

The Career of the Teacher-Researcher: A Focus on Organizational Citizenship Behavior, Job Satisfaction and Organizational Commitment

Ennida Kenza¹, Allouani Saif Allah²

Sidi Mohammed Ben Abdellah University of Fez, Morocco, National School of Business and
Management.

Abstract

In a globalized world marked by the circulation of knowledge and ideas as well as by the place of scientific research in the wealth of nations, higher education institutions assume a leading role in the production of knowledge, the maintenance of research development and service to the community (Shils, 1997). In Morocco, the university landscape has undergone a profound transformation that has resulted in major changes in the career of the teacher-researcher in terms of recruitment, promotion, mobility and valorization of activities. These evolutions have led to an upheaval in the work behaviors of university teachers. As a result, there are many opportunities to slack off, as well as opportunities to go beyond the minimum or the norm. If teachers are willing to go the extra mile for their students and peers, this will positively impact their lives and the entire university will benefit (VandeWaa & Turnipseed, 2012). In this context, this study will focus on the positive effects of these types of behaviors on individual and organizational performance, particularly popularized as organizational citizenship behaviors. Through a conceptual study, the paper will aim to deepen the understanding of organizational citizenship behavior in Moroccan universities and its driving role in predicting job satisfaction and organizational commitment among faculty members. For this purpose, this paper will outline the background, the problem, the objectives and review of the literature. Using a social constructivist approach, this paper also proposes the methodology we will use to test the hypotheses.

Keywords: Career path, conceptual study, performance, positive organizational behavior, university