
ORGANIZATIONAL CITIZENSHIP BEHAVIOUR AMONG TEACHER EDUCATORS

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ABSTRACT

The study was designed to investigate the Organizational Citizenship Behaviour among Teachers Educators based on Gender, Teaching Experience, Income, Stream and Educational Qualification. The sample comprised 100 Teacher Educators drawn from 14 Teacher Education Institutions (TEIs) of Himachal Pradesh through Incidental Technique of Sampling. The data were collected by using Organizational Citizenship Behaviour Checklist (OCBC) developed by Suzy Fox & Paul E. Spector (2011). The data analysis showed that teacher educators do not differ significantly with respect to their gender, teaching experience, income and stream. Significant differences were found among teacher educators on the basis of Educational qualification only.

Key Words: Organizational Citizenship Behaviour, Teacher Educators, Gender, Teaching Experience, Income, Stream, Educational Qualification.....

Introduction

Readings on Organizational Citizenship Behaviour reveals that these are beneficial in many ways to the organization and the workman. Organizational Citizenship Behavior facilitates the renewal, environmental orientation, resource transfer and savings of the organization. It also improves the quality of service, increases the efficiency and performance of the organization and

it reduces the costs. An increase of willingness to participate in decision making, the tendency of collaboration, interdependence, responsibility and satisfaction from work has been observed at workmen who display high level organizational citizenship behaviour. Similarly, Organizational Citizenship Behaviour increases the ability of attracting and using the workforce of the organization by generating favourable feelings at workmen towards their organizations.

Chester Bernard observed the phenomena of organizational citizenship behavior in the 1930 and named it “extra-role behavior”, (Barnard, 1938). Later on Katz (1964) used the term “citizenship” to represent the workers that showed “extra-role behaviors”. Employees who show “citizenship behavior” are valued by their managers, because they make their jobs easier. Extra-role behavior is referred to as innovative and spontaneous behavior, whereas technical performance required by the job, acceptable behavior to management is referred to as in-role behavior (Bateman & Organ, 1983).

Organizational Citizenship Behaviour has turned out to be one of the most important concepts in controlling the efficiency and effectiveness of an organization in terms of productivity and quality of the organization.

The organizational citizenship behaviours (OCBs) continue to stimulate interest among researchers and practitioners. This interest is not surprising given the argument and emerging evidence that willingness to perform organizational citizenship behaviours (OCBs) is associated with individual and organizational performance.

Today, as educational systems move into an era of reorganization and are required to work in a competitive and complex environment, success of schools fundamentally depends on teachers who are committed to school goals and values and more willing to go above and beyond the call of duty to contribute to successful change, that is, to engage in such organizational citizenship behaviours (OCBs). Extra-role behaviours (ERBs), refer to all helping behaviours extended to colleagues, supervisors, and students, such as lending a colleague a hand with work overload or preparing special assignments for higher and lower level students; and extended to the school at large, such as suggesting improvements in pedagogical issues or talking favourably about the school to outsiders. Organizational Citizenship Behaviours (OCBs) are essential because schools cannot anticipate through formally stated in-role job descriptions the entire array of behaviours needed for achieving goals. Yet despite evidence of the contribution of teachers' Organizational Citizenship Behaviour to school effectiveness, critics have questioned the extent to which Organizational Citizenship Behaviours (OCBs), or extra-role behaviours, may be

regarded as discretionary, arguing that the distinction between required behaviour, i.e., in-role behaviour (IRB), and behaviour that exceeds one's job requirements, i.e., Organizational Citizenship Behaviour, is ambiguous, and may differ among persons, contexts and over time. Previous research on Organizational Citizenship Behaviour took for granted the underlying nature of Organizational Citizenship Behaviour, which has been defined as organizationally functional employee behaviour that is discretionary, beyond the strict description of job requirements, and not directly rewarded thus Organizational Citizenship Behaviour research has tended to side step the potential ambiguity of the Organizational Citizenship Behaviour construct, while studies showing that employees frequently perceive presumed Organizational Citizenship Behaviour as role-prescribed, nondiscretionary, and/or rewarded imply that the commonly accepted definition does not accurately characterize employees' perceptions of Organizational Citizenship Behaviour (OCB). Organizational Citizenship Behaviour research has also side stepped the potential subjectivity of the Organizational Citizenship Behaviour (OCB) construct by adopting a single perspective namely that of the supervisor. Yet there is no agreement in the literature as to what is the best source for evaluating Organizational Citizenship Behaviour (OCBs), because these behaviours are not necessarily directed to the supervisor and might be directed to co-workers or clients.

Organization is a social unit of people that is structured and managed to meet a need or to pursue collective goals. Citizenship is a participatory member of a political community. Citizenship is gained by meeting the legal requirement of national state or local government. Behaviour a response of an individual or group to an action environment, person or stimulus.

Organizational Citizenship Behaviour can be defined as going “above and beyond the call of duty” at work. It is an action or set of action, that while not necessary to complete the individual employees functioning, nevertheless benefits the company as a whole.

Organizational Citizenship Behaviour is a, Individual behaviour on the basis of “volunteerism”, serving without considering formal gratification system, which helps success and productivity of an organization” (Organ, 1997).

Organizational Citizenship Behaviour provides a means of managing the interdependencies among members of a work unit, which increases the collective outcomes achieved; reduces the need for an organization to devote scarce resources to simple maintenance functions, which frees up resources for productivity; and improves the ability of others to perform their jobs by freeing

up time for more efficient planning, scheduling, problem solving, and so on (Podsakoff *et al.*, 2000).

Development of a society is under the responsibility of people living in it; and the development of an organization is under the responsibility of people working for it. Workers are very important in the process of reaching goals and success and having competitive advantage. Ethical belief in Organizational Citizenship Behaviour can only be strengthened by loyalty and self sacrifice. So, it can be said that Organizational Citizenship Behaviour is a big affect on organizational life and commitment to ethical beliefs (Bingol et al., 2003).

“Volunteerism” means there is nothing required by a job, the act is done without any compulsory rule. So, it is understood that volunteerism is the basis of Organizational Citizenship Behaviour (Ozdevecioglu, 2003). There are three types of citizenship behaviours in the organization:

Organizational Obedience: This term describes behaviours that their necessity and desirability is identified and are accepted in a reasonable structure of rules and regulations. Organizational obedience indexes are behaviors such as respecting organizational rules, conducting tasks totally and performing duties given to organizational resources like "being present at work on time" or "following the current rules and instructions at work place".

Organizational Loyalty: Such loyalty to the organization is different from loyalty to oneself, other individuals and organizational units and illustrates sacrifice level of employees towards organizational benefits and supporting the organization.

Organizational Participation: This term is emerged by being involved in managing the organization among which we can refer to taking part in meetings, sharing one's ideas with others and knowing current issues of the organization.

Organ (1988) has examined the Organizational Citizenship Behaviour under the following topics:

Altruism / Helping Behaviours: Helping behaviour includes all types of voluntary actions of workmen displayed to help the fellow workmen in performing their work and overcoming problems within the organization. Examples of this attitude include helping beginners in getting used to work, sharing the work burden of fellow workmen, helping others in solving problems, training fellow workmen on utilization of new equipment, helping fellow workmen to works for required deadlines and obtaining the materials and equipment which is needed by fellow workmen.

Courtesy: Courtesy attitude covers up all behaviours for helping others in avoiding problems to occur. Examples of this attitude include trying to prevent other people from suffering as a result of a certain event, informing fellow workmen on work schedule about the points which must be taken into consideration in advance.

Conscientiousness: This attitude, defined as upholding high level work awareness, includes voluntary behaviour that goes beyond the lowest expected role definition and performance of workmen more than expected lowest level. The examples often sited are low absenteeism levels, regular working at the workplace, being on time, using time outs without any cheating, being careful with deadlines and obeying rules.

Sportsmanship: Sportsmanship is defined as refraining from actions which may lead to unfavourable tension at the workplace and maintaining synergistic atmosphere within the organization against any adverse incidents.

Civil Virtue: Civil virtue in this context means high level interest in and high level loyalty to the organization. Effective participation of workmen in the meetings, to show interest in policies of the organization, to make contributions and deliver opinions for the strategies of the organization, to cope with the changes in organizational framework, to observe the environment for avoiding any hazard to the organization, to report any unusual incidence in the workplace, to be ready against any risk are some of the examples of this behaviour.

Organizational Citizenship Behaviour has been variously described and examined since the 1938 when Chester Barnard introduced to the organizational behaviour literature the importance of an employee's "willingness to cooperate". Barnard believed that "the willingness of persons to contribute efforts to the cooperative system is indispensable".

Lamertz (1998) also conceived of Organizational Citizenship Behaviour from a two-factor perspective and saw these as reflections of the two role-systems that are present in most organizations. The first of these systems is based on instrumental working relations while the second is rooted in affective social relations. Organizational Citizenship Behaviours that are directed toward the organization are more likely to occur when an individual is involved in a network of instrumental relations. Similarly, exchange among individuals is more likely to occur in the context of a network of affective relations (Lamertz, 1998). Given the high rate of social interaction of both an instrumental and affective nature in which counsellors engage, one would expect that members of this profession would exhibit a higher rate of Organizational Citizenship Behaviour than would members of other more instrumentally and socially isolated professions.

Review of Related Literature

The review of literature on organizational citizenship behaviour reveals that few studies have been conducted on teachers till date in relation to gender, teaching experience, income, stream and educational qualification. These have been given as under:

Rinehart & Short (1991) found that reading recovery teacher leaders were more highly empowered than reading recovery teachers or classroom teachers.

Dipaola & Tschannen-Moran (2001) found that the impact of Organizational Citizenship Behaviour on the School Organization is “dramatic”, it “contributes to the overall effectiveness of the School and reduced the management component of the administrator’s role” professional. Further, they found that there are not five separate dimensions of the construct, or even two for that matter, but rather that one dimension captures all aspects of OCB. In other words, both benefits to the organization (helping the organization) and benefits to the individual (helping individuals) combine into a single, bipolar construct.

Somech & Bogler (2002) found distinctive relationships of teachers’ professional and organizational commitment with participation in decision making and organizational citizenship behaviour (OCB).

Nguni, Slegers & Denessen (2006) found that the effects of transformational and transactional leadership on teachers' job satisfaction, organizational commitment, and organizational citizenship behaviour. The regression analyses showed transformational leadership dimensions to have strong effects on teachers' job satisfaction, organizational commitment and organizational citizenship behaviour.

Kagaari & Munene (2007) found that teacher competences have a relationship between the worker (Teacher) and his work environment (School).

Chughati (2009) conducted a study on the impact of job involvement on the self report, measure of in role job performance and Organizational Citizenship Behaviour.

Jimmieson, Hannam & Yeo (2010) found that teachers’ behaviours of organizational citizenship, especially at schools, increase their efficiency and thus affect students positively.

Namazzi (2011) reported that Teacher operant competences and their organizational citizenship behaviours have been found to be significantly related to teacher performance in secondary schools.

Cohen-Liu (2011) found that the relationship between individual values, organizational and

occupational commitment, organizational citizenship behaviour (OCB) and in-role performance. It was reported that the individual values were related to all commitment forms but there was no clear distinction between the three dimensions of commitment (affective, continuance, and normative) and two commitment foci (organizational and occupational) in terms of their relationships to different values. The findings suggested that both individual values and commitment are concepts that can increase our understanding of employees' behaviour in the workplace.

Sharma, Bajpai & Holani (2011) found that employees in public sector Organization have greater degree of Organizational Citizenship Behaviour in comparison to private sector organizations and also the job satisfaction increases or decreases based on increases or decreases in Organizational Citizenship Behaviour.

From the review of above literature on organizational citizenship behaviour, the urgent need was felt to carry out the present study.

Objective of the Study

To study the differences in Organizational Citizenship Behaviour among Teacher Educators based on gender, teaching experience, income, stream and educational qualification.

Hypothesis of the Study

There will be no significant differences in Organizational Citizenship Behaviour among teacher educators based on gender, teaching experience, income, stream and educational qualification.

Method

The study was carried out by employing descriptive survey method research.

Sample

The sample of the study consisted of 100 Teacher Educators (50 Males & 50 Females) drawn from fourteen (14) Teacher Education Institutions (TEIs) of Himachal Pradesh through incidental technique of non-probability sampling.

Tool Used

In the present study Organizational Citizenship Behavior Checklist (OCBC) developed by, Suzy Fox, Loyola University, Chicago & Paul E. Spector, University of South Florida (2011) was used for data collection. The Organizational Citizenship Behavior Checklist gives an estimate of level of Organizational Citizenship Behavior of an individual on a five point Likert Scale. Five responses categories are: Never, Once or Twice per Month, Once or Twice, Once or Twice per Week and Every Day. There are 20 items in total. The total score gives idea of the level of Organizational Citizenship Behaviour of the individual subjects.

Statistical Techniques

In the present study statistical techniques of Mean, Standard Deviation and the 't'- Test were used for analysis & interpretation of the obtained data.

Results

The following Table-1 gives an account of calculated statistics of Organizational Citizenship Behaviour of Teacher Educators pertaining to gender, teaching experience, income, stream and educational qualification.

Table-1
Significance of Difference in Mean Scores of Organizational Citizenship Behaviour among Teacher Educators

| Groups | Mean | SD | df | 't'-value | Significance |
|-------------------------------|-------|-------|----|-----------|--------------|
| <i>Male</i> | 67.66 | 11.38 | 98 | 0.71 | NS |
| <i>Female</i> | 65.78 | 14.78 | | | |
| <i>High Experienced</i> | 69.79 | 10.03 | 98 | 1.85 | NS |
| <i>Low Experienced</i> | 65.20 | 14.27 | | | |
| <i>High Income</i> | 65.66 | 10.98 | 98 | 0.64 | NS |
| <i>Low Income</i> | 67.31 | 14.29 | | | |
| <i>Science</i> | 67.91 | 14.33 | 98 | 0.66 | NS |
| <i>Others (Arts+Commerce)</i> | 66.04 | 12.51 | | | |

| | | | | | |
|-------------------------|-------|-------|----|------|---|
| <i>Highly Qualified</i> | 69.92 | 11.84 | 98 | 2.40 | * |
| <i>Low Qualified</i> | 63.77 | 13.71 | | | |

*** = Significant at 0.05 Level of Significance and NS = Not Significant**

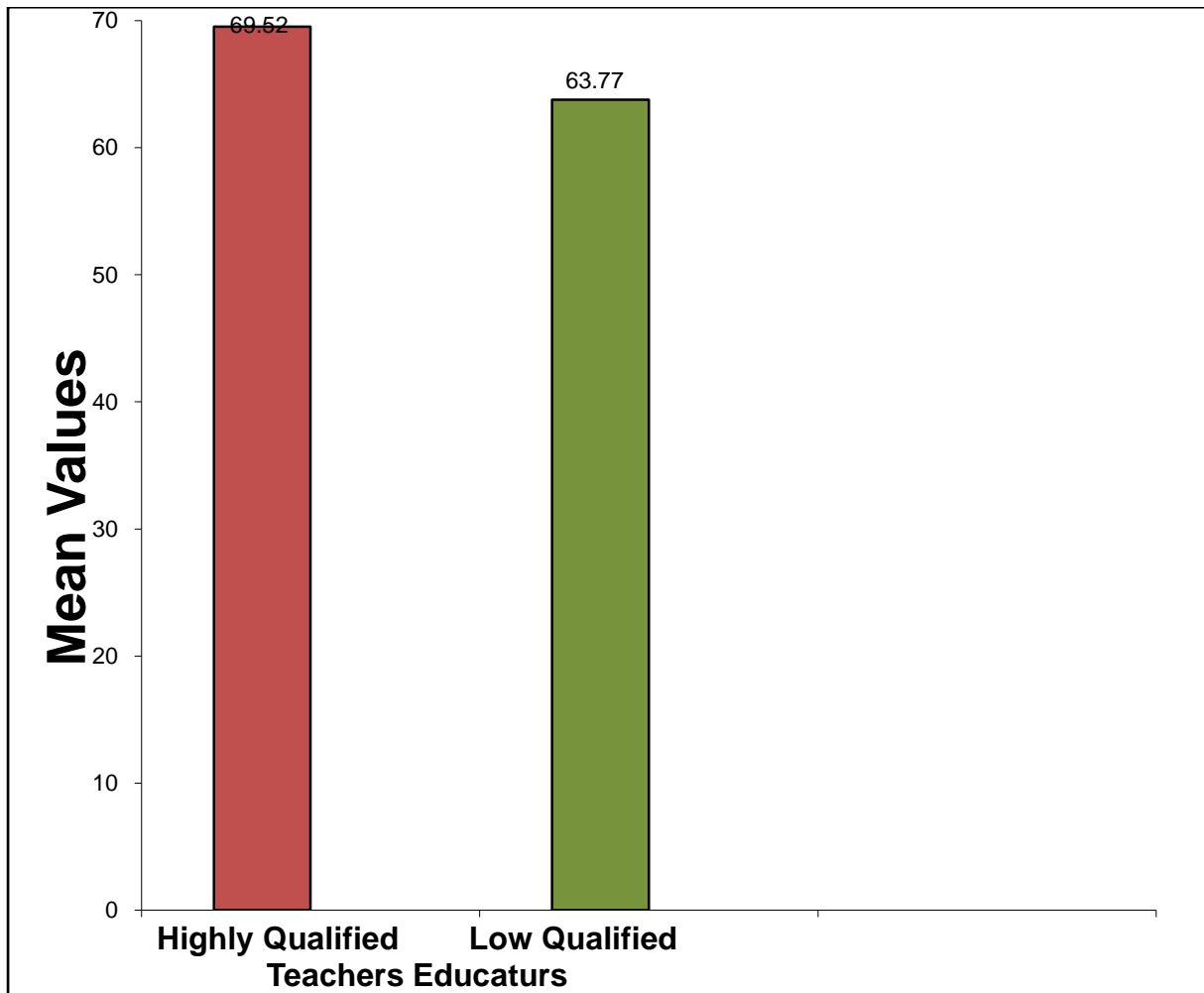
The Table- 1 shows that the obtained ‘t’- values were found to be 0.71, 1.85, 0.64, and 0.66, which are not significant. It means that teacher educators do not differ significantly in their Organizational Citizenship Behaviour based on gender, teaching experience, income and stream. Hence, the null hypothesis that, “There will be no significant differences in Organizational Citizenship Behaviour among teacher educators based on gender, teaching experience, income and stream,” was accepted.

The Table-1 also reflects that the obtained ‘t’- value was found to be 2.40, which is significant at 0.05 level of significance. It means that Highly Qualified and Low Qualified teacher educators differ significantly with regard to their Organizational Citizenship Behaviour. The mean value of highly qualified teacher educators (M=69.92) is greater than the mean value of low qualified teacher educators (M =63.77). This means that highly qualified teacher educators possesses higher level of organizational citizenship behaviour than their low qualified counterparts. Hence, the null hypothesis that, “There will be no significant differences in Organizational Citizenship Behaviour among teacher educators based on educational qualification,” was not retained.

The Figure-1.1 shows the significant difference is mean values of organizational citizenship behaviour among highly qualified and low qualified teacher educators.

Figure-1.1

Showing Significant Difference in Mean Values of Organizational Citizenship Behaviour among Highly Qualified and Low Qualified Teacher Educators



Discussion of Results

The first four findings of the study revealed no significant difference in Organizational Citizenship Behaviour among Teacher Educators with reference to their gender, teaching experience, income and stream. These findings of the study did not get any support and contradiction from the review of available literature on organizational citizenship behaviour.

The last finding of the study that highly qualified teacher educators had higher level of Organizational Citizenship Behaviour than their low qualified counterparts. This finding of the study also lacks support and contradiction due to non-availability of research studies on citizenship behaviour based on educational qualification in the related literature.

The difference in Organizational Citizenship Behaviour among teacher educators may be attributed to higher educational qualifications possessed by them along with variety of experiences gained during the attainment of higher degrees with latest technological advancements and professional development.

Conclusion

The organizational citizenship behaviour among teacher educators has been greatly influenced by educational qualifications gained by them but gender, teaching experience, income and stream were found to have no bearing upon organizational citizenship behaviour among teacher educators.

Educational Implications

A deep and complete knowledge of Organizational Citizenship Behaviour is inevitable for remarkable success of any organization or occupation. Educational planners with the help of Organizational Citizenship Behaviour can make better and effective educational policies and plans for the growth and development of Teacher Education Institutions. Moreover, taking into account the influence of educational qualifications and matching its impact with teaching experience, reducing gender differentiation and evolving interdisciplinary approach, the level of organizational citizenship behaviour of teacher educators in particular and teaching community in general may be enhanced up to greater extent.

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