Teachers’ Organizational Commitment and Organizational Citizenship Behavior Is there any Relationship?

Abstract

This study aimed to explore the level of teachers’ organizational commitment and organizational citizenship behavior and the relationship between them. The data was collected through a questionnaire returned from 322 teachers working in Urmia public high schools. The results of descriptive analysis indicated that the teachers had positive perceptions of organizational commitment and organizational citizenship behaviors. Moreover, they showed a moderate positive relationship between organizational commitment and organizational citizenship behavior, and affective commitment emerged as a significant predictor of organizational citizenship behaviors.

Keywords: organizational commitment, organizational citizenship behaviors, Urmia

Introduction

As educational organizations have the responsibility of educating and training, they are the most important organizations in any developing country. Teachers are in the center of the learning – teaching cycle and they work in dynamic circumstances and this stresses the concepts of innovation, flexibility and responsiveness; so they should be willing to contribute to successful changes that are beyond their formal job requirements. These discretionary organizationally beneficial behaviors are distinguished from organizational behaviors that can be enforced on the basis