

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

of formal role obligations (Van Yperen et al., 1999). These behaviors are called organizational citizenship behaviors (OCBs). As it is important to explore the antecedents of these behaviors, in this study we wanted to study organizational commitment as one of the antecedents. Mullins (1999) defined organizational commitment as an employee's level of identification with and involvement in the organization.

Moreover, studies on organizational commitment and organizational citizenship behaviors play an important role in analyzing the relationship that the employees have with each other, clients and the organization. Unfortunately, OCB is still an unfamiliar concept in Iran's schools and there is a lack of research efforts in Iran in linking organizational commitment to organizational citizenship behaviors in educational settings. Therefore, this research was designed to fill these gaps.

Organizational commitment

One of the factors that can lead to a healthy organizational climate, increased morale, motivation and productivity is organizational commitment (Salami, 2008). Porter et al. (1974) defined organizational commitment as the strength of an individual's identification with and involvement in a particular organization. They characterized it by three psychological factors: desire to remain in an organization, willingness to exert considerable efforts on its behalf, and acceptance of its goals and values.

Meyer and Allen (1991) noted that organizational commitment is a multidimensional construct including three elements: affective, continuance and normative. Mowday, Steers and Porter (1982) defined affective commitment as "the relative strength of an individual's identification with and involvement in a particular organization" (p. 226). Becker (1960) introduced the Side-Bet Theory of commitment and continuance commitment. The Side-Bet Theory says that employees make certain investments or side-bets in their organizations, e.g., tenure toward pensions, promotion and work relationships. These investments reduce the attractiveness of other employment opportunities. Continuance commitment is the situation in which the employees take into consideration the cost of leaving the organization and stay in the organization. Normative commitment is the commitment that a person believes that they have to the organization or their feeling of obligation to their workplace (Bolon, 1997). Meyer and Allen (1991) defined normative commitment as "a feeling of obligation." It is argued that normative commitment is only a natural debt to the way we are raised in society. Therefore,

when it comes to one's commitment to their place of employment they often feel they have a moral obligation to the organization (Wiener, 1982). While these three types of commitment show links between an organization and an employee and the presence of them reduces the possibility of employee turnover, the nature of these links is quite different. Employees with a high level of affective commitment not only remain in the organization, but also show considerable effort on behalf of that organization while employees with continuance commitment stay in the organization and more likely put in a minimum effort.

Organizational citizenship behaviors

The concept of organizational citizenship behaviors was first introduced by Organ (1977). Organ defined it as "behavior that is discretionary, but not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the effective functioning of the organization" (Organ, 1988, p.4). This definition emphasizes three main features of organizational citizenship behaviors. First, the behavior must be voluntary. Second, the behavior benefits the organization from organizational perspectives. Third, it has a multidimensional nature (Bogler & Somech, 2005). Organ (1997) modified his definition to show that OCB is "performance that supports the social and psychological environment in which task performance takes place" (p. 96).

Organ (1988) identified five major kinds of organizational citizenship behaviors.

1 – Altruism: discretionary behaviors that have the effect of helping a specific other person with an organizationally relevant task or problem

2 – Conscientiousness: discretionary behaviors on the part of the employee that go well beyond the minimum role requirements of the organization, in the areas of attendance, obeying the rules and regulations, taking breaks , etc.

3 – Sportsmanship: willingness of the employee to tolerate less than ideal circumstances without complaining.

4 – Courtesy: discretionary behaviors on the part of an individual aimed at preventing work related problems with others from occurring.

5 – Civic Virtue: Behaviors on the part of an individual that indicate that he/she responsibly participates in, is involved in, or is concerned about the life of the company.

The final goal of organizational citizenship behaviors is to increase productivity and efficiency in an organization. These behaviors benefit not only individuals, but also groups and the organization as a whole. Experienced employees who

participate in these behaviors may promote the productivity of less experienced peers by showing them the ropes and teaching them the best practices. While these behaviors increase team spirit, morale, and cohesiveness, they may reduce the amount of time and energy spent on team maintenance functions and enhance the organization's ability to attract and retain the best employees. In addition, organizational citizenship behaviors build stronger relationships (cohesiveness) among the group members and subsequently reduce the likelihood of leaving the group. (Podsakoff et al., 2009).

Purpose of the Study

Organization citizenship behaviors are expected to be positively related to the measures of organization effectiveness and negatively related to employee turnover and absenteeism (Podsakoff et al., 2009); so it makes sense to identify antecedents of these behaviors in the organizations. The main purpose of this study is to investigate the relationship between organizational commitment and OCBs of teachers.

Hypothesis 1: Organizational commitment will be positively related to OCBs.

Hypothesis 2: The elements of organizational commitment (affective, continuance and normative commitment) will be positively related to OCBs.

Hypothesis 3: Organizational commitment will be positively related to the dimensions of OCBs (altruism, courtesy, conscientiousness, sportsmanship and civic virtue).

Hypothesis 4: Gender will be positively related to organizational commitment and OCBs.

Research Methodology

Sample: 322 teachers of public high schools in the city of Urmia formed the study group of the research. 54% of the teachers who took part in the research were female and 46% male. Urmia is situated in the center of West Azarbaijan province, Iran.

Measuring instrument: A 48-item survey instrument (questionnaire) used in the study contained two essential sections. The first section contained a scale that measured the respondents' perception of organizational commitment. The respondents' commitment was measured with the use of a 24 – item, 4 point Likert-

type scale adopted from Meyer and Allen (1997). The Cronbach alpha coefficient of reliability of the whole scale was satisfactory ($\alpha = 0.90$). The Organization Commitment Scale consisted of three sub-dimensions: affective commitment, continuance commitment, and normative commitment.

The second section contained a measurement scale for measuring the respondents' perception of their own level of organizational citizenship behaviors. Five major kinds of OCB activities and behaviors (altruism, courtesy, conscientiousness, sportsmanship and civic virtues) were measured in the organization citizenship behavior section of the survey instrument. In order to measure the respondents' perception of these five behaviors, a five-point agree/disagree (Likert-type) scale was used in the instrument. The organizational citizenship behaviors scale was used in previous studies by Podsakoff et al. (1990); and Deluga (1995). The validity and reliability of the original instrument indicated that the 24 items used to measure organizational citizenship behaviors in previous studies successfully measured the five behaviors associated with OCB. The reliability reported by Podsakoff et al. for each of the five types indicated a Cronbach Alpha Value of .85 for Altruism, .82 for conscientiousness, .85 for sportsmanship, .70 for civic virtue and .85 for courtesy. Prior research suggested that socially desirable responding was not a threat to the validity of the Big Five personality dimensions (Deluga, 1995). The Cronbach alpha coefficient of the reliability of the whole scale was determined as ($\alpha = 0.85$). This measurement instrument included 24 items.

This instrument was translated into Persian by the researchers and had been used for the first time in Iran. To ensure the equivalence of the measures in the Persian and English versions, the OCB scale was translated into Persian and then translated back into English by two translators. Then the original scale was compared with the translations and necessary changes were made. The study was done in the second half of 2012.

Personal characteristics

The only personal characteristic included in this study was gender.

Results

First of all, the respondents' perceptions of organizational commitment were calculated. Findings are presented in Table 1.

Table 1. Descriptive Statistics of organizational commitment and its elements

	N	Minimum	Maximum	Mean	Std. Deviation
Affective commitment	322	8.00	32.00	23.6304	4.81464
Continuance commitment	322	11.00	32.00	20.3230	3.01316
Normative commitment	322	11.00	30.00	21.4627	2.60006
Organizational commitment	322	33.00	89.00	65.4161	7.69193

As seen in Table 1, affective commitment ($\bar{x} = 23.6304$) is the highest and continuance commitment ($\bar{x} = 20.3230$) is the lowest. The average of numbers 1–4 is 2.5 and each element of organizational commitment in the scale has eight items, the predicted mean score is 20, so all the elements of organizational commitment are higher than the predicted mean scores. Moreover, as the average of numbers 1–4 is 2.5 and organizational commitment scale has twenty four items, the predicted mean score is 60 and the score mean of organizational commitment of the study is ($\bar{x} = 65.4161$), we can say that the teachers' perceptions of organizational commitment are positive.

Then, the respondents' perceptions of organizational citizenship behaviors were calculated. Table 2 shows the results.

Table 2. Descriptive Statistics of organizational citizenship behavior and its dimensions

	N	Minimum	Maximum	Mean	Predicted mean score	Std. Deviation
Altruism	322	17.00	35.00	28.5963	21	3.02611
Courtesy	322	5.00	10.00	8.8975	6	1.05844
Conscientiousness	322	8.00	20.00	16.4938	12	1.99414
Sportsmanship	322	8.00	29.00	14.8754	18	3.36574
Civic virtue	322	11.00	25.00	18.5701	15	2.45119
Organizational citizenship behaviors	322	66.00	108.00	87.4187	72	6.62282

As the average of numbers 1–5 is 3 and organizational citizenship behavior scale has twenty four items, the predicted mean score is 72 and the score means of organizational citizenship behavior of the study is ($\bar{x} = 87.4187$), we can say

that the teachers' perceptions of organizational citizenship behavior are positive. As Table 2 shows, the teachers' perceptions of all the dimensions of organizational citizenship behavior except **sportsmanship** are positive.

The first hypothesis stated that committed teachers are more likely to engage in organizational citizenship behaviors. As the results of Pearson correlation analysis relative to this hypothesis in Table 3 indicate that ($r=.355, p<.01$), the correlation is significant at 0.01 (1 – tailed). It can also be said that 12.60% of the variance in organizational citizenship behaviors originated from organizational commitment when the determination coefficient ($r^2 = 12.60$) was taken into consideration. Therefore, the first hypothesis is supported and there is a relationship between teachers' organizational commitment and organizational citizenship behaviors.

Table 3. Correlation between independent and dependent variables

	Organizational citizenship behavior	Altruism	Courtesy	Conscientiousness	Sportsmanship	Civic virtue
Organizational commitment	.355**	.340**	.198**	.264**	-.007	.261**
Sig (1-tailed)	.000	.000	.000	.000	.450	.000

** Correlation is significant at the 0.01 level (1-tailed)

* Correlation is significant at the 0.05 level (1-tailed)

The second hypothesis stated that the elements of organizational commitment positively related to organizational citizenship behaviors. The second hypothesis was tested with the use of a regression analysis. Table 4 shows the results. The results of the regression analysis regarding the relationship between affective commitment and OCBs show beta coefficient of (.312) indicating a positive relationship between variables, so it is a significant predictor of organizational citizenship behaviors. The results of the regression analysis regarding the relationship between normative commitment and organizational citizenship behaviors show beta coefficient of (.119) indicating statistical significance, but regarding the relationship between continuance commitment and organizational citizenship behaviors the p value is greater than (.05) indicating no statistical significance.

Hypothesis 3 stated that there was a positive relation between organizational commitment of teachers and five dimensions of organizational citizenship behaviors. Table 3 shows that the relationship between organizational commitment and all the dimensions of organizational citizenship behaviors except sportsmanship is significant at 0.01.

Table 4. Regression analysis

Model	Beta	t	sig
Constant		21.293	.000
Affective commitment	.312	5.675	.000
Continuance commitment	.033	.572	.567
Normative commitment	.119	2.081	.038

The researcher wanted to know if males and females are different in their perceptions of the quality of organizational commitment and organizational citizenship behaviors. The independent T test was used to examine this relationship. Table 5 shows the results.

The relationship between gender and organizational commitment is shown in Table 5.

The results indicate that sig is (.025) and lower than the Alpha Risk at ($\rho = .05$), but the upper bound is positive and the lower bound is negative, which indicates that there is no measurable difference between variables.

Next, a test was conducted to see if there was a difference between the males and females regarding the level of organizational citizenship behaviors. The results of the test in Table 5 show that sig is (.002) and lower than the Alpha Risk at ($\rho = .05$), but the upper bound is positive and the lower bound is negative, which indicates that there is no measurable difference between the variables indicating that there is no significant differences in levels of organizational citizenship behaviors between the males and females. Therefore hypothesis 4 is not supported.

Discussion

The main goal of this research was to study the impact of the organizational commitment on the organizational citizenship behaviors. The results indicated that organizational commitment and organizational citizenship behavior were associated with each other. The correlation value between organizational commitment and organizational citizenship behaviors was .355, which showed a moderate relationship between the organizational commitment and organizational citizenship behaviors. This result is consistent with the previous studies (Noor, 2009; Ensher et al., 2001 and Yilmaz and Cokluk – Bokeoglu, 2008). This research confirmed the social exchange theory (Bolon, 1997) by stating that members committed to their organization are better citizens than non-committed members. Considering the research findings, it can be said that commitment levels of teachers should be

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 conducive 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.

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