

THE RELATIONSHIP BETWEEN THE ORGANIZATIONAL CITIZENSHIP BEHAVIORS AND THE ORGANIZATIONAL AND PROFESSIONAL COMMITMENTS OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

Organizational Citizenship Behavior means that an employee works more than his/her responsibilities determined by the organization and makes extra effort in this regard. The concept of organizational commitment includes the confidence in and acceptance of the aim, objective and values of the organization, the will to make more effort than required for the organization and to remain as a member of that organization, the identification with the objectives of the stakeholders of the organization, and the internalization of its values. One's attitudes towards his/her profession may affect his/her attitudes towards the organization. Therefore, the concept of professional commitment is so important as the concept of organizational commitment. Professional commitment is related to featuring the professional identity, making effort for the profession, and to being committed to professional objectives, values, norms and ethical principles. The purpose of the present research is to determine the relationship between organizational citizenship behavior, organizational and professional commitment depending on the opinions of teachers working at different secondary schools. Data was collected from 832 teachers: 130 teachers from general high schools, 272 teachers from Anatolian high schools and 430 teachers from vocational high schools. An organizational citizenship behavior scale (OCBS) and an organizational and professional commitments scale were applied to the teachers. The scale of Podsakoff et al. (1990) was used as the organizational citizenship behavior scale, and the scales developed by Meyer, Allen and Smith (1993) were used as the organizational and professional commitment scales. As a result of the research, a significant difference was determined between the organizational commitment perceptions of the teachers, the "affective commitment" and "normative commitment" sub-dimensions of the organizational commitment scale, and the "sportsmanship" sub-dimension of the OCBS according to the school type variable. This difference was found to be positive for the teachers working at the Anatolian High Schools. A positive and significant relationship was observed between organizational and professional commitments and organizational citizenship behavior. However, the results indicated that professional commitment is more related to the organizational citizenship behavior than organizational commitment. According to the results, professional and organizational commitments together were determined to explain approximately 26% of the total variance of the organizational citizenship behavior perceptions of the teachers. Professional and organizational commitments alone were determined to explain the organizational citizenship behavior perceptions of the teachers at the rate of 33% and 9%, respectively. As a result, professional commitments of the teachers were found to be higher than their organizational commitments.

Keywords: Organizational Citizenship Behavior, Professional Commitment, Organizational Commitment, Teachers.

INTRODUCTION

Teachers are one of the most important factors increasing the efficiency and effectivity of education organizations. Therefore, studies examining the attitudes of teachers towards the organizations they work in order to improve their performances should be conducted. Concepts such as organizational citizenship behavior, professional and organizational commitments were stated to be important variables in improving the performances of the workers in the literature. The present research examined the relationship between the organizational citizenship behaviors, organizational and professional commitments of the teachers working at different secondary schools depending on their opinions in this regard. Organizational citizenship behavior among the workers in organizations contributes to the efficiency of the workers and the management, the use of the sources more efficiently, the activities and coordination of the working groups, the ability of the organization to keep and attract the most efficient workers, the institutional commitment, the sustainability of the performance of the organization, and to the adaptation of the organization to environmental changes (Cohen and Vigoda, 2000: 596).

Organizational Citizenship Behavior

The concept of organizational citizenship behavior (OCB) was started to be commonly used in the literature regarding management and organization in 1980s. The concept of OCB was first introduced by D. W. Organ and T. S. Bateman in the 42nd National Management Conference in 1982 and in their study “Job Satisfaction and the Good Soldier: The Relationship Between Affect and Employee Citizenship” in 1983, and then by C. A. Smith, D. W. Organ and J. P. Near in their article “Organizational Citizenship Behavior: Its Nature and Antecedents” (Podsakoff, MacKenzie, Paine and Bachrach, 2000: 513).

The most comprehensive explanation of the concept of OCB was presented by Organ, which has been considered to be the widely accepted definition in the field of management sciences. According to Organ (1988: 4), organizational citizenship behavior means that an individual works more than his/her responsibilities beyond the standards and job descriptions determined by the organization and makes extra voluntary effort in this regard (effort which was not included and defined in the official reward system of the organization). OCB is that an employee accomplishes more beyond his/her responsibilities (Greenberg and Baron, 2000: 212) and makes more effort on behalf of the organization (Yılmaz and Çokluk-Bökeoğlu, 2008). The concept of organizational citizenship behavior is also related to the organizational performance. Podsakoff, Blume, Whiting and Podsakoff (2009) stated that OCB is highly important in encouraging the organizational performances of the workers. Moreover, according to Peelle (2007), OCB is an individual behavior which plays an important role in the efficiency and effectivity of the organization. Somech and Drach-Zahavy (2004: 282) highlighted three main aspects of OCB: OCB is based on a volunteer basis, contributes to the organization and has a multi-dimensional structure.

The concept of organizational citizenship is also stated within the context of pro-social behaviors in the literature. Pro-social behaviors are the behaviors of the organization members towards enabling peace among individuals, groups or within the organization that they interact while performing their duties. Pro-social behaviors are very comprehensive; pro-social behaviors of organizational functionality are divided into two group: extra role behaviors and defined role behaviors. Organizational citizenship behaviors are extra role behaviors in this regard (Brief and Motowidlo, 1986; İrmış and Gök, 2008; Mackenzie, Podsakoff and Podsakoff, 2011: 560).

The following points were determined be in common regarding the definitions of organizational citizenship in the literature; OCB is not directly related to the reward system in the organization, does

not require punishment when an individual does not perform it, is not stated in the job and duty descriptions where the workers makes more effort than expected beyond their responsibilities.

The five-dimensional classification of Organ (1988) in the field of organizational citizenship behavior which was developed depending on the responsibilities resulting from being a civil citizen (altruism, conscientiousness, courtesy, civic virtue, and sportsmanship) is the most commonly used classification in the literature. The Table 1 presents the definitions and the relevant examples regarding each dimension of organizational citizenship behavior developed by Organ (Organ, 1988; Podsakoff, MacKenzie, Paine and Bachrach, 2000; Bolat, Bolat and Seymen, 2009: 218; Somech and Drach, 2004; Güven, 2006).

Table 1. Dimensions of Organizational Citizenship Behavior

OCB Dimensions	DEFINITIONS	EXAMPLES
ALTRUISM	Includes all voluntary behaviors aiming to help the other members of the organization gratuitously in case of a problem or while performing a duty.	Helping a new worker so that s/he can easily adapt to the work, helping a co-worker having a heavy work load, helping other workers use the equipment, prepare presentations, comprehend the usage of a computer program, undertakes the duty of a co-worker in case that s/he gets sick etc.
CONSCIENTIOUSNESS	Includes a behavior beyond one’s responsibilities. It means that an employee makes extra voluntary effort to contribute to the functionality of the organization.	Coming work at an early hour, leaving the workplace at a late hour, a low level of discontinuation, avoiding long and unnecessary breaks, continuing working in case that the work that has to be done is not finished in the working hours, completing the duties before the due-date, attending the intra-organizational meetings regularly.
COURTESY	Includes the positive behaviors of the members who continuously interact with each other because of their duties and gets affected by the decisions and duties of each other. These behaviors are based on the principle of informing others previously on the act or decision that might affect them.	Informing others on the work schedule when necessary, informing and reminding others previously on the decisions that might affect them, asking for the opinions of other workers who get affected by his/her decisions.
CIVIC VIRTUE	Includes a responsible and structural participation in the political process of the organization. It is the constructive intervention within the political life of the organization.	Contributing to the reputation of the organization, observing the opportunities and threats regarding the organization, improving and renewing him/herself more than the others, following the developments in the field, following the changes in the organization closely.
SPORTSMANSHIP	Includes avoidance from negative behaviors that might result in a tension among the members and maintainence of his/her positive mood in case of difficulties or losses while performing a duty.	Being tolerant towards the stress and difficulties caused by the job, not complaining about the people disturbing him/her, maintaining the positive attitude when problems occur, adopting a positive attitude towards the negative situations, not exaggerating the problems.

OCB, which is described as acting in cooperation with other workers, helping them perform their duties, acting in a kind manner towards others and making extra efforts beyond their responsibilities, makes the organization an attractive workplace, thus increasing the loyalty and commitment to it. Therefore, the concepts of organizational and professional commitment may be explained in relation to organizational citizenship behavior. In the following section of the study, the concepts of organizational and professional commitment are explained.

Organizational and Professional Commitments

The fact that organizations survive relates to whether they have different and qualified human resources having creative values. The issue of organizational commitment was observed to be given more priority among the studies conducted in order to keep the successful workers in the literature.

The concept of organizational commitment is an important factor for the workers to adopt the objectives of the organization, want to continue working at that organization, participate in the management and activities of the organization, and to have a creative and innovative attitude for the organization (Durna and Eren, 2005). Allen and Meyer (1990) described the concept of organizational commitment as a psychological state reflecting the relationship between the worker and the organization and resulting in the decision to continue working at that organization; and evaluated the concept to be the psychological approach of the worker towards the organization. Luthans (1995) and Mowday, Steers and Porter (1979: 224) described organization commitment as believing and adopting the objectives and values of the organization, working more than required in order to realize the objectives of the organization and wanting to continue working in that organization and to be a member.

Organizational commitment is that an individual commits to the objectives and values of the organization on a biased and effective basis (Balay, 2000: 3), works for the organization on a loyal basis, behaves on a self-sacrificing basis, devotes him/herself to the organization (Eren, 2010: 555) and feels him/herself as a part of that organization (Bolat and Bolat, 2008). Organizational commitment is identifying with the senior management, customers, unions and various stakeholders regarding the organization (Reichers, 1985: 468), defining themselves with the objectives of the organization, making extra voluntary effort on behalf of the organization, participating in the decision-making processes and internalizing the values of the management (Bayraktaroğlu et al., 2009: 554).

Examining all the conceptual definitions of organizational commitment, it is seen that the concept of organizational commitment includes the confidence in and acceptance of the aim, objective and values of the organization, the will to make more effort than required for the organization and to remain as a member of that organization, the identification with the objectives of the stakeholders of the organization, and the internalization of its values.

The concept of organizational commitment is conceptualized and classified in various ways in the literature. Organizational commitment is generally classified in terms of attitudinal, behavioral or multi-dimensional approaches (Celep, 2000; Özutku, 2008; Kardeş, 2009; Bakkshi, Sharma and Kumar, 2011: 79). The present study was based on the organizational commitment classification developed by Allen and Meyer (1990, 1991 and 1997) which includes affective, continuance and normative dimensions.

Affective commitment means that the individuals identify themselves with the organization, are happy to be a member of it and are strongly committed to it. Affective commitment is also defined as the will of the workers to continue working at that organization on an affective and volunteer basis. Workers having such a commitment to their organizations keep working there because they “want to”, not because they “have to”.

Continuance commitment means that the workers cannot take the risk to quit their jobs as they realize the cost of giving up the opportunities such as wage, pension rights and profit sharing. The fact that the worker keeps working at the present organization as there are no alternative job opportunities and s/he will experience difficulties in transferring his/her basic skills to another organization constitutes continuance commitment. Such commitment is also called as rational commitment, which means continuing being a member of that organization as leaving would cost high (Balay, 2000: 21).

Normative commitment means that the workers feel committed to the organization and believe they should not quit their jobs because of the work ethic. This commitment is explained as the condition to continue working at the present organization because of working and some social norms feeling pressure and guilt. Workers with high normative commitment consider working at the organization to be their duty, and continuing working at the organization to be a proper behavior and an obligation because of their personal values and the ideologies causing this obligation.

Affective, continuance and normative commitments may be evaluated on an axis of desire, necessity and obligation. Workers having high affective, continuance or normative commitment to the organization tend to continue working as they feel “desire”, “necessity” and “obligation”, respectively (Meyer, Allen and Smith, 1993; Durna and Eren, 2005).

Another concept parallel to organizational commitment in the literature is the concept of professional commitment. One’s attitudes towards his/her profession may affect his/her attitudes towards the organization. An individual may be committed to his/her profession, but not to the organization (Ceylan and Bayram, 2006: 107). Professional commitment is a concept which is related to featuring the professional identity, making effort for the profession and being committed to professional objectives, values, norms and ethical principles (Aranya and Ferris, 1984: 3; Lachman and Aranya, 1986: 229; Bergmann et al., 2000: 17 as cited in: Özer and Uyar, 2010), to the psychological relationship one develops with his/her profession and one’s affective reaction towards his/her profession (Meyer, Allen and Smith, 1993), to identifying with the profession (Güney, 2004: 167), to the level of importance of one’s profession in his/her life as a result of the study s/he conducted in order to acquire certain skills and experiences, and to whether the profession has a central role in one’s life (Baysal and Paksoy, 1999: 10).

Meyer and Allen (1991), who developed the three-dimensional organizational commitment model (affective, continuance and normative commitments), stated that professional commitment has a multi-dimensional structure, and defined such commitment as the affective, continuance and normative commitments of an individual to his/her profession (Blau, 2001: 280). Affective, continuance and normative commitments to one’s profession indicate identifying him/herself with the profession and working willingly, committing him/herself to the profession as quitting the job costs high and as s/he has made many investment in the profession, and feeling responsible and obliged to continue working at the organization, respectively (Meyer, Allen and Smith, 1993).

The Relationship Between Organizational Citizenship Behavior, Organizational Commitment and Professional Commitment

The main point of view of the research is that OCB is shaped by the workers’ organizational and professional commitments. OCB means that the worker makes extra voluntary effort, while commitment means that the worker gives his/her energy and time besides making extra effort in order to achieve the objectives of the organization. Therefore, organizational and professional commitment is another factor affecting the organizational citizenship behaviors of the workers. Workers who developed organizational and professional commitments are more likely to perform OCB compared to the ones that did not (Aydoğan, 2010: 294). Workers commit to their organizations on account of the opportunities they are offered, and this commitment becomes organizational citizenship behavior in time which contributes to the organization itself (Bolat and Bolat, 2008).

A significant relationship was found between these two variables in most of the studies about organizational citizenship behavior and commitment behavior (Bogler and Somech, 2004; Feather and

Rauter, 2004; Nguni, Slegers and Denesen, 2006; Bolat and Bolat, 2008; Yılmaz and Bökeoğlu, 2008; Bakhshi, Sharma and Kumar, 2011; Çetin, 2011), while some studies did not conclude such a relationship between OCB and commitment (Tansky, 1993; Fenton, 2004; Mercan, 2006). OCB was found to have a both positive and negative relationship with some dimensions of organizational commitment. Shore and Wayne (1993) determined a positive and negative correlation between OCB and the organizational commitment sub-dimensions affective commitment and continuance commitment, respectively (Akt. Çetin, 2004).

There have been some researches concerning the concept of organizational citizenship behavior in education sciences in the literature; however, only a few studies examined organizational citizenship behavior in relation to other variables.

Studies conducted in Turkey in education sciences examined the relationship between organizational citizenship behavior and certain variables. These variables included *organizational justice* (Polat and Celep, 2008; Baş and Şentürk, 2011); *organizational commitment* (Mercan, 2006; Özcan, 2008; Yılmaz and Bökeoğlu, 2008); *organizational values* (Özdemir, 2010); *organizational confidence* (Polat and Celep, 2008; Yılmaz, 2009; Yücel and Samancı Kalaycı, 2009; Baş and Şentürk, 2011); *organizational identification* (Özcan, 2008); *organizational health* (Buluç, 2008); *organizational alienation* (Mercan, 2006); *leadership behaviors* (Oğuz, 2011); *focus of control* (Terzi, 2011); *personality traits* (Yücel and Kaynak, 2008) and *bureaucratization* (Karaman, Yücel and Dönder, 2008).

On the other hand, as for foreign studies, Fenton Le Share (2004) examined the relationship between organizational citizenship, job satisfaction and organizational commitment of secondary school teachers, McKenzie (2011) examined the relationship between organizational confidence and organizational citizenship behaviors of elementary school teachers; Nguni, Slegers and Denesen (2006) examined the relationship between leadership styles and job satisfaction, organizational commitment and organizational citizenship behavior of the teachers; and Cohen (2006) examined the relationship between multiple commitments (organizational and professional commitments) and organizational citizenship behavior.

Although there are studies examining the relationship between organizational citizenship behavior and certain variables in the literature, only a few studies examined the relationship between organizational citizenship behavior and organizational and professional commitments in the education sciences literature. Therefore, this study is important for the education sciences literature in that it examined the relationship between organizational citizenship behavior and organizational and professional commitments depending on the opinions of teachers working at different secondary schools.

The Aim of the Research

The aim of the present research is to determine the relationship between organizational citizenship behavior and organizational and professional commitments depending on the opinions of teachers working at different secondary schools. For this purpose, answers were sought to the following questions:

1. Is there a significant difference between organizational citizenship behavior, organizational and professional commitments in terms of the school type?
2. Is there a significant relationship between organizational citizenship behavior and the sub-dimensions of organizational and professional commitments?
3. Do the perceptions of the secondary school teachers regarding the organizational and professional commitments significantly predict their organizational citizenship behaviors?

METHOD

This study aimed to determine the organizational citizenship behaviors of secondary school teachers depending on their opinions on organizational and professional commitments according to the screening model.

Universe and Sample

Teachers working at the public secondary schools in Giresun in the 2010-2011 academic year constituted the universe of the research. According to the statistical data of 2010-2011 academic year obtained from Giresun Provincial Directorate for National Education, 1001 teachers was working at secondary schools in Giresun (including the districts). Among these, 160 teachers were working at general high schools, 299 teachers were working at Anatolian high schools and 542 teachers were working at vocational high schools. Data was collected from 832 teachers: 130 teachers from general high schools, 272 teachers from Anatolian high schools and 430 teachers from vocational high schools. No sample was chosen as the study was considered to reflect the universe. The ratio of the teachers participating in the study to the universe was 83%. Demographic characteristics of the teachers participating in the study were shown in Table 2.

Table 2. Personal Information of the Teachers Participating in the Research

Variable		f	%
Gender	Woman	270	32.5
	Man	562	67.5
Education Level	Bachelor's Degree	733	88.1
	Master's Degree	87	10.5
	Other	12	1.4
Professional Severance	1-5 Years	170	20.4
	6-10 Years	168	20.2
	11-15 Years	180	21.6
	16-20 Years	148	17.8
	21 Years and more	166	20.0
School Type	General High School	130	15.6
	Anatolian High School	272	32.7
	Vocational High School	430	51.7
Marital Status	Married	645	77.5
	Single	174	20.9
	Divorced	12	1.4

According to the table, 67.5% of the participants were men, while 32.5% were women. As for their education levels, 88.1% of the participants had a bachelor's degree, while 21% and 20% had a professional severance of 11-15 years and 6-10 years, and 20% had a professional severance of 21 years or more.

Data Collection Tool

An organizational citizenship behavior scale and an organizational and professional commitment scales were applied to the teachers. The scale of Podsakoff et al. (1990) was used as the organizational citizenship behavior scale. The scale was a five point Likert scale and consisted of five (altruism, conscientiousness, courtesy, civic virtue, and sportsmanship) sub-dimensions and 24 subject matters.

The scale was used and translated in previous researches in Turkey (İşbaşı, 2000; Köse, Kartal and Kayalı, 2003; Aslan, 2008). Within the present study, the internal consistency Cronbach Alpha coefficient of the scale was calculated to be .83.

The scales developed by Meyer, Allen and Smith (1993) were used as the organizational and professional commitment scales. These scales were also used in previous researches (Wasti, 2000; Şimşek and Aslan, 2007; Aslan, 2008). The scales were five point Likert scales and consisted of three (affective, continuance and normative) sub-dimensions and 18 subject matters. The internal consistency Cronbach Alpha coefficients of the professional and organizational commitment scales were calculated to be .73 and .67, respectively.

Data Analysis

Data was obtained through the scales applied to the secondary school teachers in the spring term of the 2010-2011 academic year. The obtained data was analyzed in four processes. Comprehensive explanations regarding these processes were given below:

(1) First process: Data collection tools were graded according to the five point Likert system prior to the statistical analysis.

(2) Second process: Whether the perceptions of the secondary school teachers regarding the organizational citizenship behavior, organizational and professional commitments differ in terms of the school type was examined. One-way analysis of variance (ANOVA) was used in order to compare the data in terms of school types. Then a Tukey-HSD test was used in order to determine the source of the difference for the significant F values.

(3) Third process: The Pearson Product Moment Correlation Analysis was used in order to determine the relationship between the scores obtained through the scales. Correlations between 0.70 and 1.00, 0.69 and 0.30, and 0.29 and below were considered to be “high”, “medium” and “low”, respectively; that is values closer to 0.00 were considered to be irrelevant (Büyüköztürk, 2005).

(4) Fourth process: The Multiple Linear Regression Analysis was used in order to determine how the scores obtained through the professional and organizational commitment scales predict the scores of the organizational citizenship behavior scale. Professional and organizational commitments were considered to be the independent variables, while organizational citizenship behavior was considered to be the dependent variable.

FINDINGS

In this section of the research, the results of the correlation analysis regarding the comparisons of the teachers' perceptions about organizational citizenship behavior, organizational and professional commitments in terms of the school type, and the relationship between organizational citizenship behavior and organizational and professional commitments, and of the regression analysis regarding whether organizational and professional commitments predict organizational citizenship behavior.

Findings Regarding the Comparison of the Teachers’ Opinions on Professional and Organizational Commitments and Organizational Citizenship Behavior

Table 3. The Comparison of the Teachers’ Opinions on Professional and Organizational Commitments and Organizational Citizenship Behavior In Terms of School Type

Scores	School Type	n	\bar{X}	S	sd	F	p	Significant Difference (Tukey HSD)
1. PROFESSIONAL COMMITMENT	1. General High School	127	3,72	0,50	2-818	0,24	.78	-
	2. Anatolian High School	268	3,72	0,50				
	3. Vocational High School	424	3,69	0,58				
Affective Professional Commitment	1. General High School	130	4,22	0,82	2-831	0,61	.53	-
	2. Anatolian High School	272	4,30	0,74				
	3. Vocational High School	430	4,24	0,82				
Continuance Professional Commitment	1. General High School	130	3,39	0,78	2-831	0,04	.96	-
	2. Anatolian High School	272	3,36	0,87				
	3. Vocational High School	430	3,38	0,87				
Normative Professional Commitment	1. General High School	130	3,48	0,77	2-831	0,39	.67	-
	2. Anatolian High School	272	3,41	0,79				
	3. Vocational High School	430	3,40	0,90				
2. ORGANIZATIONAL COMMITMENT	1. General High School	127	3,24	0,64	2-817	4,81	.00	2-3
	2. Anatolian High School	269	3,28	0,63				
	3. Vocational High School	424	3,13	0,66				
Affective Organizational Commitment	1. General High School	130	3,74	0,94	2-831	5,88	.00	2-3
	2. Anatolian High School	272	3,92	0,81				
	3. Vocational High School	430	3,68	0,97				
Continuance Organizational Commitment	1. General High School	130	2,87	1,00	2-831	0,43	.64	-
	2. Anatolian High School	272	2,83	1,05				
	3. Vocational High School	430	2,78	1,02				
Normative Organizational Commitment	1. General High School	130	3,08	0,84	2-831	3,63	.02	2-3
	2. Anatolian High School	272	3,10	0,90				
	3. Vocational High School	430	2,93	0,91				
3. ORGANIZATIONAL CITIZENSHIP BEHAVIOR	1. General High School	130	3,98	0,48	2-831	2,64	.07	-
	2. Anatolian High School	272	4,06	0,41				
	3. Vocational High School	430	3,99	0,45				
Conscientiousness	1. General High School	130	4,06	0,70	2-831	1,21	.29	-
	2. Anatolian High School	272	4,14	0,64				
	3. Vocational High School	430	4,06	0,65				
Sportsmanship	1. General High School	130	3,50	0,69	2-831	5,94	.00	2-3
	2. Anatolian High School	272	3,67	0,69				
	3. Vocational High School	430	3,49	0,71				
Civic Virtue	1. General High School	130	3,89	0,78	2-831	1,75	.17	-
	2. Anatolian High School	272	3,94	0,73				
	3. Vocational High School	430	3,83	0,77				
Courtesy	1. General High School	130	4,41	0,64	2-831	0,53	.58	-
	2. Anatolian High School	272	4,47	0,54				
	3. Vocational High School	430	4,45	0,62				
Altruism	1. General High School	130	4,05	0,76	2-831	0,21	.80	-
	2. Anatolian High School	272	4,08	0,65				
	3. Vocational High School	430	4,10	0,67				

Significant difference: 0.05

According to Table 3, opinions of the secondary school teachers regarding professional commitment [$F_{(2-818)}=0,24, p>.05$]; affective professional commitment [$F_{(2-831)}=0,61, p>.05$]; continuance professional commitment [$F_{(2-831)}=0,04, p>.05$] and normative professional commitment [$F_{(2-831)}=0,39, p>.05$] did not differ according to the school type.

Participants’ opinions regarding organizational commitment was found to differ in total score [$F_{(2-827)}=4,81, p<.05$]; in the sub-dimensions of affective organizational commitment [$F_{(2-831)}=5,88, p<.05$] and normative organizational commitment [$F_{(2-831)}=3,63, p<.05$] in terms of the school type, while they did not differ in the sub-dimension of continuance organizational commitment [$F_{(2-831)}=0,43, p>.05$]. As a result of the Tukey-HSD test which was conducted to determine the source of the difference, the

difference was observed between the Anatolian high school having the highest mean score and the Vocational high school having the lowest mean score.

Opinions of the teachers regarding organizational citizenship behavior were observed to differ in the sub-dimension of sportsmanship [$F_{(2-831)}=5,94, p<.05$] in terms of the school type, and not to differ in total score and other sub-dimensions. The difference in the sub-dimension of sportsmanship was observed between the Anatolian high school having the highest mean score and the Vocational high school having the lowest mean score.

Relationships Between Organizational Citizenship Behavior and the Sub-dimensions of Organizational and Professional Commitment

The Pearson Product Moment Correlation Coefficients calculated to determine the relationships between organizational citizenship behavior and organizational and professional commitments were shown in Table 4.

Table 4. Correlation Matrix towards the Relationship between Organizational Citizenship Behavior and Professional and Organizational Commitments

	S	X	1	2	3	4	5	6	7	8
1.APC	.47	2.96								
2.CONPC	.90	3.60	.12**							
3.NPC	.82	3.41	.22**	.30**						
4.AOC	.56	2.73	.41**	.16**	.24**					
5.CONOC	1.02	2.80	.08*	.36**	.12**	.22**				
6.NOC	.90	3.02	.12**	.25**	.54**	.25**	.16**			
7.PROCOM	.51	3.31	.52**	.73**	.80**	.36**	.28**	.48**		
8.ORGCOM	.58	2.85	.25**	.40**	.43**	.59**	.75**	.70**	.53**	
9.OCB	.45	3.79	.31**	.33**	.41**	.24**	.21**	.28**	.50**	.35**

* $p<.05$; ** $p<.01$

1. Affective Professional Commitment, 2. Continuance Professional Commitment, 3. Normative Professional Commitment
4. Affective Organizational Commitment, 5. Continuance Organizational Commitment, 6. Normative Organizational Commitment
7. Professional Commitment, 8. Organizational Commitment, 9. Organizational Citizenship Behavior.

According to Table 4, the teachers' opinions regarding OCB ($\bar{X}=3.79$) are higher than their opinions regarding professional commitment ($\bar{X}=3.31$) and organizational commitment ($\bar{X}=2.85$). The highest professional commitment mean score was found to be the sub-dimension of continuance professional commitment ($\bar{X}=3.60$), while the highest organizational commitment mean score was found to be the sub-dimension of normative organizational commitment ($\bar{X}=3.02$).

According to Table 4, a significant medium-level positive relationship was observed between professional commitment and organizational citizenship behavior ($r=.50, p<.01$). Moreover, a significant positive relationship was found between the sub-dimensions of professional commitment and OCB. A significant medium-level positive relationship was found between OCB and the professional commitment sub-dimensions affective professional commitment ($r=.31, p<.01$), continuance professional commitment ($r=.33, p<.01$) and normative professional commitment ($r=.41, p<.01$).

A significant medium-level positive relationship was observed between organizational commitment and organizational citizenship behavior ($r=.35, p<.01$). Moreover, a significant positive relationship was found between the sub-dimensions of organizational commitment and OCB. A significant low-level positive relationship was found between OCB and the organizational commitment sub-dimensions affective organizational commitment ($r=.24, p<.01$), continuance organizational commitment ($r= .21, p<.01$) and normative organizational commitment ($r=.28, p<.01$).

Prediction Level of Professional and Organizational Commitments of Organizational Citizenship Behavior

The results of the multiple regression analysis regarding the prediction of organizational citizenship behavior were shown in Table 5.

Table 5. The Results of the Multiple Regression Analysis Regarding the Prediction of Organizational Citizenship Behavior

	B	SHB	β	t	p
Constant	2.247	.093	-	24.288	.000
Professional Commitment	0.388	.031	.441	12.317	.000
Organizational Commitment	0.090	.028	.116	3.226	.001

R=0.512 , R²= 0.262

[F_(2,831)=142.212 p=.000

According to Table 5, a significant medium-level positive relationship was determined between professional and organizational commitments and the organizational citizenship behavior scores of the secondary school teachers ($R=0.512, R^2=0.26, p<.01$). Professional and organizational commitments together were found to explain 26% of the total variance of organizational citizenship behavior.

According to the standardized regression coefficient (β), relative order of importance of the predictor variables regarding organizational citizenship behavior was professional commitment and organizational commitment. According to the t-test results regarding the significance level of the regression coefficients, professional and organizational commitments were determined to be significant predictors of organizational citizenship behavior. According to the results of the regression analysis, regression equation regarding the prediction of organizational citizenship behavior was as follows (mathematical model): $[OCB=2247+0.388 \text{ PROFESSIONAL COMMITMENT}+0.090 \text{ ORGANIZATIONAL COMMITMENT}]$. That is, professional commitment and organizational commitment alone explain the teachers' perceptions of organizational citizenship behavior at the rate of 33% and 9%, respectively.

CONCLUSION, DISCUSSION AND SUGGESTIONS

The present research examined the relationships between organizational citizenship behavior, organizational and professional commitments depending on the opinions of teachers working at different secondary schools. As a result of the research, a significant difference was determined between the organizational commitment perceptions of the teachers, the "affective commitment" and "normative commitment" sub-dimensions of the organizational commitment scale, and the "sportsmanship" sub-dimension of the OCBS according to the school type variable. This difference was

observed between the teachers working at Anatolian high schools and vocational high schools, and found to be positive for the teachers working at the Anatolian High Schools.

The concept of organizational commitment is an important factor for the workers to adopt the objectives of the organization, want to continue working at that organization, participate in the management and activities of the organization, and to have a creative and innovative attitude for the organization (Durna and Eren, 2005). According to the present research, the teachers working at Anatolian high schools were found to have higher organizational commitment perceptions than the teachers working at vocational high schools in terms of school type variable. This finding may indicate that the teachers working at Anatolian high schools perform more organizational commitment behaviors than the other teachers working at other schools in adopting the objectives of the organization, wanting to keep working at the organization, participating in the management and activities of the organization, making extra voluntary effort, participating in the decision-making process, and in internalizing the values of the management. Teachers working at vocational high school were found to have lower organizational commitment levels than the teachers working at Anatolian high schools; therefore, the establishment of the necessary school culture and environment and a school management model based on a wide participation in the decision-making processes may be suggested in vocational high schools in order to increase organizational commitment.

According to Balay (2000), organizational commitments of the teachers both contribute to and get affected by the success of the students. Teachers working with active successful students are more committed to their organizations. According to the results of the present research, teachers working at Anatolian high school have higher organizational commitments compared to the ones working at vocational high schools. Students attending to Anatolian high schools are more successful compared to the students attending to vocational high schools as they enter Anatolian high school with much higher scores. Therefore, one of the reasons why teachers working at Anatolian high schools have higher organizational commitments than the teachers working at vocational high schools may be because they work with more active successful students at Anatolian high schools. Thus, the implementation of education policies to increase the quality of the education may be suggested.

Affective organizational commitment means that the workers identify themselves with the organization, are happy for being a member of the organization and are strongly and voluntarily committed to the organization, and indicates that the values of both the organization and the workers are in harmony (Allen and Meyer, 1990; Balay, 2000; Balcı, 2000). The research suggested that teachers working at the Anatolian high schools have higher affective organizational commitments than the ones working at vocational high schools. This finding may indicate that teachers working at Anatolian high schools identify themselves more with the organization, are happier to be a member of that organization and are more committed to the school compared to the teachers working at vocational high schools. It is very important to establish necessary environments in vocational high schools in order to increase the affective commitments of the teachers. Therefore, necessary environments should be established in vocational high schools for the teachers to identify themselves with the organization, feel happy to be a member of that organization, be strongly committed to the organization, and to be in harmony with the values of the school. Affective commitments of the teachers should be improved by systems increasing job satisfaction and participation in the decision-making processes, by career development programs, and by the establishment of a school culture in which personal thoughts and values are appreciated and values such as support and altruism prevail.

The existence of incentives and feedbacks in order to improve the workers' feeling of being valuable and beneficial for the objectives of the organization is an important factor increasing affective organizational commitment (Kardeş, 2009). One of the objectives of secondary schools may be placing

a great number of students to higher education institutions. As the rate of the students who are placed in higher education institutions are higher in Anatolian high school than vocational high schools and the teachers working at Anatolian high schools receive more positive feedbacks in this regard than the ones working in vocational high schools may be another reason why teachers working at Anatolian high schools have higher affective organizational commitments.

Workers who have higher affective organizational commitment perform more organizational citizenship behavior (Bolat and Bolat, 2008). As a result of the research, teachers working at Anatolian high schools have higher affective organizational commitments than the ones working at vocational high schools. This finding may indicate that teachers working at Anatolian high schools perform more organizational citizenship behavior compared to the ones working at vocational high schools.

Workers with high normative commitment consider working at the organization to be their duty, continuing working at the organization to be a proper behavior and an obligation. Although this commitment type includes an obligation, this obligation is based upon virtuousness and ethicalness (Wasti, 2000). Workers having this feeling feel that their organization cares for them, make investments to them and value them, thus feeling obliged to continue working at the organization (Erdoğan, 2006). According to the results, teachers working at Anatolian high schools have higher normative organizational commitment than the ones working at vocational high schools. This finding may indicate that teachers working at Anatolian high schools consider working there to be their duty and an obligation as the organization cares for them and value them.

According to Meyer, Stanley, Herscovitch and Topolnytsky (2002), the relationship between continuance commitment and the will to leave the organization gets weaker in workers with low continuance but high affective and normative commitments. Studies conducted in Turkey suggested that workers with high continuance commitment do not have the loyalty of the workers with affective or normative commitment (Wasti, 2000b, 216). According to the present research, teachers working at Anatolian high schools have higher affective and normative commitments than the ones working at vocational high schools. This finding may indicate that teachers working at Anatolian high schools do not consider leaving the organization and are more committed to the organization compared to the teachers working at vocational high schools.

According to the results, significant differences were observed between the affective and normative commitments and total organizational commitments of secondary school teachers in terms of the school type variable. Erdoğan (2006) also obtained similar results in her study "The Relationship Between the Personal Traits and Organizational Commitments of Managers Working at Public and Private Elementary Schools". Significant differences were obtained in the affective and normative organizational commitments of the managers in terms of school type in the above mentioned research.

A sub-dimension of organizational citizenship behavior, sportsmanship, means tolerating any negative situation that may result in a tension among the organization members (Özdevecioğlu, 2003: 122), avoiding negative behaviors that may cause any tension among the workers and thinking positive even in negative situations (Organ, 1988; Podsakoff et al., 2000). The present study suggested that teachers working at Anatolian high schools have higher perceptions of sportsmanship compared to the ones working at vocational high schools. This finding may indicate that teachers working at Anatolian high schools tend to avoid negative behaviors that may cause tension in the organization and try to think positive even in negative situations.

A significant positive relationship was found between professional and organizational commitments and organizational citizenship behavior. However, professional commitment was determined to be more related to organizational citizenship behavior than organizational commitment. This finding

indicates that secondary school teachers' perceptions of organizational citizenship behavior have a significant positive relationship with their professional and organizational commitments.

A significant positive relationship was observed between organizational commitment and organizational citizenship behavior. There are studies supporting the findings of the present study in the literature. In the studies of Bakhshi, Sharma and Kumar (2011), Güven (2006), and Bolat and Bolat (2008) conducted upon the opinions of the workers in establishments; of Çetin (2011), Özcan (2008) and Yılmaz and Bökeoğlu (2008) conducted upon the perceptions of the elementary school teachers, and of Mogotsi, Boon and Fletcher (2011) conducted upon the opinions of the secondary school teachers, a significant positive relationship was found between organizational commitment and OCB. However, some studies did not support the findings of the present research. In the studies of Fenton (2004) and Mercan (2006), no significant relationship was found between organizational commitment and OCB regarding the opinions of the teachers.

According to the results, professional and organizational commitments together were determined to explain approximately 26% of the total variance of the organizational citizenship behavior perceptions of the teachers. Professional and organizational commitments alone were determined to explain the organizational citizenship behavior perceptions of the teachers at the rate of 33% and 9%, respectively. This finding may indicate that secondary school teachers' perceptions of organizational citizenship behavior are more related to professional commitment than organizational commitment. That is, professional commitment is the most effective factor on organizational citizenship behavior. In the study of Aslan (2008), similar results were obtained. Again in the above mentioned study conducted upon nurses, the sub-dimension of professional commitment was found to be the most effective factor on organizational citizenship behavior.

As a result of the present study, teachers are found to have higher professional commitments than organizational commitments. An individual may be committed to his/her profession, but not to the organization (Ceylan and Bayram, 2006: 107). This finding may indicate that teachers are more committed to their professions rather than their organizations. There are studies supporting the results of the present study in the literature. In the study of Özmen, Özer and Saatçioğlu (2005) the academicians, and in the study of Cohen (2006) the teachers were found to have higher professional commitments than organizational commitments.

In order to improve organizational citizenship behavior in the organizations, organizational commitments of the workers should also be increased. Therefore, school managers have an important role in establishing an organizational culture in which the teachers adopt the objectives of the organization, want to continue working at the organization, participate in the management and activities of the organization, and have a creative and innovative attitude for the organization.

The research is only limited to the opinions of the teachers working at secondary schools in Giresun; therefore, the results should be evaluated accordingly. The results may be generalized if further researches with a wider teacher universe are conducted in different provinces. Therefore, researchers may be suggested to conduct further studies in order to determine the relationship between organizational citizenship behavior, professional and organizational commitments of teachers from different provinces in different regions. Moreover, a comparative study may be conducted depending on the opinions of teachers from public and private schools.

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