

The Relationships between School Organizational Health and Teachers' In-Role and Extra-Role Behaviors

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Abstract

This study aims to clarify the relationship between school organizational health and teachers' in-role and extra-role behaviors. A sample of 438 teachers and 58 administrators working at 17 schools were selected randomly with a cluster sampling method. Organizational health was evaluated by teachers and their in-role (task) and extra-role performance (OCB) were evaluated by their administrators. After exploratory and confirmatory factor analyses were performed, data was analyzed by a hierarchical multiple linear regression method. According to the results, school health significantly and positively predicts both in-role and extra-role performance of teachers. Also, teachers' in-role performance significantly and positively predicts their extra-role behaviors. Implications are discussed for the researchers, educational administrators and policy makers.

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