

## Organizational Commitment and Citizenship Behaviors among Teachers

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**ABSTRACT** This study aims to explore the effects of organizational commitment on organizational citizenship behaviors of primary and secondary school teachers in a Turkish context. The sample comprised of 332 teachers working at primary and secondary schools in Turkey. A scale that aimed to measure the teachers' organizational commitment and their organizational citizenship behavior was used to collect data. Mean scores, Pearson moment correlation coefficients, and simple linear regression analyses were carried out to analyze data. Positive relationships exist between organizational commitment and organizational citizenship behavior. The results indicated that organizational commitment was a significant predictor of organizational citizenship behavior.

### INTRODUCTION

Substantial research exists on organizational citizenship behavior (OCB). These studies seem to mostly focus on the causes that bring out OCB and its effects on different variables such as organizational commitment (OC) culture, organizational conflict, job satisfaction, organizational justice, organizational communication, and personality traits of employees (Beheshtifar and Hesani 2013; Buluc and Gunes 2014; Burns and DiPaola 2013; Debora et al. 2015; Kalkan 2013; Royle and Rioux 2013; Miao 2011; Yildirim 2014). Research focused on OCB dates back to the early 1980s, while the focus shifted to school organizations in the 2000s. The studies on schools mostly used the same types of variables (Bogler and Somech 2004; DiPaola and Hoy 2004; Holsblat 2014; Kaya Yaprak 2015). Westerly winds, particularly the American studies concerning OCB, were followed by those concerning the Turkish National Education System. The first of these aimed to determine the OCB levels of teachers working in primary schools and examine their

relationships with other organizational variables (Celep et al. 2005; Cetin et al. 2003; Ozdem 2012).

The main purpose of the present study is to examine the effect of OC on organizational citizenship behavior. This study is theoretically significant because it also tests whether the effect of OC on OCB applies to schools in Turkey. On the other hand, it is practically significant as the findings of the study may help school executives understand employee behavior.

### Organizational Commitment (OC)

OC is defined as acting in a manner that protects the interests of the organization and indicates commitment to the whole of the organization, not to its parts. OC is addressed in three separate dimensions: affective commitment, continuance commitment and normative commitment (Meyer and Allen 1997). Affective commitment indicates the event where the individual is happy for being a member of the organization, and wishes to remain in the organization considering the costs to be endured if he or she leaves the organization. Normative commitment, on the other hand, refers to feeling obliged to remain within the organization, believing that he or she has a responsibility towards the organization. In other words, OC rises from an obligation or desire to stay in the organization.

The dimension that has prominence in the OC literature is the affective dimension (Allen

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and Meyer 1990; Meyer and Allen 1991). OC is an individual's loyalty to the social system, his or her desire to be included in the social system and tendency to retain the social relationships within the system. Commitment involves at least three primary factors.

Characterizing OC as the psychological attachment of the individual to his or her organization, O'Reilly III and Chatman (1986) defined commitment in three dimensions: (a) "compliance" based on the aspiration to get rewarded and avoiding sanctions, (b) "identification" based on the desire to establish close relationships with other employees, and (c) "internalization" based on the togetherness of the organization's and the individual's values. Under the *compliance* dimension, the employee performs a task because he or she has to. The individual works out of fear of a punishment or within an expectation of a reward. Compliance does not allow choice, and the individual is obliged to do what he or she has to do under supervision. *Identification* means the individual gets integrated with the organization in return for the things he or she appreciates. *Internalization*, on the other hand, means the adoption of the organizational values by the individual and their reflections on the individual's behaviors. In *internalization*, the individual sincerely and willingly adopts and accepts the values and norms of the organization without any force (Balay 2000). In the present study, this three-aspect classification was used.

In the related literature, the factors of age, gender, marital status and term of work are accounted to be significant variables affecting on OC (Salami 2008; Obeng and Ugboro 2003). In addition, opportunities provided to employees, level of education, job security, work experience, role conflict, difficulty of job, role ambiguity, hierarchical relationships, chances of promotion, and participation in decision-making also affect OC (Balay 2000; Yalcin and Iplik 2007). Studies conducted on teachers' OC (Balay 2000; Ozgan 2011; Sezgin 2010) set forth the researchable base of OC in terms of organizations and teachers.

### Organizational Citizenship Behavior

Within the literature on OCB, most of the references are made to Organ's (1988) definition: "employee behavior based on voluntariness that is not clearly identified within the formal reward

system of the organization, yet that helps the organization operate as a whole" (Lievens and Anseel 2004). However, the literature also includes arguments on this definition. With the objection of Morrison (1994), who asserts that OCB is part of the formal roles of employees, the definition got closer to the concept of "contextual performance" in parallel with Motowildo et al.'s (1997) definition, which reads as follows: "the behavior that enhances performance in the social and psychological environment where the employees perform their work" (Olcum Cetin 2004; Unuvar 2006).

Currently, there is no consensus in the literature on the dimension describes made in relationships with OCB. Approximately thirty different OCB dimensions were defined within the literature, and they were gathered under seven main topics: helping behavior, sportmanship, OC, organizational loyalty, individual initiative, civil virtue, and self development behaviors (Kose et al. 2003).

The five-dimension (altruism, conscientiousness, sportmanship, courtesy and civil virtue) classification developed by Organ (1988) is the one that is used the most frequently in the literature (Ozdevecioglu 2003; Yener and Aykol 2009). *Altruism* requires employees to voluntarily help other employees in the face of problems. *Conscientiousness* goes beyond the obligations of employees and requires employees to contribute to the functioning of the organization voluntarily, while *sportmanship* stands for being tolerant in the face of the disturbances and compulsion caused by the work. *Courtesy* necessitates employees to foresee the matters that may cause problems for other employees and to make propositions for solution. *Civil virtue* on the other hand, indicates active and voluntary contribution to the organizational life as a whole (Ozdevecioglu 2003; Olcum Cetin 2004).

### Relationships between Organizational Commitment and Organizational Citizenship Behavior

While significant relationships between OC and OCB were found in some of the studies conducted on OC and organizational citizenship (Gurbuz 2006), in other studies, no significant relationship was found (Aslan 2008). While there are studies indicating that examining the relationship of OC and organizational citizenship behavior with a third variable would reduce the

effect of OCB (Alotaibi 2001), there are also other studies reporting that doing so would enhance that effect (Rifai 2005).

This study explores the relationship between OC and OCB for primary and secondary school teachers, so the findings to be obtained from primary and secondary school teachers working particularly in non-profit state schools in Turkey and not facing the risk of losing their job unless a major crime is committed may provide useful results concerning the relationship of OC and OCB.

### Purpose of the Study

The present study aims to explore the applicability of the concepts produced in westerly academic circles to the Turkish context. It also sheds light on whether OC and OCB vary according to gender, teaching experience and subject field. It is hoped that the study will share results bearing the theoretical and practical significance.

The number of studies on OC and OCB in the Turkish educational context seems fairly limited, although there is extensively related literature in the global context. With this concern in mind, the following research questions were asked:

1. What are the OC and OCB levels of primary and secondary school teachers?
2. How do primary and secondary school teachers' OC and OCB differ according to gender?
3. How do primary and secondary school teachers' OC and OCB differ according to teaching experience?
4. How do primary and secondary school teachers' OC and OCB differ according to the subject field?
5. Is there a significant relationship between the teachers' OC and OCB?
6. Is OC a significant predictor of OCB?

## METHODOLOGY

### Participants

The participants were 332 primary and secondary school teachers working in the counties of Bandirma, Burhaniye, Dursunbey, and Havran of Balıkesir province within the 2013-2014 school year in Turkey. The number of all teachers working in the primary and secondary schools in the mentioned districts is 1140. Thus, the study

group represents the population at a rate of 29.12 percent. A total of 170 (51.8%) of the participating teachers are women, while 162 (49.2%) are male teachers. While 157 of the teachers are primary school teachers, 175 are secondary school teachers. A total of 232 (69.8%) of the participating teachers have professional experience between 1 and 10 years.

### Tools

The "OCB Scale" developed by Mercan (2006) was used for the purpose of measuring organizational citizenship behaviors. The OCB scale measures the dimensions of consciousness, virtuousness, helpfulness, and sportmanship. The item total correlations reported by Mercan (2006) for the OCB scale vary between .62 and .82 for the "consciousness" dimension, between .72 and .80 for the "virtuousness" dimension, between .58 and .85 for the "helpfulness" dimension and between .75 and .84 for the "sportmanship" dimension. Mercan (2006) examined the reliability of the scale with the use of "Cronbach's alpha coefficient". While the Cronbach's alpha coefficient of the items related with the consciousness dimension was determined to be  $\alpha=.85$ , it was found to be  $\alpha=.87$  for the virtuousness dimension,  $\alpha=.89$  for the helpfulness dimension and  $\alpha=.80$  for the sportmanship dimension. In the present study, the scale in question was once again subjected to reliability and validity analyses.

In the exploratory factor analysis conducted by the researcher, it was seen that the scale has four dimensions, as in its original form developed by Mercan (2006). In the reliability analysis conducted, the item total correlations for the consciousness sub-dimension of the scale varied between .55 and .81, and the alpha coefficient found for the consciousness sub-dimension was  $\alpha=.81$ . One of the six items included in the *consciousness* sub-dimension is the statement "I voluntarily accept tasks that most people would not like to take". As for the *virtuousness* sub-dimension, the item total correlations varied between .76 and .79 with the alpha coefficient of the dimension  $\alpha=.89$ . One of the four items included in the *virtuousness* sub-dimension states "I follow the developments in my area more than anyone else". While the item total correlation for the *helpfulness* sub-dimension were determined to vary between .59 and .64, its

alpha coefficient was  $\alpha=.84$ . One of the five items included in the *helpfulness* sub-dimension reads “I listen to others people’s problems more than anyone else”. Item total correlation for the *sportmanship* sub-dimension were determined to vary between .56 and .64 with an alpha coefficient of  $\alpha=.76$ . One of the three items included in this dimension states “I am the one who most avoids being seen as someone who complains constantly”. The total Cronbach’s alpha coefficient of the OCB scale was determined to be  $\alpha=.89$ . It is a 7-point Likert type scale.

In the present study, the “OC Scale” developed by Balay (2000) in line with the three-point classification (compliance, internalization, and identification) conceptualized by O’Reilly III and Chatman (1986) was used. Structural validity of the OC scale was examined through explanatory factor analysis. The item total correlations reported by Balay vary between .38 and .68 for the *compliance* sub-dimension, between .33 and .75 for the *identification* sub-dimension, and between .33 and .53 for the *internalization* sub-dimension. Bearing on the reliability of the scale, Balay (2000) reported the Cronbach’s alpha coefficient  $\alpha=.79$  for the *compliance* sub-dimension,  $\alpha=.89$  for the *identification* sub-dimension and  $\alpha=.93$  for the *internalization* sub-dimension. The exploratory factor analysis re-conducted by the researcher revealed that the scale had three dimensions, as it was the case in its original form. In the reliability analysis, the item total correlations of the scale varied between .55 and .67 for the *compliance* sub-dimension of the scale, with a Cronbach’s alpha coefficient of  $\alpha=.85$ . The item total correlation for the *identification* sub-dimension varied between .30 and .73. The Cronbach’s alpha coefficient of the same sub-dimension is  $\alpha=.87$ . Finally, the item total correlation of the *internalization* sub-dimension of the scale varied between .48 and .75, with a Cronbach’s alpha coefficient of  $\alpha=.90$ . The total Cronbach’s alpha coefficient of the OC scale was determined to be  $\alpha=.84$ . The OC scale is a 5-point Likert type scale, in which the “never” response is assigned point 1 and the “always” response is assigned point 5.

**Data Analysis**

During data analysis, the arithmetic mean was used to determine OC and OCB levels, the independent t-test was used to find out the differ-

ences in terms of the variables of gender, subject-field, and experience, the Pearson moments correlation coefficient was utilized to detect the relationships between OC and OCB, and a simple linear regression was used to determine the predictive effects of OC on OCB.

**RESULTS**

OC and OCB levels of primary and secondary school teachers are presented in Table 1.

**Table 1: OC and OCB levels of teachers**

Scale	Dimensions	N	x	sd
OC	Compliance	332	1.81	.67
	Identification	332	3.23	.88
	Internalization	332	3.68	.78
	OC total	332	3.00	.51
OCB	Helpfulness	332	5.01	1.01
	Virtuousness	332	4.97	1.01
	Conscientiousness	332	4.60	1.16
	Sportmanship	332	4.99	1.32
	OCB total	332	4.86	.86

Table 1 shows that the teachers’ total commitment scores are at a medium level ( $x=3.00$ ). While the *compliance* sub-dimension of OC was determined to be at a “low” level ( $x=1.81$ ), its *identification* sub-dimension was determined to be at “medium” ( $x=3.23$ ), and *internalization* sub-dimension was determined to be at “high” ( $x=3.68$ ) level. The level of the OCB total points is close to the “high” limit ( $x=4.86$ ) according to the boundaries of the 7-point Likert type scale. While the *helpfulness* sub-dimension of the OCB was determined to be at “quite frequent” level ( $x=5.01$ ), its *virtuousness* ( $x=4.97$ ), *conscientiousness* ( $x=4.60$ ), and *sportmanship* ( $x=4.99$ ) sub-dimensions were found out to be at “mostly” level. The fact that teachers have OCB scores which are above average ( $7/2=3.5$ ) is promising for schools because the administrative boundaries go far beyond the influence boundaries.

The findings concerning the differences among the genders in terms of OC and OCB are presented in Table 2.

Table 2 shows that there is a significant difference ( $p=.016$ ;  $p.>.05$ ) between the two genders in terms of the conscientiousness sub-dimension of OCB, and that male teachers exhibit more conscience than female teachers ( $x=4.77$ ). The same significant difference in favor of male teachers also applies to OCB total points ( $p=.020$ ;

**Table 2: t-test for differences between OC and OCB by gender**

Sub- dimensions	Gender	N	x	sd	df	t	p																																																																																												
Helpfulness	Female	170	4.95	.88	330	.1.106	.269																																																																																												
	Male	162	5.07	1.00				Civic virtue	Female	170	4.88	1.06	330	-.1.722	.085	Male	162	5.07	.96	Conscientiousness	Female	170	4.45	1.15	330	.2.565	.011*	Male	162	4.77	1.15	Sportmanship	Female	170	4.73	1.33	330	-.1.535	.126	Male	162	4.88	1.29	OCB total	Female	170	4.76	.85	330	-2.330	.020*	Male	162	4.97	.86	Compliance	Female	170	1.82	.62	330	.201	.841	Male	162	1.80	.71	Identification	Female	170	3.12	.86	330	.2.420	.016*	Male	162	3.35	.89	Internalization	Female	170	3.58	.83	330	.2.729	.005**	Male	162	3.81	.70	OC total	Female	170	2.92	.51	330	-2.825	.006**
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\* $p > .05$  \*\* $p > .01$

$p > .05$ ;  $x = 4.77$ ). Significant differences in terms of *identification* ( $p = .016$ ;  $p > .05$ ), *internalization* ( $p = .005$ ;  $p > .01$ ), and OC total scores ( $p = .006$ ;  $p > .01$ ) also exist among the teachers. It can be concluded that male teachers exhibit a higher level of OC than their female colleagues.

The total scores of OC and OCB were found significant for male teachers, which may be indicative of the fact that schools act on masculine values (commitment, courtesy, sportmanship, and so on).

The findings concerning the differences among the teacher's experience in terms of OC and OCB are presented in Table 3.

Table 3 demonstrates that OCB does not vary on the basis of the teachers' experience. A difference in terms of OC was determined for teachers that worked in their present workplace for over 11 years ( $p < .01$ ). This finding may be indicative of the fact that OC increases in line with the increased teacher experience. In the literature, it is expected that the more the teaching experience

(seniority), the higher the OCB (Morison 1994). Table 3 demonstrates this increase, yet it is not significant. As regards commitment, the findings are not parallel to those in the literature, either. Teachers with lower seniority seem to display higher levels of commitment.

The findings concerning the differences among the teacher's fields in terms of OC and OCB are presented in Table 4.

As can be seen in Table 4 there is no differentiation in the teachers' organizational citizenship behaviors. In terms of OC, there is a difference at ( $p = .001$ ) the level between primary school teachers and secondary school teachers. Primary school teachers' level of OC is higher than that of secondary school teachers.

Table 5 presents the relationships between OC and OCB.

As can be seen in Table 5, there is no significant relationship between OCB and the compliance dimension of OC. However, low, yet positive and significant relationships exist between

**Table 3: t-test for differences between OCB and OC by experience**

Variables	Experience	N	x	sd	df	t	p								
OCB	1) 1-10 years	232	4.81	.85	330	-1.595	.112								
	2) 11+ years	100	4.98	.87				OC	1) 1-10 years	157	3.09	.55	330	-3.644	.000**
OC	1) 1-10 years	157	3.09	.55	330	-3.644	.000**								
	2) 11+years	175	2.91	.46											

\*\* $p < .01$



**Table 4: t-test for differences between OCB and OC by teacher's field**

Variables	Field	N	x	sd	df	t	p
OCB	Primary school	157	4.96	.95	330	1.930	.057
	Secondary school	175	4.78	.76	330		
OC	Primary school	157	3.09	.55	330	3.271	.001**
	Secondary school	175	2.91	.46	330		

\*\*p>.01

**Table 5: Correlation values concerning OC and OCB**

Dimensions	Helpfulness	Virtuousness	Conscientiousness	Sportmanship	OCB total
Compliance	-.04	-.00	-.07	-.06	-.00
Identification	.22**	.15**	.33**	.23**	.31**
Internalization	.44**	.35**	.53**	.32**	.54**
OC total	.38**	.29**	.46**	.28**	.47**

\*\*p>.01 N=332

identification and helpfulness (r=.22, p>.01), between identification and virtuousness (r=.15, p>.01), between identification and conscientiousness (r=.33, p>.01), between identification and sportmanship (r=.23, p>.01), and finally between identification and total OCB (r=.47, p>.01).

The simple linear regression analysis results concerning whether OC predicts organizational citizenship behaviors or not are presented in Table 6.

According to Table 6, OC explains twenty-two percent of the total variance in OCB (R= .47, = R<sup>2</sup>= .22, p=.00). In other words, OC significantly explains twenty-two percent of the changes in organizational citizenship behavior. The total effect of OC on OCB is (b=.47). The fact that commitment is a predictor of OCB shows that the classification of commitment dimension used in this study (compliance, identification, internalization) applies to the Turkish context. This very finding is actually the unique contribution of this study to the existing literature.

**DISCUSSION**

The studies conducted in the primary schools and high schools in Turkey point to various

interactions. While Ipek (1999) reported the dominant organizational culture to be *power*, Sonmez (2006) reported this to be *role*, and Esinbay (2008), Suzer (2010), Sezgin (2010) the *duty culture*. These findings highlight the centralist and formal characteristics of the Turkish school culture. According to Hampden-Turner (1992) and Handy (1995), the most prominent characteristics of the power, role, and duty cultures are centralization and formalization. Despite the organizational structure that prioritizes duties or power, primary and secondary school teachers go beyond compliance commitment and adopt a commitment based on internalization. In the sub-dimension of compliance, employees perform what they are expected to perform from fear of punishment or in expectation of reward. The findings of the present study, however, show that the organizational commitments of primary and secondary school teachers are not based on interests.

The findings of this study support those of other studies in the literature, confirming the presence of significant differences in OC and OCB in terms of gender. In the study conducted by Sokmen and Boylu (2011) on hotel establish-

**Table 6: Regression analysis on the prediction of OCB by OC**

Variables	B	R	R <sup>2</sup>	β	t	F	p
Constant	2.520				10.234		.00**
OC	.782	.47	.22	.47	9.669	93.496	.00**

\*\*p>.01

ments, significant differences in favor of female employees were determined in the *altruism* and *courtesy* sub-dimensions of OCB. Similarly, Kose et al. (2003) found significant differences in favor of female academicians in the *courtesy* dimension. Samanci-Kalayci (2007) on the other hand, demonstrated that male teachers exhibit more positive behaviors than female teachers in terms of OCB. Ozkaya et al. (2007) conducted a study on public and private sector executives, and the researchers determined female executives' *continuance commitment* to be higher than male executives', while Kursunoglu et al. (2010) reported male teachers' *normative commitment* is higher than female teachers'. Uslu and Balci's study (2012) revealed a significant difference between male and female teachers with regards to the *self-development* and *voluntariness* sub-dimensions. Sirikligil (2015) found a significant difference between organizational citizenship behaviors of teachers working in state schools and private schools. Some research results are in accordance with the findings of the study as regards gender (Canak 2014; Kose 2014), whereas others conclude that organizational commitment do not show variation according to gender (Akgül 2014; Ertürk 2014). Apparently, there is a lack of consensus on the results of the studies on OCB and OC with regards gender.

However, contradicting results concerning *gender* were reported in some other studies (Boylu et al. 2007; Keles and Pelit 2009; Yilmaz 2010), which may be because they were conducted in different organizational environments. In addition, the facts that a whole and integrated model of organizational citizenship behavior does not exist (Unuvar 2006), and that arguments on the concept still continue may account for the different results obtained by different studies. While evaluating primary and secondary school teachers' organizational commitment levels and their OCB levels, it is essential to keep in mind the increase in teacher circulation (particularly in primary and secondary schools) that came along with the recent reconfiguration of the Turkish National Education System.

The *experience* variable is important in studying the relationship between OC and OCB (Balay 2000; Yalcin and Iplik 2007). In the present study, it was determined that differences in experience result in significant differences in OC and OCB. As the level of experience increases, so do the levels of OC and OCB. This finding is

also in line with the findings of other studies in the literature (Budak 2009; Sigrı 2007). For example, Morrison (1994) explains how organizational commitment enhances OCB as to experience. According to him, increase in experience results in an increase in the commitment to the organization. In turn, the employee undertakes more obligations, which leads to increased organizational citizenship behavior.

In the present study, positive and significant relationships between organizational commitment and organizational citizenship behaviors were found. The findings agree with those of other studies in the literature (Altınbas 2008; Dilek 2005; Finegan 2000; Pıralı 2007; Paille 2010). In another study on OC and OCB, Sevinç (2014) investigated commitment and citizenship relations and found significant relations between OCB dimensions of *altruism-courtesy*, *civic virtue*, *sportmanship* and *affective commitment*. Furthermore, Ari (2014) found significantly positive relations between organizational commitment and organizational citizenship behaviors in a study conducted in hotel enterprises. Dogrul (2013) carried out a study on a higher education institution, finding positively significant relations between *affective commitment* and *civic virtue*, and *attendance commitment* and *conscientiousness*. Several other studies present evidence for the same relation (Paille 2010; Varlı 2014).

In fact, the study confirmed that organizational commitment is a significant predictor of OCB. This is in concordance with the related literature (Cohen 2006; Dilek 2005; Gurbuz 2006; Organ and Ryan, 2006; Parnell and Crandall 2003; Paille 2012).

## CONCLUSION

In this study, the relationships between primary and secondary school teachers' OC levels and organizational citizenship behaviors were examined. The sub-dimension with the highest level of organizational commitment was determined to be the *internalization* sub-dimension. A major finding of the study is that the *compliance* sub-dimension received a lower score compared to *internalization* and *identification* in primary and secondary schools.

Significant differences in organizational commitment and OCB were found between different genders. It was determined that differences in

experience result in significant differences in organizational commitment and OCB.

Another finding was that the *internalization* sub-dimension is mostly related with the *conscientiousness* and *helpfulness* sub-dimensions among other OCB dimensions. As a matter of fact, the sub-dimension of *conscientiousness* requires employee to go beyond his or her obligations and to participate in the functioning of the organization voluntarily. *Internalization*, on the other hand, stands for the employee's adopting and internalizing the values of the organization. An employee who sincerely adopts organizational values would also display *conscientiousness* behavior. From this point of view, the relationships between *internalization* and *conscientiousness* may be seen as a natural consequence. The fact that the *compliance* sub-dimension did not exhibit any relation with OCB may signal that the presence of any forced sanction may alienate the employee from OCB.

This study analyzed the concepts of organizational commitment and organizational citizenship, which were originally developed in the theoretical context of the North American cultural basin, within the Turkish context, which has a different cultural background. Indeed, the present study revealed results similar to those of other studies conducted in different cultures. This may be explained in two-fold, (a) all concepts concerning human beings have universal matches, and (b) The Turkish culture is globalizing with time. It may also be attributed to Turkish culture's strong tendency towards collectivism and avoidance of uncertainties (Hofstede 1980). This may actually have an influence on organizational commitment and organizational citizenship behavior in Turkish schools.

### RECOMMENDATIONS

Executives may use organizational commitment and OCB as tools in increasing organizational effectiveness. Viewed as productivity and performance, organizational effectiveness is related with the effort made in achieving objectives and the continuity of the actions. In the planning and implementation of organizational revision, organizational commitment and organizational citizenship behaviors are critical in enhancing the continuity of the efforts towards organizational objectives. Particularly, employees with high levels of organizational commit-

ment may play a role that expedites revision. The fact that the average *internalization* commitment of teachers working in primary and secondary schools under the Ministry of National Education was found to be high, although they have a certain level of job security, is considered important. Indeed, organizational commitment would increase the acceptance of organizational objectives and the voluntary contribution of employees towards the efforts for achieving these targets. The voluntary contribution of employees to the achievement of organizational objectives may facilitate the acceptance of authority and may render management more functional.

### LIMITATIONS

This research has been carried out on a limited sample. Future studies can be conducted on OC and OCB with larger samples that do not only cover primary and secondary schools, but also high schools and schools of higher education in Turkey. This may provide results that would allow for further generalization. In addition, cross-cultural studies that examine the relation between organizational commitment and organizational citizenship behavior may be conducted on cultures that bear resemblance to Turkish social and organizational culture. Such studies may enable evaluations of the cultural background of organizational variables.

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