



Determinants of Organization Citizenship Behaviour: A Study on Professional College Teachers in Delhi/ NCR

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Abstract

Organization Citizenship Behaviour (OCB), essentially is about actions in which employees transgress their prescribed role requirements. It is a major factor which effects organizational effectiveness and employee performance. The present paper will explore the determinants of organizational citizenship behaviour for professional college teachers in Delhi-NCR and suggest a concrete system to develop continual OCB. The paper will analyze, whether social expectations, desire for personal growth, values system, professional attitude and teaching methodology and skills have an effect on OCB of professional college/ institutes teachers? The total sample size of the study will be 125 professional college/ institute teachers of Delhi and NCR. This research is important for any professional college as this will have long term implication on college branding and most important will provide their students with a brilliant future as OCB is cost effective tool with brilliant returns.

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Introduction

All organizations around the world are looking for high performance employees who cherish their work and perform the duties with excellence and effectiveness. Organizational Citizenship Behaviour is the tool which helps them to achieve this. It is important for any organization which aims for efficiency and effectiveness as a sustainable strategy. It is discretionary in nature and goes beyond the duties and responsibilities assigned to any incumbent of the job. OCB serves the twin purpose of employee satisfaction and organizational goals fulfilment.

Understanding OCB

The word was introduced by Dennis Organ in mid 1980's. According to Organ (1988) OCB is "individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization". Organ (1988) identified five categories of OCB: (a) altruism: (b) courtesy: (c) conscientiousness:, (d) sportsmanship: and (e) civic virtue. OCB is multidimensional in nature and there are numerous factors which affect it. In a nutshell, OCB is emergence of "good citizens" which is vital for the survival of any organization. This concept has gained predominance over the years due to its long lasting effects. Fierce competition fuels the necessity for the flow of intense awareness and knowledge. Organizational Citizenship behaviours are the actions that are not nominated or demanded by the formal job responsibilities. (Farh, Zhong & Organ, (2004). OCB has managed to converge its positive consequences both for the individuals in terms of performance evaluations and rewards as well as for the organizations. According to Lloyd (2008), discretionary effort are required which explains the extent to which individuals devote intense and persistent exertion into their work.

Review of Literature

Organ (1988), while defining OCB viewed it as discretionary, since the behaviour is not an enforceable requirement for the job description, but rather the behaviour is a matter of personal choice, such that its omission is not generally understood as punishable."Katz & Kahn (1978) emphasized the same for any organizations. Dyne (1995) termed a new concept "extra-role behaviour", he defined it as "behaviour which benefits the organization and/or is intended to benefit the organization, which is discretionary and which goes beyond existing role expectations". Contrary to it Penner, Midili & Kegelmeyer, (1997) says the job satisfaction is not only one reason for the accurate prediction of OCB. Smith (1983) says "Individuals with high collectivism and propensity to trust are more likely to believe they can be a valued part of the organization, to value this role, and because of this belief, engage in behaviours to make a difference in the organization."

According to Turnipseed & Murkison (1996) "Organizational citizenship behaviour is not specified by any contract or not even expected by an average employee. This behaviour is organizationally desirable because this behaviour assist resource transformation, adaptability and innovation in order to increase the organization efficiency."Dyne (1995) explained that "OCB is viewed as "affiliative and promotive" behaviours that demonstrate the actor's desire to maintain a relationship with the target (i.e., coworkers or the organization) and contribute to the target's success." Walz and Niehoff (1996) said that "OCB represents a set of desirable organizational behaviours, which demonstrate multi-dimensional relationships with positive organizational consequences."

According to Brown (1993) "Workers with high levels of job satisfaction are more likely to be engaged in OCB." Wagner and Rush (2000) emphasized the age connotation in their research to be more related to the close affinity towards OCB.

Stamper & Dyne did a study on work status and OCB in restaurants employees and found that "those who work part-time engaged in less helping behaviour than those who work full time."

And they further said “part time workers spend less time at work, receive less from the organization, and have less responsibilities and interests that demand their time and attention outside of work”. They conclude in their study that “Helping co-workers is a proactive behaviour that requires extra effort. When part time employees receive fewer inducements from the organization, they are less likely to contribute above and beyond their core duties bases on general notion of reciprocity.”

Lievens & Anseel (2004) stated “the general picture is that the forms of citizenship behaviour observed in organizations (e.g. the factor structure) hold relatively well across international contexts.”

Dee, Henkin & Duemer, (2002) stated in their research that Teachers show more commitment when they perceive their work is meaningful. According to Yılmaz & TasDan(2008).Teachers organizational citizenship perceptions did not fluctuate according to field of study ,seniority and gender and the teachers had positive opinion concerning organizational citizenship. According to Kagaari & Munene, (2007) “The lecturers’ optional behaviours at work are seen when they have the related competencies.”

Garg & Rastogi (2006) stated that “Organizations realized that for surviving in this competitive scenario organizations have to develop employee work efforts and for effective functioning of the organization employee efforts are needed that can be beyond the official requirements of the role.”

Evans, Davis, and Frink (2011) stated that “ when individuals feel their organization is an exemplary corporate citizen—sensitive to social, legal, ethical, and environmental issues—they are more likely to engage in organizational citizenship behaviour.”

Farrell, Sarah & Finkelstein (2007) conducted a study on gender-incongruent with OCB; results indicated that OCBs in general were expected more of women than of men.

Present Study

The present study explores and investigates into five determinants of social expectations viz. desire for personal growth, values system, professional attitude and teaching methodology and skills of OCB of professional college/ institutes teachers in Delhi & NCR.

This study proposes to find out new tangents to explain OCB in the organizations by analyzing different aspects. The study also tries to examine in detail the correlations of all these five aspects with age, qualifications, designation, gender and experience in explaining OCB in professional college/ institute teachers. The basic argument of the study is that the above five determinants have massively represent the OCB of any faculty though there has been very little research on this aspect of teacher's behaviour. As Bienstock, DeMoranville & Smith (2003) argues that the outcome of deliverance is closely related to the motivation of the employees.

Objectives of the study:

- To evaluate the influence of Age, Gender, Experience and Educational Qualification on OCB.
- Suggest Strategies to enhance OCB.

Methodology

A closed ended questionnaire was administered to a sample of 150 professional college teachers working in 15 different colleges/ institutes in Delhi and NCR; out of which 125 usable questionnaires were used in the analysis. Likert scale was used to gauged responses from the sample 1-Strongly Agree 2- Agree 3 Undecided 4-Disagree 5- Strongly Disagree. Five determinants social expectations, desire for personal growth, values system, professional attitude and teaching methodology and skills which project OCB are being analyzed. A 35-item questionnaire was used that consists of two parts, the first part of the questionnaire focused on the demographic data that included information about years of experience, qualification, designation, gender and age. In the second part the respondents were required to give their view of the five determinants of OCB i.e. social expectations, desire for personal growth, values system, professional attitude, and teaching methodology and skills

Table: 1 Demographic profile of Employees

Demographic Parameters	Frequency	Percent
Educational Qualifications		
Post Graduation	46	36.8
Professional Qualification	61	48.8
Doctoral Qualification	18	14.4
Total	125	100.0
Age Group		
20-30 years	8	6.4
30-40 years	59	47.2
40-50 years	33	26.4
above 50 years	25	20
Total	125	100
Gender		
Male	36	28.8
Female	89	71.2
Total	125	100.0
Experience		
Less than 3 years	26	20.8
3 to 10 years	57	45.6
10 to 15 years	29	23.2
Above 15 years	13	10.4
Total	125	100
Designation		
Assistant Professor	48	38.4
Associate Professor	49	39.2
Professor	28	22.4
Total	125	100

From Table: 1, it can be observed that 48.8 percent of the respondents were professionally qualified in their field and holding a post graduate degree in it. 14.4 percent of the respondents were holding the doctoral qualification. It was found during the interview that almost 70 percent of the respondents were holding the basic qualification that they have qualified the National Eligibility Test for lectureship taken by University Grant commission.

47.2 percent of the respondents were from the age group 30-40 years and 26.4 percent were in the 40-50 years of age group.

Respondents were found to be dominated by females as 71.2 percent of the respondents were female professional teachers.

Maximum respondents (45.6 percent) were having professional experience between 3-10 years. 23.2 percent of the respondents were having teaching experience between 10-15 years. 39.2 percent of the respondents were found to be at the designation of Associate professor and 38.2 percent were assistant professor. Rests of the respondents were in the Professor designation.

H1: There is no significant relationship between the age of the faculty and determinants of OCB

Table: 2 Comparison of Age with the Five Determinants of OCB

Determinants of OCB	Sources of Variation	Sum of Squares	df	Mean Square	F
	Between Groups	8.786	3	2.929	
Social Expectation	Within Groups	183.65	121	1.52	1.93
	Total		124		
Desire for Personal Growth	Between Groups	6.0478	3	2.016	2.16
	within Groups	112.89	121	0.933	
	Total		124		
Value System	Between Groups	4.217	3	1.41	2.286
	within Groups	74.65	121	0.617	
	Total		124		
Professional Attitude	Between Groups	8.452	3	2.817	5.06
	within Groups	67.45	121	0.557	
	Total		124		
Teaching Methodology & Skills	Between Groups	9.219	3	3.073	6.623
	within Groups	56.128	121	0.464	
	Total		124		

From Table:2, it can be inferred that ANOVA result of the five determinants of the OCB i.e Social expectation, Desire for personal growth, value system, professional attitude, Teaching methodology and skills were having any impact of the Age or not. Null hypothesis was accepted in case of Social expectation, Desire for professional growth and value system. Hypothesis was rejected for Professional Attitude and Teaching Methodology which means that

there is significant relationship found between age and the professional attitude as well as Teaching Methodology & skills. There is no significant relationship found amongst the Social expectation, Desire for professional growth and value system. When ANOVA was applied to average of all the values of the five determinants, f value comes out to be 2.34 which suggest that null hypothesis was accepted which means in totality there is no significant relationship between the OCB elements and Age.

H2: Experience has no significant relationship with determinants of OCB

Table: 3 Comparison of Experience with the Five Determinants of OCB

Determinants of OCB	Sources of Variation	Sum of Squares	df	Mean Square	F
	Between Groups	8.245	3	2.748	
Social Expectation	Within Groups	157.48	121	1.30	2.11
	Total		124		3
Desire for Personal Growth	Between Groups	6.892	3	2.297	
	Within Groups	246.19	121	2.034	1.12
	Total		124		9
Value System	Between Groups	5.746	3	1.915	
	Within Groups	54.215	121	0.448	4.27
	Total		124		4
Professional Attitude	Between Groups	3.172	3	1.057	
	Within Groups	167.99	121	1.389	0.76
	Total		124		1
Teaching Methodology & Skills	Between Groups	7.824	3	2.608	
	Within Groups	66.827	121	0.5523	4.72
	Total		124		2

From Table:3, it can be inference that ANOVA result of the five determinants of the OCB i.e Social expectation, Desire for personal

growth, value system, professional attitude, Teaching methodology and skills were having any impact of the Experience or not. It was found that null hypothesis was accepted in case of Social expectation, Desire for professional growth and Professional Attitude and hypothesis was rejected for Value system and Teaching Methodology & skills which means that there is significant relationship found between experience and the Value System as well as Teaching Methodology & skills. There is no significant relationship found amongst the Social expectation, Desire for professional growth and professional attitude with experience. When ANOVA was applied to average of all the values of five determinants, f value comes out to be 2.19 which suggest that null hypothesis was accepted which means in totality there is no significant relationship between the determinants of OCB and Experience.

H3: There is no significant difference in determinants of OCB and qualification of the faculty.

Table: 4 Comparison of Educational Qualification with the Five Determinants of OCB

Determinants of OCB	Sources of Variation	Sum of Squares	Df	Mean Square	F
	Between Groups	8.541	2	4.271	
Social Expectation	Within Groups	81.67	122	0.669	6.384
	Total		124		
Desire for Personal Growth	Between Groups	7.0278	2	3.514	5.221
	within Groups	82.148	122	0.673	
	Total		124		
Value System	Between Groups	9.11	2	4.55	10.156
	within Groups	54.7	122	0.448	
	Total		124		
Professional Attitude	Between Groups	10.511	2	5.255	6.536
	within Groups	98.14	122	0.804	
	Total		124		
Teaching Methodology & Skills	Between Groups	1.419	2	0.709	0.576
	within Groups	150.18	122	1.231	
	Total		124		

From Table:4, it can be inferred if ANOVA result of the five determinants of the OCB i.e. Social expectation, Desire for personal growth, value system, professional attitude, Teaching methodology and skills were having any impact of the Educational Qualification or not. It was found that null hypothesis was accepted in case of Teaching Methodology and hypothesis was rejected for Social expectation, Desire for personal growth, value system and professional attitude which means that there is significant relationship found between educational qualification and the Social expectation, Desire for professional growth, value system and professional attitude. There is no significant relationship found with Teaching Methodology with the educational qualification. When ANOVA was applied to average of all the value of five determinants, f value comes out to be 3.44 which suggest that null hypothesis was rejected which means in totality there is significant relationship between the five determinants of OCB and educational qualification.

H4 : Gender of the faculty does not have any effect on determinants of OCB.

Table: 5 Correlation between OCB elements and demographic elements

OCB Elements	Gender
Social Expectation	0.218
Desire for Personal Growth	0.344
Value System	0.561
Professional Attitude	0.178
Teaching Methodology	0.589

Gender and all determinants of OCB were found to be positively related which clearly exhibits that gender have an impact on all five determinants of OCB. Hence forth our null hypothesis was rejected as maximum respondents (71.2%) were females and they showed more inclination towards OCB.

Strategies

The “good soldier syndrome” is not very difficult to be attained. Organizations can follow simple strategies to make their employees

perform their duties and also observe OCB as presence of such behaviour amongst the faculty is must for the success of any educational institute anywhere in the world.

Going Beyond the Syllabus

Time has come where a professional college must realize that it has to work towards not only to impart theoretical learning but also to stress its practical usage.

Empower the faculty

In providing quality of services employee empowerment is the major factor that has the significant impact said Samat, Ramayah & Saad (2006). Empowerment has a significant impact on the faculty if they are given freedom on how to conduct classes , innovate, develop new teaching methodologies and establish a direct relationship with the students. This is sure to impact the quality of deliverance on part of the faculty as Denton (1994) stressed upon the organizational commitment that can be gained by the involvement of the employee. Meyerson & Kline (2007) extended that Empowerment should be divided in two components viz: psychological and behavioural.

Better Work Life Balances

Various researches have proved the fact that work-stress, overtime, inflexible hours, inability to leave for emergencies and mentally demanding work create job-family conflict. Academics require creativity and commitment from a faculty. College must establish policies which enhance balance between work and life which will result in enhanced OCB.

Better Remuneration

An important determinant of OCB is level of pay. Organizations must design the remuneration in a manner which exceeds employee expectations and thus encourage high motivation. Competitive wages will attract the most effective or proficient faculties who will strive to deliver above the expectations of the employer and also reduce attrition rate. Surely competitive pay might encourage discretionary effort and stop unannounced exits.

Conclusion

Thus, OCB is a unique solution to various issues confronting an organization. It is an answer to growing demands of the education industry facing increasing demand and the need to provide quality services. OCB can work as a powerful tool for imparting better and useful transfer of education by faculties to the budding managers for the 21st century.

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