

**The Motivational Mechanisms Explaining Citizenship
Behavior
and Misbehavior among Administrative and Pedagogic Staff
in Israel's Ministry of Education**

by

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Abstract

The current study examines the motivational mechanisms explaining citizenship behavior and misbehavior among administrative and pedagogic staff in Israel's Ministry of Education. The theoretical research framework relies on the Sequence Theory developed by Ajzen & Fishbein (2005, 2012), with regard to the Self Determination Theory – (SDT) (Deci & Ryan, 2000, 2008), which argues that psychological mechanisms including the individual's perceptions and intentions lead to the actual behaviors. Accordingly, the central question the study tries to address is: to what extent is the integrative model, which includes motivational perceptions of the psychological empowerment, collective efficacy and authentic leadership mediated by citizenship behavior intentions and intentions of misbehavior, likely to explain citizenship behaviors and misbehaviors among administrative and pedagogic staff in Ministry of Education districts? As a derivative of that question, the following relationships were examined: A. the relationship between motivational perceptions – psychological empowerment, collective efficacy and authentic leadership, and intentions of citizenship behavior and of misbehavior; B. the relationships between intention of citizenship behaviors and of misbehaviors, and actual citizenship behaviors and misbehaviors; C. Mediating variables – Do intentions of citizenship behavior and misbehavior mediate the relationship between motivational perceptions such as psychological empowerment, collective efficacy, and authentic leadership, and between citizenship behavior and misbehavior? Similarly, relations were examined between citizenship behaviors and misbehaviors, the differences between the administrative and pedagogical sectors, and the relationships between the dependent, mediating and independent variables and the structural model's additional background variables – education, sector, seniority and gender.

The current study included a sample of 624 workers, of whom 307 are administrative and 317 pedagogical staff who work in these districts: North, South, Haifa, Tel Aviv, Central, rural education, and Jerusalem. The study integrated self-reports and computer records, in order to ensure that the data would not have a single source bias tendency. In the first stage of data analysis measures were configured and validated through an Exploratory Factor Analysis. At this stage through the use of correlations, it was shown that the perceptions of psychological empowerment, collective efficacy and authentic leadership did in fact contain motivational aspects

related to the motivational theory of Self Determination Theory – SDT. In the second stage, a Confirmatory Factor Analysis was carried out, and a structural equations model was built in order to test the research hypotheses and to validate the entire model.

Findings for the present study indicate the relationships between the motivational perceptions of psychological empowerment, collective efficacy, authentic leadership and between behavioral intentions, as well as the relationships between behavioral intentions and the actual behaviors. We found that the dominant perception among workers that correlated positively with intentions of citizenship behavior toward colleagues and toward the organization, was the perception of psychological empowerment on the 'Self-determination' dimension. Workers who perceive themselves as partners in decision making processes are motivated by inner feelings, and tend to contribute to the organization and its members. Similarly, perceptions of collective efficacy on the 'strategies' dimension were found to be positively related to intentions of citizenship behaviors toward colleagues, and negatively to intention of misbehavior of the 'inappropriate personal use of organizational resources' type.

The present study shows that positive worker perceptions toward authentic leadership, collective efficacy and psychological empowerment reduce intentions of misbehavior. The study indicated that the greater the perceptions of psychological empowerment on the 'Meaning' dimension and the perceptions of authentic leadership, the more workers' tendency to leave the organization is reduced. Furthermore, the current study reveals that workers who perceive themselves as empowered on the 'Impact' dimensions of the organization in which they work, tend less to come late or be absent. In addition, intention of tardiness was found to be related positively to actual late arrivals, as well as between intention of citizenship behavior citizenship behaviors toward the organization and its members.

The current study indicates several complete mediations of behavior tendencies: intent to leave mediates the relationship between authentic leadership and tardiness, and the relationship between authentic leadership and citizenship behavior. Intent to leave mediate the relationship between authentic leadership and tardiness, and the relationship between authentic leadership and citizenship behavior. Intentions of citizenship behavior mediate the relationship between psychological empowerment on the 'Impact' and 'Self-determination' dimensions and on citizenship behavior. No significant relationship were found between citizenship behavior and misbehavior, i.e., behaviors are mutually independent, and each of the behaviors stands on its own. This

finding strengthens the perception according to which workers can simultaneously display both citizenship behavior and misbehavior. Furthermore, the study findings negate the dichotomy between inner motivation and external motivation, and indicate that in different contexts varying motivations may appear simultaneously that explain citizenship behaviors and misbehaviors among workers in the organization.

Unexpectedly, we found that the 'Impact' type of psychological empowerment reduces intention of citizenship behavior toward colleagues. In addition, despite the expectation that workers' perceptions of authentic leadership would be related positively to their intention of citizenship behaviors, no significant relationships were found between these variables.

In the sectorial comparison, significant differences were found between the administrative sector workers and the pedagogical staff with regard to perceptions of collective efficacy and intention of misbehavior. Perceptions of collective efficacy on the 'Strategies' dimension of administrative workers were found to be lower than those of the pedagogical staff, and administrative workers were found to tend more towards the 'use of organizational resources' type of misbehaviors, tardiness and absences, while pedagogical staff tend more toward leaving the organization.

In terms of theory, the importance of this study is its innovation of knowledge about citizenship behaviors and misbehaviors, and relating the perceptions and intentions system that are likely to lead to these behaviors. This study contributes to fashioning a new integrative model to explain citizenship behaviors and misbehavior based on the Sequence Theory of Ajzen & Fishbein's (2005, 2012) with Deci & Ryan's (2000, 2008) Self Determination Theory. This unique model has not previously been tested in Israel or abroad, while relating to the individual, position, group and organizational levels, and to the differential needs of the administrative and pedagogical sectors. The main contribution of the present study is the combining of Sequence Theory with a Self Determination Theory perspective regarding support for workers' needs, in an attempt to sharpen knowledge about the way in which they nourish the motivational mechanism for choosing citizenship behaviors of the pedagogical and administrative sectors, while noting the differences between these sectors.

In practical terms, the findings lead to the conclusion that organizational activities intended to reduce worker resignation tendencies need to focus on strengthening authentic leadership among administrative workers, and on empowering workers psychologically, while emphasizing self-determination. High-level perceptions of

psychological empowerment in aspects of participation in decision-making are likely to contribute to the intensification of citizenship behavior intentions, both toward the organization as well as to the organization's members. Findings with regard to the positive relations found between behavioral intentions and actual behaviors can contribute to fashioning an organizational tool for clarifying workers' behavioral intentions in the processes of integration into the organization, a tool which is likely to aid employers to find workers who fit the organization's vision.

This study sought to investigate the motivational aspects of citizenship behavior and misbehavior, while observing close up the process leading to these behaviors. Beyond the separate findings and the artificial division of relationship systems, the research model presented through analysis of structural equations points to a dynamic process that originates in motivational perceptions and behavioral intentions, and concludes with organizational behaviors that can exist simultaneously next to each other. The process described was found to stem from motivational mechanisms in a personal, group and organizational context, and their relationship with behavioral intentions, citizenship behaviors and misbehaviors.

The components of psychological empowerment, authentic leadership and collective efficacy that support the requirements of autonomy, efficacy and affiliation, as discussed in the present study, emphasize the possibilities hidden in an organization as a space that enables and provides workers' basic needs. Specifically, these research findings emphasize that awareness of the unique needs of the administrative as compared to the pedagogical sector, and supportive actions of the dynamic motivational mechanisms that are behind workers' positive or negative behaviors in different contexts, is likely to aid the organization's administration to apply strategies that encourage citizenship behavior or reduce misbehavior among employees. The study's findings and recommendations are likely to provide information and tools to the Ministry of Education's directors and to directors of educational organizations interested in increasing workers' inner motivation toward citizenship behavior and to reduce misbehavior in the organization. Understanding the motivational mechanisms behind choice of organizational behaviors in educational organizations on the level of the Ministry's leadership, the districts and the level and educational institutions is likely to contribute to improved efficiency and functioning of the entire educational system.

The current study suggests that organizations examine the characteristics of principals' authentic behavior on an organizational level, the extent of collective

efficacy on the group level, and the level of psychological empowerment on the individual level. In addition, they should examine the hidden consequences of misbehaviors like employee tardiness.

In light of the differences found between administrative and pedagogic staff, and the distinction between the professional and bureaucratic workers , particularly in the context of perceptions of collective efficacy and intentions of misbehavior, and due to the great importance of the administrative workers in the Education Ministry's districts, a sequel study is recommended to examine the unique aspects of supporting the needs of the administrative workers' population.

The distinction between professional and bureaucratic workers raises the possibility of constructing a broader theory that takes into account the effect of the context in which actions are taken to support the needs of autonomy, efficacy and relatedness to others, that can lead to citizenship behavior and misbehavior. It is important and desirable to find tools and methods to increase motivation among administrative and pedagogical workers, with concomitant deliberation about efficient management strategies to cope with misbehavior.