DEVELOPMENT OF A PROGRAM FOR ENHANCEMENT OF ORGANIZATIONAL CITIZENSHIP BEHAVIORS

June Bernadette D'souza

Martin de Tours School of Management, Assumption University

Abstract

Although the concept of organizational citizenship behaviors is popular at the organizational level in the field of Management, it is in its relative infancy especially at the school and university level. A growing body of research indicates that organizational behaviors can increase organizational effectiveness. The goal of this paper is to develop a program to enhance organizational citizenship of school teachers in order describe how this enhancement can have an impact on the affective component of behavior and can be of use for teachers and Principals in the future.

INTRODUCTION

"It is high time the ideal of success should be replaced with the ideal of service ... only a life lived for others is a life worthwhile". (Larry Chang 2006, p.330)

The world today is looking forward to high performance educational institutions that would provide a sense of accomplishment for students. The joy of helping others grow and watching them mature can be increasingly achieved if teachers are dedicated to their jobs, do more than their duties and exert exceptionally good behaviors. It is the task of teachers to find unique ways to help a child boost morale and confidence.

Education means to be able to think powerfully, to act effectively on what you think, and to feel deeply. John Dewey's (1897) view of education was that greater emphasis should be placed on the broadening of intellect and development of problem solving and critical thinking skills, rather than simply on the memorization of lessons. This is because Dewey saw the public school's relation to society was much like a repair organ to the organism of society. For example, Dewey believed that students should be involved in real-life tasks and challenges.

Therefore, it is necessary to develop a program to enhance organizational citizenship behaviors of teachers. By exposing teachers to different cooperative activities, teachers get first-hand experience with helping others, which could in the long run benefit not only themselves but the entire organization.

Derived from Katz's (1964) notion of extra-role behaviors, Organizational citizenship behaviors (OCBs) have been defined as "individual behaviors that are discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate promote the effective functioning of the organization". (Organ, 1998, p.4). They are often described as behaviors that "go beyond the call of duty" or "good soldiers syndrome".

In attempting to further define organizational citizenship behavior, Organ (1988) highlighted 5 dimensions but empirical research generated conflicting results. In a number of studies, researchers have assessed these five dimensions of OCB using previously established measures (e.g., Moorman & Blakely, 1995; Podsakoff, MacKenzie, Moorman, & Fetter, 1990). Although support has been found for the independence of these five factors (e.g., Moorman, 1991; Podsakoff et al., 1990), some researchers have suggested that the distinctions among these dimensions are unjustified because they instead reflect a global OCB construct (LePine et al., 2002) or should be categorized according to the beneficiaries of the OCB (i.e., OCB directed toward individuals [OCB-I] or toward the organization [OCB-O]; (Williams & Anderson, 1991). In two separate factor analytic studies DiPaola and Tschannen-Moran (2001) found that there are not five separate dimensions of organizational citizenship behaviors but rather one that captures all aspects of the concept. In other words, both benefits

to the organization (helping the organization) and benefits to the individual (helping individuals) combine into one single, bipolar concept. Despite these suggestions for amalgamating the dimensions of OCB, many researchers continue to study Organ's (1988) five OCB dimensions separately (e.g., Ang, VanDyne, & Begley, 2003; Brennan & Skarlicki, 2004; Levesque, Biais, & Hess, 2004).

Organ (1988) proposed five dimensions of OCBs.

i) **Altruism (A)** - *"Discretionary behaviors that have the effect of helping a specific other person with an organizationally relevant task or problem"*. It refers to taking time out of one's own schedule to give assistance to someone who needs it. Altruism among teachers may come in the form of helping a fellow teacher run a software application or formatting a term paper.

ii) **Generalized Compliance (or Conscientiousness) (CN)** - "Discretionary behaviors on the part of the employee that go beyond attendance, obeying rules and regulations, taking breaks, and so forth". A conscientious person voluntarily takes on extra responsibilities, is punctual, places importance on detail and quality of tasks, and generally goes "above and beyond" the call of duty. Conscientious teachers can be expected to attend class regularly and punctually, work on assignments as soon as they are completed by students, and be willing to take on additional class work to enhance class learning.

Later, Organ (1988) proposed an expanded taxonomy and introduced three additional OCB dimensions:

iii) **Sportsmanship(S)** - "Willingness of the employee to tolerate less than ideal circumstances without complaining-to 'avoid complaining, petty grievances, railing against real or imagined slights, and making mountains out of mole hills'". Teachers who are good sports maintain a positive mindset and abstain from exhibiting bad feelings when their suggestions are rejected or when they are made to endure minor inconveniences imposed by others.

iv) **Courtesy (C)** - *"Discretionary behavior on the part of an individual aimed at preventing work-related problems with others from occurring"*. Courteous acts can include communicating frequently with coworkers so they are not caught by surprise when events fail to unfold the way they expected. Teachers may display courtesy by notifying the instructor or fellow students when they will not be able to attend a particular lecture, study session, or team meeting; or by informing team members before making drastic changes to portions of a team assignment for which they are responsible.

v) **Civic Virtue (CV)** - *"Behavior on the part of an individual that indicates that employee responsibly participates in, is involved in, or is concerned about the life of the company"*. This ardent commitment to the organization includes attending meetings or functions that are optional or voluntary in nature, seeking ways to improve the way the company operates, or monitoring the firm's environment for opportunities or threats. A teacher may show civic virtue by supporting institutional or school related functions or participating in and/or helping to organize extracurricular activities.

LITERATURE REVIEW

Organ (1988) suggested that high levels of OCB should lead to a more efficient organization and help bring new resources into the organization. Studies have shown that OCB are positively related to indicators of individual, unit, and organizational performance (Werner, 1994; Podsakoff & MacKenzie, 1994; Podsakoff, Ahearne, & MacKenzie, 1997; Walz & Niehoff, 2000); Cohen and Vigoda (2000) pointed out that OCB improve organizational effectiveness in a variety of ways.

The researcher could find many quantitative studies conducted on organizational citizenship behaviors and organizational effectiveness but hardly any experimental studies that make an attempt to enhance organizational citizenship behaviors.

Madhu and Krishnan (2005) studied the effect of transformational leadership and leader's Karma-Yoga on Organizational Citizenship Behavior (OCB) of followers. Using a 2 x 2 factorial experimental design, transformational leadership and leader's Karma-Yoga were manipulated and OCB of followers was measured to produce four cells with different treatments. The sample consisted of 86 managers of a large manufacturing organization and 28 fulltime MBA students with prior work experience in eastern India. Five dimensions of OCB-altruism,

conscientiousness, sportsmanship, courtesy, and civic virtue-of participants were peer evaluated through a questionnaire. Results indicated that transformational leadership enhances altruism and conscientiousness and reduces civic virtue. Moderate support was found for negative impact on sportsmanship but no support was found for impact on courtesy. The combined effect of transformational leadership and Karma-Yoga on altruism, conscientiousness, and courtesy is positive, and on sportsmanship and civic virtue is negative.

CONCEPTUAL FRAMEWORK

The study attempted to enhance organizational citizenship behaviors of teachers. The conceptual model consists of Independent variable which was the Intervention program which consisted of 24 activities designed by the researcher and the dependent variable which is the enhancement of organizational citizenship behaviors.

OBJECTIVES OF THE STUDY

The following are the specific objectives of the study:
1. To develop a program for enhancing organizational citizenship behaviors of teachers
2. To test the effectiveness of the program developed for enhancing organizational citizenship behaviors of teachers.

HYPOTHESIS

There will be no significant increase in the organizational citizenship behaviors of teachers after the implementation of the program for enhancement of organizational citizenship behaviors.

METHODOLOGY AND SAMPLING TECHNIQUE

The researcher developed a program in order to increase Organizational Citizenship Behaviors of

teachers and hence the Experimental method, Pre-Experimental Design, One Group Pretest-Posttest Design or the Single Group Design was used.

The sample consisted of 31 primary municipal school teachers belonging to eight schools adopted by the Aishabai & Haji Latif Charitable Trust, located at Mumbai Central, India. The sampling technique utilized was nonprobability, incidental sampling where, a group of subjects (a sample) was available for the study. This technique was utilized since the program was developed for in service teachers and the ability to find a control group was scarce.

MEASURES

The researcher utilized a self-developed OCB scale which measured five dimensions namely altruism, courtesy, conscientiousness, sportsmanship and civic virtue. The final form of the OCB scale consisted of 50 items, 25 positively worded and 25 negatively worded. The Internal consistency reliability = 0.89 and test re-test reliability = 0.87.

A program was developed to enhance the organizational citizenship behaviors of teachers by the researcher. Each activity in the program was designed in order to enhance one or all five dimensions of organizational citizenship behaviors namely altruism, courtesy, conscientiousness, sportsmanship and civic virtue.

The researcher developed a program for enhancing organizational citizenship behaviors based on the ADDIE model which is the generic process consisting of five phases-Analysis, Design, Development, Implementation, and Evaluation, the details of which are enumerated below.

ANALYSIS

During analysis, the designer identifies the learning problem, the goals and objectives, the audience's needs, existing knowledge, and any other relevant characteristics. Analysis also considers the learning environment, any constraints, the delivery options, and the timeline for the project. The outputs of this phase often include the instructional goals, and the lists of tasks to be instructed. These outputs will be the inputs for the Design phase.

DESIGN

Design is a systematic process of specifying learning objectives. Detailed storyboards and prototypes are often made, and the look and feel, graphic design, user-interface and content are determined here. Some of the elements of the design phase may include writing a target population description, conducting a learning analysis, writing objectives and test items, selecting a delivery system, and sequencing the instruction. The outputs of this phase will be the inputs for the development phase.

DEVELOPMENT

The actual creation (production) of the content and learning materials based on the Design phase. It builds on both analysis and design phases. The purpose of this phase is to develop the instruction, all media that will be used in the instruction, and any supporting documentation.

IMPLEMENTATION

During implementation, the plan is put into action and a procedure for training the learner and teacher is developed. Materials are delivered or distributed to the student group. After delivery, the effectiveness of the training materials is evaluated. This phase must promote the learners' understanding of material, support the learners' mastery of objectives, and ensure the learners' transfer of knowledge from the instructional setting to the job.

EVALUATION

This phase measures the effectiveness and efficiency of the instruction. This phase consists of (1) formative and (2) summative evaluation. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for criterion-related referenced items and providing opportunities for feedback from the users. Revisions are made as necessary.

After establishing content validity the final form of the program consisted of 24 activities.

DATA ANAYLSES

The parametric statistical technique, which has been used, is:

1) Single group t-test/ The significance of difference between two correlated means.

Significance of the difference between two computed means is obtained from the same test administered to the same group upon two occasions. This experimental design is called the "single group" method. In order to determine the significance of the difference between means obtained in the initial and final testing, the formula that is used is as follows:

$$SE_D = \sqrt{\sigma^2 M_1 + \sigma^2 M_2 - 2r_{12}\sigma M_1 \sigma M_2}$$

(SE of the difference between correlated means)

in which SE_D or standard error of the standard deviation is found by computing the probable divergence of the sample SD from its parameters (population SD). σM_1 and σM_2 are the SE's of the initial and final tests means and r12 is the correlation of coefficient between scores made on initial and final test.(Garrett, p 195 and 226)

The test of significance between two means is known as the t test. It involves the computation of the ratio between experimental variation (observed difference between two sample means) and error variance, in which,

M₁ = posttest mean
M₂ = pretest mean
SE_D = standard error of difference between two means.

Table 1.1 shows the pretest and posttest means of organizational citizenship behaviors of school teachers.

Table 1.1 Significance of Difference between Pretest and Posttest Means of OCBs of School Teachers

TEST	N	MEAN	SD	SE_D	r12	t	L.O.S
PRE	31	153.48	11.03	2.38	0.274	2.41	0.05
POST	31	159.22	11.05				

FINDINGS AND CONCLUSIONS:

The pretest mean is 153.48, which is lower compared to the posttest mean of 159.22. The standard error of the standard deviation is 2.38. The 'r' is 0.274.

The obtained value of t = 2.41 for pre and posttest differences in organizational citizenship behaviors, is more than 2.04 for df = 30 at 0.05 level of significance. Hence the null hypothesis is rejected.

There is a significant increase in organizational citizenship behaviors after the implementation of the program for enhancing organizational citizenship behaviors. Further indication of this can be verified from the reflections of participants and from observations of participants made by the researcher during the implementation of the program. Table 1.2 indicates the pretest and posttest percent means of dimensions of organizational citizenship behaviors.

The pretest percent mean of conscientiousness dimension of organizational citizenship behaviors was 98.17 which is bit lower in comparison with the posttest percent mean which was 99.43 and very high. The pretest percent mean of altruism dimension of organizational citizenship behaviors was 71.29 and lower in comparison with the post test mean which was 75.9 but substantial. The pretest percent mean of courtesy dimension of organizational citizenship behaviors was 65.47 and a bit lower in comparison with the posttest percent mean which was 67.07 but substantial.. The pretest percent mean of civic virtue dimension of organizational citizenship behaviors was 56.39 and lower and moderate in comparison to the posttest mean of was 62.15 which increased and was substantial. The pretest percent mean of the sportsmanship dimension of organizational citizenship behaviors was 53.26 and lower in comparison to the posttest mean which was

59.11 but moderate in relation to the conscientiousness dimension of organizational citizenship behavior.

Figure 1.1 shows the graphic representation of pretest and post test percent means of the dimensions of organizational citizenship behaviors.

DISCUSSION

The posttest percent means for all dimensions of organizational citizenship behaviors were higher than the pretest percent means. Overall the conscientiousness dimension for both pretest and posttest was the highest but there was not much significant difference in the pretest and posttest percent means on this dimension This could be because even before the implementation of the program participants were high on this dimension since the participants belong to a charitable trust which takes care of their needs and therefore try their best to be punctual, come regularly to class, obey rules and policies and go beyond the call of duty.

The posttest percent means of altruism dimension of organizational citizenship behaviors increased significantly from the pretest percent mean. This could be that before the implementation of the program participants performed behaviors that were self gratifying but after the program behaviors like automatically giving assistance to other participants and enhancing group cohesiveness, morale and the sense of belonging the team became a priority.

Even though the posttest means for sportsmanship dimension is moderate, there was a significant increase in post percent mean of sportsmanship dimension of organizational citizenship behaviors. This could be because participants maintained a positive mindset while involved with the activities and ac-

Table 1.2 Pretest and Posttest Percent Means of Dimensions of Organizational Citizenship Behaviors

DIMENSIONS	MEANS		PERCENT MEANS	
	Pre-test	Post-Test	Pre-test	Post-Test
ALTRUISM	31.38	32.77	71.27	75.9
COURTESY	29.64	30.12	65.47	67.07
CONSCIENTIOUSNESS	39.45	39.83	98.17	99.43
SPORTSMANSHIP	23.38	24.96	53.26	59.11
CIVIC VIRTUE	29.61	31.51	56.39	62.15

Figure 1.1 Pretest and Posttest Percent Means of Dimensions of Organizational Citizenship Behaviors
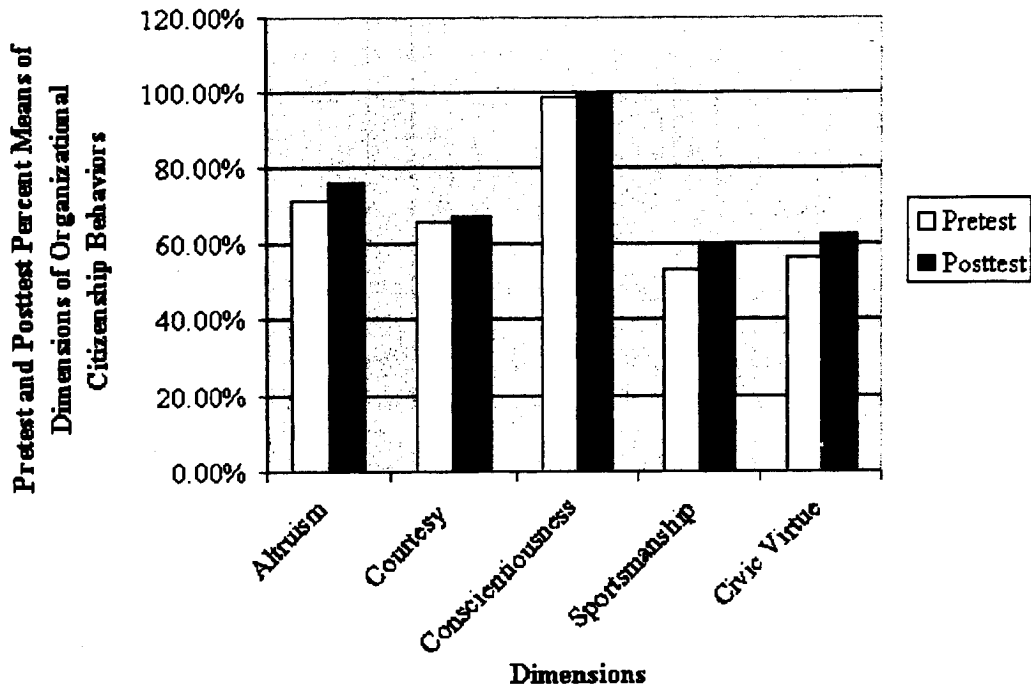
cepted criticism of their strengths and weaknesses from other participants in a positive way.

There was a significant increase in post percent means of civic virtue dimension of organizational citizenship behaviors. This could be because participants consciously sought ways to voluntary help not only their own group members but that of other groups as well and started to experience unification more than segregation.

Courtesy dimension of organizational citizenship behavior also increased a little in the posttest as compared to the pretest. This could be because initially the participants were not familiar with each other and as a result were superficially courteous but once they interacted and felt comfortable with each other to complete the activities they perceived themselves as a team and maybe found it necessary to inform the rest of the team members if they were unable to attend a particular activity or made drastic changes with the assigned activity.

OBSERVATIONS OF PARTICIPANTS

Observations of participants by the researcher was conducted during and after the activity for enhancing organizational citizenship.

The researcher observed that at the onset most participants were inhibited to interact and help each other but as the activities progressed participants started to get comfortable with each other and developed a mutual understanding, emotional bonding, trust and respect of others since they became aware not only of their own strengths and weaknesses but that of others too.

The group activities diminished hostility and prejudices among the participants. The 'We' feeling encourage team spirit and affiliation with others resulted in helping, support and consideration of others. Participants also avoided social loafing by realizing that many hands make light work and as a result group synergy increased considerably. Tolera-

tion and patience for other participants who were backward with some tasks increased and participants avoided conflict. Participants realized that competing amicably to reach a win-win solution was better than win-lose.

Finally it was noticed that participants learnt self-management skills and even attempted to be role models for other participants by being punctual, completing diaries on a daily basis, participating actively in the activity given by the researcher, and practicing division of labor for activities. At the end of the program there was active participation even from participants who were initially passive. Each participant thought in terms of diversity, globalization and patriotism at a national and international level.

PRACTICAL SUGGESTIONS AND IMPLICATIONS FOR TEACHERS

The Principal could lead by example: be a good organizational citizen and reinforce OCB when you observe them in your school. Besides this an informal organization can be nurtured by being supportive and flexible in motivating teachers to go an extra mile. Give teachers autonomy to experiment and make important decisions about teaching and learning. A new mentoring system can be designed in which an experienced teacher, who routinely demonstrates organizational citizenship behaviors, can socialize new teachers. In brief the Principal can develop an organizational structure and school culture that helps teachers do their jobs unfettered by bureaucratic rules and procedures. The focus of the school should be congeniality, informality, professionalism, and volunteerism.

SCOPE AND DELIMITATIONS OF THE STUDY

The program administered to enhance teachers' organizational citizenship behaviors was limited to 31 primary school teachers belonging to eight schools only. Only twenty-four activities were administered to the participants in the program. The program was restricted to primary school teachers but secondary school, university and vocational teachers are excluded. The program was not administered to Principals and students.

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About the author:-

Dr. June B. D'souza is a full-time lecturer in the General Management Department of the Martin de Tours School of Management. She can be reached at jbernadettedsouza@au.edu.