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Causal Model of Job Motivation with Organizational-Citizenship Behavior (OCB) and the Mediating Role of Organizational Commitment in Teachers

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Abstract

Purpose: The aim of this study was to present a causal model of job motivation with organizational-citizenship behavior (OCB) and the mediating role of organizational commitment in teachers in Ramhormoz, Iran. **Methodology:** The sample was 250 (125 females and 125 male) teachers, selected by stratified random sampling method, in the academic year of 2016-2017. The study was applied and research method was correlation using structural equations. The measurement tools used were Herzberg Job Motivation Questionnaire (1966), Oregon and Kanovsky (1996) OCB Questionnaire (1996), and Allen and Meyer (1990) Organizational Commitment Questionnaire (OCQ). Coefficients and structural equation modeling were used for data analysis. **Findings:** The findings in the direct paths of the model indicated positive direct effect of citizenship behavior on different aspects of organizational commitment and job motivation. Moreover, continuous commitment and emotional commitment had a direct effect on job motivation, but normative commitment did not have this effect. In the intermediary path of the model, citizenship-organizational behavior had positive indirect and negative indirect effects on job motivation, respectively through emotional and continuous commitment, but this effect was not significant through normative commitment. **Discussion:** According to the results of the research fitness of the proposed model increased after eliminating irrelevant paths and adding up new paths, so a good fit analysis was created for the final model.

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1. Introduction

Education is the most important institution coming from the depth of society, yet it constructs and evolves it, and its impact on society development is quite tangible (Miri et al., 2016). Moreover, the promotion and advancement of societies depend on the type and the quality of activities carried out in schools. In this regard, teachers can play a fundamental role in schools and, ultimately, in society development and advancement. Thus, teaching is considered as one of the most important and basic jobs in each society and the responsibility of leading and educating a generation are the on the teachers of society (Barari and Jamshidi, 2015). In other words, teachers are the key to learning quality, and thus, to the efficiency of a society (Nyamubi, 2017).

2. literature review

One of the variables whose role is to enhance and make the organizational efficient is job motivation highly considered by psychologists (Nowroozi et al., 2015). The tendency or will of doing work or motivation is a key factor in creating the efforts and activities of the individual or individuals. Motivation is one of the vital means for having the employees produce efficient and effective results and create a positive working atmosphere and successfully implement predicted programs (Taban et al., 2013). Job motivation is one of the important organizational factors. Whisenand and Rush (1998) have defined job motivation as a psychological stress within a person specifying the behavior of the individual in the organization, the effort, and the level of his resistance against the hurdles (Ajilchi et al., 2014).

Today, teachers' job motivation is affected by many factors such as school infrastructure, salaries, job status, gaining success, work progress, working conditions, and employment status. Teachers have a critical role in education, and neglecting their motivational needs creates challenges for the society. Nowrouzi et al. (2015) argue that one of theories of job motivation is Herzberg's two-factor theory (1966). Herzberg believes that motivation is influenced by factors affecting motivation (internal or subjective factors) and hygienic factors (external factors) and comes from doing work leading to maintaining the health of the organization. Therefore, job motivation can make schools healthier and facilitate the achievement of school goals. Job motivation has a significant relationship with OCB and organizational commitment. In their study, Karsli and Iskendar (2009) indicated that job motivation has a positive relationship with organizational commitment. In a study entitled “Motivation and job commitment among teachers,” William (2011) concluded a relationship between this motivation and job commitment. The results of Reccepolgiu (2013) in a study entitled “Examining job motivation of teachers in secondary schools in Turkey” suggest that the level of job motivation of the teachers in commitment to work is high. In a study entitled “The effect of job motivation and job satisfaction on organizational commitment among staff in exceptional schools in Yogyakarta, Indonesia,” Tentama and Pranungsari (2016) found a positive relationship between organizational commitment and job motivation as well as job satisfaction and organizational commitment.

Shokrzadeh (2001) and Zeinivand (2004) in separate studies showed that there was a positive relationship between job motivation and organizational commitment. Ansari et al. (2010) in a study entitled "the study of the relationship between job stress, job satisfaction, organizational commitment and organizational citizenship behavior" concluded that organizational commitment and job satisfaction directly affect the citizenship of the organization. Fomani (2015) in his research entitled "The relationship between job motivation, occupational attachment and organizational commitment of teachers" concluded that there was a positive and significant relationship between job motivation and organizational commitment. Abazari and Amirianzadeh (2016), in examining the relationship between spirituality in the workplace and organizational commitment with organizational citizenship behavior, found that there was a relationship between the dimensions of these two variables, in fact, job motivation and organizational commitment are concepts that have a close relationship with each other.

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Nowadays, more attention is paid to human, labor force, and aspects of human dimensions and organizational behavior is examined with a more in-depth look at, so that a domain called "work ethics" has been raised in many studies by scholars and practitioners, one of whose aspects is "Commitment." Understanding the process of creation of commitment is beneficial for organizations and the society because it promotes innovation among employees, brings abut more remaining in the organization and more competitive power for the organization, and at the same time benefits more from the efficiency of the organization (Poursoltani and Amirji, 2013). Employee commitment is a strong driving force in the success of an organization. If the members of an organization are not committed to the objectives and processes of the organization, they will not fully participate in the activities of the organization and will not perform their duties the best way possible (Nastizayi et al., 2017).

Persons committed to the organization protect the assets of the organization, extend organizational values and goals among others and they do special efforts in the organization (Koshazadeh et al., 2013). Gregory (2001) states the five characteristics of a committed and loyal employee: he knows himself as a member of the organization; he tries to improve his organization; believes in the products and services of the organization; identify the organization as one of the best places to work for others; at least activities a few years in the organization's and even with the suggestion of more income from another organization, he does not leave his organization (Ramezanian et al., 2013). Organizational commitment is widely recognized as a key factor in the relationship between individuals and the organization. Deniz et al. (2013) believe that organizational commitment is formed according to the opinion of the employee about organization and its goals. In most definitions of organizational commitment, three elements are considered at least: strong belief and acceptance of the goals and value of organizations, the tendency for great effort in the organization, and the strong desire to stay in an organization (Shirazi and Ahmadi 2014).

A review of the concept of organizational commitment indicates that the views of Allen and Meyer (1990) regarding the conceptual scope of organizational commitment and its aspects have received more attention than the others. According to them, commitment is a psychological state that first defines the relationship of employees with the organization, and in the next stage needs decisions on the continuation or cancellation of membership in the organization. Allen and Meyer (1990) concluded that as a psychological state, commitment has three aspects. They summarized these three types of commitments as individuals are interested in and affiliated with the organization and stay there because they want (emotional commitment), they have an obligation (normative obligation) and they need it (continuous commitment) (Allen and Meyer, 2002).

One of the variables to which the organizational commitment is closely related is "organizational-citizenship behavior." Celebi and Korumaz (2016) to examine the relationship between teacher integrity and organizational oversight and commitment, have shown that there was a significant and strong relationship between the components of integrity and monitoring with organizational commitment among teachers. Muhammad (2014) reported that there was a positive and significant relationship between organizational commitment and organizational support, as well as organizational commitment and organizational citizenship behavior. Aslam (2012) found that there was a positive and significant relation between organizational citizenship behavior and commitment. Cohen and Liu (2011) in a study found that commitment had a significant impact on organizational citizenship behavior of teachers. The results of Cabrera and Soto (2011) showed that there was a positive and significant relationship between normative commitment and emotional commitment with organizational citizenship behavior. Mogotsi et al. (2011) on the relationship between organizational citizenship behavior, job commitment and organizational commitment among teachers showed that organizational commitment could significantly predict citizenship behavior. William (2011) in a study titled engagement and job commitment among teachers reported that there was a relationship between motivation and job commitment. Liu and Cohen (2010) reported that organizational commitment was heavily influenced by organizational citizenship behavior. Hamidi and Moradi (2011) reported that there was a positive and significant relationship between organizational citizenship and organizational commitment.

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Poursoltani and Amirji (2013), in a study titled "the relationship of organizational commitment with organizational citizenship behaviors of teachers", concluded that there was a significant relationship between the two. Abazari and Amirianzadeh (2016), in studying the relationship between spirituality in the workplace and organizational commitment with organizational citizenship behavior, found that there was a relationship between the dimensions of these two variables.

The concept of OCB was first introduced by Organ in the early 1990s. He sees OCB as a spontaneous and informed behavior not directly reinforced by formal organizational reward system, but overall increases the effectiveness and efficiency of the organization. The meaning of spontaneity and consciousness of this behavior is that mandatory necessity is not a function based on job description, but rather a behavior according to the choice of the person that, if not done, will not be punished (Leung, 2008). In other words, OCB is a set of voluntary behaviors that are not part of individual formal duties, but one does for the promotion of an organization (Mesbahi, 2017). The importance of OCB in organizations and departments, especially in schools, is very high (Oplatka, 2009). The success of educational institutions depends on the tendency of the teachers to move beyond their formal tasks and thus gain the goals of their schools. Thus, today, the management of leading schools makes efforts more than ever to motivate teachers to be involved in such behaviors. This enables schools to have teachers committed to their goals and values, and work far beyond their formal job expectations (Oplatka, 2009). DiPaola and Hoy (2005) stated that individual citizenship behavior describes voluntary behaviors by teachers that are beyond their formal expectations and their job descriptions. Teacher's Citizenship Behavior includes extra precautions and exertions, much effort, examining different methods and doing whatever it takes for the student's success. In teaching profession, others expect such behavior from teachers. Teachers must be committed to serving students and behave in a way that contributes to the students' success far beyond their job descriptions. Citizenship behavior is the great efforts of teachers to ensure that his students have gained the desired achievement. The concept of teacher's citizenship behavior is similar to the organizational citizenship structure, where teachers teach conscientious teaching, signal altruistic behaviors, are polite and meek, and committed to citizen's virtue to help others (Askari and Fotovat, 2014). In a study on teachers, Apaydin and Şirin (2016) indicated that OCB reduces behavioral tension and job harm, and brings about increase in job continuity and, thus, job satisfaction and motivation. Thus, the aim of this study was to present a causal model of job motivation with organizational-citizenship behavior (OCB) and the mediating role of organizational commitment in teachers in Ramhormoz, Iran.

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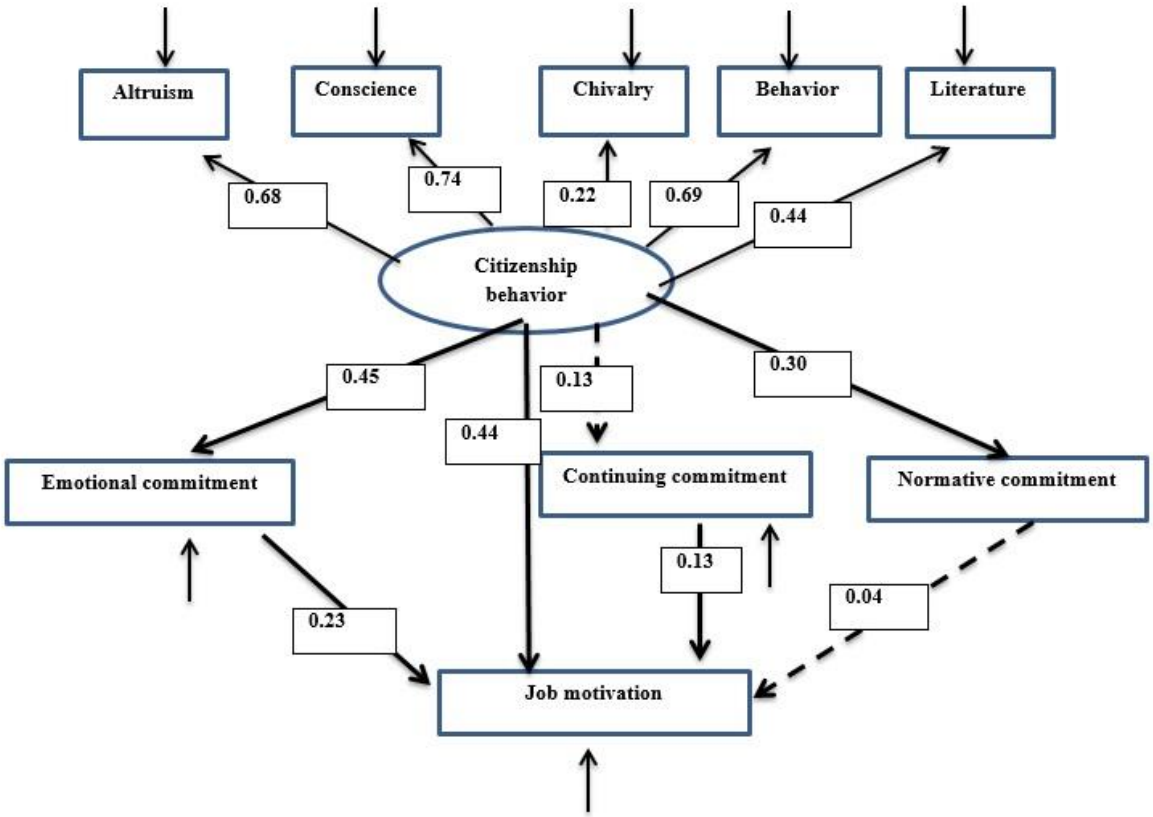

Figure 1. The standard coefficients of the proposed pattern of pathways (discontinued lines were not)

Therefore, considering the research goal, the following hypotheses were proposed: 1) Organizational citizenship behavior has a direct positive effect on emotional commitment. 2)Organizational citizenship behavior has a direct negative effect on continuous commitment. 3)Organizational citizenship behavior has a direct positive effect on normative commitment. 4)Organizational citizenship behavior has a direct positive effect on job motivation. 5)Emotional commitment has a direct positive effect on job motivation. 6)Continuous commitment to job motivation has a direct negative effect. 7)Normative commitment to job motivation has a direct positive effect. 8)Organizational citizenship behavior (through emotional commitment) has an indirect positive effect on job motivation. 9)Organizational citizenship behavior (through continuous commitment) has an indirect negative effect on job motivation. 10)Organizational citizenship behavior (through normative commitment) has an indirect positive effect on job motivation.

3. Methodology

The present study is a correlation one conducted through structural equation modeling. In structural equation modeling, the extension of the general linear pattern enables the researcher to examine a set of regression equations simultaneously. The population was the first and second high school teachers of Ramhormoz, Iran who were working in the academic year 2016-2017. The subjects were 250 people (125 women and 125 men) who were selected by random sampling from among society classes (male and female teachers).

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Research tools: A) Herzberg Job Motivation Questionnaire (1966): this has 40 items used according to Herzberg's two-factor theory according to internal (subjective) and external (hygienic) motivational factors. Considering the frequency of the selection of the level of importance in each of the five internal (subjective) and six external (hygienic) factors - important and very important choices in one class as important, and les important and unimportant choices in one class as the unimportant class – the items are counted. The studies conducted indicated the reliability of the test as 0.92 and the experts confirmed its validity. In the present study, Cronbach's alpha was used to determine the reliability of job motivation questionnaire that was 0.88 for the whole questionnaire, indicating the good reliability coefficients of the questionnaire.

B) OCB Questionnaire by Oregon and Kanovsky (1996): Oregon and Kanovsky developed this questionnaire to measure OCB in 1996. The questionnaire has 15 questions and its purpose is to assess the citizen's behaviors and their aspects (altruism, conscience, chivalry, civil behavior, politeness and consideration). The response range is Likert: totally disagree, disagree, no idea, agree, totally agree options, and get the scores 1, 2, 3, 4 and 5, respectively. Poursoltani and Amirji, (2013) obtained the internal reliability of this questionnaire as 0.76 by means of Cronbach's alpha. Experts confirmed the validity of the questionnaire. In the present study, Cronbach's alpha was used to determine the reliability of OCB questionnaire, which was 0.75 for the whole questionnaire, indicating the acceptable reliability coefficients of this questionnaire. Moreover, this coefficient was 0.75, 0.80, 0.73, 0.71 and 0.70 for the altruism, conscience, chivalry, civil behavior, politeness, and consideration, respectively.

C) Organizational Commitment Questionnaire by Allen and Meyer (1991): This questionnaire was developed in 1991 by Allen and Meyer. The questionnaire evaluates the level of organizational commitment within three components: emotional commitment, continuous commitment, and normative commitment. The scoring of this 24-item questionnaire is through a scale of 7 options: “fully agree,” “fairly agree,” “slightly agree,” “no idea,” “slightly disagree,” “fairly disagree,” and “fully disagree. The reliability of this questionnaire has been confirmed in previous studies using internal consistency. Furthermore, the reliability of this questionnaire Cronbach alpha coefficient has been 0.89 in previous studies. In this study, Cronbach's alpha was used to determine the reliability of organizational commitment questionnaire, which was 0.70for the whole questionnaire, showing the acceptable reliability coefficients of the questionnaire. This coefficient for emotional commitment, continuous commitment, and normative commitment was 0.70, 0.70, and 0.73 respectively. After getting the necessary licenses and reducing the sensitivity of the subjects about the questionnaires and the reasons for selection of them as the sample, the researcher gave the necessary explanations on how to complete the questionnaires and the subjects completed the questionnaires. After filling out the questionnaires, data analysis was performed.

4. Findings

In order to investigate descriptive data, mean, standard deviation and correlation of research variables are presented in tables 1 and 2.

Table 1. Mean and standard deviation of subjects' scores in the research variables (n = 250)

Variable	M	SD	n
Organizational citizenship behavior	56.62	7.40	250
Organizational citizenship behavior in altruism	12.16	2.29	
Organizational citizenship behavior in conscience	13.05	2.27	
Organizational citizenship behavior in the field of chivalry	13.21	2.72	
Organizational citizenship behavior in civil citizenship	11.26	2.09	
Organizational citizenship behavior in literature	6.94	2.04	

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Emotional commitment	39.37	8.12
Continuous commitment	35.14	6.92
Normative commitment	35.46	5.40
Job motivation	93.44	13.63

Table 2. Simple correlation coefficient between variables among teachers

Variables	1	2	3	4	5	6	7	8	9	10
1- Citizenship Behavior	-									
2- Components of altruism	0.71***									
3- Components of conscience	0.76***	0.60***	-							
4- Components of chivalry	0.49***	0.03	0.15*							
5- Components of civil behavior	0.74***	0.39***	0.46***	0.25***	-					
6- Component of literature	0.55***	0.33***	0.29***	0.02	0.34***	-				
7- Emotional commitment	0.37***	0.25***	0.31***	0.18***	0.38***	0.07	-			
8- Continuous Commitments	0.11	0.04	0.08	0.12*	0.08	0.01	0.16*	-		
9- Normative obligations	0.23**	0.11	0.16**	0.04	0.31***	0.14*	0.24***	0.09	-	
10- Job incentives	0.46***	0.31***	0.36***	0.14*	0.44***	0.26***	0.42***	0.03	0.21***	-

*=p<0.05 **=p<0.01 ***=p<0.001

As shown in Table 2, the presumed assumption of relationships between variables is consistent with the expected paths. In other words, the intended relationships are at a significant level. These correlation analyses give insight in relation to the two-variable relationships between the variables. Structural equation modeling was used in the study for simultaneous study of the notion of presumptive relations.

The proposed model in this study consists of 5 variables. The fitness of the proposed model was evaluated based on Chi-square fitness index, the chi square to df ratio, goodness of fit index (GFI), normal of fit Index (NFI), incremental fit index (IFI), Tuker lovis index, and root mean square error of approximation(RMSEA). . Table 3 shows the fit of the proposed and final model based on fitness indicators. Bootstrap method was used to determine the significance of indirect paths in Preacher and Hayes program Macro (2008).

Table 3. Fit the proposed and final model based on fitness indicators

Fit index	χ^2	d_f	χ^2/d_f	GFI	AGFI	IFI	TLI	CFI	NFI	RMSEA
The proposed model	70.31	24	2.93	0.935	0.878	0.888	0.827	0.885	0.839	0.088
The final model	41.54	25	1.66	0.963	0.933	0.960	0.941	0.959	0.905	0.052

As is seen in Table 3, given the fitness indices, one can see that no satisfactory finesses have been obtained for the proposed model; there is no satisfactory fitness, where after increasing the non-significant paths and adding new path, model fitness has increased. Ultimately, the result found a good fit analysis for the final model. Figure 1 shows the standard coefficients of the proposed model paths and Table 4 shows the paths and the standard coefficients in the final model.

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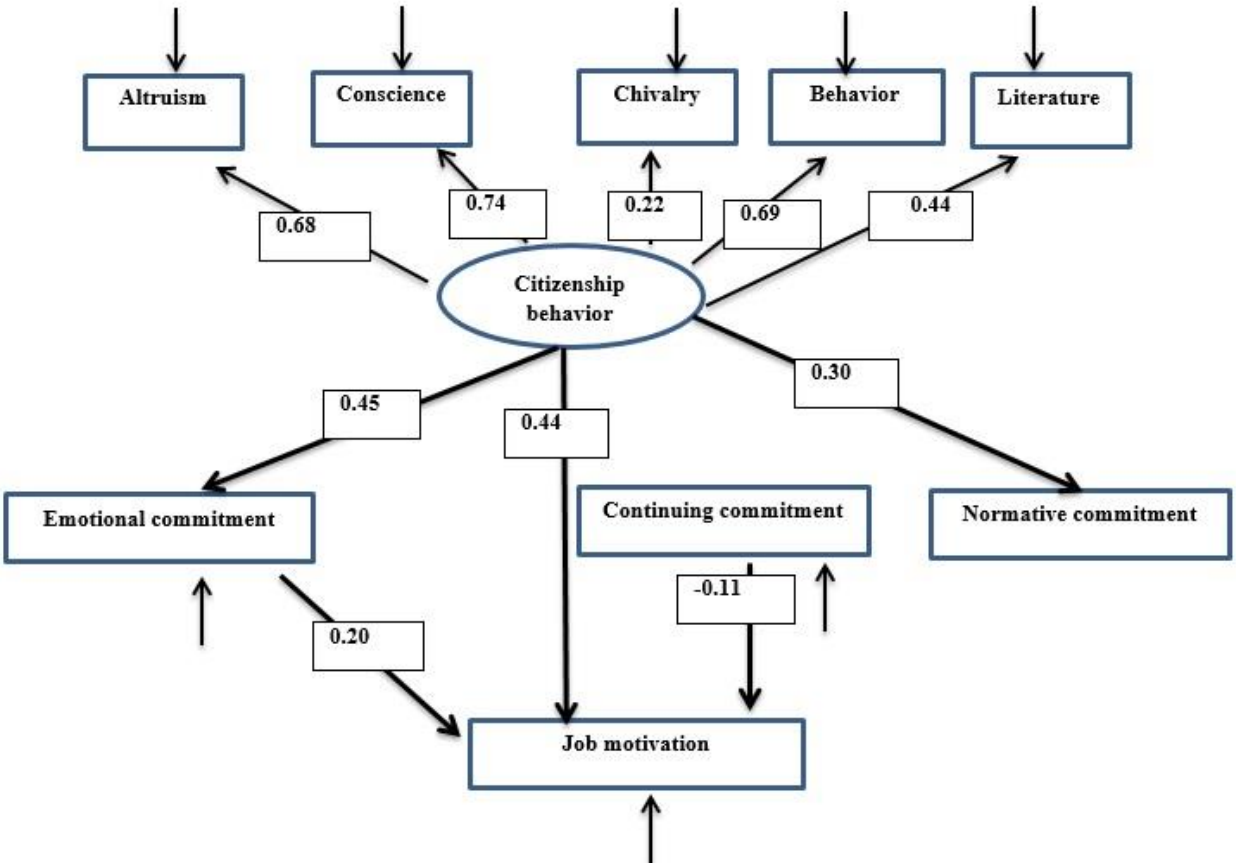

Figure 2. The standard coefficients of the final model paths

Table 4. Parameters of direct effects between research variables in proposed and final model

	Proposed model			Final model		
Paths	β	CR	p	β	CR	p
From organizational citizenship behavior to emotional commitment	0.45	2.83	0.005	0.48	3.33	0.0001
From organizational citizenship behavior to continuous commitment	0.12	1.53	0.126	-	-	-
From organizational citizenship behavior to normative commitment	0.30	2.54	0.011	0.36	3.07	0.0001
From organizational citizenship behavior to job motivation	0.43	2.74	0.006	0.48	3.27	0.001
From emotional commitment to the job motivation	0.23	3.72	0.0001	0.20	3.10	0.002
From continued commitment to job motivation	-0.12	-2.34	0.021	-0.11	-2.20	0.028
From normative commitment to job motivation	0.03	0.652	0.514	-	-	-

Based on the standard parameter coefficients and the corresponding critical ratio (CR) values presented in the final model in Table 4, all direct paths (except for the path of organizational citizenship behavior to continuous commitment and the path of normative commitment to job motivation) are significant.

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Table 5. Bootstrap test results for significant of intermediary path of the model

Paths	Data	Boot	Bias	SE	Bottom limit	Upper limit
Organizational citizenship behavior - emotional commitment - job motivation	0.1984	0. 2060	0.0076	0.0721	0.0721	0.3573
Organizational citizenship behavior - continued commitment - job motivation	-0.0163	-0.0166	-0.0003	0.0162	-0.0162	0.0037
Organizational citizenship behavior - normative commitment - job motivation	0.0468	0.0455	-0.0031	-0.0303	-0.0005	0.1295

As shown in Table 5, the lower limit of the confidence interval is 0.824 to the upper limit of 0.3573. The confidence level for this confidence interval is 95 and the number of bootstrap re-samplings was 1000. Non-zeroing at this distance shows the significance of the indirect path of OCB, emotional commitment, and job motivation. Furthermore, the lower limit of confidence interval is -0.0693 to its upper limit was 0.0037. The confidence level for this confidence interval is 95 and the number of bootstrap re-samplings was 1000. Zeroing at this interval shows insignificance of the indirect path of OCB, continuous commitment, and job motivation. Moreover, the lower limit of the confidence interval is -0.0005 to the upper limit of 0.1295. The confidence level for this confidence interval is 95 and the number of bootstrap re-samplings is 1000. Zeroing at this confidence interval shows insignificance of the indirect path of OCB, normative commitment, and job motivation.

5. Discussion

The aim of this study was to present a causal model of job motivation with organizational-citizenship behavior (OCB) and the mediating role of organizational commitment in teachers in Ramhormoz, Iran. The results showed that organizational citizenship behavior has a direct effect on emotional commitment (with a coefficient of 0.48). In examining the hypothesis of the negative effect of organizational citizenship behavior on continuous commitment, the results indicated that the hypothesis was not approved (with a coefficient of 0.12). In examining the hypothesis of positive direct effect of organizational citizenship behavior on normative commitment, the results indicated confirmation of the hypothesis (with a coefficient of 0.36). The results of the analysis of these hypotheses show that organizational citizenship behavior had a significant effect on organizational commitment. These findings are consistent with the findings of Celebi and Korumaz (2016), Muhammad (2014), Aslam (2012), Cohen and Liu (2011), Cabrera and Soto (2011), Mogotsi et al. (2011), William (2011), Liu and Cohen (2010), Hamidi and Moradi (2011), Poursoltani and Amirji, (2013), and Abazari and Amirianzadeh (2016).

The greater the OCB of the teachers, the greater their organizational commitment will be, which has great benefits for the organization and the education departments and promotes the effectiveness and efficiency of school activities (Poursoltani and Amirji, 2013). From among the components of organizational commitment, OCB has a greater effect on emotional commitment. Whenever teachers are engaged in the educational process and school problems, and managers consider their states to reach this, the sense of competence goes up in them and their behaviors beyond their duties and their organizational commitment will increase subsequently. Thus, it is suggested that school and education managers design reward systems and take actions in teaching the components of OCB and holding meetings for educational issues, as well as delegating some of the decisions to the teachers, and in general emotional support from them to increase organizational commitment. In the studies overseas, continuous commitment has a negative relationship with OCB, but it is positive in domestic studies: Hamidi and Moradi, 2011), Poursoltani and Amirji, (2013), Abazari and Amirianzadeh (2016). In Iran, teachers are employed for thirty years of teaching, and as they do not look for a new job, they have continuous commitment to their organization, whereas in other countries process of selection of teachers may differ. The findings of this study confirmed the positive and direct effect of OCB on

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continuous commitment. Another aspect of organizational commitment is normative commitment. The effect of OCB on this aspect of commitment is less than emotional commitment. Teaching job has specific responsibilities for teachers at school and outside. Thus, individuals perform behaviors beyond their duties. Therefore, it is suggested that education managers pave the round for increase in OCB and organizational commitment to increase the identification of this issue by attention to the families of teachers, welfare and legal resources, and formulation of dignity preservation policies and the position of the teacher. It appears that teachers with a high organizational commitment will be more loyal to the mission of education and show selfishness to achieve it, are prepared to go beyond that task that can be seen as OCB. Studies have shown that one of the obstacles to creating OCB in the employees and teachers is bureaucratic structure and administrative bureaucracy (Yilmaz and Tasdan, 2009) that prevails in our educational system. This is due to the centrality of the educational system. Thus, the main suggestion here is to delegate more responsibilities to teachers and involving them in decision-making while preservation of teachers' status and responsiveness to their needs.

The results of studying the hypothesis of the effect of OCB on job motivation show a direct positive effect, suggesting confirmation of this hypothesis (with a coefficient of 0.48). The findings suggest that if OCBs are strengthened, they can increase job motivation; and with high job motivation, teachers will be more willing to attend their career and will have fewer service leave. Pourter believes that four factors - individual characteristics, the nature of the job, internal factors, and external factors - are the ones affecting job motivation (Rafie et al., 2015), and individual factors greatly overlap with OCB. These internally motivated behaviors are for the sake of pleasure or satisfaction from the person's performance (Nowroozi et al., 2015). With respect to the components of OCB, teachers get positive feedbacks from students, parents and ascendants, considered reinforcements for them, so they will have more motivation in their work. Thus, it is suggested that, in order to motivate teachers, staff forces and educational planners in addition to considering effective external factors in motivation such as wage and salary increases, make efforts to create, educate, and develop the components of OCB. Moreover, cooperative management practices provide more favorable working conditions to increase OCB for teachers to result in motivation.

The results of examining the effect of emotional commitment on job motivation showed a direct positive effect, and continuous commitment had a negative direct effect on job motivation, confirming these hypotheses (with coefficients, 0.20 and -0.11, respectively). Moreover, examining the hypothesis of the effect of normative commitment on job motivation showed a direct positive effect, suggesting the rejection of this hypothesis (with a coefficient of 0.03). The findings of this study on the relationship between organizational commitment and job motivation are based on the results of Karsli and Iskender (2009), William (2011), Reccepolgiu (2013), Tentama and Pranungsari (2016), Shokrzadeh (2001) and Zeinivand (2004), Ansari, et al. (2010), Fomani (2015), Abazari and Amirianzadeh (2016). Fewer studies have been conducted on the effect of commitment aspects on motivation, and generally the overall concept of organizational commitment has been the focus. In explaining these hypotheses, one can claim that organizational commitment is a kind of attitude towards the organization and is a good predictor of remaining in the organization and motivation in work (Borman et al., 2003). Motivation is located at a deep psychological level connected with values, personal goals, and employee perceptions of their shortcomings. Motivation increases the tendency toward effective action on job performance. As teachers show interest in the organization, the school, and its students, and in our culture, and this request from the teacher is more prominent in our culture; naturally, the effect of emotional commitment on the motivation seems obvious. Moreover, teachers imagine themselves in an organization for many years and consider themselves to be belonging to it, so they have a continuous commitment to the goals of the organization. However, sometimes due to some shortcomings in providing teachers' salaries and welfare, the needs of people are against the needs of the organization, resulting in lack of normative commitment or reducing normative commitment to the organization and creating lack

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of motivation. Generally, the level of motivation and commitment of teachers in the population studied was high and the relationship between job motivation and organizational commitment and the effect of organizational commitment on job motivation predicted the existence of this relationship according to some organizational commitment theories including two-dimensional and integration views. Thus, it is suggested that teachers become familiar with positive and negative dimensions of organizational commitment and the factors effective on organizational commitment in education be identified and supported by the research, and in the light of that attempt to provide and create those conditions to increase the job motivation of teachers by organizational commitment. The results of testing the hypothesis - OCB (through emotional commitment) has an indirect positive effect on job motivation, and OCB (through continuous commitment) has an indirect negative effect on job motivation - indicated that these hypotheses were confirmed. However, the hypothesis that OCB (through normative commitment) has an indirect positive effect on job motivation was not confirmed. There are no studies consistent or inconsistent with these results. Thus, it is recommended that this hypothesis be examined on a larger population and by considering other variables in future studies. Overall, the findings of correlation coefficients and equations confirmed the main hypothesis. In other words, organizational commitment with an effect on OCB can lead to job motivation of teachers and the final model has an acceptable fitness.

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