



Short Research Report

Academic optimism and organizational citizenship behaviour amongst secondary school teachers

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One of the factors which enables educational organizations to achieve their goals, is academic optimism. Hoy and Miskel (2012) construe academic optimism as consisting of three components, namely teachers' group sense of efficacy, trust in parents and students, and academic emphasis (Mir Kamali, Sani, Elami, & Yosbashi, 2015). Organizational-Citizenship Behaviour (O.C.B.) is one of the factors which is related to academic optimism. OCB is a set of voluntary behaviors that are not part of the individual's formal duties, but which one engages in to promote one's organization (Mesbahi, 2017). The success of educational institutions depends on the tendency of teachers to move beyond their formal tasks and help to facilitate the goals of their schools. The concept of teacher's citizenship behavior is similar to the organizational citizenship structure, where teachers teach conscientiously, signal altruistic behaviors and are committed to help others (Oplatka, 2009). Wagner (2012) and Krug (2015) found that academic optimism has a positive and significant relationship with the organizational-citizenship behaviour of teachers, while Rauf (2016) reported a relationship between teachers' academic optimism and the academic achievement of students.

The purpose of our study was to investigate the simple and multiple relationships between academic optimism and organizational-citizenship behaviour amongst high school teachers in Ramhormoz, Iran. The sample consisted of 250 (125 female and 125 male) teachers, selected by stratified random sampling in 2016-2017. The measurement tools included Hoy's Academic Optimism Questionnaire (2006), and Organ and

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Kanosky Organizational-Citizenship Behavior Questionnaire (1996). Pearson correlation, multiple regression, multivariate variance analysis (MANOVA), and single variable variance analysis in MANOVA, were used in the analysis of the data.

The findings of this study indicate that there was a significant positive correlation between teachers' academic optimism and organizational citizenship behaviour ($p = 0.0001$ and $r = 0.38$). A significant positive relationship was observed between academic optimism in terms of academic efficacy, academic trust, and academic emphasis, and organizational-citizenship behaviour of teachers. Regression analysis indicated that academic efficacy (0.32) and academic emphasis (0.17) positively and significantly predict the organizational-citizenship behaviour of teachers, explaining 18% of variance of teachers' organizational-citizenship behaviour. There was no difference between male and female teachers in academic optimism, but female teachers had higher organizational-citizenship behaviours than male teachers.

The results of the present study showed a positive and significant relationship between academic optimism and organizational citizenship behaviour and indicated that academic optimism can predict organizational-citizenship behavior. Optimism increases the individual's psychological capital and this has a positive and significant relationship with organizational citizenship behaviour. It is recommended that schools hold continuous professional development for school staff to enhance their academic optimism and its components, particularly academic efficacy and academic effort.

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