

PERSONAL CHARACTERISTICS AND EMPOWERMENT: ANTECEDENTS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR?

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Abstract

To sustain and adjust in the dynamic market it is very important for the employees to not just perform their duties but also to work beyond their job description (Lobke Ebbekink, 2008). OCBs, in context of education is important as the nature of educators' role is not comprehensively prescribed in the job description and teachers' OCB has also been related to (cognitive) student achievement (Di Paola and Hoy, 2005). The present study has been conducted to find out whether personal characteristics act as antecedents of Organizational citizenship behavior or not. The study also aims at finding out the impact of empowerment on

OCB. For conducting the study a sample size of 60 professors were selected from the government colleges. It was found that the empowered professors showed little impact on OCB as compared to underpowered professors. It was also found that OCB is independent of personal characteristics. Government professors indulge in citizenship behavior irrespective of their gender, age, marital status, experience, qualification and designation.

Keywords: Organizational citizenship behavior (OCB), empowerment, personal characteristics
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INTRODUCTION

Social science researchers have been interested in the newly coined term “Organizational citizenship behavior” by Organ in 1970s and since then research has been conducted to find out OCBs relationship with the other variables affecting the performance and overall growth of the organizations. Various studies by Dennis W. Organ, Linn Van and Jon L. Pierce, N. T. Feather, Katrin A. Rauter, Jennifer DeNicolis Bragger et al. has been conducted on OCB and it was found that personality traits had an effect on organizational citizenship behavior, job satisfaction showed a significant relationship with OCB, organizational commitment affects OCB positively, psychological ownership predicts OCB, work-family culture predicts work-family conflict and work-family conflict further predicts OCB. Thus, it can be concluded that organizational citizenship behavior plays an important role in the organizations for its growth and development in disguise. In the prevailing scenario we find few employees directly or indirectly indulging in citizenship behavior which may have resulted due to their inner instinct to work for the welfare of the other employees. Organizational citizenship behavior is “individual behavior 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). Organizational citizenship behavior is not imposed on the employees, it is any behavior that an employee indulges in, out of his or her free will and without any pressure to do so. Organ explains that such behaviors should not be attached with any formal reward system directly or indirectly. It should also not be attached

with monetary or non monetary gains like promotion, bonuses or incentives and it should also lead towards the promotion of the effective functioning of the organization.

REVIEW OF LITERATURE

The research evidence in context of the present study was found by reviewing the literature available on organizational citizenship behavior. A systematic review of literature was done in order to identify the facts already available on OCB and to lead this study further.

Dennis W. Organ and Andreas Lingl (1995) in their article, “Personality, satisfaction and OCB” found that agreeableness and conscientiousness, the dimensions of personality showed a common shared variance between job satisfaction and Organizational citizenship behavior. The article concluded that the employees’ level of satisfaction has an impact on their citizenship behavior.

Ronit Bogler and Anit Somech (2004) examined whether teacher empowerment has an impact on teachers commitment towards their organizations, teachers commitment towards their profession and Organizational citizenship behavior. It was found that OCBs of teachers who had a role in decision making was not the same with those who were not included in the decision committee of the organization. Status and self-efficacy were also significant predictors of OCB.

Aamir Ali Chughtai et al. (2006) in their study concluded that Pakistani teachers would continue their association with their institutions if they are fairly compensated according to the amount of work they put in and their qualification. It was also found that satisfaction of the employees was positively linked with the level of their commitment.

Hannam, R.L. (2006) explained how organizational citizenship behavior impacts the teachers and students psychological outcomes. It was found that praise and recognition from the parents and from the principals impacted the citizenship behavior of the teachers however the study did not prove whether praise from the students or the colleagues affected the teachers outcome or not.

S.Suresh and P. Venkatammal, (2010) in their article, “Antecedents of Organizational Citizenship Behaviour”, found that organizational citizenship behavior in the public sector employees was affected by gender, age, marital status, their personality and organizational climate so in order to indulge employees in citizenship behaviors, organizations should focus on their demographic and personal traits.

Muhammad Kashif et al. (2011) in his study found that demographic features i.e. age had negligible impact on the organizational citizenship behavior. Further in his study he explored the factors determining OCB. The antecedents like job satisfaction, commitment of employees, leader’s reward behavior, leader behavior, employees’ fairness perception and leader member exchange all the above factors act as antecedents of OCB and a positive relationship between these factors and Organizational citizenship behavior was found.

A.M. Nasurdin et al. (2013) observed a partial supported relationship between workplace spirituality and organizational citizenship behavior, further the study also found the relationship between the two by moderating the role of gender in private institutions of higher learning in Malaysia.

SIGNIFICANCE OF THE STUDY

OCB is required for the promotion of the effective functioning of the organizations (Organ, 1988). In the present competitive business environment the need for such behaviors has arisen. To sustain and adjust in the dynamic market it is very important for the employees to not just perform their duties but also to work beyond their job description (Lobke Ebbekink, 2008). OCBs, in context of education is important as the nature of educators' role is not comprehensively prescribed in the job description and teachers' OCB has also been related to (cognitive) student achievement (Di Paola and Hoy, 2005). Moreover OCBs relationship has been found with various variables of human resource management studies like job satisfaction, culture, leadership, employees' mood, attitude, employees' perception etc. and it impacts the human work psychology.

OBJECTIVES OF THE STUDY:

The present study aims to figure out the following objectives:

- To analyze whether personal characteristics act as an antecedent of Organizational citizenship behavior.
- To examine the influence of teacher empowerment on organizational citizenship behavior

RESEARCH METHODOLOGY

Research design

A descriptive research was conducted in order to analyze whether the personal characteristics act as antecedents of organizational citizenship behavior or not and to analyze the impact of teacher empowerment on OCB.

Hypotheses of the Study:

The following hypotheses were raised to conduct this study.

H1: Personal characteristics act as an antecedent of Organizational citizenship behavior.

The above objective focused to test the age, gender, marital status, educational qualification, designation, length of service of the respondents

H2: Empowered professors indulge in Organizational citizenship behaviors.

Sampling Design:

Data was collected from the government colleges of Patiala, Jalandhar, Bholath, Kapurthala, Ajnala, Amritsar, Tarn Taran regions of Punjab, India. Out of 60 questionnaires distributed 58 were the valid questionnaires for conducting the present study.

ANALYSIS AND INTERPRETATION

To achieve the above mentioned objectives the data collected was analyzed using SPSS software. Table 1 depicts the demographic characteristics of the participants elucidating age, gender, marital status, educational qualification, designation and length of service. The following tables illustrate the t-values, one-way anova and regression analysis of the data collected for the present study. Regression analysis for all the dimensions of OCB including

Conscientiousness, altruism, courtesy, civic virtue and sportsmanship was calculated individually. The combine result of all the dimensions of OCB was also analyzed.

TABLE 1: DEMOGRAPHIC CHARACTERISTICS OF THE PARTICIPANTS:

CHARACTERISTIC	CATEGORY	FREQUENCY	PERCENTAGE
Age	25-35	18	31.03
	36-45	12	20.68
	46-55	15	25.86
	56&Above	13	22.41
Gender	Male	24	41.37
	Female	34	58.62
Marital status	Married	47	81.03
	Single	11	18.96
Educational Qualification	Masters	18	31.03
	M. Phil	26	44.82
	Doctoral	14	24.13
Designation	Assistant Professor	27	46.55
	Associate Professor	24	41.37
	Professor	4	6.89
	Senior Professor	3	5.17
Length of Service	1-5	16	27.58
	6-10	10	17.24
	11-15	2	3.44
	16 & Above	30	51.72

Source: Compiled with SPSS Software

TABLE 2: VALUES OF THE T-DISTRIBUTION BETWEEN OCB AND GENDER

OCB DIMENSIONS	MALE (24)	FEMALE (34)	T-VALUE
Conscientiousness	4.85	5.13	-1.004
Courtesy	5.11	4.73	1.308
Sportsmanship	4.008	3.87	0.399

Altruism	5.12	5.15	-0.113
Civic Virtue	4.89	5.09	-0.603

Source: Compiled with SPSS Software

TABLE 3: VALUES OF THE T-DISTRIBUTION BETWEEN OCB AND MARITAL STATUS

OCB Dimensions	Married(45)	Single(13)	T-VALUE
Conscientiousness	5.08	4.74	0.933
Courtesy	4.92	4.78	0.377
Sportsmanship	3.82	4.69	-2.12
Altruism	5.13	5.01	0.306
Civic Virtue	5.022	4.9	0.271

Source: Compiled with SPSS Software

TABLE 4: SUMMARY OF ONE-WAY ANOVA FOR PERSONAL CHARACTERISTICS

Personal Characteristics	F	p-value
Age	1.5	0.22
Designation	0.307	0.82
Qualification	1.5	0.222
Length of Service	0.734	0.573

Source: Compiled with SPSS Software

TABLE 5: SUMMARY OF REGRESSION ANALYSIS FOR OCB

Empowerment Dimensions	R ²	B	T	F-ratio
Hiring		0	0	
Evaluation		-0.01	-0.044	
Policy Framework	0.092	0.406	1.921	.865
Budget		-0.111	-0.579	
Curriculum		0.08	0.353	
Content of Service		-0.337	-1.658	

Source: Compiled with SPSS Software

TABLE 6: SUMMARY OF REGRESSION ANALYSIS FOR CONSCIENTIOUSNESS

Empowerment Dimensions	R ²	B	T	F-ratio
Hiring		0.148	0.754	
Evaluation		-0.04	-0.184	
Policy Framework	0.081	0.189	0.888	0.747
Budget		0.041	0.212	

Curriculum		-0.055	-0.241	
Content of Service		0.013	0.064	

Source: Compiled with SPSS Software

TABLE 7: SUMMARY OF REGRESSION ANALYSIS COURTESY

Empowerment Dimensions	R ²	B	T	F-ratio
Hiring		-0.053	-0.272	
Evaluation		0.1	0.46	
Policy Framework	0.086	0.284	1.338	0.796
Budget		-0.02	-0.104	
Curriculum		0.01	0.043	
Content of Service		0.365	-1.793	

Source: Compiled with SPSS Software

TABLE 8: SUMMARY OF REGRESSION ANALYSIS FOR SPORTSMANSHIP

Empowerment Dimensions	R ²	β	T	F-ratio
Hiring		0.014	0.07	
Evaluation		-0.28	-1.304	
Policy Framework	0.108	-0.239	-1.141	1.029
Budget		0.164	0.862	
Curriculum		0.474	2.102	
Content of Service		-0.167	-0.829	

Source: Compiled with SPSS Software

TABLE 9: SUMMARY OF REGRESSION ANALYSIS ALTRUISM

Empowerment Dimensions	R ²	β	T	F-ratio
Hiring		-0.127	-0.686	
Evaluation		0.225	1.097	
Policy Framework	0.182	0.583	2.903	1.895
Budget		-0.273	-1.498	
Curriculum		-0.127	-0.587	
Content of Service		-0.336	-1.743	

Source: Compiled with SPSS Software

TABLE 10: SUMMARY OF REGRESSION ANALYSIS FOR CIVIC VIRTUE

Empowerment Dimensions	R ²	β	T	F-ratio
Hiring		0.02	0.101	

Evaluation		0.009	0.04	
Policy Framework	0.073	0.383	1.789	0.665
Budget		-0.236	-1.218	
Curriculum		-0.128	-0.558	

Source: Compiled with SPSS Software

DISCUSSION OF THE RESULTS

The present study analyzed the relationship between the personal characteristics and OCB of government college professors of Punjab. According to the results of Table 1 two dimensions of OCB conscientiousness and civic virtue values were found higher in females as compared to males but sportsmanship and courtesy values were found higher in males than females. Table 2 depicts all the dimensions of OCB i.e. conscientiousness, courtesy, civic virtue, altruism to be higher in married professors than single professors however sportsmanship values were found higher in single professors than married employees. Table 3 shows the result of one way anova and it was found that gender, age, designation, qualification, length of service does not influence OCB much as the F-value and P- values depict OCB to be independent of the above personal factors. Table 4 shows the regression analysis for overall OCB and it was found that 9.2% of the variation in the OCB can be explained by the empowerment of the professors. Further the individual contribution of all the 5 dimensions of OCB were also analyzed and it was found that 8.6% of the variation in courtesy can be explained by empowerment, 10.8% variation in sportsmanship, 18.2% variation in altruism and 7.3% of the variation in civic virtue is explained by the empowerment of the professors. It was also found that the underpowered professors ($r^2=15.2\%$) showed more influence on OCB as compared to empowered professors ($r^2=.4\%$).

SUGGESTIONS AND CONCLUSION

According to the literature organizational citizenship behavior is impacted by the empowerment of the teachers as those who have an important role in the decision making of the organizations show high OCB, however the results of the present study showed that the empowerment of the government professors of the Patiala, Jalandhar, Bholath, Kapurthala, Ajnala, Amritsar, Tarn Taran regions of Punjab, have little impact on their organizational citizenship behaviors. It was found that underpowered professors had more influence on OCB ($r^2=15.2\%$) than the empowered professors as they indulge in citizenship behavior due to other factors than empowerment. The personal characteristics of the government college professors of Punjab do not act as antecedents of OCB as there was not sufficient evidence found to support that the demographic features influence the indulgence in citizenship behavior. The reasons for the indulgence of the underpowered professors as compared to the empowered professors can be found and this query is raised for future research which is elevated as a result of this study.

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