

Factors Influencing on Organizational Citizenship Behaviour: A Case Study of Teachers in Schools in Mannar Educational Zone, Sri Lanka

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Research Background

The most successful organizations, including successful schools, have employees who go beyond their formal job description and freely give of their time and energy for ultimate success of organizations (DiPaola & Hoy, 2005). The evidences of researches indicate that the organizations that have the employees who devote time and energy for their organization, achieve competitive advantage in the dynamic business world, but organizations which do not have such employees, could not achieve it. As results, human behaviour subjects have concerned with organizational citizenship behaviour (Alizadeh et al., 2012). The organizational citizenship behaviour (OCB) refers to the degree to which employees are willing to engage in non – official behaviour that helps the organization to achieve its goals as they love or wish its' success and progress. It involves a state in which an employee works for the benefit of the organization in addition to what employees supposed to perform on the job (Opatha, 2012). The OCB which is particularly an important concept in the service sectors has been implemented in hospitals, restaurants and in many other organizations, but until now, the concept has been neglected in the context of schools (DiPaola & Tschannen-Moran, 2001). The OCB of teachers refers to innovative instruction, comprehensive evaluation of achievements, students-tailored instructions, teaching during vacations for no additional payment, helping students in non-contact time, taking on new responsibilities with no financial compensations, creating personal attachment to disadvantaged students, helping new teachers, and guiding teachers professionally (Oplatka, 2009). The teachers, who were in schools of Mannar Education Zone in Northern Province of Sri Lanka, were selected for this study. The Mannar Educational Zone consists of three educational divisions namely, Mannar, Nanattan and Musali where 1,462 teachers and 23,535 students were in 88 schools (ZEO, 2014).

Research Problem

The OCB of teachers is powerful tools in promoting student achievement and positive change initiatives (Burns & Carpenter, 2008). Mannar Educational Zone was ranked third place, out of 12 Education Zone, on dropping out students before completing compulsory education in Northern Province and the dropout rate of grade 10 to 11 was 11 % (Manimaarrphan, 2015). In addition, the students qualified from G.C.E O/L level to study Mathamatic and Science stream in A/L, have not been increased from 2011 to 2014, and number of student failed in all subject in G.C.E (A /L) level increased 2014 (ZEO, 2014). These symptoms indicate that teachers in schools are not beyond in- role duties and they are not voluntary for unpaid task. Therefore, this research mainly focuses on determine the major factors influencing on extra- role behaviour of teachers unfavourably in schools in Mannar Educational Zone.

Research Object

The objects of the study are as follows:

- To evaluate the extent of teachers' OCB in schools of Mannar Educational Zone
- To determine the major factors influencing on OCB of teachers in schools in Mannar Educational Zone.

Research Method

The deductive method was adopted for this study. Data were collected through self-administrative questionnaires based survey from sample of 306 teachers who were selected through stratified sampling in schools of Mannar Educational Zone. The questionnaire which was designed and translated into Tamil, is five point Likert scales ranging from “strongly disagree= 1, to strongly agree = 5”. The factors which were developed by Podsakoff et al. (2000), are leadership behaviour, organizational characteristics, individual characteristics and job characteristics which were employed as independent variables and OCB of teachers developed by Somech and Drach-Zhavy (2000) were used as dependents variables. In this study, means and standard deviations were used for describing findings and correlations and regression analysis were used to prove hypotheses and determine the importance of independent variables based on dependent variables. The data were analysed by using Statistical Package for Social Science (SPSS) version 18.0.

Key Findings

Within the scope of this study with the support of literatures and quantitative data analysis, several key findings were drawn as follows; the dimensions of OCB, which are OCB of teachers towards teams, OCB of teachers towards students and OCB of teachers towards schools, were weak

among teachers. It means that teachers were unwilling to go beyond in-role behaviours; teachers were not in position to support colleagues who were with heavy workload, the students were not provided special assignments based on their cognitive skills and the teachers were not happy to do the extra assignment given by the principals and they were reluctance to participate on decision making process which improve performance of the schools.

Furthermore, results revealed that the influential factors: the leadership behaviour, the individual characteristics, the job characteristics and the organizational characteristics were positively associated with OCB of the teachers. It was proved through testing four hypotheses. Regression model was fitted to test how the factors have effect on OCB of the teachers in schools. Result shows that R^2 value was 0.430. It means that the factors contributed to the OCB of the teachers in school by 43% and remaining 57% could be attributed by other factors which were not studied because they were beyond the scope of study. And also, percentage of association between the factors and OCB of teachers were 66% ($R= 0.656$). It implies that the factors directly associated with OCB of teachers. In addition, the relative importance of the significant predictors is determined by standardized coefficients “ β ” value. In this model, the leadership behaviour ($\beta = 0.196$; $p < 0.05$), the job characteristics ($\beta = 0.134$; $p < 0.05$), the individual characteristics ($\beta = 0.147$; $p < 0.05$) and the organizational characteristics ($\beta = 0.137$; $p < 0.05$) significantly effect on OCB of the teachers.

Conclusion

The main aim of the this study is to evaluate the level of OCB practices among the teachers and detemine the factors influencing on OCB of the teachers in school of Mannar Educational Zone. The level of OCB practices were slightly week among the teachers in schools in Mannar Educational Zone. Further, the factors positively associate with OCB of the teachers and significantly contributed to OCB of the teachers.

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