

The components and determinants of preschool teacher organisational citizenship behaviour

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Abstract

Purpose

The purpose of this paper is to explore the components and determinants of preschool teacher organisational citizenship behaviours (OCB), i.e. role behaviours that are discretionary, unrewarded and beyond formal-role expectations.

Design/methodology/approach

A total of 12 Israeli kindergarten teachers and four supervisors participated in semi-structured interviews during 2008-2009.

Findings

It was found that preschool teacher OCB appears in professional (e.g. instructional innovations, diverse teaching methods, helping colleagues) and in inter-personal (e.g. the children, the parents, the local community) arenas. Likewise, both personal and organisational determinants may account for the occurrence of this behaviour in preschool teaching.

Research limitations/implications

It is recommended that education districts and superintendents facilitate preschool teacher OCB by promoting greater job autonomy for kindergarten teachers and forms of participative leadership among their supervisors.

Originality/value

Understanding preschool teacher OCB may fill in gaps in the theoretical knowledge about the nature of OCB among a group of employees that tends to work at small educational settings and has a limited scope of interactions with co-workers and superiors.

Keywords

Nursery education Job satisfaction Teaching styles Israel Behaviour Teachers

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A consideration of organizational citizenship behavior in schools is critical to the understanding of interactions between principals and teachers. DiPaola and Tschannen-Moran (2001) asserted that OCB contributes to the overall effectiveness of the school and reduces the management component of the administrator's role. They suggested that teachers' job satisfaction correlates with their citizenship behavior towards the students, the team, and the organization. They also determined that self-efficacy is a possible predictor of teachers' organizational citizenship behavior; however, the prediction was made about teacher self-efficacy and teacher organizational citizenship behavior. Research on teaching has shifted from an examination of effective teacher behaviors to teacher cognitions and actions. This accompanies a revised vision of the teacher from that of a teacher standing in front of the class and transmitting information and skills to students to one of the teacher as facilitator of learning. Teaching requires complex thought and decision making in situations of uncertainty with diverse student bodies and variable contexts.

Organizational Commitment and Citizenship Behaviors among Teachers. September 2015. *Anthropologist* 21(12):350-360. Organizational Citizenship Behavior among Teachers of Nepal: Did Locale Contribute it's in School Settings? Article. Full-text available. Jan 2020. Milan Shrestha. The locale promotes the Organizational Citizenship Behavior (OCB) among the school teachers. Component examined five unique dimensions of organizational citizenship behaviour by Oregon, including altruism, deontology, magnanimity, civility, Virtue of citizens" as a positive influence on the quality of their services and this can be improved. It is significant to develop and raise the competitiveness of the Chinese hospitality industry.