

# **Mindfulness & Employee Organizational Citizenship Behaviors**

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## ABSTRACT

The research purpose is to investigate whether mindfulness as a personal characteristic might be associated with higher levels of organizational citizenship behavior. To understand the nature of the association between Mindfulness (MAAS) & organizational citizenship behavior (OCB), possible mediating role of other variables such as job stress (JSS), & job satisfaction (IWS) were also assessed. The sample consists of employees at Eastern Mediterranean University, North Cyprus, (n= 196). A self-administered questionnaire was used, the data collection lasted for one month. Analysis of the data & hypothesis testing was conducted using SPSS v23 & SmartPLS.

The positive association between mindfulness & organizational citizenship behavior was indirectly explained by job stress which is reduced by mindfulness & when it is lower leads to higher OCB. Whereas, job satisfaction is enhanced by mindfulness & when it is higher it leads to higher OCB.

Mindfulness training may help to prepare the necessary context for the employees to have higher levels of organizational citizenship behavior. Furthermore, the results help us to have a better understanding of the mechanism by which mindfulness leads to higher organizational citizenship behavior.

**Keywords:** Organizational citizenship behavior, Job stress, Job satisfaction, Mindfulness.

## ÖZ

Araştırmanın amacı kişisel bir özellik olarak farkındalığın (mindfulness) örgütsel vatandaşlık davranışları ile ilişkisini incelemektir. Farkındalık ve örgütsel Vatandaşlık Davranışları arasındaki ilişkinin nasıl gerçekleştiğinin anlaşılabilmesi için İş Stresi ve İş Doyumu gibi diğer değişkenlerin bu ilişkiye aracılık etkisi incelenmiştir. Örneklem Kuzey Kıbrıs Türk Cumhuriyeti'nde Doğu Akdeniz Üniversitesi çalışanlarından oluşturulmuştur (n=196). Veriler bir anket ile toplanmış ve veri toplama süresi bir ay devam etmiştir. Veriler SPSS v23 ve SmartPLS 3 yazılımları ile incelenmiş ve hipotez testleri gerçekleştirilmiştir.

Farkındalık ve örgütsel vatandaşlık davranışları arasında bulunan pozitif ilişki iş stresi değişkeni tarafından etkilenmektedir. Farkındalık iş stresini azaltmakta ve azalan iş stresi de örgütsel vatandaşlığın artmasını sağlamaktadır. İş doymunu ise farkındalık ile artmakta ve artan iş doymunu örgütsel vatandaşlık davranışlarını artırmaktadır.

Farkındalık konusunda eğitimler çalışanların örgütsel vatandaşlık davranışlarının artması için gerekli ortamı hazırlayabilecektir. Sonuçlarımız farkındalığın örgütsel vatandaşlık davranışları ile ilişkisinin neden ve nasıl gerçekleştiğini anlaşılması açısından da literatüre ışık tutmaktadır.

**Anahtar Kelimeler:** Örgütsel vatandaşlık davranışları, İş stresi, İş soyumu, Farkındalık.

To the Best Memories of My Parents

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I would like to express my deepest gratefulness to my parents; who has never left my spiritual presence alone, who always believed in my capacity to be successful. Although you are gone but your belief in me has made this journey possible.

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## **LIST OF ABBREVIATIONS**

|      |                                       |
|------|---------------------------------------|
| EMU  | Eastern Mediterranean University      |
| IWS  | Index of Work Satisfaction            |
| JSS  | Job Stress Scale                      |
| MAAS | Mindfulness Attention Awareness Scale |
| OCB  | Organizational Citizenship Behavior   |

# Chapter 1

## INTRODUCTION

### 1.1 Aim of the Study

Organizational citizenship behavior (OCB) is an inner desire to behave as a citizen inside the organization, which pushes employees to perform some tasks voluntarily even when these may not be part of their formal job requirements. Furthermore, citizenship behaviors are performed without the expectation of rewards (Bateman & Organ, 1983; George, 1990). Moreover, OCB entails obedience, loyalty, participation & personal industry to the organization (Van Dyne et al, 1994; Graham, 1991; Moorman & Blakely, 1995). Thus, OCB contributes to the effective functioning of the organization. For instance, it leads to additional spontaneity functions, organizational spontaneity, contextual performance & social communication in the organization (Van Dyne et al, 1994; George & Jones, 1997; Borman & Motowidlo, 1993; Motowidlo & Van Scotter, 1994).

The aim of this study is to investigate how mindfulness as a personal characteristic may be associated with higher levels of organizational citizenship behavior among university faculty & staff. 196 questionnaires were distributed at the Eastern Mediterranean University (EMU) to study the association between mindfulness & OCB.

To support the research gap by empirical evidence, the main purpose of this research is to investigate the role of mindfulness as a personal characteristic that might be associated with higher levels of organizational citizenship behavior. Although the role of mindfulness has been previously studied in different areas (Charoensukmongkol, 2016; Hyland et al., 2015; Andrews et al, 2014; Hülshager et al., 2013), we have not been able to identify any published studies focusing on the role of mindfulness as it relates to organizational citizenship behavior. In addition, OCB is considered as an effective social network tool inside the organization to successfully function (Smith et al, 1983; Organ & Ryan, 1995). Hence, studying mindfulness as an antecedent of OCB through its role on stress reduction & satisfaction with work can lead to a better understanding of how organizations can enhance their performance through their employees.

## **1.2 Scope of the Study**

This study proposes that mindfulness contributes to higher level of organizational citizenship behavior, that can be explained via two attitudes that might be associated with mindfulness: reducing job stress & increasing job satisfaction. Both attitudes were selected based on prior studies that demonstrated their importance (Kabat-Zinn, 1990; Bishop et al., 2004 Hülshager et al., 2013; Andrews et al., 2014). We believe that the mechanism by which mindfulness leads to higher organizational citizenship behavior is through its relationship with these variables. This research further will provide managerial implications that may critically help organizations to successfully manage organizational citizenship behavior.

## **1.3 Research Questions**

In this research, we would like to find the answer of the following hypothesis:

- Does mindfulness influence job stress?

- Is job stress associated with organizational citizenship behavior?
- Does mindfulness influence job satisfaction?
- Is job satisfaction associated with organizational citizenship behavior?
- Is there a relationship between mindfulness & organizational citizenship behavior, overall evaluating through the mediators?

#### **1.4 Limitations**

1. The sample size of the study was small & distributed in a single organization; which limits the generalizability of the results.
2. Employees might be differed from other employees in different sectors in their stress & satisfaction levels.
3. This study focuses on the attitudes of employees as the predictors to explain their willingness in organizational citizenship behavior.
4. Instructors were not fully attracted to fill the survey due to their limited time.
5. The surveys' language was in English some employees do not have the ability to fill the survey.

#### **1.5 Thesis Structure**

The thesis is composed of five chapters & each chapter discusses particular topics regarding this issue. Chapter two briefly discusses the literature reviews & provides a general overview about mindfulness, more specifically mindfulness at workplace. Additionally, the literature on oorganizational citizenship behavior. Furthermore, the literature review discusses the benefits of mindfulness on employees' attitudes such as job stress & job satisfaction which have been shown to relate to OCB. Chapter three covers the methodology & the hypothesis development, showing the research model, approach & method. Chapter four interprets the results that we have found

such as demographic data on the respondents. Subsequently, measurement & structural model testing using SmartPLS 3 is presented.

The thesis is structured into five chapters as the following:

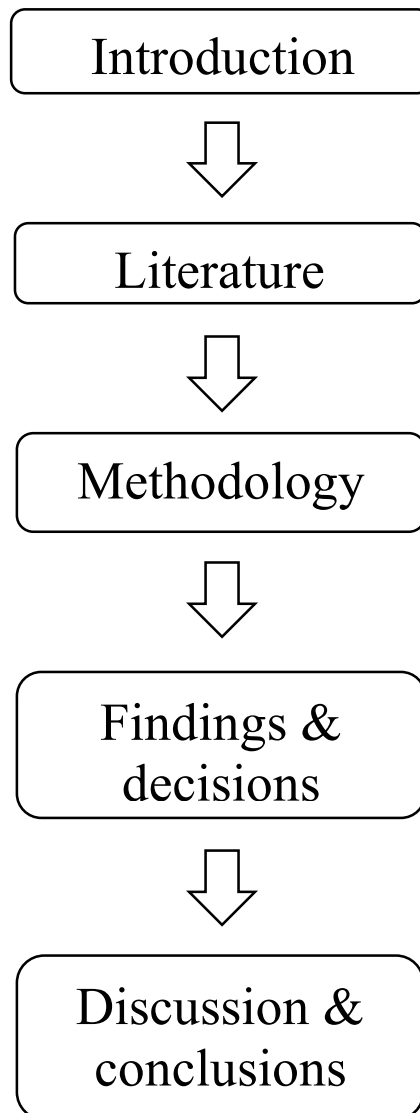


Figure 1.1: Thesis Structure



## **Chapter 2**

### **LITERATURE REVIEW**

#### **2.1 Mindfulness**

Mindfulness has been associated with Buddhism through the Yoga tradition. It is an “awareness of being aware” (Kabat-Zinn, 1985). It has an essential objective which is the improvement of "insight", accomplished by the development of what the Buddhists call as a "bare attention" or "detached observation". This can be defined as concentrating on the present moment with a focus on understanding & allowing the senses to record full awareness (Kabat-Zinn, 1985). Mindfulness is being able to refrain from making judgements & paying attention to an experience. It means being completely conscious of the here & now instead of being influenced by the past or being concerned about the future.

Mindfulness also is considered in Buddhism: bare attention which is not just quickly passing through the moment but diving in the details of the current moment with high level of focus & insight; to pay attention to an object where systematically recording ideas while noticing a clarity of awareness (Chris Kang, 2010). As it was known for Buddhism “the heart” of the meditation (Kabat-Zinn, 2003). Mindfulness has also been defined as self-regulation of mental activity which pays an attention to the ongoing moment (Kabat-Zinn, 1982). Mindfulness has been described by Langer (2000, p. 220) as “a flexible state of mind in which we are actively engaged in the present, noticing new things & sensitive to context”. In other words, mindfulness is a

process of drawing the distinctions, which makes the vigilance in the present more aware of the view point & our actions more than we rely on previous experience (Langer & Moldoveanu, 2000).

Two-components were proposed for mindfulness. The first component about "the self-regulation of attention" involves focusing on the current experience, which leads to the identification of mental events at the present moment. The second component is "adopting a particular orientation" to the experiences at the moment, which is characterized by a nonjudgmental, open mind supported by curiosity & acceptance (Bishop et al., 2004).

Table 2.1: Definitions of Mindfulness

| <b>Sources</b>                   | <b>Domain</b>               | <b>Definition of Mindfulness</b>   |
|----------------------------------|-----------------------------|--|
| Nyanaponika (1972, p. 5)         | Buddhism                    | “The clear and single-minded awareness of what actually happens to us and in us at the successive moments of perception.”  |
| Hanh (1976, p. 11)               | Buddhism                    | “Keeping one’s consciousness alive to the present reality.”  |
| M. Epstein (1995, p. 96)         | Academia                    | “Bare attention in which moment-to-moment awareness of changing objects of perception is cultivated.”  |
| Thondup (1996, p. 48)            | Buddhism & academia         | “Giving full attention to the present, without worries about the past or future.”  |
| Harvey (2000, p. 38)             | Academia                    | “A state of keen awareness of mental and physical phenomena as they arise within and around [oneself].”  |
| Kabat-Zinn (2005, p. 4)          | Academia & medical practice | “Paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally.”  |
| Lau et al. (2006, p. 1447)       | Academia                    | “A mode, or state-like quality, that is maintained only when attention to experience is intentionally cultivated with an open, nonjudgmental orientation to experience.”   |
| Weick & Sutcliffe (2006, p. 518) | Academia                    | “Eastern mindfulness means having the ability to hang on to current objects, to remember them, and not to lose sight of them through distraction, wandering attention, associative thinking, explaining away, or rejection.” |
| Rosch (2007, p. 259)             | Academia                    | “A simple mental factor that can be present or absent in a moment of consciousness. It means to adhere, in that moment, to the object of consciousness with a clear mental focus.”   |

## **2.2 Mindfulness in Medicine**

Previously, mindfulness has gained the interest of neuroscientists investigating consciousness & affect regulation & of psychotherapists studying interpersonal relationships & personal development (Ludwig & Kabat-Zinn, 2008). As well as it has been practiced as a technique to alert the behavioural problems & psychological disappointment (Marlatt, 2002). Mindfulness has been also adopted as a method of raising awareness & responding with high level of mental processes which contributes the behaviour of maladaptive conditioning emotional distress (Bishop et al., 2004). Moreover, mindfulness has been studied by many researchers such as Kabat-Zinn (2003) Mindfulness-Based Interventions, Kabat-Zinn (1990) mindfulness-based stress reduction & mindfulness-based cognitive therapy by Segal, Williams & Teasdale (2002).

Mindfulness has been shown to have two benefits: First, automatically raises the insight on routine events, eliminates thoughts & sensations which would lead to stress or emotional distress; second, it strengthens the mind which leads to improvements in emotional well-being. Psychologically, Mindfulness has many benefits such as an increase in competence; less accidents because of high attention; strong memory, creativity, plus positive affect leads to a decline in stress; & better health & longevity (Langer, 2000). The pain perception, through suffering of the pain may achieve by paying accurate attention & discover the differences as separate processes the actual initial sensations as they happen in a moment or any thoughts revolve around pain (Kabat-Zinn, 1985).

### **2.3 Mindfulness at Workplace**

According to Hülshager et al., (2013) mindfulness involves the ability of awareness & recording inner experiences such as (emotions, behavioural intentions, thoughts) & surrounding events. In a mindful situation, individuals are going to notice what is going on without any evaluating, analysing or reaction during the moment. Being mindful helps to figure out how to share happiness & make people accept themselves, moreover, being mindful has a huge impact on their personal life & work (Shier & Graham, 2011). Performance can be directly related to mindfulness because mindfulness can be considered as a kind of performance monitoring. Mindfulness allows the person to follow & study their own mind's reaction & look back with focus to the ongoing event (Teper & Inzlicht, 2013).

Generally, to improve performance we have to study the cognitive process for employee performance in a different context (Mrazek et al., 2013). Mindfulness encourages performance by enhancing cognitive flexibility & vigilance, the results found that mindfulness at the workplace will manage job performance in different dynamic work environments, through the effect of mindfulness on task performance, turnover intention & well-being (Dane & Brummel, 2014). Mindfulness has put its mark directly on performing well through the cognitive control which is basic for information processing & regulating, while the expression may be alerted by the emotional regulation, these two processes are linked directly with performance (Jha, Stanley, Kiyonaga, Wong & Gelfand, 2010).

Mindfulness has benefits in performance that may lead to the acceptance & reduce stress, also, it leads for looking after coworkers & being willing to share their ideas

together (Zhang et al., 2013). Mindfulness is a state of consciousness where individuals are aware of a wide range of events that occur in front of them. This “wide attentional breadth” can influence task performance (Dane, 2011).

Since mindfulness relies on the present moment, individuals are going to evaluate the event, which help them to not be impacted negatively while they facing challenging situations daily, so mindfulness may make the stressful event easier, Consequently, it is predicted that mindfulness has a positive relation with job satisfaction (Hülshager et al., 2013). Job satisfaction considered as an advantageous psychological & emotional situation; individuals would be more conscious to the positive facet of their duties, associated with their susceptibility toward positive feelings & emotions, would be weighted them to higher job satisfaction (Andrews et al., 2014). For instance, mindful individuals are less breaking the rules or any procedures & policies intentionally, such as limit the work by shortcutting some procedures to perform easier (Zhang et al., 2013).

Research indicates that individuals are nearest to be in a higher position of social well-being due to a higher level of emotional awareness; for example, individuals who have lower level in emotional awareness attend to not use specific emotion expression such (sadness, anger) to express their emotion, whereas, they try to use cognitions, bodily sensations & undifferentiated emotional states (Ciarrochi & Blackledge, 2006). Mindfulness boosts the expansion in emotional regulation which is the main aspects of mindfulness, may help individuals to enhance the competencies includes emotional intelligence, furthermore, Mindfulness may inspire individuals to fully understanding their own emotions & others’ which leads to regulate emotions as well (Schutte et al., 2011).

## **2.4 Mindful Employees**

Researchers have been shown that employee who trait mindfully have lower emotional exhaustion & stress in job plus they are more satisfied in job than employee who do not trait mindfully (Andrews et al, 2014). Although mindfulness has been studied for its advantages in the psychological & physical health, mindfulness has its special structure on behaviors such as emotional intelligence & openness, & its effect on improve relationships quality with others, also mindfulness has linked with well-being (Schultz, Ryan, Niemiec, Legate & Williams, 2015). As well as, mindfulness has also shown a significant decrease in stress on workers (Shapiro, Schwartz & Bonner, 1998; Koncz, Wolfenden, Hased, Chambers, Cohen & Glozier, 2016). The two main characteristics for mindful individual to be fully awareness & attentive to their emotions, thoughts & actions (Charoensukmongkol, & Charoensukmongkol, 2016).

In order to acquire skills, mindfulness has pointed its mark; as a result of a systematically paying attention, individuals through their emotions & sensations are predicted to be more conscious for thoughts, because of that, individuals are able to have wisely performance & great skills simultaneously (Mellor, Ingram, Huizen, Arnold & Harding, 2016). For instance, in spite of solving problems needs an expertise, individuals who trait mindfulness are expected to have the skills of problems solving (Good et al., 2016). Most probably mindful people will not face the same problems that happened to their colleagues plus they are more aware to avoid cognitive failures, because they have seen that through their attention on the external environment (Zhang et al., 2013). While employee focusing on promotion, they are seeking for a positive outcomes & work on pursue behaviors which help them, &

avoid behaviors might put them in trouble, which help them to achieve their goals, in other word, employee try their best to prevent themselves by avoiding negative outcomes which engaged with behaviors that preclude the happening of negative outcomes, so employees who focused on the prevention are seeking to not loss insecurity & they are more likely to follow the rules & carry the responsibilities (Andrews et al., 2014).

Actually, limited attention may not focus on all events going around but paying fully attention to one event, in return mind wandering may be avoided, for this reason observation skills may be gained as observation is linked with cognitive flexibility through its link with creativity (Baas, Nevicka & Ten Velden, 2014). Nevertheless, mindfulness encourages flexibility also prevents immoral behaviors which is a positive relation with the ethical intention & negative relation with the self-interest (Kong, 2016). Furthermore, to enhance the creativity individuals should be able to switch their point of view which is associated with mindfulness, as well as it is linked with improving the capacity of memory which leads for more creativity, due to these results, mindfulness has its influence on the employee creativity (Baas et al., 2014). Supported by Good et al., (2016) to expand the memory capacity for employees, mindfulness may have a great role in the strengthen of memory.

Mindfulness considered as one of the important practices to build a great relationship with others, thus as a mindful employee may increase satisfaction because of wellbeing which leads for more productivity as well as a good mentality leads for more satisfied employee, consequently individuals tend build more interpersonal relationship with their colleagues, therefore high job satisfaction (Charoensukmongkol, 2014). Additionally, a positive outcome which comes through



creativity, communication skills & productivity may positively be influenced by mindfulness (Hyland, 2015).

In order to receive better work performance, mindfulness may encourage employees to have a rest & go for their family to spend time & not to put more duties on themselves, plus employees have to do their interests out of the interest of the organizational interest (Hyland, Lee & Mills, 2015). Moreover, performing well at work needed a positive emotion so while that positivity employees are going to be more creative & deductive reasoning, otherwise negative emotion may affect task performance negatively, because of that individuals should pay attention to their own emotions (Charoensukmongkol, 2014).

## **2.5 Organizational Citizenship Behavior**

OCB has been defined by (Organ, 1988, p. 4) as "behavior(s) of a discretionary nature that are not part of the employee's formal role requirements, but nevertheless promote the effective functioning of the organization". According to Van Dyne, Graham & Dienesch (1994) organizational citizenship behavior involves a social communication in organization, voluntary job which includes additional spontaneity functions without surprising, plus organizational spontaneity according to George & Jones (1997) & contextual performance (Borman & Motowidlo, 1993; Motowidlo & Van Scotter, 1994).

Basically, citizenship behaviors are not required or duties in the job description, it is obvious that citizenship behaviors are not included in the employment contract, however employees should cognize that behaviors are a personal option & may be receive punishments because of it (Organ, 1997). However, it is common that

organizations are looking for employees whom are able to exceed job description such as helping their colleagues which is connected with organizational citizenship behavior (Morrison, 1994). On the other hand, as the citizenship behavior is an inner stem to co-workers it is not clear to measure its difficulty as it may help other workers for better performance & work in team, consequently, organization unenabled to force workers to act as citizens (Smith, Organ & Near, 1983). In addition, to enhance social task activity in organizations, individuals should do voluntary job inside the organization either they are responsible to do that or not (Organ & Ryan, 1995).

According to (Van Dyne et al., 1994; Graham, 1991), There are three categories for citizenship; first is obedience which is the submission for organizational processes & structure, second is loyalty so through it employee seeks to additional voluntary work & maintain their community, third is participation which is share & help the co-workers in their activities & duties. Furthermore, the fourth categories added by Moorman & Blakely (1995) which is personal industry as it works when an employee help his/her colleagues either beyond or above the duties in a task. In contrast, employees cannot focus on just one of these categories, because citizenship seeks for equilibrium between the four above categories (Graham, 1991). As a result of that, citizenship behaviour may be distinguished by shared value, common trust & open-ended commitment (Van Dyne et al., 1994).

Organ (1990) has identified five categories of organizational citizenship behaviour:

- Altruism as it refers to help co-workers to avoid problems related to the work within the organization.
- Courtesy is to communicate with co-workers respectfully.

- Sportsmanship refers to a state where workers do not complain & willingness to treat tolerant with others.
- Conscientiousness indicates that employee goes further of the required standard.
- Civic virtue which is an employee behaviour involves responsibly participates with inside the organization.

Generally, citizenship behaviour plays a huge role to improve organizational performance through minimize disputes, more social work & increase efficiency, more especially, this comes through; reduce the needed of rare sources then discharging these resources into other applications, enhance productivity, separating the activities between co-workers (Podsakoff, Ahearne & MacKenzie 1997). Moreover, job commitment is forecasted to be gained by citizenship behavior, for example, workers would not work extra hours if they had no commitment to their organizations (Allen & Rush, 1998). On the other hand, positive outcomes & emotions the main characteristics of job satisfaction leads organizations to predict high level of citizenship behavior as well as organizational commitment (Schappe, 1998; Moorman, Niehoff & Organ, 1993).

## **2.6 Mindfulness & Organizational Citizenship Behavior**

Previously, organizational citizenship behavior has been argued by (Organ, 1997; Van Dyne et al., 1994) that involves extra performance traditional & functional roles plus political behavior. Although organizational citizenship behavior has identified by (Bateman & Organ, 1983; George, 1990; Munene, 1995; Smith et al., 1991; Moorman, 1991;) as an extra role performed without waiting for reward. Mindfulness has been studied to reduce stress (Bishop et al., 2004; Langer, 2000;

Zhang et al., 2013), regulate emotions by (Hülshager et al., 2013; Jha et al., 2010; Andrews et al., 2014), plus enhancing cognitive flexibility & control (Langer, 2000; Mrazek et al., 2013; Baas et al., 2014), thus leads to better performance (Teper & Inzlicht, 2013; Mrazek et al., 2013; Mellor et al., 2016).

Bolino & Turnley (2005) argued that employees more stress while they search to achieve their organizational-member role through showing individual actions. Which leads to the negative emotions as it may directly be followed by stressors states, so the organizational environment is the stressors exporter for employees (Penney & Spector, 2005), such as physical stressors, social stressors, career-related stressors, & change processes stress (Sonnentag & Fritz, 2015). On the other hand, mindfulness has shown its positive effect on stress through awareness (Bishop et al., 2004; Langer, 2000; Zhang et al., 2013) supported by (Andrews et al., 2014; Shapiro et al., 1998; Koncz Et al., 2016) that mindful individuals are more likely to avoid stressful status.

According to Randall, Cropanzano, Bormann & Birjulin (1999) organizations looking to invest in their employees for higher level of job performance & citizenship behavior, that may lead organizations to cover employee's needed. Through altruism may understand how individuals seeking intentionally & directly to help others (Carmeli & Josman, 2006). As well as sportsmanship where the main characteristic is tolerance, Indeed, organizational performance may be enhanced through Civic virtue as it seeks to increase efficiency, minimize frictions (Podsakoff et al., 1997). Simultaneously, mindful individuals are more likely to do better performance due to the strong memory as they have the ability to regulate their emotions & function other tasks (Shao & Skarlicki, 2009). Naturally, individuals

may do better performance, while they are paying fully attention to a present event (Dane, 2011). For example, when I am reading, I am totally focusing in the book but my mind walks away & surely get distracted when I am doing things (Schmertz, Anderson & Robins, 2009). To support this, researchers have been proved the positive print of mindfulness on task performance (Teper & Inzlicht, 2013; Mrazek et al., 2013; Dane & Brummel, 2014; Jha et al., 2010).

Organ & Ryan (1995) found that citizenship behavior correlated with job satisfaction by their meta-analysis. According to Koys (2001) as he mentioned the in details that citizenship correlated with satisfaction through; altruism means that when help is needed coworkers are going to help, civic virtue indicates that the success is team responsibility's, sportsmanship where "can do attitude" is exist in employees, whereas courtesy is to treat others respectfully. Besides this, job satisfaction is absolutely needed for more citizenship behavior, as mindfulness here plays its role through an awareness toward negative feeling & emotions that may affect employee satisfaction negatively, so mindful individuals tend to avoid these negativities to be more satisfied (Charoensukmongkol, 2014; Hyland, 2015). Furthermore, researchers (Hülsheger et al., 2013; Andrews et al., 2014; Zhang et al., 2013) have confirmed the positive effect of mindfulness on satisfaction.

## **Chapter 3**

### **THEORETICAL MODEL & HYPOTHESES**

#### **DEVELOPMENT**

##### **3.1 Theoretical Model**

Throughout previous studies about mindfulness & OCB & as a result of literatures section, there are two common mediators (job stress & job satisfaction) to clarify the association between the mindfulness & OCB.

Although mindfulness has been discovered firstly in Buddhist, then by Kabat-Zinn (1990) it has been studied as a medicine to reduce stress. Recently, mindfulness has been grabbed the interest of researchers through study its effect on employee outcome at work such as job satisfaction (Hülshager et al., 2013; Andrews et al., 2014; Zhang et al., 2013). As well as these two variables "job satisfaction" & "job stress" effect the organizational citizenship behavior (Penney & Spector, 2005; Koys, 2001).

The theoretical model of the current study developed by the researcher with the purpose to investigate the role of mindfulness as a personal characteristic that might be associated with higher organizational citizenship behavior.

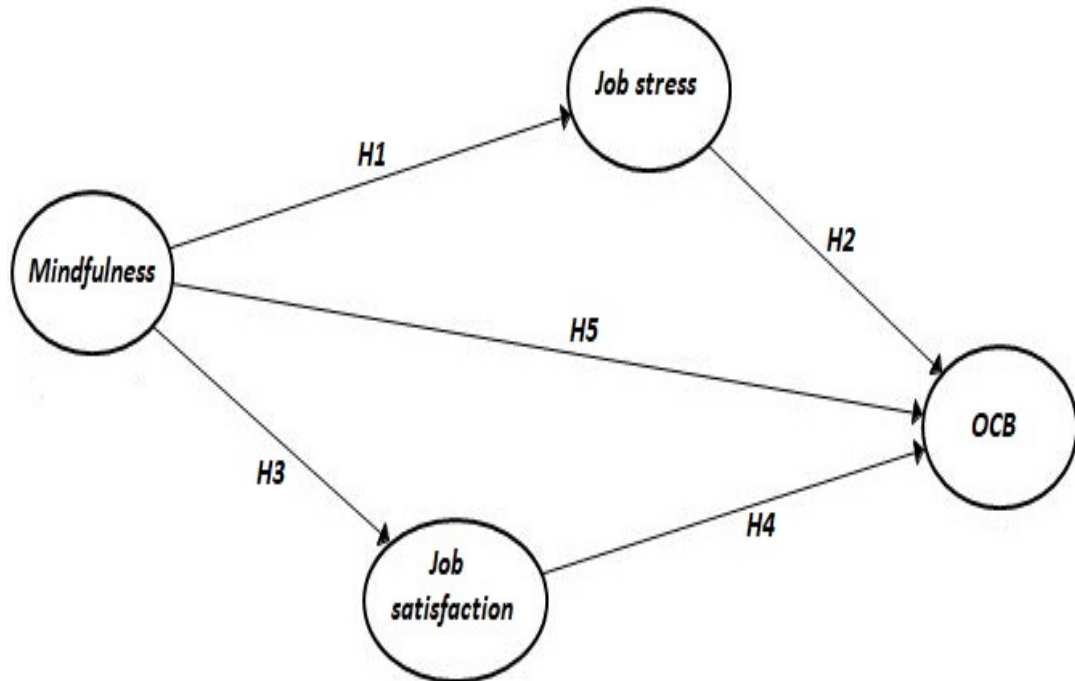


Figure 3.1: Theoretical Model: Hypothesized Relationships between Mindfulness & OCB.

## 3.2 Hypothesis Development

In order to develop this section, the theoretical hypotheses about the relationship between mindfulness & organizational citizenship behavior; job stress & job satisfaction are the mediators for the association.

### 3.2.1 Job Stress

Although job stress is a result of a discomfort feeling which might be caused by the immediate environment (Parker & DeCotiis, 1983), for example, situational constraints & conflict between employees which may generate through psychological, physical or behavioral outcomes (Fox, Spector & Miles, 2001). Bolino & Turnley (2005) & Penney & Spector, 2005 argued that employees should work as a team & have a sportsmanship to be in less stress states while achieving overall organization goals, otherwise, employee may have high stress state while focusing on showing his/her actions.

In spite of that, mindfulness has been studied by Kabat-Zinn (1990) Mindfulness-based stress reduction (MBSR), where it has been successfully used to reduce stress. Mindful people tend to avoid stressful status through paying attention & awareness of the ongoing event (Bishop et al., 2004). In addition, according to Langer, (2000) & Zhang (2013) & his colleagues' mindfulness has shown its effect to reduce stress.

Consequently, two hypotheses were established due to the above analysis:

***H1: Mindfulness has an influence on job stress.***

***H2: Job stress associated with organizational citizenship behavior.***

### **3.2.2 Job Satisfaction**

Bateman & Organ (1983) argued that job satisfaction may affect behavior through two conceptual distinct; firstly, individuals tend to reciprocate others advantages & create solutions for problems, while the employee feels satisfied from such volitional & good intentional seeks by their superiors & colleagues, which called social exchange theory, as well as citizenship behavior in the hand of the person where tend to be a mode of reciprocation, secondly, satisfied individuals are more likely to be prosocial, whereas citizenship behavior seeks to reduce psychological states between employees. In order to avoid the negativities of the behaviors above, mindfulness through awareness towards negative feeling may help to avoid the negative effect side, thus, leads individuals to be more satisfied (Charoensukmongkol, 2014; Hyland, 2015). Supported by researchers (Hülshager et al., 2013; Andrews et al., 2014; Zhang et al., 2013) have affirmed the positive effect of mindfulness on job satisfaction. Consequently, two hypotheses were established due to the above analysis:

***H3: Mindfulness has an influence on job satisfaction.***

***H4: Job satisfaction associated with organizational citizenship behavior.***



### **3.2.3 Organizational Citizenship Behavior**

The researcher established the model to clarify & interpret the association between personal characteristic & behavior. In other word, the relationship between mindfulness & organizational citizenship behavior. Collective work is not done individually but with the participation of others. In contrast, mindfulness is shown through an inner motivation to avoid the bumps of others or catch what's happens around through paying attention to the ongoing event.

Although organizational citizenship behavior is a voluntary job which needs extra role performance without looking for award (Van Dyne et al., 1994; George & Jones, 1997; Borman & Motowidlo, 1993; Motowidlo & Van Scotter, 1994), where these activities are not specified in job description & not included in the employment contract but the employee may be punished due to dereliction (Organ, 1997). Mindfulness has its role to help employees for group works through reducing stress & have higher job satisfaction, these two mediators are needed for organizational citizenship behavior. Consequently, this hypothesis was established due to the above analysis:

***H5: There is a relationship between mindfulness & organizational citizenship behavior, overall evaluating through the mediators.***

### **3.3 Methods**

Due to presenting the required data statistically, this study was based on a sample of quantitative approach. A self-administered questionnaire was used for a purpose of studying the association between mindfulness & organizational citizenship behavior at Eastern Mediterranean University focusing on four major variables which are

(mindfulness MAAS, job stress JSS, job satisfaction IWS, organizational citizenship behavior OCB).

### **3.3.1 Research Design**

Survey would be implemented across sectional method through administered questionnaires, the four variables of this study are Mindfulness MAAS, Job Stress JSS, Job Satisfaction IWS, Organizational Citizenship Behavior OCB. For the purpose of this study, mindfulness is the independent variable whereas organizational citizenship behavior is the dependent variable. Consequently, there are two mediators such as job stress & job satisfaction to link the association between the variables.

### **3.3.2 Sample & Data Collection**

The sample was a suitable sample of employees in EMU such as academic staff, research & teaching assistants & administrative officers. I have contacted the ethics board committee about the possibility of distributing this survey to the university employees. Thus, ethics board has provided me the permission, the data collection was lasted for one month since we received the permission. In order to increase the strength of the association between variables & have better degree of probability, a total of 250 questionnaires were distributed among the university faculty and staff. Although we collected 208 questionnaires, 196 usable surveys were valid to analyze the data.

### **3.3.3 Instrumentation**

#### **1. Mindfulness Measurement**

Mindfulness scale has been developed by Brown & Ryan (2003) which involves 6-item Mindfulness Attention Awareness Scale (MAAS) to measure mindfulness through daily activities. The instrument results clarify the presence or the absence of

attention & awareness to the present moment (e.g. I could be experiencing some emotion & not be conscious of it until sometime later). The statements have been ranked from 1) Almost always to 6) almost never, which indicates the frequency of each activity, higher scores refer to high level of mindfulness.

The Cronbach alpha of mindfulness scale was found to be .788, which shows reliable & trustful relationships between items.

## 2. Job Stress Measurement

On the other hand, job stress has been measured by 5-item JSS which have been created by (Parker & DeCotiis, 1983) in order to measure employees' psychological stress which results from work-related. For example, "I spend so much time at work, I can't see the forest for the trees". The items have been rated on a 5-point Likert-type ranging between a scale of 1) strongly disagree & 5) strongly agree, where is the lower scores refer to a low level of job stress. According to Wu & Shih (2009) the reliability of JSS Cronbach's alpha of .87, which is reliable. At the present study, we have proven the reliability of JSS Cronbach's alpha of .795.

## 3. Job Satisfaction Measurement

To measure job satisfaction, this study used 4-item of the Index of Work Satisfaction (IWS) which were described by Stamps (1998) in order to measure job satisfaction of an international university employees based on some of the variables that Stamp has believed to have an influence on job satisfaction such as pay, task requirements & organizational policies. (E.g. My present salary is satisfactory). If one is strongly disagreed with this statement, they choose 1 or numbers closer to 1. If one agrees they choose numbers closer to 5 or 5. The scale has proven its reliability by

Cronbach's alpha between .7 & .8. This study has shown the reliability of .720 Cronbach's alpha.

#### 4. Organizational Citizenship Behavior Measurement

Coming to organizational citizenship behavior, measurement process which is composed of 5-item OCB was adopted from Podsakoff et al.'s (1990) to understand to what extent employees do a voluntary job & cooperate with each other. For example, "I help others who have a heavy work load". The statements have been ranked from 1) strongly disagree to 5) strongly agree. Which indicates the frequency of each activity, higher scores refer to high level of OCB. Organ, Podsakoff, & Mackenzie (2006) have shown that the average reliability (alpha) of OCB factors of .81. at the present study, Cronbach's alpha has proven the reliability of .797.

The last part of the questionnaire, demographics were added to make the process of data collection concerning Eastern Mediterranean University employees easier. It is composed of Gender (Male, Female), Age (20-29 years, 30-39 years, 40-49 years, 50 years & above), Marital Status (Single, Married, Divorced or other), Occupation was specified in (Academic staff, Assistant & Administrative), Education Level (Bachelor, Master or Doctor of philosophy), the Income has been measured as a Turkish lira monthly (Up to 2000, 2001–4000, 4001–6,000 or more than 6,000).

### **3.4 Data Analysis**

In order to analyze the data that we have collected via an administrated questionnaire, we have used SPSS v23 for the descriptive analyses & SmartPLS 3 for the measurement model which shows the reliability & validity, the structural model to test the mediation & the paths model.

## Chapter 4

### FINDINGS & DECISIONS

#### 4.1 Demographic Test (Personal Information)

According to the data that collected via an administrated questionnaire, the following tables will discuss the descriptive personal information of the participants that have filled out the questioner form.

The research sample includes 196 participants who have filled the questionnaire. The results at (Table 4.1) have shown that the females were the highest by 57.7% of the participants, while male participants were 42,3%. Although age scale shows that the number of employees' participants at Eastern Mediterranean University who are at the age category "50 years & above" the participants were the minority by 13 participants with 6.6%. the age category "between 30-39 years" had the majority of employees' participants by 48.0%. As well as marital status criterion indicates that out of 196 participants 42.9% were single, 43.9% of the respondents were married, 13.3% of the respondents were divorced.

Occupation category was divided into three categories: (1) Academic staff (Assoc. Prof. Dr., Assis. Prof. Dr., Instructor & Teacher). (2) Assistant such as (Research Assistant, Assistant Teacher). (3) Administrative (Secretary, Administrator, Officer). Although the academic staff is the basic pole of any university, they were the minority of the respondents by 17.9%. However, the assistants were the highest by

52.6%. At the level of education of the respondents 20.9% were at master level, while 46.4% of the total sample were at PhD level either studying or holding the degree. Coming to the monthly income criterion, which indicates that employees who earn less than 2,000 Turkish liras per month presenting 23.5% of the participants, while 41.8% of the respondents earn between (2,001-4,000) as well as 21.4% of the participants who earn (between 4,001-6,000).

Table 4.1: Frequencies

| Variable        | Group           | Frequency | Percent % |
|-----------------|-----------------|-----------|-----------|
| Gender          | Male            | 83        | 42,3      |
|                 | Female          | 113       | 57,7      |
| Age             | 20-29           | 55        | 28,1      |
|                 | 30-39           | 94        | 48,0      |
|                 | 40-49           | 34        | 17,3      |
|                 | 50 & above      | 13        | 6,6       |
| Marital Status  | Single          | 84        | 42,9      |
|                 | Married         | 86        | 43,9      |
|                 | Divorced        | 26        | 13,3      |
| Occupation      | Academic Staff  | 35        | 17,9      |
|                 | Assistant       | 103       | 52,6      |
|                 | Administrative  | 58        | 29,6      |
| Education Level | Bachelor        | 64        | 32,7      |
|                 | Master's Degree | 41        | 20,9      |
|                 | PhD             | 91        | 46,4      |
| Monthly Income  | Up to 2,000     | 46        | 23,5      |
|                 | 2,001–4,000     | 82        | 41,8      |
|                 | 4,001–6,000     | 42        | 21,4      |
|                 | More than 6,000 | 26        | 13,3      |

## **4.2 Model Estimation & Results Evaluation**

SmartPLS 3 have been used according to chin (2010) guidelines for PLS-SEM in order to test the path model, we have assessed & reported the results as well as we evaluated the measurement model & the structural model.

### **4.2.1 Model Fit & Measurement Model Evaluation**

In order to evaluate the measurement models, the reliability which measures the reliability of the construct such as “indicator & consistency”, also the validity which measures the validity of “convergent & discriminant” are needed to be assessed. Also the model fit has been tested through SRMR which indicates the approximate measure of the model fit by  $< 0.08$  (Henseler et al., 2016). Based on our report, we found that the SRMR = 0.052. Although our estimation of the construct reliability has 8 out of 20 indicators have less than 0,70 outer loadings which is the minimum to be accepted (Palanski, 2011). The indicators of the reliability level in the measurement model are all satisfactory (Table 4.2). Moreover, the measurement model has proved the reliability of the consistency with proof according to Hair et al., (2014) composite reliability should be between 0.6 & 0.95, which shows in our study 0,827 & higher. Beside this, to support the measures’ convergent validity the value of AVE should be higher the 0.5 (Huang & Jiang, 2012), regardless of the slightly lower of mindfulness of 0,482 AVE critical threshold value of 0.50, all indicators are favorable. Furthermore, to evaluate discriminant validity we used cross loading which detected that the indicator has the highest loaded all over the opposing construct, as well as we used Fornell & Larcker (1981) criterion which necessitates that each construct’s AVE should have the highest correlation with itself all over the other construct’s (Table 4.3). Obviously, both approaches analysis shows the discriminant validity through all constructs.

Based on these results, the measurement model shows that all the constructs are valid & reliable. Hence, we test the hypothesized relationship between the variables to assess the structural model.

Table 4.2: Measurement Model

| <b>Indicators</b>                   | <b>References</b>         | <b>Loading</b> | <b>Composite Reliability</b> | <b>AVE</b> | <b>Cronbach Alpha</b> |
|-------------------------------------|---------------------------|----------------|------------------------------|------------|-----------------------|
| Mindfulness                         | Brown & Ryan (2003)       |                |                              |            |                       |
| MAAS1                               |                           | 0,724          | 0,844                        | 0,482      | 0,788                 |
| MAAS2                               |                           | 0,748          |                              |            |                       |
| MAAS3                               |                           | 0,682          |                              |            |                       |
| MAAS4                               |                           | 0,674          |                              |            |                       |
| MAAS5                               |                           | 0,665          |                              |            |                       |
| MAAS6                               |                           | 0,671          |                              |            |                       |
| Job Stress                          | Parker & DeCotiis (1983)  |                |                              |            |                       |
| JSS1                                |                           | 0,753          | 0,859                        | 0,549      | 0,795                 |
| JSS2                                |                           | 0,791          |                              |            |                       |
| JSS3                                |                           | 0,772          |                              |            |                       |
| JSS4                                |                           | 0,680          |                              |            |                       |
| JSS5                                |                           | 0,704          |                              |            |                       |
| Job Satisfaction                    | Stamps (1998)             |                |                              |            |                       |
| IWS1                                |                           | 0,664          | 0,827                        | 0,548      | 0,720                 |
| IWS2                                |                           | 0,808          |                              |            |                       |
| IWS3                                |                           | 0,823          |                              |            |                       |
| IWS4                                |                           | 0,649          |                              |            |                       |
| Organizational Citizenship Behavior | Podsakoff et al.'s (1990) |                |                              |            |                       |
| OCB1                                |                           | 0,638          | 0,860                        | 0,554      | 0,797                 |
| OCB2                                |                           | 0,820          |                              |            |                       |
| OCB3                                |                           | 0,752          |                              |            |                       |
| OCB4                                |                           | 0,761          |                              |            |                       |
| OCB5                                |                           | 0,738          |                              |            |                       |



Table 4.3: Discriminant Validity Assessment

|                  | <b>Mindfulness</b> | <b>Job stress</b> | <b>Job satisfaction</b> | <b>OCB</b>   |
|------------------|--------------------|-------------------|-------------------------|--------------|
| Mindfulness      | <b>0,695</b>       |                   |                         |              |
| Job Stress       | -0,339             | <b>0,741</b>      |                         |              |
| Job satisfaction | 0,248              | -0,218            | <b>0,740</b>            |              |
| OCB              | 0,203              | -0,338            | 0,344                   | <b>0,744</b> |

#### 4.2.2 Structural Model

Figure 1 & table 4.4 composed the results on the PLS-SEM analysis of the first step in our study which shows the assessed structural model of the association between mindfulness & organizational citizenship behavior without the mediator's job stress & job satisfaction. The coefficient of determination  $R^2$  has been used to measure the predictive power of the structural model, OCB has a value of 0,069. Furthermore,  $Q^2$  which supports our results illustrate the predictive relevance. The  $Q^2$  value of OCB (0,027) which is above zero. We used bootstrapping procedure with 5,000 samples to measure  $R^2$  & blindfolding procedure with eight omission distances to measure  $Q^2$  the cross-validated redundancy.

The structural model without mediators (Figure 1) has shown the direct effect of mindfulness on OCB has a value of 0,262 which is significant at ( $P < 0.05$ ) (Table 4.4). However, (Figure 1 & Table 4.4) have been analyzed to help us to find the mediation between mindfulness & OCB.

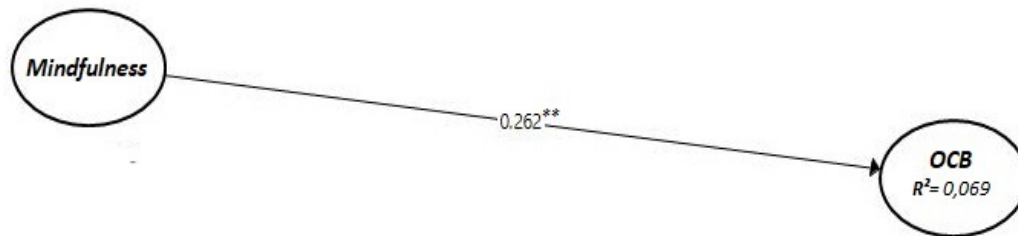
Table 4.4: Model 1 (PLS path model without mediators)

| Endogenous constructs | R <sup>2</sup> | Q <sup>2</sup> |
|-----------------------|----------------|----------------|
| OCB                   | 0,069          | 0,027          |

| Relation          | Path coefficient | P-Values |
|-------------------|------------------|----------|
| Mindfulness → OCB | 0,262            | 0,001    |

Notes: The p-values have been derived through bootstrapping procedure with 5,000 samples; the measurement of Q<sup>2</sup> cross-validated redundancy has been derived through blindfolding procedure with eight omission distances.



Notes: \* p < 0.10, \*\* p < 0.05, \*\*\* p < 0.00 (two-sided test); with no stars indicate non-significant relation path.

Figure 4.1: Structural Model without Mediators (Model 1)

The second step of the structure analysis, we evaluate paths between mindfulness & OCB through the direct effect of job stress & job satisfaction (Hypotheses 1 to 4). Beside this, the direct effect of mindfulness. Figure 3.1 shows the assessment of each mediator for the PLS paths model, (i.e., job stress & job satisfaction, Figure 3.1).

Thus, we include the mediators construct job stress & job satisfaction (Figure 3). To begin with job stress, (H1 & H2) We have found that mindfulness has a high negative & significant influence on job stress of (-0,339, P < 0.01), & the association between job stress & OCB has a negative significant effect of (-0,263; P < 0.05). Coming to job satisfaction, (H3 & H4) we have found that mindfulness has a

significant influence on job satisfaction of (0,248;  $P < 0.05$ ), beside the significant association between job satisfaction & OCB of (0,275;  $P < 0.05$ ).

Table 4.5: Model 2 (PLS path model with mediators)

| <b>Endogenous constructs</b> | <b>R<sup>2</sup></b> | <b>Q<sup>2</sup></b> |
|------------------------------|----------------------|----------------------|
| Job stress                   | 0,115                | 0,055                |
| Job satisfaction             | 0,062                | 0,030                |
| OCB                          | 0,193                | 0,087                |

| <b>Relation</b>                | <b>Path Coefficient</b> | <b>P-Values</b> |
|--------------------------------|-------------------------|-----------------|
| Mindfulness → Job stress       | -0,339                  | 0,000           |
| Job stress → OCB               | -0,263                  | 0,015           |
| Mindfulness → Job satisfaction | 0,248                   | 0,002           |
| Job satisfaction → OCB         | 0,275                   | 0,001           |
| Mindfulness → OCB              | 0,046                   | 0,609           |

Notes: The p-values have been derived through bootstrapping procedure with 5,000 samples; the measurement of Q<sup>2</sup> cross-validated redundancy has been derived through blindfolding procedure with eight omission distances.

Table 4.6: Hypotheses Summary

|    | <b>Hypotheses</b>  | <b>Result</b> |
|----|--|---------------|
| H1 | Mindfulness has an influence on job stress.  | Supported     |
| H2 | Job stress associated with organizational citizenship behavior.  | Supported     |
| H3 | Mindfulness has an influence on job satisfaction.  | Supported     |
| H4 | Job satisfaction associated with organizational citizenship behavior.  | Supported     |
| H5 | There is a relationship between mindfulness & organizational citizenship behavior, overall evaluating through the mediators. | Supported     |

Finally, step 3 of the structure analysis, throughout the two mediators we evaluate the results of the separate & the full path between mindfulness & OCB (H5). (Table 4.5; Table 4.7; Table 4.8) beside (Figure 2; Figure 3) show the association between mindfulness & OCB overall evaluating through the mediators.

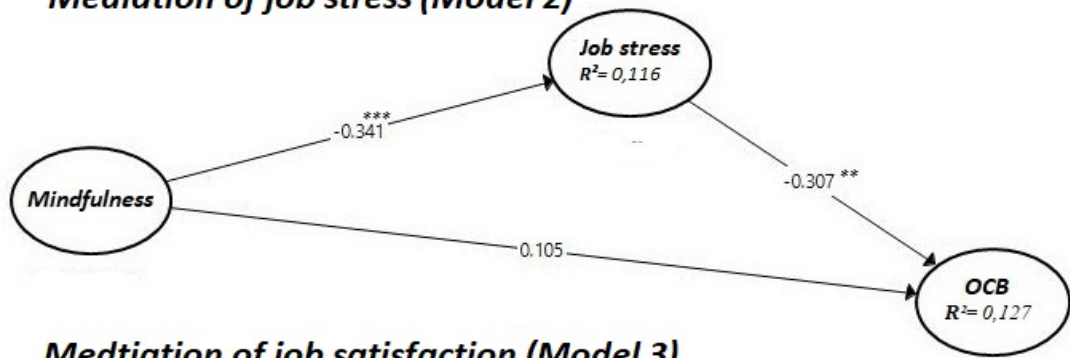
According to Preacher & Hayes (2008) by using the causal steps approach, we separately evaluate the mediators' effects between mindfulness & OCB, (Table 4.7) shows that the direct & indirect effect between mindfulness & OCB for each mediator, the indirect effect of job stress (0,105;  $p < 0,05$ ) & job satisfaction (0,082;  $p < 0,05$ ), which shows the partial mediation based on the value of VAF by Hair et al., (2013, p.224).

**Table 4.7: The Separate Effects Analysis of the Mediating (Model 2 & Model 3)**

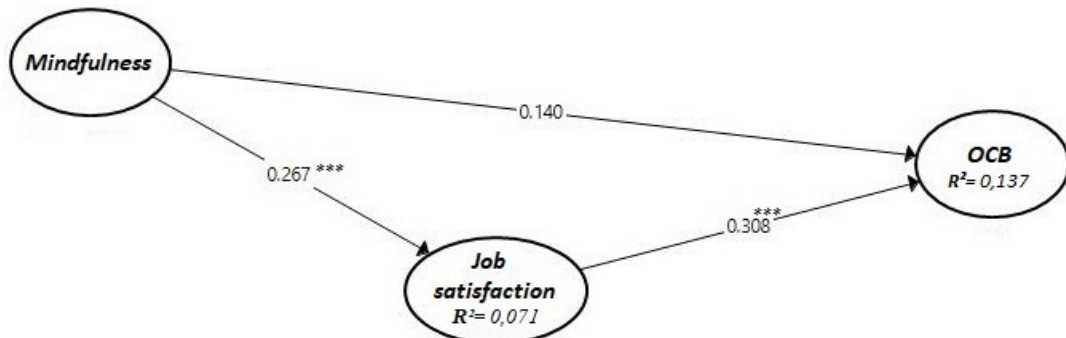
|                                  | <b>Direct effect</b> | <b>Indirect effect</b> | <b>Total effect</b> | <b>VAF</b>                  |
|----------------------------------|----------------------|------------------------|---------------------|-----------------------------|
| <b>Model 2: Job stress</b>       |                      |                        |                     |                             |
| Mindfulness → OCB                | 0,105                | 0,105**                | 0,210**             | 50%<br>partial<br>mediation |
| <b>Model 3: Job satisfaction</b> |                      |                        |                     |                             |
| Mindfulness → OCB                | 0,140                | 0,082**                | 0,222**             | 37%<br>partial<br>mediation |

Notes: Model 1 (Figure 1) is the model without mediators. Model 2 is Model 1 with job stress as a mediator. Model 3: Model 1 with job satisfaction as a mediator. VAF= variance accounted for; the effect test used bootstrapped C with 5000 samples. for mediating; the indirect effect is the product of path a & b; the total effect is the sum of direct & indirect effect.

**Mediation of job stress (Model 2)**



**Mediation of job satisfaction (Model 3)**



Notes: \*p < 0.10, \*\*p < 0.05, \*\*\*p < 0.01; (two-sided test); with no stars indicate non-significant relation path.

Figure 4.2: Structural Model with Separate Analysis of Mediators (Models 2 & 3).

However, throughout the two mediators we evaluate the results of the full path between mindfulness & OCB (H5). The coefficient of determination  $R^2$  of OCB has a value of (0,193), supported by the model's predictive validity  $Q^2$  of the OCB value of (0,087) which is above zero (Geisser, 1974). Although the relationship between mindfulness & OCB becomes non-significant overall the mediators of (path coefficient 0, 046,  $P > 0.05$ ), previously we have found a significant relationship between mindfulness & OCB without mediators (Figure 1; Table 4.4; path coefficient of 0,210;  $P < 0.05$ ). The PLS-SEM mediator analyses follow the general recommendations given by Baron and Kenny (1986). Consequently, job stress & job satisfaction fully mediate the relationship between mindfulness & OCB, confirming H5. In addition, to support this mediation (Table 4.7) According to Preacher &

Hayes (2008) shows that the total direct & the total indirect effect between mindfulness & OCB, the total indirect effect of both mediators (0,157) which shows a fully mediation based on the value of VAF by Hair et al., (2013, p.224). We used bootstrapping procedure with 5,000 samples to measure the direct & indirect effect.

Table 4.8: The Total Effects Analysis of both Mediators' (Model 4)

| Source construct     | Target construct      |                       |              |                 |
|----------------------|-----------------------|-----------------------|--------------|-----------------|
|                      | Overall the mediators |                       |              |                 |
|                      | Total direct effect   | Total indirect effect | Total effect | VAF             |
| Mindfulness<br>→ OCB | 0,046                 | 0,157**               | 0,203**      | 78,5%           |
|                      |                       |                       |              | fully mediation |

Notes: \*p < 0.10, \*\*p < 0.05, \*\*\*p < 0.01; VAF = variance accounted for; the effect test used bootstrapped with 5000 samples. for mediating; the indirect effect is the product of path a & b; the total effect is the sum of direct & indirect effect.



Notes: \*p < 0.10, \*\*p < 0.05, \*\*\*p < 0.01; (two-sided test); with no stars indicate non-significant relation path.

Figure 4.3: Structural Model Analysis with both Mediators (Model 4)

## Chapter 5

### DISCUSSION & CONCLUSIONS

#### 5.1 Theoretical Contributions

Generally, the study suggests several insights into the organizational behavior & organizational citizenship behavior particularly. Our findings showed that mindfulness is important to organizational success & their influences differ. Prior researches have shown the positive effect of mindfulness at work place (Mrazek, et al, 2013; Dane & Brummel, 2014), as well as the effect of mindfulness in reducing stress & increasing satisfaction (Zhang et al., 2013; Charoensukmongkol, 2014). Our findings show that job stress & job satisfaction benefit from mindfulness. Hence, OCB directly influenced by job stress & job satisfaction.

More importantly, our results find a mediating relationship between mindfulness & OCB overall the evaluate of the mediators, as well as we showed mindfulness roles processes that precedes the organizational citizenship behavior.

#### 5.2 Discussion

The first two hypotheses H1 & H2 argued that job stress is a mediator between mindfulness & OCB. Job stress should be negatively related to the independent & dependent variables, the results supported these hypotheses also showed a significant negative path coefficient. The hypotheses H3 & H4 indicates that job satisfaction is the second mediator between mindfulness & OCB. Job satisfaction should be positively related to the variables, the results supported the both hypotheses also

showed a significant positive path coefficient. Whereas, in order to define the mediation between the independent & dependent variables we have tested the relationship before adding the mediators which showed a significant relationship. however, after including the mediators to the model we find the indirect effect between the constructs. Consequently, there is a significant relationship between mindfulness & OCB over the all mediators' paths.

### **5.3 Incidental Findings**

According to our results, we have found several relationships from the bootstrapping analyses of the independent & dependent variable over all the evaluate of mediators. Mindfulness Attention Awareness Scale (MAAS) as an independent variable also job stress (JSS) & job satisfaction (IWS) as dependent variables revealed that mindful individuals are more likely to be in lower stress states & more satisfied. Perhaps these employees were pretty good at controlling the stress via paying attention to the present moment, beside this they are more satisfied. Hence, job stress (JSS) & job satisfaction (IWS) leads to organizational citizenship behavior (OCB). Which indicates that employee who have lower stress & more satisfied are more likely to help their coworkers, to volunteer in job without looking for any rewards.

### **5.4 Managerial Implication**

While organizations care to provide all needs for employees to feel as citizens, mindfulness as personal characteristic proved its print to achieve that throughout reducing stress & increasing satisfaction of individuals.

The implications of this research study propose that mindfulness have been studied at workplace recently to enhance the overall effectiveness. Specifically, it suggests that more mindful people are more likely to function their emotions (i.e. anger, sadness).



It also suggests that employee practice mindfulness is willingness to build a great relationship with others (i.e. social well-being). Additionally, it suggests that managers should encourage mindfulness practices such as awareness & paying attention on the ongoing event in order to its effect on open & conscious mentality (i.e. creativity, thoughts). Since the study has been successfully finding the mediation between mindfulness & organizational citizenship behaviour, managers supposed to auspices their employees & create proper rituals to gain the employees attention & awareness.

### **5.5 Limitations**

Throughout this study we have faced several limitations. First, the sample size of the study was small & distributed in a single organization; which limits the generalizability of the results. Second, although this study focuses on international university employees; employees might be differed from other employees in different sectors in their stress & satisfaction levels. Third, this study focuses on the attitudes of employees as the predictors to explain their willingness in organizational citizenship behavior. Fourth, instructors were not fully attracted to fill the survey due to their limited time. Fifth, the surveys' language was in English some employees do not have the ability to fill the survey.

### **5.6 Future Research**

For future researches, through this study mindfulness has shown its critical role in improving the overall organizational performance. So, it would be suggested to expand the scope of mindfulness studies at the workplace, which leads to enhance the overall effectiveness at the organization. As well as we suggest to have a larger sample when it comes to mindfulness to validate the findings.

## **5.7 Conclusions**

This research has been studied to propose a model that describes the relationship between mindfulness & organizational citizenship behavior. Specifically, this study has been designed to define if mindfulness effects OCB overall the evaluate of the mediators. It is important to define the paths effect with the mediators, also mindfulness has proved a significant large influence on job stress & job satisfaction. As well as the significant large effect of job stress & job satisfaction on OCB.

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## **APPENDICES**



## Appendix A: Permission



**Reference No:** ETK00-2017-0230

08.08.2017

**Subject:** Application for Ethics.

RE: Zaid Alqhaiwi (15500373)  
Department of Business Administration

To Whom It May Concern,

As part of the 2016-2017 Spring Semester, pertaining to Ms Thesis questionnaires EMU's Scientific Research and Publication Ethics Committee has granted Mr. Zaid Alqhaiwi (15500373), from the Department of Business Administration Ms Graduate Program, to pursue with his survey entitled *Mindfulness and Employee Organizational Citizenship Behaviors*. This decision has been taken by the majority of votes. (Meeting number 2017/48-09)

Regards,



Assist. Prof. Dr. Mümtaz Güran  
Acting Director of Ethics Committee

MG/sky.

## **Appendix B: Letter of Consent**

### **Eastern Mediterranean University \ Ethics Board**

Dear Participant,

I am a master student at Eastern Mediterranean University, Business department, I am studying Master of Business Administration. I am conducting a master thesis entitled: Mindfulness and Employee Organizational Citizenship Behavior. I would like to invite you to participate in this research. You were selected as a potential research participant due to the internationalism at the university. Please take a moment to read this letter of consent before you participate in the study.

The purpose of the study is to investigate the role of mindfulness as a personal characteristic that might be associated with higher levels of organizational citizenship behavior.

#### **Procedures:**

If you agree to participate in this study; I would like ask you to take a self-administered survey will be used to measure the relationship between Mindfulness and Organizational Citizenship Behavior. Which asks a variety of questions regarding the frequency of your mindfulness practice and organizational citizenship behavior. As I will maintain anonymity by not asking any identifying information about you such as names, dates of birth, addresses, etc. Participants will be employees from EMU such as academic staff, research and teaching assistants and administrative officers. The survey contains 45 short questions with a variety of scaled responses. Survey will take about five to ten minutes to complete.

**Voluntary Nature of the Study:**

Your participation in this study is completely voluntary and your decision to participate will have no effect on your current or future relations with EMU. You can stop the survey at any point if you decide not to participate in the study, also you can leave questions blank without exceptions. After you complete and submit the survey, it will not be possible to withdraw from the study since it is impossible to determine which survey you completed. This is due to the anonymity of the survey since no identifying information will be obtained.

**Statement of Consent:**

Your consent will be indicated by completing and submitting the survey. You may keep this consent form and the list of resources attached to the survey.

Thank you for taking the time to participate in this study if you have any questions please feel free to contact;

Zaid Alqhaiwi  
Primary researcher  
Master of Business Administration  
zaid\_alqhaiwi@hotmail.com

Prof.Dr. Cem Tanova  
Research Advisor  
Vice Rector  
cem.tanova@emu.edu.tr

With kind regards

Zaid Alqhaiwi

## Appendix C: Letter of Consent (Turkish)

31 Temmuz 2017

İşletme Bölüm Başkanlığı  
İşletme ve Ekonomi Fakültesi  
Doğu Akdeniz Üniversitesi

İşletme Bölümü Yüksek Lisans Programı öğrencisi 15500373 numaralı Zaid Alqhaiwi, Prof. Dr. Cem Tanova danışmanlığında “Mindfulness and Employee Organizational Citizenship Behaviors” başlıklı yüksek lisans tez çalışması yürütmektedir.

Tez kapsamında hazırlanan anketin uygulanabilmesi için gerekli izinlerin verilmesi konusunda gereğinin yapılmasını saygılarımla arz ederim.

Prof. Dr. Cem Tanova

## Appendix D: Research Questionnaire

In the following statements, your responses are needed in order to measure to some extent how

### Mindfulness an Employee Organizational Citizenship Behavior

Instructions: Below is a collection of statements about your everyday experience. Using the 1-6 scale below, please indicate how frequently or infrequently you currently have each experience. Please answer according to what really reflects your experience rather than what you think your experience should be. Please treat each item separately from every other item.

- 1) Almost Always   2) Very Frequently   3) Somewhat Frequently   4) Somewhat Infrequently  
5) Very Infrequently   6) Almost Never

| ITEM               |   | 1 | 2 | 3 | 4 | 5 | 6 |
|--------------------|---|---|---|---|---|---|---|
| <b>Mindfulness</b> |   | ☹ |   |   |   |   | ☺ |
| MAAS1              | I could be experiencing some emotion and not be conscious of it until sometime later.                 | 1 | 2 | 3 | 4 | 5 | 6 |
| MAAS2              | I break or spill things because of carelessness, not paying attention, or thinking of something else. | 1 | 2 | 3 | 4 | 5 | 6 |
| MAAS3              | I find it difficult to stay focused on what's happening in the present.                               | 1 | 2 | 3 | 4 | 5 | 6 |
| MAAS4              | I tend not to notice feelings of physical tension or discomfort until they really grab my attention.  | 1 | 2 | 3 | 4 | 5 | 6 |
| MAAS5              | I find myself listening to someone with one ear, doing something else at the same time.               | 1 | 2 | 3 | 4 | 5 | 6 |
| MAAS6              | I find myself doing things without paying attention.  | 1 | 2 | 3 | 4 | 5 | 6 |

Please read each statement carefully and circle the number that most closely indicates how you feel about each statement. For each statement, please use the scale:

- 1) Strongly Disagree   2) Disagree   3) Neutral   4) Agree   5) Strongly Agree

| Job Stress              |  | ☹ |   | ☹ |   | ☺ |
|-------------------------|--|---|---|---|---|---|
| JSS1                    | I spend so much time at work, I can't see the forest for the trees.  | 1 | 2 | 3 | 4 | 5 |
| JSS2                    | Working here leaves little time for other activities.  | 1 | 2 | 3 | 4 | 5 |
| JSS3                    | I frequently get the feeling I am married to the university.   | 1 | 2 | 3 | 4 | 5 |
| JSS4                    | I sometimes dread the telephone ringing home because the call might be job.  | 1 | 2 | 3 | 4 | 5 |
| JSS5                    | I have too much work and too little time to do it in.  | 1 | 2 | 3 | 4 | 5 |
| <b>Job Satisfaction</b> |  | ☹ |   | ☹ |   | ☺ |
| IWS1                    | My present salary is satisfactory.   | 1 | 2 | 3 | 4 | 5 |
| IWS2                    | I am satisfied with the types of activities that I do on my job.   | 1 | 2 | 3 | 4 | 5 |
| IWS3                    | It makes me proud to talk to other people what I do on my job.   | 1 | 2 | 3 | 4 | 5 |
| IWS4                    | I have the freedom in my work to make important decisions as I see fit, and can count on my supervisors to back me up. | 1 | 2 | 3 | 4 | 5 |

| Organizational Citizenship Behavior |  | ☹ |   | ☺ |   | ☺ |
|-------------------------------------|--|---|---|---|---|---|
| OCB1                                | I help others who have a heavy work load.                      | 1 | 2 | 3 | 4 | 5 |
| OCB2                                | I consider the impact of my actions on coworkers.              | 1 | 2 | 3 | 4 | 5 |
| OCB3                                | I willingly help others who have work related problems.        | 1 | 2 | 3 | 4 | 5 |
| OCB4                                | I am mindful of how my behavior affects other people's job.    | 1 | 2 | 3 | 4 | 5 |
| OCB5                                | I take steps to try and prevent problems with other coworkers. | 1 | 2 | 3 | 4 | 5 |

◆ **Information**

**Gender**       Male                                       Female

**Age**                                       20-29                       30-39                       40-49  
 50 and above

**Marital Status**    Single                                       Married  
 Divorced                                       Others (Please specify)

\_\_\_\_\_

**What is your occupation?**

\_\_\_\_\_

**Education Level:**                       Bachelor                       Master's Degree                       PhD

**Monthly Income (₹)**                                                                                          
Up to 2000                      2001–4000                      4001–6,000                      More than 6,000

**Thank You!**

## Appendix E: Questionnaire Structure

| Scale   | Reference                 |
|---|---------------------------|
| <b>Mindfulness Scale (M)</b>  | (Brown and Ryan, 2003)    |
| <ol style="list-style-type: none"><li>1. I could be experiencing some emotion and not be conscious of it until sometime later.</li><li>2. I break or spill things because of carelessness, not paying attention, or thinking of something else.</li><li>3. I find it difficult to stay focused on what's happening in the present.</li><li>4. I tend not to notice feelings of physical tension or discomfort until they really grab my attention.</li><li>5. I find myself listening to someone with one ear, doing something else at the same time.</li><li>6. I find myself doing things without paying attention.</li></ol> |                           |
| <b>Job Stress (JS)</b>  | (Parker & DeCotiis, 1983) |
| <ol style="list-style-type: none"><li>1. I spend so much time at work, I can't see the forest for the trees.</li><li>2. Working here leaves little time for other activities.</li><li>3. I frequently get the feeling I am married to the university.</li><li>4. I sometimes dread the telephone ringing home because the call might be job.</li><li>5. I have too much work and too little time to do it in.</li></ol>   |                           |

| Scale                         | Reference      |
|-------------------------------|----------------|
| <b>Job Satisfaction (IWS)</b> | (Stamps, 1998) |

1. My present salary is satisfactory.
2. I am satisfied with the types of activities that I do on my job.
3. It makes me proud to talk to other people what I do on my job
4. I have the freedom in my work to make important decisions as I see fit, and can count on my supervisors to back me up.

---

|  |                            |
|--|----------------------------|
| <b>Organizational Citizenship Behavior (OCB)</b> | (Podsakoff et al.'s, 1990) |
|--|----------------------------|

1. I help others who have a heavy work load.
2. I am always ready to lend a helping hand to those around him/her.
3. I willingly help others who have work related problems.
4. I am mindful of how his/her behavior affects other people's job.
5. I take steps to try and prevent problems with other coworkers.