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AN OVERVIEW OF RELATED LITERATURE OF ORGANISATIONAL CITIZENSHIP BEHAVIOUR

Amritpal Kaur
Assistant Professor, Institute of Educational Technology and Vocational Education,
Panjab University, Chandigarh (Union Territory).

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ABSTRACT :
Organizations today are facing challenges and opportunities due to changes world of business. The changes in the business world include in technological advances and economic trends in the global market. Werner (2007) stated that "social, cultural, political, technological and global forces challenge organizations to redefine their strategies". None of the field is left untouched by these changes. So, every organization aspires to have employees who are committed towards the fulfillment of the organizational goals. The educational organizations such as schools also need dedicated teachers to achieve their objectives and cannot succeed without their efforts and dedication.

KEYWORDS : facing challenges and opportunities due , educational organizations , *educational systems.*

INTRODUCTION

Today, as educational systems move into an era of reorganization and are required to work in a competitive and complex environment (Miller, 2002), success of schools fundamentally depends on teachers who are committed to school goals and values (Oplatka, 2006; Somech & Ron, 2007) and more willing to go above and beyond the call of duty to contribute to successful change, that is, to engage in such organizational citizenship behaviours (OCBs). OCBs, or extra-role behaviours (ERBs), refer to all helping behaviours extended to colleagues, supervisors, and students, such as lending a colleague a hand with work overload or preparing special assignments for higher and lower level students; and extended to the school at large, such as suggesting improvements in pedagogical issues or talking favourably about the school to outsiders (DiPaola & Tschannen- Moran, 2004; Somech & Drach-Zahavy, 2000).

A teacher's performance can also be approached from a perspective that focuses on how he/she conducts his/her job tasks, activities and duties in terms of time taken to accomplish them, attendance, absenteeism, availability at work, commitment and dedication, quality and accuracy of work, and reliability and responsiveness to complaints of the students (Boyd, Grossman, Lankford, Loeb & Wyckoff, 2006).

Somech and Bogler (2002) have accredited that Organizational Citizenship Behaviour a personality trait, a social response to supervisors' and/or peers' behaviour, as well as a possible reaction of the individual to the behaviour of his or her superiors or to other motivation-based mechanisms in the workplace.

Oplatka (2006) argues that in the school environment, organizational citizenship behaviour is a useful term to describe voluntary teacher behaviour or the extra role behaviours to help the students and

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colleagues perform highly. The teachers with high organizational citizenship behaviour (OCB) take it upon themselves to offer innovative suggestions of how to improve the teaching-learning process, participate in extracurricular activities and help colleagues with work load if need arises. This is altruism which is a component of Organizational Citizenship Behaviour (Munene, Mulira & Kasekende 2008). He argued that these teachers who exhibit Organizational Citizenship Behaviour teach with a difference, making lessons enjoyable to students. They stay after school time to offer extra lessons especially to slow learners work collaboratively and emphasize professional activities rather than personal ones. These teachers also use their talents and efforts to benefit all the school participants (Garg & Rastogi, 2006).

Teachers with high citizenship behaviours are focused on helping fellow staff in case of any need (cover the gaps) and help in administrative tasks. These teachers provide emotional assistance and work towards attainment of organizational objectives and even taking on unrewarded roles in the school. These observable behaviours in the school earn the teachers a title of supreme performers because they work beyond the legitimate contract (Kasekende, 2006).

ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

Organization citizenship behaviours are those behaviours that go beyond specified role requirements, and are directed toward the organization as a unit, the team, and the individual, in order to promote organizational goals (Somech & Drach-Zahavy, 2000). This definition of teachers' organization citizenship behaviour stresses three main features of extra-role behaviour. First, the behaviour must be voluntary, that is, neither role-prescribed nor part of formal job duties. Second, the focus is on behaviours that do not simply happen in an organization but are directed toward or seen as benefiting the organization (Van Dyne et al., 1995). Third, by this definition Organizational Citizenship Behaviour is multidimensional by nature. Although most scholars agree on the multidimensionality of this construct, a review of the literature reveals a lack of consensus about its dimensionality. The three-dimension construct of Somech & Drach-Zahavy (2000), which was developed specifically for the context of school. These are (a) Organizational Citizenship Behaviour toward the student, pertaining to behaviours directly and intentionally aimed at improving the quality of teaching (e.g., acquiring expertise in new subjects that contribute to teaching, enhancing the ability to deal with students' special needs); (b) Organizational Citizenship Behaviour toward the team, that is, behaviours intentionally directed at helping a specific teacher (e.g., helping other teachers who have heavy workloads, orienting new teachers); and (c) Organizational Citizenship Behaviour toward the organization as a whole, that is, a more impersonal form of behaviours that do not provide immediate aid to any one specific person but are directed to the benefit of the whole organization (e.g., volunteering for unpaid tasks, making innovative suggestions to improve the school.

For better grasp of what Organizational Citizenship Behaviour is, it must be distinguished from other concepts close to it. The important distinction should be made between Organizational Citizenship Behaviour and in-role behaviour. This distinction is meant to draw a line between the types of "behaviours which are required or expected as part of performing the duties and responsibilities of the assigned role" (Van Dyne, Cummings, and Parks, 1995) that is, in-role behaviour, and the types of behaviour that go beyond the formal contract, that is, extra-role behaviour. By Organ's (1988) definition, that Organizational Citizenship Behaviour consists of positive types of behaviour that are not part of the formal job description, Organizational Citizenship Behaviour should be limited to extra-role behaviour.

Organization citizenship behaviour (OCB) is a term that encompasses voluntary positive behaviour of employees of an organization, which support and benefit the organizations. The employees who engage in organizational citizenship behaviour may not always be the top performers but they are ones who always make effort to 'go the extra mile' or 'go above and beyond' the minimum performance required to do a job satisfactorily that's why Organizational Citizenship Behaviour can also be termed as positive extra-role behaviour, means performing above and beyond the formal role. Organizational Citizenship Behaviour (OCB) is one of the most widely studied topics in organizational behaviour research in recent years (Podsakoff,

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Niehoff, MacKenzie, & Williams 1993; Witt, Jahangir, Akbar & Haq 2004; Lievens & Anseel, 2004; Graham, 1991; Khalid, Jusoff, Othman, Ismail & Rahman, 2010).

Organizational citizenship behaviour is discretionary; here discretionary mean that the behaviour is not an enforceable requirement of the role or the job description, the behaviour is rather a matter of personal choice, such that its omission is not generally understood as punishable (Organ, 1988). If an organization has high level of Organizational Citizenship Behaviour tendencies among its employees then its functioning would be effective and efficient because of support, cooperation and commitment of its employees with their organization. Organizational Citizenship Behaviour is linked to lower rates of employee turnover and absenteeism, while at the organizational level, it results in increased productivity, efficiency and customer satisfaction, as well as in reduced costs, has also been observed (Podsakoff, Blume, Whiting, & Podsakoff, 2009).

The Organizational Citizenship Behaviour as Contextual Performance is defined as "performance that supports the social and psychological environment in which task performance takes place" (Organ, 1997). This is a revised definition given by Organ in 1997 in which Organizational Citizenship Behaviour explained as "non task performance" that contribute to the maintenance and/or enhancement of the context of "task performance". The extensive review of literature related to Organizational Citizenship Behaviour reveals several factors which influence or have impact over the Organizational Citizenship Behaviour are identified such as job satisfaction. Organizational citizenship is discretionary behavior that is not part of an employee's formal job requirements, but that nevertheless promotes the effective functioning of the organization (Robbins, 1996). Successful organizations need employees who will do more than their usual job duties and provide performance that is beyond expectations.

DEFINITIONS:

According to Organ (1988) Organizational Citizenship Behaviours (OCBs) are the unconditional behaviours engaged by individual personnel beyond the organization's official requested responsibility, and such behaviours are not directly or specifically recognized by the organization's official awarding system although they can foster the organization's efficiency.

Organ (1988) has identified five Organizational Citizenship Behaviour dimensions namely altruism, courtesy, civic virtue, conscientiousness and sportsmanship. This is also known as Five Factor Model or Five-Dimension taxonomy. Altruism, which refers to helping behaviours of members of organization aimed at other members of organization; Conscientiousness, which refers to helping behaviours of members of organization aimed at the organization as a whole; Sportsmanship, which refers to the willingness on the part of the employee to tolerate less than ideal circumstances without complaining; Courtesy, which refers to actions of employees aimed at the prevention of future problems; and Civic virtue, which refers to a behaviour of organizational member show concern about the life of the organization.

Organ (1997) refined this definition, conceptualizing organizational citizenship behaviour as any form of performance that supports the social or psychological environment in which the work tasks are embedded-a definition that more closely corresponds to contextual performance, as defined by Borman and Motowidlo (1993, 1997). Borman and Motowidlo (1993, 1997) proposed another construct called 'contextual performance' related to OCB that contribute to the effectiveness of the organization by shaping the organizational, social, and psychological context that serves as the catalyst for task activities and processes.

REVIEW RELATED TO ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

Clark (1999) indicated that senior management may set up plans and strive for efficiency but it is the employees' decision to accept and internalize these plans or to follow strictly their job descriptions and perform at the minimally acceptable level. Considered this way therefore, "Altruistic compliance", as extra role behaviour contributes to efficiency and productivity. Accordingly, this presupposed that OCB in relation to the output index indicates that improving the work process of teaching by the contribution of new and

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original ideas is considered the most important of the OCB behaviour which contributes to high performance of secondary school teachers.

Bienstock and Smith (2003) conducted study on restaurant employees provide support for a relationship between Organizational Citizenship Behaviours and Performance. They have revealed that OCB contributes to the best interest of the organisation. From their findings, it can be inferred that in many instances, secondary school teachers must weigh their students' expectations against what is best for the school and choose how to respond. These types of behaviours that lead to delivery of services according to school requirements result into students' perception of teaching quality.

Regoxs (2003) studied Citizenship Behaviours of University Teachers the Graduates' Point of View. He described the relationship between citizenship behaviours and performance of university teachers (CBUT) and the professional motivation and self-confidence of their students. Four CBUT dimensions were studied: participatory behaviour, practical orientation, conscientiousness and courtesy. A sample of 242 graduates from a variety of organizations and occupations were contacted. The findings are consistent with those obtained by Rego & Sousa concerning students' and teachers' points of view. The study, conducted in Portugal, supports the view that an excellent teacher is one who scores well across all four CBUT dimensions. The findings suggested that the four CBUT can contribute to improving quality in higher education with respect to the quality of the teaching–learning process.

Cropanzano, Rupp, and Byrne (2003) investigated the negative consequences of emotional exhaustion for individual employees and their employers. On the basis of social exchange theory, the authors proposed that emotional exhaustion would predict job performance, 2 classes of organizational citizenship behavior, and turnover intentions. In addition, the authors posited that the relationship between emotional exhaustion and effective work behaviors would be mediated by organizational commitment. With only a few exceptions, the results of 2 field studies supported the authors' expectations. In addition, emotional exhaustion exerted an independent effect on these criterion variables beyond the impact of age, gender, and ethnicity.

Turnipseed and Rassuli (2005) demonstrated that, since OCB is positive for organisations, managers should attempt to increase their frequency and intensity. It therefore can be hypothesized that, to optimise the constructive impact of interventions, effective school heads must identify the links between various OCB dimensions and performance, and then understand their teachers' perceptions of organisational (school) citizenship. Similarly, secondary school teachers should be made aware of the positive correlation between OCB and performance. As a result, secondary school heads can scrupulously assess OCBs prior to the interventions and design effective strategies for maximizing citizenship behaviours that positively impact on teacher performance.

Di Paola and Hoy (2005) suggested that school personnel must work as departments and should be willing to go above and beyond the call of duty by constantly going beyond the minimum expectations of formal job requirements and descriptions to attain their school's objectives and goals.

Chu, Lee, Hsu and Chen (2006) investigated the clarification of the antecedents of hospital nurse organizational citizenship behaviour. Questionnaires were completed by 314 non-supervisory hospital nurses, each of whom was given a supervisor rating for their OCB. Exploratory factor analysis was used to assess the convergent and discriminant validity of the variables in the model. Multiple regression analysis was used because it provided estimates of net effects and explanatory power. The results showed that job satisfaction, supervisor support, job involvement, and procedural justices had significant effects on the nurses' citizenship behaviors.

Kagaari, James and Munene (2007) established the relevant competencies possessed by engineering lecturers and the relationship between those competencies and the exhibited Organizational Citizenship Behaviours (OCB). Findings revealed that those lecturers who have the relevant competencies do exhibit discretionary behaviours at work. The model could be useful in deriving employee competencies and critical outputs.

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Belogolovsky and Somech (2010) examined how different stakeholders in school (principals, teachers, parents) conceptualize teachers' role breadth, i.e., whether they define given behaviors commonly assumed to be Organizational Citizenship Behaviours as in-role or extra-role behaviors on a survey of 29 principals, 245 teachers and 345 parents,. The results showed that principals and teachers defined more teachers' Organizational Citizenship Behaviours in general and toward the school as in role behaviors than parents did; parents defined more teachers' Organizational Citizenship Behaviours toward the student as in-role behaviors than teachers did. The result showed that demonstrate a significant difference between organizational members (i.e., principals and teachers) and organizational clients (i.e., parents) in their definition of teachers' OCB as in-role vs. extra-role behaviour.

Katrinli, Atabay, Gunay and Cangarli (2011) examined the moderating role of leader-member exchange in the relationship between psychological contract violation and organizational citizenship behaviour. Data were gathered from a sample of 148 registered nurses working in a private general hospital. Results show that the negative relationship between PCV and Organizational Citizenship Behaviour is stronger for nurses who have high LMX quality. The study revealed that the interaction of the behaviour of all organizational agents and supervisors relates to Organizational Citizenship Behaviour.

Allameh, Amiri, and Ali (2011) conducted a survey of relationship between organizational commitments and Organizational Citizenship Behaviour. A sample of 40 employees was selected randomly and the findings revealed that there exists no relationship between organizational commitment and Organizational Citizenship Behaviour.

Finkelstein (2011) conducted a study on the Intrinsic and extrinsic motivation and organizational citizenship behaviour, a functional approach to organizational citizenship behaviour. Citizenship behavior and motives were assessed along with motivational orientation and pro social personality. The results suggest that motives, and the types of organizational citizenship behaviour they foster, derive in part from individual differences in motivational orientation. Intrinsically motivated individuals manifested internal, other-oriented motives for organizational citizenship behaviour, while those with extrinsic orientations were driven largely by external, self-focused objectives. Mediation analyses implicated motivational orientation as a causal factor in determining specific motives. Citizenship activities directed at co-workers also showed a strong relationship with pro social personality. A strong, positive correlation between intrinsic and extrinsic motivation suggested the usefulness of viewing them as complementary rather than competing tendencies, working together to help individuals accomplish a goal.

Oplatka & Stundi (2011) explored the components and determinants of preschool teacher Organizational Citizenship Behaviours (OCB), i.e. role behaviours that are discretionary, unrewarded and beyond formal-role expectations. It was found that preschool teacher Organizational Citizenship Behaviour appears in professional (e.g. instructional innovations, diverse teaching methods, helping colleagues) and in inter-personal (e.g. the children, the parents, and the local community) arenas. Likewise, both personal and organizational determinants may account for the occurrence of this behaviour in preschool teaching.

Pablo, Carmen and Knorr (2011) examined the Employee Organizational Citizenship Behaviour: The Direct and Indirect Impact of Ethical Leadership by using 525 respondents from the banking and insurance sectors in Spain, supervisor ethical leadership (SEL), conceptualized to involve the practice of moral virtues, was examined for its relationship to employee job satisfaction, affective commitment, and organizational citizenship behaviour.

Consistent with social exchange theory, SEL was directly and positively associated with both job satisfaction and affective commitment. The relationship between ethical leadership and employee organizational citizenship was best represented by a model where the effect was fully mediated by job satisfaction and affective commitment.

Elstad, Christophersen and Turmo (2012) studied the Social exchange theory as an explanation of organizational citizenship behaviour among teachers and explored the link between the strength of accountability and teachers' organizational citizenship behaviour within three different management systems: a system of assessment-based accountability; a system of the gradual introduction of accountability

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devices; and a system with no tests or examinations. Results showed that the factors that influence organizational citizenship behaviour in an accountability regime are clearly different from those in a regime with weak or no accountability devices. It also showed that Organizational Citizenship Behaviour amongst teachers is essential for the smooth functioning of schools for several reasons. This study examined a model of clear leadership and relational building between head and teachers as antecedents, and organizational citizenship behaviour as a consequence of teacher–school exchange. One purpose of this study was to explore the nature of exchanges between parties in the organization of teachers' work and examine the relative impact of these aspects on organizational citizenship behaviour. The methodology adopted was a cross-sectional survey of 234 secondary teachers. The structural equation analysis indicates a strong support for the importance of principal–teacher trust on social exchange and indirectly an impact on organizational citizenship behaviours. The study found that some moderate support for the importance of clear leadership on organizational citizenship behaviours.

Carrie, Kenneth and Phyllis (2012) studied Stress, Organizational Citizenship Behaviors, and Coping: Comparisons among Plateaued and Non-Plateaued Employees. Hierarchical plateaus occur when employees lack upward mobility, and job content plateaus occur when employees lack challenge or responsibilities in their roles. Results revealed that Plateaus were positively related to stress and negatively related to Organizational Citizenship Behaviour it was also examined the differences in coping strategies by incorporating responses from non-plateaued as well as three groups of plateaued employees. Non-plateaued employees reported higher usage of non-work coping strategies compared to double plateaued employees, and those reporting no hierarchical plateau reported greater use of non-work coping strategies than hierarchically plateaued employees. These results provide some initial insights on how non-plateaued employees might be successfully avoiding plateaus in their careers. Lastly, job involvement and non-work coping strategies were negatively related to stress.

Dargahi, Alirezaie and Shaham (2012) examined Organizational Citizenship Behavior Among Iranian Nurses. A cross-sectional, descriptive and analytical study was conducted among 510 nurses working in 15 teaching hospitals in Tehran, Iran selected by stratified random sampling. The respondents were asked to complete Netemeyer's organizational citizenship behavior questionnaire that encompassed four dimensions of Organizational Citizenship Behaviour including Sportsmanship, Civil Virtue, Conscientiousness, Altruism and selected each item of Organizational Citizenship Behaviour dimensions and identified their attitudes about Organizational Citizenship Behaviour items were observed in hospitals of Tehran. The data was analyzed by T-test, ANOVA and Pearson statistical methods. The results of this research showed that most of the nurses who studied in this study, had Organizational Citizenship Behaviour. It was also found that there was significant correlation between Iranian nurses' marriage status, qualifications and gender with sportsmanship, altruism and civic virtue.

Khani, Fallah, and Ghasemi (2013) conducted a study on the Relationship between Religiousness and Organizational Citizenship Behavior among the Teachers of Abeyek City (IRAN) and 120 teachers were selected by the method of multi-stage cluster sampling. The religious teachings can potentially explain numerous organizational behavior outcome factors or not. Disregarding obligations set in job description, a pious individual considers philanthropy, helping people, and fulfilling the affairs of clients as his/her religious and humanitarian responsibilities. Organizational citizenship behavior is a set of voluntary and spontaneous behaviors not included in one's job description, yet they are undertaken by the individual and improve work procedures and organizational roles. The research results indicated that there was not a significant relationship between religiosity and civic (citizenship) behavior but there was a negative relationship between external religiosity and citizenship behavior. Religious doctrines are not in favor of deceptive behaviors and this is shown in the negative relationship between external religiosity and citizenship behaviour.

Karavardar (2014) conducted a study on Perceived Organizational Support, Psychological Empowerment, Organizational Citizenship Behavior, Job Performance and Job Embeddedness: A Research on the Fast Food Industry in Istanbul, Turkey, and a sample of approximately 700 employees was taken. The

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study represented a strong relationship between psychological empowerment, perceived organizational support, organizational citizenship behavior, job embeddedness (as a moderator) and job performance of the employees in fast food industry in Istanbul, Turkey.

The above studies have collectively revealed that the teacher's performance is complex and that there are many factors which contribute to teacher performance. However, two important aspects, which should be considered in teacher performance, are teacher commitment and Organizational Citizenship Behaviour. Studies on Organizational Citizenship Behaviour reveal that as Extra Role Behaviour Organizational Citizenship Behaviour which contributes to high performance of secondary school teachers and contributes to efficiency and productivity (Clark, 1999). The school requirements result into students' perception of teaching quality (Bienstock and Smith, 2003), Regoxs (2003) revealed that Citizenship Behaviours Teachers contribute to improving quality in higher education with respect to the quality of the teaching–learning process. Turnipseed and Rassuli (2005) has found that Organizational Citizenship Behaviour dimensions and performance, and then understand their teachers' perceptions of organisational (school) citizenship. One of the studies, also reflects Organizational Citizenship Behaviour and organizational commitment are emotional exhaustion exerted an independent effect on employees and their employers (Cropanzano, Rupp and Byrne, 2003). But on the other hand no significance relationship between organisational commitment and Organizational Citizenship Behaviour (Allameh, Amiri, and Ali, 2011) and Khani, Fallah, and Ghasemi (2013) found negative relationship between external religiosity and citizenship behaviour. Most of the studies tend to favour positive relationship between Intrinsically motivated individuals manifested internal, other-oriented motives for organizational citizenship behaviour (Finkelstein, 2011), Organizational Citizenship Behaviour amongst teachers is essential for the smooth functioning of schools (Elstad, Christophersen and Turmo, 2012), Significant difference between organizational members (i.e., principals and teachers) and organizational clients (i.e., parents) in their definition of teachers' Organizational Citizenship Behaviours as in-role vs. extra-role behavior (Belogolovsky and Somech, 2010), and Significant correlation to each dimension of Organizational Citizenship Behaviour (Dargahi, Alirezaie and Shaham, 2012). It is highlighted that Organizational Citizenship Behaviour though Positively related with teachers and also interaction of the behavior of all organizational agents and supervisors relates to Organizational Citizenship Behaviour (Katrinli, Atabay, Gunay and Cangarli, 2011), a strong relationship between psychological empowerment, perceived organizational support, organizational citizenship behavior, job embeddedness (as a moderator) and job performance (Karavardar 2014).

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