

Organizational Citizenship Behaviour of Academicians: An Analytical Study of Haryana

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Abstract

The present study attempts to analysis the Organizational Citizenship Behaviour of Collegeteacher from Haryana. The study used exploratory-cum-descriptive research design. The population for the present study is the respondents of selected college of Sirsa district in Haryana. For this study, a sample of 120 college teacher is selected from Sirsa District but only 101 teachers response received. The study is based on primary as well as secondary data. Primary data is collected with the help of questionnaire from college teachers' of Sirsa district on five point Likert scale. The secondary data is collected from the websites and journals, etc. Factor analysis technique has been used. The study also concluded that these factors are named as Courtesy, Altruism, Sportsmanship, Conscientiousness and Civic Virtue as organizational citizenship behaviour. The study suggested that organizational citizenship behaviour of teachers in college can be improved by the help of organizational commitment and the impact of training & development opportunities, work-life policies and empowerment practices on organizational commitment.

Keywords:Organizational Citizenship Behaviour, Courtesy, Altruism, Sportsmanship, Conscientiousness and Civic Virtue.

Introduction

A psychological contract is generally recognized as a set of beliefs employees hold regarding the terms and conditions of their employment association with their organization. These beliefs surpass the written and explicit provisions of the formal employment contract. A psychological contract is essentially an employee's mental paradigm of the mutual obligations of the parties to the employment relationship in which the employees agree to perform their role in exchange for the completion of the promises they were made by their organization. Psychological contract breach takes place when employees feel that their organization has failed to deliver satisfactorily on its promises. The faith that a promise or future obligation exists is based exclusively on the employee's own perception. Such a faith may be intentionally or unintentionally conveyed via recruitment interviews, performance appraisals, written personnel policies, or organizational practices (Simon *et al.*, 2008).

While employee performance has been drawing the interest of researchers since the initial formative years of the organizational behaviour discipline, cooperative and prosocial employee behaviours seem to be a relatively newer focus and involve/demand a broader approach to employee performance. Numerous researchers have indicated a need for this wider reformulation of performance and suggested that attention be paid to more cooperative acts in organizational contexts. Within this broader perspective of employee performance, the concept of organizational citizenship behavior (OCB) concentrates on constructive and cooperative employee behaviours that donate to the organization, but do not fall within the domain of compulsory in-role behaviours nor are they directly compensated by the organization's formal reward system (Hayat *et al.*, 2011).

Review of Literature

Lavelle, *et al.* (2009) designed a study to test for "target similarity effects," in which the relationships between commitment, procedural fairness, and OCB were expected to be stronger when they referred to the same target than when they referred to different targets. As predicted, they found that: (1) the positive relationship between commitment and OCB, and (2) the mediating effect of commitment on the positive relationship between procedural fairness and OCB, was particularly likely to emerge when the constructs were in reference to the same target. Support for these target similarity effects found among layoff survivors (Study 1) and student project teams (Study 2). Research on commitment, procedural fairness, and organizational citizenship behaviour (OCB) suggested that employees maintain distinct beliefs about, and direct behaviours towards, multiple targets in the workplace. **Noor (2009)** explored the importance of OCB of universities teachers of Pakistan as the outcome of organizational commitment and the impact of training & development opportunities, work-life policies and empowerment practices on organizational commitment also analyzed. The data collected from 160 universities teachers of Pakistan through questionnaires. The result of 134 respondents revealed that training & development opportunities, work-life policies and empowerment practices have significant positive relationship with organizational commitment and organizational commitment impacts positively in enhancing the organizational citizenship behaviour of the teachers and implications that can help universities of Pakistan in augmenting the OCB of teachers have also been discussed. **Singh and Singh (2010)** explained that the Organizational citizenship behaviour now considered as fifth bottom line variable in organization behaviour research and practice. Several studies have conducted to identify antecedents and consequences of this bottom line variable. By using the career stage model proposed by Super and identified the levels of organizational citizenship behaviour in different career stages. The research conducted on 210 front level Indian managers. The results revealed that the executives exhibited significantly high level of OCB in establishment and maintenance stage than trial stage of the career. Although, differences of means score of OCB, in establishment and maintenance stage was trivial. **Catherine (2013)** investigated the influence of organizational climate and leader-member exchange on organisational citizenship behaviour. Three hundred workers from both public and private organisations took part in the study. Multiple regressions and t-test for

independent group used to test the predicted hypotheses. Results showed that Leader-member relationship significantly influenced employees' exhibition of organisational citizenship behaviour and organisational climate. The results of the study used for creation of positive work-climate and expression of discretionary behaviour for group and organisational development. **Harun, et al. (2014)** studied the organizational citizenship behaviour literature by testing a model that combines organizational citizenship, social loafing and organizational commitment. They used structural equation modelling and tested the model by collecting questionnaires from high school teachers and their supervisors. They found that, as hypothesized, teachers' organizational citizenship behaviour towards individuals causes more social loafing by their colleagues, and that the social loafing behaviour of these co-workers results in more social loafing by the teachers themselves. In addition, social loafing by co-workers has a negative impact on teachers' commitment to the school, and their commitment has a negative effect on their own social loafing. **Asnur (2015)** examined the improvement of organizational citizenship behaviour (OCB) which is influenced by the transactional leadership style through teacher trust and motivation to work in the state high school in Wawotobi. Data collected by distributing questionnaires to the respondents of all state high school teachers in Wawotobi. Samples of the research are 82 high schools teachers in Wawotobi. The researcher used descriptive analysis to determine the characteristics of respondents and distinguish respondents for each indicator variable. The instrument used to test the correlation among variables is SEM methods and analyzed by PLS (Partial Least Square). The result showed that: (1) trust has a significant positive effect on organizational citizenship behaviour (OCB) (2) work motivation has a significant positive effect on organizational citizenship behaviour (OCB) (3) transactional leadership style has a significant positive effect on trust (4) transactional leadership styles has a significant positive effect on work motivation and (5) transactional leadership styles does not have significant positive effect on organizational citizenship behaviour (OCB).

The foregoing literature have not studied about the organizational citizenship behavior of the various organisations and academician responses have not considered in the above literature even the no study was conducted in Haryana State. Therefore, the present study title 'An Analytical Study of Organizational Citizenship Behaviour of Academician of Haryana Colleges'.

Research Design

The objective of the study is to analyse the organizational citizenship behaviour of college teacher of Haryana. The study has used descriptive research design. The population for the present study is the respondents of selected college of Sirsa district in Haryana. For this study, a sample of 120 college teacher is selected from Sirsa District but only 101 teachers response received. The study is based on primary as well as secondary data. Primary data is collected with the help of questionnaire from college teachers' of Sirsa district on five point Likert scale. The secondary data is collected from the websites and journals, etc. Factor analysis technique has been used.

Analysis and Interpretation

This section deals with the analysis of organizational citizenship behavior in the colleges with the use of factor analysis. It is imperative to understand the organizational citizenship behavior in the colleges. Hence, 15 statements related to the organizational citizenship behaviour in the colleges. The factors contributing to the organizational citizenship behaviour in the colleges have been found by using these 15 statements given in the questionnaire. Factor analysis using Varimax rotation has been conducted to reduce the multiplicity of variables into limited number of factors. Five point Likert scale ranging from 'Strongly Agree' to 'Strongly Disagree' was used to measure the factors of organizational citizenship behavior. A weight of '5' was assigned for 'Strongly Agree' and '1' for 'Strongly Disagree'. The other categories of scale were '4' for 'Agree', '3' for 'Neutral' and '2' for 'Disagree'. The descriptive statistics of the organizational citizenship behavior are as follows:

The mean scores and standard deviation revealing the teachers' view point towards the organizational citizenship behavior in the colleges are displayed in table 1. Among the various statements of organizational citizenship behavior, the highest mean score of 4.42 has been observed for the statement "I am always ready to lend a helping hand for those around me". The mean scores of 4.39, 4.41, 4.19, 4.07, 4.34, 3.96, 4.23, 4.05, 2.95, 2.12, 4.29, 4.20 and 4.19 are obtained on the statements I willingly help fellow professionals when they have work related problems, I willingly help new comers to get oriented towards job, I always try to avoid creating problems for co-workers, I am mindful of how my behavior affects other people's jobs, I don't abuse the rights of others, I always keep myself abreast of changes in the organization, I keep myself updated with organizational announcements and memos, I attend meetings that aren't compulsory but help my department anyway, I always require frequent doses of motivation to get the work done, I usually find fault with what my organization is doing, I follow organizational rules even when no one is watching, I don't take extra or long breaks while on duty, my attendance at work is above the norm, respectively. The lowest mean score of 2.09 has been accorded on the statement I usually focus on what is wrong rather than positive side of situation. Hence, all the statements related to organizational citizenship behavior are important for the colleges.

Table 1: Descriptive Statistics of Violation of Organization Citizenship Behaviour

Sr.No.	Statement	N	Mean	SD
1	I willingly help fellow professionals when they have work related problems.	101	4.39	0.68
2	I willingly help new comers to get oriented towards job.	101	4.41	0.64
3	I am always ready to lend a helping hand for those around me.	101	4.42	0.64
4	I always try to avoid creating problems for co-workers.	101	4.19	0.89
5	I am mindful of how my behavior affects other people's jobs.	101	4.07	0.75
6	I don't abuse the rights of others.	101	4.34	0.72
7	I always keep myself abreast of changes in the organization.	101	3.96	0.88
8	I keep myself updated with organizational announcements and memos.	101	4.23	0.55
9	I attend meetings that aren't compulsory but help my department anyway.	101	4.05	0.68
10	I always require frequent doses of motivation to get the work done.	101	2.95	1.26
11	I usually find fault with what my organization is doing.	101	2.12	1.01
12	I usually focus on what is wrong rather than positive side of situation.	101	2.09	1.18

13	I follow organizational rules even when no one is watching.	101	4.29	0.78
14	I don't take extra or long breaks while on duty.	101	4.20	0.77
15	My attendance at work is above the norm.	101	4.19	0.64

Source:Primary.

Table2:CorrelationMatrix

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1.000														
2	.677	1.000													
3	.667	.691	1.000												
4	.475	.323	.425	1.000											
5	.320	.380	.294	.637	1.000										
6	.445	.221	.279	.628	.489	1.000									
7	.344	.261	.297	.200	.306	.099	1.000								
8	.111	.106	.185	.158	.205	.133	.434	1.000							
9	.325	.253	.251	.214	.305	.349	.302	.452	1.000						
10	-.106	-.125	.001	.124	.162	.095	-.074	-.013	.223	1.000					
11	-.257	-.107	-.232	-.103	.068	.027	-.297	-.086	.049	.467	1.000				
12	-.282	-.116	-.277	-.283	-.086	-.118	-.189	-.016	.007	.266	.604	1.000			
13	.337	.288	.382	.310	.393	.447	.220	.127	.217	-.067	-.031	-.127	1.000		
14	.348	.282	.318	.192	.182	.290	.026	.058	.132	-.041	-.158	-.195	.418	1.000	
15	.130	.178	.271	.182	.200	.249	.013	.275	.297	.160	.027	-.062	.410	.526	1.000

Source:Survey,

Further to know the factors, which are very much important to evaluate the organizational citizenship behavior in the colleges, the data reduction technique *i.e.* factor analysis was applied. The correlation between the variables was checked (Table 2). The correlation matrix in a lower triangle matrix shows the simple correlation (r) between all possible pairs of variables included in the analysis. Being an identity matrix of population correlation matrix, all the diagonal terms are 1 and all off-diagonal terms are 0.

Table3: KMOandBartlett'sTest

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.722
Bartlett's Test of Sphericity	Approx. Chi-Square	606.873
	df	105
	Sig.	.000

Source:Survey, Data processed through PASW 18.0.

Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy statistic is also used to test the appropriateness of factor analysis technique (Table 3). The test statistics for sphericity is based on a Chi-square transformation of the determinants of the correlation matrix. A large value of the test statistic favours the rejection of the null hypothesis. Further, KMO compares the magnitude of the observed correlation coefficients to the magnitude of partial correlation coefficients. Small value of KMO statistic indicates that the correlation between pairs of variables cannot be explained by other variables and the factor analysis may not be appropriate. Generally, a value greater than 0.5 is desirable for the test statistic. Here, it can be seen from Table 2

that the null hypothesis i.e. the population correlation matrix is an identity matrix, is rejected by Bartlett's Test of Sphericity. The approximate value of Chi-square statistic value is 606.873 with 105 degree of freedom, which is significant at 5 percent level of significance. The value of KMO statistic (0.722) is also large (greater than 0.5). Thus, factor analysis may be considered as appropriate technique for analyzing the correlation matrix (Table 2). The matrix is constructed from the data obtained from the teacher's responses about the factors that evaluate the organizational citizenship behavior in the colleges.

Table 4: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.572	30.479	30.479	4.572	30.479	30.479	2.406	16.037	16.037
2	2.126	14.173	44.652	2.126	14.173	44.652	2.391	15.938	31.975
3	1.468	9.788	54.440	1.468	9.788	54.440	2.075	13.831	45.806
4	1.333	8.884	63.324	1.333	8.884	63.324	1.940	12.933	58.740
5	1.156	7.705	71.029	1.156	7.705	71.029	1.843	12.289	71.029
6	.834	5.562	76.591						
7	.686	4.571	81.162						
8	.589	3.925	85.087						
9	.500	3.334	88.421						
10	.466	3.104	91.524						
11	.339	2.261	93.785						
12	.307	2.047	95.832						
13	.234	1.558	97.391						
14	.216	1.440	98.831						
15	.175	1.169	100.000						

Extraction Method: Principal Component Analysis.

Source: Survey, Data processed through PASW 18.0.

Table 4 shows that the Eigen value greater than 1.0 (default option) results in five factors being extracted. Finally, from the cumulative percentage of variance accounted for, it is found that five factors account for 100 percent of the total variance, contributed by first component is 16.037 percent with Eigen value of 2.406, followed by second factor cumulative percentage of variance 15.938 percent with Eigen value of 2.391, followed by third factor cumulative percentage of variance 13.831 percent with Eigen value of 2.075, followed by fourth factor cumulative percentage of variance 12.933 percent with Eigen value of 1.940 and followed by fifth factor cumulative percentage of variance 12.289 percent with Eigen value of 1.843.

Table 5 shows the rotated component matrix for each variable, which is the amount of variance shared by a variable with all other variables. It is also the proportion of variance explained by the common factors.

Table 5: Rotated Component Matrix

SN.	Statements	Component				
		F1	F2	F3	F4	F5
1	I willingly help fellow professionals when they have work related problems.		.781			
2	I willingly help new comers to get oriented towards job.		.902			
3	I am always ready to lend a helping hand for those around me.		.791			

4	I always try to avoid creating problems for co-workers.	.860				
5	I am mindful of how my behavior affects other people's jobs.	.750				
6	I don't abuse the rights of others.	.782				
7	I always keep myself abreast of changes in the organization.					.696
8	I keep myself updated with organizational announcements and memos.					.859
9	I attend meetings that aren't compulsory but help my department anyway.					.663
10	I always require frequent doses of motivation to get the work done.			.672		
11	I usually find fault with what my organization is doing.			.877		
12	I usually focus on what is wrong rather than positive side of situation.			.781		
13	I follow organizational rules even when no one is watching.				.572	
14	I don't take extra or long breaks while on duty.				.802	
15	My attendance at work is above the norm.				.848	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations

Source: Survey, Data processed through PASW18.0.

All the factors computed through factor analysis have high position factor loadings. With respect to the factor loading, these factors are named as Courtesy (F1), Altruism (F2), Sportsmanship (F3), Conscientiousness (F4) and Civic Virtue (F5). The factor wise description is as follows:

Factor 1 – Courtesy that includes I always try to avoid creating problems for co-workers (.860), I am mindful of how my behavior affects other people's jobs (.750) and I don't abuse the rights of others (.782). This is the first factor that evaluates the organizational citizenship behavior in the colleges.

Factor 2 – Altruism covers I willingly help fellow professionals when they have work related problems (.781), I willingly help new comers to get oriented towards job (.902) and I am always ready to lend a helping hand for those around me (.791). Altruism is the second factor that evaluates the organizational citizenship behavior in the colleges.

Factor 3 – Sportsmanship includes I always require frequent doses of motivation to get the work done (.672), I usually find fault with what my organization is doing (.877) and I usually focus on what is wrong rather than positive side of situation (.781). Sportsmanship is the third factor that evaluates the organizational citizenship behavior in the colleges.

Factor 4 – Conscientiousness covers I follow organizational rules even when no one is watching (.572), I don't take extra or long breaks while on duty (.802) and My attendance at work is above the norm (.848). This is the fourth factor that evaluates the organizational citizenship behavior in the colleges.

Factor 5 – Civic Virtue includes I always keep myself abreast of changes in the organization (.696), I keep myself updated with organizational announcements and memos (.859) and I attend meetings that aren't compulsory but help my department anyway (.663). This is the fifth factor that evaluates the organizational citizenship behavior in the colleges.

Conclusions

The conclusion of this study states that work objectives by the organization are clearly communicated to employees and there are also opportunities to grow in the colleges. As per highest mean score, Teachers' view point towards the organizational citizenship behavior in the colleges are willingly help fellow professionals when they have work related problems, willingly help new comers to get oriented towards job, always try to avoid creating problems for co-workers, am mindful of how my behavior affects other people's jobs, don't abuse the rights of others, always keep myself abreast of changes in the organization, keep myself updated with organizational announcements and memos, attend meetings that aren't compulsory but help my department anyway, always require frequent doses of motivation to get the work done, usually find fault with what my organization is doing, follow organizational rules even when no one is watching, don't take extra or long breaks while on duty, my attendance at work is above the norm, respectively. The study also concluded that these factors are named as Courtesy, Altruism, Sportsmanship, Conscientiousness and Civic Virtue as organizational citizenship behaviour. The study suggested that organizational citizenship behaviour of teachers in college can be improve by the help of organizational commitment and the impact of training & development opportunities, work-life policies and empowerment practices on organizational commitment.

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