

# Primary School Teachers' Views on the Relation between Organizational Commitment and Organizational Citizenship Behavior

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## ABSTRACT

The present study analyzes the relation between organizational commitment and organizational citizenship behavior of primary school teachers. In particular, it intends to find out the effect of organizational commitment on organizational citizenship behavior. The sample is comprised of 310 teachers teaching at primary level in Bandırma province of Balıkesir, Turkey, during the academic year 2011. It is a survey research. The data was collected by 'organizational commitment scale' and 'organizational citizenship behavior scale'. The statistical analyses of arithmetic mean, Annova, and simple linear regression were used. The main results of the study are that positive and significant relations exist between organizational commitment and organizational citizenship behavior, and organizational commitment is a significant indicator of organizational citizenship.

**Keywords:** Organizational commitment, affective-continuance-normative commitment, organizational citizenship behavior, primary school teachers.

**Jel Classification:** I20, I21

## 1. INTRODUCTION

It seems that the topic of organizational citizenship behavior (OCB) has been focused on in the literature related with organization and administration in the past 10 years. Many studies have been conducted recently concentrating on the relation between OCB and other variables (organizational trust, organizational identification, organizational justice, organizational image, exhaustion, school climate) at schools (Zengin 2011; Baykal 2013; Akgüney 2014; Demiröz 2014). Despite the recent increase in the number of studies focusing on organizational citizenship behaviors, there is still much to explore in this field (Yılmaz 2010). Indeed,

organizational citizenship studies are mostly geared towards exploring the nature of voluntary behaviors displayed at workplace (Buluç 2008). Furthermore, OCB, defined as the behavior expected of the employees by the organizations, is considered a part of the performance (Zengin 2011). Moreover, organizational commitment is thought to have a positive impact on organizational performance, i.e., it is claimed that organizational commitment decreases such undesired behaviors as lateness, absenteeism, and resignation, and increases product and service quality (Varlı 2014).

The present study intends to shed light onto the relation between organizational commitment and organizational citizenship. The study has practical significance, for it is hoped that the findings of the study will help better understand the employee behavior.

## **2. Organizational Commitment**

A myriad of definitions of the organizational commitment (OC) notion exist in the literature. One of the earliest definitions belongs to Grusky (1966): “the extent to which an individual is committed to an organization, the rewards that he or has earned in the organization’s system, and the overall effect caused by all the experiences that he or he has gone through to achieve these rewards”. Buchanan (1974) defined commitment as being affectively committed to the organization, without expecting any material interest in return, that is just for the sake of the organization, and the individual’s role towards achieving the organization’s aim, and values. In their 1979 study, Mowdey, Steers, and Porter stressed that organizational commitment entails being connected to an organization, as well as to its aim and values. Various definitions of organizational commitment exist in the related literature. Mc Donald and Makin (2000) define organizational commitment as the psychological contract between the individual and the organization. In another definition, it is the individuals’ ownership of the organization’s aims and values, payment of effort to this end, and determination to remain as a member of the organization (Durna and Eren 2005).

The related literature deals with organizational commitment in three dimensions: affective commitment, continuance commitment, and normative commitment (Meyer and Allen 1990; Kondratuk Hausdorf, Korabik and Rosin 2004; Michael, Evans, Jansen and Haight 2005). Affective commitment refers to a person’s emotionally committing to an organization with his or her identity and identifying himself or herself with it (Kontraduk et al. 2004). Normative commitment means an individual’s feeling obliged to continue to work in the organization (Meyer and Allen 1990). Continuance commitment, on the other hand, is the awareness of the possible costs in case of leaving an organization (Meyer, Stanley, Herscovitch and Topolnytsky 2002). According to O’Reilly and Chatman (1986), organizational commitment is the individual’s psychological bond with the organization, which ties the individual and the organization to each other. They categorize commitment into three (1986): “compliance”, “identification”, and “internalization. Compliance commitment does not develop for the values shared within an organization, but for the rewards to be won and to avoid punishment. In other words, compliance commitment involves compulsory commitment. Identification refers to building and maintaining good relations with the other members of the organization. Internalization, on the other hand, depends on the unity of individual and organizational values.

The previous studies in the related literature probing organizational commitment in Turkish educational institutions (Varlı 2014; Sezgin 2010; Mercan 2006) demonstrate the potential of organizational commitment concept as a topic of research involving education institutions and teachers.

### **3. Organizational Citizenship Behavior**

The first definition of OCB in the related literature belongs to Organ (1988): “voluntary behaviors cannot not be defined explicitly and directly by the organization’s formal reward-penalty system, but have an effect on formal role behaviors and help the overall achievement of organizational goals” (Varlı 2014). According to this definition, organizational citizenship is based on voluntariness.

Although initially there was hardly an agreement pertaining to the dimensions of OCB in the literature, Organ (1988), who contributed the term to the literature, showed that OCB is comprised of the following dimensions also used by the contemporary researchers: Altruism, conscientiousness, courtesy, civic virtue, and sportsmanship (Gürbüz 2006). *Altruism* refers to direct or indirect behaviors the employees display within the organization when a problem occurs or when they help others accomplish a task (Karacaoğlu and Güney 2010). *Conscientiousness* means far more than employees’ responsibilities, entailing their voluntary participation in the organization’s activities. *Courtesy* involves preventing possible problems and maximizing the efficient use of time by such acts as delegating tasks, reminding the timelines, and issuing appropriate announcements and memorandums. *Civic virtue* involves protecting the benefits of the organization by, for example, being a member of the organization and participating in its processes voluntarily. In the *sportsmanship* dimension, the employees avoid complaining and whining, which increases the amount of time devoted to beneficial things done for the organization (DiPaola and Hoy 2005; Özdevecioğlu 2003).

The existing literature focusing on OCB in educational organizations (Varlı 2014; Baykal 2013; Korkmaz 2011; Buluç 2008; Bulutlar 2005; DiPaola and Hoy 2005) has shown that organizational citizenship behavior has a positive effect on the organization. This situation is evidence to the fact that conducting scientific research pertaining to OCB in educational institutions is crucial.

### **4. The Relation between Organizational Commitment and Organizational Citizenship Behavior**

A substantial number of studies have focused on the relation between organizational commitment and organizational citizenship behavior. They show that a significantly positive correlation exists between organizational commitment and organizational citizenship; if employees have higher levels of commitment, they display higher levels of organizational citizenship behavior (Schappe 1998; Parnell and Crandall 2003; Bogler and Somech 2004; Bakhshi, Sharma and Kumar 2011; Mohamed, Kader and Anisa 2012; İbrahim and Aslinda 2013; Asiedu, Sarfo and Adjei 2014). Some studies did not reveal any relation between organizational commitment and organizational citizenship (Alotaibi 2001). The findings of the past few

years' research conducted in Turkey have revealed positive and significant relation between the variables of organizational commitment and organizational citizenship (Çetin 2011; Varlı 2014).

The present study sought answers to the following research questions:

- 1- What is the level of primary school teachers' organizational commitment and organizational citizenship behavior?
- 2- How do primary school teachers' organizational commitment and organizational citizenship behavior differ according to gender?
- 3- How do primary school teachers' organizational commitment and organizational citizenship behavior differ according to seniority?
- 4- To what extent does organizational commitment indicate organizational citizenship behavior?

## **5. METHODOLOGY**

This study is a survey type descriptive study.

### *5.1. Study Group*

The study group of the research consists of primary schools and primary school teachers in Bandırma/Balıkesir, Turkey. In 2011, when the study was carried out, a total of 583 teachers were working within the county town of Bandırma.. All the teachers were included in the study. However, not all of them responded to the data collection instruments, so the participant group consisted of 310 (%53.1) teachers. A total of 203 participants were female (65.5%), and 107 (34.5%) were male. Of the participants, a total of 120 (%38.7) had a teaching experience of 1-10 years, 108 (% 34.8) 11-20 years, and 82 (% 26.5) 20 years and above.

### *5.2. Data Collection Instruments*

"Organizational Citizenship Behavior Scale" developed by Mercan (2006) was used in this study. The researchers replicated the exploratory factor analysis, concluding that the scale is a four dimensional scale as in the original form of the scale developed by Mercan (2006). The reliability analysis has produced an alpha value of  $\alpha=.80$  for the conscientiousness factor, and  $\alpha=.89$  for virtuousness sub-dimension,  $\alpha= .83$  for altruism sub-dimension,  $\alpha= .74$  for sportsmanship sub-dimension. The researchers calculated a total Cronbach alpha value of  $\alpha=.88$ . The scale is a seven point Likert scale.

This study employed the "Organizational Commitment Scale" developed by Balay (2000) based on the threefold categorization (compliance, internalization, and identification) conceptualized by O'Reilly III and Chatman (1986). The exploratory factor analysis redone by the researchers revealed that the scale is three dimensional like the original form. The researchers carried out reliability analysis, and the Cronbach value of compliance dimension was calculated to be  $\alpha= .85$ . The Cronbach alpha value of the identification dimension is  $\alpha= .84$ , while that of internalization is  $\alpha=.90$ . The total Cronbach alpha value of the organizational commitment scale is  $\alpha=.83$ . Organizational commitment scale is a three dimensional scale with the response option ranging from 1 "never" to 5 "always".

### *5.3. Data Analysis*

In data analysis, arithmetic mean was used to determine the level of organizational commitment and organizational citizenship behaviors; one-way variance analysis was used for

the difference according to the seniority variable; Scheffe test was used to find among which groups variance exists, and simple linear regression (Enter method) analysis was used to compute the predictability of organizational citizenship by organizational commitment.

## 6. RESULTS

Table 1 presents the results pertaining to the organizational commitment and organizational citizenship levels of the participant teachers.

**Table 1: Organizational Commitment and Organizational Citizenship Levels of Participants**

<b>Subdimensions</b>	<b><math>\bar{X}</math></b>	<b>sd</b>
Compliance	1,72	.60
Identification	3,20	.89
Internalization	3,73	.85
<b>OC Total</b>	<b>2,98</b>	<b>.53</b>
Altruism	5,04	1.03
Virtuousness	4,93	1.10
Conscientiousness	4,47	1.19
Sportsmanship	4,81	1.35
<b>OCB Total</b>	<b>4,79</b>	<b>.92</b>

As can be seen in Table 1, organizational commitment's "internalization" sub-dimension ranks the highest ( $\bar{X}=3,736$ ,  $Ss=.85$ ), and is followed by "identification" ( $\bar{X}=3,207$ ,  $sd=.89$ ) and "compliance" ( $\bar{X}=1,723$ ,  $sd=.60$ ). The total organizational commitment ( $\bar{X}=2,983$ ,  $sd=.53$ ) shows that teachers have organizational commitment at medium level. As can be seen in Table 1, among teachers' organizational citizenship behavior dimensions, "altruism" ( $\bar{X}=5,047$ ,  $sd=1.03$ ) has the highest ranking, which is followed by "virtuousness" ( $\bar{X}=4,937$ ,  $sd=1.10$ ), "sportsmanship" ( $\bar{X}=4,811$ ,  $sd=1.35$ ), and finally "conscientiousness" ( $\bar{X}=4,478$ ,  $sd=1.19$ ). With a total average of  $\bar{X}=4,795$ ;  $sd=.92$ ), primary school teachers seem to display an above-average organizational citizenship behavior. Table 2 presents whether participants' organizational commitment and organizational citizenship behaviors differ according to gender.

**Table 2: t-Test for OC and OCB variance as regards teachers' gender**

Dimensions	Gender	N	$\bar{X}$	sd	t	p
Compliance	Female	203	1.73	.61	.41	,680
	Male	107	1.70	.60		
Identification	Female	203	3.17	.89	.86	,386
	Male	107	3.26	.90		
Internalization	Female	203	3.69	.81	.76	,443
	Male	107	3.76	.75		
OC Total	Female	203	2.96	.50	.78	.431
	Male	107	3.00	.53		
Altruism	Female	203	4.97	1.09	1.78	,076
	Male	107	5.19	.88		
Virtuousness	Female	203	4.88	1.08	1.16	,245
	Male	107	5.03	1.12		
Conscientiousness	Female	203	4.35	1.21	2.43	,015*
	Male	107	4.70	1.13		
Sportsmanship	Female	203	4.77	1.39	.65	,513
	Male	107	4.88	1.30		
OCB Total	Female	203	4.71	.95	2.06	,040*
	Male	107	4.94	.85		

\*  $p < .05$

As can be seen in Table 2, the total organization commitment behavior levels of female and male teachers do not differ significantly. Some significance can be observed in male teachers' conscientiousness sub-dimension of organizational citizenship by  $p = .015$  ( $p < .05$ ), which significance was further analyzed by arithmetic mean, producing a positive result for males ( $\bar{X} = 4.70$ ,  $sd = 1.13$ ). Table 3 presents findings, which do not point at any difference between participants' organizational commitment and organizational citizenship behaviors according to their seniority.

**Table 3: ANOVA for OC and OCB variance according to teachers' seniority**

	Seniority	N	X	sd	F	df	p	Variance (Scheffe)
OC	(1) 1-10 yr	120	2,79	,44	15,078	309	.000**	2-1, 3-1
	(2) 11-20 yr	108	3,02	,53				
	(3) 21+	82	3,17	,51				
	<b>Total</b>	310	2,97	,51				
OCB	(1) 1-10 yr	120	4,56	,89	6,154	309	.002**	2-1, 3-1
	(2) 11-20 yr	108	4,93	,92				
	(3) 21+	82	4,94	,90				
	<b>Total</b>	310	4,79	,92				

\*\* p< .01

As can be seen in Table 3, there is a statistically significant difference between teachers' organizational commitment and organizational citizenship behaviors in terms of seniority ( $p < .01$ ). As significance difference was seen according to seniority, Scheffe test was implemented to determine the groups between which the difference exists. The results of the test pointed to the fact that this difference exists in organizational commitment ( $F=15,078$ ;  $p = .000$ ) and organizational citizenship ( $F=6,154$ ;  $p = .002$ ) according to seniority between all the following groups: 2 (11- 20 years), 3 (21 years and above), and 1 (1- 10 years). Both the organizational commitment ( $\bar{X} = 3.17$ ,  $sd = .51$ ) and organizational citizenship ( $\bar{X} = 4.94$ ,  $sd = .90$ ) behaviors levels of teachers in Group 3 (21 years and above) proved higher than those of teachers in other seniority groups. Table 4 shows the extent to which organizational commitment is a predictor of organizational citizenship.

**Table 4: Regression Analysis of the predictability of citizenship behaviors by OC**

Variables	B	R	R <sup>2</sup>	$\beta$	t	F	p
Constant	2.497				8.948		.00**
OC	.772	.430	.185	.430	8.354	69.795	.00**

As can be seen in Table 4, organizational commitment explains 18% of the total variance in organizational citizenship behavior ( $R = .43$ ,  $R^2 = .18$ ,  $p = .00$ ). Put differently, organizational commitment significantly explains 18% of the variance in organizational citizenship behaviors. The total effect of organizational commitment on organizational citizenship behavior is  $\beta = .43$ .

## 7. CONCLUSION AND DISCUSSION

In the present research, which focuses on the relation between organizational commitment and organizational citizenship behaviors, it was found out that the primary school teachers' commitment is at a 'sometimes' level in identification sub-dimension, 'often' in internalization sub-dimension, and 'never' in compliance sub-dimension.

The dimension with the highest arithmetic mean is altruism. The participants' opinions did not differ from each other significantly, except for the conscientiousness sub-dimension of organizational citizenship. This difference seems to be in the direction of male teachers. In other words, male teachers display more conscientiousness intensive behaviors than female teachers. From the viewpoint of professional seniority, no difference was observed between organizational commitment and organizational citizenship behaviors in the seniority groups. The higher the seniority is, the greater the organizational commitment and OCB. Just as commonly maintained in the related literature, the present study demonstrated that organizational commitment is a predictor of organizational citizenship behavior.

The research has revealed that the compliance sub-dimension of organizational commitment has the lowest arithmetic mean, whereas the internalization sub-dimension has the highest arithmetic mean. That the compliance dimension proved low was quite expected, for it entails being compliant because the employee expects a reward or avoids a penalty. Thus, compliance commitment is not a desired type of commitment. By contrast, the employee voluntarily and intrinsically adopts the organization's values and norms in internalization: This may be indicative of the fact that primary school teachers have willingly approved the values of Turkish National Education system.

This study did not reveal a significant difference between genders as to organizational commitment. Neither did it reveal a difference as to organizational citizenship behavior, except for conscientiousness sub-dimension. Several studies in the literature (Bozkurt and Yurt 2013; Ertürk 2014; Karacaoğlu and Güney 2010; Negis, Oksay and Akman 2011) are in concordance with this finding of the study pertaining to commitment. Findings related to OCB are also confirmed by the literature (Yılmaz 2010). However, some studies in the literature pointed to significant differences between organizational commitment and organizational citizenship behaviors as to gender. For example, Kurşunuoğlu, Bakay and Tanrıöğen (2010) found out that normative commitment of male teachers is higher than that of female teachers. Sökmen and Boylu (2011) conducted research in hotel enterprises and found positive results for female employees concerning the "altruism" and "courtesy" dimensions of OCB. That is to say, there is no agreement in the literature on whether organizational commitment behaviors or organizational citizenship behaviors differ according to gender. This may be explained by the fact that organizational commitment and citizenship are defined based on self-reports.

This study has revealed a significant correlation between organizational commitment and OCB in terms of seniority. Indeed, as the seniority increases, so does the organizational commitment and OCB level. This result is in accordance with those of other studies in the related literature (Budak 2009; Sığrı 2007). The present study also demonstrated that organizational commitment is an indicator of OCB. This result confirms the findings of studies in the existing literature (Aslan 2008; Güçel 2010; İbrahim and Aslinda 2013). Further research needs to be conducted in primary and secondary school, as well as in higher education, in Turkey involving greater sample size so that more confident generalizations can be made about OC and OCB.

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