



EXPLORING THE RELATIONSHIP BETWEEN COMMITMENT AND ORGANIZATIONAL CITIZENSHIP BEHAVIORS IN HIGHER EDUCATION INSTITUTIONS

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Introduction

Higher education is becoming a major driver of economic competitiveness in an increasingly knowledge-driven global economy. The imperative for countries to improve employment skills calls for quality teaching within educational institutions. Commitment, in a general sense, is the employee's psychological attachment to his profession or organization. It is the relative strength of an individual's identification with and involvement in a profession or organization. It is related to positive behavioral outcomes like organizational citizenship behavior, negative turnover intentions, less absenteeism and self-development which are useful for organization and people with high levels of professional commitment subsequently are less involved in activities that are harmful to the organization. Organizational Citizenship Behavior (OCB) means that an employee works more than his/her responsibilities determined by the organization and makes extra effort in this regard.

In Higher Education Institutions (HEI), Teachers with greater commitment levels voluntarily involve in extra role behaviors which are not specified in their job description.

The present research paper examines the relationship between the organizational and professional commitments of the teachers and organizational citizenship behaviors, working at

different aided and self-financing colleges affiliated to Bharathiar university depending on their opinions in this regard.

Organizational and Professional Commitments

Professional commitment is defined as the attachment that individuals form to their profession (Aranya et al., 1981). A committed professional believes and accepts the goals of the profession and is willing to exert significant effort on its behalf. Lee et al. (2000) emphasized the need to study professional commitment because a person's career is a major part of his/her life and professional commitment has important implications at the individual and organizational levels. According to Sorensen & Sorensen (1974), this construct can be defined in a number of ways, which includes an individual's identification with and involvement in the profession; commitment and dedication to the profession; and acceptance of professional ethics and goals.

Commitment and OCB

Organizational citizenship behavior (OCB) refers to those discretionary behaviors that go beyond existing role expectations and are directed toward the individual, the group, or the organization as a unit to promote organizational goals (Organ, 1990). Organ (1988) defines OCB as a set of helpful, discretionary and extra-role behaviors exhibited by employees that are not directly or clearly recognized by the formal reward system and have an overall positive effect on the operation of the organization, also they cannot be enforced by the employment contract. OCB is a matter of individual choice and failure to display such behavior is not generally considered as cause for punishment. Based on this definition, OCB of teachers refers to all voluntary and helping behaviors extended to colleagues, principals, and students (DiPaola et al, 2004)

Objectives of the research:

1. To find the institution wise commitment and OCB of teachers in Aided and Self-financing colleges
2. To find the relationship between OCB and the sub-dimensions of organizational and professional commitments
3. To study the influence of organizational and professional commitment of teachers on their OCB in HEI.

Methodology

Teachers working at the aided and self financing colleges affiliated to Bharathiar university in Coimbatore constituted the universe of the research. Hence 98 colleges of Bharathiar University constituted the area of research. The researcher classified these institutions into two categories namely aided colleges and self-financing colleges. There are 16 aided colleges and 82 self-financing colleges. 6852 teachers who are on the roll of these colleges at the time of the study constitute the population of the study. Of them, 2385 teachers are working in aided colleges and 4467 are working in self-financing colleges. A representative sample of the population was selected by stratified proportionate random sampling method. For the purpose of the study, Strata are chosen to divide the population into important categories relevant to the researcher's interest based on the districts in which the colleges are located. Hence there were four strata namely Coimbatore, Tiruppur, Erode and Ooty. The sample size was 536. The demographic profile of the respondents is shown below in table 1.

Table 1 Personal Information of the Teachers Participating in the Research

Particulars	No of respondents	Percentage
Gender		
Male	327	61.0
Female	209	39.0
Age		
25 – 45 Years	306	57
45-55 Years	172	32
Above 55 years	58	11
Type of the institution		
Aided	155	28.9
Self-financing	381	71.1
Designation		
Assistant professor	436	81.3
Associate professor	76	14.2
Professor	24	4.5

Tools used

A structures questionnaire was used to collect data from the respondents. The scale of Podsakoff et al. (1990) was used as the organizational citizenship behavior scale. The scale was a five point Likert scale and consisted of five (altruism, conscientiousness, courtesy, civic virtue, and sportsmanship) sub-dimensions and 24 subject matters. Within the present study, the internal consistency Cronbach Alpha coefficient of the scale was calculated to be .83.

The scales developed by Meyer, Allen and Smith (1993) were used as the organizational and professional commitment scales. The scales were five point Likert scales and consisted of three (affective, continuance and normative) sub-dimensions and 18 subject matters. The internal consistency Cronbach Alpha coefficients of the professional and organizational commitment scales were calculated to be .73 and .67, respectively.

Data Analysis and Interpretation

The data collected was analysed with SPSS package. The variations of the professional commitment, organizational commitment and OCB in terms of type of institution were examined by anova. To find the relationship between OCB and the sub-dimensions of organizational and professional commitments, correlation analysis was used and regression analysis explained the influence of organizational and professional commitment of teachers on their OCB in HEI. Discriminant analysis was also used to find the substantially important variables in discriminating between the two groups namely teachers with lower organizational citizenship behavior and teachers with higher organizational citizenship behavior.

The Comparison of the Teachers' Opinions on Professional and Organizational Commitments and Organizational Citizenship Behavior in Terms of institution type

As the aided and self-financing institutions are characterized by different working conditions, the difference in the OCB, professional and organizational commitment of teachers in both the institutions was studied. The results of Z- test is given below in table 2

Table 2-The Comparison of the Teachers’ Opinions on Professional and Organizational Commitments and Organizational Citizenship Behavior in Terms of institution type

Variables	Institution type		Mean difference	Std.error	‘Z’ value (df: 534)	Sig
	Aided	Self-finance				
Organizational Commitment						
Affective	3.06	3.24	-0.18	.046	-3.89	*
Continuance	3.42	3.63	-0.21	.032	-6.58	*
Normative	3.03	3.22	-0.19	.032	-6.01	*
Professional Commitment						
Affective	2.86	3.10	-.24	.048	-4.87	*
Continuance	2.42	3.10	-.68	.048	-14.25	*
Normative	3.33	3.34	-.008	.049	-.467	ns
Organizational Citizenship Behavior						
Conscientiousness	3.25	3.45	-0.20	.034	-5.83	*
Sportsmanship	3.56	4.22	-0.66	.047	-14.10	*
Civic virtue	3.18	3.94	-0.76	.065	-11.59	*
Courtesy	2.89	3.26	-0.37	.026	-14.47	*
Altruism	3.63	3.85	-0.22	.047	-4.68	*

*- Significant at 5 % level

From the above table 2, it can be inferred that there is a significant difference between the OCB, professional and organizational commitment of teachers in aided colleges and the teachers in self-financing colleges. Teachers in the self-financing colleges have higher affective organizational commitment than the teachers in aided colleges ($3.24 > 3.06$). The teachers in self-financing colleges have higher continuance organizational commitment than the teachers in aided colleges ($3.63 > 3.42$). It is also seen that the teachers in self-financing colleges have higher normative organizational commitment than the teachers in aided colleges ($3.22 > 3.03$).

It can also be inferred that there is a significant difference between the professional commitment of teachers in aided colleges and the teachers in self-financing colleges. Teachers in the self-financing colleges have higher affective professional commitment than the teachers in aided colleges ($3.10 > 2.86$). Teachers with a strong sense of affective commitment to their profession keep up with developments in their profession, subscribe to trade journals, attend professional meetings, and participate in their professional associations. Most of the self-financing colleges appoint teachers with less or no teaching experience. The enthusiasm and commitment

demonstrated by teachers at the beginning of their careers, for their self-improvement is affective towards teaching. It is seen that teachers in the self-financing colleges have higher continuance professional commitment than the teachers in aided colleges (3.10 >2.42). As time goes on, teachers in self-financing institutions perceive that the monetary costs associated with leaving teaching are higher and they are less likely to give up the benefits and idiosyncratic credits associated with teaching, hence develop continuance commitment to teaching. The table also show that the difference in the normative professional commitment of teachers in both aided and self-financing colleges are not statistically significant(3.34>3.33). Teachers in aided and self-financing institutions feel same level of loyalty and moral obligation towards teaching irrespective of the status of their institutions. The normative professional commitment is found to be the same in both the type of institutions because being loyal and responsible to the profession is the basic requirement of teachers irrespective of aided or self-financing institutions. The affective professional commitment and continuance professional commitment of teachers are higher in self-financing institutions. It can also be inferred that there is a significant difference between the OCB of teachers in aided colleges and the teachers in self-financing colleges.

Table 3 Inter correlation matrix showing the relationship between the dimensions of OC, PC and OCB

	AOC	COC	NOC	APC	CPC	NPC	OC	PC	OCB
AOC	1.00								
COC	0.30**	1.00							
NOC	0.28**	0.49**	1.00						
APC	0.57**	0.23**	0.50**	1.00					
CPC	0.37**	0.34**	0.23**	0.24**	1.00				
NPC	0.17**	0.48**	-0.25**	0.03	0.22**	1.00			
OC	0.43**	0.10*	0.09*	0.46**	0.11*	0.34**	1.00		
PC	0.45**	0.28**	0.21**	0.21**	0.26**	0.32**	0.35**	1.00	
OCB	0.47**	0.31**	0.23**	0.33**	0.21**	0.33**	0.35**	0.32**	1.00

**Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2-tailed)

The above table 3 shows that there exists a significant relationship between the organizational citizenship behavior and the three dimensions of organizational commitment and professional commitment. A significant positive correlation was found between the sub dimensions of Organizational commitment and OCB. Similarly, a significant positive correlation was found between the sub dimensions of Professional commitment and OCB. However a significant low level of positive correlation is found between the OCB and the subdimension NOC and CPC.

Prediction Level of Professional and Organizational Commitments of Organizational Citizenship Behavior

Table 4 REGRESSION MODEL FOR Y-OCB

Variables	Regression Coefficient	Standard Error	t- value (d.f = 533)	R²
(Constant)	0.92	0.19	4.88	.411
Organizational Commitment	0.63	0.04	17.23**	
Professional Commitment	0.70	0.05	13.69**	

** - :Significant at 5 %

(F = 115.32**)

The Multiple regression model indicated that two Variables namely organizational commitment and professional commitment have significantly contributing to OCB. The analysis of variance of multiple regression model for Y indicates the overall significance of the model fitted. According to Table 4 , a significant positive relationship was determined between professional and organizational commitments and the organizational citizenship behavior scores of the teachers in HEI (R= 0.411, R2 = 0.168, p<.01). Professional and organizational commitments together were found to explain 41.1% of the total variance of organizational citizenship behavior.

According to the standardized regression coefficient (β), relative order of importance of the predictor variables regarding organizational citizenship behavior was professional commitment and organizational commitment. According to the t-test results regarding the significance level of

the regression coefficients, professional and organizational commitments were determined to be significant predictors of organizational citizenship behavior. According to the results of the regression analysis, regression equation regarding the prediction of organizational citizenship behavior was as follows $OCB = 0.92 + 0.63 OC + 0.70 PC$.

Substantially important variables in discriminating between teachers with lower OCB and teachers with higher OCB

Discriminant analysis was also used to find the substantially important variables in discriminating between the two groups namely teachers with lower organizational citizenship behavior and teachers with higher organizational citizenship behavior.

Discriminant analysis on organizational citizenship behavior

In order to find the substantially important variables in discriminating between the two groups namely teachers with lower organizational citizenship behavior and teachers with higher organizational citizenship behavior, the following discriminant analysis is done. Organizational commitment and Professional Commitment are expected to influence the organizational citizenship behavior of teachers in higher education institutions. In the present study there are two groups namely the teachers with lower organizational citizenship behavior (Group I : n1=284), and teachers with higher organizational citizenship behavior (Group II: n2 =252). The results are furnished in the tables given below.

Hc = There is no significant difference between the lower and higher organizational citizenship behavior score among the teachers in respect of the variables

Table 5 Mean score on organizational citizenship behaviors

	Explanatory Variables	Respondents with	
		Lower overall mean score on OCB (n1=284)	Higher overall mean score on OCB (n2=252)
1	Affective Organizational Commitment	2.90	3.25
2	Continuance Organizational Commitment	3.14	3.45

3	Normative Organizational Commitment	3.14	3.69
4	Affective Professional Commitment	3.76	4.23
5	Continuance Professional Commitment	3.00	3.28
6	Normative Professional Commitment	3.56	3.99

Table 5.1 Tests of Equality of Group Means

Univariate ANOVAs

	Explanatory Variables.	F (DF=1, 534)	Sig
1	Affective Organizational Commitment	122.29*	0.00
2	Continuance Organizational Commitment	146.83*	0.00
3	Normative Organizational Commitment	451.27*	0.00
4	Affective Professional Commitment	80.64*	0.00
5	Continuance Professional Commitment	90.24*	0.00
6	Normative Professional Commitment	93.55*	0.00

*-Significant at 5 % level

It is seen from the above table 5.1 that there is significant difference in the mean score between the lower and higher mean organizational citizenship behaviorscore among the teachers in respect of the explanatory variables namely Affective Organizational Commitment (122.29*), Continuance organizational commitment(146.83*), Normative Organizational Commitment (451.27*), Affective Professional Commitment (80.64*), Continuance Professional Commitment (90.24*), Normative Professional Commitment (93.55*) of the teachers. Hence the hypothesis Hc is rejected.

Step wise canonical discriminant function fitted

$$D = -18.173 + 2.850 \text{ AOC} + .705 \text{ COC} + .580 \text{ NOC} + .703 \text{ APC}$$

Test Statistics for the function.

Eigen value: .1.242

Percentage of variation explained: 100

Wilks Lambda = .446

Chi-square = 428.71* DF = 6 p = .000

Canonical Correlation: .744

Classification of respondents

Using the Discriminant function fitted and the observed predictor variables of the teachers, the teachers are classified and the correct % of classification is presented in table 5.2 below.

Table 5.2 Percentage of correct classification by using discriminant function on the data

Respondents with	Lower organizational citizenship behavior	Higher organizational citizenship behavior	Total
Lower organizational citizenship behavior	264	20	284
Higher onorganizational citizenship behavior	40	212	252

From the above table 5.2 it is observed that out of 284 teachers with lower organizational citizenship behavior score on influencing factors, 264 (93 %) were correctly classified; out of 252 teachers with higher organizational citizenship behavior score on influencing factors, 212 (84.1%) were correctly classified. Hence the percentage of correct classification is $(476/536) * 100\%$ or 88.8 % of original grouped cases correctly classified. The percent of correct classification of teachers using the observed observation clearly indicates adequacy of the model in discriminating between the two groups namely teachers with lower organizational citizenship behavior and teachers with higher organizational citizenship behavior.

Relative importance of predictor variable

The relative importance of each predictor variables in discriminating between the two groups is obtained and the results are presented in table 5.3below.

Table 5.3The relative importance of variables in discriminating from the groups

Explanatory Variables	Importance value of the variable(I_j)*	Relative Importance(R_j) %	Rank
Affective Organizational Commitment	1.5738	70.6	1
Continuance Organizational Commitment	0.3294	14.8	2
Normative Organizational Commitment	0.1413	06.3	4
Affective Professional Commitment	0.1862	08.3	3
Total	2.2307	100.0	

*- $I_j = \text{mod of } (X1 \text{ bar} - X2 \text{ bar}) \times \text{disc. coefficient.}$

It is seen from the above table 5.3that three variables namely AOC,COC and APC are substantially important variables in discriminating between the two groups namely teacherswith lowerorganizational citizenship behaviorand teacherswith higherorganizational citizenship behavior.

Committed Teachers voluntarily involve in extra role behaviors which are not specified in their job description. They are more likely to carry out additional tasks in ways that are consistent with professional values and responsibilities, and thus increase their commitment to the profession.These teachers involve in extra role behaviors like acting in cooperation with other

teachers, helping them perform their duties, acting in a kind manner towards others and making extra efforts beyond their responsibilities, makes the organization an attractive workplace, thus increasing the loyalty and commitment to it.

Findings

- There is a significant difference between the Organizational commitment, Professional commitment and OCB of teachers in aided colleges and the teachers in self-financing colleges.
- The professional commitment , organizational commitment and OCB of teachers are higher in self-financing institutions.
- A significant positive correlation was found between the sub dimensions of Organizational commitment and OCB. Similarly, a significant positive correlation was found between the sub dimensions of Professional commitment and OCB.
- Examination of the results show that among the significantly contributing variables, organizational commitment (17.23) has more positive influence on the OCB of the teachers followed by professional commitment (13.69)
- It is seen from the above table 5.3 that three variables namely Affective Organizational Commitment, Continuance Organizational Commitment and Affective Professional Commitment are substantially important variables in discriminating between the two groups namely teachers with lower organizational citizenship behavior and teachers with higher organizational citizenship behavior.

Conclusions

Understanding of teacher's perception is helpful to promote professional and organizational commitment among the faculty. The professional orientation of teachers, professional and organizational commitment play an important role in contributing to teachers' Organizational citizenship behaviours. The teachers who are highly committed towards organization and profession in would exhibit higher OCBs in higher educational institutions disregard the low level of perceived supportive behavior.

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