis of the data was conducted using the Statistica software. The internal consistency was confirmed using Cronbach’s alpha coefficient (Cronbach, 1951). For the tools completed by the Polish teachers, the Cronbach’s alpha values were as follows: 0.975183355 (OCB) and 0.818760656 (COPSOQ)⁷. Regarding the tools used among the Spanish teachers, the Cronbach’s alpha values were 0.979060855 (OCB) and 0.807746868 (COPSOQ).

Further analysis revealed that none of the analysed variables in the Polish teacher sample had a normal distribution. This was confirmed by the Shapiro-Wilk tests (Shapiro, Wilk, 1965)⁸ (Table 1). However, in the case of the Spanish sample, some variables had p-values greater than 0.05.

⁶ For example: ‘How often do you not have time to complete all your work tasks?’, ‘How often do you get help and support from your immediate supervisor?’, ‘Does your work require you to take the initiative?’.

⁷ The scales included in the tool should demonstrate a Cronbach’s α coefficient value greater than 0.7. Questionnaires with a Cronbach’s α coefficient below 0.6 should not be used (Brzeziński, 2011).

⁸ If the p-value is less than 0.05, we reject the hypothesis of normality (Dudley, 2012).

Table 1. Shapiro-Wilk test results for variables included in the OCB and the COPSOQ tools.

Variable	Poland	Spain
	P (N=128 ⁹)	P (N=17)
OCB-I	.00001	.04287
OCB-O	.00000	.18275
Quantitative Demands	.00001	.02240
Social Support	.00000	-
Influence at Work	.00001	.77712
Job Satisfaction	.00000	-
Possibilities for Development	.00000	.07399
Meaning of Work	.00001	.01446
Quality of Leadership	.01164	.43100
General Health	.00007	-
Social Support from Colleagues	-	.09809
Social Support from Supervisors	-	.01099

Source: Original work.

Subsequent analyses of the variables were conducted using nonparametric statistics, specifically the Spearman's rank correlation coefficient. However, it is worth mentioning that due to some variables in the Spanish sample having p-values greater than 0.05, the possibility of using the Pearson's correlation coefficient to analyse the relationships between them was considered. However, the conducted analyses ruled out this possibility as the relationships between these variables did not appear to be linear. Since the conditions for calculating the Pearson's correlation coefficient were not met, the decision was made to use its nonparametric counterpart, namely the Spearman's rank correlation coefficient.

Results

For the Polish teachers, the average ratings given by the respondents for the individual dimensions of OCB were: 5.83 (OCB-O) and 5.52 (OCB-I) (as a reminder,

⁹ With the exception of the subscale 'Quality of Leadership', where N=127 – one respondent did not have a direct supervisor.

they rated on a scale of 1–7). The obtained averages for the Spanish teachers were lower and amounted to 4.56 and 4.58, respectively.

The participating teachers also rated the psychosocial working conditions in their schools. The average ratings are presented in Table 2 (as a reminder, each item within the respective subscales could be assigned 100, 75, 50, 25, or 0 points). Analysing the data from Polish schools, the highest average ratings were observed for the subscales of ‘Job Satisfaction’, ‘Social Support’, ‘Possibilities for Development’, and ‘Meaning of Work’, while the lowest average ratings were observed for the subscales of ‘Quality of Leadership’ and ‘General Health’. On the other hand, the Spanish teachers rated ‘Social Support’ (both from supervisors and co-workers), ‘Possibilities for Development’, and ‘Meaning of Work’ the highest, while they rated ‘Influence at Work’ and ‘Quantitative Demands’ the lowest.

Table 2. Assessment of psychosocial working conditions – perspective of the surveyed teachers.

Psychosocial working conditions	Mean average	
	Polish teachers (N=128 ¹⁰)	Spanish teachers (N=17)
Job Satisfaction	75.54	-
Social Support	68.46	-
Possibilities for Development	67.92	75.37
Meaning of Work	67.38	75.49
Influence at Work	65.95	52.45
Quantitative Demands	62.32	57.84
Quality of Leadership	56.50	71.08
General Health	48.96	-
Social Support from Supervisors	-	80.15
Social Support from Colleagues	-	76.47

Source: Original work.

To verify the research hypothesis describing the relationship between OCB (OCB-O and OCB-I) and psychosocial working conditions, a correlation analysis was

¹⁰ Calculations for the Polish sample were performed for N=128, with the exception of the ‘Quality of Leadership’ scale (where N=127). This difference is due to one respondent (in a managerial position) not having a direct supervisor.

conducted using the Spearman's rho coefficient. The obtained results were interpreted according to the classification proposed by Christine Dancey and John Reidy (2004)¹¹.

The Spearman's rho coefficient values were separately analysed for the two subscales of OCB. The results obtained for the OCB-I subscale are presented in Table 3.

Table 3. Spearman's rho correlation coefficients for variables: OCB-I and psychosocial working conditions.

OCB-I vs.:	Spearman's rho correlation coefficients	
	Polish teachers (N=128) ¹²	Spanish teachers (N=17)
Meaning of Work	.203358	.323263
Possibilities for Development	.174817	-.074330
Job Satisfaction	.142706	-
Social Support	.136908	-
Quality of Leadership	.104315	.062929
Influence at Work	.070473	.026152
General Health	.047451	-
Quantitative Demands	-.041470	-.218264
Social Support from Colleagues	-	.047089
Social Support from Supervisors	-	-.033308

* for $p < 0.05$

Source: Original work.

Analysing the correlations between OCB-I and the individual variables in COPSOQ, it was found that for the Polish teachers, the relationship between OCB-I and 'Meaning of Work' was weak, while the relationship with the other subscales was negligible. On the other hand, the research conducted among the Spanish teachers revealed a moderate relationship between OCB-I and 'Meaning of Work' and a weak relationship with 'Quantitative Demands'.

Thus, there were grounds for partially confirming hypothesis H₁, as identified correlations varied in strength. This applies to both the research conducted in Poland and Spain, although in the case of the Polish teachers, more positive

¹¹ The interpretation of the Spearman's rho coefficient is as follows (Dancey, Reidy, 2004): ≥ 0.70 : Very strong correlation, 0.40-0.69: Strong correlation, 0.30-0.39: Moderate correlation, 0.20-0.29: Weak correlation, 0.01-0.19: No or negligible correlation.

¹² With the exception of the 'Quality of Leadership' scale, where N=127.

relationships were found between OCB-I and the individual variables in COP-SOQ (with the only negative relationship being with ‘Quantitative Demands’, but it had negligible strength). For the Spanish respondents, positive relationships were observed between OCB-I and the variables: ‘Meaning of Work’, ‘Quality of Leadership’, ‘Influence at Work’, and ‘Social Support from Colleagues’. However, as mentioned before, only the first relationship had a moderate strength.

Table 4 presents the obtained results of the correlation analysis for OCB-O and the individual COPSOQ subscales.

Table 4. Spearman’s rho correlation coefficients for variables: OCB-O and psychosocial working conditions.

OCB-O vs.:	Spearman’s rho correlation coefficients	
	Polish teachers (N=128) ¹³	Spanish teachers (N=17)
Meaning of Work	.271569	.334050
Possibilities for Development	.294631	-.050376
Job Satisfaction	.253348	-
Quality of Leadership	.194612	-.060796
Social Support	.192267	-
Influence at Work	.088652	.164295
General Health	.032805	-
Quantitative Demands	-.157013	-.075398
Social Support from Colleagues	-	-.030412
Social Support from Supervisors	-	-.125003

* for p<0.05

Source: Original work.

The analysis of information regarding the Polish teachers revealed that the relationships between OCB-O and the COPSOQ subscales were slightly more noticeable, although still at most weak (e.g., ‘Meaning of Work’, ‘Possibilities for Development’, ‘Job Satisfaction’). It should be noted that among teachers from Spain, a moderate relationship was identified between OCB-O and ‘Meaning of Work’ (while the remaining relationships had negligible strength).

Thus, there were grounds for partially confirming hypothesis H₂, with the identified correlations varying in strength. For the Polish teachers, almost

¹³ With the exception of the ‘Quality of Leadership’ scale, where N=127.

all relationships were positive (except for the relationship between OCB-O and ‘Quantitative Demands’). The analysis of information obtained from the Spanish teachers revealed that the relationships were mostly negative (with the exception of the relationships between OCB-O and ‘Meaning of Work’ and ‘Influence at Work’), but they had negligible strength.

Conclusions

The results of the conducted research indicated that in the case of organization-oriented citizenship behaviours (OCB-O), there were weak relationships with the variables of ‘Possibilities for Development’, ‘Meaning of Work’, and ‘Job Satisfaction’. On the other hand, citizenship behaviours oriented towards helping co-workers (OCB-I) were only slightly correlated with ‘Meaning of Work’. This relationship between OCB-I and ‘Meaning of Work’ was also confirmed by the research results obtained in the Spanish sample, although it is important to note the small sample size and the need for cautious interpretations. In this context, it can be concluded that teachers are not different from other professions in this regard (Sharma, 2019; Youn, Kim, 2022; Erks, Allen, Harland, Prange, 2021).

Favourable psychosocial working conditions were more strongly associated with the organization-oriented citizenship behaviours (OCB-O) than with the behaviours directed specifically towards co-workers (OCB-I). In other words, OCB-O correlated with a greater number of variables compared to OCB-I. The theoretical justification for this can be found in the social exchange theory (cf. Moorman, Blakely, Niehoff, 1998; Organ, Konovsky, 1989; Wayne, Shore, Liden, 1997). If a school provides teachers with favourable working conditions, they reciprocate with prosocial behaviours within the organization. However, it is worth noting that the crucial factors in this case seem to be what can be loosely described as ‘autotelic’ aspects, related to career and job satisfaction (sense of purpose, possibilities for development, satisfaction). The teaching profession has a mission-driven nature, and it can be observed that citizenship behaviours were more strongly associated with this mission-related aspect than with issues directly related to management, such as control at work, quality of leadership, and quantitative demands.

In conclusion, it is important to acknowledge the limitations of the conducted research. It was quantitative in nature and relied solely on self-reported responses from teachers. The sample selection was not random, which means that the findings cannot be generalized. The study was also not longitudinal, and

the data were cross-sectional, which limits strong causal inferences. Furthermore, the use of survey research may have introduced common method bias.

A better understanding of the analysed issue would require more in-depth qualitative research utilizing techniques such as direct contact, interviews, observations, case studies, etc. Longitudinal data research is also recommended.

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