

ABSTRACT

This study attempted to investigate the influence of passion for teaching and teacher empowerment (status, professional growth, strength, self-efficacy, decision making, impact, and autonomy) on the organizational citizenship behavior (OCB) of private English medium schoolteachers under the Kottayam diocese in Kerala, India, being mediated by their organizational commitment (affective, continuance, and normative). This quantitative research employed path analysis to investigate the study's hypotheses. A total of 250 participants, obtained via convenience sampling, participated in the study. The major findings of the study are: (1) school teachers are passionate towards teaching, perceive themselves as empowered teachers, exhibit high level of organizational citizenship behaviors, and report low levels of organizational commitment; (2) professional growth, self-efficacy, decision making, and impact directly and indirectly influence OCB, being mediated by affective commitment; (3) passion and status indirectly influence OCB, being mediated by affective commitment; (4) passion, status, professional growth, self-efficacy, decision making, and autonomy influence continuance commitment; and (5) passion, professional growth, decision making, impact, and autonomy influence normative commitment. Relative to the teachers' demographic characteristics, the study revealed that; (1) female teachers report higher levels of passion for teaching, status, and decision making than male teachers; (2) younger teachers perceive themselves as having higher status, professional growth, and autonomy than older teachers; (3) older teachers show higher level of affective commitment and continuance commitment than younger teachers.