

Antecedents and Consequences of Teacher Organizational and Professional Commitment

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The purpose of the present study was to examine the distinctive relationships of teacher professional and organizational commitment with participation in decision making and with organizational citizenship behavior (OCB). The data were collected through questionnaires from a sample of 983 teachers at 25 middle schools and 27 high schools in Israel. The results of the structural equation model confirmed the main hypotheses and depicted distinctive patterns of relationships regarding professional commitment and organizational commitment in schools. First, whereas participation in the managerial domain was positively associated with both the professional and the organizational commitment, participation in the technical domain was positively related with only teachers' professional commitment. Second, professional commitment was positively associated with OCB toward the student, whereas organizational commitment was positively associated with all three dimensions of OCB (toward the student, the team, and the organization). Implications of the study findings are discussed in relation to teachers and administrators in schools.

The restructuring movement, which pursues new strategies and reforms to adapt to the changing environment, confronts schools and teachers with ever more and various demands (J. Blase & Blase, 1996; Boyle, Boyle, & Brown, 1999; Broillette, 1997; Clement & Vandenberghe, 2000; Reitzug, 1994; Wall & Rinehart, 1998). In this process, schools will have to be more dependent on teachers who are committed to school goals and values, more willing to exert

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considerable effort beyond minimal expectations, and strongly desirous of remaining in the organization. However, recent evidence (e.g., Easley, 2000; Fox & Certo, 1999) has revealed that teacher retention is a growing area of concern, stressing the urgency and the importance of exploring the antecedents and the consequences of teachers' commitment to their profession and their organization.

Commitment has received a great deal of attention in business and organizational studies for important reasons (Kacmar, Carlson, & Brymer, 1999; Keller, 1997). The outcomes of commitment are fairly clear. Committed people are more likely to remain with the organization, work toward organizational goals, and invest more effort in their job (Mayer & Schoorman, 1992; Yousef, 2000). Commitment is significantly and negatively associated with turnover and, to a lesser extent, other withdrawal behaviors such as decreased performance and increased absenteeism (Ostroff, 1997). Relatively little research, however, has addressed commitment among teachers (e.g., Billingsley & Cross, 1992; Grady, 1989). Moreover, although recently there have been attempts to trace the diverse construct of commitment (Firestone & Rosenblum, 1988), most research on teachers' commitment examined it as a generic construct (e.g., Niehoff, 1997; Reames & Spencer, 1998). The present study was designed to supplement this niche in the literature by examining two dimensions of teacher commitment, professional commitment and organizational commitment, and their distinctive relationships with the different domains of decision making in schools (commitment's antecedents) and with the different dimensions of teachers' organizational citizenship behavior (OCB) (commitment's consequences).

Organizational and Professional Commitment

There are two distinct approaches to the definition of commitment in the literature: an exchange approach (continuance commitment), which views commitment as an outcome of an inducements-contributions transaction between an individual and an object (i.e., the organization) (e.g., Morris & Sherman, 1981; Stevens, Beyer, & Trice, 1978), and a psychological approach (affective commitment), which depicts a positive, high-intensity orientation toward an object (Mowday, Porter, & Steers, 1982). The most widely accepted and used theme in most definitions of commitment focuses on the psychological bond or identification of the individual with an object that takes on a special meaning and importance and that goes beyond calculated involvement (Buchanan, 1974; Etzioni, 1961; Mowday et al., 1982). Objects of commitment vary considerably. Committed teachers may have strong psychological ties to their school, their students, or their subject

matter, and their patterns of behavior might vary depending on which commitments are stressed (Cohen, 2000; Firestone & Pennell, 1993; Firestone & Rosenblum, 1988). Researchers (e.g., Billingsley & Cross, 1992; Cohen, 1999; Firestone & Pennell, 1993) have distinguished between commitment to the organization and commitment to the profession.

Organizational commitment has been defined differently by different scholars depending on their backgrounds (Yousef, 2000). However, the most widely used definition in the literature is Mowday, Steers, and Porter's (1979) definition. They defined organizational commitment as the relative strength of the identification of the individual and his or her involvement in a particular organization. According to this definition, organizational commitment has three basic components: a strong belief in and acceptance of the organization's goals and values (identification), a willingness to exert considerable effort on behalf of the organization (involvement), and a strong intent or desire to remain with the organization (loyalty). Teachers who are highly committed to their school should be expected to engage in behaviors that would help the employing organization achieve its goals, to exert considerable effort beyond minimal expectations, and to remain in the organization.

Definitions of the professional commitment construct have ranged from the extent to which one is engaged in carrying out the specific tasks in the present work environment to the degree of importance that work plays in one's life (Brown & Leigh, 1996; Manheim & Papo, 2000; Paullay, Alliger, & Stone-Romero, 1994). The present research applied the widely used Lodahl and Kejner (1965) conceptualization of involvement in the present job and the importance of work in general. According to Weick and McDaniel (1989), a profession requires a deep commitment by all members that goes beyond a desire for pecuniary gain and that requires the adoption of specific values. This commitment is necessary in part because practitioners in professions as diverse as medicine, the military, and education have to make spur-of-the-moment decisions that cannot be easily inspected by third parties and that clients do not know enough to second guess. Moreover, schools as loosely coupled organizations have difficulties in observing teachers, assessing performance, and mandating specific practices; therefore, teachers' professional commitment is crucial for achieving good instruction (Firestone & Pennell, 1993).

Although both types of the commitment—to the organization and to the profession—are necessary for accomplishing school objectives, improving teachers' professionalism, and pursuing changes in teachers' practice, organizational and professional commitments may also be in conflict (Bredeson, Fruth, & Kasten, 1983; Firestone & Pennell, 1993; Wallace, 1993). Teachers who are more committed to the profession and its goals are less likely to be

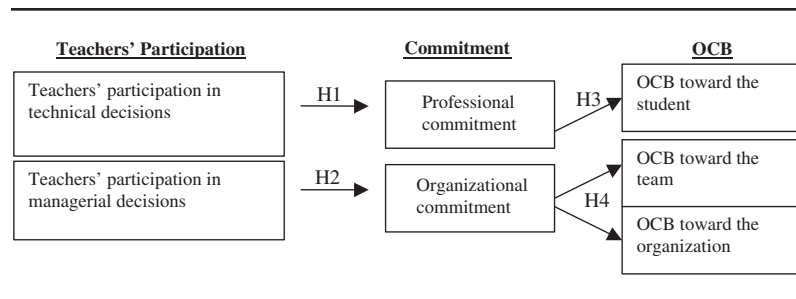


Figure 1: Research Model: Commitment Mediates in the Relationship Between Teachers' Participation in Decision Making and Organizational Citizenship Behavior (OCB)

NOTE: H = hypothesis.

highly committed to the organization (Wallace, 1993). This approach suggests that professional commitment has a negative association with organizational commitment, because the professional value system is believed to emphasize values, such as client orientation, loyalty, professional autonomy, conformity to professional standards, and ethics. In contrast, organizational commitment is said to emphasize conformity to organizational norms and regulations and to organizational loyalty (Wallace, 1993). For example, commitment to the profession may lead teachers to invest their efforts mostly within their own classroom, independently from the needs of the school as a whole, whereas a commitment to the organization may have the opposite effect. As organizational commitment may encourage teachers to cooperate and share to attain the organizational goals, professional commitment may foster individualistic modes of work.

The present study proposes a model (see Figure 1) that examines (a) the relationships between the domain of teachers' participation in decision making and organizational and professional commitment and (b) the relationships between organizational and professional commitment and different dimensions of organizational citizenship behavior. Specific research hypotheses are discussed in the following sections.

The Relationship Between Participation and Commitment

Participation in decision making is defined as joint decision making or at least shared influence in decision making by a superior and his or her employee (Koopman & Wierdsma, 1998). Research in general supports a link between participation in decision making and commitment (e.g., Johnson, 1990; Louis & Smith, 1991, 1992; Reyes, 1990). For example, Louis's

(1991) and Louis and Smith's (1991, 1992) studies of restructuring schools found associations between teacher participation and commitment in both qualitative and quantitative data. Bacharach, Bamberger, Conley, and Bauer's (1990) survey of National Education Association members found a significant negative relationship between secondary school teachers' sense of deprivation in decision making on school policies and organizational goal commitment. Hoy, Tartar, and Bliss's (1990) study of 58 New Jersey schools found that commitment was higher at schools where principals acted on teacher suggestions.

Theoretically, participation in decision making could create commitment through motivational mechanisms. For example, Evers (1990) suggested that the success of teachers' participation might lie in the sense of ownership they enjoy through the initiation of ideas, as opposed to responding to the proposals of others. Decisions that are generated by active participation are essentially self-discovered (Fishbein & Azjen, 1975). This source of information enhances involvement and commitment because individuals tend to place greater trust and a higher level of acceptance in information discovered by themselves (Armenakis, Harris, & Mossholder, 1993; Beckhard & Harris, 1987; Fullan, 1997). However, a review of the empirical literature revealed that most research examined the relationship between participation and organizational commitment (e.g., Bacharach et al., 1990), albeit neglecting the link between participation and professional commitment.

Regarding teachers' participation in decision making, most educational scholars (e.g., Duke & Gansneder, 1990; Herriott & Firestone, 1984; Schneider, 1985) identify two main domains of decision making in schools: the technical domain, which deals with students and instruction (e.g., instructional policies, classroom discipline policies, resolving learning problems), and the managerial domain, which deals with school operations and administration (e.g., setting school goals, hiring staff, allocating budget, evaluating teachers). Theoretically, one might suggest that participation in the technical domain reflects different considerations (motivation) from participation in the managerial domain, therefore fostering different dimensions of commitment (organizational/professional commitment). Participation in the technical decisions refers to those decisions that have an immediate relevance to the teacher's own classroom. Teachers, as professionals, work normatively to improve classroom performance, to enhance their ability to deal with student discipline, and to strengthen their awareness of student needs (J. Blase, 1993; Soodak & Podell, 1996). Being involved in the classroom environment includes selecting materials, planning the daily agenda, exerting classroom discipline, and affecting students' learning (e.g., Ashton & Webb, 1986; Ross, Cousins, & Gadalla, 1996). Therefore, the considerations that affect

the participation of teachers in technical issues are based on the notion that their influence in technical issues will lead to decisions that enhance the conditions for experiencing success. Because teachers are expected to understand work processes and challenges better than administrators or policy makers do, their participation ensures that better information will be available for making decisions that facilitate successful teaching (Conley & Bacharach, 1990; Firestone & Pennell, 1993). Accordingly, we hypothesized that participation in technical decisions would be positively related to professional commitment (Hypothesis 1).

Participation in the managerial domain refers to those activities that refer to the school as a whole. Being involved in the organization environment, which includes setting school goals, hiring staff, allocating budget, and evaluating teachers, might widen the viewpoint and the role of teachers in school. Participation in managerial issues widens the focus of teachers from the immediate outcomes of their own classroom to the organization as a whole. Through managerial participation and the exercise of influence, teachers become more committed to organizational decisions and, in the long run, to the organization as a whole (e.g., Firestone & Pennell, 1993; Smylie, 1992). Moreover, teachers' participation can enhance a sense of fairness and trust in the organization both because teachers can protect their own interests and because they get information on the shaping of decisions to which they would not otherwise be privy (Cropanzano & Folger, 1996). This process of participation might strengthen teachers' identification with the goals and values of the organization. Accordingly, we hypothesized that managerial participation would be positively related to organizational commitment (Hypothesis 2).

The Relationship Between Commitment and OCB

OCB refers to those discretionary behaviors that go beyond existing role expectations and are directed toward the individual, the group, or the organization as a unit to promote organizational goals (Organ, 1990). This definition highlights the multidimensional nature of OCB: (a) OCB toward the student (e.g., acquiring expertise in new subjects that contribute to teaching, enhancing the ability to deal with students' special needs), (b) OCB toward the team (e.g., helping other teachers who have heavy work loads, orient new teachers), and (c) OCB toward the organization as a whole (e.g., volunteering for unpaid tasks, making innovative suggestions to improve the school). This multidimensional approach means that the predictions of the antecedents and the consequences of OCB should be level dependent.

OCB has received a great deal of attention in business and organizational studies in general (e.g., Podsakoff, MacKenzie, Paine, & Bacharach, 2000; Van Dyne, Cummings, & Parks, 1995) and especially regarding its relationship with commitment, but to our knowledge, no study so far has addressed this link in schools. Furthermore, most research examines the relationship between organizational commitment and OCB (e.g., Pillai, Schriesheim, & Williams, 1999; Schappe, 1998; Schaubroeck & Ganster, 1991; Williams & Anderson, 1991) while neglecting the link between professional commitment and OCB. A review of the empirical literature (e.g., Schappe, 1998; Williams & Anderson, 1991) revealed that organizational commitment has mixed evidence regarding its relationship with OCB. Research by Schappe (1998) and Schaubroeck and Ganster (1991) indicated a positive relationship between organizational commitment and OCB, whereas a study by Williams and Anderson (1991) found no significant relationship. Manogran and Conlon's (1994) meta-analysis of 12 studies found a true score correlation of .21 between organizational commitment and OCB but with a 90% confidence interval of $-.01$ to $.44$. Using a multidimensional approach to OCB as well as to commitment might clarify the inconsistent findings in the literature on OCB (George, 1996; Somech & Drach-Zahavy, 2000).

Within the school setting, teachers' professional commitment is determined by their sense of involvement in the process of instruction, which determines the amount of effort they put into teaching to promote students' learning and well-being (Firestone & Pennell, 1993). Highly committed professional teachers are expected to acquire expertise in new subjects that contribute to their work, to enhance their ability to deal with students' special needs, and to improve their classroom performance. Therefore, we hypothesize that professional commitment will be positively correlated with OCB toward the student (Hypothesis 3). Regarding organizational commitment, teachers who are committed to their schools are expected to engage in behaviors that would help the employing organization achieve its goals, regardless of whether these behaviors are part of the teachers' role. These behaviors should be oriented toward the team, such as working collaboratively with others and orienting new teachers, as well as toward the organization as a whole, by volunteering for roles and tasks that are not a prescribed part of their job. Therefore, organizational commitment should be positively correlated with OCB toward the team and the organization (Hypothesis 4).

To sum, these theoretical perspectives suggest a model to study the role of professional and organizational commitment as mediating the participation-OCB relationship (Hypothesis 5). The model postulates that participation in technical decisions functions to enhance OCB toward the student through the

mechanism of professional commitment (Hypothesis 5a), whereas participation in managerial decisions functions to enhance OCB toward the team and the organization as a whole through the mechanism of organizational commitment (Hypothesis 5b). This model allows but does not articulate potentially important relationships among the mechanisms themselves. Nor does the model represent possible recursive relationships among its elements. These matters are left for future inquiry.

METHOD

To test our model, we examined data from a wide cross section of middle and high schools in Israel. The sample, the measures of the variables, and the data collection procedures are described below.

Participants

The teachers in this study were sampled from a random sample of schools located in the northern and middle parts of Israel. Out of 2,400 teachers from 25 middle schools (Grades 7 through 9) and 27 high schools (Grades 10 through 12), 983 responded and returned usable questionnaires (41% return rate). Although it was not possible to select a random sample of all the secondary and high schools in Israel, care was taken to select urban, suburban, and rural schools from diverse populations that represent the composition of teachers in Israel with regard to gender, religion, age, and education. Seventy-two percent were women, 718 (73%) were Jewish, and 265 (27%) were Arab. The average age was 38.5 years, with an average of 10 years of seniority in the current school and 13.5 years of seniority as teachers. Sixty-four percent had a bachelor's degree, 26% had a master's degree, and 10% had a professional degree (equivalent to a junior college diploma, with teaching credentials). These demographic characteristics were similar to those found in comparable studies on teachers in Israel (Rosenblatt, 2001; Somech & Drach-Zahavy, 2000).

Instruments

A quantitative questionnaire using Likert-type scales was administered in 2001 to 2,400 teachers. The respondents were instructed to refer to their current school and to fill out a questionnaire that asked a range of questions

about their involvement in decision making, their perceptions and feelings about school and teaching occupation, and their engagement in OCBs.

Teacher Participation in Decision Making

Teacher participation in decision making is operationally defined as “participation by teachers in making decisions about issues that affect their activities or job assignments” (Taylor & Bogotch, 1994, p. 307). To measure participation, a questionnaire developed by Bacharach, Bauer, and Shedd (1986) measuring teachers’ involvement on 19 decision items was used. To identify which domains of participation in decision making emerge from the present data, a principal component analysis with varimax rotation was performed on the 19 items of the questionnaire. Two factors emerged, accounting for 56.4% of the variance, with eigenvalues greater than 1. Factor 1 appeared to represent decisions relating to issues concerning what and how to teach and students’ discipline and grades. This factor represents the technical domain of participation. Factor 2 reflected decision areas traditionally in the purview of management, such as budgeting and hiring and evaluating teachers. This suggested that Factor 2 represented a managerial domain of participation.

Based on the factor analysis results, two subscales of participation were determined: (a) The technical domain contains 9 items: what to teach, how to teach, texts/workbooks available, texts/workbooks used, student discipline codes, standardized testing policy, grading policies, reporting student achievement, and student rights. The reliability level of alpha was .82. (b) The managerial domain contains 10 items: teacher’s assignment to school, teacher’s subject/grade assignment, students’ assignment to class, removal for special instruction, designing facilities, budget developing, spending priorities, staff hiring, staff development, and teacher’s performance evaluation. The reliability level of alpha was .91.

Teachers were asked to indicate the extent to which they actually participate in decision making in each issue. Each subscale was measured by the mean response to the relevant items rated on a 5-point Likert-type scale ranging from 1 (*very seldom*) to 5 (*very often*), and the middle response 3 (*sometimes*).

Organizational Commitment

To measure teachers’ organizational commitment, we adapted Mowday et al.’s (1979) Organizational Commitment Questionnaire, which was

specifically adjusted to suit the educational setting context. This instrument consists of 15 items and refers to the strength of an individual's identification with and involvement in a particular organization. Example items are "I talk about this school to my friends as a great school to work for" and "I feel very little loyalty to this school" (reverse code). The reliability level of alpha was .87.

The respondents used a 7-point Likert-type scale to indicate their agreement (1 = *strongly disagree*, 4 = *neither disagree nor agree*, and 7 = *strongly agree*) with each of the items in the scale. The scale was measured by the mean response to the 15 items.

Professional Commitment

To measure teachers' professional commitment, we adapted Lodahl and Kejner's (1965) questionnaire, which was specifically adjusted to suit the educational setting context. This instrument consists of 20 items and focuses on teachers' involvement in the present job and on the importance of the work as a teacher in general. Example items are "I live my job as a teacher 24 hours a day" and "Most things in my life are more important than my work" (reverse code). The reliability level of alpha was .87.

The respondents used a 5-point Likert-type scale to indicate their agreement (1 = *strongly disagree*, 3 = *neither disagree nor agree*, and 5 = *strongly agree*) with each of the items in the scale. The scale was measured by the mean response to the 20 items.

OCB

To measure teachers' OCB, the 23-item scale of Somech and Drach-Zahavy (2000) was used. This questionnaire was specifically developed and validated in the context of schools. It refers to those discretionary behaviors that go beyond existing role expectations and are directed toward the individual, the group, or the organization as a unit. The questionnaire consists of three subscales: (a) 8 items of OCBs toward the student (e.g., stay after school hours to help students with class materials, with reliability level of alpha = .80; (b) 7 items of OCBs toward the team (e.g., help an absent colleague by assigning learning tasks to the class), with reliability level of alpha = .77; and (c) 8 items of OCBs toward the school as a unit (e.g., make innovative suggestions to improve the school), with reliability level of alpha = .87. Each subscale was measured by the mean response to the relevant items rated on a 5-point Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*), with the middle response 3 (*neither disagree nor agree*).

TABLE 1
Descriptive Statistics and Intercorrelations Matrix for Research Variables

	M	SD	1	2	3	4	5	6	7
1. PDM in the technical domain	3.2	0.85	1.00	.54**	.06	.16**	.48**	.31**	.29**
2. PDM in the managerial domain	2.1	0.88		1.00	.28**	.33**	.29**	.42**	.31**
3. Organizational commitment	4.3	0.83			1.00	.53**	.28**	.40**	.39**
4. Professional commitment	3.4	0.59				1.00	.28**	.06	.19**
5. OCB toward the student	2.8	0.72					1.00	.54**	.58**
6. OCB toward the team	3.4	0.80						1.00	.61**
7. OCB toward the organization	3.0	0.92							1.00

NOTE: PDM = participation in decision making; OCB = organizational citizenship behavior.
 ** $p < .0001$.

Data Collection

Data were collected from teachers at regularly scheduled faculty meetings. The purpose of the study was explained in general terms, anonymity was guaranteed, and the importance of candid response was emphasized.

RESULTS

Preliminary analyses of t tests were performed to determine whether there were gender and type of school (secondary/high schools) differences with regard to the research variables (i.e., participation in decision making, organizational commitment, professional commitment, and OCB). The results revealed no significant differences ($p > .05$). In addition, the correlations between the other demographic variables (education, length of tenure, and education) and the research variables were marginal (below .09); hence, we treated the participants as one group.

Table 1 presents the descriptive statistics and intercorrelations for all the key variables included in the analysis.

An examination of the mean and intercorrelation patterns shown in Table 1 revealed several insights. First, regarding the participation's

domains, consistent with previous research (e.g., Duke & Gansneder, 1990; Taylor & Bogotch, 1994), the mean of participation in technical decisions was higher than the mean of participation in managerial decisions ($M = 3.2$ and $M = 2.1$, respectively). This result indicated that teachers reported themselves to be more involved in issues concerning students and instruction (e.g., how to teach, what to teach) than in decisions related to school operations and administration (e.g., setting school goals, hiring staff, allocating budget). Second, among the three scales of OCB, the scale with the highest mean was OCB toward the team, which refers to those behaviors that were intentionally directed at helping a specific teacher. The second scale was OCB toward the organization, which refers to a more impersonal form of behaviors that did not provide immediate aid to any one specific person but rather were directed to the benefit of the whole organization. Finally, the lowest scale mean was OCB toward the student, which pertained to behaviors directly and intentionally aimed at improving the quality of teaching ($M = 3.4$, $M = 3.0$, and $M = 2.8$, respectively). This OCB pattern of means was also found in a sample of elementary school teachers (Somech & Drach-Zahavy, 2000). Finally, in relation to the commitment dimensions, the results indicated a positive and significant correlation between professional commitment and organizational commitment ($r = .53$, $p < .0001$).

To test the study hypotheses, we conducted a structural equation modeling (SEM) using the LISREL 8 computer program. By means of SEM, we examined the level of overall prediction of each of the variables suggested in the model and the exclusive, separate contribution of each variable to each dimension of OCB. This model enables examination of a series of simultaneous dependent relationships and of simultaneous relationships between independent and dependent variables. The overall model describes relationships between participation (an independent variable) and commitment (a mediating variable) and between commitment and OCB (a dependent variable). The results of the improved model with completely standardized path coefficients for the model are presented in Figure 2. The model showed a perfect fit with the data, $\chi^2 = 5.83$, $df = 5$, $p = .32$; goodness-of-fit index = 1.00; nonnormed fit index = 1.00; comparative fit index = 1.00.

Hypotheses 1 and 2 were related to the relationships between participation and commitment. The results of the analysis (see Figure 2) revealed that participation in technical decisions was positively and significantly related to professional commitment ($\beta = .23$, $p < .001$), whereas participation in managerial decisions was positively and significantly related both to professional commitment and to organizational commitment ($\beta = .11$, $p < .001$; $\beta = .34$, $p < .0001$, respectively). These results supported the first two hypotheses concerning a positive relationship between participation in technical decisions

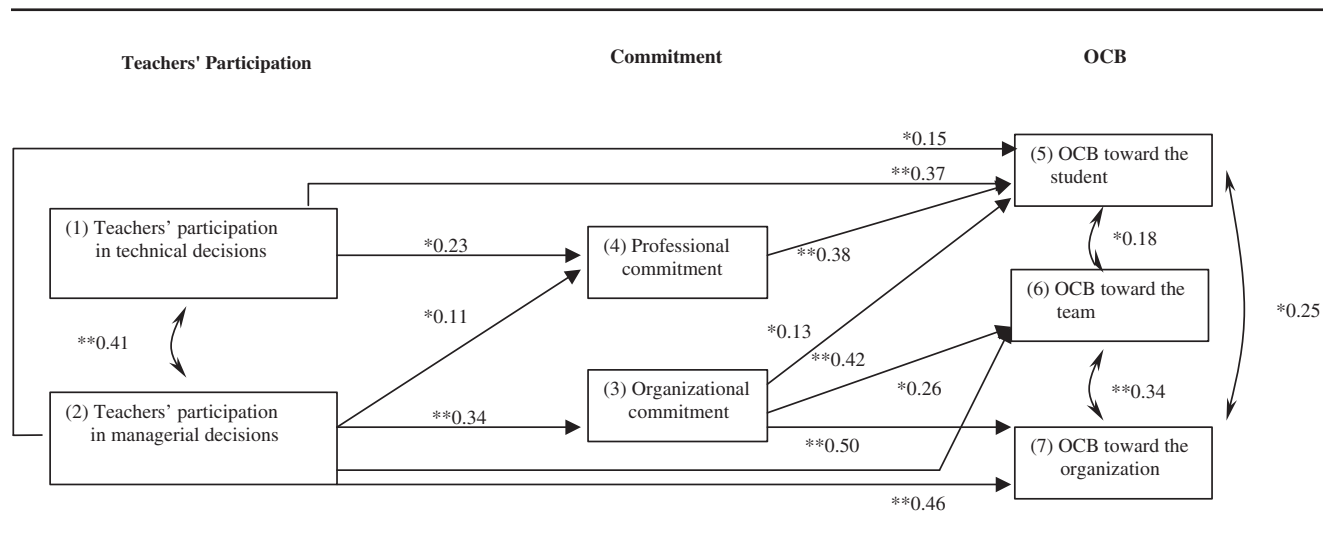


Figure 2: Standardized Parameter Estimates for the Revised Theoretical Model

NOTE: OCB = organizational citizenship behavior. Only statistically significant values are presented.

* $p < .001$. ** $p < .0001$.

and professional commitment, as well as a positive relationship between participation in managerial decisions and organizational commitment. However, unexpectedly, the results also indicated a positive relation between participation in managerial decisions and professional commitment.

Hypotheses 3 and 4 concerned the relationships between commitment and OCB. Positive and significant relationships were found between organizational commitment and OCB toward the student ($\beta = .13, p < .001$), toward the team ($\beta = .42, p < .0001$), and toward the organization ($\beta = .50, p < .0001$). A positive and significant relationship was found between professional commitment and OCB toward the student ($\beta = .38, p < .0001$). These results supported the second hypothesis concerning a positive relationship between professional commitment and OCB toward the student, as well as positive relationships between organizational commitment and OCB toward the team and the organization. However, unexpectedly, the results also indicated a positive relationship between organizational commitment and OCB toward the student.

Finally, the fifth hypothesis suggested that professional commitment would serve as a mediator in the technical participation, OCB toward the student relationship (Hypothesis 5a), whereas the organizational commitment would serve as a mediator in the managerial participation, OCB toward the team, and the organization relationship (Hypothesis 5b). The results of the analysis indicated that in all cases the direct (participation-OCB) and indirect (participation-commitment-OCB) effects were significant. Specifically, the results indicated that professional commitment partly mediated the relationship between participation in technical decisions and OCB toward the student and organizational commitment partly mediated the relationship between participation in managerial decisions and OCB toward the student, the team, and the organization.

DISCUSSION

The results of the present study depicted distinctive patterns of relationships regarding professional commitment and organizational commitment in schools. These results augment the existing literature in several important respects.

First, the results of the present study indicated a positive relationship between organizational and professional commitment. This finding is consistent with recent studies that revealed moderately strong positive relationships between these two dimensions of commitment (e.g., Cohen, 2000). Accordingly, we argue that there is no inherent conflict between commitment

to the profession and commitment to the organization if the individual's professional work expectations and goals are met by the employing organization (Wallace, 1993). In other words, it might be that there is a growing interpenetration of professional and organizational characteristics of work, because schools have started to modify their structure to provide more professional incentives and less organizational control for the professional teacher (Malen, Ogawa, & Kranz, 1991). However, demonstrating a positive relation does not necessarily mean that there is no tension between the two commitments (Aranya & Ferris, 1984).

Second, the results of the present study demonstrated that professional commitment and organizational commitment have different patterns of relationships with the two domains of decision making in schools, as well as with the three dimensions of OCB. These results highlighted the importance of investigating commitment as a multidimensional concept and also emphasize the importance of examining the antecedents and determinants of each construct separately.

Participation-Commitment Relationship

Regarding the relationship between participation in decision making and commitment, we found that participation in the technical domain was positively associated with teachers' professional commitment, whereas participation in the managerial domain was positively associated with both the professional and the organizational commitment. Overall, these results support previous research, which suggests that work conditions are significant predictors of commitment (e.g., Firestone & Pennell, 1993; Hackman & Oldham, 1980; Mowday et al., 1982). This literature suggests that objective work elements such as task variety or opportunity to participate in decision making affect psychological states, such as the meaning attributed to work or experiencing a sense of responsibility, which mediate between work conditions and commitment.

Concerning the positive relation between participation in the technical domain and professional commitment, this finding might suggest that from the teachers' perspective, to be involved in issues relating to students and instruction is in congruence with their professional standards and ethics. In other words, it seems that as part of the norms of the profession, technical issues fell within teachers' interest whereas managerial issues fell outside it. Accordingly, teachers' influence in technical issues ensures that better decisions concerning their own classroom will be made. This will facilitate successful teaching, which is the meaning of being committed to their profession as teachers (Conley & Bacharach, 1990; Firestone & Pennell, 1993; Rice &

Schneider, 1994). However, regarding the managerial domain, the present results showed that both organizational commitment and professional commitment were positively associated with participation in the managerial domain. These results might suggest that involving teachers in areas related to school operation and administration, such as school policy, staff hiring, and budget allocation, enhances opportunities to develop an organizational system approach, which expands teachers' perspectives from the immediate outcomes of their own classroom to the organization as a whole (Senge, 1990) consequently fostering both professional and organizational commitment. That is, through involvement in managerial issues, teachers see their role not only as instructors within their own classes but also as members of the whole organization. This point of view strengthens their identification with their professional goals as well as with their organizational goals. These results challenge the repeated claim in the literature that both teachers and administrators see teachers' interest and expertise in areas related to students and instructions (the technical domain) and the administrators interest and expertise in areas related to management (e.g., Conley & Rhoades, 1990; Rice & Schneider, 1994). This dichotomous differentiation in participation preserves the traditional role of teachers as involved only in the technical domain of a school's issues. Our results imply that by involving teachers in technical as well as in managerial issues, one might restructure the teachers' role. Restructuring teachers' roles might have an important impact on both professional and organizational commitment (Keedy & Achilles, 1997; Reitzug & Capper, 1996).

Commitment-OCB Relationship

As to the relationship between commitment and OCB, overall, the present results indicated that teachers who were highly committed to their organization and/or to their profession reported themselves to be more engaged in OCBs than were teachers with low organizational and/or professional commitment. These results supported the theoretical models of Scholl (1981) and Weiner (1982), which suggested that because commitment maintains behavioral direction when there are low expectations of formal rewards for performance, commitment is likely to affect OCB. Specifically, we found that professional commitment was positively associated with OCB toward the student, whereas organizational commitment was positively associated with all three dimensions of OCB: toward the student, the team, and the organization.

Regarding the positive relation between professional commitment and OCB toward the student, this finding supported previous literature (e.g.,

J. Blase, 1993; Lee, Dedrick, & Smith, 1991), which argued that teachers perceive their main role as promoting students' learning and well-being. Namely, teachers, as professionals, work normatively to improve classroom performance, to enhance their ability to deal with students' discipline, and to strengthen their awareness of the students' needs. Therefore, teachers who are highly committed to their profession will tend to invest extra effort in acquiring expertise in new subjects that contribute to teaching and will enhance the ability to deal with students' special needs. These behaviors reflect OCB toward the student, rather than OCBs toward the team or the organization. With regard to organizational commitment, our findings revealed that all three dimensions of OCB were inspired by teachers' identification with the organization. That is, teachers who were highly committed to their school were more engaged in OCBs toward the student, the team, and the organization than teachers with low commitment were. These distinctive patterns of results demonstrated that professional commitment enhanced only OCBs inside the classrooms, whereas organizational commitment enhanced pedagogical, collegial, and organizational OCBs. These findings stress the importance of enhancing teachers' identification and involvement with the objectives and goals of their schools as a whole.

Finally, the value of the present study is in improving the understanding of the process that explains how participation in decision making is related to OCB. In regard to the participation in the technical domain, our results indicated that teachers' participation in this domain was associated with OCB toward the student directly but also indirectly through professional commitment. Participation in the technical domain is associated with professional commitment, probably because the opportunity to participate in these issues implies respect for the teacher's professionalism and expertise. By engaging in OCBs in the classroom, teachers may have the opportunity to exhibit their involvement in teaching and its importance in their life. In relation to teachers' participation in the managerial domain, our results indicated that this domain was associated with OCB toward the student, the team, and the organization directly but also indirectly through organizational commitment and professional commitment. These results suggest that the opportunity to participate in decision making in all areas of a school expands teachers' perspectives from the outcomes of their own classroom to the organization as a whole, therefore enhancing teachers' identification with a school's goals as well as with the profession's objectives. This in turn fosters teachers' willingness to assume responsibilities that are not a prescribed part of their job on behalf of the organization in order to accomplish its goals (VanYperen, Berg, & Willering, 1999).

SUMMARY AND CONCLUSIONS

The present study focused on examining the roles of professional and organizational commitment in explaining the participation-OCB relationship. Our findings suggest that commitment should be addressed as a multidimensional concept and consequently the antecedents and the outcomes of commitment should be dimension dependent.

With respect to managerial implications, our results imply that although highly committed teachers go beyond what is expected of them in their work, others who do not feel highly committed to their school are not truly engaged and involved in their schools and perform only the minimum amount of work. It seems that these withdrawal teachers are the real concern to schools. Therefore, to foster organizational commitment, our findings emphasize the importance of shaping organizational conditions under which teachers work in order to enhance professional and organizational commitment. Principals should involve teachers not only in the technical domain of decision making but also in the managerial domain. Another important issue is how to better manage and promote the relationship between meaningful job attitudes, such as professional and organizational commitment, and beneficial organizational behavior, such as OCB. Given that OCBs are not mandated by job descriptions and that they are not formally rewarded, principals need to recognize that the feeling that teachers have toward their schools and their profession may be manifested through the OCBs (Schappe, 1998). The results of the present study may suggest that enhancing teachers' opportunities to be involved in managerial issues can have a positive effect on organizational commitment, which in turn increases teachers' engagement in OCB toward the student, the team, and the organization.

Finally, the findings and conclusions of this study should be interpreted while keeping in mind a few limitations. First, as all the measures used were self-reports, common method variance is a problem as well as social desirability effects. Second, although in selecting the sampled teachers, care was taken with regard to the representation of the composition of teachers in Israel (gender, religion, age, and education), the return rate was not high (41%). A further study with a random and more representative sample is warranted. In addition, the present study used teachers' subjective perceptions of OCB. The unique structure of schools restricts the ability of principals to monitor and supervise teachers' in-role performance and, all the more, extrarole performance. Therefore, the main source of information about these behaviors can only be the teachers themselves. Previous research has revealed that the correlations between different raters (e.g., the principal,

coworkers) are weak (e.g., Morrison, 1994). Each source of ratings seems to present its own form of bias, and it is not evident a priori which source should be more valid (Organ, 1990). Further research should use other sources as well as objective measures for evaluating OCB. Finally, the cross-sectional design of the present study raises the issue of causality. One cannot determine the nature of the relationship between participation, commitment, and OCBs. Do teachers who engage in OCBs also tend to be more committed to the organization and/or to their profession? Do principals tend to encourage the participation of committed teachers in the process of decision making? Longitudinal studies are clearly required to explore the nature of these relationships further.

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