

## RELATIONSHIP BETWEEN TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOR AND ORGANIZATIONAL COMMITMENT

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### Abstract

The main aim of this research is to investigate the relationship between teachers' organizational citizenship behavior and organizational commitment in Basic Education High Schools, Taikkyi Township, Yangon Region. The specific aims are to study the levels of teachers' organizational citizenship behavior and organizational commitment. Quantitative and qualitative methods were used in this study. A total of 175 teachers were selected as subjects, using the proportional stratified random sampling method. This questionnaire included demographic data, teachers' organizational citizenship behavior items and organizational commitment items. Instrument was reviewed by a panel of experts. Cronbach's alpha ( $\alpha$ ) of the whole scales of teachers' organizational citizenship behavior and organizational commitment was .89. Descriptive, one-way ANOVA and Pearson product moment correlation were used to analyze the data in this study. The result found that the level of teachers' organizational citizenship behavior in this study was moderately high (mean=3.44, SD=.31). The level of teachers' organizational commitment in this study was moderately high (mean=3.48, SD=.20). There is an association between teachers' organizational citizenship behavior and organizational commitment ( $r=.410$ ,  $p<.01$ ) and it was moderately level in this study area.

**Keywords:** Organizational Citizenship Behavior, Organizational Commitment

### Introduction

Today, as educational systems move into an era of reorganization and are required to work in a competitive and complex environment (Miller, 2002) success of school fundamentally depends on teachers who are committed to school goals and values (Somech and Ron, 2007) and more willing to go above and beyond the call of duty to contribute to successful change. Organization to be effective and successful need to have employees who go beyond their formal job descriptions and liberally give their attention, time and vigor to the organization. Organ and Bateman (1983), labeled these extra efforts as organizational citizenship behavior. OCB refers to all helping behaviors extended to colleagues, supervisors, and students, such as lending a colleague a hand with work overload or preparing special assignment for higher and lower level students and extended to the school at large, such as suggesting improvement in pedagogical issues or talking favourable about the school to outsiders (Van Dyne, Cummings and Mc Lean Parks, 1995). The concept of organizational citizenship behavior is linked with the employee's organizational commitment. Therefore, organizational commitment are important factors that affect the OCB of employees. Commitment shows that the most meaningful form among the organizational duties and maximum constancy in organization and it shows powerful relationship with organizational citizenship behaviors (Cohen, 2006). Employees who dedicated to their organizations are more likely to perform OCB compared to those who are not committed (Aydogan, 2010).

Therefore, in the today's competitive and changing environment, the committed staff member with OCB are the most significant factors behind the organizational success in every organization.

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### **Significance of the Study**

In a 21<sup>st</sup> century workplace, organizational hierarchical structure may be flatter or less emphasized, it is important to have good relationship among co-workers. Being helpful and supportive of colleagues in a way that benefits the organization, working towards the organizational goals\_ that is embodied in the definition of citizenship behavior.

Schools are institutions that provide instruction, training and coaching to learners under the direction of teachers. The purpose of a school is to provide an environment where teaching and learning can take place. A school can prepare learners to be skilled and more useful to the society either now or in the future. Good basic education relies on good and effective primary or basic schools. It is generally accepted that good education relies on access to quality educational resources as qualified staff and their commitment to school.

The result of this research are important in term of data that will reveal for revealing the level of OCB in school, the detection of how do teachers perceive these according to different variable, the establishment of an effective education. Basic education sector is a main reliable organization of the country whose function is to foster a greater partnership between the school, the home and the community, to develop a workplace that is equipped to adapt to rapidly changing environment and that is readily retainable and to increase employee productivity.

### **Aims of the Study**

The aims of this study are as follow:

- To study the level of teachers' organizational citizenship behavior in Basic Education High Schools
- To investigate the level of teachers' organizational commitment in Basic Education High School
- To study the differences in the level of teachers' organizational citizenship behavior in terms of school and teachers' personal factors such as age, total teaching service, position and qualification
- To study the differences in the level of teachers' organizational commitment in terms of school and teachers' personal factors such as age, total teaching service, position and qualification
- To investigate the relationship between teachers' organizational citizenship behavior and teachers' organizational commitment

### **Research Questions**

The following research questions were formulated:

1. What are the level of teachers' organizational citizenship behavior in Basic Education High Schools?
2. What are the level of teachers' organizational commitment in Basic Education High Schools?
3. Is there any significance differences in the level of teachers' organizational citizenship behavior in terms of school and teachers' personal factors such as age, total teaching service, position and qualification?

4. Is there any significance differences in the level of teachers' organizational commitment in terms of school and teachers' personal factors such as age, total teaching service, position and qualification?
5. Is there any relationship between teachers' organizational citizenship behavior and teachers' organizational commitment?

### Limitation of the Study

This study is related with the teachers' organizational citizenship behavior and commitment in Basic Education High school, Taik kyí Township, Yangon Region. This study focus on Basic Education High School.

### Theoretical Framework

Organizational citizenship behaviors are described as behaviors that go beyond the call of duty and addresses silent behaviors for organizational enterprises. According to Organ (1988) definition, it represents individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and in the aggregate promotes the efficient and effective functioning of the organization.

Organ (1988) proposed an expanded categorization of organizational citizenship behavior including Altruism, Conscientiousness, Civic Virtue, Sportsmanship and Courtesy.

**Altruism:** Behaviors expressing willing to help colleagues performing their work. It includes all voluntary behaviors aiming to help the other members of the organization gratuitously on case of a problem or while performing a duty.

**Conscientiousness:** Refers to behaviors indicating that an individual pays special attention, when carrying out his/her work. It includes a behavior beyond one's responsibilities.

**Civic Virtue:** Includes behaviors showing a strong sense of responsibilities toward the organization and offering advice and suggestions or trying to solve problems thus improving efficiency.

**Sportsmanship:** Is linked to demonstrations of a positive attitude and loyalty to the organization, often emphasizing quality and the best aspects of the organization or avoiding pay attention to less positive aspects.

**Courtesy:** Includes actions demonstrating special attention to establishing relationship characterized by kindness and cooperation, trying to avoid arguments and being willing to keep other people's best interest at heart.

Allen and Meyer (1990) described the concept of organizational commitment as a psychological state reflecting the relationship between the teacher and the organization and resulting in the decision to continue working at that organization. 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 individual identifies themselves with the organization, are happy to be a member of it and are strongly committed to it.

**Continuance commitment** means that the teachers 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.

**Normative commitment** means that the teachers feel committed to the organization and they should not quit their job because of the work ethics. These are theoretical framework leads to the research work.

### Definition of Key Terms

**Organizational Citizenship Behavior:** OCB is individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization. (Organ et al., 2006)

**Teachers' Organizational Commitment:** is described 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. (Allen and Meyer, 1997).

### Operational Definition

**Teachers' Organizational Citizenship Behavior** is referred as set of discretionary workplace behaviors that exceed one's job requirements. The more the mean value of the response, the higher the level of teachers' organizational citizenship behavior.

**Teachers' organizational commitment** refers to the belief, attitude and practices of teachers towards the school, teaching work, teaching occupation and work group.

## Methodology

### Quantitative Methodology

#### (i) Sample

A total of one hundred and seventy-five teachers were selected as subject from six Basic Education High School in Taikkyi Township, using the Proportional Stratified Sampling method. They respond their demographic information by participating in the study.

The demographic information was shown in the following table.

**Table Demographic information about the respondents**

Variables	Group	No. of respondents
Gender	Male	29
	Female	146
Age	20 -30 yrs	22
	31 -40 yrs	31
	41 -50 yrs	42
	51 and above yrs	80
Teaching experience	1 -10 yrs	17
	11-20 yrs	38
	21-30 yrs	51
	31 and above yrs	69
Rank (Position)	P.T	25
	J. T	83
	S. T	67
Qualification	B.A, B.Sc, B.Com	106
	B.A, B.Sc, B.Ed	55
	M.A, M.Sc, M.Ed	14

In this study, the questionnaire consists of two parts; part (A) Teachers' Organizational Citizenship Behavior and part (B) Teachers' Organizational Commitment questionnaire. Organizational Citizenship Behavior questionnaire was developed by the researcher. There are eighty-eight items and each item was rated on a four-point Likert scale. In Organizational Citizenship Behavior questionnaire, four-point Likert scale ranging from never to always (1= never, 2= sometimes, 3= often, 4= always). For organizational commitment questionnaire, four-point Likert scale ranging from strongly disagree to strongly agree (1= strongly disagree, 2= disagree, 3= agree, 4= strongly agree). In this instrument, item 1 to 58 were related to organizational citizenship behavior items whereas organizational commitment included item 59 to 88.

**Instrument Validity:** Before pilot study, instrument was received by a panel of experts. The review panel scrutinized the instrument for content, format, item clarity, and grammar and usages. After getting the validity of this instrument, pilot study was conducted in 18<sup>th</sup> September, 2018. This pilot study included forty teachers in B.E.H.S No. (1) Lammatav.

**Instrument Reliability:** To measure the reliability of this questionnaire, the Cronbach's alpha was used. According to the test of pilot study, the reliability coefficient (Cronbach's alpha) of overall questionnaire was (0.89).

### (iii) Procedure

After receiving permission from the Director General (Education) of DBE (3), the questionnaires were handed to the respondents in different schools. After the questionnaire were returned, the data were enter into a computer data file and were analyzed using the Statistical Package for the Social Science (SPSS) software version 22. Descriptive, one-way ANOVA, Pearson product moment correlation were used to examine the responses.

### Qualitative Methodology

Required data were obtained through open-ended questionnaire and interview about teachers' organizational citizenship behavior and organizational commitment of teachers.

### Analysis of the data

As data were collected from the participants, the researcher examined and reexamined the data in search of themes and integration in the data to analyze at a number of themes. Data analysis based on categorizing and interpreting the observation, studying document, recording and interview.

## Findings

### Quantitative Findings

#### Findings for Research Question (1)

**Table 1 Mean Values and Standard Deviation of Variables for Teachers' Organizational Citizenship Behavior (N=175)**

No.	Variables	Mean(SD)	Remark
1.	Altruism	3.42 (.435)	Moderately high
2.	Conscientiousness	3.51 (.382)	High
3.	Courtesy	3.49 (.365)	Moderately high
4.	Civic Virtue	3.34 (.397)	Moderately high
5.	Sportsmanship	3.46 (.348)	Moderately high
6.	Overall OCB	3.44 (.313)	Moderately high

#### Scoring Direction-

1.00-1.49 =Low

2.50-3.49 =Moderately High

1.50-2.49 =Moderately Low

3.50-4.00 =High

## Findings for Research Question (2)

**Table 2 Mean Values and Standard Deviation of Variables for Teachers' Organizational Commitment (N=175)**

No.	Variables	Mean (SD)	Level of Commitment
1.	Affective Commitment	3.63 (.285)	High
2.	Continuance Commitment	3.24 (.315)	Moderately High
3.	Normative Commitment	3.58 (.316)	High
4.	Overall Organizational Commitment	3.48 (.204)	Moderately High

Scoring Direction- 1.00-1.49 =Low 1.50-2.49 =Moderately Low  
2.50-3.49 =Moderately High 3.50-4.00 =High

## Findings for Research Question (1)

**Table 3 Mean Values and Standard Deviation for the Level of Teachers Organizational Citizenship Behavior in Basic Education High School, Taikkyi Township (N=175)**

No.	School	Mean (SD)	Remark
1.	A	3.77 (.138)	High
2.	B	3.64 (.237)	High
3.	C	3.26 (.370)	Moderately high
4.	D	3.43 (.270)	Moderately high
5.	E	3.44 (.247)	Moderately high
6.	F	3.28 (.316)	Moderately high
	<b>Overall</b>	<b>3.44 (.313)</b>	Moderately high

Scoring Direction- 1.00-1.49 =Low 1.50-2.49 =Moderately Low  
2.50-3.49 =Moderately High 3.50-4.00 =High

## Findings for Research Question (3)

**Table 4 One-Way ANOVA Results Showing Mean Comparison for Five Subscale of Teachers' Organizational Citizenship Behavior by School (N=175)**

Five subscale of Teachers' Organizational Citizenship Behavior		Sum of Squares	df	Mean Square	F	p
Overall OCB	Between Groups	4.276	5	.855	11.269	.000***
	Within Groups	12.826	169	.076		
	Total	17.102	174			

\*p<.05, \*\*p<.01, \*\*\*p<0.001, ns=not significant

**Table 5 Mean Values and Standard Deviations of Each Variables for the Level of Teachers' Organizational Citizenship Behavior Grouped by Service (N=175)**

No.	Variables	Service	N	Mean (SD)	Remark
6.	Overall OCB	1-10	17	3.15 (.382)	Moderately high
		11-20	38	3.36 (.268)	Moderately high
		21-30	51	3.44 (.310)	Moderately high
		31 and above	69	3.56 (.262)	High

Scoring Direction- 1.00-1.49 =Low 1.50-2.49 =Moderately Low  
2.50-3.49 =Moderately High 3.50-4.00 =High

**Table 6 One-Way ANOVA Results Showing Mean Value of Each Item in the Level of Teachers' Organizational Citizenship Behavior Grouped by Service (N=175)**

Variable		Sum of Squares	df	Mean Square	F	P
Overall OCB	Between Groups	2.589	3	.863	10.169	.000***
	Within Groups	14.513	171	.085		
	Total	17.102	174			

Note: \*\*\*p<.001, \*\*p<.01, \*p<.05, ns=not significant

**Table 7 Mean Values and Standard Deviation of Each Variables for the Level of Teachers' Organizational Citizenship Behavior Grouped by Age (N=175)**

Variables	Years of Age	N	Mean (SD)	Remark
Overall OCB	21-30	22	3.16 (.409)	Moderately high
	31-40	31	3.32 (.299)	Moderately high
	41-50	42	3.49 (.209)	Moderately high
	51 and above	80	3.54 (.276)	High

Scoring Direction- 1.00-1.49 =Low 1.50-2.49 =Moderately Low  
2.50-3.49 =Moderately High 3.50-4.00 =High

**Table 8 One-Way ANOVA Results for Each Item in the Level of Teachers' Organizational Citizenship Behavior Grouped by Age (N=175)**

Organizational Citizenship Behavior Item		Sum of Squares	df	Mean Square	F	P
Overall OCB	Between Groups	3.071	3	1.024	12.475	.000***
	Within Groups	14.031	171	.082		
	Total	17.102	174			

\*p<.05, \*\*p<.01, \*\*\*p<.001, ns=not significant

**Table 9 Mean Values and Standard Deviations of Each Item for the Level of Teachers' Organizational Citizenship Behavior Grouped by Position (N=175)**

Variables	Position	N	Mean (SD)	Remark
Overall OCB	PT	25	3.46 (.438)	Moderately high
	JT	83	3.44 (.299)	Moderately high
	ST	67	3.44 (.278)	Moderately high

Scoring Direction- 1.00-1.49 =Low 1.50-2.49 =Moderately Low  
2.50-3.49 =Moderately High 3.50-4.00 =High

**Table 10 One-Way ANOVA results Showing Mean Values of Each Item in the Level of Teachers' organizational Citizenship Behavior Grouped by Position (N=175)**

Organizational Citizenship Behavior Item		Sum of Squares	df	Mean Square	F	P
Overall OCB	Between Groups	.012	2	.006	.060	ns
	Within Groups	17.090	172	.099		
	Total	17.102	174			

\*p<.05, \*\*p<.01, \*\*\*p<.001, ns=not significant

**Table 11 Tukey HSD Results Showing Multiple Comparisons for Teachers' Organizational Citizenship Behavior Grouped by Position**

Dependent Variable	(I) Position	(J) Position	Mean Difference (I-J)	p
Sportsmanship	PT	JT	.08601	ns
		ST	.20115*	.035
	JT	PT	-.08601	ns
		ST	.11514	ns
	ST	PT	-.20115*	.035
		JT	-.11514	ns

Note: \*p<0.05, ns= not significance

**Table 12 Mean Values and Standard Deviation of Each Variables for the Level of Teachers' Organizational Citizenship Behavior Grouped by Qualification**

(N=175)

Variables	Qualification	N	Mean (SD)	Remark
Overall OCB	B.A, B.Sc, B.Com	106	3.45 (.336)	Moderately high
	B.A, B.Sc, B.Ed	55	3.43 (.293)	Moderately high
	M.A, M.Sc, M.Ed	14	3.46 (.196)	Moderately high

Scoring Direction- 1.00-1.49 =Low 1.50-2.49 =Moderately Low  
2.50-3.49 =Moderately High 3.50-4.00 =High

**Table 13 One-Way ANOVA Results Showing Mean Values of Each Item in the Level of Teachers' Organizational Citizenship Behavior Grouped by qualification**

Organizational Citizenship Behavior Item		Sum of Squares	df	Mean Square	F	P
Overall OCB	Between Groups	.026	2	.013	.129	ns
	Within Groups	17.076	172	.099		
	Total	17.102	174			

\*p<.05, \*\*p<.01, \*\*\*p<0.001, ns=not significant

**Table 14 Tukey HSD Results Showing Multiple Comparisons of Teachers' Organizational Citizenship Behavior Grouped by Qualification**

Dependent Variable	(I) Qualification	(J) Qualification	Mean Difference (I-J)	p
Sportsmanship	B.A,B.Sc,B.Com	B.A,B.SC,B.Ed	.16357*	.013*
		M.A,M.Sc,M.Ed	-.01006	ns
	B.A,B.SC,B.Ed	B.A,B.Sc,B.Com	-.16357*	.013*
		M.A,M.Sc,M.Ed	-.17363	ns
	M.A,M.Sc,M.Ed	B.A,B.Sc,B.Com	.01006	ns
		B.A,B.SC,B.Ed	.17363	ns

Note: \*p<0.05, ns= not significance



**Findings for Research Question (2)****Table 15 Mean Values and Standard Deviations for the Level of Teachers Organizational Commitment in Basic Education High Schools, Taikkyi Township (N=175)**

No.	School	Mean (SD)	Level of Commitment
1.	A	3.63 (.172)	High
2.	B	3.45 (.151)	Moderately high
3.	C	3.35 (.152)	Moderately high
4.	D	3.45 (.128)	Moderately high
5.	E	3.54 (.128)	High
6.	F	3.51 (.260)	High
	<b>Overall</b>	<b>3.48 (.204)</b>	<b>Moderately high</b>

**Scoring Direction-** 1.00-1.49 =Low 1.50-2.49 =Moderately Low  
2.50-3.49 =Moderately High 3.50-4.00 =High

**Findings for Research Question (4)****Table 16 One-Way ANOVA Results Showing Mean Comparison for Three Sub-scales of Teachers' Organizational Commitment by Schools (N=175)**

Organizational Commitment		Sum of Squares	df	Mean Square	F	p
Overall OCB	Between Groups	.900	5	.180	4.775	.000***
	Within Groups	6.371	169	.038		
	Total	7.271	174			

**Note:** \*\*\*p<0.001, ns= not significance

**Table 17 Mean Values and Standard Deviations of Each Item for the Level of Teachers' Organizational Commitment Grouped by Service (N=175)**

No.	Variables	Years of Service	N	Mean (SD)	Level of Commitment
4.	Overall OC	1-10	17	3.45 (.253)	Moderately high
		11-20	38	3.47 (.183)	Moderately high
		21-30	51	3.47 (.213)	Moderately high
		31 and above	69	3.51 (.196)	High

**Scoring Direction-** 1.00-1.49 =Low 1.50-2.49 =Moderately Low  
2.50-3.49 =Moderately High 3.50-4.00 =High

**Table 18 One-Way ANOVA Results for the Level of Teachers' Organizational Commitment Grouped by Years of Service (N=175)**

Organizational Commitment Item		Sum of Squares	df	Mean Square	F	P
Overall OC	Between Groups	.072	3	.024	.572	ns
	Within Groups	7.198	171	.042		
	Total	7.271	174			

\*p<.05, \*\*p<.01, \*\*\*p<0.001, ns=not significant

**Table 19 Mean Values and Standard Deviations of Each Variables for the level of Teachers organizational Commitment Grouped by f Age (N=175)**

No.	Variables	Years of Age	N	Mean (SD)	Level of Commitment
4.	Overall OC	21-30	22	3.38	Moderately high
		31-40	31	(.270)	Moderately high
		41-50	42	3.49	High
		51 and above	80	(.177)	High
				3.50	
				(.156)	
				3.50	
				(.210)	

**Scoring Direction-** 1.00-1.49 =Low 1.50-2.49 =Moderately Low  
 2.50-3.49 =Moderately High 3.50-4.00 =High

**Table 20 One-Way ANOVA Results for Each Item in the Level of Teachers' Organizational Commitment Grouped by Age (N=175)**

Organizational Commitment Item		Sum of Squares	df	Mean Square	F	p
Overall OC	Between Groups	.272	3	.091	2.217	ns
	Within Groups	6.998	171	.041		
	Total	7.271	174			

\*p<.05, \*\*p<.01, \*\*\*p<0.001, ns=not significant

**Table 21 Mean Values and Standard Deviations of Each Item for the level of Teachers' Organizational Commitment Grouped by Position (N=175)**

Variables	Position	N	Mean (SD)	Level of Commitment
Overall OC	PT	25	3.48 (.193)	Moderately high
	JT	83	3.46 (.209)	Moderately high
	ST	67	3.51 (.202)	High

**Scoring Direction-** 1.00-1.49 =Low 1.50-2.49 =Moderately Low  
 2.50-3.49 =Moderately High 3.50-4.00 =High

**Table 22 One-Way ANOVA Results for Each Item for the Level of Teachers' Organizational Commitment Grouped by Position (N=175)**

Organizational Commitment Item		Sum of Squares	df	Mean Square	F	P
Overall OC	Between Groups	.092	2	.046	1.104	ns
	Within Groups	7.179	172	.042		
	Total	7.271	174			

\*p<.05, \*\*p<.01, \*\*\*p<0.001, ns=not significant

**Table 23 The Results of Tukey HSD Multiple Comparisons for Teachers' Organizational Commitment Grouped by Position**

Dependent Variable	(I) Position	(J) Position	Mean Difference (I-J)	p
Normative Commitment	PT	JT	.04589	ns
		ST	-.08007	ns
	JT	PT	-.04589	ns
		ST	-.12596*	.041
	ST	PT	.08007	ns
		JT	.12596*	.041

Note: \*p<0.05, ns= not significance

**Table 24 Mean Values and Standard Deviations of Each Item for Teachers' Organizational Commitment Grouped by Qualification (N=175)**

No.	Variables	Qualification	N	Mean (SD)	Level of Commitment
4.	Overall OC	B.A, B.Sc.B.Com	106	3.46 (.206)	Moderately high
		B.A, B.Sc, B.Ed	55	3.50 (.213)	High
		M.A, M.Sc, M.Ed	14	3.54 (.131)	High

Scoring Direction- 1.00-1.49 =Low 1.50-2.49 =Moderately Low  
2.50-3.49 =Moderately High 3.50-4.00 =High

**Table 25 One-Way ANOVA Results Showing Mean Values of Each Item in the Level of Teachers' Organizational Commitment Grouped by Qualification**

(N=175)

No.	Organizational Commitment Item		Sum of Squares	df	Mean Square	F	P
4.	Overall OC	Between Groups	.112	2	.056	1.349	ns
		Within Groups	7.158	172	.042		
		Total	7.271	174			

\*p<.05, \*\*p<.01, \*\*\*p<0.001, ns=not significance

### Finding for research question (5)

**Table 26 Correlation between Teachers' Organizational Citizenship Behavior and Organizational Commitment**

Two Group	Organizational Citizenship Behavior	Organizational Commitment
Organizational Citizenship Behavior	1	.410**
Organizational Commitment	.410**	1

\*\*Correlation is significant at the 0.01 level (2-tailed)

There is a significant correlation, but the strength of the correlation is moderate (r=.410). it may be concluded that there is a positive and significant relationship between teachers' organizational citizenship behavior and organizational commitment.

### Qualitative Research Findings

There were seven open-ended questions about teachers' organizational citizenship behavior and organizational commitment.

For the question, **“How do you understand organizational citizenship behavior of teachers?”**. 30.28% of teachers (n=53) responded that teachers’ organizational citizenship behavior is a process that the teacher taking the duties that does not describe in the work schedule but made with the own sense of conscientiousness and made the works that they can do. 21.71% of teachers (n=28) wrote that teachers’ making the duty that prevent students from danger, conversely helping among school staff. For the question, **“State your performance for responsibility in your school and level of organizational citizenship behavior?”**. 25.71 of teachers (n=45) responded that teachers teaching the extra hours that can improve the study and knowledge and teachers cleaning the surrounding of school with their students and cultivating the plants and trees for the school brighten. 26.85% of teachers (n=47) stated that teachers making the extra hours for their class and their team and actively engage in the monthly school activities. For the question, **“State your working relationship concerned with teaching profession?”**. 21.71% of teachers (n=38) described that teachers cooperate with the students and their parents for improving the students’ ability. 34.28% of teachers (n=60) responded that teachers coordinate with other school staff. For the question, **“Are there you have the recognition for organizational citizenship behavior? If the recognition hence, how does you feel for this condition?”**. 24% of teachers (n=42) stated that there had the recognition for their job and they felt happy and very excited. 33.14% of teachers (n=58) described that if there is no recognition. For the question, **“How do you understand organizational commitment of teachers?”**. 34.28% of teachers (n=60) responded that organizational commitment is the teachers’ sense of taking responsibility. For the question, **“Describe the commitment of teachers concerned with school?”**. 31.42% of teachers (n=55) stated that the commitment of teachers concerned with students are preventing students from danger, teaching to be good citizens, helping students to take the duty that can safe the school. For the question, **“Describe the factors that improve the organizational commitment of teachers?”**. 38.85% of teachers (n=68) responded that there having warm relationships and cooperation among school staff and adequate number of teachers in school. 30.28% of teachers (n=53) stated that the principal making the specific instruction and do not abuse the right of teachers.

### **Conclusion and Discussion**

The first objective of this study was to study the level s of teachers’ organizational citizenship behavior. According to the finding, the result shows that the level of teachers’ organizational citizenship behavior in Basic Education High Schools was “moderately high” level. There was significant difference in the level of teaches’ organizational commitment among six high schools. In comparing five subscales of teachers’ organizational citizenship behavior, the mean score of conscientiousness scale got the highest mean scores among all subscales. It can be interpreted that most teachers execute job behaviors well ahead of the minimum obligatory levels. And then, the mean score of civic virtue scale got the lowest score among all subscales. It can be interpreted that an individual teacher should be more observing the opportunities and threats regarding the organization, improving and renewing him/herself more than the others and following the changes in the organization closely (Podsakoff, Mackenzie, Paine and Bachrach; 2000).

Group of teachers whose years of service (1-10, 11-20 and 21-30 years) performed as having “moderately high” level in organizational citizenship behavior and teachers whose years of service (31 and above) was “high” level. Teachers who have greater service and emotional

intelligence is not only problematic students and colleagues, but also with the wisdom and experience controls to manage (Cited in Dr. Parneet Kaur, Asst. Prof., School of management Studies). Moreover, it was found that there was significant difference in the level of teachers' organizational citizenship behavior among the teachers grouped by total teaching service.

All groups of teachers who years of age (21-30, 31-40 and 41-50) performed as having "moderately high" level and group of "51 and above years" performed as having "high" level. The result show that teachers' with more experience and maturity think more positively about participating in school faculty, however, young teachers' do not participate in school faculty and administration in sufficient level. Therefore, it is consistent with Wanger and Rush (2000) findings. It was found that there was significant different in the level of teachers' organizational citizenship among the teachers grouped by years of age.

All group of teachers (primary teachers, junior teachers and senior teachers) performed as having "moderately high" level in organizational citizenship behavior. Finding of the study show that there was no significant difference exist in teachers' position in schools. , it was found that there was no significant difference in the level of organizational commitment of teachers grouped by position. But, in Turkey HSD result, it was found that the group of junior teachers significant differ from senior teachers at ( $p < 0.05$ ) level.

All groups of teachers whose qualification B.A, B.Sc., B.Com.; B.A., B.Sc., B.Ed.; M.A., M.Sc., M.Ed. respectively, perceived as having "moderately high" level in organizational citizenship behavior. The mean score of (M.A., M.Sc., M.Ed.) group of teachers slightly greater than other groups.

The result showed that the level of teachers' organizational commitment is moderately high level of organizational commitment. In comparing among three domains of organizational commitment, affective commitment domains got the highest mean value. It can be interpreted that teachers' commitment to the school may not due to perceived costs of leaving the organization.

The mean value of a group of teachers whose years of service "31 and above" seem to have more commitment in their job than other groups of teachers. there was no significant difference in the level of commitment the teachers grouped by total teaching service.

Teachers whose years of age (41-50 and 51 and above) perceived as having higher level of commitment in their job. This study also demonstrates that there is no significant difference between age and total teaching service.

A group of senior teachers seem to have more commitment in their job than other groups of teachers. Though there was no significance difference in overall organizational commitment grouped by position. But, there was significant significance difference in the area of normative commitment dimensions of teachers' organizational commitment. There was significance difference between senior teacher groups and junior teacher groups. (B.A., B.Sc., B.Com.) perceived as having organizational commitment was moderately high level and (B.A., B.Sc., B.Ed. and M.A., M.Sc., M.Ed.) was higher level of commitment. There was no significance difference in the level of teachers' organizational commitment grouped by qualification.

Findings of this study indicate that there is a significant moderately relationship between teachers' organizational citizenship behavior and organizational commitment. It is concluded that increase of organizational citizenship behavior improves staff's organizational commitment, which will generally enhance effectiveness and efficiency of the organization's activities.

### **Recommendation**

On the basis of the analysis of the data and interpretation of the results, the following recommendations were drawn.

#### **To improve the teachers' organizational citizenship behavior,**

- In-service training program that regarding for teachers to improve the quality of organizational citizenship behavior.
- Organizational citizenship behavior can be enhanced through the establishment of performance appraisal systems, reward and incentive systems.
- organization can design the ecological characteristics of the surrounding agencies as measures and consider it to recruitment processes.
- to consider corporate identity, organizational justice, trust, and leadership style to promote good citizenship behavior of employees

#### **To improve the teachers' organizational commitment**

- Principals need to give positive feedback to their teachers, provide them with professional autonomy, share managerial decisions with them and support them emotionally.
- School principals can enhance the organization's commitment and achieve their goals through empowering the employees, establishing a system of meritocracy, create job security for employees.
- Let the teachers teach their specialized subjects and should be involved in decision making process to improve the school goals.

### **Needs for Further Research**

The need for further study is to conduct the research in more than one states, regions and townships to represent the whole country. Moreover, The need for further study is that a comparative study may be conducted depending on the opinions of teachers from public and private schools.

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