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## **Organisational Citizenship Behaviour among University Teachers: An Empirical Study**

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### **Abstract**

Contemporary organisations want their employees to go beyond their defined roles, promote their organisation to outsiders and at the same time maintain a good and healthy working relationship within the organisation. Such behaviours are described as Organisational Citizenship Behaviours (OCB). Organisational Citizenship Behaviours are important for organisations because it facilitates the accomplishment of organisational goals and enhances organisational performance. This study empirically examines the teacher's organisational citizenship behaviour in two prestigious universities of Kashmir valley. The focus resides on various dimensions of employee's discretionary behaviour, that is, altruism, courtesy, conscientiousness, civic virtue and sportsmanship. Results of the study strongly suggest that the administrations of both the universities must encourage teachers to be more spontaneous in engaging the behaviours that go beyond their role description and as a result the universities as a whole will function effectively, efficiently and competitively.

**Keywords:** Organisational Citizenship Behaviour, OCB, Universities, Kashmir.

### **Introduction**

Successful organisations have workforce who freely give off their time and energy to succeed at the assigned job. Such behaviour is neither prescribed nor required, yet it contributes to the smooth functioning of the organisation. Contemporary organisations, in turn, could not survive or flourish without their members engaging in all sorts of positive behaviours usually called as discretionary or spontaneous behaviours that are beyond explicit role requirements and highly relevant for organisational effectiveness. There has been increasing research in the field of a class of discretionary and spontaneous behaviours that are beyond explicit role requirements but that are essential for organisational effectiveness. Researchers (see Smith et. al., 1983) conceptualised these behaviours as Organisational Citizenship Behaviour.

Organisational Citizenship Behaviour is referred to as a set of discretionary workplace behaviours that exceed one's basic job requirements. They are often described as behaviours that go beyond the call of duty. Research on OCB has been extensive since its introduction nearly thirty years back (Bateman and Organ, 1983). The reason as to why OCB has been of increasing interest to both scholars and managers is because of the fact that OCB eventually contributes to the organisation. This behaviour provides the necessary flexibility to work through many unforeseen contingencies and it helps employees in an organisation to cope with stressful conditions through interdependence (Smith, Organ & Near, 1983). Moreover, the extant management literature suggests that OCB affects overall organisational effectiveness (Watz & Niehoff, 1996) and that managers often consider Organisational Citizenship Behaviours when evaluating employee performance and determining promotions and pay increases (Podsakoff & Mackenzie, 1997). Thus, employees who engage in citizenship behaviours are expected to have higher levels of job motivation and job satisfaction than employees who do not. Further, it is suggested that these higher levels of OCB may lead to increased productivity and consequently higher profitability. While it is evident that OCBs are crucial determinants of an organisation's effectiveness, efficiency, productivity and overall performance, research on OCB, however is a recent trend in the educational context.

Teacher plays an important role in effective functioning of educational organisation and also in the transmission of wisdom, knowledge and experience of one generation to another. In fact, the role of teacher in society is significant, widespread and valuable. However, teaching in universities is a highly complex and challenging task as compared to teaching in schools and

colleges because of low formalisation of teaching content and method in universities. To successfully impart knowledge, skill and ability to students, university teacher's job cannot be fully prescribed in job description (Herman & Ornstein, 2008; Dipaola & Hoy, 2005). Keeping this in mind, it has been argued that the success of higher educational institutions cannot depend entirely on formally designed job descriptions, it depends more on teachers who are ready to exert considerable effort beyond formal job requirements, that is, to engage in OCB (Somech and Drach-Zahavy, 2000). Moreover, teacher's OCB should be of high importance to the universities which receive high amount of public funding. And at the university level this is expected to increase the overall efficiency of the organisation in terms of student's satisfaction and performance. Therefore, the present study is as such a humble attempt to gauge the level of OCB in the context of higher education.

### **Objectives**

1. To measure organisational citizenship behaviour among university teachers under study.
2. To compare the level of organisational citizenship behaviours between KU and SKUAST university teachers.
3. To suggest, on the basis of the study results, measures aimed at improving organisational citizenship behaviour among university teachers.

### **Hypothesis**

Organisational citizenship behaviour of university teachers under study does not differ significantly.

### **Sample**

The study was carried out in state universities viz., KU and SKUAST to analyse and ascertain the level of OCB. The sample size of 160 university teachers, 80 from each university was selected on the basis of simple random sampling procedure. As many as 129 teachers responded to the questionnaire administered to them personally representing a response rate of 80.62%. By and large, all the respondents were cooperative in filling up the questionnaire.

### **Measuring instrument**

Organisational citizenship behaviour questionnaire developed by Podsakoff et al (1990) with desired modifications was used for the purpose of collecting data from the university teachers. The scale contains 24 items covering five dimensions of OCB, i.e., Altruism, Courtesy, Conscientiousness, Civic Virtue and Sportsmanship. The reliability of the scale stood at 0.762. The organisational citizenship behaviour was measured on 7-point completely agree (7) to completely disagree (1) scale. The tools of analysis include mean, standard deviation and t-test.

### **Results and discussion**

The main objective of this study was to examine the level of OCB among university teachers working in state universities of Kashmir valley. For this purpose, mean, standard deviation and t-test were used to analyse the data. In general terms, teachers from both the universities (KU and SKUAST) exhibit high levels of organisational citizenship behaviour. Moreover, t-test did not find any significant difference in the organisational citizenship behaviour between KU and SKUAST teachers. Data presented in table 1 to table 5 unfolds the interesting revelations.

### **Altruism**

Altruism occurs when one employee aids another employee in completing his/her task under unusual circumstances (Organ, 1988). For instance, being cooperative, helpful and other instances of extra-role behaviour, which helps a specific individual with a given work related problem (Podsakoff, Scott & Philip, 1990). For the purpose of assessing the level of altruism among university teachers, the respondents were required to rate a total of five items (Table 1). The mean scores of greater than 4 on individual items received from respondents of both the universities make it clear that teachers working in both the universities engage in altruistic behaviour and t-test clearly depicts that there is no significant difference between the two with regard to their disposing off altruistic behaviour. Respondents of both the universities help their colleagues in finishing

up their heavy workloads and in solving their work-related problems. In both the universities, teachers help their colleagues who have been absent and also help orient new people in the university. Moreover, teachers of both the universities are always ready to lend a helping to those around them.

### **Courtesy**

Courtesy is the behaviours that help preventing problems from occurring, or taking actions in advance to mitigate a problem” (Organ, et al., 2006, p. 24). Courtesy, for example, consists of actions such as consulting with others before taking decision, giving others advance notice, passing along information and issuing reminders to others. To assess the courtesy of university teachers, respondents rated a total of five items on this dimension (Table 2). Mean scores of greater than 4 on these items received from the respondents of both the universities reveal that university teachers are most courteous to their colleagues and t-test clearly finds that there is no significant difference between the teachers of two universities as far as their courteous behaviour with their fellow beings is concerned. They take special care to avoid creating problems for their colleagues and they always take necessary steps to prevent problems with other workers. Teachers of both universities consider the impact of their own actions on their colleagues. They try their best not to abuse the rights of their colleagues. Last but not least, the teachers are always mindful of how their behaviour affects other people’s jobs.

### **Conscientiousness**

Conscientiousness refers to such discretionary impersonal behaviours that are not focused to individual employees or groups but do good to the organization as a whole. Examples of conscientiousness behaviours are employees abiding by the rules and regulations of the organization, working late hours, coming early to work and avoiding long and unnecessary breaks (Schnake, Cochran & Dumler, 1995; Organ, 1988). To assess the conscientiousness of teachers, respondents rated a total of five items on this dimension of organisational citizenship behaviour (Table 3) Positively skewed scores received from respondents of both the universities make it clear that teachers of both the educational organisations are most conscientious with respect to their jobs and t-test clearly depicts that there is no significant difference between the two universities as far as their conscientiousness behaviour is concerned. They believe in giving an honest day’s work for an honest day’s pay. Teachers of both the universities keep themselves updated with university announcements, memos, etc. etc. Moreover, they are most regular in performing their duties and also do not take unnecessary extra breaks.

### **Civic Virtue**

Civic virtue refers to the behaviour where employees are willing to participate actively in organisational governance and monitor the environment for possible threats and opportunities (Graham, 1987). The mean scores of over 4 on individual items received (Table 4) from the respondents on this dimension makes it amply clear that university teachers exhibit civic virtue by attending meetings and functions that are not mandatory but are considered important for enhancing university’s image. They engage in such behaviour by obeying university rules and regulations and by keeping themselves abreast of changes in the university even when no one is watching. Moreover, t-test clearly shows that there is no significant difference between the teachers of both the universities in their exhibition of civic virtue behaviour.

### **Sportsmanship**

Sportsmanship refers to behaviours that benefit the organisation instead of co-workers like tolerating such disliked things in an organisation which are unavoidable and cause inconvenience and irritation (Organ, 1988). For example, not complaining about trivial matters or not finding fault with other employees, etc. Mean scores of greater than 4 on the items of sportsmanship dimension indicate that teachers of both the universities possess sportsmanship qualities (Table 5). Neither do they tend to waste a lot of time complaining about trivial matters nor do they exaggerate over petty issues. They also always do not find fault with what the university is doing and also do not focus on the negative side of the situation. Moreover, in both the universities teachers do not recurrently require frequent doses of motivation to their jobs done.

## Conclusion

An educational organisation is one of the most vital social institutions in a society. Today teachers enjoy greater social mobility and more professional opportunities than did their predecessors in earlier generations. However, based on the results of the present study it is evident that university teachers display organisational citizenship behaviour which is exposed by their engaging in altruistic behaviour, showing concern for their fellow employees, showing concern for their workplace, their willing participation in organisational activities and not complaining about trivial and petty issues.

Based on this study, the main implications for the university teachers is to focus on the wide range of discretionary work behaviours and not to place emphasis solely on those tasks that are related to the job description requirements. There is convincing evidence which suggests that OCB has an important impact on organisational effectiveness by adding the social framework of the work environment (Todd, 2003). Organisational citizenship behaviours contribute significantly higher outcomes for the organisations in the long term (Daniel et. al, 2006). OCB helps the organisations to be successful in contemporary capricious environment and accelerates novelty and creative approaches for organisations. In view of this, organisations undertaken for the present study are encouraged to make every feasible endeavour to develop, maintain and preserve a favourable work climate that fosters citizenship behaviour among the employees. Last, it is necessary for higher educational institutions to adopt and encourage OCBs so as to generate a better working environment and to enhance work performance.

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**Tables****Table 1: Altruism**

| Statements  | KU<br>N=61 |           | SKUAST<br>N=68 |           | t-value |
|---|------------|-----------|----------------|-----------|---------|
|   | Mean       | Std. Dev. | Mean           | Std. Dev. |         |
| I always help others who have heavy workloads.                  | 5.72       | 1.33      | 5.27           | 1.44      | 1.82    |
| I always help others who have work related problems.            | 5.93       | 1.07      | 5.88           | 0.92      | 2.96*   |
| I always help others who have been absent.                      | 4.8        | 1.63      | 4.91           | 1.97      | 0.33    |
| I always help orient new people even though it is not required. | 5.80       | 1.07      | 5.35           | 1.26      | 2.18*   |
| I am always ready to lend a helping hand to those around me.    | 6.32       | 0.99      | 6.14           | 1.02      | 1.07    |

\*significant at 0.05 level (p&lt;0.05)

**Table 2: Courtesy**

| Statements   | KU<br>N=61 |           | SKUAST<br>N=68 |           | t-value |
|--|------------|-----------|----------------|-----------|---------|
|  | Mean       | Std. Dev. | Mean           | Std. Dev. |         |
| I always try to avoid creating problems for co-workers.              | 6.36       | 1.32      | 5.64           | 1.92      | 2.46*   |
| I always take steps to prevent problems with other workers.          | 6.24       | 1.02      | 6.08           | 1.06      | 0.85    |
| I always consider the impact of my actions on co-workers.            | 5.27       | 1.48      | 5.22           | 1.41      | 0.22    |
| I do not abuse the rights of others.                                 | 5.72       | 1.12      | 5.75           | 1.05      | 0.14    |
| I am always mindful of how my behaviour affects other people's jobs. | 5.60       | 1.38      | 5.58           | 1.29      | .078    |

\*significant at 0.05 level (p&lt;0.05)

**Table 3: Conscientiousness**

| Statements  | KU<br>N=61 |           | SKUAST<br>N=68 |           | t-value |
|---|------------|-----------|----------------|-----------|---------|
|   | Mean       | Std. Dev. | Mean           | Std. Dev. |         |
| I am one of the most conscientious employees.                                 | 5.86       | 1.07      | 5.47           | 1.29      | 1.90    |
| I believe in giving an honest day's work for an honest day's pay              | 6.50       | 0.74      | 6.20           | 1.29      | 1.64    |
| I always keep myself updated with organisation announcement, memos and so on. | 6.04       | 1.23      | 6.07           | 1.09      | 0.11    |
| My attendance at work is always above the norm.                               | 5.93       | 1.32      | 5.94           | 1.14      | .031    |
| I do not take extra breaks.   | 6.29       | 0.88      | 5.98           | 1.32      | 1.51    |

\*significant at 0.05 level (p&lt;0.05)

**Table 4: Civic virtue**

| Statements   | KU<br>N=61 |           | SKUAST<br>N=68 |           | t-value |
|--|------------|-----------|----------------|-----------|---------|
|  | Mean       | Std. Dev. | Mean           | Std. Dev. |         |
| I always attend meetings that are not mandatory but are considered important.  | 5.22       | 1.74      | 5.69           | 1.21      | 1.72    |
| I attend functions that are not required but always help the university image. | 4.98       | 1.61      | 4.61           | 1.60      | 1.28    |
| I always obey university rules and regulations even when no one is watching.   | 5.60       | 1.02      | 5.33           | 1.38      | 1.23    |
| I always keep myself abreast of changes in the university.                     | 5.75       | 0.99      | 5.60           | 1.14      | 0.80    |

\*significant at 0.05 level (p&lt;0.05)

**Table 5: Sportsmanship**

| Statements  | KU<br>N=61 |           | SKUAST<br>N=68 |           | t-value |
|---|------------|-----------|----------------|-----------|---------|
|   | Mean       | Std. Dev. | Mean           | Std. Dev. |         |
| I consume a lot of time complaining about trivial matters.                              | 5.11       | 1.68      | 5.51           | 1.58      | 1.38    |
| I tend to over-react over petty issues.   | 5.50       | 1.56      | 5.27           | 1.76      | 0.78    |
| I always find fault with what the university is doing.                                  | 4.65       | 1.74      | 4.97           | 1.45      | 1.11    |
| I always focus on what is wrong with the situation rather than the positive side of it. | 4.50       | 1.74      | 4.26           | 1.65      | .810    |
| I always require frequent doses to motivation to get the work done.                     | 4.34       | 2.02      | 4.27           | 1.89      | 1.88    |

\*significant at 0.05 level ( $p < 0.05$ )