

Does Organizational Narcissism Affect Organizational Citizenship? An Empirical Study on Teachers

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Abstract

Narcissism is a phenomenon that can have serious consequences for organizations and their employees. On the other hand, employees who show organizational citizenship behaviors, such as helping their colleagues, can help create a positive and productive work environment. In this study, it was aimed to determine teachers' perception levels of organizational narcissism and citizenship, the relationship between narcissism and citizenship, and the effect of narcissism on citizenship. The research was conducted on 400 teachers. Data were collected using the Organizational Narcissism Scale and Organizational Citizenship Scale. As a result of the research, it was determined that teachers' perceptions of organizational narcissism and organizational citizenship were at a moderate level. However, there are significant positive relationships between organizational narcissism and organizational citizenship. In addition, organizational narcissism was found to be a significant predictor of organizational citizenship. In the light of the results obtained from the research, suggestions for researchers and future research are given.

Keywords: Organizational Narcissism, Organizational Citizenship, Teacher, School

Introduction

Organizations today may be under pressure to achieve excellence and success in the areas in which they operate. However, this passion for success can sometimes result in a weak corporate culture that prioritizes the needs and aspirations of the organization over the enjoyment of its employees. In this context, narcissism is a phenomenon that can have serious consequences for organizations and their employees. On the other hand, employees who demonstrate organizational citizenship behaviors, such as helping their colleagues, can help create a positive and productive work environment. These actions can increase employee satisfaction, organizational culture, and ultimately the performance of organizations. It is important for organizations that want to develop a healthy culture to understand the concepts of narcissism and citizenship and take necessary measures.

Organizational narcissism has gained prominence in recent years, particularly in the highly competitive business world. This idea may be defined as corporations operating with an excessive sense of self-importance that focus solely on their own image and success, neglecting the requirements of other stakeholders such as employees and society. To understand organizational narcissism, it may be useful to examine the individual psychology of narcissism. An exaggerated positive self-perception, a sense of uniqueness, overt displays of arrogance, a sense of entitlement, and a thirst for power characterize the narcissistic self (Campbell, Hoffman, Campbell, & Marchisio, 2011). Organizational narcissism is a situation in which an organization perceives itself as exaggeratedly important and has a built-in belief in its inherent superiority.

This leads members of the organization to overestimate its capabilities and ignore its shortcomings. This can be attributed to a collective cognitive bias and thus hinders the organization's ability for critical self-evaluation and self-improvement (Duchon & Burns, 2008). Organizational narcissism is the distraction of organizations from their mission by focusing on their survival and reputation. This is driven by increased competition, financial constraints, and stakeholder expectations. While this behavior is adaptive, it can reduce innovation, negatively affect employee mental health and lead to a shift away from core values. To address the problem, organizations need to create leadership and a culture that supports core values while emphasizing self-promotion. By adopting a balanced approach, forward-looking ideas can increase and achieve better results overall (Vargo, 2022).

Proper institutionalization of organizational structures and processes is crucial for the survival and legitimacy of an organization. However, it can lead to problems such as organizations adopting an overly narcissistic identity and ignoring accountability and ethical concerns. While it is common and important for the organization to have an identity, Ganesh (2003) and Brown (1997) believe that an overly egotistical and selfish corporate identity should be avoided. However, it is critical to be mindful of the possible harmful consequences of the narcissistic behavior of leaders. Narcissistic behaviors can have detrimental effects on subordinates and reduce employee morale, job satisfaction, and overall productivity. This can create feelings of worthlessness, neglect, and lack of support among employees and lead to high turnover rates. Therefore, organizations need to recognize the negative effects of such behaviors and take measures to reduce their impact on the workforce (Fredah Mainah & Perkins, 2015). Duchon & Drake (2008) examined organizations that lack moral values and exhibit extreme narcissistic behaviors. Such organizations resort to different methods, such as authorization, denial, and self-praise, to protect their personal interests. In addition, although some organizations implement formal ethics programs, it is questionable whether such initiatives effectively bring about behavioral change within the organization.

Organizational narcissism can provide a useful framework for identifying behaviors that impede the success of today's organizations. Narcissistic organizations are preoccupied with their own needs and act to the detriment of others. Individuals with arrogant organizational disorder propagate their management's warped myths, beliefs, assumptions, and premises. These practices can stifle receptivity to new information, ideas, and viewpoints (Godkin & Allcorn, 2009b). One research found that organizational narcissism improves four areas of knowledge sharing: publications, personal encounters, organizational communication, and network connection. Personal interactions, network involvement, and publications had the biggest influence dimension of organizational narcissism, followed by organizational communication (Pertuz-Peralta, Arias-Perez, & Daza-Calier, 2022). Stein (2003) defines five characteristics of excessive corporate narcissism. These characteristics are an exaggerated belief in the unique superiority of the organization, unconscious imperialism, a perception of omniscience, contempt for other organizations, people, and knowledge, and penetration into all activities. In this context, it is important for organizations to define themselves accurately and act in accordance with ethical principles.

Narcissism is studied at both the individual and organizational levels. Individuals exhibit narcissistic personality qualities such as grandiosity, entitlement, and abuse. Understanding the dynamics of organizational behavior and its consequences on success requires understanding the relationship between individual and organizational narcissism (Rousseau & Duchon, 2015). Organizations can benefit from identifying and correcting narcissistic characteristics early on. Leaders and staff might benefit from training programs on the perils of narcissism and its influence on organizational culture. Such initiatives can assist to create a healthy company atmosphere by preventing the harmful repercussions of narcissistic tendencies (Campbell et al, 2011).

Organizations should give importance to values such as cooperation, empathy, and inclusiveness to reduce narcissistic behaviors. By prioritizing these values, an environment that encourages helping

others can be created. At the same time, it may be possible to discourage egocentric and entitlement attitudes that are characteristic of narcissism. This culture can contribute to the formation of a workplace environment that promotes positive social dynamics and minimizes negative interpersonal behaviors (Galvin, Lange, & Ashforth, 2015). Given the foregoing, organizational narcissism can be defined as management preferences and behaviors guided by a self-aggrandizing and egocentric focus. This can result in poor working performance and a lack of empathy. Nonetheless, some narcissism is required for organizational success. Leaders must regulate narcissistic characteristics and minimize possible harm by maintaining a balance between a healthy sense of self-esteem and excessive egocentrism. Understanding organizational narcissism is thought to be important for promoting effective leadership and a positive work environment. Apart from comprehending the significance of organizational narcissism, it is also critical to recognize the impact that organizational citizenship conduct may have in creating workplace dynamics.

Organizational citizenship, which has received a lot of attention in organizational behavior research and is seen as a key component in organizational success, refers to activities that go above and beyond official work requirements and contribute to the organization's effective functioning. These actions are entirely optional. Helping colleagues, volunteering for extra tasks, and participating in organizational activities can be given as examples of organizational citizenship behavior (OCB) (Organ, 2014). Organizational citizenship refers to the actions of employees that exceed their contractual obligations and support the overall functioning of the organization. OCB is said to have characteristics such as benevolence, which involves assisting specific persons, and generic compliance, which is a more impersonal kind of conscientious citizenship (Smith et al., 1983). Organizational citizenship refers to employee actions that go beyond fundamental work tasks and technical abilities and instead play a vital role in attaining goals and contributing to the social, psychological, and organizational environment. These behaviors are regarded to be crucial in fostering a positive work atmosphere and supporting

good cooperation (Borman, 2004). Although this behavior is a great asset for firms, if individuals feel obligated to engage in such actions, it can lead to negative repercussions such as fatigue and lower job satisfaction. Effective OCB management is seen as critical to ensuring the overall well-being of workers and the organization (Organ, 1988).

Employees' voluntary acts to assist their organizations are referred to as OCBs. Organizational citizenship has a significant impact on both individual and organizational results (Podsakoff et al., 2009). In support of this, Jahangir, Akbar and Haq (2004) emphasize that employees who tend to engage in informal activities that go beyond their formal job responsibilities are a key factor in improving organizational performance. Moreover, this willingness to engage in discretionary effort is seen as a critical determinant of success. Graham (1991) defines OCB as the organizational counterpart of citizen obligations such as obedience, loyalty, and political involvement. Utilizing corporate citizenship conduct as a standard for evaluating employee behavior can give significant insights into an organization's management practices and the general health of its work culture.

Attitudinal and dispositional factors such as job satisfaction and personality traits can significantly affect OCB. In addition, this behavior may also have positive effects on organizational performance (Organ, Podsakoff, & MacKenzie, 2005). In the literature, there are several dimensions of organizational citizenship. Civic virtues are behaviors that contribute to the well-being of society, such as volunteering and participation in community events. However, actions that go beyond the basic needs of the job, such as punctuality and following regulations, can be seen as conscientiousness. Similarly, actions that benefit others without expecting anything in return, such as helping coworkers with their work, can also be classified as altruism. Courtesy can also refer to actions that show respect and deference to others, such as being courteous and polite. Organizations, it is said, may promote a feeling of community and social responsibility among their employees by encouraging these values (Van Dyne, Graham, & Dienesch, 1994). To explain why employees display corporate citizenship activities,

many incentive theories have been presented. According to social exchange theory, employees participate in such actions with the hope of earning a reward, such as admiration or prospective favors from coworkers. According to self-determination theory, employees participate in corporate citizenship behavior because it meets their requirements for autonomy, competence, and commitment. Finally, organizational justice theory suggests that employees engage in this behavior because they perceive their organizations as fair and equitable and want to reciprocate by engaging in positive behaviors. By understanding these motivational theories, organizations can develop strategies to encourage citizenship behavior among their employees and contribute to productivity (Organ, 1990). In the light of the above information, OCB can be defined as the behaviors that employees exhibit to voluntarily benefit their organizations beyond their basic responsibilities in their jobs. These behaviors can be classified in various dimensions. OCB can be a valuable asset for organizations by increasing employees' job satisfaction, positively affecting organizational culture and increasing performance.

Organizational narcissism is a personality trait that reflects high levels of self-love, grandiosity, entitlement and arrogance among organizational members (Rosenthal and Pittinsky, 2006). OCB is a voluntary and optional extra role behavior that contributes to organizational effectiveness and performance (Williams and Anderson, 1991). Previous studies have examined the effects of leader narcissism on employees' OCB (Wang, Liu, Wang and Dong, 2021), the effects of employee narcissism on change-oriented OCB (Lang, Zhang, Liu and Zhang, 2022) and the moderating role of narcissism in the relationship between trust and citizenship behavior (Yıldız and Öncer, 2012). However, there is no research on how organizational narcissism affects OCB, according to teachers' perceptions. Teachers are important stakeholders in educational organizations who play a vital role in shaping students' learning outcomes and well-being. Given that OCB is closely related to job performance and the overall success of the organization (Podsakoff, MacKenzie, Paine, & Bachrach, 2000), it is critical to comprehend the connection between organizational

narcissism and OCB in instructors. This study seeks to address this void by investigating the impact of organizational narcissism on OCB as seen by instructors. Answers to the following questions were sought in accordance with this goal:

- At what level are teachers' perceptions of organizational narcissism and organizational citizenship?
- Are there significant relationships between organizational narcissism and organizational citizenship?
- Does organizational narcissism predict organizational citizenship?

Method

Research Model

The correlational survey model was used in this study. The correlational survey model is a survey technique for determining if two or more variables have a common change. This model attempts to determine whether or not the variables change jointly. The correlational survey model is a quantitative research strategy that uses the correlation coefficient to illustrate the direction and level of the association (Bekman, 2022; Karasar, 2011). In addition, in the correlational model, it is stated that researchers should use scales that will motivate participants and minimize potential sources of error in order to obtain better-quality data (Dillman, Smyth & Christian, 2014).

Population and Sample

The study's population consists of teachers employed in Rize province and its districts. Since it was not possible to reach the whole population, simple random sampling was used in the study. In this method, random selections are made without depending on any feature or unit. Therefore, this method has a high power to represent the universe (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2016). The sample of the study consists of 400 teachers selected by this method. Of the teachers in the sample, 249 (62.3%) were female and 151 (37.7%) were male. In addition, 146 (36.5%) were between the ages of 20-30, 178 (44.5%) between 31-40, 59 (14.8%) between 41-50, and 17 (4.3%) between 51 and above. Regarding the education level

of the teachers, 365 (91.3%) were undergraduate and 35 (8.8%) were postgraduate graduates. In addition, 207 (51.7%) teachers have 1-10 years of professional service, 146 (36.5%) teachers have 11-20 years of professional service and 47 (11.8%) teachers have 21+ years of professional service. On the other hand, 310 (77.5%) of the teachers are branch teachers and 90 (22.5%) are classroom teachers.

Data Collection Tools

To gather information on the instructors in the sample, the Personal Information Form, Organizational Narcissism Scale, and Organizational Citizenship Behavior Scale were employed. The researcher created the personal information form, which comprises of questions designed to gather information about the demographic features of the teachers. Hamedoğlu and Potas (2012) modified the Organizational Narcissism Scale into Turkish. There are 36 items on the scale and five sub-dimensions. The scale was scored using a five-point scale. The scale's reliability coefficients were more than .70. The dimensions and overall scale are both .70. The reliability coefficients of the scale were recalculated within the scope of this study, and it was established that Leadership.90, Desire for Recognition. 81, boastful. 79, Self-Adulation. Showing 76. 70 and the Scale's Total. The dependability coefficient is .95. According to these findings, the scale is quite dependable. Yücel and Samancı (2009) created the Organizational Citizenship Behavior Scale. There are 18 items on the scale and five sub-dimensions. The scale was scored using a five-point scale. The computed dependability coefficients for the scale were determined to be more than .70 for both the dimensions and the overall scale. The reliability coefficients of the scale were recalculated within the scope of this study, and it was established that Volunteerism.80, Conscientiousness.80, Self-Improvement.91, Benevolence.88, Sportsmanship. 86, and Overall Scale. 94. According to these findings, the scale is quite dependable.

Data Collection and Analysis

The scales were administered to the instructors throughout the data collecting procedure at a time when they were accessible to answer and in as little

time as feasible. In order to ensure that the volunteer teachers answered the scale items honestly and sincerely, it was emphasized that the information would not be shared with anyone. In this context, 450 scales were administered. Fifty of the scales were excluded from the analysis due to incorrect and incomplete completion. As a result, the study covered 400 data points. The SPSS 23.0 software was used to examine the data. Skewness and kurtosis coefficients were calculated to see if the data had a normal distribution. The skewness values obtained ranged between .012 and .714, and the kurtosis values ranged between .013 and .714. Because these numbers are between -1 and +1, as described in the literature, the data has a normal distribution (George, 2011; Morgan, Leech, Gloeckner and Barret, 2004; Tabachnick, Fidell and Ullman, 2013). The percentage, frequency, arithmetic mean, and standard deviation statistics were determined throughout the data analysis. Moreover, correlation analysis was used to assess the association between organizational narcissism and OCB, and multiple linear regression analysis was used to predict the prediction of OCB by organizational narcissism.

Findings

TEACHERS' PERCEPTIONS OF ORGANIZATIONAL NARCISSISM AND ORGANIZATIONAL CITIZENSHIP

The overall total and aspects of teachers' judgments of organizational narcissism and citizenship were determined using the arithmetic mean and standard deviation values. Table 1 displays the acquired results.

According to Table 1, when the mean and standard deviation values for the total and dimensions of organizational narcissism are examined, the desire for recognition has the highest mean score [\bar{x} =3.58], followed by boasting [According to Table 1, when the mean and standard deviation values for the total and dimensions of organizational narcissism are examined, the desire for recognition has the highest mean score [\bar{x} =3.58], followed by boasting [\bar{x} =3.53], self-admiration [\bar{x} =3.29], leadership [\bar{x} =3.19], display [\bar{x} =3.18] and total organizational narcissism [\bar{x} =3.35]. According to this finding, it can be said that teachers tend to agree with the statements related to desire for recognition

and boasting more than the statements related to other dimensions of organizational narcissism. In addition, when the mean and standard deviation values for the total and dimensions of organizational citizenship are examined, benevolence [\bar{x} =3.50] has the highest mean score, followed by sportsmanship [\bar{x} =3.46], total organizational citizenship [\bar{x} =3.34], self-development [\bar{x} =3.31], conscientiousness [\bar{x} =3.25] and volunteerism [\bar{x} =3.16]. According to this finding, it can be stated that teachers tend to agree with the statements about benevolence and sportsmanship more than the statements about other dimensions of organizational citizenship. As a result, teachers' perceptions of organizational narcissism and citizenship were at a moderate level. [\bar{x} =3.53], self-admiration [\bar{x} =3.29], leadership [\bar{x} =3.19], display [\bar{x} =3.18] and total organizational narcissism [\bar{x} =3.35]. According to this finding,

it can be said that teachers tend to agree with the statements related to desire for recognition and boasting more than the statements related to other dimensions of organizational narcissism. In addition, when the mean and standard deviation values for the total and dimensions of organizational citizenship are examined, benevolence [\bar{x} =3.50] has the highest mean score, followed by sportsmanship [\bar{x} =3.46], total organizational citizenship [\bar{x} =3.34], self-development [\bar{x} =3.31], conscientiousness [\bar{x} =3.25] and volunteerism [\bar{x} =3.16]. According to this finding, it can be stated that teachers tend to agree with the statements about benevolence and sportsmanship more than the statements about other dimensions of organizational citizenship. As a result, teachers' perceptions of organizational narcissism and citizenship were at a moderate level.

Table 1 Mean and Standard Deviation Values of Teachers' Organizational Narcissism and Organizational Citizenship Perceptions

ORGANIZATIONAL NARCISSISM AND ORGANIZATIONAL CITIZENSHIP	N	\bar{x}	SD
LEADERSHIP	400	3.19	0.73
DESIRE FOR RECOGNITION	400	3.58	0.71
BOASTING	400	3.53	0.74
EXHIBITION	400	3.18	0.78
SELF-ADMIRATION	400	3.29	0.70
ORGANIZATIONAL NARCISSISM	400	3.35	0.64
VOLUNTEERING	400	3.16	0.90
CONSCIENTIOUSNESS	400	3.25	0.86
SELF DEVELOPMENT	400	3.31	0.86
BENEVOLENCE	400	3.50	0.77
SPORTSMANSHIP	400	3.46	0.92
ORGANIZATIONAL CITIZENSHIP	400	3.34	0.72

THE RELATIONSHIP BETWEEN ORGANIZATIONAL NARCISSISM AND ORGANIZATIONAL CITIZENSHIP

According to teachers' perspectives, a correlation study was performed to assess the link between organizational narcissism and organizational citizenship. Table 2 shows the outcomes achieved.

According to Table 2, there are statistically significant positive relationships between the sum and dimensions of organizational narcissism and the sum and dimensions of organizational citizenship. The strongest correlation is between the sum of organizational narcissism and the sum

of organizational citizenship [r =.49, p <.01]. This is followed by self-admiration [r =.48, p <.01], desire for recognition [r =.45, p <.01], leadership [r =.43, p <.01], display [r =.42, p .01], and boasting [r =.35, p <.01] dimensions of organizational narcissism.

THE ROLE OF ORGANIZATIONAL NARCISSISM ON ORGANIZATIONAL CITIZENSHIP

According to teachers' perspectives, a multiple linear regression analysis was performed to predict organizational narcissism on organizational citizenship. Table 3 displays the acquired results.

Table 2 Correlation Analysis Results of the Relationship Between Organizational Narcissism and Organizational Citizenship

	LEADERSHIP	DESIRE FOR RECOGNITION	BOASTING	EXHIBITION	SELF-ADMIRATION	ORGANIZATIONAL NARCISSISM	VOLUNTEERING	CONSCIENTIOUSNESS	SELF DEVELOPMENT	BENEVOLENCE	SPORTSMANSHIP	ORGANIZATIONAL CITIZENSHIP
LEADERSHIP	1											
DESIRE FOR RECOGNITION	.77**	1										
BOASTING	.76**	.67**	1									
EXHIBITION	.80**	.77**	.61**	1								
SELF-ADMIRATION	.73**	.68**	.59**	.68**	1							
ORGANIZATIONAL NARCISSISM	.92**	.89**	.83**	.88**	.84**	1						
VOLUNTEERING	.39**	.41**	.32**	.40**	.40**	.44**	1					
CONSCIENTIOUSNESS	.40**	.40**	.32**	.43**	.42**	.45**	.70**	1				
SELF DEVELOPMENT	.36**	.37**	.29**	.41**	.35**	.41**	.60**	.71**	1			
BENEVOLENCE	.31**	.35**	.30**	.38**	.28**	.37**	.56**	.58**	.65**	1		
SPORTSMANSHIP	.31**	.33**	.23**	.36**	.33**	.36**	.54**	.59**	.57**	.58**	1	
ORGANIZATIONAL CITIZENSHIP	.43**	.45**	.35**	.48**	.42**	.49**	.82**	.86**	.85**	.80**	.80**	1

**p<.01

Table 3 Multiple Linear Regression Analysis Results for the Prediction of Organizational Citizenship

	B	STD.ERROR	B	T	P	ZERO-ORDER	PARTIAL	PART
CONSTANT	1.479	.173		8.539	.000			
LEADERSHIP	-.019	.094	-.019	-.201	.841	.434	-.010	-.009
DESIRE FOR RECOGNITION	.134	.079	.134	1.705	.089	.453	.086	.074
BOASTING	.015	.066	.016	.228	.820	.355	.011	.010
EXHIBITION	.150	.061	.164	2.441	.015	.437	.122	.106
SELF ADMIRATION	.276	.083	.270	3.311	.001	.482	.165	.144
R=.510	R ² =.260							
F _(5.394) =27.634	P=.00							

Table 3 shows the results of the multiple regression analysis examining the effect of organizational narcissism dimensions on organizational citizenship. The dependent variable is organizational citizenship and the independent variables are leadership, desire for recognition, boasting, self-admiration and display. The results show that the regression model is statistically significant [$F_{(5.394)}=27.634$, $p=.00$] and explains 26% of the variance in organizational citizenship [$R^2=.260$]. In addition, among the

independent variables, only self-admiration and display have significant positive effects on organizational citizenship [$\beta=.270$, $t=3.311$, $p=.001$; $\beta=.164$, $t=2.441$, $p=.015$]. However, other independent variables (leadership, desire for recognition and boasting) do not have a significant effect on organizational citizenship [$p>.05$].

Discussion, Conclusion and Recommendations

In this study, it was aimed to determine teachers'

perception levels of organizational narcissism and citizenship, the relationship between narcissism and citizenship, and the impact of narcissism on citizenship. According to the results obtained from the study, teachers' perceptions of the total and dimensions of organizational narcissism were at a moderate level. Research results supporting this result are found in the literature (Hamedoğlu, 2009; Kahveci, Gülay & Avcı, 2018; Salihoğlu & Camadan, 2020; Yurdakul & Bozkurt Bostancı, 2016). This result can be interpreted as teachers not perceiving their schools as extremely or completely narcissistic. In other words, teachers may be exposed to stress, bullying, or unethical behaviors by some narcissistic colleagues or leaders in their organizations. It can be said that this situation does not have a serious impact on teachers' working environment or performance.

In the study, it was determined that teachers' perceptions of organizational citizenship were at a moderate level for both total and dimension. There are research results supporting this result in the related literature (Çetin, Korkmaz & Çakmakçı, 2012; Yılmaz & Çokluk Bökeoğlu, 2008). In addition, there are research results that teachers have high level organizational citizenship perceptions (Alanoğlu & Demirtaş, 2019; Baş and Şentürk, 2011; İpek, 2012; Oğuz, 2011; Titrek, Bayrakçı & Zafer, 2009; Uğurlu & Yiğit, 2014; Uslu & Balcı, 2012; Yılmaz, 2009). According to this result, teachers who exhibit moderate OCBs exhibit positive and constructive behaviors that go beyond official job requirements, although not always. Although this shows that they show a certain level of commitment and loyalty to their schools, it can be said that there is still room for improvement in promoting organizational citizenship culture among teachers. It can also be interpreted that teachers need to be motivated and supported to benefit the school as a whole.

In the study, it was determined that there was a significant positive relationship between organizational narcissism and organizational citizenship levels. Based on this finding, it can be said that as the level of organizational narcissism increases, the level of organizational citizenship also increases. However, the strongest relationship was found between the sum of general organizational

narcissism and the sum of organizational citizenship, which indicates that these two constructs are highly interrelated. On the other hand, the study also found that certain dimensions of organizational narcissism such as self-admiration, desire for recognition, leadership, vanity and boasting have significant positive relationships with organizational citizenship. This suggests that these dimensions of organizational narcissism may contribute to the development of organizational citizenship. In general, these findings suggest that although organizational narcissism has negative connotations, it may also have positive consequences in terms of promoting organizational citizenship. There are various studies examining the relationship between narcissism and citizenship behavior in the literature. According to Yıldız and Öncer's (2012) study, organizational trust has a significant positive effect on OCB. However, the relationship between organizational trust and OCB is negatively affected by narcissism. Li and Zhang (2018) also found that narcissism has a negative effect on employees' OCB.

On the other hand, Lang et al. (2022) concluded that organizational narcissism has a positive effect on change-oriented OCB and that this relationship is more pronounced in uncertain environments. Similarly, Ha, Lee, Byun, and Dai (2020) found that leader narcissism has a positive effect on subordinates' change-oriented OCB. However, a different study also reveals that leader narcissism has a negative effect on employees' leader-oriented OCB (Wang et al., 2021). In addition, Webster and Smith (2019) observed that a high-involvement management climate affects the rate of narcissists' participation in OCB. In light of the above explanations, it can be said that the relationship between organizational narcissism and OCB is a complex and multidimensional situation that can have different effects depending on the context and type of behavior. Teachers who exhibit certain aspects of organizational narcissism such as self-admiration, desire for recognition, leadership, vanity, and boasting may also exhibit more OCBs such as helping colleagues, supporting students, participating in school activities, and supporting school values. These behaviors can increase their professional image, reputation and influence in the school. In this

context, school administrators also have important duties. It is important for administrators to recognize the different dimensions of organizational narcissism among teachers and promote a positive school climate that encourages constructive forms of OCBs while discouraging destructive forms of narcissism.

Finally, the role of organizational narcissism on organizational citizenship was examined and it was found that self-admiration and display dimensions of organizational narcissism had a significant positive effect on citizenship behavior. On the other hand, it was determined that leadership, desire for recognition, and boasting dimensions did not have a statistically significant effect on citizenship behavior. According to this result, teachers with high levels of self-admiration and display can feel more valued, respected, and appreciated by their managers and colleagues by exhibiting citizenship behavior. They may also use citizenship behavior as a strategy to gain recognition, reward, or a favorable environment within the organization.

In line with the findings of the research, it can be said that organizational narcissism should not always have a negative connotation. In fact, some organizational narcissism may be necessary for an organization to be successful and long-lasting (Crevani & Hallin, 2017). At the organizational level, excessive narcissism can lead to organizational failure, while moderate narcissism can contribute to success by promoting self-esteem in some cases (Rousseau & Duchon, 2015). Healthy narcissism includes a balanced sense of self-worth, coping with negative feedback, accepting reality, and motivation for success (Ronningstam, 2005). Lubit (2002) states that healthy narcissism is based on a relatively secure self-esteem that can withstand daily disappointments and stress. However, he also states that healthy narcissism is necessary to empathize with and reassure others. On the other hand, it is important for organizations to understand the concept of narcissistic leadership and recognize the difference between healthy and unhealthy narcissism. While healthy narcissism can enhance organizational performance, unhealthy narcissism can be harmful (Godkin & Allcorn, 2009a). Duchon and Burns (2008) state that managers with a healthy level of narcissism accept and take pride in their

strengths and, at the same time, try to improve their weaknesses.

Some suggestions were developed based on the results of the research. Since this study reveals that teachers' perceptions of organizational narcissism are at a moderate level, it is important to increase awareness of this phenomenon. Educators and school administrators can be trained to recognize the signs of narcissistic behavior within the organization and develop strategies to reduce its negative effects. The study found a significant positive relationship between organizational narcissism and OCB. Therefore, it is important to develop a positive organizational culture that promotes teamwork and mutual respect. This can be achieved by supporting a sense of community, encouraging open communication and providing opportunities for professional development. On the other hand, this study revealed that teachers' perceptions of organizational citizenship are at a moderate level. Therefore, it is important to encourage and reward citizenship behaviors such as volunteering for extra tasks, helping colleagues and taking leadership roles. Finally, this study provides valuable insights into the relationship between organizational narcissism and OCB in educational settings. However, further research is needed to better understand this relationship and identify effective strategies to address the negative effects of organizational narcissism while promoting positive citizenship behavior. Future research could conduct longitudinal studies to examine the impact of organizational narcissism on OCB over time. Although a quantitative approach was used in this study, a mixed-method approach combining quantitative and qualitative data can be used to understand the relationship between organizational narcissism and OCB more comprehensively. In this context, potential mediators that may affect the relationship between organizational narcissism and OCB can be discovered.

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