increased in order to increase the frequency of performing extra role behaviors. These behaviors are even more important in educational settings since they are places where extra role behaviors are much more needed. Extra role behaviors of the teachers will result in a contribution to education. Teachers with high organizational citizenship behaviors are very cooperative and supportive in solving students’ problems and understanding their learning power. Thus, they deliver the education which is outrivalling the quality level of education.

The results showed that the mean of continuance commitment is the lowest. Since the monthly salary of teachers is not enough even to meet the primary necessities of daily life, it seems logical. The results also showed that among the elements of organizational commitment, the affective commitment had the strongest relationship with the organizational citizenship behaviors. Affective commitment is considered as the best form of commitment because the employees with a high level of affective commitment have positive attitudes to their jobs and are ready to make extra effort when needed.

The results indicated that there was no measurable relationship between gender and organizational commitment. This result is consistent with the previous studies (Khalili and Asmavi, 2012, and Kacmar et al., 2003. Moreover, the findings showed that gender was not related to organizational citizenship behaviors and this is consistent with the study done by Podsakoff et al. (2000), while Kidder and McLean Parks (1993) found that there is a difference between men and women regarding these behaviors.

The findings of this study have implications not only for managers, but also researchers. The research done by Smith et al. (1983) made it clear that many vital behaviors in organizations rely on acts of cooperation, altruism, and spontaneous unrewarded help from employees. Thus, OCBs play an important role in the smooth functioning of an organization and managers should be concerned with ways of improving them. Above all, the government should provide necessary facilities, a conductive organizational climate and take actions that cater for the welfare of teachers to improve organizational commitment, especially affective commitment. This study may also help other researchers in analyzing the organizational citizenship behaviors as the outcome of organizational commitment.

References


Teachers' Organizational Commitment


